DELTA STATE UNIVERSITY
For the Calendar year 1999
And Budget Request 2001

I. UNIT TITLE: Instructional Technologies & the Technology Learning Center

UNIT ADMINISTRATOR: Vicki Bond

II. DATA AND INFORMATION FOR DEPARTMENT
-NA-

III. PERSONNEL:

On December 1, 1999, Vicki Bond assumed the position of Coordinator of Instructional Technologies.

New Positions Request:
Forty hours of student labor to be placed in the IT & TLC budget.

With the transition of teaching and learning to the web, the TLC lab will need to be staffed at hours convenient to the faculty. These hours, by necessity, will have to include both evenings and weekends. Additionally, these students will be capable of applying software which has too extensive a learning curve for faculty to be expected to master, i.e., they will produce audio snippets, small movies, etc. The students would gain valuable experience, add to their portfolios, and hopefully, walk away from these positions having earned a good reference. It is expected that initially CIS students would be prime candidates for the positions but as computer skills are added to art, journalism, and the music department, those students would become appropriate also.

IV. GOAL/STUDENT OUTCOMES ASSESSMENTS

UNIT GOAL 1:
Execute a planned transition of asynchronous and hybrid course offerings for Delta State University students at a distance.

INSTITUTIONAL GOALS:
Directly tied to University Goals 2000-2001 as provided by the university president:

Improve the use of instructional technologies.
Develop strategic plans for the Greenville/Clarksdale sites.
Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.
Assess continuing education and distance learning opportunities.
EXPECTED RESULTS:
- Adoption of a web “shell” (a web course management tool-WCM) by holding appropriate demonstrations, soliciting input from the faculty, Information Technology Services (ITS), and other staff to determine the most appropriate application for purchase.
- Discussion and planning to determine appropriate initial courses for total or partial migration to the web. Formulated plans for additional conversion, which may include electronic modules for enhancement to other teaching/learning situations if appropriate.

ASSESSMENT PROCEDURES:
- Purchase of a web shell.*
- Evidence of a written plan for initial conversion including schedule, faculty assignments, rollout date/s, and media formats.
- Feedback from end-users and support staff regarding satisfaction with choice of WCM.
- Ability to meet the rollout date.

UNIT GOAL 2:
Survey technology needs for Delta State University classrooms, lecture halls, and auditoriums. Recommend a planned approach for equipment purchase, installation, and usage training.

INSTITUTIONAL GOAL:
Directly tied to University Goals 2000-2001
as provided by the University President:

- Improve the use of instructional technologies.
- Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.

EXPECTED RESULTS:
- Planned purchase of recommended classroom, lecture hall, and auditorium equipment.
- Increased use of technology in the classroom and/or as an enhancement to the learning process.

ASSESSMENT PROCEDURES:
- Higher inclusion of instructional technology into the teaching/learning equation as determined by a faculty survey.
- Anecdotal evidence as gathered by the coordinator.
UNIT GOAL 3:
3A. Plan, schedule, and facilitate training in electronic media as it pertains to instructional technology for presentations, web instruction, compressed video, and computer aided instruction (CAI).

3B. Plan, schedule, and facilitate training in electronic media for students who will produce sophisticated pieces for faculty.

INSTITUTIONAL GOAL:
Directly tied to University Goals 2000-2001
as provided by the University President:

Improve the use of instructional technologies.
Develop strategic plans for the Greenville/Clarksdale sites.
Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.
Assess continuing education and distance learning opportunities.
Strengthen experiential learning activities.

EXPECTED RESULTS:
- Increased use of the TLC lab by faculty.
- Increased use of electronic media to teach/learn.
- Instructional projects produced by students in the TLC lab.

ASSESSMENT PROCEDURES:
- Evidence of usage of TLC lab for both training and production.
- Anecdotal details regarding increased use of technology in the campus classroom or as an enhancement.

*Cannot be accomplished without funding.
Delta State University
Unit Budget Plan
FY 2001 Budget
AS OF 31-MAR-00

ORGANIZATION: 3021  Instructional Resources
FUND: 10  Unrestricted General Fund

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Justification:
Please see attachment.
DELTA STATE UNIVERSITY
For the Calendar year 1999
And Budget Request 2001
Justification

62801 (Regular Student Employment) The TLC lab needs to be open at the
convenience of the faculty. This is most likely to be afternoon/evening and
weekend hours. The most cost effective staffing would be student labor, making
sure that these students are computer literate and capable of learning sophisticated
software applications. For that reason a new cost of $10080 is requested. That is
calculated at 40 hours of labor at $6.00 per hour for 42 weeks a year.

These students would be scheduled, trained, and supervised by the Coordinator of
Instructional Technologies. Failure to add monies to the budget to accommodate
this staffing will result in the lab not being used to its full capacity.

7400 (Travel) To insure that the coordinator remains current in the use of new
applications and technologies, and to cover travel undertaken on behalf of the
university (such as representation on the SREC, i.e., Southern Regional Electronic
Campus) $2500 is requested for the travel budget.

75790 (Other Professional Fees and Services) During the next calendar year
there should be a concentrated effort to bring the faculty up to speed on a variety
of software used to produce instructional media. On-campus experts can
accommodate some of that training, but not all. Therefore an additional
$2000 should be set aside to bring in trainers when necessary.

75849 (Subscriptions) Publications pertaining to use of technology in the
classroom and production subscriptions to collections of photography, clip art,
etc., should be readily available to the faculty within their lab. For that reason a
request of $700 is made for subscriptions.

75870 (Computer Software Acquisitions) Upgrades to already installed
software in the TLC lab should be accommodated to keep the lab state-of-the-art.
Additional funds should be available for new software purchases to give the lab
flexibility to meet demand. For those reasons $1,980.

7600 (Commodities) $2300. should be set aside to accommodate printer paper,
recordable and rewritable CDs, discs, dry erase markers, etc.

78260 (Radio & TV Equipment**) Purchases of peripherals to “feed” media
into the computers in the TLC lab will need to be made that were either
unavailable or not purchased at the time the lab was equipped. Four thousand
dollars is requested.

**These peripherals may need to be in category 78250.
I. UNIT TITLE: Instructional Technologies & the Technology Learning Center  
UNIT ADMINISTRATOR: Vicki Bond

II. DATA AND INFORMATION FOR DEPARTMENT

The saga of migrating to the web at DSU.

Two demonstrations of web course management tools were coordinated through the instructional technologies office and occurred on campus in the Bibliographic Instruction room at the Roberts Library. A product promoted by SCT (the Banner and Pipeline people) was demonstrated on March 14, and Blackboard's demo was held on April 18, 2000. Attendance was disappointingly poor (13 faculty at the first and two at the latter) despite announcements and invitations distributed in the following ways:

1) emails to college deans and department chairs for dissemination
2) personal telephone calls and emails to faculty members who had shown an interest or had adapted computer technology early
3) individual "neon" doorhang signs on each faculty office from one to three days prior to each event

Even though WebCT declined our invitation to demonstrate their product, DSU decided they would be awarded the contract. WebCT was the only provider who anticipated future compatibility with Banner and Pipeline (it should be noted that SCT prematurely demonstrated a product in March that SCT failed to buy).

In a meeting held on June 27 between Dr. Nettles, Rusty Applegate, and Instructional Technologies, it was determined that DSU would pursue a license with WebCT. Rusty was to negotiate the contract. The contract went into effect on October 15, 2000. An informal plan was made for faculty training after a series of meetings with the Director of Continuing Education and the college deans or their representatives. From these meetings, several things became evident. Continuing Education had been given a "mandate" by Instruction to convert ALL their correspondence classes to the web.

These courses would not adhere to any semester schedule (they would be open entry/open exit). CE was also willing to pay instructors for conversion. (Never the less, only one instructor attempted conversion).

Regular credit classes on the other hand, wanted their online instruction to follow the campus semester system. Furthermore, "hybrid classes", i.e., traditional classes enhanced by online exercises, would be the norm. There was no money to pay faculty for online course development. It was apparent at the very beginning that some deans envisioned accreditation problems with web-based instruction, with the exception of Nursing. Right away, the RN to BSN degree was identified as a prime candidate to go "online" because working nurses with associate degrees could raise their credentials to the Bachelor's level at their convenience. These courses would NOT be hybrids, but envisioned as fully asynchronous.
Advertising and recruitment began for faculty training. Continuing Education and Instructional Technologies worked together to enroll faculty. More faculty were interested in mounting web pages for their departments than learning to put classes on the web. Instructional Technologies engaged Michael Castle (ITS webmaster) for webpages training. (ITS has subsequently sponsored this training after two successful sessions were held in the TLC lab with maximum enrollment). Faculty training began for WebCT on October 17, and a class in WebPages began on October 4, 2000.

Faculty, with the exception of Nursing, showed a decided reluctance to migrate instruction to the web. There is no real push from direct authority to do so. A variety of observations can be made as follows:

1. A substantial number of faculty who had been in the web technology vanguard at DSU have not converted from the Blackboard WCM system. They began with Blackboard because space on the Blackboard server was free (though small). These faculty apparently saw no advantage to migrating, AND WebCT had no easy conversion method for them.

2. The learning curve at WebCT is much greater than Blackboard and DSU faculty do not yet appreciate advantages of more power in the software.

3. Faculty who had already "adopted" Blackboard as their form of web delivery seem to be already suspicious of anything that HAS to interface with PipeLine or SCT Banner and didn't see that as a reason to HAVE to choose a compatible "web shell". They view it as something of an arbitrary choice controlled by ITS, which should have been left to the Instructional side.

4. Some faculty are attempting web courses that are not adept at simple computer skills such as using a mouse, or composing in a word processing application. They often don't read their email. The "culture shock" is devastating.

5. On the other hand, some faculty (linear thinkers) have no pain with the software. Still, they have failed to produce a course. They are still "working on it". Undoubtedly there is a time factor.

In those disciplines where faculty have "moved out" with web instruction (Nursing), in addition to an administrator who is positive and pushing for migration, it is obvious that a faculty "star" has made all the difference. The push from the Dean has focused those who were reluctant to migrate. The rollout date (Spring, 2001) hoped for by instructional technologies was impossible, given the adoption of WebCT in mid-semester, Fall. Never the less, some small progress has been made.

1. Right away, Dr. Nylander found that WebCT had a liaison with the textbook publisher for his SOC 101 class and he could use the publisher's developed web site. It is my, understanding he did exactly that and this course has been available since mid-September, 2000. Currently no one is enrolled according to Continuing Education.
2. At the end of January 2000, three courses were added to the WebCT server, as the FIRST DSU-developed courses (Psychology and Nursing).

3. Additionally, two courses currently on a temporary server maintained by WebCT (that we used for training), has DSU students accessing them. One of these is a nursing course that will migrate to the web in mid-May, and the other is a course in Social Work.

4. In Nursing, eight courses are under development for Summer rollout.

5. Ambitiously, fourteen more Nursing courses are intended for rollout in the fall. Early in 2000, a great deal of liaison was carried out between instructional technologies, deans or their representatives, department chairs, and others. An assessment of classroom, lecture hall, and auditorium technology was made and reported to the Academic Council, along with recommendations for "quick fixes" and a five year plan on how to bring the campus into the new age. Budget constraints precluded most, if not all, action on these. One bright spot in the mix is the increased use of the compressed video room for instruction and conferencing. When the new area of instructional technologies was created, nothing was originating from the DSU classroom, nor were campus faculty or staff requesting inclusion on state conferences, etc. That has happily turned around (due to no extravagant efforts by instructional technologies, other than friendliness and a willingness to handle problems). Not only is DSU originating classes, but faculty have acted as "expert lecturers" to other institutions, as well as requested links for "guest lecturers" to appear in DSU classes. Additionally, DSU seems to be geographically appropriate for some state training that has taken place. The chart below shows DSU's activity in compressed video (for instructional events).

The faculty TLC lab is being used more (for training and "drop in" production), but decidedly less than originally hoped. Faculty and staff use the laptops that can be checked out (3) and the scanning and color printing capability but not much else and not much. Library personnel have definitely been the heaviest users, probably due to convenience and their more sophisticated computer skills. Additionally Michael Castle has used the lab for portions of his webpages class. When/If this lab can be manned by student "experts" who can help produce more sophisticated projects for faculty, its reputation can grow.

III. PERSONNEL:
Vicki Bond is the Coordinator of Instructional Technologies.

Activities and accomplishments:
- Presented at BOTH the 2000 and 2001 Mississippi Creating Futures Conference.
- Selected as DSU representative for Innovative Excellence in Teaching,
- Learning and Technology at the Teaching, Learning and Technology Conference
- Serve on the Teaching/Learning Academy Committee at DSU
- Prepared a web presence for the Teaching/Learning Academy
- Served on the Technology Advisory Committee for ITS
- Attended training in digital video production in Dallas, Texas
- Successfully completed an online course from Sessions.edu, in Web Design
• Successfully completed two online training courses with WebCT. One was in Preparing for your First Semester with WebCT and the second was Managing Files and Building Content
• Served as DSU liaison with ETV for scheduling and coordinating compressed video conferencing
• Helped outside entities (State Attorney General's Office, Mississippi
• Social Workers, etc.), liaison with on-campus entities such as food services and campus security for compressed video events they had scheduled
• Worked with faculty and department heads to set up compressed video conferencing to enhance DSU classes
• Worked with School of Education to schedule full courses, as well as a series of classes within full courses, in compressed video
• Proposed a five-year-plan for on campus instructional technology "fixes"
• Acted as liaison among Business Affairs, Academics, and others to demonstrate web course management products to the campus and helped make final decision to license one
• Worked with Lori Hoskins in Continuing Education to recruit faculty for transition of correspondence courses to the web
• Scheduled, advertised, and recruited faculty for WebCT training and training in the creation of web pages.
• Conducted training in general preparation for transitioning instruction to the web as well as WebCT
• Held tutoring sessions one-on-one with multiple faculty in WebCT, the mechanics of scanning images, etc.
• Helped faculty determine appropriate teaching/learning strategies for web instruction
• Supervised staff in Instructional Resource Center until November, 2000

New Positions Request:
We request funds for student labor be placed in the Instructional Technologies Budget.

Twenty hours a week x 42 weeks of the year x $7.00 ($5,880.00) would help fund a student or students to assign to the TLC lab. This would give the campus a start on having the expertise to help faculty do a little more sophisticated production. The students would gain valuable experience, add to their portfolios, and hopefully, walk away from these positions having earned a good reference. CIS students would be prime candidates for positions but as computer skills are added to art, journalism, and the music department, those students would become appropriate also.

***It would require MORE students to do "setups" for faculty involving laptops and projectors. I would suggest that AT LEAST 40 additional hours of student coverage would be required for a total of an additional $10,080.00 ADDED to the $5,880.00 amount.

IV. DEPARTMENT GOALS FOR 2000-2001

UNIT GOAL 1—2000-2001:
Execute a planned transition of asynchronous and hybrid course offerings for Delta State University students at a distance.
INSTITUTIONAL GOALS:
Directly tied to University Goals 2000-2001 as provided by the university president:

- Improve the use of instructional technologies.
- Develop strategic plans for the Greenville/Clarksdale sites.
- Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.
- Assess continuing education and distance learning opportunities.

EXPECTED RESULTS:
- Adoption of a web "shell" (a web course management tool-WCM) by holding appropriate demonstrations, soliciting input from the faculty, Information Technology Services (ITS), and other staff to determine the most appropriate application for purchase.
- Discussion and planning to determine appropriate initial courses for total or partial migration to the web. Formulated plans for additional conversion, which may include electronic modules for enhancement to other teaching/learning situations if appropriate.

ASSESSMENT PROCEDURES:
- Purchase of a web shell.
- Evidence of a written plan for initial conversion including schedule, faculty assignments, rollout date/s, and media formats.
- Feedback from end-users and support staff regarding satisfaction with choice of WCM.
- Ability to meet the rollout date.

ACTUAL RESULTS:
- A web shell (WebCT) was purchased mid-October, 2000.
- An informal written plan (not distributed) was developed.
- Feedback on the web shell is decidedly mixed. (see discussion under data and info section).
- Though no formal rollout date existed, Instructional Technologies had hoped that a Spring rollout would be possible. A few instructor's used the temporary WebCT server (which we used for training development) to introduce traditional classes to web instruction and get their feet wet. The biggest rollout is yet to come in Summer.

USE OF EVALUATION RESULTS:
Expectations were lowered all through the year. Schedules were dynamic and unforeseen attitudes and setbacks were annotated when possible. Faculty do not understand the difference between web presence, web enhancement, and web instruction, and a great deal of education has had to take place and continues. A base set of computer skills is now required as a predictor of success in course development.

Two things seem instrumental in making instructional migration succeed. They are administrative authority adding the necessary "push" to the migration, and a faculty "star" within the group. I think "stars" will appear within each group when we get some authority behind the move.
The orderly-transition of instruction to the web must continue to be a goal of instructional technologies.

UNIT GOAL 2--2000-2001:
Survey technology needs for Delta State University classrooms, lecture halls, and auditoriums. Recommend a planned approach for equipment purchase, installation, and usage training.

INSTITUTIONAL GOAL:
Directly tied to University Goals 2000-2001 as provided by the University President:
- Improve the use of instructional technologies.
- Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.

EXPECTED RESULTS:
- Planned purchase of recommended classroom, lecture hall, and auditorium equipment.
- Increased use of technology in the classroom and/or as an enhancement to the learning process.

ASSESSMENT PROCEDURES:
- Higher inclusion of instructional technology into the teaching/learning equation as determined by a faculty survey.
- Anecdotal evidence as gathered by the coordinator.

ACTUAL RESULTS:
This actually has FAILED miserably. Lack of money is the obvious reason, but there is probably a more sinister, underlying cause. Continued neglect for the instructional side's technology needs is a problem rampant on most, if not ALL, campuses and DSU is no exception. A concentrated effort needs to be made to correct this AND it takes money.

An informal survey was done by "walking around" with various deans, department heads, and chairs. A written plan was submitted to the Academic Council. To my knowledge it went no further due to budget cuts. Additionally, some "quick fixes" were not executed-- or were executed inadequately, due to territorial squabbling, lack of procedure, and/or pure ineptitude regarding management of resources.

Placing instructional media in the regular classrooms will remain an ongoing goal for the coming years.

USE OF EVALUATION RESULTS:
There was no way to overcome the lack of funding. The needs remain as they were with only slight variations because of relocation of computers. Therefore, the only thing to do is to pursue this project into the coming year.

UNIT GOAL 3-2000-2001:
• 3A. Plan, schedule, and facilitate training in electronic media as it pertains to instructional technology for presentations, web instruction, compressed video, and computer aided instruction (CAI).
• 3B. Plan, schedule, and facilitate training in electronic media for students who will produce sophisticated pieces for faculty.

INSTITUTIONAL GOAL:
Directly tied to University Goals 2000-2001 as provided by the University President:

• Improve the use of instructional technologies.
• Develop strategic plans for the Greenville/Clarksdale sites.
• Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.
• Assess continuing education and distance learning opportunities.
• Strengthen experiential learning activities.

EXPECTED RESULTS:
• Increased use of the TLC lab by faculty.
• Increased use of electronic media to teach/learn.
• Instructional projects produced by students in the TLC lab.

ASSESSMENT PROCEDURES:
• Evidence of usage of TLC lab for both training and production.
• Anecdotal details regarding increased use of technology in the campus classroom or as an enhancement.

ACTUAL RESULTS:
Faculty and staff HAVE used the lab, but not to the extent we hope. Usage is limited mostly to scanning images and they seem to be personal in nature (photos of children) rather than Training and tutoring comprise most of the usage for the lab to date.

Instructional Technologies has 3 laptops available for checkout, and one digital still-frame camera. Although usage of laptops tends to run with the semester calendar, it is not unlikely that one is constantly checked out. The same is true of the digital camera.

It had been my hope that the lab would be a place faculty could come to produce small and large projects they could use in educational endeavors. A few faculty members were greatly disappointed that I would not produce their web pages for them. When I explained I would help them, they declined to become engaged. I believe in order for the lab to be effective, it needs to DO production and have "experts" on hand to help faculty, but I would hope the projects will be instructional.

The only evidence I have that electronic media may be used more in the classroom is the checkout of the laptops. ITS personnel have done the majority of checkout for training purposes. Checkout of the laptops by faculty has been of a more personal type, to prepare a paper at home,
for instance. No instructional projects were produced by students in the lab since student workers were not funded. Students working for the IRC, however, have used the lab for IRC projects. Again, this should be a continuing goal for the coming year.

DEPARTMENT GOALS FOR 2001-2002

UNIT GOAL 1—2001-2002:
Continue a transition of traditional courses to asynchronous and hybrid course offerings for Delta State University students at a distance.

INSTITUTIONAL GOALS:
Directly tied to University Goals 2000-2001 as provided by the university president:

- Improve the use of instructional technologies.
- Develop strategic plans for the Greenville/Clarksdale sites.
- Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.
- Assess continuing education and distance learning opportunities.

EXPECTED RESULTS:
- Continued agreement with WebCT.
- Bring nursing courses online during Summer and Fall semester.
- Some success in persuading other campus academic programs to attempt partial or fall transition to the web.
- Some success in persuading individual faculty to begin using either PipeLine and/or WebCT to enhance traditional learning.

ASSESSMENT PROCEDURES:
- A renewed license with WebCT.
- Successful transition of 60% or more of nursing courses attempted.
- One additional department or program working with instructional technology -- Web transition to the web.
- Additional faculty placing courses on the web.

UNIT GOAL 2 —2000-2001:
Begin the solution for instructional technology needs for Delta State University classrooms, lecture halls, and auditoriums.

INSTITUTIONAL GOAL:
Directly tied to University Goals 2000-2001 as provided by the University President:
Improve the use of instructional technologies.
Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.

EXPECTED RESULTS:
- Planned purchase of new compressed video equipment for DSU on-campus facility.
• Increased use of technology in the classroom and/or as an enhancement to the learning process.

ASSESSMENT PROCEDURES:
• Evidence of inclusion of technology in the teaching/learning process as determined by records of checked out digital equipment (laptops, projectors, digital camera).
• Anecdotal evidence as gathered by the coordinator.

UNIT GOAL 3-2001-2002:
• 3A. Plan, schedule, and facilitate training in electronic media as it pertains to instructional technology for presentations, web instruction, and compressed video.
• 3B. Plan, schedule, and facilitate training in electronic media for students who will produce sophisticated pieces for faculty.

INSTITUTIONAL GOAL:
• Directly tied to University Goals 2000-2001 as provided by the University President:
  • Improve the use of instructional technologies.
  • Develop strategic plans for the Greenville/Clarksdale sites.
  • Review academic programs for currency in curriculum, pedagogy, instructional technology use, and mission relatedness.
  • Assess continuing education and distance learning opportunities. Strengthen experiential learning activities.

EXPECTED RESULTS:
• Increased use of the TLC lab by faculty.
• Increased use of electronic media to teach/learn.
• Instructional projects produced by students in the TLC lab.

ASSESSMENT PROCEDURES:
• TLC lab records of usage.
• Instructional projects produced by students in the TLC lab.

DELTA STATE UNIVERSITY
For the Calendar year 1999 And
Budget Request 2001 Justification

62801 (Regular Student Employment)
A MINIMUM of 20 student hours per week x 42 weeks x $7.00 for a total of $5,880.00. These student hours would be used in the TLC lab for production.**

A more practical solution (especially if equipment would be carried and setup) would provide for an additional 40 hours per week x $6.00 per hour x 42 weeks for an ADDITIONAL total of $10,080.00.
7400 (Travel)*** To insure that the coordinator remains current in the use of new applications and technologies, and to cover travel undertaken on behalf of the university $1500 is requested for the travel budget.

75790 (Other Professional Fees and Services)*** During the next calendar year there should be a concentrated effort to bring the faculty up to speed on a variety of software used to produce instructional media. On-campus experts can accommodate some of that training, but not all. Therefore an additional $2500 should be set aside to bring in trainers when necessary.

75870 (Computer Software Acquisitions) * Upgrades to already installed software in the TLC lab should be accommodated to keep the lab state-of-the-art. Additional funds should be available for new software purchases to give the lab flexibility to meet demand. For those reasons $1,000 is requested.

7600 (Commodities)* $450.00 should be set aside to accommodate printer paper, recordable and rewritable CDs, discs, dry erase markers, etc.

78260 (Radio & TV Equipment*** P)urchases of peripherals to "feed" media into the computers in the TLC lab will need to be made that were either unavailable or not purchased at the time the lab was equipped. $7,800.00 would make these purchases. These peripherals may need to be in category

78250.
Other things I don't know how to categorize:
Telephone (LD) $150.00
Telephone (local) 336.00
WebCT license renewal 5,480.00
Postage 40.00 **
Photocopying 40.00
Compressed Video ITV equipment (I think you told me that this was about $56,000.00 according to Rusty, but I don't recall exactly. *

*Crash and burn if not purchased.
***Pie-in-the-Sky

**"Need