Curric. & Sched. No.	Course Prefix	Course Number	New Course # and/or Prefix	Course/Program Title	Form(s)	Type Action	Proposal Originator	Rec'd by Curr.& Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
34	CHEM	21		Supplemental Instruction in Introductory Organic Chemistry	C-2	Change	Steve Welch	11/10/04	12/6/04	12/6/04	Approved	2/14/04
124	LTWR	525		Theory and Practice of College Writing Instruction	C-2	Change	Robin Keehn	11/10/04	12/6/04	12/6/04	Approved	2/14/04
228	PHYS	350		Great Ideas in Physics	C	New	Charles De Leone	11/2/04	12/6/04	12/6/04	Approved	2/14/04
242	VPA	P-Form		B.A. in Visual and Performing Arts	P	Change	Kristine Diekman	1/21/04	1/21/04	1/21/04	Approved	2/14/04

ELECTION RULES AND GUIDELINES

Rules For Elections Of
Academic Senate
Senate Officers
Academic Senate Standing Committees
Statewide Academic Senate

1. The Nominations, Elections, Appointments, and Constitution Committee (NEAC) shall provide a Preference Form to all full time (tenure line and temporary) faculty. The Preference form shall include a listing of the continuing Senators and continuing Academic Senate Standing Committee members, as well as a listing of all vacant seats on the Academic Senate and Academic Senate Standing Committees. The Preference Form shall solicit self-nomination by interested faculty for all vacant seats on the Academic Senate and Academic Senate Standing Committees. Faculty are not expected to provide university-level service to the Academic Senate during their first year as a tenure-line faculty member.

2. NEAC shall use the responses to prepare a ballot that includes at least two candidates for each vacant seat assuming there are enough eligible and willing faculty to achieve this.

3. A sample ballot shall be provided at least two weeks before the date of election with a deadline clearly stated for all nomination petitions and requests for deletions (to be submitted in writing).

4. If, after NEAC has circulated the sample ballot, faculty wish to nominate themselves for vacant positions, such nominations must be submitted to NEAC. For persons wishing to change their candidacy from either at-large or College/Library representative, the request for such a change must also be submitted to NEAC.

5. If the request for a name deletion or a move between College/Library and at-large representative creates a vacancy on the ballot for that position, the eligible faculty represented by that position shall be notified through e-mail of the vacancy.

6. The elections for the Academic Senate, Senate Officers, Academic Senate Standing Committees, and Statewide Academic Senate shall be by submission of ballots to NEAC. The date of election shall be the date ballots are due.

7. Eligible faculty, in compliance with Article 3 of the Constitution and Bylaws of the University Faculty and the Academic Senate, shall be permitted to vote for one candidate for each vacant position. Election will be by plurality of votes cast. In the event that there is a tie among more candidates than there are seats available, NEAC shall select a winner by lot.

8. Election results for Academic Senate elections shall be reported. Vote totals shall be available at the Academic Senate Office.

49 9. Any eligible voter has ten (10) instructional days after NEAC certifies the results of an
50   election to challenge the result. Challenges must be submitted in writing to the chair of
51   NEAC and must specify the nature of the challenge. If no challenge is received within the
52   allotted time, all ballots and related materials shall be destroyed. If a challenge is received,
53   ballots and related materials shall be retained until the issue is resolved.
54
55 10. Any Faculty Senator, Statewide Academic Senator or Faculty Senate Standing, Special, or
56   Ad Hoc committee member may be subjected to recall by a petition to the Executive
57   Committee of the Senate. The recall may be initiated by any eligible faculty member. The
58   initiator of the recall must write a petition explaining the reason(s) for the proposed recall,
59   obtain signatures of at least 20% of the eligible faculty from the unit that elected the person,
60   and then present the petition to the Executive Committee. Upon receipt of such a petition
61   and verification of the signatures on it, the Executive Committee shall direct NEAC to
62   conduct a recall election. Recalls become effective when they have received a favorable
63   vote of at least two-thirds of the eligible faculty who voted, provided greater than one-half
64   of the eligible faculty voted in the recall. The vacancy thus created shall be filled under the
65   election procedure set forth in these rules within thirty calendar days of the removal.
66
67
68 **GUIDELINES FOR ACADEMIC SENATE ELECTIONS**
69
70 1. Election and balloting for Senate seats shall be by College/Library and Student Services
71   Professionals - Academic Related (SSPs-AR).
72
73 2. The number of Senators from each College/Library/SSP-AR shall be determined by NEAC
74   each spring, prior to spring elections, in compliance with Article 5.1.1 of the Constitution
75   and Bylaws of the University Faculty and the Academic Senate.
76
77 3. In response to the Preference Forms submitted, NEAC shall conduct an election in
78   accordance with these Rules.
79
80 4. The Senate shall be representative of the full-time faculty in compliance with Article 5.1.1
81   of the Constitution and Bylaws of the University Faculty and the Academic Senate.
82
83 5. Eligible faculty shall be permitted to vote for as many candidates as there are vacant seats
84   allocated to the College/Library or SSPs-AR (e.g., if a College/Library/SSP-AR may elect
85   six representatives, the ballot will read "Vote for up to six persons").
86
87 6. The final Senate meeting shall be a joint meeting of the extant Senators and the newly
88   elected Senators. The terms of the extant Academic Senate and Executive Committee shall
89   end on the last day of the Spring semester. Any business that must be addressed before the
90   academic year ends will be conducted by the extant Academic Senate and Executive
91   Committee.
92
93 7. When vacancies arise on the Senate due to a faculty member being on leave or due to a
94   faculty member's resignation, NEAC shall issue a call for a volunteer replacement to serve
95   for the remainder of the term.

96   8.   Subsequent to the Spring election, NEAC will interpret those seats that remain unfilled as
97   "Vacant." Vacant seats shall be filled by implementing the previous rule.
98
99
100 **GUIDELINES FOR ELECTION OF SENATE OFFICERS**
101
102 1.   NEAC will distribute a Call for Senate Officers to full time (tenure line and temporary)
103   faculty by the end of the second week of March. The Call will include a list of current
104   Senators. The Call will request that nominations for secretary and chair-elect of the Senate
105   be sent to the Senate Office by the end of the third week of March. The Call will request
106   that faculty obtain permission of nominees prior to submitting their names. Nominees for
107   officers of the Senate shall be voting members of the Senate.
108
109 2.   A sample ballot will be provided, and faculty will have one week to review and respond (end
110   of the fourth week of March). Faculty may make additional nominations or may request that
111   their name be removed from the ballot.
112
113 3.   The Official Ballot for the Election of Senate Officers will be provided to the current Senate
114   members the first week of April, and will be due in the Senate office the beginning of the
115   third week of April. Senators will have one week to vote.
116
117 4.   Senate Officers will be announced at the second to last Senate meeting of the Spring
118   semester.
119
120 5.   In the event that the chair-elect cannot assume the position of chair, an election for chair
121   will be held.
122
123
124 **GUIDELINES FOR ELECTION OF STANDING COMMITTEES**
125
126 1.   Standing Committee membership is of two types: College/Library representatives and at-
127   large representatives. The members of the various committees serve staggered two-year
128   terms.
129
130 2.   Election and balloting for College/Library representation shall be by College/Library, or, in
131   the case of the General Education Committee (GEC) and the Promotion and Tenure
132   Committee (PTC), by area; and for at-large representation, by the eligible faculty.
133
134 3.   The Preference Form shall ask faculty to indicate which committees they would choose to
135   serve on and whether they would choose to represent their College/Library or the faculty at-
136   large. Additionally, faculty will be asked to indicate whether they would be willing to serve
137   on more than one committee and to rank their preferences (i.e., #1, #2 with #1 being the
138   most preferred).
139
140 4.   Elections for Promotion and Tenure Committee member positions must be contested (at
141   least two candidates per seat). If there are fewer than two candidates per seat in the Spring
142   Election, NEAC will put out a call for nominees within the first two weeks of the
143   subsequent semester (fall semester). NEAC will conduct an election once a minimum of

144   two candidates per open Promotion and Tenure Committee seat is secured. This special
145   election does not require a sample ballot.
146
147   5.   A person may be elected to serve on more than one committee.
148
149   6.   After election results have been announced, each current committee chair shall convene a
150   meeting of current committee members and new committee members to (a) review the year-
151   end committee report and (b) elect a committee chair for the next academic year. Each
152   current committee chair shall notify the Academic Senate Office of their committee's newly
153   elected chair. The newly elected chairs (with the exception of the Promotion and Tenure
154   Committee [PTC]) and the newly elected Academic Senate Officers will constitute the
155   Executive Committee for the following academic year.
156
157   7.   No person shall be elected chair of more than one standing committee.
158
159   8.   The terms of the standing committee members rotating off the committees shall end on the
160   last day of the Spring semester. Any business that must be addressed before the academic
161   year ends will be conducted by the extant standing committees.
162
163   9.   When vacancies arise on Standing Committees due to a faculty member being on leave or
164   due to a faculty member's resignation, NEAC shall issue a call for a volunteer replacement
165   to serve for the remainder of the term. Promotion and Tenure Committee vacancies may not
166   be filled through NEAC recommendation. These may only be filled by an election, in
167   accordance with item 4 of the Guidelines for Election of Standing Committees.
168
169 10.   Subsequent to the Spring election, NEAC will interpret those seats that remain unfilled as
170   "Vacant". Vacant seats shall be filled by implementing the previous rule, with the exception
171   of Promotion and Tenure Committee vacancies. These may only be filled by an election, in
172   accordance with item 4 of the Guidelines for Election of Standing Committees.
173
174
175 **GUIDELINES FOR ELECTION OF STATEWIDE ACADEMIC SENATE**
176 **REPRESENTATIVES**
177
178   1.   Election and balloting for statewide academic senators shall be by all eligible faculty.
179
180   2.   CSUSM has two statewide academic senators (number determined by the statewide
181   academic senate) who serve staggered three-year terms. When appropriate, NEAC shall put
182   out a call for candidates to fill the position of the senator whose term is expiring.
183
184   3.   NEAC shall nominate all eligible faculty who indicate a desire to run. Senators whose terms
185   have expired are eligible to run again.
186
187   4.   The statewide academic senator shall be elected by March 1 of each election year.

POST TENURE PERIODIC EVALUATION   **PROCEDURE**
Periodic Evaluation of Tenured Unit 3 Faculty Employees

Implementation Date: 05/01/00   Revised:

I.   Introduction

The purpose of Post Tenure Periodic Evaluation (PTPE) is to provide periodic feedback to faculty members[1] on their effectiveness in all areas considered for retention, tenure, and promotion in order to maintain and improve faculty performance. PTPE should be seen as an important part of a faculty member's professional growth, which provides faculty members with a regular opportunity to assess and revise their professional development plans and goals.

II.   Required Review Intervals

A.   Faculty unit employees not being considered for promotion are subject to review every five years following the awarding of tenure.

B.   Faculty on sabbatical or leave of absence during the scheduled year of review shall undergo PTPE upon return to campus.

C.   Faculty who are participating in the Faculty Early Retirement Program (FERP) shall maintain their five-year review cycle.

III.   Procedure and Timeline

A.   A peer review committee (PRC) of the department or equivalent unit and the Dean/Director of the College/Library/unit shall conduct the PTPE.

B.   PTPE Report -- Faculty undergoing a fifth-year PTPE shall submit a PTPE report. The PTPE report shall address the faculty member's work in all areas considered for retention, tenure, and promotion for the years under review. For faculty with teaching responsibilities, the PTPE report will cover the areas of Teaching, Research/Creative Activity, and Service. For librarians, the PTPE report will cover the areas of Professional Performance, Research/Creative Activity, and Service.   For SSP-ARs, the PTPE report will cover the areas of Professional Performance, Professional Development, and Service.

1.   In recognition that PTPE may serve different functions at various points in a faculty member's career, the PTPE report may take one of three possible forms. The faculty member under review shall determine the form best suited for the particular PTPE review. The forms are as follow:

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[1] The term "faculty member" refers to instructional faculty, librarians, and SSP-ARs.

41   a.   A complete curriculum vitae (in the format recommended for the

a. A complete curriculum vitae (in the format recommended for the WPAF[2]) and up to a three-page narrative highlighting the faculty member's accomplishments since the last review. The complete CV shall contain sections on Teaching (for teaching faculty) or Professional Performance/Professional Development (for non-teaching faculty), Research/ Creative Activity (if appropriate), and Service.

b. Five annual reports and up to a three-page narrative highlighting the faculty member's accomplishments since the last review. Each annual report shall contain sections on Teaching (for teaching faculty) or Professional Performance/Professional Development (for non-teaching faculty), Research/ Creative Activity (if appropriate), and Service.

c. A five to seven page narrative highlighting the faculty member's accomplishments in Teaching (for teaching faculty) or Professional Performance/Professional Development (for non-teaching faculty), Research/ Creative Activity (if appropriate), and Service.

2. All teaching faculty shall include consideration of student evaluations of teaching as partial evidence of teaching effectiveness. This consideration may take various forms; for example, a description of student evaluations may be included in the narrative, or a page from the summary statistics provided with the student evaluations of instruction obtained for each of the chosen classes, or a single table summarizing item statistics for all courses to be highlighted in the review may be included with the PTPE.

3. Any reviewer may request of the candidate additional information on their PTPE report.

4. Upon the request of the PRC and/or the Dean/Director, faculty shall be prepared to provide evidence of accomplishments listed in the annual reports.

C. The faculty member shall submit a copy of the PTPE report to the office of the Dean/Director of the College/Library/unit.

D. The PTPE is reviewed by the unit's duly elected Peer Review Committee (PRC)[3] who will write a PRC report.

1. In the event that a PRC member is undergoing review, the unit may elect a replacement committee member for that individual's Post Tenure Periodic Evaluation.

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[2] Please refer to the RTP Handbook produced by the Faculty Center.

[3] Please refer to the appropriate college/library/SSP-AR document for PRC election instructions.

85		2. If any faculty members undergoing PTPE review are Full Professors, a PRC
86		of peers (i.e., Full Professors) shall be elected if the unit's PRC is not
87		composed of such.
88		
89	E.	The Dean/Director-will review the PTPE and the PRC report, and write a summary
90		report.
91		
92	F.	The faculty member shall be provided a copy of the PRC and Dean/Director reports.
93		
94	G.	The PRC chair and the Dean shall meet with the faculty member, upon completion of
95		his or her evaluation to discuss strengths and weaknesses. If necessary, a plan for
96		improvement will be developed that shall include periodic status reports.
97		
98	H.	The faculty member may submit a written response to the PTPE assessment.
99		
100	I.	A copy of the PRC's report, the Dean's/Director's summary report, the improvement
101		plan (if any), and the faculty member's response (if any) shall be placed in the faculty
102		member's Personnel Action File.
103		
104	J.	Academic units may develop guidelines for the appropriate level of performance in
105		each of the areas covered by the PTPE report.
106		
107	K.	PTPE Calendar
108		
109		March 1: Fifth-year PTPE reports due
110		April 1 PRC report due to faculty member
111		May 1 Dean's/Director's summary due
112		End of semester Meeting with PRC chair and Dean completed
113		
114		
115		
116		

Does Academic Senate need to approve departmental RTP policies?

V.   PRINCIPLES FOR THE REVIEW PROCESS

   A. General principles

     1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as standards approved for their Departments or equivalent units (when such standards exist), standards approved by their College/Library/SSP,AR, and in accordance with this policy. Such standards shall be reviewed ~~and recommended~~ by the Faculty Affaires Committee <u>for compliance with university and CSU policies and procedures.</u> ~~to the Academic Senate for approval.~~ In case of conflict between the Department and College/Library/SSP,AR standards, the College/Library/SSP,AR standards shall prevail. The policies and procedures in this document are subject to Board of Trustees policies, Title 5 of the California Administrative Code, California Education Code, the Unit 3 CBA, and other applicable State and Federal laws.

****

V. B.4. Departmental Standards

      a. A Department or equivalent unit may develop standards for the evaluation of faculty members of that Department or equivalent unit.

      b. Department or equivalent unit standards shall not conflict with law or University policy. In no case shall Department standards require lower levels of performance than those required by law or University policy.

      c. Written Department or equivalent unit standards shall address:

        1) Those activities, which fall under the categories of Teaching Performance, Scholarly and Creative Activity, and Service;
        2) A description of standards used to judge the quality of performance;
        3) The criteria employed in making recommendations for retention, tenure, and promotion.

      d. The Dean/Director of the College/Library/SSP,AR shall review the Department standards for conformity to College/Library/SSP,AR standards. If the Dean ~~approves~~<u>finds it in conformance</u>, she/he will forward the Department standards to the Faculty Affairs Committee ~~for conformance with the standards and practices of the University~~. The <u>Faculty Affairs Committee has the responsibility to verify and ensure compliance with university and CSU policies and procedures.</u> ~~The President has final approval of all Department standards.~~ Departments or equivalent units shall follow this approval process each time they wish to change their standards.

Effective Date: mm/dd/yyyy

1	**Definition:**	Academic honesty policy delineates student, faculty, and administrative
2		responsibilities in regards to academic honesty. The policy defines incidents of
3		Academic dishonesty and the sanctions that can be applied.
4		
5	**Authority:**	The Cal State San Marcos ~~Interim~~ Student Rights and Responsibilities Policy as
6		expressed in Executive Order 320.
7		
8	**Scope:**	The purpose of the Academic Honesty Policy shall be to define incidences of
9		academic dishonesty and to delineate student, faculty, and administrative
10		responsibilities.

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16 _____   _____
17 Karen S. Haynes, President   Approval Date
18
19
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21 _____   _____
22 Robert Sheath, Provost   Approval Date
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42 First Revision: 00/00/00
43 Implemented: 4/28/95
44

Effective Date: mm/dd/yyyy

45   I.   Introduction
46
47   Each student shall maintain academic honesty in the conduct of his or her studies and other
48   learning activities at CSUSM. The integrity of this academic institution, and the quality of the
49   education provided in its degree programs, are based on the principle of academic honesty.
50
51   The maintenance of academic integrity and quality education is the responsibility of each student
52   within this university and the California State University system. Cheating and plagiarism in
53   connection with an academic program at a campus is listed in Section 41301, Title 5, *California*
54   *Code of Regulations*, as an offense for which a student may be expelled, suspended, put on
55   probation, or given a less severe disciplinary sanction.
56
57   II.   Student Responsibilities
58
59   A.   Students are responsible for knowing and understanding the rules of Academic Honesty
60   as outlined in the university catalog, to include fabricating information and data,
61   cheating, facilitating academic dishonesty, and plagiarizing.
62
63   B.   Students are responsible for cCommunicating with the professor if they do not understand
64   how the policy applies to a particular class or assignment. Students are responsible for
65   uUtilizing the library resources (e.g. the plagiarism tutorial, consulting a librarian, or referring to
66   a style guide) on academic honesty and plagiarism to fully understand the differences
67   between a citation, giving credit, original writing, and plagiarism.
68
69   III. Faculty Responsibilities
70
71   A.   Faculty must report all incidents of Student Dishonesty and the actions taken to the
72   Office of the Dean of Students.
73
74   The reporting must include:
75
76   1.   ——Student name
77   2.   ——Student ID number as it appears on the class roster
78   3.   ——Class Code, CRN, and Semester taken
79   4.   ——The issues of dishonesty that occurred
80   5.   ——The actions or consequences taken by the professor
81
82   B.   Each faculty should include a statement on Academic Honesty in their syllabi such as:
83
84   Students will be expected to adhere to standards of academic honesty and integrity, as
85   outlined in the Student Academic Honesty Policy. All assignments must be original
86   work, clear and error-free. All ideas/material that are borrowed from other sources must
87   have appropriate references to the original sources. Any quoted material should give
88   credit to the source and be punctuated with quotation marksaccordingly.
89
90   Academic Honesty and Integrity:. Students are responsible for honest completion and
91   representation of their work. Your course catalog details the ethical standards and
92   penalties for infractions. There will be zero tolerance for infractions. If you believe there

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93   has been an infraction by someone in the class, please bring it to the instructor's
94   attention. The instructor reserves the right to discipline any student for academic
95   dishonesty, in accordance with the general rules and regulations of the university.
96   Disciplinary action may include the lowering of grades and/or the assignment of a failing
97   grade for an exam, assignment, or the class as a whole.

99   C.   Faculty should keep accurate records and documents regarding the case and their own
100   resolution and consequences for ~~at least one semester~~one year from the end of the term.

102   D.   Faculty should have a discussion of academic honesty, expectations, and consequences
103   within the first two or three class meetings in order to maintain consistency and
104   uniformity with all classes and students.

106   E.   Faculty are encouraged to include creative assignments that require original thought in
107   order to reduce the incidents of student dishonesty.

109   F.   Faculty have the ultimate responsibility and discretion when grading students who have
110   been dishonest in class~~;~~ ~~-~~however, faculty also have the responsibility to be fair and
111   equitable to all students within the same class~~.~~, ~~T~~therefore, consequences for like offenses
112   must be similar.

114   G.   Grading Policy: ~~-~~It is suggested that each faculty member have a consistent grading
115   policy which will be applied in all cases of academic dishonesty. For example, if an
116   assignment where a student is caught cheating is worth more tha~~n~~t 15% of the grade, the
117   student may receive a "FAIL" in the class. If the assignment is worth less than 15%, then
118   the assignment can be given a grade of "0.".~~.~~

120 IV.   Administrative Responsibilities:

122   A.   Administrators are responsible for knowing and understanding the rules of Academic
123   Honesty to include fabrication, cheating, facilitating academic dishonesty, plagiarism and
124   to take administrative action where necessary.

126   B.   Administrators should facilitate a discussion of Academic Honesty at student orientation
127   to ensure that all students are aware of the Academic Honesty issues on campus and how
128   they will be dealt with.

130   C.   The Dean of Students shall provide a report each semester to the Executive Committee of
131   the Academic Senate to include aggregated data for that semester which includes the
132   number and type of cases reported and the disciplinary actions taken.

134 V.   Student Sanctions

136   Student sanctions, imposed by the ~~appropriate administrator~~Dean of Students, for violations to
137   the academic honesty policy can include any of the following:

139   (a) ——Warning
140   (b) ——Probation of Student

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141   (c) ——Suspension
142   (d) ——Expulsion
143
144   VI.   Definitions
145
146   Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and
147   defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes
148   the following.
149
150   A.   <u>Cheating</u>: Using or attempting to use unauthorized materials, information, or study aids
151   in any academic exercise.
152
153   *Guidelines:*
154
155   1.   Faculty members are strongly encouraged to make every reasonable effort to
156   foster honest academic conduct. This includes adequate communication of
157   expectations about what kinds of collaboration are acceptable within the course.
158   Instructors should state in course syllabi their policies and procedures concerning
159   examinations and other academic exercises as well as the use before
160   examinations of shared study aids, examination files, and other related materials
161   and forms of assistance.
162
163   2.   Students completing any examination should assume that external assistance
164   (e.g., books, notes, calculators, conversation with others) is prohibited unless
165   specifically authorized by the instructor.
166
167   3.   Students must not allow others to conduct research or prepare any work for them
168   without advance authorization from the instructor. This comment includes, but is
169   not limited to, the services of commercial term paper companies.
170
171   4.   Students who are required to do a paper in a course should assume that
172   submitting the same or similar paper to different courses (regardless of whether it
173   is in the same semester or in different semesters) is not permitted without the
174   explicit permission of the instructors of both courses.
175
176   B.   <u>Fabrication</u>: Falsification or invention of any information or citation in an academic
177   exercise.
178
179   *Guidelines:*
180
181   1.   "Invented" information may not be used in any laboratory experiment or other
182   academic exercise without notice to and authorization from the instructor. It
183   would be improper, for example, to analyze one sample in an experiment and
184   covertly "invent" data based on the single experiment for several more required
185   analyses.
186

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    2.   One must use/acknowledge the actual source from which cited information was obtained. For example, a student may not reproduce sections from a book review and indicate that the section was obtained from the book itself.

191
192
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195
    3.   Students who attempt to alter and resubmit returned academic work with intent to defraud the faculty member will be in violation of this section. For example, a student may not change an answer on a returned exam and then claim that they deserve additional credit.

196
197
198
    C.   <u>Facilitating Academic Dishonesty</u>: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

199
200
Guidelines:

201
202
203
    1.   For example, a student who knowingly allowed copying from his or her paper during an examination would be in violation of this section.

204
205
206
207
    2.   Providing information about the contents of an examination to a student who will later take the examination, or taking an examination on behalf of another student, are violations of academic honesty.

208
209
210
    D.   <u>Plagiarism</u>: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise, including:

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212
213
214
    (a) •——the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work;

215
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217
    (b) •——the act of putting one's name as an author on a group project to which no contribution was actually made; and

218
219
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221
    (c) •——representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

222
223
Guidelines:

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225
226
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228
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231
    1.   Direct Quotation: Every direct quote must be identified by quotation marks, or by appropriate indentation or by other means of identification, and must be properly cited with author(s) name(s), year of publication, page number(s), footnotes and/or endnotes, depending on the citation style used. Proper citation style for academic writing is outlined by such manuals as the *MLA handbook for writers of research papers*, *APA: Publication manual of the American Psychological Association*, or *Chicago manual of style*.

232
233
234
    2.   Paraphrase: Pprompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in ~~your~~ one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase

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235		Locke's comment..." and conclude with a citation identifying the exact reference.
236		A citation acknowledging only a directly quoted statement does not suffice to
237		notify the reader of any preceding or succeeding paraphrased material.
238		
239	3.	Borrowed Facts or Information: Information obtained in one's reading or research
240		which is not common knowledge among students in the course must be
241		acknowledged. Examples of common knowledge might include the names of
242		leaders of prominent nations, basic scientific laws, etc.
243		
244	4.	Material which contributes only to the student's general understanding of the
245		subject may be acknowledged in the bibliography and need not be immediately
246		cited. One citation is usually sufficient to acknowledge indebtedness when a
247		number of connected sentences in the paper draw their special information from
248		one source. When direct quotations are used, however, quotation format must be
249		used and prompt acknowledgment is required.

POLICY FOR FACULTY ON THE MANAGEMENT OF COURSE RECORDS ——POLICY

Implementation Date: 00/00/00   Revised: 2~~00~~/03~~0~~/05~~0~~

Instructors have the responsibility to ensure confidentiality of the student records to comply with the Family Educational Rights and Privacy Act of 1974 (FERPA 1974). Student records are defined as any documents (including electronic) that include identifying student information (e.g. name with~~,~~ social security number, student ID number, or grade). Documents include, but are not limited to, graded class assignments, homework, tests, letters of recommendation and roster print-outs showing student name and any other type of personally identifiable information (e.g., social security number, student ID number). ~~/or social security number.~~ The purpose of these guidelines is to help faculty understand how to manage student records.~~,~~

I. Instructor Responsibilities:

   —A.   Keep student records out of reach of anyone else, preferably in a locked cabinet.
   B. ~~Get~~ Obtain the student's written permission before anyone other than the student—including spouses, parents, significant others, and other relatives—can collect his/her graded work.
   —C.   Keep student records for a minimum of <u>one year from the end of the term</u> when the work was completed before destroying them.
   —D.   ~~Get~~ Obtain the student's permission before you leave his/her records outside your office.
   —E.   All records left outside of office must be in a sealed envelope.
   —F.   After one year, —records may be discarded after identifying characteristics have been removed or destroyed.
   ~~G. Do not include information about a student's grades or grade point average in letters of recommendation without obtaining prior written permission from the student.~~
   —G. Do not at any time use the entire ID Number of a student in a public posting of grades.
   —H.   Do not ever link the name of a student with that student's ID number in any public manner.
   —I. Do not leave graded tests in a stack for students to pick up by sorting through the papers of all students.
   ~~I.—~~Do not circulate a printed class list with student name and ID number or grade~~s~~ as an attendance roster.
   J.
   K. Questions regarding the FERPA and/or other student record privacy matters should be directed to the Vice President of Student Affairs.

II. Student Responsibilities:

In most classes, faculty return graded materials to students during the course of the semester. If a student elects to file a formal appeal over a course grade, she or he would need to produce all of the original graded work for the purpose of the review procedure. Therefore, students should retain work handed back to them at least until they receive the final grade. If the student then elects to file a grade appeal, s/he should retain the graded materials until the appeal is resolved.

EMERITUS FACULTY POLICY   **PROCEDURE**

Implementation Date: 04/17/00   Revised: 00/00/00

I.   **Preamble**

Emerita/emeritus status is an honorary title awarded for distinguished service to the academic
community. The President shall bestow the title on a tenured faculty member who is entering
permanent retirement from CSUSM and who has served the University with distinction. It is
expected that emerita/emeritus status will be granted to faculty members who have
contributed continuously throughout their career and have a distinguished professional
record.

II.   **Eligibility**

Emerita/emeritus status is limited to those individuals who:
1. for instructional faculty, hold the rank of full professor with tenure and have at least 10
    years of active unit-3 faculty service to CSUSM, or
2. for librarians, hold the rank of full librarian with tenure and have at least 10 years of
    active unit-3 faculty service to CSUSM, or
3. for SSP-ARs, hold the rank of SSP-AR III with tenure and have at least 10 years of active
    unit-3 faculty service to CSUSM.

III. **Procedures**

1. The academic unit, department, or its representative committee shall forward a
    recommendation letter and curriculum vitae for each candidate to the Dean outlining why
    the faculty member should be granted emeritus status based on the recommendation
    criteria. ~~A candidate's name may be put forward no more than two times.~~
2. The Dean shall review the recommendation and state in writing whether s/he concurs
    with the recommendation.
3. Both recommendations shall then be forwarded to the Provost who shall make his/her
    recommendation.
4. The President or designee based, on his/her review of the recommendations, shall make
    the final determination.
5. Emerita/Emeritus status may be bestowed posthumously.
6. The President (or designee) shall announce the names of faculty awarded emeritus status
    at spring commencement.

IV.   **Recognition and Privileges**

1. Emeriti faculty are considered an important and integral part of the university
    community.
2. Emeriti faculty shall be recognized through:
    a. listing of the names of emeriti faculty in the campus commencement program at the
        time of retirement,

44   b. issuing a permanent ID card indicating status as an emerita/emeritus member of the
45   faculty,
46   c. listing of name and title of all emeriti faculty in all university catalogues,
47   d. listing of name and title in the CSUSM phone directory.[1]
48   3. Upon commencement of permanent retirement and approval of emeritus status by the
49   President (or designee), the following privileges shall become available:
50   a. eligibility to propose research projects/creative endeavors, compete for and
51   administer grants from agencies outside the CSU system,
52   b. free parking privileges,
53   c. Emeritus level library and technology privileges (to be determined by LATAC in
54   consultation with the Library and IITS, and to be reviewed annually)
55   d. invited participation in selected department, school and university functions,
56   e. attendance at public university functions and celebrations affirming the academic
57   mission of the university,
58   f. invitations to participate in seminars, lectures, and scholarly meetings and ceremonies
59   both as contributors and attendees.
60
61 V.   **Criteria for Recommendation**
62
63   The academic unit, department, or its representative committee may decide not to
64   recommend the faculty member for emeritus status on the basis of the criteria below. When
65   formally recommending faculty for emeritus status, the following criteria should be
66   considered and incorporated into the recommendation letters:
67
68   1. For faculty, a history of positive evaluations to include:
69   a. effective teaching,
70   b. research/creative endeavors, publications, and presentations at professional meetings,
71   c. contributions to the development of their academic program, the University, the
72   community, and/or their profession.
73   2. For librarians, a history of positive evaluations to include:
74   a. effective professional performance and growth, as well as effective leadership,
75   supervision, and administrative responsibilities,
76   b. research/creative endeavors, publications, and presentations at professional meetings,
77   c. contributions to the University and profession, locally, nationally, and internationally.
78   3. For SSP-ARs, a history of positive evaluations to include:
79   a. effective professional performance,
80   b. professional development,
81   c. service to the department, division, university, and community.
82

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[1] At the request of the emerita/emeritus faculty, he or she will be listed in the CSUSM phone directory.

MASS MEDIA

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Department Chair:
Barry Saferstein, Ph.D.

Faculty:

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Minda Martin, Ph.D.
Dreama Moon, Ph.D.
G.H. (Bud) Morris, Ph.D.
Liliana Castañeda Rossmann, Ph.D.
Barry Saferstein, Ph.D.

Program Offered:

> • Bachelor of Arts in Mass Media

The B.A. degree in Mass Media educates students about the development, production, distribution, and effects of telecommunications, film, print, and digital media. Media professions and industries emphasized in the major include television, radio, film, recorded music, journalism, publishing, the world wide web, and new communication technologies. The degree provides students with knowledge and skills valuable in all businesses and organizations that use, produce, or distribute mass media. The Mass Media B.A. teaches research methods that students can apply in graduate and professional studies. The major educates students about the global nature and effects of mass media. Courses compare media and media industries in different countries. Students examine media production, distribution, and effects in cultural, social, historical, economic, and political contexts.

All students in the Mass Media major will develop a general understanding of the relation between mass media, professional expertise, technological change, social structure, and culture by taking a set of upper-division elective courses in three tracks: Media Uses and Effects (MUE), Mass Media Production (MMP), and Media Organizations and Systems (MOS).

MMP: Mass Media Production
Courses in this area emphasize:
- Training in the production of video, television, film, recorded music, digital multimedia, news, and radio;
- Understanding of the communication processes that shape routine production activities and the resulting products;
- Understanding of the conventions guiding media production;
- Understanding the influence and application of media technologies.

MOS: Media Organizations and Systems
Courses in this area emphasize research and theory about:
- Mass media distribution and regulatory systems (national and international);
- The development and functioning of media organizations;
- The development and functioning of media industries;
- The effects of governmental regulatory bodies on mass media development and distribution.

MUE: Media Uses and Effects
Courses in this area emphasize research and theory about:
- The ways that individuals, groups, enterprises, and institutions use mass media as part of routine activity;
- The ways that information distributed by mass media and practices associated with the use of mass media affect individuals, groups, cultures, and societies.

As students take their upper-division elective courses, they will individualize their educational experiences within a track by creating course projects that will lead them to an area of media concentration that emphasizes their personal media interests and career objectives. The areas of media concentration are:

- Television/Film/Video
- Music Production and Distribution/Radio
- New Media/Multimedia
- Journalism/Publishing

Students' required senior Capstone Projects must demonstrate proficiency in both the selected track (MMP, MOS, or MUE) and a media concentration (Television/Film/Video, Music Production and Distribution/Radio, New Media/Multimedia, or Journalism/Publishing). The Capstone Projects provide the faculty an opportunity to assess learning outcomes. The Capstone Projects will demonstrate understanding of:

- The development, production, distribution, and effects of telecommunications, film, print, and digital media

- The relations between mass media, professional expertise, technological change, social structure, and culture

- The local and global natures and effects of mass media

- The complexities of building and managing careers in media industries and occupations

- Production or analytical skills relevant to each student's selected track and media concentration.

Careers

The Mass Media degree prepares students to understand the complexities of building and managing careers in media industries and occupations. They learn how media production and distribution organizations operate, as well as how media industries are structured and regulated. Students learn media production skills and develop media products that they can present to prospective employers. They also study the types of work interaction that commonly occur in such organizations by examining collaboration, teamwork, and production schedules.

The Mass Media major at CSUSM emphasizes the interrelation between media industries, media products, cultures, and social structures. As media technologies converge, the B.A. in Mass Media will provide students with skills and analytical tools to help them examine, understand, and manage the

consequences of change. In particular, the Mass Media major emphasizes the relationship between technological change, production conventions, and organizational structures. With a foundation in studies of communication, culture, and interaction, the major provides students with understandings of the types of professional discourse, work interaction, and organizational structures that shape mass media careers and products. The B.A. will prepare students for a variety of occupations that work with mass media. These include:

- Production, distribution, and management positions in television, video, motion picture, multimedia, music, radio, news, and publishing enterprises.
- Careers in telecommunications and mass media regulatory organizations.
- Positions that work with mass media in advertising, marketing, promotions, and public relations departments of private, government, and public service organizations.

The Mass Media B.A. also will prepare students who want to pursue graduate or professional degrees with knowledge of theories and research methods that will prepare them for advanced study.

Preparation

High school students should take four years of English; including Composition. Social Science and Civics courses, including History and Economics, are encouraged. Familiarity with computers and the Internet is also desirable.

Transfer Students

Community college transfer students may transfer a maximum of nine (9) lower-division units in Mass Media or Communication courses. Students must have earned a grade of C (2.0) or higher in the coursework to be counted for credit toward the major.

Requirements for the Major

To be counted toward the Mass Media major, a course must be completed with a grade of C (2.0) or higher. A minimum of eighteen (18) units of upper division credits must be earned at CSUSM.

No more than six (6) hours of Independent Study and/or internship may be applied toward the major. Independent Study may be applied to field distribution requirements at the discretion of the professor under whose supervision the student is doing the study. Internship does not count toward field distribution requirements but may be used as elective credit.

BACHELOR OF ARTS IN MASS MEDIA

Graduation Requirements

	Units
Total required	*120*
General Education	51
Preparation for the Major	12
Major Requirements	36
Students must take sufficient number of elective units to bring the total number of units to a minimum of	120

Preparation for the Major

Lower-division (6 units)
COMM 100 Introduction to Communication .... 3 units
Statistics (PSYC 220 or SOC 201) .... 3 units

Upper-division (6 units)
COMM 360 Mass Media and Society.. 3 units
COMM 330 Intercultural Communication .... 3 units

Major Requirements

Upper-division Core (15 units)

Mass Media 302 Media Content: Production and Meaning (MMP, MOS, MUE) (3 units)
Mass Media 303 Mass Media and Technology (MMP, MOS, MUE) (3 units)
Mass Media 304 Media and Commerce (MOS, MUE) (3 units)
COMM 390 Communication Research Methods (MMP, MOS, MUE) (3 units)
Mass Media 306 Media Distribution: National and International (MOS) (3 units)

Upper-division Electives (18 units)

After completing the Upper-division Core courses, students must select one of the three tracks (MMP, MOS, or MUE), and take at least 12 units of their Upper-division Elective courses in that track. Specific courses in these tracks are described within the Mass Media course listings. These 12 units may include upper-division Communication courses that have been specified as applying to the Mass Media B.A. Students may include a maximum of 6 units of qualifying upper-division courses from majors other than Mass Media or Communication. Students should check the General Catalog or contact their Mass Media advisors to verify the acceptability of upper-division elective courses from other majors.

Capstone Project (3 units)

Mass Media 490 Capstone Project (MMP, MOS, MUE) (3 units)

NEW COURSE DESCRIPTIONS

MMP: Mass Media Production
MOS: Media Organizations and Systems
MUE: Media Uses and Effects

MASS MEDIA COURSE DESCRIPTIONS

Mass Media 302 (3)
Media Content: Production and Meaning
Examines the relationship between production processes, the design of media products, and their meanings. Students examine film, video, news, and multimedia products. Considers the role in shaping content played by various participants in production processes. Includes work in multimedia labs or production studios. The projects familiarize students with multimedia equipment and production processes. *(MMP, MOS, MUE)*

Mass Media 303 (3)
Mass Media and Technology
Introduces students to the role of media technology in human creative activity. Students examine the contexts in which new technologies come into use. Students will consider case histories of the selection or neglect of a variety of communication technologies. Students have the opportunity to create media projects applying course concepts. *[Comm 480B may be substituted for this course] (MUE, MMP, MOS)*

Mass Media 304 (3)
Media and Commerce
Examines uses of mass media to inform people about products, services, and organizations. Students also consider the uses of telecommunications and computer technologies within businesses and industries to develop, produce, and distribute products and services. Topics of study may include: advertisements, commercials, fairs, trade shows, trade magazines, organizational-professional newsletters, websites, email lists. Students have the opportunity to create media projects applying course concepts. *(MOS, MUE)*

Mass Media 306 (3)
Media Distribution: National and International
Examines the distribution of media products (films, TV programs, books, etc.) after the production process. . Reviews related organizations and occupations. Considers how the convergence of technologies affects global media distribution. *(MOS)*

Mass Media 315A (3)
The News: Print Journalism.
Examines the development, technologies, professions, and conventions of print journalism. Explains the processing of information during the creation of newspapers and magazines. Considers various influences on print journalism. Students have the opportunity to create media projects applying course concepts, and to submit stories related to a campus or local beat to *The Pride*, the university newspaper. *[Communication 316 may be substituted for this course] (1st of 2 semester sequence) (MMP, MOS)*

Mass Media 315B (3)
The News: Electronic Journalism.
Examines the development, technologies, professions, and conventions of news in regard to film, radio, TV, and the WWW. Explains the processing of information during the creation of broadcast news. Considers various influences on electronic journalism. Compares electronic and print journalism. Students have the opportunity to create media projects applying course concepts, and to submit stories related to a campus or local beat to the university newspaper's web news site. *Prerequisite: Mass Media 315A or consent of instructor. [Communication 480G may be substituted for this course]* (*2nd of 2 semester sequence) (MMP, MOS)*

Mass Media 322 (3)
Media Power
Examines the interrelation of mass media with other industries; how decisions about media form and content relate to power relations in organizations and societies; and whose perspectives are presented by mass media. Studies media participants, organizations, and products in local and global contexts. *[Communication 455 may be substituted for this course] (MUE, MOS)*

Mass Media 324 (3)
Media Effects: Receiving, Interpreting, and Using Information
Students examine how the interpretation and use of information conveyed through mass media relate to the social and cultural contexts of audience reception. Students also learn how audiences and audience interpretations have been studied for commercial and scholarly purposes. Students have the opportunity to

create media projects applying course concepts. *[Communication 465 may be substituted for this course]* *(MUE)*

Mass Media 405 (1-4 units)
Special Topics in Film
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MMP, MUE, MOS)*

Mass Media 406 (1-4 units)
Special Topics in Journalism
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MMP, MUE, MOS)*

Mass Media 407 (1-4 units)
Special Topics in Mass Media Production
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MMP)*

Mass Media 408 (1-4 units)
Special Topics in Media Organizations and Systems
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MOS)*

Mass Media 409 (1-4 units)
Special Topics in Media Uses and Effects
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MUE)*

Mass Media 410 (1-4 units)
Special Topics in Multimedia
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MMP, MUE, MOS)*

Mass Media 411 (1-4 units)
Special Topics in Music Production and Distribution
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MMP, MUE, MOS)*

Mass Media 412 (1-4 units)
Special Topics in New Media
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MMP, MUE, MOS)*

Mass Media 414 (1-4 units)
Special Topics in Radio
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MMP, MUE, MOS)*

Mass Media 415 (1-4 units)
Special Topics in Television
Topics vary by semester. Students have the opportunity to create media projects applying course concepts. *(MMP, MUE, MOS)*

Mass Media 416 (1-4 units)
Special Topics on Media Producers & Directors
This course examines influential key participants in media production, considering their work historical, cultural, and industrial contexts. Students can choose a particular producer or director and relate the form and content of the work produced to sociocultural and technological contexts. *(MMP, MOS)*

Mass Media 424 (3)
Genres and Production Conventions
Examines how media production participants develop products that fit common formats (e.g., sitcoms, soaps, heavy metal, rap, action films, comedies); how production participants and audiences develop recognition and understandings of genres and their conventions; and how production processes differ for various formats. Students consider the persistence and change of common cultural forms. Students have the opportunity to create media projects applying course concepts. *Prerequisite: Mass Media 302 or consent of instructor. [Communication 400 may be substituted for this course] (MMP)*

Mass Media 452 (3)
Music Industry: Production and Distribution
Examines the industrial, technological, cultural, and social factors that shape music distributed by mass media. Reviews changes in the music industry, including the development of concerts, sheet music, recordings, radio, videos, and the World Wide Web. Students learn about the sources of musical genres and the commercial appropriation and dissemination of musical genres. Includes work in multimedia labs or production studios. The projects familiarize students with multimedia equipment and production processes. *Prerequisites: Mass Media 302 and 306 or consent of instructor. [A section of Communication 440 may be substituted for this course] (MMP, MOS)*

Mass Media 456 (3)
Film Style Production
Presents conventions and practices of the production approach called 'single camera' or 'film style' production. Considers consequences regarding time, costs, sound, editing, and aesthetics. In addition to lecture and discussion, students will work in multimedia labs and production studios to create film or video projects that apply course concepts. The projects familiarize students with multimedia equipment and production processes. *Prerequisite: Mass Media 302 or consent of instructor. (MMP)*

Mass Media 457 (3)
Studio Video and Film Production
Presents conventions and practices of '3-camera' or 'studio' production. Considers consequences regarding time, costs, sound, editing, and aesthetics. Includes work in multimedia labs or production studios. The projects familiarize students with multimedia equipment and production processes. *Prerequisite: Mass Media 302 or consent of instructor. (MMP)*

Mass Media 462 (3)
Radio
The course examines the development, production and influence of radio as a mass medium. Includes work in multimedia labs or production studios. *(MMP, MOS)*

Mass Media 490 (3)
Capstone Project
Students plan, develop, and complete a mass media production (MMP) or research project that includes multimedia materials (MOS, MUE). Capstone Projects will integrate the particular areas of study that students have emphasized during their respective upper division careers. *Prerequisites: Senior status, completion of all of the Mass Media major's required courses. (MMP, MOS, MUE)*

Mass Media 495 (1-3 units)
Mass Media Internship
May be used by students who have found opportunities for practical work experience in mass media enterprises. Students will write a paper analyzing their work experience in the context of concepts studied in other Mass Media courses. *Number of units to be decided by the instructor. Mass Media 495 and Mass Media 499 may total no more than six (6) units applied toward the major. Prerequisite: Consent of Instructor.*

Mass Media 499 (1-3 units)
Independent Study
May be used by students who desire to do individualized projects with a professor. *Number of units to be decided by the instructor. May be repeated for a total of six (6) units. Mass Media 495 and Mass Media 499 may total no more than six (6) units applied toward the major. Prerequisite: Consent of Instructor.*

Curric. & Sched. No.	Course Prefix	Course Number	New Course #	Course/Program Title	Form(s)	Type Action	Proposal Originator	Rec'd by Curr.& Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
158	MASS			B.A. in Mass Media	P	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
159	MASS	302		Media Content: Production and Meaning	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
160	MASS	303		Mass Media and Technology	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
161	MASS	304		Media and Commerce	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
163	MASS	306		Media Distribution: National and International	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
164	MASS	315A		The News: Print Journalism	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
165	MASS	315B		The News: Electronic Journalism	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
166	MASS	322		Media Power	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
167	MASS	324		Media Effects: Receiving, Interpreting, and Using Information	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
168	MASS	405		Special Topics in Film	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
169	MASS	406		Special Topics in Journalism	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
170	MASS	407		Special Topics in Mass Media Production	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
171	MASS	408		Special Topics in Media Organizations and Systems	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
172	MASS	409		Special Topics in Media Uses and Effects	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
173	MASS	410		Special Topics in Multimedia	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
174	MASS	411		Special Topics in Music Production and Distribution	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
175	MASS	412		Special Topics in New Media	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
176	MASS	414		Special Topics in Radio	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
177	MASS	415		Special Topics in Television	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
178	MASS	416		Special Topics on Media Producers and Directors	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
179	MASS	424		Genres and Production Conventions	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
180	MASS	452		Music Industry: Production and Distribution	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
181	MASS	456		Film Style Production	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
182	MASS	457		Studio Video, and Film Production	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
183	MASS	462		Radio	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
184	MASS	490		Capstone Project	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
185	MASS	495A-C		Mass Media Internship	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05
186	MASS	499A-C		Independent Study	C	New	Barry Saferstein	4/23/04	9/20/04	9/20/04	Approved	2/21/05