ADVANCED LEARNING/INSTRUCTIONAL SPACES AND TECHNOLOGIES: High-end, high-cost, specialty technology and venues.

Examples: Simulation models, digital microscopes, observation labs and recording devices, specialty control devices; concert or performance venues in which students physically use the equipment; radio and TV production; advanced distance learning suites.

CURRICULIZED: Course-specific technology needed for instruction to support a specific academic class, program, major, etc. Students must physically interact with the technology, which is typically not as general purpose as Extended or Foundation.

Examples: Specialty monitors with high-precision drawing capability; unique printers, possibly higher-end 3D and subtractive manufacturing devices; specialty peripherals; ceiling mounted document camera, ultra-high resolution display or projection; specialty collaboration workstations; software categories 6, 7, and 8, including discipline specific applications.

EXTENDED: Proven general-purpose technologies in which deployment is done in a deliberate, phased, or limited manner or is evolving in adoption but not yet considered foundational.

Examples: Mid-range video conferencing/two-way interactive distance learning installations; lecture capture systems; multiple screens or flat-panel displays; interactive or touch displays and solutions; fixed wireless projection and collaboration features; software category 5. Students must either directly interact with the technology, or the technology is used by instructors in a way to engage students or enhance the students' learning experience.

FOUNDATION: Proven, current-generation general-purpose audiovisual and projection systems and is core for all formal learning spaces.

Standard Equipment Includes: projector with screen or flat panel; in-ceiling speakers; wall plate for auxiliary audiovisual input connections; podium with computer and monitor (touch or standard); document camera; Crestron LCD touch panel audiovisual system controller; HDMI and legacy jacks or cables to connect portable devices such as iPads, VCRs, etc.; Cable Cubby with connections for portable devices; software categories 1-4; dual-image multi-window processor to show two different audiovisual sources side-by-side on the projector or monitor. Instructor and student computers, thing clients, and other devices for student use.

SUPPORT

Support, training, documentation, and learning resources for faculty provided by college or department technology staff or other resources; OTS role, if applicable, limited to review of design in relation to campus standards, interaction with network and infrastructure, etc. For certain technologies and venues, OTS may play a specific, limited role in support, with roles and responsibilities articulated via memoranda of understanding.

SUPPORT

Telephone, chat, training, documentation, and secondary in-person support (as workload permits) provided by OTS staff. College or department technology providers typically provide routine in-person or classroom-based incident support, in collaboration with OTS staff. Support roles and responsibilities between OTS and departments/colleges will typically be covered in a common campus-wide delineation of duties.