I. Curriculum
Faculty routinely revises curricula to integrate appropriate uses of technology including the use of distance technologies for course delivery. We need to continue to introduce our students to appropriate uses of technology and help them develop strategies for updating their own knowledge and practice. We need to model appropriate and creative uses of technology and expect students to use technology in the field and as part of their course work. Finally, we need to explore ways to take advantage of distance technologies to provide online learning experiences that address the needs of faculty and students in our community and provide additional opportunities for involvement.

II. Purchasing
Purchasing policies outline the plan for keeping faculty and staff equipment up-to-date. They also describe the process used to purchase software for use by individual faculty and staff, as well as general use in the MISL.

III. Professional development
Faculty and staff are moving through developmental stages to learn how and when to appropriately use technology to enhance teaching and learning, data collection and analysis, and improve work flow. We need to continue to provide professional development opportunities that expose users to current and new technologies. We need to continue to build the expectation that this will result in increased (and appropriate) uses of technology in courses and field experiences, research, and day-to-day operations of the Graduate School of Education.

IV. Support systems
Faculty and staff hardware and software challenges are addressed in a timely manner through PSU's User Support Services in collaboration with GSE support staff. Hardware and software needs are evaluated on a regular basis, compared to university standards and user needs, and updated as warranted. GSE technology resources are available and accessible to all students, faculty and staff.

Updated 2/5/09
V. Facilities
Classrooms in the GSE are equipped to allow technology use in classes with relative ease. MISL resources have been increased to help facilitate this use, and are evaluated regularly to assure that additional resources are added as needed.

VI. Research
Technology has become a critical component of our research efforts from literature reviews and research design to data collection, analysis and reporting. Faculty and students should also be encouraged to engage in research projects that contribute to the body of knowledge about the effectiveness of technology for teaching and learning, and issues such as equity, access and sustainability.

VII. Web site
The web site serves as a dynamic front door for our students, alumni, recruitment, and people who want to learn more about the GSE, faculty and staff. We continue to review the web site to improve navigation, accessibility, content and functionality. Policies that outline the process of updating and maintaining the web site are in place.

VIII. Data Systems
The GSE maintains two primary data systems: the GSE Database, and Tk20. We are in the process of transitioning information in the database to Tk20 and supplementing that data with data imported from TSPC and the Oregon Department of Education. In addition, Tk20 serves as a place for programs to develop electronic portfolios for use in field experiences and programs. Currently, programs in SPED, COUN and CI are using some of these electronic portfolio capabilities, as well as for data collection from courses for program and student assessment. We are also working on developing an online application process through Tk20 that will provide additional base-line data about our students and programs.