I. Action Plan Introduction and Authorizations

### NDSU Organization or Unit
Health, Nutrition, and Exercise Sciences

### Title of Project
Pedagogical Lab

<table>
<thead>
<tr>
<th>Project Duration (3 years maximum)</th>
<th>From: 1/15</th>
<th>To: 8/15</th>
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<tbody>
<tr>
<td>Type of Project (Check one)</td>
<td>New ✓</td>
<td>Previously Submitted</td>
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<tr>
<td>Total Technology Fee Request:</td>
<td>$18,699.80</td>
<td></td>
</tr>
</tbody>
</table>

**Project Director**
Jenny Linker

**Campus Address:** BBFH 1

**Phone:** 1-8676  
**Fax:** 1-8872  
**E-mail:** jenny.linker@ndsu.edu

<table>
<thead>
<tr>
<th>Name (Type or Print)</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Director</td>
<td>Jenny Linker</td>
<td>1/16/15</td>
</tr>
<tr>
<td>Unit Head</td>
<td>Margaret Fitzgerald</td>
<td>1/16/15</td>
</tr>
<tr>
<td>IT Division Consultant</td>
<td>Melissa Stotz</td>
<td>1/16/15</td>
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</tbody>
</table>

**Executive Summary (maximum of 175 words)**

The goals of the project are to 1) address identified curriculum gaps in both the undergraduate physical education and health education programs (PE and HE), 2) meet a variety of physical education teacher candidate standards (NASPE, InTASC, and ESPB), 3) enhance current Health, Nutrition, and Exercise Sciences (HINES) faculty instruction, and 4) prepare HE and PE teacher candidates and HINES graduate students with 21st century skills that will contribute to K-12 and higher education student learning.

HE/PE classroom spaces within Bentson Bunker Field House (BBFH) do not have modern technologies (such as SMART boards and tablets) that undergraduates/graduates should be prepared to use in their future classrooms. A new pedagogical lab within BBFH will be used as a supplemental classroom and lab to provide instruction in technology use (for both undergraduates and graduates) as well as allow increased student access to technologies to increase technology self-efficacy for K-12 and higher education instruction. This project seeks to furnish the room with relevant instructional technologies with the expected outcome to meet all four goals listed above.

We will only accept for consideration Technology Action Plan Request forms which are fully completed and signed according to the guidelines listed in the Instructions, pages 1 and 2.

Technology Action Plan Request forms will be opened and reviewed after the submission deadline.
NDSU Technology Action Plan Request

II. Project Overview

1. How does this project meet student needs?

This project will:
A. Address curriculum gaps in both the undergraduate health and physical education programs that were identified through various teacher candidate accreditation standards (NASPE, NCATE, InTASC, and ESPB). As a result, teacher candidates will be able to meet and exceed accreditation standards and be much better prepared for their future careers.
B. Enhance instructional practices of all HNES faculty by providing access to learning technologies such as tablets and a SMART Board. In turn, student learning can be differentiated and improved.
C. HNES graduate students will also be prepared to use a variety of technologies for both professional and instructional purposes.

2. What audience does this project directly serve? What audience is indirectly served? How many students are affected?

The project directly serves:
A. 60 undergraduate HE and/or PE majors (primary)
B. 65 graduate students
C. 24 HNES faculty
D. 270 undergraduate exercise science and athletic training students (dependent upon faculty implementation)
E. Potential for nutrition undergraduate students (depending on faculty implementation)

3. For projects that target a subset of NDSU’s students, please describe the possibility for broader application in the future.

Requests to use the lab could be made by outside departments and athletics in the future.

4. Describe both the immediate and long term impact of this project.

Immediate impact:
A. Instructors will be able to use new technologies to enhance instruction.
B. Students will have direct access to technologies.

Long-term impact:
A. HE and PE teacher candidate accreditation competencies will be met
B. HNES faculty will be encouraged to integrate technology in meaningful ways within their classrooms
C. Graduate students will be greater prepared for professional careers as well as instructional roles in higher education.

5. Who will pay for ongoing expenses following the technology fee funded portion of this project (e.g., who will replace hardware or software after it has reached its end of life)?

The HNES department will fund maintenance and equipment replacement.

6. Describe how this project will follow NDSU’s best practices in information technology. (Please make sure the NDSU IT Division staff you consulted signs in Part I of this form.)

We met with ITS staff to discuss this project and best practices. We are planning to sign a service agreement with ITS for the installation of the technology.
7. What service on campus is most similar to the one proposed here? How does this project differ?

The instrumented classroom portion of this request is similar to the general purpose classrooms supported by ITS. The rest of the project is unique to campus and offers innovative solutions for identified programming inadequacies. In addition, undergraduate PE and HE teacher candidates will have cutting edge technological skills that will help distinguish them in the job market. Lastly, this project is unique because it aims to serve an interdisciplinary group of undergraduate and graduate programs instead of one stand alone program.
NDSU Technology Action Plan Request

III. Project Description (5 pages maximum)

Include information on the background of this project: how did it come to fruition?

Currently, the PE and HE programs have a few specialized technologies (pedometers, video cameras, heart rate monitors, and DVD burners) that are stored in faculty offices with limited space for use by students. In addition, classroom spaces within BBFH, in use by HE and PE, do not have modern technologies, such as SMART boards that teacher candidates should be prepared to use in their future classrooms.

The PE and HE programs have recently acquired a pedagogical lab space in BBFH (room 23) that will allow these programs to better serve its undergraduate students. This space will be used as a supplemental classroom and open lab with a primary purpose of providing instruction in technology use as well as allowing student access to technologies to increase technology self-efficacy for K-12 instruction. In addition, BBFH room 23 is below the teaching gymnasium, allowing faculty to conveniently and efficiently use multiple teaching spaces within a single class period. This is key for integrated instruction. The location of the lab is also vital for expanding the homeschool practicum experience to include health lessons. Thus, technologies will also be used for direct K-6 instruction.

By improving both instruction and access, the PE and HE programs can more adequately address a variety of teaching candidate standards (see Supporting Documentation). Technologies will include those unique to the health and physical education fields (e.g. heart rate monitors, pedometers, FITNESSGRAM – fitness assessment software, DArtFish – movement analysis software) as well as general education (e.g. digital recording and transfer, tablets and apps, SMART boards). These technologies are also aligned with both the athletic training and exercise science programs. These programs are also housed within BBFH, which allows for efficient integration with existing class spaces. In addition, nutrition faculty will be able to sign-out mobile technologies for use in their undergraduate courses housed across the street or schedule time in BBFH Room 23.

A Summary of Items Requested for Project Include:

- Instrumented classroom
  - Desktop computer
  - Projector
  - Document camera
  - Smart board
  - Supporting cords and Apple adapters and Apple TV
- iPad minis (10)
- iPad mini cases/straps
- App Store Gift Cards (for apps and songs on iTunes)
- FITNESSGRAM/ACTIVITYGRAM software license
- FitBit Flex (10)
- iPod Nano
Project will Address the Above Needs by:

- Provide access to technology applications and instructional sources to all HNES core faculty
- Facilitating teacher candidate competencies in the following PE and HE courses:
  - HNES
    - 154, 253, 254, 255, 256, 301, 341, 345, 350, 352, 353, 367, 445, & 461
  - EDUC
    - 451-PE, 481-PE, & 481-HE
- Facilitate graduate technology education and pedagogical application during graduate seminar
- Supplement and enhance undergraduate learning experiences in additional HNES programs (exercise science, athletic training, and nutrition) by providing access to technologies to faculty
- Sample of Instructional strategies to be employed and/or taught:
  - Smart board use and applications
  - Video and audio analysis of teaching and coding using camcorders, DartFish, and Coach’s Eye
  - Transfer of digital/audio recording
  - Fitness assessment and physical activity data collection and reporting (FITNESSGRAM software)
  - Physical activity tracking, data analysis, and report production (FitBit Flex, Heart rate monitors, pedometers and corresponding software)
  - iPad PE/HE apps such as Coach’s Eye, Lose It!, and TGfU
  - Original music compilation (Using GarageBand)
  - Use of iTunes to creating appropriate music choices in K-12 education
  - Use of music during instruction (homeschool practicum and peer teaching)
  - Use of social media
  - Instructional video production and podcasting via iMovie
  - QR code reading and assessment via Google Drive

Training and Expertise

- PE and HE faculty are already trained in the technologies above and will be able to provide consultation for other HNES faculty. We will also lead the HNES graduate seminar classes on technology use and pedagogical applications.

Expected Outcomes

- All equipment received and installed
- Assessment artifacts designed to meet designated teacher candidate competencies
- At least 9 HNES faculty will use lab equipment in the first year
- Graduate students will be educated in technologies and their pedagogical applications

Number of Students Impacted

- 60 undergraduate HE and/or PE majors (primary)
- 65 graduate students
- 24 HNES faculty
- 270 undergraduate exercise science and athletic training students (dependent upon faculty implementation)
- Potential for nutrition undergraduate students (depending on faculty implementation)

Additional Supports Already Acquired to Facilitate Project:

- HNES Department
  - Allocation of BBFH room 23
- Renovation of BBFH room 23 – sink, lockers, and shelving removed and walls painted (Completed)

- ITS
  - New “Go Print” station in BBFH general space has been installed

- HE/PE Program Fees
  - Digital Camcorders (2)
  - Blue tooth camcorder microphones (2)
  - DVD Burners (2)
  - Heart Rate Monitors (30)
  - Pedometers (30)
  - Tri-fit System (1 - $10,000)
  - Flip Ultra HD (3)
NDSU Technology Action Plan Request

IV. Milestones

List the date for each project milestone. These milestones should represent the **significant** accomplishments that will be associated with the action plan. For each milestone, please indicate its expected outcome and the means for assessing that outcome. (The table may be extended as needed.)

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<thead>
<tr>
<th>Date</th>
<th>Milestone</th>
<th>Expected Outcomes</th>
<th>Means of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 8/21/15</td>
<td>Pedagogical Lab equipped</td>
<td>All equipment received and installed</td>
<td>Inventory checklist</td>
</tr>
<tr>
<td>2. 6/1/16</td>
<td>Pilot of teacher candidate assessments completed</td>
<td>Assessment artifacts designed to meet designated teacher candidate competencies</td>
<td>Curriculum map and assignment artifacts</td>
</tr>
<tr>
<td>3. 6/1/16</td>
<td>Use of lab equipment by HNES faculty</td>
<td>At least 9 HNES faculty will use lab equipment</td>
<td>Usage log</td>
</tr>
<tr>
<td>4. 6/1/16</td>
<td>Technology classes within HNES graduate seminar</td>
<td>Graduate students will be educated in technologies and their pedagogical applications</td>
<td>Usage Log</td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NDSU Technology Action Plan Request

V. Supporting Documentation

Program Standards/Competencies Addressed

National PETE Standards

**Outcomes—Teacher Candidate Will:**

2.5  Analyze and correct critical elements of motor skills and performance concepts.

**COMPETENCIES:**

2.5 A  Analyze, detect, and corrects all students’ fundamental movement skills using skill cues linked to the identified critical elements.

2.5 B  Provide specific, corrective feedback on critical elements for both motor skills and tactics.

2.5 C  Identify objectives related to decision-making and the effective use of strategies and tactics and plans practice activities congruent to objectives.

2.5 D  Provides specific, corrective feedback on the effective use of strategies and tactics to students.

2.5 E  Demonstrate knowledge of current technology available and its use in the physical education setting.

2.5 F  Emphasize the process as well as the product.

**Outcomes—Teacher Candidate Will:**

3.8  Design and implement student learning experiences that integrate technology.

**COMPETENCIES:**

3.8 A  Integrate learning experiences that require students to use various technologies in a physical activity setting.

3.8 B  Incorporate current technologies to enhance student learning.

**Outcomes—Teacher Candidate Will:**

4.1 Demonstrate effective verbal and nonverbal communication skills across a variety of instructional formats.

**COMPETENCIES:**

4.1 A  Use of proper grammar and appropriate verbal communication.

4.1 B  Incorporate multiple forms of communication during lesson.

4.1 C  Use alternative forms of communication such as task sheets, bulletin boards, etc., to communicate content.

4.1 D  Incorporate technology to provide feedback to students (such as pedometers and video).

4.1 E  Demonstrate best practices.
Outcomes—Teacher Candidate Will:
6.2 Participate in activities that lead to professional growth and development

COMPETENCIES:
6.2 A Participate in professional development opportunities for professional growth.
6.2 B Participate in professional opportunities beyond the program requirements (such as presentations at professional conventions, providing leadership in student groups, and planning activities such as Hoops for Heart.)
6.2 C Use technology on a regular basis to communicate, network and locate resources.

InTASC

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals
5(n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
5(p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning. (Fitnessgram)
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.
Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(h) The teacher uses a variety of instructional strategies to support and expand learners’ communication through speaking, listening, reading, writing, and other modes.

8(m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly. (video analysis and self-evaluations of teaching)

Standard #10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

ESPB Standards

Standard 08025.5. Communication
The program requires the study of effective verbal, nonverbal, and media communication techniques to enhance learning and engagement in physical activity settings. Teacher candidates demonstrate sensitivity to all learners, and model appropriate behavior. The program uses a variety of performance assessments of candidates’ understanding and
ability to apply that knowledge.

Standard 08025.6 Planning and Instruction
The program requires the study of how to plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state and national standards. This standard deals specifically with pedagogical knowledge and application. The core of this standard will be a series of sequential and progressive field experiences that allow teacher candidates to refine, extend, and apply their teaching skills. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.

The program requires the study of reflective practice, with evaluation of the effects of the educator’s actions on others (e.g., learners, parents/guardians, fellow professionals). Teacher candidates seek opportunities to grow professionally. This standard can be met through a series of learning experiences that promote self-reflection on the part of teacher candidates. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.

Standard 08025.9. Technology
The program requires the study of current, appropriate instructional technologies to enhance learning and to enhance personal and professional productivity. The program uses a variety of performance assessments of candidates’ understanding and ability to apply that knowledge.

National K-12 Standards (ND is currently adapting)

- Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level. (S3.M8.8)
- Analyzes and applies technology and social media as tools to support a healthy, active lifestyle. (S3.H2.1.2)
- Adjusts pacing to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor), to self-monitor aerobic intensity. (S3.H10.1.2)
**NDSU Technology Fee Action Plan Request**

**VI. Budget**

(double-click on the form to begin entering data)

1. **NDSU ORGANIZATION OR UNIT**
   Health, Nutrition, and Exercise Sciences (HNES)

2. **PROJECT DIRECTOR(S)**
   Jenny Linker

3. **SALARIES AND WAGES**

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<th>Number employed</th>
<th>Number of months</th>
<th>Funds Requested</th>
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<tr>
<td>A. Staff</td>
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<td>0</td>
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<td>B. Graduate students</td>
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<td>C. Undergraduate students</td>
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4. **TOTAL SALARIES AND WAGES**

   $0.00

5. **FRINGE BENEFITS**

6. **TOTAL SALARY, WAGES AND BENEFITS**

   $0.00

7. **EQUIPMENT**

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<td>Computer</td>
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<td>Document Camera</td>
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<td>Smart Board</td>
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<td>AppleTV</td>
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<tr>
<td>Crestron DMPS-300-C</td>
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<td>Crestron DM-TX-200-C-2G-W-T</td>
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<td>Crestron PW-4818DU</td>
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<td>Crestron HD-TX3-C</td>
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<td>Crestron DM-RMC-SCALER-C</td>
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<td>Speakers (set of 2)-Crestron Saros_SR6T</td>
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<td>Crestron PWE-4803RU</td>
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<td>Crestron TSW-750-B-S</td>
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<td>Crestron TSW-750-TTK-B-S</td>
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<td>Crestron TSW-550/750/1050-SMK</td>
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<td>Projector</td>
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<td>triplite power strip - DRS-1215</td>
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<td>Rack rails - RRF14</td>
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<td>Middle Atlantic MS-5.5</td>
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<td>wireless mouse - Jade</td>
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<td>Monitor mount</td>
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<td>Cables</td>
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<td>DM Cable</td>
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<td>Powered Projection Screen</td>
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**Other Equipment**

- I-Pad Mini (10 Pack)                  $2790
- Griffin Airstrap for iPad Mini        $249.9
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<th>Price</th>
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<tbody>
<tr>
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<td>iPod nano 16GB</td>
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<td>FitBit Flex (10)</td>
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<tr>
<td><strong>Mac Adapters</strong></td>
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<td>Lightning to USB Cable (2m)</td>
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<td>Mini DisplayPort to VGA Adapter</td>
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<td>Thunderbolt to Gigabit Ethernet Adapter</td>
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<td>Apple 30-pin to USB Cable</td>
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<td>Apple HDMI to HDMI (1.8m)</td>
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<td>Mini DisplayPort to DVI Adapter</td>
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<td>Lightning Digital AV Adapter</td>
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<td>Lightning to VGA Adapter</td>
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<td>App Store Gift Cards</td>
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<td><strong>10. TOTAL MATERIALS AND SUPPLIES</strong></td>
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<td><strong>11. TOTAL TECHNOLOGY FEE REQUEST</strong></td>
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<td><strong>12. MATCH (Describe in Match Section)</strong></td>
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<td><strong>13. TOTAL PROJECT EXPENDITURE</strong></td>
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## NDSU Technology Action Plan Request
### VII. Budget Justification

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrumented Classroom with SMART board</td>
<td>• BBFH Room 23 currently does not have any of the instrumented classroom equipment.</td>
</tr>
<tr>
<td></td>
<td>• This equipment is central for basic instruction</td>
</tr>
<tr>
<td></td>
<td>• SMART Boards are common in K-12 schools and our students need to be proficient in their use as well as make them a higher qualified applicant in the job market</td>
</tr>
<tr>
<td></td>
<td>• Facilitate meeting teacher candidate accreditation competencies</td>
</tr>
<tr>
<td>Additional Equipment</td>
<td></td>
</tr>
<tr>
<td>• I-Pad Mini (10 Pack)</td>
<td>• Mobile use of apps such as Coach’s Eye, DArtFish, Lose IT! and iMuscle for example</td>
</tr>
<tr>
<td></td>
<td>• Facilitate meeting teacher candidate accreditation competencies</td>
</tr>
<tr>
<td>• Griffin Airstrap for iPad Mini</td>
<td>• Protect I-pad Minis</td>
</tr>
<tr>
<td>• App Store Gift Cards</td>
<td>• For app and iTunes purchases to support instruction</td>
</tr>
<tr>
<td></td>
<td>• Facilitate meeting teacher candidate accreditation competencies</td>
</tr>
<tr>
<td>• Fitnessgram/Activitygram software license</td>
<td>• Common physical activity fitness assessment software used in exercise science and physical education and health education fields</td>
</tr>
<tr>
<td></td>
<td>• Facilitate meeting teacher candidate accreditation competencies</td>
</tr>
<tr>
<td>• FitBit Flex (10)</td>
<td>• Physical activity measurement device that is used in exercise science and physical education and health education fields</td>
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<tr>
<td></td>
<td>• Facilitate meeting teacher candidate accreditation competencies</td>
</tr>
<tr>
<td>Mac Adapters and Apple TV</td>
<td>• Allow Apple laptops/I-pad minis to be used with other technologies in the pedagogical lab.</td>
</tr>
<tr>
<td></td>
<td>• Facilitate meeting teacher candidate accreditation competencies</td>
</tr>
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</table>
NDSU Technology Action Plan Request

VIII. Budget Match

1. Attempted Budget Matches:

Applied for BUSH grant funding via the School of Education Teacher Education Program during the Fall 2014 semester and was not funded.

2. Actual Budget Matches:

$6,000.00 from HNES Department

3. Additional Budget Match information: