Course Change Proposal  
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
<td>Teacher Education</td>
<td>2/9/12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New XX</td>
<td>Change __</td>
<td>Deletion ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes XX</th>
<th>No ___</th>
<th>For Catalog Copy: Yes XX</th>
<th>No ___</th>
<th>CCE (Extension): Yes</th>
<th>No <em>XX</em>_</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester Effective: Fall XX</td>
<td>Spring __, 2012</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): Yes XX No X

Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
</table>

Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title: Educational Technology Lab</th>
<th>Units: 1</th>
</tr>
</thead>
</table>

JUSTIFICATION:

The College of Education has recently reorganized structurally and programmatically. As a result, new courses are being created and existing courses are being altered. This new course draws content from the best practices of the programs that were merged during this reorganization and responds to new student outcomes and course design principles defined during this transformational process.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)

This course encompasses the knowledge, skills and dispositions needed to understand, describe and develop “technological, pedagogical content knowledge” for effective pedagogical practice in a technology enhanced learning environment. The emphasis of instruction is through lab-based instruction, online resource center and individualized support for the integration of technology into teaching and learning. Students will be supported as they develop a range of technology skills and knowledge, build an electronic portfolio, and complete the technology assignments from course work and field experiences across their program. Focus and support for students centers on the development of their teaching performance electronic portfolio. Credit/No Credit, 1 unit.

Note:

Prerequisite: Admission to the Single Subject Credential Program

Enforced at Registration: Yes _XX__ No ___

Corequisite:

Enforced at Registration: Yes _XX__ No ___

Graded: Letter _____ Credit/No Credit __X__

Instructor Approval Required? Yes ____ No _XX__

Course Classification (e.g., lecture, lab, seminar, discussion):

Lab

Title for CMS (not more than 30 characters)

Technology Lab

Cross Listed? Yes ____ No _XX__

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? ___Once___

Can the course be taken for Credit more than once during the same term? Yes ___ No _XX__
1. Identify and apply basic computer operational knowledge & skills, including basic troubleshooting for computers and peripheral devices.
2. Identify and access appropriate avenues of technical support in schools.
3. Use technology to facilitate the teaching and learning processes.
4. Evaluate and select a wide array of technologies for relevance, effectiveness for teaching and learning across teaching curriculum content standards.
5. Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use.
6. Use technology for information collection, analysis, and management in the instructional setting, including assessment of student learning, informing teaching, managing records, and providing feedback to students and parents.
7. Use electronic research tools to access, assess data for authenticity, reliability and bias.
8. Identify best practices and research on the use of technology to deliver lessons that enhance student learning.
9. Integrate technology into the educational experience underlying equitable access through Universal Design for Learning and differentiated instruction.
10. Identify technology to support or enhance student learning, and demonstrate knowledge of its application to students learning of curriculum content standards; including student research, learning activities and presentations.
11. Identify and use technology to communicate and collaborate in support of equitable access and resource access for students, colleagues, school support personnel, families and students.
12. Demonstrate knowledge of Teaching Performance E-portfolio requirements, and competency with the E-portfolio technology tools.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

- E-portfolio
- Exam
- Quizzes
- Blog/Journal
- Classroom & Online Discussions
- Formative observations of hand-on lab activities

For whom is this course being developed?

- Majors in the Dept.
- Majors of other Depts.
- Minors in the Dept.
- General Education
- Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes XX__ No ___

If yes, identify program(s): Single Subject Credential Program

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No ___ XX__

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). ________________________________

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

**Accessibility:** Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean’s office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester’s open registration period.
**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair:</td>
<td></td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td></td>
</tr>
<tr>
<td>CPSP <em>(for school personnel courses ONLY)</em></td>
<td></td>
</tr>
<tr>
<td>Associate Vice President</td>
<td></td>
</tr>
<tr>
<td>and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean’s office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

5/20/2010