Foothill College
Credit Program Narrative
Certificate of Achievement in Emerging Educational Technology Leadership

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 based on research in emerging trends and applications.
- Students will be able to develop and share instructional materials that incorporate emerging education technologies.
- Students will be able to apply education technology trends, tools, and strategies to research-based pedagogies, such as project-based learning.
- Students will be able to create interactive multimedia projects that integrate emerging technologies.
- Students will be able to use online collaboration tools to enhance instruction and communication, and promote equitable learning environments.
- Students will be able to integrate emerging technologies into a standards-based curriculum.
- 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.
- Students will be able to create training materials and deliver professional training to peers while demonstrating best practices using education technology.
- Students will be able to plan, facilitate, and assess a project involving emerging educational technology trends in a school, district, and/or educational organization.
- Students will be able to identify the positive and negative use cases of individual educational technology, and critically analyze current education technology trends.
- Students will be able to facilitate large group professional development around the best practices of educational technology.

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

The Certificate of Achievement for Emerging Educational Technology Leadership is designed for experienced educators, trainers, facilitators, school leaders, educational consultants, and educator coaches. This program will expand the capacity for teacher leadership through project-based learning, focused in emerging technologies. Participants will analyze and apply research in teacher leadership, current educational trends, and cutting-edge technological advancements. Skills learned include: identifying high-quality technologies to integrate into instruction, differentiating pedagogy based on edtech use cases, and best practices for supporting peers and fellow educators with the use and development of technology-integrated curriculums. Upon completion of the program, students will be prepared to support emergent education technology initiatives in districts, schools, counties, or organizations, as well as provide relevant workshops and courses in edtech use and development.

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 Emerging Educational Technology Leadership is designed for students working in or planning for a leadership-focused career in K-12 education, extracurricular programs, or edtech development in for-profit and nonprofit organizations. Prerequisite skills in instructional design and use of common educational technologies are highly encouraged, but not required. Notably, this program is intended to assist educators and trainers in becoming leaders in their fields while remaining in their instructional spaces. The program seeks to provide an alternate pathway to teacher leadership besides administration. Students will complete 18 units of coursework in Instructional Design and Technology, with coursework specifically focusing on emerging technology trends, integration of edtech into curricular activities, evaluation of instructional programs, and data analysis tools. Upon completion of the program, students will be prepared to develop and support new education technology initiatives in schools, districts, counties, and communities, as well as lead other educators in the implementation of these initiatives.

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.

Requirements	Course #	Title	Units	Sequence
Core Courses (13 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
	LINC 83F	Introduction to Digital Video Editing	1	Year 1, Spring
	LINC 87	Seminar in Teaching With Education Technology	5	Year 1, Spring
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 80	Multimedia Overview	1	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 82A	Introduction to Designing Instructional Technology Projects	3	Year 1, Fall
LINC 90C	Online Collaboration Tools	2	Year 1, Winter
LINC 95C	Assessment Strategies for Technology Integration	1	Year 1, Spring

TOTAL UNITS: # of units
18 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 = 5-8 units
Year 1, Winter = 5-8 units
Year 1, Spring= 5-8 units

TOTAL UNITS: 18

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 a Certificate of Achievement in Emerging Educational Technology Leadership, Foothill will provide an invaluable opportunity for educators, coordinators, and instructors at all levels--particularly those who come from underrepresented minority backgrounds--as well as edtech entrepreneurs, to establish themselves as current leaders in education technology. These leaders would be empowered to provide culturally responsive instruction and leadership in their organizations. By modeling best practices in education technologies, students in the program will experience opportunities to deepen their understanding of the way emerging trends and cutting edge technologies can be used in the classroom to enhance instruction and improve engagement.

Education is an industry that has steadily become more reliant on technology over the decades, with the tools available to educators becoming increasingly more dynamic and diverse. 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].

Most recently, in the summer of 2020, *Digital Promise* and *Google for Education* released a report focusing on the value of Edtech Coaches in the classroom, particularly during the shift to distance learning due to COVID-19. These findings indicated that Edtech coaches played a key role as their districts and schools moved to online learning. The vast majority (77%) of all Edtech coaches indicated that they provided professional development opportunities on the use of technology tools, and 57% provided learning resources and expectations about curriculum [3].

[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

[3] Digital Promise, Bakhshaei, M., Seylar, J., Ruiz, P., & Chou Vang, M. (2020, August). *The Valuable Role of Edtech Coaches during the COVID-19 Pandemic: A National Survey*. https://digitalpromise.org/wp-content/uploads/2020/08/Natl-COVIDCoachingResponseSurveyReport.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.

The intention of this certification is to build upon and advance the skills developed in the Certificate of Achievement in Education Technology Specialist program (also currently being proposed), so while initial year projections are low, they are expected to increase as the number of students completing the Education Technology Specialist certification increases. Initially, approximately 24 students are projected to complete the program. It is anticipated that this number will grow each year as technology continues to be a central aspect of the education system, with a program increase to approximately 50-75 students per year after 5 years.

*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 83F	Instruction to Digital Video Editing	1	32	2	126
LINC 87	Seminar in Teaching with Education Technology	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 58	Global Project-Based Learning	2	59	1	36
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 80	Multimedia Overview	3	132	2	107
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 82A	Introduction to Designing Instructional Technology Projects	1	44	N/A	N/A
LINC 90C	Online Collaboration Tools	1	35	2	57
LINC 95C	Assessment Strategies for Technology Education	N/A	N/A	1	31
	totals (using current enroll#)	17	659	16	646

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 Education Technology Specialist. This program would build on the foundation of the proposed Certificate of Achievement in Education Technology Specialist with a specific focus on emerging technologies and educational leadership. It is a natural progression from one to the next.

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 certificates in education technology, but none that focus specifically on emerging technologies and leadership. 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: *24-75*

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 Education Technology Specialist 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%   <mark>50-99%</mark>   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)**