

**Foothill College**  
**Credit Program Narrative**  
**Certificate of Achievement in Education Technology Specialist**

**Item 1. Program Goals and Objectives**

*What are the academic and vocational goals of this certificate? What are the general program objectives?*

Program Learning Outcomes:

- Students will be able to identify effective education technology for schools and districts.
- Students will be able to develop instructional materials that incorporate education technology.
- Students will be able to apply education technology to project-based learning.
- Students will be able to create multimedia projects that integrate cloud-based publishing tools.
- Students will be able to use online collaboration tools to enhance instruction and communication.
- Students will be able to integrate technology into a standards-based curriculum.
- Students will be able to facilitate interactions and collaboration to build a community that fosters active learning.
- Students will be able to curate and create instructional materials, tools, strategies, and resources to engage all learners and ensure achievement goals.
- Students will be able to use culturally responsive practices when integrating education technology into their lessons.

*What knowledge and skills will students acquire as part of their participation in the program?*

The Certificate of Achievement in Education Technology Specialist is designed for pre-service teachers, education technology professionals, education technology entrepreneurs, and educators or trainers at any level who want to develop and enhance their skills in utilizing education technology. This program emphasizes best practices when integrating technology into educational settings, as well as critically assessing and identifying technologies to solve specific educational problems. The program will also focus on culturally responsive teaching strategies and issues of equity as they relate to technology integration. Skills learned include the ability to identify high quality technology tools to integrate into instruction, differentiating pedagogy to meet the needs of diverse groups of learners, and best practices for developing projects and curriculum with education technology. Upon completion of the program, students will be prepared to use technology to increase student achievement at all levels, as well as support technology initiatives within their organizations.

**Item 2. Catalog Description**

*This should include program requirements, prerequisite skills or enrollment limitations, and information relevant to program goals.*

The Certificate of Achievement for Education Technology Specialists is designed for students working in or planning for a career in K-12 education, extracurricular programs, or technology training in for-profit and nonprofit organizations, with a special focus on new and pre-service K-12 educators. The program provides 12 units of Instructional Design and Technology coursework to support the integration of technology throughout a specified educational program in a culturally responsive manner. Students will

learn to apply educational best practices to developing instructional materials, creating multimedia resources, and facilitating projects and activities with current technology tools and applications. Upon completion of the program, students will be prepared to use technology to increase student achievement at all levels, as well as support technology initiatives within their organizations.

### **Item 3. Program Requirements**

*Update the table, below, to include all core and support courses for the program (note that support courses are called “Restricted Electives” by the state). In the Requirements column, list the total units for core courses and the total units for support courses. In the Sequence column, list the typical year and quarter during which the student will take the course. List the total units for the program requirements (core and support courses combined) beneath the table.*

<b>Requirements</b>	<b>Course #</b>	<b>Title</b>	<b>Units</b>	<b>Sequence</b>
Core Courses (7 units)	LINC 50	Technology in the K-12 Classroom I	1	Year 1, Fall
	LINC 82B	Developing Instructional Materials	3	Year 1, Fall
	LINC 82C	Creating Interactive Media for Instruction	3	Year 1, Winter
Restricted Electives (5 units)	LINC 50A	Technology in the K-12 Classroom II	0.5	Year 1, Spring
	LINC 50F	Integrating Technology Into a Standards Based Curriculum I	2	Year 1, Spring
	LINC 57	Designing Learner-Centered Instruction	1	Year 1, Fall
	LINC 58	Global Project-based Learning	2	Year 1, Winter
	LINC 62	Cloud-based Word Processing Tools	1	Year 1, Winter
	LINC 66E	Cloud-based Publishing Tools	1	Year 1, Spring
	LINC 75B	Instructional Technology Strategies	3	Year 1, Fall
	LINC 79	Multimedia Project Production	2	Year 1, Fall
	LINC 80A	Multimedia in the Classroom I	1	Year 1, Winter
	LINC 80B	Multimedia in the Classroom II	0.5	Year 1, Spring
	LINC 81	Using Digital Images	1	Year 1, Fall
	LINC 90C	Online Collaboration Tools	2	Year 1, Winter

**TOTAL UNITS: # of units**  
**12 Units**

*Update the list, below, to identify the number of units the student will likely take each quarter (program courses only).*

#### **Proposed Sequence:**

Year 1, Fall = 3-6 units

Year 1, Winter = 3-6 units  
Year 1, Spring= 3-6 units

**TOTAL UNITS: 12**

#### **Item 4. Master Planning**

*How does the program align with the Foothill College Mission Statement? How does the program fit the curriculum and master planning of Foothill College, as well as higher education in California?*

Foothill College's mission is to offer equitable programs and services that empower students to achieve their goals and become productive citizens. By offering the Certificate of Achievement in Education Technology Specialist, Foothill will provide an invaluable opportunity for educators, coordinators and instructors at all levels--particularly those who come from underrepresented minority backgrounds--to establish themselves as specialists in the integration of technology into education. These educators would, in turn, be able to improve the experiences and potential of their students by providing them with technology-enhanced experiences and preparing them for the future workforce. By modeling and practicing best practices specific to education technology students in the program will experience opportunities to deepen their understanding of the ways that technology can be used in the classroom to enhance instruction and improve engagement.

Education has been an industry that has become more reliant on technology over the years. At first it was focused on hardware such as physical computers, printers, and the internet. Now, edtech has become more dynamic and diverse in the tools that are available to an educator. A recent Gallup and NewSchools Venture Fund study, found that 89% of all students use digital learning tools at least a few times per week. The same study, found that 81% of teachers, 88% of principals, and 92% of all administrators see great value in using digital learning tools in the classroom [1].

In 2018, Pricewaterhouse Coopers released a survey that focused on technology in US schools. The results indicated that many teachers in the US do not have adequate training or experiences using technology in the most effective ways. More specifically, only 10% of K-12 teachers feel confident incorporating higher-level technology into student learning [2].

[1] Carlson, M. A. C. V. B. J. (2020, December 16). *Educators Agree on the Value of Ed Tech*. Gallup.Com. <https://www.gallup.com/education/266564/educators-agree-value-tech.aspx>

[2] PwC, Schuyler, S., & Buckley, E. (2018, January). *Technology in US Schools: Are we preparing our kids for the jobs of tomorrow?* <https://www.pwc.com/us/en/about-us/corporate-responsibility/assets/pwc-are-we-preparing-our-kids-for-the-jobs-of-tomorrow.pdf>

#### **Item 5. Enrollment and Completer Projections**

*How many students are projected to complete the program after the initial year? After five years? List and explain the projections.*

In the initial year, approximately 50 students are projected to complete the program. Given the current shifts toward increasing technology in schools (due in part, but not entirely, to COVID-19), it is anticipated that the program will need to expand to 2-3 cohorts per year within the first five years, leading to approximately 100 students completing the program each year after five years. These projections are based on application and enrollment trends in the KCI MERIT program over the past decade.

*Additionally, update the table, below, to include all courses for the program (core and support), and provide **historical** enrollment data from the past two years. Foothill’s Institutional Research department can help provide this data; [visit their website](#) to submit a request. If a course is new or has not been offered in the past two years, enter N/A for the annual sections and annual enrollment.*

Course #	Course Title	Year 1 (18-19)		Year 2 (19-20)	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
LINC 50	Technology in the K-12 Classroom I	1	50	1	40
LINC 82B	Developing Instructional Materials	1	44	2	75
LINC 82C	Creating Interactive Media for Instruction	N/A	N/A	N/A	N/A
LINC 50A	Technology in the K-12 Classroom II	N/A	N/A	N/A	N/A
LINC 50F	Integrating Technology into a Standards Based Curriculum I	1	33	N/A	N/A
LINC 57	Designing Learner-Centered Instruction	1	35	1	30
LINC 62	Cloud-based Word Processing Tools	N/A	N/A	1	38
LINC 66E	Cloud-based Publishing Tools	N/A	N/A	N/A	N/A
LINC 75B	Instructional Technology Strategies	N/A	N/A	1	21
LINC 79	Multimedia Project Production	2	69	1	24
LINC 80A	Multimedia in the Classroom I	N/A	N/A	N/A	N/A
LINC 80B	Multimedia in the Classroom II	2	62	1	61
LINC 81	Using Digital Images	1	64	1	35
LINC 90C	Online Collaboration Tools	1	35	2	57
	totals (using current enroll#)		359		425

## **Item 6. Place of Program in Curriculum/Similar Programs**

*How does the program fit in Foothill College's existing program inventory?*

Currently, Foothill College offers the Certificate of Achievement in Instructional Design and Technology. This 27-unit program provides a broad spectrum overview of instructional design, with particular focus on multimedia, graphic arts, and web design. Not yet in existence, but proposed, is a Certificate of Achievement in Emerging Educational Technology Leadership. This program focuses specifically on Education Technology from an instructional standpoint and can operate as a stand-alone program. Additionally, it can provide the foundational skills for students wishing to pursue either the Certificate of Achievement in Instructional Design and Technology or the Certificate of Achievement in Emerging Educational Technology Leadership, depending on their ultimate career goals.

## **Item 7. Similar Programs at Other Colleges in Service Area**

*Are there other programs similar to this one already in place offered in Foothill's service area?*

There is a 12-credit education technology program offered at the University of San Francisco. Its goal is to evaluate a student's readiness to pursue a more formal graduate degree in pathways that do not typically include classroom instruction.

*Is the program similar to successful programs outside of the service area?*

There are several colleges, universities, and city and state education departments that offer a certificate for education technology. The New York State Department of Education, Molloy College, Rutgers University, and Pace University have programs that relate to the type of program proposed in this document. CSU Sacramento offers a Certificate of Competency in Educational Technology for 12 units, and the University of San Francisco also offers a 12-credit program with graduate units.

## **Additional Information Required for State Submission:**

**TOP Code:** *0860.00- Education Technology*

**Annual Completers:** *50-100*

**Net Annual Labor Demand:** *19,304 - 21,128 (Bay Region)*

**Faculty Workload:** *PT Adjunct faculty load would be between .133 and .266 each quarter (combined with CA in Emerging Educational Technology Leadership program).*

**New Faculty Positions:** 0

**New Equipment:** 0

**New/Remodeled Facilities:** 0

**Library Acquisitions:** 0

**Gainful Employment:** Yes

**Program Review Date:** February 2022

**Distance Education:** *This is the percentage of program courses conducted online; choose from the following:*      0%      1-49%      50-99%      100%

***Please note that significant lead time (one month or longer) may be necessary to obtain the following documents/approvals. Please work with the AVP of Instruction during the beginning stages of program creation to submit your requests for the following:***

**ATTACH THE FOLLOWING (non-Apprenticeship):**

- 1. Labor Market Information and Analysis**
- 2. Advisory Committee Recommendation** (*includes advisory committee membership, minutes, and summary of recommendations*)
- 3. Regional Consortia Approval Meeting Minutes** (*showing program recommendation*)

**ATTACH THE FOLLOWING (Apprenticeship only):**

- 1. Labor Market Information and Analysis**
- 2. Approval Letter from the California Division of Apprenticeship Standards (DAS)**