

University School of Nursing and Health Studies
“Advancing the art of caring and the science of healthcare”

Academic Technology Plan

“Appropriate technology for effective learning”

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Executive Summary

“Make no little plans, they have no magic to stir the blood.”

Daniel Burnham

Daniel Burnham was a world-class architect of the last century. His statement has come to demonstrate the importance of effective planning to organizations and institutions of all types, including schools of nursing. Academic technology planning for the University School of Nursing and Health Studies is a function of the School’s Academic Technology Committee. The Committee’s Academic Technology plan is a dynamic document intended to change as the academic technology needs of the School evolve.

This Plan is designed to support the vision and mission of the School. It emphasizes the commitment to provide a world-class education that advances “the art of caring and the science of healthcare.” It supports the commitment to provide modern and innovative learning and teaching environments for the School’s students, faculty, staff, and administration.

Academic technology use often requires culture change concerning the appropriate and ethical use of technology that supports the standards of the profession. Fundamental to this plan are ten pillars or foundations, upon which it is based.

The Plan will:

1. Allow academic and administrative technology needs to be aligned with other college priorities.
2. Permit the development of instructional and learning strategies that involve academic technology.
3. Guide the efforts of technology professionals.
4. Support the academic technology needs of faculty and staff.
5. Engage students and support faculty to promote learning and teaching.
6. Permit flexible on and off campus learning and teaching opportunities.
7. Provide a stimulating learning and teaching environment.
8. Provide widely available access to resources for students, faculty, and staff.
9. Promote the School within the community.
10. Provide a secure information and instructional technology environment.

Derived from these pillars are the six goals, each clarified by objectives and strategies. The Plan’s goals are:

Goal 1: Support learning and teaching

Goal 2: Support Students

Goal 3: Support Faculty and Staff

Goal 4: Provide Adequate Hardware and Software

Goal 5: Provide Appropriate Support Systems that Promote Academic Integrity

Goal 6: Insure Continuous Review and Evaluation

Background Statements

Mission Statement: School of Nursing and Health Studies

The mission of the School of Nursing and Health Studies is to educate students and support faculty committed to excellence in the art and science of nursing and health studies through creating and disseminating health knowledge and developing culturally competent leaders to provide service to our community, the nation and the world.

Vision Statement: School of Nursing and Health Studies

To be recognized as an innovative world center for excellence in nursing and health studies education, scholarship and research. To be one of the top twenty-five most distinguished schools of nursing in the country.

Vision Statement: Academic Technology Plan

The University School of Nursing and Health Studies will be recognized as a world center for excellence in nursing education by integrating appropriate academic technology into the curriculum and by offering innovative site-based and distance-delivered teaching methods that complement scholarship and research.

Philosophy: Academic Technology Plan

Academic technology planning is an ongoing, dynamic process based on the routine input of information about the nursing education environment. Technology planning consists of many activities, but two are paramount – First, Academic technology planning is an ongoing process that is a primary activity of the Academic Technology Committee. Second, planning for academic technology requires the development, implementation, evaluation, and revision of a planning document.

In the University School of Nursing and Health Studies, academic technology includes the processes and tools of teaching and learning in a variety of settings using a mix of approaches, including classroom presentations and lectures, laboratory activities, seminar activities, on-site practical events, and distance education. Face-to-face instruction, blended/hybrid approaches, and online learning strategies are used.



Description: School of Nursing and Health Studies

The University School of Nursing and Health Studies offers all the resources of a top research university: renowned faculty, cutting-edge programs that are fully accredited, diverse, clinical experiences, study abroad opportunities, state-of-the-art facilities, and affiliation with a major medical center.

Established in 1948 as the first collegiate nursing program in South Florida, the school educates students at the bachelor's, master's, and doctoral levels, preparing them to provide compassionate, quality care to communities locally, nationally, and internationally. In February 2005 the school expanded its program offerings to include UNIVERSITY's health science program and changed its name to the School of Nursing and Health Studies. The expanded curriculum includes programs taught traditionally and increasingly online

The school is committed to academic excellence and service to society. The school's undergraduate and graduate curricula are community-based, with a strong emphasis on cultural competency and evidence-based practice. Recognizing that every ethnic community has unique health beliefs and practices, the school prepares health professionals who can adapt care to specific health needs. Through coursework and outreach programs, clinical faculty prepare students to address the health needs of our increasingly diverse and rapidly changing society.

Pillars: School of Nursing and Health Studies Academic Technology Plan

This Technology Plan is based on the philosophy of culture change that is founded on the appropriate and ethical integration of academic technologies that improve the learning and teaching environment. Culture change will be a process involving College students, faculty, staff, administration and external stakeholders. Thus, the audiences for the Technology Plan are the Academic Technology Committee, the College at-large, and the community. The culture change process begins with ten pillars at the foundation of the Technology Plan.

The Plan will:

1. Allow academic and administrative technology needs to be aligned with other college priorities.
2. Permit the development of instructional and learning strategies that involve academic technology.
3. Guide the efforts of technology professionals.
4. Support the academic technology needs of faculty and staff.
5. Engage students and support faculty to promote learning and teaching.
6. Permit flexible on and off campus learning and teaching opportunities.
7. Provide a stimulating learning and teaching environment.
8. Provide widely available access to resources for students, faculty, and staff.
9. Promote the School within the community.
10. Provide a secure information and instructional technology environment.

Definitions

Educational/Instructional/Academic Technology

Instructional technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources.

AECT, 2008

Technology, instructional technology, educational technology, and academic technology will be used interchangeably when referring to technology for learning and teaching.

Information technology will be used when referring to the technological tools used for management, administrative, and non-educational communication.

Distance Education

Distance Education is institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors. (Simonson, 2009)

Sloan-C Categories of Instruction (Allen and Seaman, 2008)

Traditional: Course with no online technology used – content is delivered in writing or orally.

Web Facilitated: Course that uses web-based technology to facilitate what is essentially a face-to-face courses. The course may use a management system or web pages to post the syllabus and assignments – 1-29% of course content is delivered online.

Blended/Hybrid: Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and has reduced number of traditional meetings – 30 – 79% of course content is delivered online.

Online: A course where most or all of the content is delivered online. Typically this course has no face-to-face meetings – 80-100% of course content is delivered online.

Technology Plan Goals

Six goals provide the framework for the Technology Plan. These goals flow from the desire for culture change, and from the vision, philosophy, and ten pillars at the core of the plan. The Academic Technology Committee is responsible for:

- Championing the intent of the goals,
- Monitoring progress related to the Plan’s strategies,

- Assessing and evaluating the impact of the plan,
- Collecting information from individuals and College units related to the goals, objectives, and strategies of the plan, and
- Revising and updating the plan, as needed.

Goal 1: Support learning and teaching

The Academic Technology plan contributes to the goal of providing the highest quality teaching and learning environments through the creative use of appropriate academic technologies. To accomplish this goal it is recognized that a successful, modern, and sustainable instructional approach to learning and teaching with academic technology is needed. Assumptions that support this goal include:

- Alignment of School and University missions and goals
- Engagement of students, faculty and administration
- Availability of adequate resources
- Need for faculty development
- Recognition of professional standards and policies
- Need for periodic evaluation



Objective and Strategies

1. Identify and use appropriate technologies for teaching and learning.
 - Assessments of academic technology needs and inventories of available resources will be periodically conducted.
 - Training in the use of academic technologies will be made available regularly.
 - Just-in-time staff development will be available.
2. Evaluate and adopt appropriate new academic technologies
 - Reviews of teaching using academic technology will be periodically conducted.
 - Demonstrations of new academic technologies will be available.
3. Evaluate the use of academic technologies used in the teaching and learning process
 - Determinations of the impact of academic technologies will be included in course and student evaluations.
 - Utilization patterns and reports will be conducted to determine the impact of the use of academic technologies, especially online course effectiveness.
4. Maintain technology-rich learning spaces for students and faculty

- Provision will be made for technology-rich teaching and learning environments.
 - Trouble-shooting and technology assistance will be available to faculty and students.
5. Identify and provide flexible options for technology-rich learning and teaching
- Requests for academic technologies will be solicited from faculty, and will be provided, as resources permit.

Goal 2: Support Students

The Academic Technology Plan will provide students with appropriate instructional access and support instructional needs.



Objectives and Strategies

1. Students will have regular access to academic technologies
 - A recommended list of personal academic technologies need by students will be developed.
 - School-wide laboratories and learning spaces with modern academic technologies will be available regularly and routinely to students.
2. Students will have training and trouble-shooting support on an as-needed basis.

Goal 3: Support Faculty and Staff

The Academic Technology Plan will support faculty and staff with appropriate assistance, ongoing development, and instructional design support.



Objectives and Strategies

1. Academic technology staff will support faculty, including technology management services, technology training support, instructional design assistance, media production support, and technology evaluation services
2. Technology trouble shooting and maintenance will be provided.
3. Regular assessments will be conducted to determine faculty/staff needs related to academic technology.

Goal 4: Provide Appropriate and Adequate Hardware and Software

The Academic Technology Plan includes a process for the ongoing need to recommend appropriate academic technologies to support high-quality teaching and learning.

Objectives and Strategies

1. Modern academic technology hardware and software will be available to faculty.
2. Budgets will include regular acquisition of academic technologies for modern teaching and learning.
3. Environments for teaching and learning at a distance will be supported by appropriate communications hardware and software systems.
4. Production technologies will be available for faculty use and to support teaching needs.
5. School web sites and pages will reflect the mission of the school and will provide effective communication about the school and its mission.

Goal 5: Provide Appropriate Support Systems that Support Academic Integrity

The Academic Technology Plan will support the need for continued growth and expansion of the infrastructure needs of a School using modern and wide-reaching approaches for teaching and learning.



Objectives and Strategies

1. School infrastructure needs will be examined regularly assessed and additional needs will be reported to University officers.
2. Faculty will be encouraged to learn about teaching strategies in their content specialty by attending academic conferences where innovative teaching strategies are discussed and by reviewing literature related to nursing education.
3. Faculty academic technology resources and production laboratories will be established and supported.
4. A local media-production laboratory for faculty use should be established.
5. Policies and procedures for proper ethical behavior of students and faculty when using various technologies should be established, including plagiarism policies, and student verification procedures.
6. Instructional design, media production, and teaching effectiveness support will be provided to faculty, including the addition to the School's staff of professionals in instructional technology and distance education

Goal 6: Insure Continuous Review and Evaluation

The Academic Technology Plan will provide for a system of regular evaluation, review, and modification of academic technology needs that support the School's vision and mission as approaches for teaching and learning evolve.



Objectives and Strategies

1. The Academic Technology Committee of the University School of Nursing will develop a continuous improvement plan that includes periodic reviews of teaching, teaching with technology, online teaching and learning, and student learning.
2. The School's Academic Technology plan will be revised and updated periodically.
3. The Academic Technology Committee will prepare a yearly "state of the school" report that presents information about the use of and needs for academic technology.

Time Line

1. Plan Completed
2. Plan Circulated and Discussed
3. Plan Approved
4. Academic Technology Committee Appointed
5. Plan Implementation Initiated
6. Plan Evaluated
7. Evaluation Reports Completed and Distributed
8. Plan Revised and Updated

Recommendations

Plans are static documents unless they are implemented. In order to implement the University School of Nursing Academic Technology Plan, the following recommendations are made:

- A permanent Academic Technology Committee will be appointed.
- Staff necessary to implement and support the Academic Technology Plan will be hired, specifically a Coordinator of Academic Technology, an Academic Technology Production Specialist, and a Student Support Specialist.
- Resources needed to implement and support the Academic Technology Plan will be identified and acquired.
- Professional development for UNIVERSITY-Nursing faculty and staff will be planned and conducted regularly and routinely.
- Academic Technology integration plans will be developed for courses in the School, including universal use of course management systems, a standard syllabus template, faculty review processes, and short and long-term plans for moving courses from a traditional, face-to-face delivery approach to a blended or online approach that is appropriate for the content of the individual course.

Summary

The University School of Nursing and Health Studies has a commitment to the appropriate use and integration of academic technologies into the learning and teaching environment of the school. Central to this commitment is this Academic Technology Plan; a dynamic document, created to provide a "road-map" for change.

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Appendices


#1 Hardware/Software currently available to the Faculty









- **Hardware:**
 - All full-time faculty are provided a PC with at least the following minimum specs: Dell Optiplex GX620 3.2GHz; 2GB SDRAM; 250GB SATA 7200 RPM Hard Drive; 16X DVD+/- RW; Dell 20" UltraSharp Flat Panel monitor.
 - All of our classrooms are equipped with ceiling/mounted projectors and a Podium hosting a PC & VHS/DVD unit integrated into the room's AV system.
 - Room 106 also has a video conferencing unit integrated into the Podium.
 - Room 428 has a Sonic Foundry MediaSite recorder integrated into the Podium, and we have a MediaSite server set up to stream events live from that room (or store them for later access).
 - We have also provided a PC microphone to those faculty interested in adding narration to their PowerPoint files.
 - We also have an Apple X-Serve used to stream podcasts of faculty-created presentations. They create them in PowerPoint with voice narration, then I convert them to MOV files and upload them as podcasts to the server.
 - TurningPoint audience response system (clickers) from Turning Technologies
- **Software:**
 - Microsoft Office 2007 Professional, which includes Word, Excel, PowerPoint, Outlook, Access.
 - Adobe Acrobat 9.0 Professional
 - Symantec Antivirus
 - RefWorks Write-N-Cite
 - SPSS (as approved by Dean for research faculty)
 - BlackBoard 8.0
 - iTunes + QuickTime
 - SoftChalk LessonBuilder 5.0 for creating SCORM content to import into BlackBoard courses to make them more interactive
 - Currently looking into "Elluminate" as possible solution for virtual classrooms
- **Services:**
 - In-house systems administrator (Gersom Manresa) and assistant (Cathy Williams) function as "Help Desk" for all of the following: Installing software, troubleshooting hardware/software issues, initial point of contact for BlackBoard issues, network infrastructure support, technical support for exams, distance learning support, etc
 - The University also provides a centralized BlackBoard Help Desk for all faculty & students through its Instructional Advancement Office.
- **Academic Technology Resources available to students:**
- **Hardware:**
 - All students are required to have a laptop meeting at least the following minimum requirements: Pentium 2.8GHz, Windows XP SP2, 40GB Hard drive, CD-RW/DVD drive, Wireless LAN card.

- 2 computer labs available at the School of Nursing plus many others available throughout the University
- Several Simulation Labs available at the School of Nursing (use of which is incorporated through their curriculum)
- Classrooms fully equipped with A/V systems
- Software:
 - Respondus LockDown Browser to prevent cheating during online exams
 - Microsoft Office 2007 Professional, which includes Word, Excel, PowerPoint, Outlook, Access.
 - Adobe Acrobat 9.0 Professional
 - Symantec Antivirus
 - RefWorks Write-N-Cite
 - BlackBoard 8.0 – We provide in-house support as initial point of contact, and the University also has a BlackBoard help desk for faculty & students.
 - iTunes + QuickTime
- Services:
 - Systems administrator (Gersom Manresa) and assistant (Cathy Williams) function as in-house help desk for support issues regarding: hardware/software troubles with their laptops, Wireless connectivity, etc.
 - The University also has a centralized on-campus Help Desk, called the CaneNet Connection, available to all UNIVERSITY students. They also provide support for all the above mentioned issues. However, support through them generally means the students must leave their laptop there for several days due to overflow during peak periods.
 - The University also provides a centralized BlackBoard Help Desk for all faculty & students through its Instructional Advancement Office.

#2 – Sample Course Management System Home Page

School of Nursing and Health Studies
ADVANCING THE ART OF CARING AND THE SCIENCE OF HEALTHCARE



 Reading	 Discussion Board	 Seminar	 Assignment
 Intro Video	 Extra Resources	 Introduce Yourself	 Final Project

#3 - Position Announcement – Instructional Design for Nursing Education

A major university's School of Nursing is seeking a motivated and energetic professional to take a leadership position as an Instructional Designer/Developer for Online Instruction.

Requirements include: Doctorate preferred (ABD considered) in instructional design, distance education, instructional technology, instructional systems, or closely related field; competence in design and teaching of adult learners at a distance; skills in media production, including video, audio, photography, and animation; instructional computing expertise; experience in supervising and using course/learning management systems, including open source systems; experience in the private sector, and medical professions desired; salary and benefits highly competitive. This position will remain open until filled.

Approach - Performance of Duties (What to Do)

1. Design educational templates and courses for teaching adult learners at a distance;
2. Develop or produce media as needed for distance education;
3. Provide instruction in course development to educators and trainers who are developing content for courses;
4. Develop and implement a learning management system.

Deployment - Essential Job Functions (How to Do It)

1. Work with faculty on the design of on-line teaching materials and templates for adult learners;
2. Produce media which may include video, audio, photography, and animation to enhance education;
3. Teach faculty about methods and strategies for successful delivery of on-line courses to adult learners.
4. Design, develop, and implement a learning management system for the company utilizing experience in supervising and using course/learning management systems, including open source systems as well as experience in the private sector, and medical professions

Results – Performance Measures (How to measure success)

1. On-line classes will be developed for internal training
2. On-line classes will be developed and enhanced for customer training
3. Positive feedback
4. A learning management system will be developed and implemented for the company

Other Duties (Non Measurable)

- Support School Guidelines

- Check and verify quality.
- Support University health and safety objectives.
- React to change productively and handle other essential duties as assigned.

Performance of Duties

Knowledge, skills and abilities for performance of essential duties:

Minimum education, certification and experience requirements

- Education: : Doctorate preferred (ABD considered) master's considered in instructional design, distance education, instructional technology, instructional systems, or closely related field
- Experience and Knowledge: Competence in design and teaching of adult learners at a distance; skills in media production, including video, audio, photography, and animation; instructional computing expertise; experience in supervising and using course/learning management systems, including open source systems; experience in the medical professions desired.

Skills & Abilities

- Skilled in distance education for adult learners.
- Excellent presentation skills
- Excellent communication and organizational skills
- Ability to train to multiple types of audiences