



California State
University **Chico**
Office of the President

Executive Memorandum 24-008

January 24, 2024

From: Stephen Perez, President  _____

Subject: Approval of the MA in Education Online Delivery

Upon the recommendation of the Academic Senate, with the concurrence of the Provost, and with the approval of the Chancellor's Office, I approve the change in mode of delivery of the MA in Education from face-to-face to fully online. The program requirements, CSU code, and CIP code will remain unchanged. This mode of delivery change will be effective fall 2024.

Policy Title:	EM 24-008 MA in Education
Contact:	School of Education, College of Communication and Education
Supersedes:	
Revision:	
Enabling Legislation or Executive Order:	

Graduate Program Significant Change

Program Name: Master's of Arts in Education

Program named above is (complete only if applicable):

Option within _____
(degree program name)

Certificate

Department Contact(s) w/phone #(s):

Ben Seipel, x5719

Required Signatures

The Department of School of Education
has reviewed and approved this program change

Erin Whitney Oct 6, 2023
Erin Whitney (Oct 6, 2023 13:22 PDT)
Chair, Department Curriculum Committee Date

Al Schulerman Oct 6, 2023
Department Chair Date

The College of Communication and Education
has reviewed and approved this program change

A. Josephine Blagrove Oct 6, 2023
Chair, College Curriculum Committee Date

Angie Lettewey Oct 9, 2023
College Dean Date

Graduate Studies has reviewed and approved this program change

Sharon Barrios Oct 9, 2023
Dean of Graduate Studies Date

Send signature page with proposal attached to Curriculum Services at zip 128 *K. Col Gray*
10/10/2023

Note: The department will be notified of the dates for EPPC, Academic Senate, and, if applicable, WASC and Chancellor's Office review.

Proposal for Significant Curriculum Changes

- Please answer all questions with as much detail as possible.
 - Do not delete questions; use “N/A” if necessary.

I. Program name and level
Masters of Arts in Education

- A. Academic year of intended implementation.
2024-2025
- B. Name of the department and college submitting the proposal.
School of Education; College of Communication and Education
- C. Name, title, and rank of the individual(s) primarily responsible for drafting the proposed program change.
Ben Seipel, Professor/ Program Coordinator
- D. How many students are currently enrolled in the program.
~45

II. Explain the significant changes and describe why you are making them.
This program will be offered as an online program. We are making this change to reflect how our courses are actually delivered. Prior to the COVID-19 pandemic, our enrollment suffered due to the inability of our program to provide high quality instruction online. (Many of our potential graduate students live more than an hour from campus. As teachers, they also work full time during the day.) Since the quarantine and isolation from the COVID-19 pandemic ended, virtually all of our courses have stayed online or offered an online option (i.e., ChicoFlex). Informal polls indicate that students in the program, even those who live in Chico, prefer the ability to attend classes online instead of coming to campus.

III. Resources and program support.

- A. Explain how the department plans to meet the space, equipment, library, and staff needs. If applicable, provide evidence of consultation with the library dean indicating that the program can be supported by the library.
1. There is no new needs for space, equipment, library and staff for this transition.

- B. Attach a statement from the responsible administrator (dean). This statement shall include a statement of financial implications of the significant change and should also indicate a commitment to provide resources to support the program.

“As Dean, I support the move to a fully online MA in Education program. Given the needs of our students and our region, this move is both responsive and will likely increase enrollment. If there is any financial impact to this change, it will be positive. No new resources are needed for this change.

Thanks!

AT" (email attachment)

- C. Provide evidence of consultation with appropriate department chairs or program directors **if** the proposed change will add or remove courses from their programs.
 - 1. Not applicable. This change will neither add nor remove courses.

IV. Program details.

- A. **For degree programs, will there be changes to the program's learning outcomes? If so, please explain.**
 - 1. Not applicable. There are no changes to program learning outcomes from this change.
- B. Total number of units required for the revised program. Indicate if this is a change from the current number of units and the reason for the change. If this is a high unit undergraduate degree program, please indicate whether you will be asking for any modification for General Education requirements.
 - 1. Currently, the program requires 30-31 credits (as recorded in the University Catalog). There is no change to the units required.
- C. List any new courses required for the program.
 - 1. Not applicable. There are no new course for this proposed change.
- D. Will the majority of the courses in the program be provided either exclusively or predominantly online? [See [Policy for the Use of Digital Technologies in Teaching and Learning](#). Programs that offer more than 50% of their required courses online are subject to our regional accretor's, WSCUC, substantive change process and must be approved by WSCUC as such before they are delivered].
 - 1. If yes, provide detailed information about how many, and which, of the courses will be offered online.
 - a. All courses will have an online option. The changes were reviewed and approve by WSCUC per the mail dated July 26, 2023 from Nicol Gray.
 - 2. If yes, provide evidence of consultation with the Academic Technology Officer indicating that the program can be supported by TLP.
 - a. An email/letter from Kathy Fernandes is attached.

- E. Will the program be state-support or self-support?
 - 1. **The Master's of Arts in Education will remain a state-supported program.**

- F. Provision for meeting external accreditation requirements, if applicable, and anticipated date of accreditation request.
 - 1. Not applicable.

- G. Please explain how students with catalog rights to the existing program will be taught out or accommodated to complete the program under the earlier catalog.
 - 1. There should be no need to change accommodation to catalog rights given the same courses are being offered and required. Only the modality of courses will change.

- H. Other program requirements.
 - 1. Undergraduate programs: Catalog number and title of the current Graduation Writing Assessment (GWAR) course and replacement course, if applicable.
 - 2. Undergraduate programs: Catalog number and title of current department-designated upper-division writing course(s) and replacement, if applicable. See [EM 17-009](#)
 - 3. Graduate programs: Indicate how the graduate literacy requirement is met.
 - a. Students will need to pass writing proficiency in the same way as the current program. Students submit two writing samples (one literature review from required course EDMA 610: Intro to Inquiry in Education; one other paper from a course their Master's Degree program plan). The samples are read and scores based upon the [MA in Education Writing Rubric](#) (attached). Students must earn a score of 20 points on both papers to advance to candidate status.
 - 4. Graduate programs: indicate the culminating activity options for the program
 - a. There are three options for culminating activities in the **Master's of Arts in Education program. These options will not change:** Thesis, Project, or Comprehensive Exam.

- I. For undergraduate programs, include a revised Major Academic Plan (MAP) with the proposal.
 - 1. Not applicable.

- J. Attach catalog copy for the revised program, including full degree requirements, admission, and completion requirements. See the current University Catalog for correct format.

1. There are no changes to the catalog. The program catalog can be viewed [here](#).

Attach the [Undergraduate Program Signature form](#) or the [Graduate Program Signature form](#) to the front of the proposal and submit to Curriculum Services after all department and college reviews are complete.

SCHOOL OF EDUCATION MASTERS IN EDUCATION PROGRAM
Writing Rubric

Student Name _____ Date _____ Score _____/28

	0	1	2	3	4
Presentation of Ideas	Ideas are unclear or unsupported.	Some ideas lack clarity and/or support.	Ideas are clear, and some are supported by research and/or theory	Ideas are clear and claims are supported by research and/or theory.	Level 3 plus ideas and claims presented convincingly with an intense, in-depth, exploration.
Organization	Structure of the paper distracts the reader from the content. Thesis is not evident. Thoughts are not ordered logically.	Structure of the paper includes a thesis, but it is not easily identifiable. Some thoughts are ordered logically at either the paragraph or sentence level.	Structure of the paper includes a thesis that is identifiable. Most thoughts are ordered logically at the paragraph or sentence level.	Structure of the paper has thesis that is identifiable and gives the writing coherence. Thoughts ordered logically, both at paragraph and sentence levels.	Level 3 plus organization of content moves the reader purposefully through the text in support of the thesis.
Use of Evidence	Student incorrectly interprets, summarizes, and demonstrates comprehension of most statements, graphs, questions, etc. <i>OR</i> misinterpretation is due to bias.	Student demonstrates comprehension of most forms of evidence used (eg statements, graphs, questions, etc.) but may <i>misinterpret*</i> Ideas <i>*Misinterpretation is NOT due to bias.</i>	Student demonstrates comprehension of all forms of evidence used and interprets evidence correctly.	Ideas are supported through interpretation, analysis and evaluation of data or other forms of evidence.	Level 3 plus use of evidence is thorough, accurate, and directly supports ideas/thesis.
Quality of Evidence	Evidence is minimal and does not support claims.	Evidence cited is minimal and/or not credible, outdated and/or biased.	Evidence cited is credible, yet may be inadequate to support claims	Student cites appropriate and adequate academic evidence to support claims.	Level 3 plus evidence is compelling, relevant, and draws from a variety of sources.
Conclusion	Conclusion is not evident or is missing.	Conclusion is unwarranted or fallacious. May introduce new ideas or include evidence that should have been introduced earlier.	Conclusion serves as a logical ending or summary of the main points of the paper.	Conclusion is well reasoned, follows logically from the evidence presented, and serves to summarize the main points of the paper.	Level 3 plus conclusion makes connections, provides insights, and suggests broader implications.

SCHOOL OF EDUCATION MASTERS IN EDUCATION PROGRAM
Writing Rubric

Student Name _____ Date _____ Score ____/28

Mechanics	Writing lacks proper sentence structure. There are consistent errors with mechanics: spelling, punctuation, grammar (more than a few errors per page). Errors interfere with the reader's understanding of the content.	Inconsistent use of proper sentence structure and appropriate mechanics: spelling, punctuation, grammar (a few errors per page). Errors distract from the content, but do not interfere with the reader's understanding .	Mostly consistent use of proper sentence structure, appropriate mechanics, spelling, punctuation, grammar (several errors in the document). Errors do not distract from the content and do not interfere with the reader's understanding .	Consistent use of proper sentence structure, appropriate mechanics: spelling, punctuation, grammar (a few errors in the document).	Level 3 plus the writing is essentially error-free.
APA Style, Citations, and References	Writing does not demonstrate proper APA style.	Writing inconsistently demonstrates APA style, including in-text citations and/or end of document references.	Writing mostly uses proper APA style including in-text citations and end of document references.	Writing consistently demonstrates APA style, with in-text citations, end-of-document references and alignment of the two.	Level 3 plus writing includes all aspects of reference citation (i.e. quotes, page numbers, punctuation)

Initial Writing Assessment: Student must earn at least 10 points for *conditional* admission ("**Conditionally Classified**") to the MA in Education program (**pending GPA review**). Conditional Classified status requires additional work by the student early in the program in order to achieve Classified status and be formally admitted to the MA in Education program.

Student must earn at least 14 points for admission ("**Classified Status**") to program (**pending GPA review**).

Advancement to Candidacy: Student must earn at least 20 points for advancement ("**Candidate**") to candidacy. At this level the graduate student is moving into the work for the culminating activity. Writing needs to demonstrate **proficiency to meet the University's graduate literacy requirement**.

Graduation with Distinction: Student must earn at least 26 points in their culminating activity as one factor to be considered for graduation "**with distinction.**"

Re: MA in Education Significant Change in Program

Angela Trethewey

Tue 8/22/2023 2:26 PM

To: Benjamin E Seipel <bseipel@csuchico.edu>

Hi Ben,

Please use the following statement:

As Dean, I support the move to a fully online MA in Education program. Given the needs of our students and our region, this move is both responsive and will likely increase enrollment. If there is any financial impact to this change, it will be positive. No new resources are needed for this change.

Thanks!

AT

Angela Trethewey
Dean, College of Communication and Education
California State University, Chico
Chico, CA 95929-0145

From: Benjamin E Seipel <bseipel@csuchico.edu>
Sent: Tuesday, August 22, 2023 2:19 PM
To: Angela Trethewey <atrethewey@csuchico.edu>
Subject: MA in Education Significant Change in Program

Hi Angela,

You may have heard, last spring the MA in Education faculty voted to transition to a fully online program. The change won't really affect the current program because virtually all of our courses have had online options since COVID 19 quarantine ended. So, the change will better reflect how our program actually functions and will allow us to advertise as an online program. Additionally, it reflects what our students want and how they attend class. Informal surveys (straw polls) and anecdotal data indicate that students prefer the online option. During the initial return to campus after quarantine, a couple MA courses had ChicoFlex options. Students preferred to attend via Zoom instead of coming to campus-- even if they lived in Chico. An official online program would also benefit our larger service region where some teachers are unable to come to campus for night or weekend courses.

As a part of this transition, the program needs to apply for approval of Significant Changes. This requires a statement our dean:

"Attach a statement from the responsible administrator (dean). This statement shall include a statement of financial implications of the significant change and should also indicate a commitment to provide resources to support the program."

This change should not have any financial implications that I am aware of. Could you please provide this statement? Eventually, there will be a form to sign as well.

If you have any questions about this proposed change or process, please let me know. Thanks!

Sincerely,
Ben

Ben Seipel, PhD
School of Education
Tehama Hall 423
Graduate Program Coordinator
Single Subject Credential Program Professor
IRB Chair
California State University, Chico
Chico, CA 95929
(530)-898-5719

Sept 8, 2023

Dear Colleagues,

This letter is regarding the proposal for the MA in Education transitioning to a fully online program. In general, the proposal is accepted conditionally due to limited resources available in TLP.

While newly proposed in-person courses and programs are introduced, the infrastructure, operations and resources for campus buildings, classrooms, scheduling, and support already exist at-large. For online programs, infrastructure and operations that support the start of online programs are thin. The campus is in need of a more strategic and systematic approach of what it takes to launch successful, quality online degree programs and the resources it takes to support that.

Regarding the proposal's section VI.B. Resources for the Masters in Education, TLP's workload is affected. Starting an online degree program takes extra resources. It is not just individual faculty dropping by TLP Lab in Zoom for **"quick"** questions/issues. Many faculty state that they already taught online but remote **"COVID"** teaching is not equivalent to the work and focus needed to develop quality online courses and programs. The following is a list of work that TLP provides for online degree programs although the depth of this support is not consistent among online programs.

- Coordinating program expectations with the online program coordinator
 - What courses and what faculty are teaching when? What does the waterfall of courses look like? **Self-support programs don't follow our normal on-campus schedule** which means preparation of the online course launches happens at different times which changes the workload of TLP resources needed.
 - Developing an online degree program course template. Why?
 - For online student success in navigating their online **program's courses**
 - To help faculty more quickly get their fully online course up and running that has some consistency for the online students helping them feel that the courses are indeed connected to the online degree program.
 - Participating in the Program Coordinators meetings with faculty for various topics and updates that include technology updates that happen frequently.
- Consultations on course design, not just a **"quick question"**
 - Teaching Quality Learning and Teaching (QLT) principles individually to each faculty!
 - Quality Learning and Teaching (QLT) training is highly recommended for faculty teaching a fully online course. TLP works closely with Faculty Development to provide the online QLT course to define quality online teaching and learning but **faculty "don't have time" even though they are going to have to spend time** developing a fully online course.
 - Realign course designs for online student expectations that are not the same as on-campus students (e.g. one online program talked a lot about changing due dates in their online courses for working adults to meet online students needs).
 - Learning Canvas features and the tools for teaching and learning in fully online courses
 - The assumption is to use exactly the same tools that we do for on-campus courses **but faculty aren't aware of better tools for fully online courses.**
 - Introduce new tools or ways to implement tools. (e.g. Pronto allows students to easily contact classmates via texting which is VERY helpful to online students)

- Check for broken links and other issues found within the online courses
- Improve course accessibility scores by improving file accessibility and layout
- Regular communication with faculty to check in on needed tech support providing many hours consulting on course design problems and recommendations
- Create and build all content for Canvas Organization specific for students in that online program
 - What does the Canvas Organization contain **for online students since they aren't on campus to find resources?** (e.g. are there online student clubs?)
 - Collecting resources for the online program that would be helpful for students not on campus
- Co-organize with PCE an Informational Session for potential and incoming fully online students (e.g. Events/activities available to connect to the community of students in the degree program but not in the same courses together?)
- Overall, TLP offers support and resources regarding instructional quality, course design, accessibility, Universal Design for Learning, and Academic Integrity according to [EM 21-029](#) Policy for the Use of Digital Technologies in Teaching and Learning.

TLP has been providing faculty with technology support for remote instruction both before and during COVID, **at which time the unit's workload significantly increased.** And now we are supporting faculty migrating from Blackboard to Canvas. While TLP received some additional resources for the online self-support business programs, there is no similar support mechanism in place for state-supported online programs. **TLP has one temporary position due to expire December 2023 based on exhausted funding. That will take six full-time positions down to five.** As the Academic Technology Officer who oversees TLP and the affiliated staff, the university, from a broader view, needs to consider the TLP workload. **Here's the work that TLP has had added to their plate:**

1. Chico State Fully Online Degree Programs launched since COVID
 - Masters in Business Administration (Fall 2020)
 - BS in Business Administration (Fall 2022)
 - BA in Multicultural and Gender Studies (Fall 2023)
 - BA in Humanities (Fall 2023)
2. TLP worked very hard and at an intense pace since COVID and has not had any breathing room which has been hard on staff.
 - March 19, 2020, One-day conference via Zoom - Teaching Online
 - Summer 2020, Go Virtual
 - Summer 2021, Go Flex (ChicoFlex and HyFlex)
 - **And the elephant...**January 2022 to December 2023, migrating faculty and students from Blackboard to Canvas

This is not the first letter that has been submitted documenting the limited resources for each online program proposal that comes through Academic Senate. **I'm more than happy to discuss and answer questions.**

Sincerely,

Kathy Fernandes
Academic Technology Officer

From: [Daniel S Grassian](#)
To: [Nicol Gray](#); [Sharon A Barrios](#)
Subject: FW: Substantive Change Screening Determination: No further review of program needed
Date: Tuesday, May 30, 2023 12:43:39 PM

From: John Hausaman <jhausaman@wscuc.org>
Sent: Tuesday, May 30, 2023 10:41 AM
To: Daniel S Grassian <dsgrassian@csuchico.edu>
Subject: Substantive Change Screening Determination: No further review of program needed


Dear ALO:

Thank you for submitting the Substantive Change Screening form. Following a review of the information submitted, it has been determined that no substantive change review will be necessary for the proposed program.

Program Implementation Notification Required

You are required to confirm implementation of the program in order for the program or location to be listed on the WSCUC website for purposes of financial aid eligibility verification by the U.S. Department of Education.

Login to the [Accreditation Management Portal](#) and the Master of Arts in Education as Active within 30 days of implementation. Failure to report implementation may result in the suspension of financial aid eligibility for enrolled students.

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RE: MA in Education (Online)**Nicol Gray**

Wed 7/26/2023 7:37 AM

To: Benjamin E Seipel <bseipel@csuchico.edu>; Daniel S Grassian <dsgrassian@csuchico.edu>

Hi Ben,

I apologize for the delayed response! The MA in Education has been approved by WSCUC to be an online program, but according to [EM 21-029](#), it also needs EPPC and Senate approval. I don't currently have a form specifically for this purpose, but I'm working on one for you and will send to you as soon as I can. Please let me know if you have additional questions. Thank you.

4.2 Curricular Control

Any proposals to provide the majority of a state or self-support program exclusively or predominantly online (including but not limited to blended or online degrees as well as degree completion programs) will be considered a significant change (as defined in the [Academic Department Manual](#)) and requires EPPC and Academic Senate review and approval.

Nicol Gray

Curriculum Coordinator

SSC 464B

530-898-4923

[CPCR Login](#)

California State University Chico
Academic Affairs

From: Benjamin E Seipel <bseipel@csuchico.edu>**Sent:** Thursday, July 13, 2023 10:01 AM**To:** Daniel S Grassian <dsgrassian@csuchico.edu>**Cc:** Nicol Gray <NSGray@csuchico.edu>**Subject:** Re: MA in Education (Online)

Hi Daniel,

Congrats on your new job!

Before you leave, I wanted to check in on the status of this program update. Do you have an update? Also, if the proposal isn't addressed prior to your departure, who would be our contact (at Chico and WSCUC) for further updates?

Thanks.

Sincerely,

Ben

Ben Seipel, PhD
 School of Education
 Tehama Hall 423
 Graduate Program Coordinator
 Single Subject Credential Program Professor
 IRB Chair
 California State University, Chico
 Chico, CA 95929
 (530)-898-5719

From: Daniel S Grassian <dsgrassian@csuchico.edu>
Sent: Friday, May 26, 2023 6:08 AM
To: Benjamin E Seipel <bseipel@csuchico.edu>
Cc: Nicol Gray <NSGray@csuchico.edu>; Rebecca F Justeson <RJusteson@csuchico.edu>; Angela Trethewey <atrethewey@csuchico.edu>
Subject: RE: MA in Education (Online)

Thanks, Ben. I have submitted the information to WSCUC and will be in touch when I hear back.

Sincerely,
 Daniel

From: Benjamin E Seipel <bseipel@csuchico.edu>
Sent: Thursday, May 25, 2023 3:50 PM
To: Daniel S Grassian <dsgrassian@csuchico.edu>
Cc: Nicol Gray <NSGray@csuchico.edu>; Rebecca F Justeson <RJusteson@csuchico.edu>; Angela Trethewey <atrethewey@csuchico.edu>
Subject: Re: MA in Education (Online)

Hi Daniel,

Here is the requested information regarding the MA in Education's desire to transition to a fully online program. Please let me know if you have any questions and what the next steps are. Thanks, Ben

1. Full Name of Program: Master of Arts in Education
2. Description of Program: (from our webpage)

"The MA in Education is a multidisciplinary program that helps educators to create a strong democratic and sustainable society that honors diversity and inclusivity. The coursework supports the development of effective, reflective, and engaged educators who value the identities of all students, their families, and the communities they serve. The program endorses scholar-practitioner inquiry and responsible praxis-based pedagogies that serve as tools toward cultivating socially and ecologically just practices in classrooms, local communities, and beyond."
3. Start Date of Proposed Change: 8/15/24
4. Anticipated CIP Code: 13.0101
5. Is this a joint program with another institution and if so, which one? No
6. Number of New Courses Required for this Program: 0 new courses
7. How Many New Faculty Members are Required for this Program? 0 new faculty
8. Number of Units/Credits Required to Complete this Program: 30 credits
9. Describe any Significant Additional Equipment or Facilities Needed for this Program: No new equipment or facilities needed.
10. Describe any Significant Additional Financial Resources Needed for this Program: No financial resources needed for this program change.

11. Describe any Significant Additional Library/Learning Resources Needed for this Program? No significant library/learning resources needed for this change.

Sincerely,
Ben

Ben Seipel, PhD
School of Education
Tehama Hall 423
Graduate Program Coordinator
Single Subject Credential Program Professor
IRB Chair
California State University, Chico
Chico, CA 95929
(530)-898-5719

From: Daniel S Grassian <dsgrassian@csuchico.edu>
Sent: Monday, April 3, 2023 4:14 PM
To: Rebecca F Justeson <RJusteson@csuchico.edu>; Benjamin E Seipel <bseipel@csuchico.edu>
Cc: Nicol Gray <NSGray@csuchico.edu>; Sharon A Barrios <SBarrios@csuchico.edu>; Angela Trethewey <atrethewey@csuchico.edu>
Subject: MA in Education (Online)

Dear Rebecca and Ben,

I've heard that the School of Education wants to offer a MA in Education online (or primarily online). I'm reaching out to you as the campus Accreditation Liaison Officer (ALO) as one of the first steps, should this be your desire, is to get WSCUC (our regional accreditor) approval for this online graduate program. Please know that I am very confident that this will be a formality, and that they will not make this program go through their significant change process. I will need your help, though, with the following questions, which WSCUC requires in their substantive change screening process:

1. Full Name of Program
2. Description of Program
3. Start Date of Proposed Change (e.g., 8/15/24)
4. Anticipated CIP Code (Note: You can find the CIP codes at this site: <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=56>). Should you have trouble identifying what you think is the best CIP code, let me know and I can look for you.)
5. Is this a joint program with another institution and if so, which one? (I am almost certain it isn't, but I thought I'd ask, just in case I'm wrong.)
6. Number of New Courses Required for this Program:
7. How Many New Faculty Members are Required for this Program?
8. Number of Units/Credits Required to Complete this Program:
9. Describe any Significant Additional Equipment or Facilities Needed for this Program:
10. Describe any Significant Additional Financial Resources Needed for this Program:
11. Describe any Significant Additional Library/Learning Resources Needed for this Program?

Should you have any questions, please let me know.

Thanks,
Daniel

From: [Aubert, Sarah](#)
To: [Nicol Gray](#)
Cc: [Degrees](#)
Subject: Chico: Distance Education Authorization - MA Education
Date: Friday, December 8, 2023 12:52:12 PM
Attachments: [Outlook-zi5lhnpq.png](#)

Dear Nicol,

Thank you for your submission of the distance education approval for the following program:

Degree/Major Title	Degree Designation	Mode of Delivery
Education	MA	Online

This email serves as our acknowledgment and acceptance of this authorization.

Please let us know if you have any questions.

Best,
Sarah

Sarah Aubert
Assistant Director, Curriculum Policy & Infrastructure



401 Golden Shore | 6th Floor | Long Beach CA 90802
Phone 562-951-4881 | E-mail saubert@calstate.edu | Website www.calstate.edu/app