

NEAC Recommendations

Name	Committee	Representing	Term
Radhika Ramamurthi	General Scholarship Committee	CoAS	05-07
Yi Sun	General Scholarship Committee	CoBA	05-07
Tejinder Neelon	Presidential Award for Innovation in Teaching	At-large	Spr. 05
Jackie Trischman	Environmental Health & Occupational Safety	Scientist	05/06
Carlos Von Son	Environmental Health & Occupational Safety	At-large	05/06
Carlos Von Son	Instructionally Related Activities Committee	At-large	05/06
Denise Garcia	Task Force to Examine Academic Department Assessment Support	Biology	Ad hoc
Regina Eisenbach	Task Force to Examine Academic Department Assessment Support	CoAS	Ad hoc
Linda Shaw	Task Force to Examine Academic Department Assessment Support	Sociology	Ad hoc
Sonia Ruiz	ASI Budget Process Committee	At-large	Ad hoc
Tejinder Neelon	Parking Citation Appeals Board	At-large	05-07

CURRICULUM TRACKING
Academic Year 2004-05

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
8	BA	667		Supply Chain Management	C	New	Robert Aboolian	11/30/04	12/6/04	12/6/04	Approved	3/7/05
10	BIOL	160		Microbiology for Health Sciences	C	New	Thomas Wahlund	10/6/04	10/12/04	10/12/04	Approved	2/28/05
36	CHEM	100		Healthcare Chemistry	C	New	Steve Welch	6/22/04	9/13/04	9/13/04	Approved	3/21/05
37	CHEM	100L		Healthcare Chemistry Laboratory	C	New	Steve Welch	6/22/04	9/13/04	9/13/04	Approved	3/21/05
46	CS	111		Computer Science I	C-2	Change	Rika Yoshii	11/2/04	12/6/04	12/6/04	Approved	3/14/05
51	CS	433		Operating Systems	C-2	Change	R.L. Boehning	11/2/04	12/6/04	12/6/04	Approved	3/14/05
131	KINE	326		Introductory Exercise Physiology	C	New	Todd Astorino	11/9/04	12/6/04	12/6/04	Approved	3/7/05
132	KINE	336		Nutrition for Health and Exercise Performance	C	New	Todd Astorino	11/9/04	12/6/04	12/6/04	Approved	3/7/05
134	KINE	426		Exercise Physiology and Special Populations	C	New	Todd Astorino	11/9/04	12/6/04	12/6/04	Approved	3/7/05
233	PSCI	364A		Arab-Israeli Conflict: Origins to 1948	C	New	Scott Greenwood	11/2/04	12/6/04	12/6/04	Approved	2/28/05
234	PSCI	364B		Arab-Israeli Conflict: 1948 to the Present	C	New	Scott Greenwood	11/2/04	12/6/04	12/6/04	Approved	2/28/05
267	WMST	303		Education, Gender, and Race	C-2	Change	Linda Pershing	1/21/05	2/8/05	2/8/05	Approved	3/14/04
268	WMST	341		Men and Masculinity	C-2	Change	Linda Pershing	1/21/05	2/8/05	2/8/05	Approved	3/14/04
269	WMST	350		Chicana and Latina Feminist Thought	C-2	Change	Linda Pershing	1/21/05	2/8/05	2/8/05	Approved	3/14/04

1 **I. Introduction**

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3 The purpose of Post Tenure Periodic Evaluation (PTPE) is to provide periodic feedback to
4 faculty members¹ on their effectiveness in all areas considered for retention, tenure, and
5 promotion in order to maintain and improve faculty performance. PTPE should be seen as an
6 important part of a faculty member's professional growth, which provides faculty members
7 with a regular opportunity to assess and revise their professional development plans and
8 goals.
9

10 **II. Required Review Intervals**

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12 A. Faculty unit employees not being considered for promotion are subject to review
13 every five years following the awarding of tenure.
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15 B. Faculty on sabbatical or leave of absence during the scheduled year of review shall
16 undergo PTPE upon return to campus.
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18 C. Faculty who are participating in the Faculty Early Retirement Program (FERP) shall
19 maintain their five-year review cycle.
20

21 **III. Procedure and Timeline**

- 22
23 A. A peer review committee (PRC) of the department or equivalent unit and the
24 Dean/Director of the College/Library/unit shall conduct the PTPE.
25
26 B. PTPE Report -- Faculty undergoing a fifth-year PTPE shall submit a PTPE report.
27 The PTPE report shall address the faculty member's work in all areas considered for
28 retention, tenure, and promotion for the years under review. For faculty with
29 teaching responsibilities, the PTPE report will cover the areas of Teaching,
30 Research/Creative Activity, and Service. For librarians, the PTPE report will cover
31 the areas of Professional Performance, Research/Creative Activity, and Service. For
32 SSP-ARs, the PTPE report will cover the areas of Professional Performance,
33 Professional Development, and Service.
34
35 1. In recognition that PTPE may serve different functions at various points in a
36 faculty member's career, the PTPE report may take one of three possible
37 forms. The faculty member under review shall determine the form best suited
38 for the particular PTPE review. The forms are as follow:
39
40 a. A complete curriculum vitae (in the format recommended for the
41 WPAF²) and up to a three-page narrative highlighting the faculty
42 member's accomplishments since the last review. The complete CV
43 shall contain sections on Teaching (for ~~teaching~~ instructional faculty)
44 or Professional Performance/Professional Development (for ~~non-~~
45 ~~teaching faculty~~ librarians and SSP-ARs), Research/ Creative Activity
46 (if appropriate), and Service.

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

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

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- 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~~ instructional faculty) or Professional Performance/Professional Development (for ~~non-teaching faculty~~ librarians and SSP-ARs), Research/ Creative Activity (if appropriate), and Service.
 - c. A five to seven page narrative highlighting the faculty member's accomplishments in Teaching (for ~~teaching~~ instructional faculty) or Professional Performance/Professional Development (for ~~non-teaching faculty~~ librarians and SSP-ARs), 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.
 - 2. If any faculty members undergoing PTPE review are Full Professors, a PRC of peers (i.e., Full Professors) shall be elected if the unit's PRC is not composed of such.
 - E. The Dean/Director will review the PTPE and the PRC report, and write a summary report.
 - F. The faculty member shall be provided a copy of the PRC and Dean/Director reports.

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

- 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.
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- 98 H. The faculty member may submit a written response to the PTPE assessment.
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- 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.
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- 104 J. Academic units may develop guidelines for the appropriate level of performance in
 105 each of the areas covered by the PTPE report.
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- 107 K. PTPE Calendar
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|-----|------------------------|--|
| 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 | <u>End of semester</u> | <u>Meeting with PRC chair and Dean completed</u> |

1 V. PRINCIPLES FOR THE REVIEW PROCESS

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3 A. General principles

- 4
- 5 1. Faculty shall be evaluated in accordance with the Unit 3 CBA as well as standards approved
- 6 for their Departments or equivalent units (when such standards exist), standards approved by
- 7 their College/Library/SSP,AR, and in accordance with this policy. Such standards shall be
- 8 reviewed by the College Dean, the Faculty Affairs Committee, and the Provost, and
- 9 ~~recommended~~ approved by the Faculty Affairs Committee, and forwarded to the Academic
- 10 Senate as an information item, to the Academic Senate for approval. In case of conflict
- 11 between the Department and College/Library/SSP,AR standards, the
- 12 College/Library/SSP,AR standards shall prevail. The policies and procedures in this
- 13 document are subject to Board of Trustees policies, Title 5 of the California Administrative
- 14 Code, California Education Code, the Unit 3 CBA, and other applicable State and Federal
- 15 laws.

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17 *****

18 V. B.4. Departmental Standards

- 19 a. A Department or equivalent unit may develop standards for the evaluation of faculty
- 20 members of that Department or equivalent unit.
- 21 b. Department or equivalent unit standards shall not conflict with law or University policy.
- 22 In no case shall Department standards require lower levels of performance than those
- 23 required by law or University policy.
- 24 c. Written Department or equivalent unit standards shall address:
- 25
- 26 1) Those activities, which fall under the categories of Teaching Performance,
- 27 Scholarly and Creative Activity, and Service;
- 28 2) A description of standards used to judge the quality of performance;
- 29 3) The criteria employed in making recommendations for retention, tenure, and
- 30 promotion.
- 31
- 32 d. The Dean/Director of the College/Library/SSP,AR shall review the Department
- 33 standards for conformity to College/Library/SSP,AR standards. If the Dean
- 34 ~~approves~~ finds it in conformance, she/he will forward the Department standards to the
- 35 Faculty Affairs Committee ~~for conformance with the standards and practices of the~~
- 36 University. The Faculty Affairs Committee has the responsibility to verify and ensure
- 37 compliance with university, CSU, and Unit 3 CBA policies and procedures. Once
- 38 compliance has been verified, the Department standards will be forwarded to the
- 39 Provost for review. The Provost will provide the Faculty Affairs Committee with a
- 40 recommendation (with explanation) regarding approval of the Department standards.
- 41 The Faculty Affairs committee will base its approval of the standards on its own review
- 42 and the recommendation of the Provost. Once approved, Department standards will be
- 43 forwarded to Academic Senate as an information item. The President has final approval
- 44 of all Department standards. Departments or equivalent units shall follow this approval
- 45 process each time they wish to change their standards.

Effective Date: mm/dd/yyyy

1 I. Introduction

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3 Each student shall maintain academic honesty in the conduct of his or her studies and other
4 learning activities at CSUSM. The integrity of this academic institution, and the quality of the
5 education provided in its degree programs, are based on the principle of academic honesty.
6

7 The maintenance of academic integrity and quality education is the responsibility of each student
8 within this university and the California State University system. Cheating and plagiarism in
9 connection with an academic program at a campus is listed in Section 41301, Title 5, *California*
10 *Code of Regulations*, as an offense for which a student may be expelled, suspended, put on
11 probation, or given a less severe disciplinary sanction.
12

13 II. Student Responsibilities

14
15 A. Students are responsible for knowing and understanding the rules of Academic Honesty
16 as outlined in the university catalog, to include fabricating information and data,
17 cheating, facilitating academic dishonesty, and plagiarizing.
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19 B. Students are responsible for communicating with the professor if they do not understand
20 how the policy applies to a particular class or assignment. Students are responsible for
21 utilizing the library resources (e.g. the plagiarism tutorial, consulting a librarian, or referring to a
22 style guide) on academic honesty and plagiarism to fully understand the differences
23 between a citation, giving credit, original writing, and plagiarism.
24

25 III. Faculty Responsibilities

26
27 A. Faculty must report all incidents of Student Dishonesty and the actions taken to the
28 Office of the Dean of Students.
29

30 The reporting must include:

- 31
32 1. Student name
33 2. Student ID number as it appears on the class roster
34 3. Class Code, CRN, and Semester taken
35 4. The issues of dishonesty that occurred
36 5. The actions or consequences taken by the professor
37

38 B. Each faculty should include a statement on Academic Honesty in their syllabi such as:

39
40 Students will be expected to adhere to standards of academic honesty and integrity, as
41 outlined in the Student Academic Honesty Policy. All assignments must be original
42 work, clear and error-free. All ideas/material that are borrowed from other sources must
43 have appropriate references to the original sources. Any quoted material should give
44 credit to the source and be punctuated accordingly.
45

46 Academic Honesty and Integrity: Students are responsible for honest completion and
47 representation of their work. Your course catalog details the ethical standards and

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48 penalties for infractions. There will be zero tolerance for infractions. If you believe there
49 has been an infraction by someone in the class, please bring it to the instructor's
50 attention. The instructor reserves the right to discipline any student for academic
51 dishonesty, in accordance with the general rules and regulations of the university.
52 Disciplinary action may include the lowering of grades and/or the assignment of a failing
53 grade for an exam, assignment, or the class as a whole.

54
55 C. Faculty should keep accurate records and documents regarding the case and their own
56 resolution and consequences for one year from the end of the term.

57
58 D. Faculty should have a discussion of academic honesty, expectations, and consequences
59 within the first two or three class meetings in order to maintain consistency and
60 uniformity with all classes and students.

61
62 E. Faculty are encouraged to include creative assignments that require original thought in
63 order to reduce the incidents of student dishonesty.

64
65 F. Faculty have the ultimate responsibility and discretion when grading students who have
66 been dishonest in class; however, faculty also have the responsibility to be fair and
67 equitable to all students within the same class. Therefore, consequences for like offenses
68 must be similar.

69
70 G. Grading Policy: It is suggested that each faculty member have a consistent grading policy
71 which will be applied in all cases of academic dishonesty. For example, if an assignment
72 where a student is caught cheating is worth more than 15% of the grade, the student may
73 receive a "FAIL" in the class. If the assignment is worth less than 15%, then the
74 assignment can be given a grade of "0."

75
76 IV. Administrative Responsibilities:

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

81
82 B. Administrators should facilitate a discussion of Academic Honesty at student orientation
83 to ensure that all students are aware of the Academic Honesty issues on campus and how
84 they will be dealt with.

85
86 C. The Dean of Students shall provide a report each semester to the Executive Committee of
87 the Academic Senate to include aggregated data for that semester which includes the
88 number and type of cases reported and the disciplinary actions taken.

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90 V. Student Sanctions

91
92 Student sanctions, imposed by the Dean of Students, for violations to the academic honesty policy
93 can include any of the following:

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- 95 (a) Warning
96 (b) Probation of Student
97 (c) Suspension
98 (d) Expulsion
99

100 VI. Definitions

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102 Academic dishonesty is an especially serious offense. It diminishes the quality of scholarship and
103 defrauds those who depend upon the integrity of the campus programs. Such dishonesty includes
104 the following.

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106 A. Cheating: Using or attempting to use unauthorized materials, information, or study aids
107 in any academic exercise.

108 *Guidelines:*

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111 1. Faculty members are strongly encouraged to make every reasonable effort to
112 foster honest academic conduct. This includes adequate communication of
113 expectations about what kinds of collaboration are acceptable within the course.
114 Instructors should state in course syllabi their policies and procedures concerning
115 examinations and other academic exercises as well as the use before
116 examinations of shared study aids, examination files, and other related materials
117 and forms of assistance.
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119 2. Students completing any examination should assume that external assistance
120 (e.g., books, notes, calculators, conversation with others) is prohibited unless
121 specifically authorized by the instructor.
- 122
123 3. Students must not allow others to conduct research or prepare any work for them
124 without advance authorization from the instructor. This comment includes, but is
125 not limited to, the services of commercial term paper companies.
- 126
127 4. Students who are required to do a paper in a course should assume that
128 submitting the same or similar paper to different courses (regardless of whether it
129 is in the same semester or in different semesters) is not permitted without the
130 explicit permission of the instructors of both courses.

- 131
132 B. Fabrication: Falsification or invention of any information or citation in an academic
133 exercise.

134 *Guidelines:*

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136
137 1. "Invented" information may not be used in any laboratory experiment or other
138 academic exercise without notice to and authorization from the instructor. It
139 would be improper, for example, to analyze one sample in an experiment and
140 covertly "invent" data based on the single experiment for several more required
141 analyses.

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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.
 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.
- C. Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Guidelines:*
1. For example, a student who knowingly allowed copying from his or her paper during an examination would be in violation of this section.
 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.
- D. Plagiarism: Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise, including:
- (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;
 - (b) the act of putting one's name as an author on a group project to which no contribution was actually made; and
 - (c) representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.
- Guidelines:*
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*.

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2. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Locke's comment..." and conclude with a citation identifying the exact reference. A citation acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material.
 3. Borrowed Facts or Information: Information obtained in one's reading or research which is not common knowledge among students in the course must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc.
 4. Material which contributes only to the student's general understanding of the subject may be acknowledged in the bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source. When direct quotations are used, however, quotation format must be used and prompt acknowledgment is required.

POLICY FOR FACULTY ON THE MANAGEMENT OF COURSE RECORDS

PROCEDURE

Implementation Date: 00/00/0000 Revised: 00/00/0000

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). 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. 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 one year from the end of the term when the work was completed before destroying them.
- D. 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.
- J. Do not circulate a printed class list with student name and ID number or grade as an attendance roster.
- 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,

EMERITUS FACULTY POLICY**PROCEDURE**

Implementation Date: 04/17/00

Revised: 00/00/00

- 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.

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

CALIFORNIA STATE UNIVERSITY SAN MARCOS

For Academic Programs Office Use Only
 D.B. Catalog File

PROGRAM PROPOSAL - Form P

COLLEGE Arts & Sciences New Major New Option Change to Program
 Discipline Communication New Minor New Certificate Delete Program
 New Credential New Track, Emphasis or Concentration Discontinue Program

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

TITLE OF DEGREE PROGRAM:

Enter a brief summary of the purpose of this proposal.

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 produce, distribute, or use, 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 required courses in three tracks: Media Uses and Effects (MUE), Mass Media Production (MMP), and Media Organizations and Systems (MOS). Students also will design individualized educational experiences by taking, from one of the tracks, elective courses that emphasize their personal interests and objectives related to a particular medium or media occupation.

Does this proposal impact other disciplines? Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

<u>Economics</u>	<u>[Signature]</u>	<u>9/16/02</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		
<u>Literature + Writing</u>	<u>[Signature]</u>	<u>9/16/02</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		
<u>Political Science</u>	<u>[Signature]</u>	<u>9/11/02</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline	Signature	Date		

If additional space is needed to complete this form, use supplementary sheets.

<u>BAOER'S JAFFERSTEIN</u>	<u>9/14/02</u>	<u>Merion J. Reid</u>	<u>9-13-02</u>
Originator (Please Print)	Date	Library and Information Services	Date
<u>[Signature]</u>	<u>9/16/02</u>	<u>[Signature]</u>	<u>9/10/2002</u>
Program/Center/Department Director/Chair	Date	Computing & Telecommunications	Date
<u>Julee M. Garcia</u>	<u>4/1/04</u>		
College Curriculum Committee	Date	Campus Physical Planning (if applicable)	Date
<u>[Signature]</u>	<u>4/16/02</u>		
		APPROVAL PROCESS	

PROGRAM PROPOSAL - Form P

COLLEGE Arts & Sciences New Major New Option Change to Program
 Discipline Communication New Minor New Certificate Delete Program
 New Credential New Track, Emphasis or Concentration Discontinue Program

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

TITLE OF DEGREE PROGRAM:

Enter a brief summary of the purpose of this proposal.

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 produce, distribute, or use, 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.

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Does this proposal impact other disciplines? Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline <u>HISTORY</u>	<u>[Signature]</u>	<u>9/12/02</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline <u>Women's Studies</u>	<u>[Signature]</u>	<u>9/12/02</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline <u>Visual + Performing Arts</u>	<u>[Signature]</u>	<u>9/16/02</u>	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

If additional space is needed to complete this form, use supplementary sheets.

REVIEW PROCESS

Originator (Please Print) _____	Date _____	Library and Information Services _____	Date _____
Program/Center/Department - Director/Chair _____	Date _____	Computing & Telecommunications _____	Date _____
College Curriculum Committee _____	Date _____	Campus Physical Planning (if applicable) _____	Date _____

APPROVAL PROCESS

1. _____ 4. _____

MASS MEDIA

Office:

Craven Hall, Sixth Floor

Telephone:

(760) 750-8048

Department Chair:

Barry Saferstein, Ph.D.

Faculty:

Jonathan Berman, Ph.D.

Katherine Brown, Ph.D.

Anthony P. Hurst, Ph.D.

Michael Huspek, Ph.D.

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
<i>Total required</i>	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.*

CURRICULUM TRACKING
Academic Year 2004-05

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

Statement from BLP:

The Budget and Long Range Planning Committee (BLP) has met to discuss the P-Form for a degree program in Mass Media. BLP has reviewed the immediate and long range prospects for this proposed degree program and has considered the resource implications of initiating the degree. BLP has voted to recommend that the full Academic Senate discuss and vote on the implementation of this program, keeping the following in mind:

BLP concurs with those proposing the major that it will likely be a popular major at CSUSM and that it will initially reduce enrollments in the Communication degree as students are siphoned off into Mass Media. We anticipate that both majors (Communication and Mass Media) are likely to experience healthy growth into the future.

Mass Media is a degree program that will attract majors and thus attract students to CSUSM. However, Mass Media is also a very resource intensive major. Like UCC, BLP is concerned about the imprecision with which the program has forecasted its need for computer and editing labs. Almost every course in the proposed major states that a range of multi-media, film or audio labs is needed for the course and that in each of these courses students will have the opportunity to practice mass media production. In addition to the equipment needs, the hours that these lab facilities are available to students (or can be made available in the near future) and the need for additional technical staff must also be considered. The proposers of the degree insist that not every student in every class will need to use media laboratory facilities to complete the course; rather, students emphasizing production will likely require such facilities, while students emphasizing other aspects of mass media might likely choose other means to demonstrate their mastery of the course materials. The inability to accurately predict how many students in each class might fall into this category makes it extremely difficult to assess whether or not the growth projected by this program can be supported by CSUSM's budget. Because accurate projections about facilities needs are lacking, enrollments in the Mass Media degree program (if approved) ought to be carefully monitored from the outset to determine its eligibility for impactation status.

While there are some major resource concerns associated with the Mass Media degree these need to be considered alongside the degree's likely attraction to students. BLP believes that the Senate ought to weigh these factors in debating the proposed degree and therefore recommends that the Mass Media P-Form be forwarded to the full Senate for its consideration.

Statement from UCC:

The UCC has voted to bring the proposed Mass Media major to the full Academic Senate. We thank the originators of the proposal for working so collegially with us during the review process. The UCC review prompted various modifications intended to clarify the structure of the tracks and concentrations associated with the major and the descriptions of the new courses. We were concerned about the plan to offer all three tracks at the start of the program (instead of phasing them in), but have accepted the originators' argument that the program needs all three tracks to address unmet demand and their assurance that the Department of Communication plans to evolve the program based on departmental assessment, student feedback, and the input of new faculty. We were also concerned that the designation of most courses as lecture (not activity) courses--especially for the Mass Media Production track--would diminish student opportunity for the "production experience" that the major promises and which the department claims distinguishes the major. The department assured us that the proposal attempts to optimize current department and college practices, and will provide individual faculty the opportunity to improve the courses based on experience. The UCC has completed our review of the academic integrity of the program and look forward to the results of the BLP review. We trust the Communication faculty will negotiate the pedagogical issues unique to the proposed Mass Media degree, and we encourage senators to give full consideration to the proposed program.

FACULTY SERVICE AND VOTING WHILE ON LEAVE

POLICY

Implementation Date: 00/00/00

Revised: 00/00/00

FACULTY SERVICE AND VOTING WHILE ON LEAVE

Service

Leaves of Absence

Faculty on leaves of absence (with or without pay) may not serve in the Academic Senate or on university-level committees during the time of their leave. However, during the time of their leave, they may run for election to the Academic Senate or a university-level committee for a term that begins after the time of their leave ends.

For eligibility to serve on Peer Review and Promotion and Tenure Committees, refer to the following chart:

Performance Review for:	Must not be on leave for any part of the
Retention only	Spring Semester
Retention w/ Tenure and/or Promotion	Academic Year
Tenure and/or Promotion	Academic Year
Periodic Evaluation and Post-Tenure Review	Fall Semester

Periods of Inactive FERP employment

Faculty who have a FERP appointment shall be eligible to serve on committees only during periods of active FERP employment. They may not serve on Peer Review or Promotion and Tenure Committees, as defined in CBA Article 29.18. However, during periods of inactive FERP employment, they may run for election to the Academic Senate or a university-level committee for a term that begins during a period of active employment.

Voting

Faculty on any leave of absence except a personal leave without pay, or during an inactive term for faculty participating in the Faculty Early Retirement Program or the Pre-retirement Reduction in Time Base Program (as defined in CBA Articles 22, 23, 24, 27, 28, 29 and 30 respectively) may retain their voting rights during the term of their leave. If a faculty member desires to vote while on leave, the member must furnish the Office of the Academic Senate, by the beginning of the leave, an address to which the faculty member wants ballots sent during the leave. Faculty who do not exercise this option to vote during their leaves will not be counted as voting members for purposes of determining whether sufficient votes have been cast to settle an election.

Faculty on personal leaves of absence without pay (as defined in CBA Article 22) are not eligible to vote.

1 **CSU San Marcos College of Arts and Sciences**
2 **Policy on the Evaluation of**
3 **Temporary Faculty Unit 3 Employees**

4
5
6 **I. General elements**

7
8 A. The purpose of this policy is to provide procedures for periodic and performance review
9 of temporary faculty. The policy follows the procedures for periodic evaluation in
10 accordance with the Collective Bargaining Agreement (CBA¹). Within 14 days of
11 appointment,² the Dean/Associate Dean's office will provide temporary faculty Unit 3
12 employees³ with a copy of this policy on Evaluation of Temporary Faculty Unit 3
13 Employees. Temporary faculty should be advised of additional program or department
14 standards for WPAF contents by the Department Chair/Program Director within 14 days
15 of appointment. Temporary faculty who work for more than one department shall be
16 evaluated by each department or program

17
18 B. The California State University (CSU) Unit 3 collective bargaining agreement
19 distinguishes among three types of Temporary Faculty Unit 3 Employees:

- 20
21 1. Part- or full-time appointment for one semester or less;
22 2. Part-time appointments for two or more semesters;
23 3. Full-time appointments for two or more semesters;

24
25 The evaluation process for each category of appointment will be discussed separately in
26 this document.

27
28 C. All temporary faculty shall submit a working personnel action file (WPAF) to the
29 Program Director/Department Chair according to the timelines for the type of
30 appointment. Failure to submit a WPAF will be reflected in the evaluation. If the WPAF
31 is submitted according to established timelines and no evaluation takes place,
32 performance of the temporary faculty is assumed to be satisfactory. In such cases,
33 temporary faculty may request to be evaluated by the appropriate administrator.

34
35 D. The WPAF shall include the following as appropriate to the terms of the appointment:

- 36
37 1. A statement of teaching activities and a list of courses taught each semester in the

¹ The evaluation of temporary faculty is governed by Article 15 of the Collective Bargaining Agreement.

² 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

³ Hereafter referred to as temporary faculty.

38 evaluation period;

- 39
- 40 2. A syllabus for each course;
- 41
- 42 3. A representative sample of examinations and assignment materials for each
- 43 course;
- 44
- 45 4. Student evaluations for each course, including University-prepared numerical
- 46 summaries and all comments;
- 47
- 48 5. Additional material required by the Program/Department (e.g. classroom
- 49 observations). These materials must be specified in writing and must be
- 50 communicated to the temporary faculty in writing within 14 days of current
- 51 appointment. Once the evaluation process has begun there shall be no changes in
- 52 criteria and procedures;
- 53
- 54 6. Other material deemed pertinent to a teaching evaluation by the temporary
- 55 faculty, e.g. peer evaluation, reflective statement on teaching experiences,
- 56 evidence of innovative pedagogy, curriculum development, teaching awards,
- 57 students supervised (independent study, etc.), student advising or mentoring;
- 58
- 59 7. Copies of all prior periodic evaluations and performance reviews;
- 60
- 61 8. Evidence of scholarly/creative activity and/or service if appropriate to the terms
- 62 of appointment;
- 63
- 64 9. Mailing address to which a copy of the candidate's evaluation may be sent.

65

66 The WPAF will be returned to the faculty member once the evaluation process is

67 complete.

68

- 69 E. Temporary faculty must provide students the opportunity to fill out the official CSUSM
- 70 student evaluations in all their classes, each semester.
- 71
- 72 F. An opportunity for additional peer input is available at the request of the temporary
- 73 faculty or the Program Director/Department Chair. Peer input must be provided by
- 74 tenure track faculty from the same discipline. When provided, peer input to the
- 75 evaluation must be based on the contents of the WPAF. A tenure track faculty member
- 76 who provides peer input may not serve on the PRC of the temporary faculty.
- 77
- 78 G. Any party to the evaluation may request an external review. In the case of a request for
- 79 an external review, see Appendix C of the University RTP policy for responsibilities and
- 80 timetable.
- 81

82

83 **II. Evaluation Process for temporary faculty with part- or full-time appointments for one**

84 **semester or less**

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- A. Evaluation of all temporary faculty appointed for one semester or less is optional, and at the discretion of the Program Director/Department Chair or upon the request of temporary faculty. If a subsequent appointment is anticipated, an evaluation must be completed at the end of the semester of appointment.
- B. If an evaluation is to be performed, the Program Director/Department Chair must notify temporary faculty that they should submit the WPAF to the Program Director/Department Chair no later than the Monday of the fifteenth week of the semester of appointment. When analysis of student evaluations of teaching is completed, they must all be placed in the WPAF by the Program Director/ Department Chair.
- C. The Program Director/Department Chair will complete and sign the evaluation (Form A). In addition, an opportunity for peer input (Form B) is available at the request of either the temporary faculty or the Program Director/Department Chair. No PRC form should be completed. The evaluation shall be completed within 30 calendar days after the completion of the semester of appointment. If circumstances require an extension, the evaluator shall notify the Dean/Associate Dean prior to the end of the term of appointment who will, in turn, notify the affected temporary faculty.
- D. Temporary faculty will be provided copies of their evaluation(s) and will sign the evaluation form(s) and retain a copy.-
- E. After all signatures have been obtained, the Program Director/Department Chair will send the original evaluation form(s) to the Dean/Associate Dean, who will sign, date, and place the evaluation in the temporary faculty's PAF. The Program Director/Department Chair may arrange a meeting with the temporary faculty to review the evaluation.
- F. In the case where the Program Director/Department Chair does not arrange a meeting to review the evaluation, temporary faculty may request a meeting with the Program Director/Department Chair within seven calendar days of receiving the evaluation, to discuss the evaluation. In addition, regardless of whether temporary faculty meet with the Program Director/Department Chair, temporary faculty may submit a written response to the evaluation, within two weeks of receiving the evaluation, for inclusion in the PAF. The response should be filed at the office of the Dean/Associate Dean, who will sign and provide a copy for the Program Director/Department Chair. The Program Director/Department Chair may respond to a temporary faculty's written rebuttal within seven days of receipt of rebuttal. No formal, written response to a temporary faculty's rebuttal is required

III. Evaluation process for temporary faculty with part-time appointments for two or more semesters

- 131 A. Temporary Faculty with part-time appointments for two or more semesters shall be
132 evaluated annually at the end of the second semester of appointment. The review period
133 will include both semesters of appointment. Prior to the 10th week of each semester, the
134 Dean/Associate Dean's office should notify each Program Director/Department Chair of
135 the temporary faculty to be reviewed during the semester and the precise dates involved
136 in the review process. The Program Director/ Department Chair must notify temporary
137 faculty that they should submit the WPAF to the Program Director/Department Chair no
138 later than the Monday of the fifteenth week of the spring semester. When analysis of
139 student evaluations of teaching is completed for the spring semester they must be placed
140 in the file by the Program Director/Department Chair.
141
- 142 B. The evaluation should be completed within 30 calendar days after the completion of the
143 appointment year. If circumstances require an extension, the evaluator shall notify the
144 Dean/Associate Dean prior to the end of the term of appointment who will, in turn, notify
145 the affected temporary faculty.
146
- 147 C. The Program Director/Department Chair will complete and sign the evaluation (Form A).
148 In addition, an opportunity for peer input (Form B) is available at the request of the
149 temporary faculty or the Program Director/Department Chair. No PRC form should be
150 completed.
151
- 152 D. Temporary faculty will be provided copies of their evaluation(s) and will sign the
153 evaluation form(s) and retain a copy.-
154
- 155 E. After all signatures have been obtained, the Program Director/Department Chair will
156 send the original evaluation form(s) to the Dean/Associate Dean , who will sign, date,
157 and place the evaluation in the temporary faculty's PAF. The Program
158 Director/Department Chair may arrange a meeting with the temporary faculty to review
159 the evaluation.
160
- 161 F. In the case where the Program Director/Department Chair does not arrange a meeting to
162 review the evaluation, temporary faculty may request a meeting with the Program
163 Director /Department Chair within seven calendar days of receiving the evaluation, to
164 discuss the evaluation. In addition, regardless of whether temporary faculty meets with
165 the Program Director/Department Chair, temporary faculty may submit a written
166 response to the evaluation, within two weeks of receiving the evaluation, for inclusion in
167 the PAF. The response should be filed at the office of the Dean/Associate Dean, who will
168 sign and provide a copy for the Program Director/Department Chair. The Program
169 Director/ Department Chair may respond to a temporary faculty's written rebuttal within
170 seven days of receipt of rebuttal. No formal, written response to a temporary faculty's
171 rebuttal is required.
172
173

174 **IV. Evaluation process for temporary faculty with full-time appointments for two or more**
175 **semesters**
176

- 177 A. Temporary faculty with full-time appointments for two or more semesters shall be
178 evaluated annually during the spring semester according to a timetable developed by the
179 Dean's office in consultation with department chairs. The review period will include fall
180 and spring semester of the current academic year. Temporary faculty with full-time
181 appointments in one Program/ Department must be evaluated by a Peer Review
182 Committee⁴, the Program Director/Department Chair (unless the Program
183 Director/Department Chair is a member of the PRC), and the Dean/Associate Dean.
184
- 185 B. The Dean/Associate Dean's office shall notify the temporary faculty, Department
186 Chairs/Program Directors, and members of the PRC, by the end of the fall semester, of
187 the college timetable for the academic year.
188
- 189 C. Temporary faculty shall be responsible for the organization and comprehensiveness of
190 the WPAF and its submission in adherence to the college timetable. The Dean/Associate
191 Dean's office shall receive the initial file, and date and stamp the initial page of the file
192 and each subsequent incoming piece of documentation.
193
- 194 D. During the time specified for this activity, the Program Director/Department Chair (if not
195 a member of the PRC) and the members of the PRC shall review the file for
196 completeness. Within seven days of the submission deadline the Program/Department
197 Chair and PRC chair shall submit letters to the Dean/Associate Dean outlining material
198 that is lacking. Within two working days of the end of the review for completeness, the
199 Dean/Associate Dean's office shall notify the temporary faculty that she/he needs to add
200 required and additional documentation requested by the Program Director/Department
201 Chair and review committee chairs. If the temporary faculty fails to submit the required
202 materials and a reviewing party submits the materials, the Dean/Associate Dean's office
203 will notify the temporary faculty of materials that are added to the file. Student
204 evaluations for the spring semester will be added to the WPAF when they are available.
205 Given the time-line of the student evaluation process, the student evaluations for the
206 spring semester will not in the WPAF during the PRC review but will be included in the
207 WPAF prior to the Program Director/Department Chair level of review and the Associate
208 Dean level of review.
209
- 210 E. Consistent with the college timetable, the PRC shall review and evaluate the WPAF of
211 each temporary faculty undergoing review. The PRC's evaluation shall be based on the
212 contents of the WPAF. The PRC shall submit Form C to the Dean/Associate Dean by the
213 deadline specified in the college timetable for placement in the WPAF.
214
- 215 F. Consistent with the college timetable, the Program Director/Department Chair shall
216 review and evaluate the WPAF of each temporary faculty undergoing review. The
217 Program Director/Department Chair's evaluation shall be based on the contents of the
218 WPAF and the evaluation completed by the PRC. The Program Director/Department
219 Chair will complete and sign the evaluation (Form A) unless the Program Director/
220 Department Chair is a member of the PRC (in which case, the Program
221 Director/Department chair does not complete Form A). In addition, an opportunity for

⁴ PRCs shall be elected in accord with the College policy on election of Peer Review Committees (PRCs)

222 peer input (Form B) is available at the request of the temporary faculty or the Program
223 Director/Department Chair.

- 224
- 225 G. Consistent with the college timetable (Dean's level of review), the Associate Dean shall
226 review and evaluate the WPAF of each temporary faculty undergoing review and will
227 complete Form D by the deadline specified in the college timetable.
- 228
- 229 H. Any party to the evaluation may request a meeting at each level of the review according
230 to the college timetable. No formal, written response is required subsequent to this
231 meeting.
- 232
- 233 I. The temporary faculty is responsible for preparing, as necessary, a timely rebuttal or
234 response at each level of the review according to the college timetable. The Program
235 Director/Department Chair and PRC may respond to a temporary faculty's written
236 rebuttal within seven days of receipt of rebuttal. No formal, written response to a
237 temporary faculty's rebuttal is required.
- 238
- 239 J. If any stage of the evaluation is not completed by the specified time period then the
240 evaluation will automatically move to the next level of review and the temporary faculty
241 shall be so notified.

242

243

244 **V. Forms to be used for evaluation of temporary instructors**

- 245
- 246 A. Form A: Program Director or Department Chair Evaluation for All Temporary Faculty
247 Unit Employees--must be used for all temporary faculty evaluations (unless the Program
248 Director/Department Chair is a member of the PRC).
- 249
- 250 B. Form B: Peer Input to the Evaluation (Optional) for Temporary Faculty Unit Employees--
251 -may be used (in addition to Form A) for all temporary faculty evaluations.
- 252
- 253 C. Form C: PRC Evaluation (Required) for Full-time Temporary Faculty Unit Employees--
254 must be used (in addition to Form A) for evaluations of all full-time temporary faculty
255 appointed for two or more semesters.
- 256
- 257 D. Form D: Associate Dean Evaluation (Required) for Full-time Temporary Faculty Unit
258 Employees--must be used for evaluations of all full-time temporary faculty appointed for
259 two or more semesters.

FORM A

**PROGRAM DIRECTOR OR DEPARTMENT CHAIR EVALUATION
FOR ALL TEMPORARY FACULTY UNIT EMPLOYEES**

Temporary faculty unit employee: _____

Semester(s) / Year of Review: _____

Class(es) reviewed in this cycle: _____

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

Program Director or Department Chair Date_____

Note: if PD/Chair participates on PRC for full-time temporary faculty, Associate Dean is designee

I have been provided a copy and have read the evaluation. Evaluations are taken into consideration for subsequent appointments.

Faculty member _____ Date_____

Faculty members have seven days to respond following the receipt of the evaluation, if they wish to do so.

Associate Dean Date_____

FORM B

PEER INPUT TO THE EVALUATION (OPTIONAL)

FOR

ALL TEMPORARY FACULTY UNIT EMPLOYEES

1
2
3
4
5
6 Temporary faculty unit employee: _____

7
8 Semester(s) / Year of Review: _____

9
10 Class(es) reviewed in this cycle: _____

11
12 I. Student evaluation of teaching:

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20 II. Additional elements:

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31 III. Overall Recommendation:

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42 Peer evaluator _____

Date _____

FORM C
PRC EVALUATION (REQUIRED)
FOR
FULL-TIME TEMPORARY FACULTY UNIT EMPLOYEES

Temporary faculty unit employee: _____

Semester(s) / Year of Review: _____

Class(es) reviewed in this cycle: _____

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

PRC member _____ Date _____

PRC member _____ Date _____

PRC member _____ Date _____

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

Faculty member _____ Date _____

Note: Faculty members have seven days to respond following the receipt of the recommendation, if they wish to do so.

_____ Date _____

Associate Dean

FORM D

ASSOCIATE DEAN EVALUATION (REQUIRED)

FOR

FULL-TIME TEMPORARY FACULTY UNIT EMPLOYEES

Temporary faculty unit employee: _____

Semester(s) / Year of Review: _____

Class(es) reviewed in this cycle: _____

I. Student evaluation of teaching:

II. Additional elements:

III. Overall Recommendation:

Associate Dean

Date _____

I have been provided a copy and have read the evaluation. Evaluations are taken into consideration for subsequent appointments.

Faculty member _____

Date _____

Faculty members have seven days to respond following the receipt of the evaluation, if they wish to do so.

NURSING

Program Director:

Judith L. Papenhausen, Ph.D, RN

Program Offered:

- Bachelor of Science in Nursing, Generic Track
- Bachelor of Science in Nursing, RN-to-BSN Track

The purpose of the nursing profession is to help patients/clients achieve health goals. Nurses provide health care for individuals, families and communities by performing supportive, preventive, therapeutic, and restorative interventions. Nurses are employed in institutional and community-based health care settings. They can provide health related interventions through independent action or as a collaborating member of a health care team.

The nursing curriculum at CSUSM is built on a self-care model. This model that assumes that persons are usually capable of providing their own needs related to health. Sometimes they cannot take care of themselves because of injury, disease, or insufficient health-related knowledge. Nursing care helps such people recover their self care abilities through health promotion, health maintenance and health restoration.

The Nursing program at CSUSM places strong emphasis on delivering skillful, culturally sensitive nursing care. Each student will be proficient in a language other than English and be aware of culturally driven health care practices. Students will be able to provide nursing care to diverse individuals and communities. Students take advantage of clinical experiences in a variety of acute care and community settings, and are able to provide nursing case management interventions for a variety of vulnerable populations.

The Nursing Program at Cal State San Marcos prepares students for multiple career tracks within the profession. Students who complete the undergraduate program will have knowledge and skills for general nursing practice, will be well prepared for entry into graduate level nursing programs, and will be qualified to assume leadership roles in health care organizations, clinics, and community agencies.

The baccalaureate degree program is designed for two groups of students with different pathways. Students who have had no previous nursing education follow the generic of basic program. Students who have completed an associate degree program in nursing (ADN) at a community college and seek completion of their baccalaureate degree follow the RN-to-BSN track. The generic program is a full-time program designed to be completed in four years (including the three intervening summers). The RN-to-BSN

program is also a full-time program and is designed to be completed in three years (including three summers).

Preparation:

High schools students are encouraged to take Algebra or college preparatory math, Spanish, Chemistry and Biology. A familiarity with computers is also encouraged.

Transfer Students:

For the returning RN student, it is anticipated that the many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards either by transferable course work, certification of general education requirements by previous academic institutions, or by completion of general education requirements at CSUSM. These courses will be included in the maximum transfer credit of 70 lower division units from a community college. Imbedded in these 70 units are 32 units which will be articulated for lower division nursing courses from a Board of Registered Nursing (BRN) approved and a regionally accredited community college nursing program. Some prerequisite and required preparatory courses to the nursing major are also imbedded in the 51 units of required general education courses

Special Requirements:

Completion of all courses in the Pre-Nursing Core (or the equivalents of these courses) with an overall GPA of 2.75 in the Core and with no grade lower than a C is a prerequisite for all NURS courses.

Students in the nursing program must carry their own malpractice insurance, pass a physical health examination and demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies.

Students will be expected to perform or with reasonable accommodations, demonstrate proficiency in specific core performance standards in the following five categories:

- a. Critical thinking ability sufficient for clinical judgment
- b. Interpersonal abilities sufficient to interact with individuals, families and groups
- c. Communication abilities sufficient for verbal and written interaction.
- d. Physical ability to move from place to place, demonstrate manual dexterity and hand -eye coordination
- e. Demonstrate sufficient auditory, visual, tactile, and olfactory ability to assess and monitor patients safely.

The academic advisor for Health and Human Services working with the Office of Disabled Student Services will assist students to determine what accommodations will be needed to enable students to meet these standards.

In order to remain in the Nursing program:

- 1) Students in the nursing major must attain grades of C or better in all required nursing and preparatory to the major courses. Nursing courses and Pre-Nursing Core courses for which the student earns less than a grade of C may be repeated once with instructor consent but only on a space available basis.
- 2) Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.
- 3) The same core performance standards required for admission to the nursing major will be required for continuation.

BACHELOR OF SCIENCE IN NURSING

Generic Program Track

	Units
General Education*	51
Preparation for the Major*	54
Major Requirements	65
The minimum number of units required for this degree is	<i>134</i>

* Up to 36 units of courses taken as Preparation for the Major also may be counted toward General Education requirements

PREPARATION FOR THE MAJOR	54
---------------------------	----

<i>Pre-Nursing Core</i>	<i>29</i>
-------------------------	-----------

BIOL 160	4
BIOL 175	4
BIOL 176	4
CHEM 100	3
CHEM 100L	2
GEO 102	3
GEW 101	3

MATH 115	3
Lower-Division General Education Critical Thinking (A3) course	3
<i>Other Supporting Coursework</i>	25
ANTH 200	3
ANTH 301^	3
BIOL 215	3
BIOL 215L	1
BIOL 323^	3
PHIL 345^	3
PSYC 100	3
SOC 303	3
Growth and Development (Choose one of the following):	3
PSYC 210	
SOC 204	

^ Clears an UDGE requirement if students have earned at least 60 units of baccalaureate-level coursework at time of completion.

MAJOR REQUIREMENTS	65
Lower-Division Nursing Requirements	35
NURS 200	4
NURS 201	2
NURS 210	2
NURS 211	1
NURS 212A	2
NURS 212B	2
NURS 220	2
NURS 221	3
NURS 222	2
NURS 223	3
NURS 230	2
NURS 231	2
NURS 232	2

NURS 233	2
NURS 260	2
NURS 261	2
Upper-Division Nursing Requirements	30
NURS 320	2
NURS 321	2
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	3
Choose one of the following:	3
NURS 443	
NURS 445	
NURS 450	3
NURS 451	2
NURS 490	1
NURS 491	2

RN-to-BSN Program Track

	Units
General Education*	51
Preparation for the Major*	53 -54
Major Requirements	65
The minimum number of units required for this degree is	133

* Up to 36 units of courses taken as Preparation for the Major also may be counted toward General Education requirements

PREPARATION FOR THE MAJOR 53 -54 units

Pre-Nursing Core 29

BIOL 160 4
 BIOL 175 4

BIOL 176	4	
CHEM 100	3	
CHEM 100L	2	
GEO 102	3	
GEW 101	3	
Lower-Division General Education		
Critical Thinking (A3)course	3	
Lower-Division General Education		
Mathematics/Quantitative Reasoning (B4) course	3	
<i>Other Supporting Coursework</i>	24	-25
ANTH 200 [@]	3	
ANTH 301 [^]	3	
BIOL 215 and 215L or equivalent [%]	3	-4
BIOL 323 ^{^#}	3	
PHIL 345 [^]	3	
PSYC 100 ^{&}	3	
SOC 303 ^{\$}	3	
Growth and Development (Choose one of the following):	3	
PSYC 210		
SOC 204		
or equivalent		

[^] Clears an UDGE requirement if students have earned at least 60 units of baccalaureate-level coursework at time of completion.

[%] Students who have met this requirement with a course that fulfills the Lower Division General Education Mathematics/Quantitative Reasoning (B4) requirement may substitute a course from the RN-to-BSN Recommended Upper Division Elective list.

[#] Students who have taken a lower-division nutrition course may substitute another Upper Division General Education Science and/or Mathematics (BB) course for BIOL 323.

^{\$} Students who have met the General Education Lifelong Learning (E) requirement at another institution may substitute a course from

the RN-to-BSN Recommended Upper Division Elective list.

@ Students who have already met the General Education Discipline-Specific or Second Interdisciplinary Social Sciences Course (D) requirement with a course taken at another institution may substitute that course for PSYC 100.

& Students who have already met the General Education Interdisciplinary Social Sciences (D7) requirement with a course taken at another institution may substitute that course for ANTH 200.

MAJOR REQUIREMENTS	65	units
Lower-Division Nursing Requirements**	32	
NURS 200	4	
NURS 201	2	
NURS 220	2	
NURS 221	3	
NURS 222	2	
NURS 223	3	
NURS 230	2	
NURS 231	2	
NURS 232	2	
NURS 233	2	
NURS 260	2	
NURS 261	2	
Lower-division equivalent of NURS 320	2	
Lower-division equivalent of NURS 321	2	

** The lower-division nursing course requirement is met by the nursing coursework required for a RN licensure program completed at a BRN-approved nursing program.

Upper-Division Nursing Requirements	33	
NURS 310	2	

NURS 311	1
NURS 312	4
NURS 350	2
NURS 351	1
NURS 352	3
NURS 370	3
NURS 440	3
NURS 441	3
NURS 442	3
Choose one of the following:	3
NURS 443	
NURS 445	
NURS 450	3
NURS 451	2

RN-to-BSN students who are directed above to substitute a General Education requirement already met at their preceding institution should select courses from the following list of Recommended Upper Division Electives:

ANTH 370	SOC 314
ANTH 440	SOC 316
COMM330	SOC 324
COMM380	SOC 427
ECON 323	SOC 429
PSYC 341	NURS 452
PSYC 352	NURS 472
PSYC 356	NURS 496
SOC 307	NURS 499
SOC 309	

CALIFORNIA STATE UNIVERSITY SAN MARCOS

For Academic Programs Office Use Only
 D.B. Catalog File

PROGRAM PROPOSAL - Form P

COLLEGE Education New Major New Option Change to Program
 Discipline New Minor New Certificate Delete Program
 New Credential New Track, Emphasis or Concentration Discontinue Program

All new degree major programs and certain new options are submitted for Chancellor's Office approval by the Vice President for Academic Affairs. Program changes, discontinuations, and deletions are sent as information items.

TITLE OF DEGREE PROGRAM: Master of Arts in Education, Option in Critical Studies of Schooling, Culture and Language

Enter a brief summary of the purpose of this proposal.

The Multicultural / Multilingual faculty in the College of Education would like to add a Multicultural Specialist Certificate to our MA in Education option in Critical Studies of Schooling, Culture and Language. The proposed Multicultural Specialist Certificate (18 units) would be comprised of the following six required courses in the MA in Education option in Critical Studies of Schooling, Culture and Language:

- EDUC 602: Schooling in a Multicultural Society (3 units)
- EDUC 641: Sociocultural Contexts of Language and Learning (3 units)
- EDUC 642: Voices in the Community: Cultures in Action (3 units)
- EDUC 643: Critical Ethnography of Education (3 units)
- EDUC 644: Multicultural Students and Families in Public Schools (3 units)
- EDUC 647: Multicultural Curriculum and Application (3 units)

Taken as a cluster, these six courses will allow students to gain specialized, professional competencies to design, implement and evaluate effective instruction and practices in the area of Multicultural Education.

Does this proposal impact other disciplines? Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline _____	Signature _____	Date _____	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline _____	Signature _____	Date _____	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose
Discipline _____	Signature _____	Date _____	<input type="checkbox"/> Support	<input type="checkbox"/> Oppose

If additional space is needed to complete this form, use supplementary sheets.

REVIEW PROCESS

<u>Annette Daoud</u> Originator (Please Print)	<u>10/7/04</u> Date	<u>NA</u> Library and Information Services	_____ Date
<u>[Signature]</u> Program/Center/Department - Director/Chair	<u>10/7/04</u> Date	<u>NA</u> Computing & Telecommunications	_____ Date
<u>[Signature]</u> College Curriculum Committee	<u>10/27/04</u> Date	<u>NA</u> Campus Physical Planning (if applicable)	_____ Date

APPROVAL PROCESS

1. <u>[Signature]</u> College Dean (or Designee)	<u>11/1/04</u> Date	4. _____ Vice President for Academic Affairs (or Designee)	_____ Date
2a. _____ Academic Planning and Policy Committee	_____ Date	5. _____ President (or Designee)	_____ Date
2b. _____ Budget and Long Range Planning (if applicable)	_____ Date	6. _____ Date to Chancellor's Office	
3. _____ Academic Senate	_____ Date		

CALIFORNIA STATE UNIVERSITY
SAN MARCOS

Procedure for Submitting Proposals for New Certificates

Each new Certificate is subject to review and approval by the relevant college curriculum committee and the University Curriculum Committee of the Academic Senate. Requests for approval of a Certificate should be submitted according to the timeline of the appropriate college curriculum committee and should follow the format below:

1. Full and exact title of the Certificate program and level of the program (Certificate of Specialized vs. Advanced Study). Name and position of the person(s) submitting the proposed Certificate. Intended implementation date of the program.

Title of the Certificate Program: Multicultural Specialist Certificate
Submitted by: Annette M. Daoud, Assistant Professor
Intended Implementation Date: Fall 2005

2. List of the existing programs in the discipline(s) under which the new Certificate is to be offered.

Master of Arts in Education
Option in Critical Studies of Schooling, Culture and Language

3. List of the existing program(s) that may be affected by the proposed Certificate.

None

4. Purpose of the proposed Certificate, including specific academic objectives served, professional applications, potential student market, and a statement explaining the need for the Certificate in comparison to existing related majors, minors, and Graduate programs.

The Multicultural Specialist Certificate will be awarded to students in the MA in Education – Option in Critical Studies of Schooling, Culture and Language. The Multicultural Specialist Certificate will advance students towards mastery of focused academic study in Multicultural Education. With the growing number of students from diverse populations in California public schools, it is necessary to prepare teachers to have the skills, knowledge and disposition to ensure equal outcomes for diverse students. To help meet this need, we are proposing a Multicultural Specialist Certificate, comprised of six courses (EDUC 602, 641, 642, 643, 644, 647) taken as a cluster, which will allow students to gain specialized, professional competencies to design, implement and evaluate effective instruction and practices in order to provide equitable instruction for all students. The degree of specialization in the Certificate

provides instruction in theoretical, empirical and pedagogical issues for diverse populations of students, families and communities served by public schools in California.

5. List of the courses, by catalog number, title, and units of credit, as well as total units to be required under the proposed Certificate.

EDUC 602: Schooling in a Multicultural Society – 3 units

An introduction to issues of schooling in a multicultural society. Includes an overview of multicultural education and addresses areas of study such as: culture and cognition, diversity and exceptionality, intercultural communication, cross-cultural competence, the psychology of personal prejudice, and curriculum and teaching in a multicultural context.

EDUC 641: Sociocultural Contexts of Language and Learning – 3 units

Explores the theoretical, empirical, pedagogical and sociocultural issues inherent in schooling contexts where multiple languages and cultures exist. Topics include the examination of home, community and school cultures; issues of bilingualism; and instructional contexts which relate to literacy and learning. It explores the relationships between the school context and the implicit and explicit theoretical foundations that support instruction for students who are first and second language learners, and the implications of such instruction.

EDUC 642: Voices in the Community: Cultures in Action – 3 units

Examines the concept of voice in the multiple contexts that form a student's overall schooling experience. It explores topics which allow students to understand the inter- and intra-ethnic relations within and across cultural communities as they relate to students' schooling experiences. It investigates the relationship between schools and the multiple communities to which students and families belong, and considers how educators can work collaboratively with communities to provide equitable instruction for all students.

EDUC 643: Critical Ethnography of Education – 3 units

Examines the nature of ethnography as a standard tool of investigation in describing, understanding, and explaining the behavior of individuals. We will use ethnography as a tool to examine and explore public school classrooms and teaching practice from a critical pedagogy perspective. Students will understand the complexity of human learning by making familiar the activities of "other" people and thus, make "strange" our own familiar teaching / learning practices when placed against the "eyes" of other people.

EDUC 644: Multicultural Students and Families in Public Schools – 3 units

Examines topics which allow students to increase their level of awareness, knowledge and skills that will render them effective teachers with culturally diverse students and families. Students will understand how families function and interact with schools. Students will consider how mainstream society defines / describes families and the ways families define and describe themselves. Finally, students will consider specific ethnic groups as well as interracial families, and inter-ethnic and intra-ethnic relations.

EDUC 647: Multicultural Curriculum and Application – 3 units

Examines issues relevant to multicultural curriculum and its application in creating equitable communities of learners in multilingual / multicultural settings. Students will review current theory as it relates to the design, implementation, and evaluation of multicultural curriculum given the sociocultural contexts which exist in classrooms, schools, and communities. Students will critically evaluate multicultural curriculum and application, with a specific focus on promoting equal and effective instruction for students from culturally and linguistically diverse backgrounds.

Total Units for Proposed Certificate: 18 units

6. Definition of the minimum level of competence to be demonstrated to earn the proposed Certificate, and a description of the means of assessing that competence (examination, practicum, field experience, etc.).

The certificate will be awarded to students in the MA in-Education – Option of Schooling, Culture and Language who successfully complete the 6 courses with a grade of B or better demonstrating that they have mastered the desired skills, knowledge, and dispositions to be successful in multicultural educational settings. Specific assignments within the 6 courses require students to develop, implement and reflect upon curriculum and innovative programs which promote equitable and effective instruction for students from culturally and linguistically diverse backgrounds.

7. Description of assessment strategies for waiver of lower division requirements (where applicable).

Not applicable

8. New courses to be developed. Include proposed catalog descriptions in the Certificate proposal. "C-forms" for these courses should accompany the proposed Certificate package for curricular review.

None

9. List of all present faculty members, with rank, appointment status, highest degree earned, date and field of highest degree, and professional experience, who would teach in the proposed aggregate of courses.

Annette Daoud – Assistant Professor – Tenure-track – Ph.D. in Education, emphasis in Cultural Perspectives of Education, 2002 – experienced in multilingual and bilingual education, teaching English language learners at the middle and high school levels.

Rosario Diaz-Greenberg – Associate Professor – Tenured – Ed.D. in International Multicultural Education, 1995 – experienced in international, multicultural and bi-literacy education, and second language acquisition.

John Halcon – Professor – Tenured – Ph.D. in Educational Administration, 1982 – experienced in bilingual and multicultural education, and foundations of education.

Grace McField – Assistant Professor – Tenure-track – Ph.D. in Learning and Instruction, emphasis in Language, Learning and Literacy, 2002 – experienced in bilingual education, English Language Development/TOEFL, and multicultural education.

Juan Necochea – Professor – Tenured – Ph.D. in Educational Administration and Bilingual Education, 1987 – experienced in bilingual and multicultural education, and educational administration.

Patricia Prado-Olmos – Associate Professor – Tenured – Ph.D. in Educational Psychology, 1993 – experienced in bilingual, multicultural education, and teaching and learning.

Lorri Santamaria – Assistant Professor – Tenure-track – Ph.D. in Bilingual Special Education, Rehabilitation, and School Psychology, 2000 – experienced in bilingual and multicultural education, and high-incidence special education.

10. Instructional resources (faculty, space, equipment, library volumes, etc.) needed to implement and sustain the Certificate program.

None beyond what is currently available.

1 **PROPOSED INTELLECTUAL PROPERTY POLICY FOR FACULTY¹**

2 3 4 **Historical Background**

5
6 In March 2005, the Library and Academic Technology Advisory Committee (LATAC) was
7 charged by the Executive Committee of the Academic Senate to recommend a policy concerning
8 intellectual property rights for faculty that is specific to the CSUSM campus. This document is
9 the second draft of LATAC’s recommendation for such a policy.

10 11 **I Purpose**

12
13 The purpose of this document is to state the CSUSM (hereafter referred to as the University)
14 policy regarding ownership of intellectual property as it pertains to the University and its faculty.
15 This policy acknowledges that issues of intellectual property are complex and that individual
16 circumstances may affect establishment of ownership. Three factors have been identified by the
17 Consortium for Educational Technology for University Systems (C.E.T.U.S.) as important for
18 determining ownership: creation, control, and compensation. This policy provides a framework
19 for assigning ownership in situations where intellectual property rights would not reside solely
20 with the creator. This policy is consistent with existing copyright law and collective bargaining
21 provisions and will be re-examined periodically and revised by the University as necessary.

22 23 **II General Policy on Intellectual Property Rights concerning Faculty**

24
25 In accordance with collective bargaining agreements (faculty CBA article 39), our first principle
26 is that work produced by a faculty member at CSUSM in the course of normal faculty bargaining
27 unit work belongs to the faculty member unless the creation of the work required extraordinary
28 support from the University or an external organization. Bargaining unit work includes, but is not
29 limited to, scholarly papers, works of art, syllabi, and course contents and material either in hard
30 copy or electronic form (such as WebCT). Exceptions to this principle include: (1) where the
31 creator has been given a specific assignment and University support to develop work beyond
32 normal work expectations, and (2) where the University and/or external organization has
33 provided to the creator extraordinary support or compensation. In these cases, intellectual
34 property may be solely owned by the University or an external organization or jointly owned by
35 the University and/or an external organization and the faculty member as specified by agreement.
36 Definitions and guidelines for these circumstances are described below.

37 38 **III Specific Assignments and University Support**

39
40 “Specific assignment” refers to work produced by a faculty member recruited by the University
41 to produce that particular work and for which resources and/or compensation are provided under
42 an express agreement. In these cases, the copyright may be owned by the University or jointly
43 owned by the University and the faculty member. In cases of specific assignments, ownership of
44 intellectual property rights shall be determined before the work begins. A standard Intellectual
45 Property Rights agreement form, which entitles the creator to exercise certain rights without

¹ This document is based on a proposed intellectual property policy of California State University, San Bernardino.

46 permission, will be developed by the appropriate University committee in conjunction with the
47 individual assigned by the University to represent its rights. This agreement will be completed
48 and filed with the Provost before work begins.

49

50 **IV Extraordinary Support or Compensation from the University**

51

52 The words “extraordinary support or compensation” refer to support provided for the creative
53 efforts that represent resources beyond those available to members of the University community
54 in the course of performing their normal work. The following are usually not considered
55 products of extraordinary support or compensation: research, scholarship, and creative activities
56 or works resulting from mini grants (such as departmental or Faculty Center research or travel
57 grants) and/or sabbatical and difference in pay leaves.

58

59 Since “ordinary” and “extraordinary” support are general terms whose parameters are subject to
60 change over time, it is recommended that campus support organizations, particularly the library
61 and IITS, provide periodic reports with basic descriptions of what would typically constitute
62 ordinary and extraordinary levels of support from their units for faculty to carry out their
63 teaching and research.

64

65 All affected parties should consider the matter of copyright ownership before work begins or
66 before extraordinary support is provided. They should also disclose potential products of the
67 work before the negotiation of a contract and to complete and file an Intellectual Property Rights
68 Agreement form in order to avoid disputes over ownership at a later date.

69

70 **V University Ownership and Joint Ownership of Copyright**

71

72 In cases where the University is the sole or joint owner of works created at CSUSM, the
73 individual designated by the University to negotiate intellectual property rights with creators will
74 discuss with the creator(s) of the work the possibility of licensing certain rights to the creator,
75 including, but not limited to, a determination of the distribution of royalties and other
76 compensation. As suggested by C.E.T.U.S., examples may include:

77

78 •the right to make reproductions of the work to use in teaching, scholarship, and research;

79

80 •the right to make derivative works, such as translations, videotaped versions, film scripts, etc.

81

82 **VI Extraordinary Support from an External Organization**

83

84 In the case of work produced by faculty with extraordinary support from an external
85 organization, the organization, the faculty member(s), and the University should consider the
86 matter of copyright ownership before work begins or before extraordinary support is provided.
87 They should also disclose potential products of the work before the negotiation of a contract and
88 to complete and file an Intellectual Property Rights Agreement form in order to avoid disputes
89 over ownership at a later date.

90

91 **VII Group Work**

92

93 In the case of work created jointly by a group of faculty, or faculty with students, all parties
94 should consider the matter of copyright ownership before work begins or before extraordinary
95 support is provided. They should also disclose potential products of the work before the
96 negotiation of a contract and to complete and file an Intellectual Property Rights Agreement
97 form in order to avoid disputes over ownership at a later date.

98

99

100

DEFINITIONS

101

102 **VIII Creator**

103

104 The creator(s) is the author(s), inventor(s) or developer(s) who puts the intellectual property
105 material into a fixed tangible medium of expression. The creator may also have originated the
106 intellectual property material.

107

108 **IX Intellectual Property**

109

110 Intellectual property refers to materials that can be copyrighted, patented, or trademarked. These
111 materials include scholarly and literary works, creative and artistic works, software, data and
112 databases, multimedia works, electronic media and communications, and as otherwise defined by
113 federal law. Certain discoveries and inventions, including trade secrets and know-how, may not
114 be patentable but may have material commercial value or potential as revenue producers. These
115 accomplishments are subject to the same policy as any patentable invention.

116

117 **X Copyright**

118

119 Copyright is a form of statutory protection granted to the developer of certain types of works
120 fixed in a tangible medium of expression as an incentive for that creator and/or author to
121 disseminate the work to the public. Copyright is applicable to computer software, artwork,
122 music, articles, books, and other literary works. Copyright protects the expression of the idea but
123 not the idea itself. Registration of a copyrightable work creates additional protection and is
124 sometimes advisable. Registration is accomplished by completing the necessary forms and filing
125 them with the U.S. Copyright Office in Washington, D.C.

126

127 **XI Patents**

128

129 The Patent Act of 1952 gives inventors the right to exclude others from making, selling or
130 offering for sale, or using their inventions for a specified length of time in exchange for full
131 disclosure of their patented inventions. This bargain serves to promote the progress of science
132 and useful arts specified in the Constitution. Patents must be applied for with the Patent and
133 Trademark Office. Patents may be granted to applicant(s), including faculty, staff, administrator
134 or student, who “invent or discover any new and useful process, machine, manufacture, or
135 composition of matter, or any new and useful improvements thereof.” Applications must be filed
136 by or on behalf of the person or entity who is claiming ownership of the potential patent.

137

138 **XII Trademark**

139

140 Trade and service marks are distinctive words or graphic symbols. They generally identify the
141 sources, product, producer, or distributor of goods or services. Symbols and logos of CSUSM
142 are trademarks and they may not be used by third parties without proper license and specific
143 approval from the university. Doing so may subject the unlicensed user to civil and/or criminal
144 penalties. Education Code 89005.5.

145

146 **XIII Trade Secret**

147

148 Trade secret refers to financial, business, scientific, technical, economic, or engineering
149 information, including patterns, plans, compilations, program devices, formulas, designs,
150 prototypes, methods, techniques, processes, procedures, programs or codes, whether tangible or
151 intangible, and whether or how stored, compiled, or memorialized physically, electronically,
152 graphically, photographically, or in writing if (A) the owner thereof has taken reasonable
153 measures to keep such information secret; and (B) the information derives independent economic
154 value, actual or potential, from not being generally known to, and not being readily ascertainable
155 through proper means by the public.

156

157

IMPLEMENTATION

158

159 **XIV Procedures**

160

161 The University will disclose this policy via a posting on the University Policies Web page and
162 paper copies will be distributed to the Provost for further dissemination to the CSUSM
163 constituents.