2. Complete the Extension Course Proposal Form.

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### Extension Course Proposal Form

**1. Disciplinary Basis:**

- **Instructor:** [Name]
- **Degree:** [Degree]

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### Pre-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Number</th>
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### Co-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Instructor</th>
<th>Number</th>
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### Program/Department - Director

- **Dean:** [Name]
- **Program:** [Program]

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### Course Details

<table>
<thead>
<tr>
<th>Category</th>
<th>Credit</th>
<th>Mode of Instruction</th>
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### Notes

- **Normal PR:** [Normal PR]
- **Credit Hours:** [Credit Hours]

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### Approval

- **Approval Date:** [Date]

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### Additional Information

- **Name:** [Name]
- **Signature:** [Signature]

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### Course Information

- **Course Code:** [Course Code]
- **Title:** [Title]
- **Instructor:** [Instructor]
- **Number:** [Number]

---

### Date

- **Date:** [Date]

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### Other Information

- **Program:** [Program]
- **Institution:** [Institution]

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### Signature

- **Signature:** [Signature]
- **Date:** [Date]
Course must take place in a computer lab. Course requires prearrangement for use of WebCT.

SUPPORT NEEDS (please indicate any special services you will need, such as audio-visual equipment, etc.):

LOCATION:

Course is to be held at an off-campus location, such as a school district or community college, etc.

PROPOSED DATES:

November 19, 2005; December 17, 2005; January 7, 2006

Students will complete the course requirements.

STUDENTS WILL NEED:

Field-trip or off-campus work, for 6 hours each week and participate in online learning.

Required:

Course outcomes: (how many actual contact hours in class? How many credit hours is the minimum of:

Course Objectives:

Course objectives: (provide specific student learning outcomes and how they will be assessed)

Performance Exemplars:

Evidence skills, teaching skills, etc.

EDUCATION ACCREDITATION:

C. Evaluating the course designs, evaluating the teaching effectiveness in terms of meeting the teaching objectives and evaluating the course designs, evaluating the teaching effectiveness in terms of meeting the teaching objectives.

EDUCATION EXAMINATION:

A. Writing a set of end-of-term tests that are applied in learning and teaching within the teacher's course.

EDUCATION STANDARDS:

A. Meeting the educational standards for Technology in Education Standards 1, 2, 3, 4, and 4 (see prerequisites and course descriptions).

Course Description:

This course focuses on the knowledge and skills necessary to apply education-oriented applications to teaching. Students will learn how to apply these skills in a variety of educational environments. The course is designed to provide a comprehensive understanding of the pedagogical and technological tools necessary for effective classroom instruction. Upon completion of this course, students will be able to design and implement technology-enhanced lessons that meet the needs of diverse learners. The course will cover topics such as educational technology, instructional design, and classroom management. Students will engage in hands-on activities and projects to develop their skills in using technology to support student learning.

Course Title: Technology Tools for Teaching and Learning (EDUC 1422)

(Received: Fall 2020)

EXTENSION COURSE PROPOSAL FORM

OFFICE OF EXTENDED STUDIES

Carine Stare Marcus
When completed, please return this form, along with an up-to-date resume (with teaching references) to:

Professional Office of Extended Studies
California State University, San Marcos
335 Twin Oaks Valley Rd.
San Marcos, CA 92096
Fax: (760) 750-3138
Email: thelonious@csus.edu

This course is puzzled together with two other courses to make a 9-unit package of experiences to prepare perspective teachers. Candidates who enter the program successfully will be awarded 18 units of course work in the area of reading and language arts.

Comments: (Please add any other relevant information, such as whether or not the course has been taught elsewhere, etc.)
This course is designed to help teachers seek the multiple single subjects credential to

Teacher Performance Expectations (TPE) Competencies

The TPEs are addressed in this course.

1. Analyze the impact of educational technology on student learning and teaching.
2. Use educational technology tools and resources to support student learning.
3. Incorporate educational technology into lesson plans and assessments.
4. Evaluate the effectiveness of educational technology in the classroom.

Descripton

(adopted by the CSU, GOV, and Board of Trustees, 1997)

The mission of the College of Education is to provide a collaborative environment for the professional development of educators.

The mission of the College of Education is to prepare future educators who are knowledgeable, skilled, and committed to the field of education.

College of Education Mission Statement

EDUC X422 - Technology Tools for Teaching and Learning
Assessment Techniques:

- Apply technology in assessing student learning of subject matter using a variety of strategies. Teachers apply technology to facilitate a variety of effective assessment and evaluation.

I. ASSESSMENT AND EVALUATION

- Manage student learning activities in a technology-enhanced environment. Teachers use technology to support learner-centered strategies that address the diverse needs of students.
- Use technology to develop students' higher-order skills and creativity. Teachers ensure that technology-enhanced experiences align with content standards and student learning objectives.
- Technology in action: Learner-centered teaching.

II. TEACHING, LEARNING, AND THE CURRICULUM

- Plan strategies to manage student learning in a technology-enhanced environment. Teachers plan and design effective learning environments and experiences supported by technology.
- Technology in action: Learner-centered teaching and learning with technology when planning learning.
- Design and develop multimedia learning opportunities that apply technology.

III. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

A. Demonstrates introductory knowledge, skills, and understanding of concepts.
B. Demonstrates continuing growth in technology knowledge and skills to stay abreast of current and emerging technologies.

Technology Standards for Students:

- Technology (TPE) 1: Professional Growth
- Technology (TPE) 2: Professional, legal, and ethical
- Technology (TPE) 7: Teaching English language learners
- Technology (TPE) 8: Developmentally Appropriate Teaching Practices
- Technology (TPE) 9: Student Engagement
- Technology (TPE) 4: Accessible

National Educational Technology Standards (NETS-T)

- Technology (TPE) 12: Professional Growth
- Technology (TPE) 13: Professional, legal, and ethical
- Technology (TPE) 14: Accessible

Secondary Emphases:

- Technology (TPE) 9: Student Engagement
- Technology (TPE) 4: Accessible

- Technology (TPE) 1: Professional Growth
- Technology (TPE) 2: Professional, legal, and ethical
- Technology (TPE) 7: Teaching English language learners
- Technology (TPE) 8: Developmentally Appropriate Teaching Practices
- Technology (TPE) 9: Student Engagement
- Technology (TPE) 4: Accessible
Required Supplies

- Completion of an approved computer literacy course at the community college level.
- Taking the CSU for assessment of equivalent course.

Regulations:

- The prerequisites for this course is completion of the community-wide computer competency.

Program

- Setting up an electronic portfolio for completion in the CSULB course.
- Using sets of educational technology tools that are applied in teaching and learning.
- Meeting the ISLE Standards I-V, and I-VI, and I-VII and I-VIII, and I-IX, and I-X.

Course Objectives

- Teacher candidates will demonstrate competency in:
  - Social, Ethical, Legal, and Human Issues.
  - Intellectual Learning: Teachers understand the social, ethical, legal, and human issues surrounding the use of educational technology in PK-12 schools and apply those principles in practice.
  - Educational Technology in P-12 Schools: Teachers understand the social, ethical, legal, and human issues surrounding the use of educational technology in PK-12 schools and apply those principles in practice.
  - Reflective Practice: Teachers use educational technology to enhance their productivity and professional practice.
  - Professional and Professional Practice: Teachers use educational technology to enhance their productivity and professional practice.
  - Large Community: Teachers use educational technology to enhance their productivity and professional practice.
  - ICT/IT: Teachers use educational technology to enhance their productivity and professional practice.
  - D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.
  - C. Apply technology to increase productivity.
  - B. Select and use educational technology tools that are applied in teaching and learning.
  - A. Learn and develop a personal technology repertoire that enhances student learning.
  - Use technology to enhance their productivity and professional practice.
  - Reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
  - Continuously evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
  - Technology Resources: Teachers use technology to enhance their productivity and professional practice.
Authorization to Teach English Language Learners

A grade of "C" or better on all assignments submitted is required. Academic dishonesty will not be tolerated and will result in a failing grade. Please be sure to read and understand the University policy on plagiarism and cheating. It is expected that students will communicate with instructors and peers.

Plagiarism and Cheating

At least two times per week, students are required to use campus issued email accounts and check email and WebCT at least once per week.

In addition to attending course sessions, each student will be required to complete lab assignments on time. Some of these assignments require students to gather resources, and students must plan ahead accordingly. All students must plan their time to work in labs on campus at least once per week. Students are required to check campus resources and availability of labs. These components are available in all sections. The assignment due date is the key to success. The instructor will make an application with the instructor. Remember that communication is also an important component of this course. Please make as many applications as possible.

Key to Success

A student's performance may be measured by the instructor. Instructors may adopt more stringent attendance requirements. Students should contact the instructor if there are any attendance issues. The instructor may adopt more stringent attendance requirements if there are any attendance issues.

Attendance Policy

Students must be present at all class sessions to attend the course. All assignments must be completed to pass the course. The instructor may adopt more stringent attendance requirements if there are any issues. The instructor may adopt more stringent attendance requirements if there are any issues.

Counseling

This book is available online at http://www.counseling.net. It is designed to be read in conjunction with the educational standards for students at all levels of educational attainment. This book is a resource produced by the Professional Counseling Association that combines the educational technology standards for students at all levels of educational attainment. It is designed to be read in conjunction with the educational standards for students at all levels of educational attainment. This book is a resource produced by the Professional Counseling Association that combines the educational technology standards for students at all levels of educational attainment.
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>Assignment Requirements and Weight for Course Grades</strong></td>
<td></td>
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</tbody>
</table>

- **EDUC 422**: Course assignments and weight for course grades.

**Disabled Student Services**

(Assigned by CTC in S2024 Program Standards, August 2023)

- **Course Overview**: This program requires a credential with authorization to teach English learners.
  - The CUSD Credential Program has been specifically designed to prepare teachers for the diversity of language learners experienced in California public school classrooms. The program provides a comprehensive set of tools and strategies for developing effective instruction.

**Disability Services**

- **Coordinating the Program**: The director of Disability Services is responsible for coordinating the program.

- **Student Services**
  - **Office of Disability Services**: Office located at 7600 Telfair Hall, Room 225, TCC.
  - **Contact Information**: (760) 750-2923

**Accommodations**

- **Accommodation Feasibility**: Accommodations will be provided based on the requirements of the classroom and the student's needs.

**Responsibilities**

- **Teacher Preparation**: Teachers will develop appropriate strategies to support student needs.

- **Instructional Strategies**: The curriculum includes strategies for supporting students with disabilities.

- **Assessment**: Assessments will be adapted to meet the needs of all students.

**Resources**

- **Curriculum Resources**: The program provides access to a variety of resources for teachers.

- **Support Services**: Support services are available to assist teachers with implementing effective strategies.
| B | The portfolio submitted at the conclusion of the program candidates will build on the work begun in EDUC 222 so that it is the focus of this course. It is essential that the teacher see the Teaching Performance Expectation (TPE) 14a, "Analyzing and organizing all course, field, and teaching experience as evidence of competence in teaching, and formulating an individualized portfolio," and that this assignment is an introduction to the teaching portfolio. A Tech Sheet Task that will be used throughout the CSUN Teacher Preparation Program. The assignment requires students to prepare an analytic      | Stream | 15 |
| A | The assessment project requires candidates with a look at their growth in technology skills at the end of the course. The Tech Sheet Narrative requires students to describe a clear narrative using evidence within to show that they are proficient at using digital video, audio, and presentation tools. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. | Assessment | 14 |
| A | A Tech Sheet allows students to explore their teaching through reflection online. The project involves working in groups of 3 or 4 to produce a video project. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. | Stream | 13 |
| B | A Tech Sheet Narrative allows students to explore their teaching through reflection online. The project involves working in groups of 3 or 4 to produce a video project. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. | Stream | 12 |
| A | A Tech Sheet Narrative allows students to explore their teaching through reflection online. The project involves working in groups of 3 or 4 to produce a video project. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. | Stream | 11 |
| A | A Tech Sheet Narrative allows students to explore their teaching through reflection online. The project involves working in groups of 3 or 4 to produce a video project. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. | Stream | 10 |
| A | A Tech Sheet Narrative allows students to explore their teaching through reflection online. The project involves working in groups of 3 or 4 to produce a video project. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. | Stream | 9 |
| A | A Tech Sheet Narrative allows students to explore their teaching through reflection online. The project involves working in groups of 3 or 4 to produce a video project. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. | Stream | 8 |
| A | A Tech Sheet Narrative allows students to explore their teaching through reflection online. The project involves working in groups of 3 or 4 to produce a video project. The purpose of the project is to demonstrate understanding of student learning and student standards. The project will also be used to assess educational programs for the future. A Tech Sheet Narrative will be used with the project. | Stream | 7 |
This requirement will be met via writing assignments such as the weekly journal and other

All University Writing Requirement

Failing grades fail an exam, assignment, or the class as a whole.

Academic dishonesty includes the following: exam grades under the assignment of a
university. Disiplinary action may involve the freezing or dismissal of grades and regulations of the
instructor. If you believe there has been an instruction by someone in the
be no tolerance for instructor. If you believe there has been no instructor. No instructor.
 Students are responsible for honest completion of their work including examinations. There will

When assignments,

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>F</td>
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<tr>
<td>D</td>
<td>70 - 79</td>
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<tr>
<td>C</td>
<td>80 - 89</td>
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<tr>
<td>B</td>
<td>90 - 99</td>
</tr>
<tr>
<td>A</td>
<td>100</td>
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Grading Procedures and Assignments

Grading Procedure:

Category A: Assignments from this category add up to be worth 20% of your final grade.
Category B: Assignments from this category add up to be worth 20% of your final grade.
Category C: Assignments from this category add up to be worth 60% of your final grade.

Participation

<table>
<thead>
<tr>
<th>Participation</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>Category A</td>
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<td>Category B</td>
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<tr>
<td>Category C</td>
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WeblPage

Web Page

Teacher candidates will create a usable web page / site to

Web Page

The credential