Resolution Affirming the Importance of Shared Governance
in Program Discontinuance in the CSU

1　Whereas, State of California legislation, academic history, and common sense recognize the
2　importance of shared governance; and
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4　Whereas, Program discontinuance policies should have been established at the respective
5　campuses of the California State University (CSU) through the shared governance process;
6　and
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8　Whereas, There is great concern that some CSU campus administrations may be short-
9　circuiting their own program discontinuance policies in order to address budget
10　shortcomings; now, therefore, be it
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12　*Resolved*, That the California State University San Marcos (CSUSM) Academic Senate urge
13　campus administrations across the CSU to abide by their own established discontinuance
14　policies and the principles of shared governance that underlie these policies; and be it further
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16　*Resolved*, That the CSUSM Academic Senate distribute this resolution to the Chancellor of
17　the CSU, to the Presidents of the twenty-three campuses in the CSU, to the Chairs of the
18　CSU Senates, and to the Academic Senate of the California State University.

A. General Elements

1. **Definition of Temporary Faculty Employees -** Temporary faculty in the College of Education may be instructors in courses and/or supervisors of clinical practice.

2. **Appointment Categories of Temporary Faculty Employees -** For the purposes of appointment[1] and evaluation[2], the collective bargaining agreement (CBA) distinguishes between three types of Temporary Faculty Unit 3 Employees:
   - (1) part-time or full time appointments for one (1) semester or less
   - (2) part-time appointments for two (2) or more semesters
   - (3) full-time appointments for two (2) or more semesters

3. **Submission of WPAF** – All temporary faculty members shall submit a Working Personnel Action File (WPAF) to the office of the Associate Dean or appropriate administrator according to the timeline of the type of appointment described under Evaluation Cycle. Failure to submit a WPAF, or submitting an incomplete WPAF, will be reflected in the evaluation. If the WPAF is submitted according to the established timeline and no evaluation takes place, performance of the temporary faculty member is assumed to be satisfactory. In such cases, temporary faculty may request to be evaluated by the appropriate administrator. Electronic submission for part of or all elements of the WPAF is acceptable. The program should inform faculty of any preferences.

4. **Evaluation Cycle**
   a. Temporary faculty appointed for one semester (1) shall be evaluated at the discretion of the Associate Dean or appropriate administrator. The employee may request that an evaluation be performed.
   b. Temporary faculty appointed for two (2) or more semesters, regardless of break in service, shall be evaluated after every two semesters of employment. Evaluations may be conducted more frequently than every two semesters at the discretion of the Associate Dean or appropriate administrator.
   c. Temporary faculty on three-year appointments (3) shall be evaluated at least once during the term of their appointment or more frequently at the discretion of the Associate Dean or appropriate administrator. The employee or the President may request more frequent evaluations.

5. **Peer Input (Optional) –** The temporary faculty member may request additional peer input in the file. Peer input can be provided by Unit 3 faculty, tenure-track faculty members or lecturers only from the same content area or program. The peer input must be provided in alignment with the timeline of the evaluation process. Faculty members who provide peer input may not serve on the PRC of a full-time temporary faculty member.

6. Field Personnel Input (Optional)
   Temporary faculty members engaged in clinical practice supervision may also request input from field personnel (i.e. from cooperating teachers, clinical personnel, etc.) optional input regarding the performance of the temporary faculty supervisor.

B. Evaluation Procedures

1. General Procedures:

   a. At the time of appointment, the College of Education will provide temporary faculty with a copy or web link of this policy no later than 14 working days after the first day of instruction of the academic term. All evaluation instruments will be provided to the faculty member.[3]

   b. If an evaluation is to be performed, the Associate Dean or appropriate administrator must notify the

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[1] The appointment of temporary faculty is governed by Article 12 of the Collective Bargaining Agreement. Please refer to the Faculty Affairs web site, then go to Academic Resources (http://www.csusm.edu/faculty_affairs/) to view the current contract .

[2] The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

[3] Evaluation instruments including rubrics may be periodically revised. All instruments must be approved by the COE Personnel Committee prior to use in the process.

52 temporary faculty member no later than the 10th week of the semester of the appointment that the
53 WPAF should be submitted to the office of the Associate Dean or appropriate administrator in
54 accordance with the timeline. When analysis of student evaluations of instruction and/or supervision of
55 clinical practice is available, they must all be placed in the WPAF by the Associate Dean or
56 appropriate administrator.

57
58   c. Temporary faculty must provide all candidates[4] (university students) with the opportunity to evaluate
59 faculty performance. Official CSUSM College of Education Student Evaluations of Teaching shall be
60 administered in accordance with university and college procedures. All Clinical Practice Supervisors
61 must administer prescribed evaluations each semester in accordance with the evaluation procedure.

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63   d. Temporary Faculty will follow the specific procedures defined by the appointment (Full-time, Part-
64 time, or Supervisory) as described below in 2, 3, or 4.

65
66   e. The evaluation process should be completed within 45 days after the receipt of the WPAF. If
67 circumstances require an extension, the Associate Dean or appropriate administrator shall notify the
68 affected temporary faculty member.

69
70   f. The temporary faculty member shall be provided copies of the evaluation(s), sign the evaluation
71 form(s), and is advised to retain a copy. The Associate Dean or appropriate administrator shall place
72 the original evaluation form(s) in the temporary faculty member's Personnel Action File (PAF).

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74   g. Within 10 working days from the date noted on the evaluation report, the temporary faculty member
75 may request a meeting with the Associate Dean or appropriate administrator to discuss the evaluation
76 and/or may submit a written response to the evaluation for inclusion in the WPAF.
77   h. In the case of a classroom evaluation, a temporary faculty member shall be given a minimum of five
78 (5) days written notice prior to a classroom visit. After the visit there shall be consultation about the
79 classroom observation between the temporary faculty member and the visitor. Written confirmation
80 that a consultation has taken place shall be provided to the associate dean within ten (10) days of the
81 classroom visit.

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83   i. Any party to the evaluation may request an external review in accordance with the CBA.

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85   2. Instructional Full-Time Temporary Faculty (including those who also engage in supervision of clinical practice)

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87   a. Full-time temporary faculty members must be evaluated in accordance with the university periodic
88 evaluation procedure. Evaluation of full-time temporary faculty shall include:
89   i. Candidate evaluations of teaching performance for those with instructional duties;
90   ii. Candidate evaluations of supervision performance for those who supervise clinical
91 practice;
92   iii. Field Experience Coordinator input for those who supervise clinical practice;
93   iv. Review by the College of Education Peer Review Committee (PRC); and
94   v. Evaluation by the Associate Dean or appropriate administrator.

95
96   b. Full-time temporary faculty members shall submit the following documentation to the Associate Dean
97 or appropriate administrator's office for evaluation by the Peer Review Committee (PRC) no later than
98 the Monday of the 15th week of the semester. When analysis of student evaluations of teaching is
99 completed for the semester, they must be placed in the file by the Associate Dean or appropriate
100 administrator:
101   i. Cover Sheet including teaching activities with courses taught and information on
102 supervision of clinical practice, if applicable, each semester since the previous
103 evaluation (Form A)
104   ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement on
105 instructional duties.
106   iii. Content Area or Program Coordinator/Program Faculty Evaluation (Form B) and, if
107 applicable, Clinical Practice Coordinator and/or Program Coordinator Input (Form D).

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[4] The term "candidates" refers to university students enrolled in credential or MA. For the College of Education, the term "student" refers to K-12 students. Where terms may be misleading, clarifying language will be used.

108				iv.	Classroom Observation (Form C)
109				v.	Student Evaluations of Teaching and evaluations of supervision of clinical practice as
110					described in section 4 below, if applicable.
111				vi.	Course materials including syllabi for each course, sample lesson plans, assessments of
112					student learning outcomes, assignments, and examples of student work for use in
113					completion of Form B.
114				vii.	Evidence of candidates (university students) meeting program/course learning
115					outcomes (such as TPEs[5], TPAs[6], or other program-based assessments)
116				viii.	Evidence of scholarly/creative activity and/or service (if appropriate)
117				ix.	Current vita
118				x.	Optional Peer Input (See p. 2 for description)

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3. Instructional Part-Time Temporary Faculty (including those who also engage in supervision of clinical practice).

    a. Evaluation of part-time temporary faculty shall include:
        i. Candidate evaluations of teaching performance
        ii. Candidates evaluations of supervision performance for those who supervise clinical practice
        iii. Field Experience Coordinator Input for those who supervise clinical practice
        iv. Evaluation by the Associate Dean or appropriate administrator
        v. Current vita

    b. Part-time temporary faculty members shall submit the following documentation to the Associate Dean or appropriate administrator's office no later than the Monday of the 15th week of the semester. When analysis of student evaluations of teaching is completed for the semester, they must be placed in the file by the Associate Dean or appropriate administrator:
        i. Cover Sheet including teaching activities with courses taught each semester since the previous evaluation and information on supervision of clinical practice, if applicable (Form A).
        ii. A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in carrying out instructional and supervision duties (if applicable).
        iii. Content Area or Program Coordinator/Program Faculty Evaluation of Instructional Materials (Form B) and, if applicable, Clinical Practice Coordinator and/or Program Coordinator Input (Form D)
        iv. Classroom Observation (Form C).
        v. Student Evaluations of Teaching and, if applicable, student evaluations of clinical supervision.
        vi. Course materials including syllabi for each course, sample lesson plans, assessments of student learning outcomes, assignments, and examples of student work for use in completion of Form B.
        vii. Evidence of candidates meeting program/course learning outcomes (such as TPEs, TPAs, or other program-based assessments).
        viii. Current vita
        ix. Optional Peer Input (See p. 2 for description)

4. Supervisors of Clinical Practice

    a. Temporary faculty (part-time and full-time) who are supervisors of clinical practice shall submit their documentation to the Associate Dean's office no later than the Monday of the 15th week of the semester. When analysis of student evaluations of supervision is completed for the semester, they must be placed in the file by the Associate Dean or appropriate administrator.

    b. The supervisor documentation shall include the following:
        i. Cover Sheet including a list of teacher candidates with descriptions of the candidates

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[5] TPE – Teaching Performance Expectations – The TPEs are the California standards used to assessment basic credential teacher candidates.

[6] TPA – Teaching Performance Assessment – The TPA is a state approved performance assessment for teacher candidates.

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(university students) (e.g., beginning, advanced, shared supervision) since the previous evaluation (relevant portion of Form A)

    ii.   A reflective statement (1/2 – 1 page) assessing strengths and areas for improvement in carrying out supervision duties.

   iii.   Clinical Practice Coordinator and/or Program Coordinator Input (Form D)

   iv.   Candidate evaluations of supervisor

    v.   Examples of completed observation and evaluation forms for teacher candidate performance

   vi.   Other supporting material related to supervision (e.g., communication with candidates (university students) and site personnel, evidence of supporting candidates in meeting performance assessments, agendas and handouts for candidate support meetings.

   vii.   Optional Field Personnel Input (See p. 3 for description)

   c.   Temporary faculty (part-time and full-time) supervisors of clinical practice who are asked to leave a clinical site by the site administrator, shall have the site administrator's request for removal and any response submitted by the faculty member placed in the PAF by the Associate Dean or appropriate administrator[7], in accordance with the procedures in the CBA.

C. Timeline

#	ACTIVITY	ASSUMPTIONS	DEADLINE	TIME OF SEMESTER
1	Hiring of Temporary Faculty	Latest date of hire is 1st day of class	1st day of classes	1st day
2	Receipt of Evaluation Procedures by Temporary Faculty	Via email or print	14 working days after the start of appointment	2nd week
3	Collection of Evaluation/WPAF Documents	Observation of teaching must occur during teaching calendar - first 8 weeks or 16 weeks	2-15th week	2-15th week
4	Notice of Evaluation by Associate Dean	Only for the semester when the faculty is due for evaluation – or in which an evaluation has been requested	No later than the 10th week of the semester.	6-12th week
5	Submit WPAF /evaluation Documents by Temporary Faculty	Required	No later than the Monday of the 15th week of the semester	15th week of the semester
6	Receive university student evaluations	Student evaluations of the last semester taught/supervised	Upon receipt of evaluations – must be placed in the file by the Associate Dean or appropriate administrator	
7	Evaluation Report to Temporary Faculty	Required	Within 45 days from the day WPAF was submitted	
8	**Temporary Faculty Request for a meeting**	**Optional**	**Within 10 days after the date of the evaluation report**	

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[7] Please note that the appointment of a supervisor assigned to a specific site is conditional upon the site administrator's approval. Should an administrator request a supervisor to leave a clinical site, the supervisor will not have an opportunity for another appointment until the following semester. Removal from a clinical site serves as a strong basis for non-reappointment as a university supervisor. Additionally, the CFA contract states that part-time temporary appointments are contingent upon funding, enrollment, and other considerations as allowed.

D.   Responsibilities for evaluation of temporary faculty

	Tenure–line Faculty and Lecturers, Program Coordinators	Clinical Practice Coordinator	Field Experience Personnel	Peer Review Committee	Associate Dean or Appropriate administrator
Notification of Policy					X
Oversee Policy					X
Peer Input (Optional)	X				
Content Area/ Program Coordinator Input – Form B	X				
Classroom Observation – Form C	X				
Clinical Practice Coordinator and/or Program Coordinator Input – Form D	X	X			
Field Experience personnel Input (optional)			X		
Peer Review (F/T only)				X	
Associate Dean Evaluation Form for Temporary Instructional Faculty – Form E1					X
Associate Dean Evaluation Form for Temporary Supervisor Faculty – Form E2					X
Decision to Rehire					X
Maintenance of Files					X

E.   Forms to be used for evaluation of temporary faculty

Form A   Cover Sheet: Summary Information

Form B   Content Area Faculty/Program Coordinator Input

Form C   Classroom Observation for Instructors

Form D   Clinical Practice Coordinator and/or Program Coordinator Input

Form E1   Associate Dean Evaluation Form for Temporary Instructional Faculty

Form E2   Associate Dean Evaluation Form for Temporary Supervisor Faculty

FORM A

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COVER SHEET
(To be completed by temporary faculty member)

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Temporary Faculty Member: _____

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Date of Evaluation: _____

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Status (check one):

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_____ Part-time instructional	_____Full-time supervision
_____ Part-time supervision	_____Full-time instructional
_____ Part-time instructional and supervision	_____Full-time instructional and supervision

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Date of prior temporary faculty evaluation: _____

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Instructional faculty: List of courses taught since last evaluation:

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Semester	Course number/title	No. of students

Insert additional rows as needed

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Supervision faculty: List of candidates (university students) supervised since last evaluation:

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Semester	Candidate Name	Placement Site (school & district)	Program Level (Beg/Adv)

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Attach additional rows and sheets as needed.

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FORM B
(For instructional faculty)

CONTENT AREA FACULTY OR PROGRAM COORDINATOR INPUT

Temporary Faculty Member _____

Content Area Faculty or Program Coordinator _____

Date _____

Documentation is attached describing the temporary faculty member's performance in the following areas (Please check all that apply):

_____ Syllabi for each course taught

_____ Sample lesson plans

_____ Assignments

_____ Assessments

_____ Classroom Visits (attach form C – Classroom Observation)

_____ Other

Overall Assessment (areas of strength, suggestions for improvement):

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Signature of Evaluator

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FORM C
(For instructional faculty)

OBSERVATION OF CLASSROOM INSTRUCTION

Temporary Faculty Member _____

Content Area or Program Faculty Member _____

Course Observed (prefix, number and title) _____

Date of Observation_____

Observation notes on subject matter coverage, organization, pedagogy, and instructional delivery:

Overall assessment:

_____   Date _____
Signature of Evaluator

FORM D
(For clinical supervisors)

CLINICAL PRACTICE COORDINATOR and/or PROGRAM COORDINATOR INPUT

Temporary Faculty Member _____

Clinical Practice Coordinator/Program Coordinator _____

Date _____

Documentation is attached describing the temporary faculty member's performance in the following areas:

_____ Completed observation forms of candidate performance.

_____ Completed evaluation forms of candidate performance.

_____ Communication with candidates (university students).

_____ Communications with site personnel.

_____ Candidate evaluations of supervisor.

_____ Other.

Overall Assessment (areas of strength, suggestions for improvement):

_____   Date _____
Signature of Evaluator

341 **FORM E1**
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343 **EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY**
344 **(Including those who may also be engaged in supervision of clinical practice)**
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346 **By Associate Dean or Appropriate Administrator**
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349 Temporary Faculty Member _____
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351 Documentation is attached describing the temporary faculty member's performance in the following areas:
352
353 _____ Syllabi
354
355 _____ Lesson Plans
356
357 _____ Assignments
358
359 _____ Examinations/Assessment Instruments
360
361 _____ Classroom Visits (attach form C1 – Classroom Observation)
362
363 _____ Student Evaluations
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365 _____ Other Elements
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367 Overall Assessment (areas of strength, suggestions for improvement):
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370 Overall Recommendation:
371 _____   Date _____
372 *Signature of Associate Dean*
373 _____
374 I have been provided a copy and have read the evaluation.
375
376 Signature of Temporary Faculty Member _____ Date _____
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378 *Faculty members have ten working days from the date noted on the Associate Dean's evaluation to respond if they*
379 *wish to do so.*
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FORM E2

EVALUATION OF TEMPORARY INSTRUCTIONAL FACULTY -
SUPERVISORS OF CLINICAL PRACTICE
(Not engaged in instruction of program courses)

By Associate Dean or Appropriate Administrator

Temporary Faculty Member _____

Evaluative documentation is attached describing the temporary faculty member's performance in the following areas:

_____ Completed observation forms of candidate performance.

_____ Completed evaluation forms of candidate performance.

_____ Communication with candidates (university students).

_____ Communications with site personnel.

_____ Agendas and handouts for candidate support meetings.

_____ Candidate evaluations of supervisor.

_____ Other elements: _____

Overall Assessment (areas of strength, suggestions for improvement):

Overall Recommendation:

_____   Date _____
Signature of Associate Dean or appropriate administrator

_____

I have been provided a copy and have read the evaluation.

Temporary Faculty Member Signature _____   Date _____
Faculty members have ten days from the date noted on the Associate Dean's evaluation letter to respond if they wish to do so.

Certificate Program for Video Production in K-12 Education

Budget & Long-Range Planning Committee: The Budget and Long Range Planning Committee (BLP) has investigated and discussed the P-Form for a proposed Certificate Program for Video Production in K-12 Education. BLP has reviewed the immediate and long range prospects for this proposed certificate and has considered the resource implications of the initiation of the certificate. We appreciate the cooperation of the proposer, Dr. Katherine Hayden, and thank her for her willingness to meet with BLP to provide timely responses to our questions which enabled us to complete our work. BLP submits the following analysis of the impact of this certificate program to the Academic Senate to guide Senators in their consideration of the proposal.

Program Demand: The certificate program would provide K-12 teachers access to online courses to certify them in Video Production. The International Society for Technology in Education has added a new standard category titled "Innovation and Creativity," which would be addressed by the proposed certificate program. In addition, the General Option Masters in CoE does not currently have a certificate program in Technology. There are ongoing requests for online courses from teachers in the CoE Masters, and present online offerings have high enrollments due to the flexibility, convenience and cost savings of not having to drive to campus. This proposed program would address this need for online courses in the CoE MA program. The course content goes beyond professional development and incorporates a more scholarly element consistent with a certificate.

The certificate could also be used as a marketing tool for the Master's program. CoE has WASC approval to move the full Masters program online, and CoE may move in that direction. This would allow all 12 units of the certificate to transfer from Extended Learning to the Master's.

Resource Implications: The program was developed in collaboration with the San Diego Office of Education based on a federally funded grant in Arts and Education. That collaborative effort is currently being implemented in San Diego and Orange County. Teachers are currently receiving units as part of this project through CSUSM Extended Learning.

The program will be delivered through Extended Learning, compensated by self-support, or matriculated for the MA students. The certificate requirements are 12 units of fully online courses, including one existing course and three proposed Topics Masters Level Courses offered under the General Option MA program in CoE. The courses are online and will not require classroom space. The intent is to provide access for anyone throughout the state of California. Teachers would use facilities and resources at the schools in which they are presently teaching, thus studios and other on-campus facilities would not be used. Faculty may use some multi-media resources on campus as necessary for course development. Some IITS support may be needed since the courses would be offered through WebCT (or Moodle).

University Curriculum Committee: UCC has finished its review of the Video Production in K-12 Education Certificate. The program is proposed as an online certificate program which addresses a new standard added in 2006 to the National Standards for Technology for Students (NETS-S): Innovation and Creativity. It also addresses the need for online classes for students in the College of Education MA programs who are currently teaching in K-12 classrooms. The certificate program is developed in collaboration with the San Diego County Office of Education and will offer additional courses to one currently available to students through CSUSM Extended Learning. The courses will also be added to the menu of courses available to students in the CSUSM College of Education General Option MA program and will be offered both through Extended Learning and the General Option MA program.

The program is based on three newly proposed Education courses. EDST 638, Using Visual Literacy to Improve K-12 Student Learning, will allow teachers to explore elements of video production in the classroom from the targeting of students' needs to the assessment of outcomes of the production project. EDST 639, Digital Storytelling to Inspire Creativity in the K-12 Classroom, prepares educators to apply principles of digital storytelling and project-based learning in their classrooms. In EDST 640, Using Web 2.0 Tools for Collaborative Video and Audio Projects in the K-12 teachers will learn how to use web tools to inspire creativity in their classrooms. These courses will build on an already existing course, EDST 637, Instructional Technology Planning and Management, in which educators learn to plan, manage and access a technology infused classroom environment through the development and piloting of a technology-rich instructional unit. While these courses are the requirements of the certificate program, students can supplement them with courses from Mass Media and Visual and Performing Arts.

UCC supports the program proposal, finding it to be academically sound and providing students with an opportunity to use the techniques learned through the certificate program as an enhancement in K-12 classrooms.

EC 01/27/2010