

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



**Executive Memorandum 21-020**

**July 12, 2021**

**From:** Gayle E. Hutchinson, President

**Subject:** Approval of the New Certificate in Educational Technology and Distance Learning

Upon the recommendation of the Academic Senate and with the concurrence of the Provost, I approve the new self-support, post-baccalaureate Certificate in Educational Technology and Distance Learning within the School of Education, College of Communication and Education. The new certificate will be effective summer 2021 and will require 12 units.

<b>Policy Title:</b>	EM 21-020 Approval of the New Certificate in Educational Technology and Distance Learning
<b>Contact:</b>	School of Education; Regional and Continuing Education
<b>Supersedes:</b>	
<b>Revision:</b>	
<b>Enabling Legislation or Executive Order:</b>	

# New Post-Baccalaureate Certificate Program

Certificate Name: Edu Technology & Distance Learning

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

Tal Slemrod x4849  
(tslemrod@csuchico.edu)

## Required Signatures

The Department of School of Education  
has reviewed and approved this new certificate program

Jennifer Oloff-Lewis Nov 2, 2020

Chair, Department Curriculum Committee Date

Rebecca Justeson Nov 9, 2020

Department Chair Date

The College of CME  
has reviewed and approved this new certificate program

LAURA MCLACHLIN Nov 9, 2020

Chair, College Curriculum Committee Date

Angie Brithwey Nov 10, 2020

College Dean Date

The Graduate Council has reviewed and approved this new certificate program

Shaaron Baccus Nov 19, 2020

Dean of Graduate Studies Date

Send signature page with proposal attached to Curriculum Services zip 128

Curriculum Review Completed 12/21/2020

Date

Note: The department will be notified of the dates for EPPC, Academic Senate, and WASC review.



## Proposal for a New Certificate

- I. **Proposed title of new certificate.**  
Educational Technology & Distance Learning
- II. **Academic year of intended implementation.**  
2020-2021
- III. **Name of the department and college submitting the proposal.**
  - A. **Identify the unit which will have primary responsibility for the certificate.**  
School of Education/ RCE
  - B. **Identify the level of the certificate (i.e., undergraduate or post-baccalaureate).**  
Post-baccalaureate

IV. **Statements on questions of need and demand.**

A. **Relation of the program to the University [Strategic Plan](#).**

This certificate responds to California State University, Chico's strategic plan as well as the School of Education (SOE)'s mission, to address the address the opportunity and service gap for students and districts within a 38,000 square mile rural region of northeastern California comprised of high-need LEAs and high-poverty schools. The program goals set by the University Strategic Plan are threefold: 1) Provide professional learning opportunities that allow K-12 teachers in our region to build the necessary technology skills needed for the delivery of online instruction; 2) Identify and close digital access barriers (geography, economics, infrastructure, experience with learning technologies, etc.); and 3) Provide potential solutions for both general and special education using educational technology. This certificate program reinforces strategic priorities by:

Equity, Diversity, And Inclusion: Cultivating and nurturing a welcoming and inclusive campus where students, faculty, and staff have an equitable opportunity to thrive.

- Developing and enhancing policies, programs, and activities that support an inclusive, accessible, and equitable learning and working environment.

Civic and Global Engagement: Building stronger and more vibrant communities by connecting the University and community in mutually beneficial ways to effect meaningful change in the world around us.

- Emphasizing University-community partnerships that are collaborative, participatory, empowering, systemic, and transformative.
- Instilling a culture of philanthropy and social engagement.
- Broadening opportunities for civic and global engagement in our academic programs



PROMINENT SCHOLARSHIP AND INNOVATION: Enhancing and increasing distinctive research and creative endeavors.

- Integrate and embed new and innovative technologies through a new educational technology program, in support of high-quality learning environments, effective processes, and excellent service.

Under the strategic priorities, this post-baccalaureate certificate program expands on the already internationally recognized programs in the School of Education. Specifically, this program will continue the priorities of supporting underserved students that have not had equal access or opportunity for educational success, specifically in assistive and adaptive educational technologies, maximizing the recruitment, retention, support, and graduation of diverse students across the north- state, and recovering and adapting to significant difficulties or challenges and recognize our responsibility to forge resiliency in the communities we serve.

**B. Rationale for seeking a certificate rather than another type of program (degree, option, minor).**

With a growing reliance on distance learning and educational technologies, there is an immediate need for teachers to deliver quality distance learning – most of whom with no experience on how to do so. Within the first cohort alone, initial surveys found that the majority of participants did not feel prepared to teach synchronously nor asynchronously and shared a feeling of, “overwhelmed.” Similarly, across Northern California, the digital divide is an ongoing and systemic challenge for our teachers and students. Many of the communities in rural Northern California may not have reliable access to broadband internet - either because of the lack of previous infrastructure or the infrastructure destroyed in the Camp Fire. For many of these communities, like Paradise, the co-occurring Camp Fire and COVID-19 pandemic are a one-two punch that deliver a severe injustice for many rural students.

Beyond just the immediate need for this certificate, Specifically, this program aims to support the rural and underserved populations within Butte County ranging from the town of Richvale with a population of 224; to Paradise where the Camp Fire took place, which had a population of 26,218 in 2010 but currently has a population of 2,034 since the fire (2019); to Chico which is the home to the university and has approximately 100,000 residents. In both the short and long-term, this certificate program responds to these challenges by:

- Offering a short (compared to a graduate degree) option for quickly gaining crucial skills in effective pedagogy for distance learning and educational technology.



- Emphasizing University-community partnerships that are collaborative, participatory, empowering, systemic, and transformative.
- Engaging students, faculty, staff, and community members through experiential learning opportunities with the communities of the North State and beyond.
- Creating an environment committed to the active pursuit of global engagement, service, social justice, and connectedness.
- Instilling a culture of philanthropy and social engagement.
- Broadening opportunities for civic and global engagement in our academic programs.
- Recovering and adapting to significant difficulties or challenges and recognizing our responsibility to forge resiliency in the communities we serve.

This certificate program would support and incentivize professional learning for teachers that have already earned their teaching credential. For new teachers (in California), this certificate could provide, in part, the professional development required for induction (the process and requirements to earn full teaching licensure after initial licensure).

**C. Need for the proposed certificate.**

**1. Identify other CSU campuses with the proposed certificate.**

- Cal State LA, CSU, San Bernardino, Cal State East Bay, CSU, San Marcos have certificate programs in Educational Technology.
- Fresno State offers a certificate of Advanced Study - Educational Technology.
- CSU, Fullerton offers an MS in Educational Technology & Certificate in Educational Technology Integration.
- San Diego State offers both a Master of Arts in Education with Educational Technology Concentration and an Instructional Technology Certificate.
- CSU, Long Beach offers a Master of Arts in Education, Option in Educational Technology and Media Leadership.
- CSUN offers an MA in Educational Technology.
- CSU, Monterey Bay offers an MS in Instructional Science & Technology.

**2. Identify neighboring institutions with the proposed certificate.**

None.

**3. Identify differences, if any, between these programs and the proposed program.** The programs that are currently offered do not emphasize inclusive teaching & special education. The MA in educational technology at Sac State is currently suspended. There are no certificate or graduate degrees currently offered in the



North State. The demand for training in educational technology and distance learning skill sets will only increase.

**D. Identify other closely related curricula currently offered by the campus.**

**1. Explain the impact the proposed certificate will have on these programs.**

The certificate program continues the foundations, and expands on courses that students may take in the credential programs – however, the certificate program will be open for enrollment for credentialed teachers whom have earned their credential from both California State University, Chico as well as other institutions of higher education. Additionally, under consultation for approval by the graduate committee, 9 of the units have the potential to be transferred to an MA in Education in the School of Education. If units are allowed to be transferred, this could recruit and increase the number of MA students.

**2. Explain how current programs do not meet the proposed certificate's objectives.**

There are currently no opportunities for courses in educational technology or distance learning as professional development offered.

**E. Student demand for the program.**

**1. Give evidence of serious student interest in the proposed certificate.**

The School of Education received requests for professional development from our regional partner districts – specifically in distance learning and educational technologies. Through RCE we have offered the first course (EDTE 626/631) and have enough interest that we have had to provide 4 sections.

The pivot to remote instruction in K-12 classrooms across the country means that thousands of teachers need to learn how to use educational technology for distance/remote delivery of education. School districts and county offices of education are faced with an urgent need for teachers to develop their skills to be successful in this extraordinary shift. To accelerate CSU, Chico's response to helping our region meet that need, the first one-unit course that will become part of this proposed certificate was offered in Summer 2020 at no cost to participating teachers, with support from SOE and RCE. The response to the availability of the course was overwhelming, and two sections of 35 each were filled within days; to accommodate the demand, two more sections are being offered early fall with the potential need for a 5<sup>th</sup> section.

**2. Estimated number of students seeking the certificate**  
**a. in the year of initiation.**

50-75

- b. **after three years.**  
75-100
- c. **after five years.**  
100-125
- d. **Describe methodology for developing these estimates.**  
With minimal marketing, as of 8/28/2020, 131 people completed the request form for the EDTE courses. These estimates are based on the initial response to the summer and fall offerings, the extensive need and number of K-12 educators in California and beyond who are required to transition to online instruction, and the implications for distance learning and educational technology in education moving forward. The online delivery of the certificate, which removes geographical boundaries, and the lack of competition also factor in these estimates.

**3. Estimate the number of certificates awarded**

- a. **in the year of initiation.**  
25-50
- b. **after three years.**  
50-75
- c. **after five years.**  
75-100
- d. **Describe methodology for developing these estimates.**  
With minimal marketing, as of 8/28/2020, 131 people completed the request form for the EDTE courses. There is a potential for slight attrition due to some participants starting the program but not completing.

**F. Identify professional uses for the proposed certificate.**

Teachers will use the proposed certificate for their own professional development, increased movement up on their salary pay-scale, and can work with their district/county/CA to use the professional development for induction (required training to earn a full credential for initially credentialed teachers).

**V. Resources**

- A. **List the faculty members for the required courses in the program by**  
See Attachment 1
- B. **List the faculty members for the elective courses in the program by**  
N/A: No elective courses in this certificate program
- C. **List the resources needed to sustain the program for the first five years, including cost and funding source.**



1. **Faculty:** SOE faculty, both tenure/tenure track and lecturers, will be assigned to teach these special session courses. Course fees of \$300/unit will cover the cost of instruction; faculty will be paid according to CSU Salary Schedule 2322.
2. **Staff:** SOE and RCE existing staff will sustain the program. RCE will market the certificate, administer the self-support courses, process registrations, collect fees, pay faculty salaries, and provide general customer service and financial management. SOE staff will provide coordination and academic oversight. CME/SOE will receive general fund cost recovery and partner revenue per RCE's MOU with the campus.
3. **Facilities:** N/A
4. **Library resources; provide evidence of consultation with the Library Dean indicating that the program can be supported by the library.** No additional acquisitions are required for this certificate. MLIB will receive general fund cost recovery per RCE's MOU with the campus.
5. **Equipment:** N/A IRES will receive general fund cost recovery per RCE's MOU with the campus.
6. **Specialized material:** N/A

- D. Additional support resources required, including source of support.**  
 As a self-support program, this post-baccalaureate certificate program will generate revenues to cover the cost of development, delivering and administrating the program. Participants fees for the program are currently estimated at \$3,600 for the 12-unit course series. The program will be fully online with a schedule that will allow completion in approximately 1 year.

## VI. Curriculum

**Note: Proposed curriculum should take advantage of courses already offered in other departments when subject matter would otherwise overlap or duplicate existing course content.**

- A. **Total number of units required for certificate.**  
12
- B. **Special criteria for admission and/or continuation (if applicable).**  
Teaching credential (from any state or country) – recommended.
- C. **Explanation of any special program characteristics (e.g., terminology, credit units required, types of coursework, etc.).**  
Online = All courses will be online
- D. **List all new courses for the proposed program. All courses are already established through the School of Education.**  
No new courses need to be developed.

**List all required courses for the program.**

EDTE 626/631

Teaching with Technology

1 Unit



This course addresses the prudent, efficient, and appropriate uses of computer technology, communication tools, and electronic information management as they relate to the teaching and learning process in the K-12 setting.

SPED 671                      Technology in Specialized Instruction                      2 Units  
Principles and practices of the use of technology in the classroom including distance communication; selecting appropriate hardware and software for assessment and data collection purposes; instructional strategies, the enhancement of critical thinking and problem-solving skills, and assistive technology to meet the needs of students with disabilities. Credit/no credit grading only.

EDUC 504                      Integrating Technology into Classroom Practice                      3 Units  
This course provides opportunities for participants to develop and utilize knowledge about technology in designing and delivering content to learners in the public schools.

EDCI 675                      Digital Media & Online Learning                      3 Units  
Examination of theoretical foundations and practical applications of digital instructional media for educators teaching face-to-face and/or online. This course addresses pedagogical considerations and best practices for using emerging technologies for professional development in teaching and instructing students.

SPED 664                      Instructional & Assistive Technology                      3 Units  
This course addresses the use of instructional and assistive technology for the organization and management of interventions to meet the needs of the full range of learners. In this course, enrollees will demonstrate competence in administering, interpreting and utilizing instructional and assistive technology to provide access to learning and to use those tools to promote formal and informal assessments of the literacy and communication skills of students with disabilities for the purposes of developing and implementing academic literacy. Enrollees will learn to conduct assessments, provide instruction, and special education services to individuals with academic language and/or communication needs in the areas of language and literacy development, including specific literacy required to meet state-adopted content standards and student IEP goals. Enrollees will learn how to use instructional and assistive technology.

- E. **List all elective courses for the program.**  
No electives for the program.
- F. **For undergraduate certificates, explain provisions for articulation of the proposed certificate with community college courses.**  
N/A (Post-bachelorette)
- G. **Complete catalog copy, including admission and completion requirements. See the current University Catalog for correct format; please follow it exactly. Before the proposal is submitted to Curriculum Services (for undergraduate certificates) or to the Office of Graduate Studies (for post-baccalaureate certificates), it may be helpful to review catalog copy with Academic Publications.**

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

ATTACHMENT 1

Name: Tal Slemrod



**Rank:** Associate Professor  
**Appointment Status:** Active, Tenure Faculty  
**Highest Degree Earned:** Doctorate  
**Date and Field of Highest Degree:** 2014, Special Education  
**Professional experience:**  
CSU, Chico 2014-Present  
University of Washington, Seattle, WA 2011-2014  
Kent School District, Kent, WA 2008-2011  
Kenosha Unified School District, Kenosha, WI 2007-2008

**Name:** Aaron Koch  
**Rank:** Assistant Professor  
**Appointment Status:** Active, Tenure-Track Faculty  
**Highest Degree Earned:** Doctorate  
**Date and Field of Highest Degree:** 2016, Education  
**Professional experience:**  
CSU, Chico 2018-Present  
Glenn County Office of Education 2017-2018  
University of Central Florida 2012-2016

**Name:** Jamie Linn Gunderson  
**Rank:** Assistant Professor  
**Appointment Status:** Active, Tenure-Track Faculty  
**Highest Degree Earned:** Doctorate  
**Date and Field of Highest Degree:** 2015, Special Education  
**Professional experience:**  
CSU, Chico 2018 - Present  
Learners Inc 2019 - Present  
University of Nevada, Las Vegas 2012 - 2016  
Clark County School District 2005 - 2018

**Name:** Erin Whitney  
**Rank:** Assistant Professor  
**Appointment Status:** Active, Tenure-Track Faculty  
**Highest Degree Earned:** Doctorate  
**Date and Field of Highest Degree:** 2016, Reading, Writing, Literacy  
**Professional experience:**  
CSU, Chico 2016-Present  
FACT Charter School, Philadelphia, PA 2006-2015  
East Side Comm. HS, NY, NY 2000-2006  
Ma'ili Elem. School, Waianae, HI 1998-2000  
Cairo Elem. School, Cairo, NY 1995-1998

**Name:** John Mouanoutoua  
**Rank:** Assistant Professor  
**Appointment Status:** Active, Tenure-Track Faculty

**Highest Degree Earned:** Doctorate  
**Date and Field of Highest Degree:** 2019, Special Education  
**Professional experience:**  
CSU, Chico 2019-Present  
University of Minnesota, Twin Cities 2014-2019  
Fresno Unified School District 2005-2014

**Name:** Ben Seipel  
**Rank:** Associate Professor  
**Appointment Status:** Active, Tenure Faculty  
**Highest Degree Earned:** Doctorate  
**Date and Field of Highest Degree:** 2011, Educational Psychology  
**Professional experience:**  
CSU, Chico 2011-Present  
University of Minnesota, Twin Cities 2006-2011

**Name:** Kristin Lower  
**Rank:** Lecturer  
**Appointment Status:** Annual contract  
**Highest Degree Earned:** M.A.  
**Date and Field of Highest Degree:** 2011, M.A. Education (Educational Leadership)  
**Professional experience:**  
CSU, Chico, 2018-Present  
Chico Unified School District, Chico, CA 2001-Present



**Meriam Library**  
**California State University, Chico**

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**MEMORANDUM**

**To: Tal Slemrod**

**From: Jodi Shepherd**

**Date: February 22, 2021**

**Subject: Library materials support for the proposed Certificate in Educational Technology and Distance Learning**

The Meriam Library currently holds over 16,000 print titles and 5,000 ebooks in the subject of Education. The library also subscribes to 36 Education journals specific to the field. The main databases in support of research for Education are ERIC, PsycINFO, Academic Search, and Wiley.

As this is a self-support certificate through RCE, the library receives funds for cost recovery per the campus MOU. Since RCE funds are one-time monies, ebooks purchases and/or standalone research collections could supplement our collections for education. If ongoing funds were available, research journals such as the American Journal of Distance Education, Contemporary Issues in Technology and Teacher Education, and LearnTechLib would further support this curriculum.

As it is, the library will be able to support new certificate outlined in the proposal.

# The Certificate in Educational Technology and Distance Learning

The CSU, Chico School of Education presents courses in **Educational Technology & Distance Learning**. The goal for this program is to identify digital and academic access barriers—geography, economics, infrastructure, experience with learning technologies, etc.—and potential solutions for both general and special education.

## Admission:

There are no course prerequisites for admission to this certificate program. A teaching credential is recommended but not required. Six units (SPED 664 and SPED 671) may transfer to the Masters of Education degree. Three units may transfer from a credential or MA to the certificate (SPED 664 or SPED 671). To qualify for admission to the program, students must meet all University and departmental standards, policies, and procedures, including:

1. An acceptable bachelor's degree.
2. An undergraduate grade point average of at least 3.0 in the last 60 units.
3. An application on file with the Office of Graduate Studies.

## Course Requirements for the Certificate: 12 units

### 4 courses required:

EDCI 675 Digital Media and Online Learning	3.0 FA
EDUC 504 Integrating Technology in Classroom Practice	3.0 FS
SPED 664 Instructional and Assistive Technology	3.0 SP
SPED 671 Technology in Specialized Instruction	2.0 FS

### 1 course selected from:

EDTE 626 Teaching with Technology: Multiple Subject	1.0 FS
EDTE 631 Teaching with Technology: Single Subject	1.0 FS