

California State University, Fresno
School of Nursing
Doctor of Nursing Practice

FACULTY HANDBOOK

2022-2023



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FACULTY HANDBOOK

Welcome as faculty in the California State University, Fresno, Doctor of Nursing Practice, (DNP) program. A brief description and history of the program is presented. The main portion of the Faculty Handbook is meant to provide some guidance as you move through the process of being new faculty. What is required of you, how to perform various procedures, and a clear set of performance expectations.

The program's **mission** is to prepare promising nursing leaders, advanced practice clinicians and nursing faculty with high leadership potential to examine critically current healthcare practices and policies from a broad theoretical and practical perspective; and to formulate clinical, administrative and instructionally effective leadership approaches that can improve the quality of healthcare throughout the state.

The online program accepts only California licensed, post – Master's degree nurses. The Doctor of Nursing Practice is the highest practice degree that a nurse can obtain. It can be compared to the MD in medicine or the JD in law.

Program Background

The program is admitting its first independent cohort in the Fall of 2019. Previously the program was a partnership between California State University, Fresno and San Jose State University (SJSU) with Fresno State as the lead campus and SJSU as the partner campus which started in 2011.

In 2010, in response to a demand for advanced practice nurses to meet the burgeoning needs of the state's population, the California legislature passed AB 867 which called for a pilot project to institute the Doctor of Nursing Practice program in the California State University system (Nava & Arambula, 2010). Two programs, one in Southern California and the other in Northern California, opened in Fall 2012.

The DNP program's goal is to produce leaders and advanced practice nurses to serve in the increasingly complex California health care system as well as faculty capable of teaching nursing in colleges and universities.

ACCREDITATION ANNOUNCEMENT

The California State University, Fresno, Doctor of Nursing Practice is accredited by the Commission on Collegiate Nursing Education. Our Vision is:

To be an exceptional advanced nursing degree program that will prepare nurses at a doctoral level to lead health care change, serve as nursing faculty and advance health throughout California's communities.

DNP PROGRAM CONTACT INFORMATION

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NEW FACULTY HIRE PAPERWORK

QUICK LINKS

Help Center: Faculty & Staff Technology Services

<http://fresnostate.edu/help/fac-staff/index.html>

My Fresno State

<http://fresnostate.edu/help/fac-staff/myfresnostate/index.html>

- Employee Self-Service
 - Employee ID
 - Mailing Address Change

Faculty Affairs

<http://fresnostate.edu/academics/facultyaffairs/index.html>

In order for Fresno State to hire you and get you on the schedule of courses, there is some documentation that you will need to forward to the DNP Administrative Support Coordinator, Jeanine Craven (559) 278-7770

If you are currently tenured/tenure track within the CSU system, you will need to forward a copy of your CV, your rank and whether you are an academic year or 12-month faculty to the DNP Administrative Support Coordinator, Jeanie Craven at (559) 278-7770. You will have to sign a contract every semester that you teach. You will not be paid by Fresno State, but you will be paid by your home campus as part of your teaching load. Fresno State will reimburse your home campus. You will not have to complete new hire paperwork. The **exception** to this is summer classes for academic year faculty as summer is an overload; and you will have to complete new hire paperwork.

A complete listing can be found at: www.fresnostate.edu/academics/aps/forms-policies/leaves/payroll.html

If you are not associated with a CSU, Fresno State requires a copy of your CV, an application (SC1) that can be found at: <http://www.fresnostate.edu/academics/aps/forms-policies/temporary-appointments/index.html> and 3 letters of recommendation. You will have to sign a contract every semester that you teach and you will be paid directly by Fresno State. You will be required to complete new hire paperwork (described above) and will be instructed when/where to do this.

How to Obtain a Fresno State email account

To get started, go to and follow the instructions: <https://idm.fresnostate.edu/signup>

Fill in your **Employee ID** and **Birth Date** then click "Continue"

Questions? Call the Help Desk at (559) 278-5000

If you were a former student at Fresno State, please contact the DNP Administrative Support Coordinator, Jeanie Craven at (559) 278-7770 to initiate the email request for you.

Finding your Employee ID number

1. Go to My Fresno State
<http://fresnostate.edu/help/fac-staff/myfresnostate/index.html>
Inside My Fresno State, click on the PeopleSoft HCM link on the left hand menu.
2. Click on the **Self Service** link
3. Click on the **Campus Personal Information** link
4. Click on the **Demographic Information** link
5. Your Employee ID Number is the first piece of information listed on the **Demographic Summary** page
6. The Employee ID Number is also located in the upper right-hand corner of the main **My Fresno State** page after a successful login

After having completed the above steps, you are ready to begin course preparation and general orientation to the DNP program.

Faculty Position Requirements & Responsibilities

Qualifications in Addition to University Requirements:

A. Current California R.N. licensure.

B. Tenure and Probationary: Doctorate degree with clinical specialization in nursing or allied area. A master's degree considered if faculty has demonstrated expertise in a specific area.

All faculty members teaching in the DNP program are expected to meet faculty standards regarding educational preparation, retention, scholarly productivity for tenure track and tenured faculty, or adjunct faculty including current practice, teaching excellence, and community/university service. Performance expectations are clearly articulated in the Retention, Tenure and Promotion Guidelines (Appendix X Appointment, Tenure and Promotion Policies) and university collective bargaining agreements.

<http://www.fresnostate.edu/academics/aps/facultyrtpt.html>

New full and part-time faculty member's orientation is based on their needs. For example, many new faculty members have online teaching experience but need to be oriented to the structure, expected outcomes, and philosophy of the DNP program.

Nursing faculty members are held to the same standards and evaluation processes as faculty in other university departments. Faculty performance is evaluated each semester that they teach using input from IDEA performance evaluation. Written communication to faculty regarding their own performance against the program's Personnel Standards is provided at minimum every two years by the Personnel Committee, Program Director, and College Dean.

The Retention Tenure Promotion (RTP) requirements reflect the missions of each university, in which teaching is considered the primary faculty role. In separate mission statements, each program emphasizes a commitment to providing the highest quality program possible. Each mission stresses that excellence in nursing education is sought, and that faculty research, scholarship, and service are contributory. Program philosophies explicate further about teaching and the value of service and research to quality instruction in the nursing programs.

Beyond competence in teaching, the remaining performance expectations (scholarship, service) are dependent on a faculty member's position and job responsibilities. Tenured faculty members are subject to post-tenure reviews every five years focusing on all performance categories. In RTP decisions for tenure track faculty, scholarly and creative accomplishments are given the next highest priority after teaching while service activities are also reviewed.

Full and part-time lecturers (temporary faculty positions) in the DNP program are provided explicit letters of assignment by Fresno State's DNP Director. Retention reviews of lecturers are based upon an individual's outlined performance categories (e.g., teaching or teaching/service). Part-time lecturer assessments are heavily weighted by instructional performance, as indicated by online student evaluations and computer summaries of grades given in courses.

More specific expectations for the DNP faculty are that the majority (80%) are either doctorally prepared or if not doctorally prepared, experts in specific areas where they are teaching. Tenured and

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tenure track faculty are preferred but university limitations on hiring and faculty shortages may preclude this.

Responsibilities:

1. Improve expertise as an educator, scholar, professional nurse, and citizen through formal and informal study, research, attendance at meetings, and participation in professional, educational organizations and community activities.
2. Maintain expertise in area of teaching specialty.
3. Complete reading and acknowledge receipt of this handbook.
4. Notify students in writing if they are not maintaining at least a B grade in graduate courses and send copies to the student's Advisor.
5. Prepare evaluation materials in a timely manner including planning for peer visits and providing materials for peer reviewers. (Refer to Peer Evaluation Procedure.)
6. Meet departmental due dates for submission of administrative work as directed and coordinated by the DNP Administrative Support Coordinator.

Teaching Performance

In the area of teaching, performance is judged on a) pedagogical approach and methods; b) student response to instruction; and c) ongoing professional development in the discipline and as a teacher. These responsibilities can include preparing course syllabi and other learning and assessment materials, posting materials online, delivering online sessions, holding online office hours at assigned times, and participating in professional development. Each faculty member is expected to establish an online environment where learning is central and to provide opportunities for students to develop the skills necessary to contribute to society. A successful faculty member demonstrates mastery and currency in his/her discipline, teaches effectively, and helps students to learn both within and outside the course. Students evaluate teaching performance in each course using a standard survey form IDEA (Appendix A).

Scholarly Activity

Faculty engagement in scholarly and creative activity generates benefits for the faculty member as well as the university. Tenured and tenure track faculty are expected to engage in high quality scholarship, during the tenure review period to achieve the minimum required rating for tenure. Scholarly activities may include a) grant writing; b) participation in research, c) peer reviewed publications, d) scholarly presentations, and e) applied scholarship such as consultation and program evaluation activities. Although lecturers are not required to engage in scholarly work, they are encouraged to participate. Faculty engagement in scholarship is expected to contribute to an environment of nursing excellence.

University and Professional/Community Service

At Fresno State University, the quality, quantity, and impact of a faculty member's service contributions need to be considered in the context of the potential benefits to the profession, community, and university, and in light of prevailing professional standards. Tenured and tenure track faculty are expected to maintain a record of service that includes active, quality involvement in professional/community activities, including practice, and in program, College and/or University

service activities. For the purpose of professional development, these faculty members are expected to engage actively in affairs of the discipline and related professions. Examples: assuming professional leadership roles; attending and presenting at professional meetings/workshops; acquiring professional licenses, credentials and certificates; editing professional journals; reviewing grant proposals or manuscripts for book proposals, professional journals; providing relevant private practice or consultations; receiving professional training or providing additional professional training to others; and engaging in other professional activities deemed valuable to the profession/community and in support of their University's Mission and Goals.

The success of any program is partially dependent on the active participation of its faculty members in its various organizational and governance tasks. In the case of the two programs, an unusually heavy demand for involvement in program activities, such as curriculum development and course approval, program review for accreditation purposes, and so forth, fall upon a relatively few full-time faculty. All tenured and tenure track faculty are expected to serve on program committees as outlined in their program bylaws.



School of Nursing
DNP Program

DNP Faculty Orientation Guidelines

The School of Nursing Chair or DNP Director will conduct new DNP faculty orientation during the first semester of employment. The DNP Faculty Orientation Checklist (Appendix A), will guide the orientation and appropriate materials provided to the faculty member.

Faculty Handbooks

The School of Nursing Faculty Handbook and the DNP Faculty Handbook can be located in the DNP Faculty and Staff Canvas Organization. Once you have your Fresno State email address, you will be able to access to this Canvas Site.



In addition to the information in the DNP Faculty Handbook, below is information that can be found in the School of Nursing Faculty Handbook.

Faculty Grievance

"A grievance is an allegation concerning a claimed violation, misapplication, or misinterpretation of a specific term or provision of the Memorandum of Understanding" (MOU). For complete information, refer to Article 10 of the MOU. If you have concerns or complaints or concerns, <http://www.fresnostate.edu/adminserv/title-ix/who-to-contact/index.html>

Faculty Leave of Absence

The three types of faculty leave currently available are sabbatical with pay, difference-in-pay, and absence without pay. These are described in the California State University, Fresno Faculty Handbook. For complete information on eligibility, criteria, and procedures, refer to the Academic Policy Manual.

<http://www.fresnostate.edu/academics/facultyaffairs/policies/apm/index.html>

Faculty PEER Evaluations

All DNP faculty will have a PEER Evaluation conducted by the DNP Director each semester for each course taught in the DNP Program. The California State University, Fresno UNIVERSITY-WIDE PEER EVALUATION FORM will be used to conduct the evaluation. (appendix B). DNP faculty will be asked by the DNP Director for access to their course in Canvas to complete the evaluation. The PEER evaluation form will be given to the DNP faculty member for review and signature, prior to being placed in the faculty's personal file.

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DNP Faculty Orientation Checklist

Date: _____

Faculty Name: _____

Mentor Name: _____

The School of Nursing Chair or DNP Director reviews the *DNP Faculty Orientation Checklist*, a copy is provided to the new faculty and the original placed in their file. The *Faculty Orientation Checklist* is completed by the end of first month of the semester for process confirmation. New faculty signs the *DNP Faculty Orientation Checklist* confirming completion of the orientation process.

Mentor Initials	Faculty Initials	Tools/Item Reviewed
		Course Syllabus
		Course Books
		Access to DNP Faculty Canvas
		DNP Faculty Handbook
		School of Nursing Faculty Hand Book
		Dates for Final Exams (University Policy)
		Course Evaluations
		PEER Evaluations
		CESAPS

		Systematic Program Review process. DNP Exit Survey DNP Alumni Survey Employer Survey
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School of Nursing
DNP Program
CALIFORNIA STATE UNIVERSITY, FRESNO
DOCTOR OF NURSING PRACTICE
School of Nursing
Peer Evaluation Tool

The COVID-19 pandemic in spring 2020 dramatically affected the CSU system. The suspension of in-person instruction; the cancellation of visual and performing arts events; the postponement or cancellation of co-curricular lectures and activities; the cancellation of athletics events; and, the closure or reduction in the service of libraries and counseling centers represent a profound disruption for faculty, staff, and students. Peer evaluation of the faculty member shall take into consideration the fact that this profound disruption has altered the mode in which the class is being offered and responses must be reflective of the situation under which the peer evaluation was conducted.

Evaluatee: _____ Evaluator: _____

Date of Visit: _____ Course: _____

Directions: Sources of information for the evaluation are to be obtained from direct observations in the online environment.

With a poor rating being 1 and excellent rating a 5 please rate this course in its entirety	Strongly Disagree		Agree	Strongly Agree	
	1	2	3	4	5
OVERALL RATING OF THIS COURSE					

	Strongly disagree	Agree	Strongly agree
Knowledge: Demonstrates theory and research based knowledge in subject area via:			
1 Student analysis of level of Instruction	1	2	3
Current knowledge level of students is assessed as appropriate for course			
2 Clearly Stated course goals/outcomes	1	2	3
Outcomes are clear and behaviorally measurable			
3 Instructional activities	1	2	3
Utilizes active learning strategies that engage the student and appeal to different learning styles			
Learning activities are linked to course outcomes Content is organized by modules, units, lessons or other meaningful architecture			
4 Student and course evaluations	1	2	3
Formative evaluation is provided to students through ongoing feedback (emails, gradebook, etc.)			
Summative evaluation is clearly described			
Evaluations are linked to outcomes			

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School of Nursing
DNP Program

	Rubrics/guidelines are used for major assignments				
5	Teaching strategies are appropriate	1	2	3	4 5
	Instructor assumes a facilitative role				
	Instructions for assignments are clear				
	Syllabus is complete				
	Support for students questions is provided				
	Knowledge: Demonstrates currency and competency in subject area via Interaction and feedback	Strongly disagree	Agree	Strongly agree	
6	Interaction among learners	1	2	3	4 5
	Discussion Boards and/or chat availability				
	Email				
7	Interaction between learner and instructor	1	2	3	4 5
	Instructor conveys policy on answering emails (i.e. How soon students can expect response, etc.)				
	Instructor communicates how will give feedback, including frequency of feedback on discussion forums, assignments, etc.				
	Instructor publishes office hours (virtual or physical) and contact information				
	Feedback is evident through announcements, emails discussion postings, or other means				
	Instructor "personalizes" course for students (emails, using name, friendly tone)				
8	Interaction between learner and instructional materials	1	2	3	4 5
	Students receive: orientation to practice posting in discussion forum, submitting to drop box, taking online exams, and using any other type of technology that will be utilized during course				
	Resources for completing course activities are provided				
	Guidelines for posting to discussion board and/or participating in Chat are provided				
9	Collaboration	1	2	3	4 5
	Students are provided the opportunity to collaborate with other students through group work or other means				
10	Pace and procrastination	1	2	3	4 5
	All due dates are published with timely reminders				
	Progress through course is documented				

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	Organization: Selects and organizes appropriate teaching strategies for a diverse student population via course management:	Strongly disagree		Agree	Strongly agree	
		1	2	3	4	5
11	Time requirements					
	Course is developed before first class meeting. If this was not possible, should be several weeks ahead of class schedule					
	Indicate to students general time requirements of course					
12	Progression through course					
	Units of Instruction are organized in a logical consistent sequence					
13	Evaluating Student progress					
14	Providing adequate feedback					

Comments:

Evaluator Signature: _____ Date: _____

I have received a copy of this report:

Evaluatee Signature: _____ Date: _____

Appendix B

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Fall of 2019 the Academic Platform for Fresno State University Fresno changed from BlackBoard to Canvas. Link to Canvas <http://fresnostate.edu/academics/canvas/>

FRESNO STATE | Discovery. Diversity. Distinction.

Canvas @ Fresno State
ACADEMICS

HOME
FACULTY
STUDENTS
ORGANIZATIONS
TIMELINES AND PROCESSES
SYSTEM STATUS
WHY CANVAS?

Academics > Canvas >

Canvas at Fresno State

Canvas Login

More Information can be found through these links

Faculty Students

Contact the **Academic Technology Resource Center** for technical support.

- Monday - Friday 8:00 am - 5:00 pm
- Second floor of the Henry Madden Library, room 2131
- 559.278.7373
- canvas@mail.fresnostate.edu

Contact the **Service Desk** if you are experiencing problems after regular business hours.

- 559.278.5000
- fresnostate.edu/help/

Accessing and Entering Grades into My Fresno State

QUICK LINKS

Help Center: Faculty & Staff Technology Services

<http://fresnostate.edu/help/fac-staff/index.html>

My Fresno State

<http://fresnostate.edu/help/fac-staff/myfresnostate/index.html>

- Faculty Center
 - Access a Class Roster
 - Acceptable Grade Values
 - Record Grades
 - Incomplete Grade
 - Grade Change
 - Drop Student from a Class Roster
- Employee Self-Service
 - Employee ID
 - Mailing Address Change
- Reports Portfolio
 - Printable Class Roster

GRADING POLICY

Grade Reporting

Final grades are due to the Registrar's Office at the time specified in the academic calendar. Faculty members are expected to post grades electronically on or before the due date. Students depend on prompt reporting of their grades for grants, scholarships and other forms of financial, employment, and other needs.

When to Enter Grades

An email notification will be sent to you once grade rosters are available. *Note: Usually during the last two weeks of the semester*

How to Record Grades


1. Log into [My Fresno State](#).
2. Click on the **Faculty Self Service**.



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- Click on the **Faculty Center**.

Ensure that the appropriate term is listed. If not, click change term button to select a different term.



- Click on the Grade Roster icon  of the appropriate class.
Note: Grade Rosters are usually made available during the last two weeks of the semester.

Class	Class Title	Enrolled	Days & Times	Room	Class Dates
 ESM 1-58 (50342)	Ery St Col Alg (Lecture)	49	TBA	Digital Campus	Jul 5, 2016- Jul 29, 2016
 ESM 1-59 (50343)	Ery St Col Alg (Lecture)	49	TBA	Digital Campus	Jul 5, 2016- Jul 29, 2016

- Enter a Grade for each student by selecting a letter grade from the Roster Grade drop-down
 - The Grade values **acceptable** for the class are the ones listed in the drop-down.
 - To import grades from a file to the grade roster, [see instructions](#)
 - If you receive errors** while entering the grades [see instructions](#)
 - If you entered an **I** grade for "**Incomplete**", you will need to create an **Incomplete Contract** [see instructions](#).
 - For discrepancies (i.e. student received a grade but is not on the roster), [see instructions](#)

The screenshot shows the 'Grade Roster' interface. At the top, there are two sections: 'Display Options' and 'Grade Roster Action'. In 'Display Options', '*Grade Roster Type' is set to 'Final Grade' and there is a checkbox for 'Display Unassigned Roster Grade Only'. In 'Grade Roster Action', '*Approval Status' is set to 'Not Reviewed' with a 'save' button. Below this is a table with columns: ID, Name, Roster Grade, Official Grade, and Academic Career. The table contains four rows of student data. The 'Roster Grade' column for each row has a dropdown menu. A red circle highlights the 'Roster Grade' dropdown for the third student, and a red arrow points to it. At the bottom right, a 'SAVE' button is highlighted with a red arrow. Below the table are buttons for 'Select All', 'Clear All', 'notify selected students', 'notify all students', and 'IMPORT GRADES'.

ID	Name	Roster Grade	Official Grade	Academic Career
1	[Redacted]	A		Undergraduate
2	[Redacted]	C		Undergraduate
3	[Redacted]	B		Undergraduate
4	[Redacted]	A		Undergraduate

7. Save often while entering the grades by clicking the **SAVE** button. This will ensure that your entries are saved in case you lose your network connection or your computer crashes.

8. Verify that each student has a grade and click on **SAVE** button.

Note: you will get the below message, click OK

The screenshot shows a 'Message' box with the following text: 'This Grade Roster is not complete (30500,2)'. Below this, it says: 'When all grades have been assigned, please remember to set the Approval Status field to Approved for your grades to be submitted to the Registrar's Office.' At the bottom of the message box is an 'OK' button.

9. Change the **Approval Status** field to **Approved** and click the **SAVE** button

This screenshot is similar to the first one, but the '*Approval Status' dropdown menu is now open, and 'Approved' is selected and highlighted with a red circle. A red arrow points to the 'save' button next to the dropdown. The rest of the interface, including the student table and bottom buttons, remains the same as in the previous screenshot.

Note: The Roster Grade field doesn't have the drop-down menu anymore.

Display Options:

*Grade Roster Type Final Grade

Display Unassigned Roster Grade Only

Grade Roster Action:

*Approval Status Approved save

	ID	Name	Roster Grade	Official Grade	Academic Career
<input type="checkbox"/>	1	[REDACTED]	A		Undergraduate
<input type="checkbox"/>	2	[REDACTED]	C		Undergraduate
<input type="checkbox"/>	3	[REDACTED]	B		Undergraduate
<input type="checkbox"/>	4	[REDACTED]	A		Undergraduate

View All | [Download](#) | Rows 1 - 12 of 12

Select All Clear All [Printer Friendly Version](#)

< - add this grade to selected students

notify selected students notify all students

IMPORT GRADES SAVE

You will get below message letting you know that the grade submission has been successful.

Message

Congratulations! You have successfully completed grading this class. (30500,1)

The grades you have entered for this class have successfully been submitted and will be posted to the students' records within 24 hours. Once grades are posted, grade changes can be made on-line through Friday, June 3, 2016. After this date, a Grade Correction Request Form must be submitted to the Academic Records Office.

OK

Note: If you need to change a grade right after you submitted them, just change the approval status to **Not Reviewed** and change the grade. Click on **Save**, then change the approval status to **Approved** and click

10. To print the class roster from your browser, follow below instructions:

- a) on Internet Explorer click on File > Print
- b) on Firefox, right click and select This Frame > Print Frame
- c) on Google Chrome, download the extension "print this frame" (Settings > Extensions > Get more extensions > search for "print this frame" > Add to chrome > add extension) then right click and select Print this frame

Note: It can take from 12 to 24 hours for grades saved with an Approved status to show up in student grade reports online. Once the system has recorded your Approved grades, an e-mail will be sent to your faculty e-mail address indicating a successful roster save. If you do not receive this e-mail, it is possible you may have missed a step when submitting your grades.

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POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS

Teaching is central to the mission of the University and, therefore, its effectiveness must be assessed. The dual purpose of the assessment of teaching effectiveness is to provide the individual instructor with specific information to enhance instruction and to provide information for use in personnel actions. The primary responsibility for assessing all aspects of teaching effectiveness rests with the faculty.

This policy establishes the framework for the assessment of teaching effectiveness, including procedures for the two major components of the assessment: (a) peer evaluation of instruction; (b) student ratings of instruction. Standards for each component shall be established by academic departments. Standards should be based on the principle that the primary purpose of teaching assessment is to provide meaningful feedback to instructors. Assessment for administrative personnel purposes is a secondary goal. Moreover, statistical data must be analyzed with the realization that serious limitations exist relative to the accumulation and analysis of such data. Also, students cannot effectively evaluate all aspects of teaching, especially course content, so departments should use multiple methods of assessment. It is recommended that quantitative student ratings count for between 30 and 50 percent of the assessment of any instructor.

In assessing the teaching effectiveness of a faculty member, care should be taken to avoid bias based upon race, color, religion, national origin, ancestry, marital status, age, physical disability, mental disability, medical condition, veteran's status, sex, and sexual orientation.

I. The assessment of teaching effectiveness shall address four basic elements of instruction:

course content, instructional design, instructional delivery, and assessment methods.

- A. Course Content. The assessment of course content shall include a review of the currency of the content of a course, the appropriateness of the level of the content of a course, and the appropriateness of the sequencing of the content to best achieve the learning objectives for the course.
- B. Instructional Design. The assessment of the instructional design of the course shall include a review of learning objectives, syllabi, instructional support materials, organization of lectures, and the use of technology appropriate to the class.
- C. Instructional Delivery. The assessment of delivery shall include a review of oral presentation skills, written communication skills, skills using various forms of informational technology, and the ability to create an overall environment conducive to student learning.
- D. Assessment Methods. The evaluation of assessment methods shall consist of a review of the tools, procedures, and strategies used for measuring student learning, and providing timely and meaningful feedback to students.

II. Peer Evaluation Forms and Student Rating Questionnaires

- A. Each Department shall adopt peer evaluation forms that will assess course content, instructional design, instructional delivery, and assessment methods. In the absence of a

formally adopted departmental form, the department shall use a university-wide template provided by the Provost. Each department may adopt a protocol for face-to-face real time peer observations of teaching where applicable. The results of these peer evaluations may be used both formatively and summatively.

- B. Student rating questionnaires shall provide for the assessment of the applicable components identified in Section I. The student rating questionnaires shall be unsigned. Departments shall select questions having demonstrated reliability and validity from a campus-wide pool approved by the Academic Senate and Provost. When possible, the instructor should also receive adjusted scores that take into account external factors beyond the control of the instructor.
- C. The data from peer evaluations and student ratings shall be used in personnel decisions relating to retention, tenure and promotion.
- D. Additional student ratings of courses may be requested by the instructor or required by the college/ school Personnel Committee, Dean or Provost.

III. Frequency of Implementation

A. Peer Evaluation Reports

1. Each department or equivalent unit shall establish a written policy which describes the frequency and scheduling of peer evaluation of courses. The following minimum frequency shall apply:
 - a. For part-time temporary faculty, the first time a course is taught by the instructor and, thereafter, at least one section every other year of employment regardless of a break in service.
 - b. For full-time temporary faculty, two sections each semester for the first year and two sections each academic year thereafter.
 - c. For probationary faculty, two sections (to include as many different courses as possible) every semester.
 - d. For tenured faculty, one section each academic year on a rotating basis such that during a five-year period the maximum number of different courses is evaluated.
2. Additional peer evaluation reports may be requested by the instructor or required by the College/School Personnel Committee, Dean or Provost on a case by case basis.

B. Student Ratings of Instruction

Each department or equivalent unit shall establish a written policy which describes the frequency and scheduling of student ratings of instruction. Each faculty member shall have a minimum of two sections rated by students annually.

IV. Confidentiality

Information obtained from peer evaluation reports and/or student rating questionnaires shall be confidential. Possession or use of this information shall be restricted to

- A. the instructor, who may at his/her discretion, make such information available to others;
- B. those charged with conducting evaluations or administering this policy;
- C. those with access to the Open Personnel File.

V. Use and Housing of Student Ratings Data

- A. Student ratings data shall not be used for any extraordinary purposes including, but not limited to, comparison of programs, departments, colleges, or any external entity or institution without the approval of the Academic Senate.
- B. Data collected from the assessment of teaching effectiveness will be housed in the Offices of the Academic Senate on behalf of the Academic Assembly.

VI. Administration of Peer Evaluation Reports

A. Conducting Peer Evaluation of Courses

- 1. Only tenured and probationary faculty shall conduct peer evaluations of courses. Probationary faculty may perform evaluations of temporary faculty only. Tenured faculty shall be evaluated only by other tenured faculty at a higher rank, except full professors who may evaluate faculty at any rank. Tenured faculty being considered for promotion and participants in the Faculty Early Retirement Program may not participate in personnel committee actions. However, they may conduct peer evaluations of courses pursuant to this policy.
- 2. Department chairs shall assign peer evaluator(s) to review faculty members.
- 3. Prior to the peer evaluation, the evaluator(s) shall notify the faculty member of the materials that will be required for the evaluation. It is the responsibility of the faculty member to provide the materials to the evaluator. The materials shall include those designated on the peer evaluation form.
- 4. Evaluators shall not interview students before, during or after the peer evaluation.

B. Reports

1. Using the departmentally approved form, a written report on the peer evaluation of a course shall be prepared by the evaluator. The report shall include a review of the relevant components listed in Section I.
2. The peer evaluator and the faculty member should discuss the evaluation prior to the submission of the written report to the department chair.
3. Each report shall be signed by the evaluator and submitted to the department chair for placement by the Dean's Office in the Open Personnel File after appropriately notifying the faculty member.

VII. Administration of Questionnaires for Course Evaluation of Instruction

A. Administration of Course Evaluation

1. The Course Evaluation is completed on line at the Intensive following completion of the course.

B. Analysis of Student Rating Data

1. *Quantitative Results*

- a. A statistical summary of the quantitative results of the student ratings shall be generated. This summary shall be user friendly. This summary shall be known as the Statistical Summary. The department uses the quantitative data from the Statistical Summary to compare against departmental standards.
- b. The instructor shall receive a copy of the statistical summary. In the interest of instructional improvement and fairness to retention/tenure/promotion candidates, these copies should be provided to the instructor as soon as possible after final grades are turned in. Candidates for retention/ tenure/ promotion should have priority over temporary and tenured faculty in the receipt of this information.
- c. After final grades are turned in by the instructor, the Statistical Summary shall be placed in the Open Personnel File

2. *Open-Ended Student Comments*

- a. The department may require that students be given the opportunity to provide comments in conjunction with numerical student ratings. A copy of the student comments shall be given to the faculty member.
- b. In the interest of instructional improvement and fairness to retention/tenure/promotion candidates, these copies shall be provided to the instructor as soon as possible after final grades are submitted.

VIII. Preparation of an Overall Evaluation of Teaching Performance

For recommendations regarding personnel actions such as retention, tenure and promotion, five year review, contract renewal of lecturers, and peer evaluation of courses, the statistical summary of student ratings along with other appropriate information in the Open Personnel File shall be assessed to identify patterns and trends of teaching performance and effectiveness.

The preparation of the overall assessment of teaching effectiveness shall be conducted by a review committee composed of faculty of appropriate rank. Probationary faculty may only perform evaluations of temporary faculty. In general, tenured faculty shall be evaluated only by other tenured faculty at a higher rank, except full professors who may evaluate faculty at any rank.

IX. Summary of Policy

In accord with the foregoing provisions, departments shall develop written policies and procedures in accord with colleges as appropriate that describe:

- A. the selection of items from the campus-wide pool of validated items.
- B. the frequency (if the minimum described above is to be exceeded) and scheduling of student ratings.
- C. how faculty peers will be selected to prepare the overall evaluation of teaching.
- D. the minimum standards for teaching effectiveness.

Approved by the Academic Senate April 15, 1991
 Approved by the President May 6, 1991
 Approved by the Academic Senate September 27, 2010
 Approved by the President January 20, 2011

Evaluating and Improving Your Own Course (CESAP)

As a part of the continued effort to offer the highest caliber courses within the DNP program, it is

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necessary to evaluate if specific learning outcomes are being met. To accomplish this, the California State University, Northern California Consortium DNP program requires each instructor to review, reflect, and then write suggested changes regarding the courses they are teaching.

The Course Evaluation Summary and Action Plan, CESAP, (Appendix B) provides instructions on how to accomplish this. The assessment process can be done on an individual basis or at a course committee level, depending on the course and the situation. Once the CESAP is completed, it is sent initially to the DNP coordinator. The DNP Executive Leadership Team (ELT) reviews completed CESAP forms.

Based on the outcomes of the assessment activities, recommendations for improvement are made. Changes are to be completed by the appropriate faculty member teaching the course. Change completion are supervised by the DNP coordinator.

Instructions

- Each faculty upon receiving their **course evaluations** (not instructor evaluations/Explorance Blue) completes the CESAP form.
- Completed CESAP forms are to be electronically sent to the DNP program coordinator; faculty should retain a copy for their records.
- The DNP ELT designates a specific DNP Committee meeting to review the CESAP forms. Results of the course reviews are resented by the DN Director at the Graduate Committee
- If the DNP ELT makes suggested changes to the course, the individual faculty currently teaching the course will be responsible for making the suggested changes.
- Faculty are expected to make recommended changes as soon as it is logistically feasible.
- The DNP coordinator is responsible to ensure changes are completed.

The forms should be completed and sent to the DNP coordinator by the end of:

- a. **March for previous fall courses.**
- b. **October for previous spring courses.**
- c. **December for previous summer courses.**

Timeline for Systematic Reviews of CESAP, Employer Satisfaction Survey, and DNP Exit Surveys

CESAP results will be reviewed and a plan and timeline for needed changes will be established in the Executive Leadership Team meetings as described below. Spring and Summer courses will be discussed in the Fall ELT meetings and Fall courses will be discussed in the Spring ELT meetings. Employer Satisfaction Surveys and DNP Exit Surveys are distributed in May of every academic year and will be reviewed and discussed in October and November ELT meetings of every academic year.

Based on the results, program changes will be planned and started to be implemented in January of every academic year.

September

CESAP results reviewed, discussion of recommended changes, and development of timeline for curriculum improvement of the following courses:

NURS 583 Leadership & Professional Responsibility in Complex Healthcare (2 units)

NURS 584 Technology, Informatics, and Data Management in the Transformation of Healthcare
(3 units)

October

CESAP results reviewed, discussion of recommended changes, and development of timeline for curriculum improvement of the following courses:

NURS 585 Foundations of Evidence-Based Practice (2 units)

NURS 586 Transformation of Health Care Systems: Health Policy & Economics (2 units)

Discuss results of Employer Satisfaction Survey and develop a plan and timeline for implementation of recommended changes.

November

CESAP results reviewed, discussion of recommended changes, and development of timeline for curriculum improvement of the following courses:

NURS 587 Principles of Epidemiology (3 units)

NURS 595 Translating Evidence into Reflective Practice I (2 units)

Discuss results of DNP Survey and develop a plan and timeline for implementation of recommended changes.

December

CESAP results reviewed, discussion of recommended changes, and development of timeline for curriculum improvement of the following courses:

NURS 592 Evaluation in Education (3 units)

NURS 594 Application of Evidence-Based Teaching in Nursing (2 units)

January

CESAP results reviewed, discussion of recommended changes, and development of timeline for curriculum improvement of the following courses:

NURS 574 The Role of Diversity & Social Issues in Healthcare (2 units)

NURS 575 Application of Theories in Advanced Nursing Practice (2 units)

February

CESAP results reviewed, discussion of recommended changes, and development of timeline for curriculum improvement of the following courses:

NURS 576 Application of Biostatistics to Populations (3 units)

NURS 591 Curriculum Development (3 units)

March

CESAP results reviewed, discussion of recommended changes, and development of timeline for curriculum improvement of the following courses:

NURS 593 Finance (2 units)

NURS 596 Translating Evidence into Reflective Practice II (2 units)

April

CESAP results reviewed, discussion of recommended changes, and development of timeline for curriculum improvement of the following courses:

- NURS 295 Practicum (6 units)
- NURS 597 Doctoral Project (2 units)

POLICIES ON PROFESSIONAL ETHICS & ACADEMIC INTEGRITY

Students enrolled at Fresno State, and Faculty assigned to Fresno State, will respect and honor the codes and standards set by Fresno State in all matters.

CODE OF ACADEMIC INTEGRITY HONOR CODE

Fresno State is committed to maintaining a culture of academic integrity where all members are expected to adhere to fundamental values in both academic and non- academic endeavors. For purposes of this code, academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action” (Center for Academic Integrity, Fundamental Values of Academic Integrity – January 2005)

All Academic Policy’s (including Academic Governance, Personal/Faculty, and Student Affairs may be found at the website below:

<http://www.fresnostate.edu/academics/aps/forms-policies/apm/index.html>

The Code

Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.

Principles of Implementation

- a) All members of the university community are responsible for adhering to high standards of academic integrity, for actively ensuring that others uphold the Code, and for responding assertively to violations. (APM 336 *)
- b) Faculty members are responsible for informing students of academic behaviors that are permissible and not permissible, and for reporting violations of the code to the proper campus authorities. (APM 235, 241, 336)
- c) Students shall not give or receive unauthorized aid on examinations or other course work that is to be used by the instructor as the basis of grading.

DNP Faculty Responsibilities

DNP academic faculty will:

- a. Exhibit high standards of professional ethics. (APM 336)
- b. Treat all students fairly and consistently to avoid any appearance of special favors for special groups. (APM 336)
- c. Explain what constitutes cheating, plagiarism, inappropriate collaboration or other issues related to academic integrity through the class syllabus, and in relation to assignments, tests

- and other class activities for which grades are to be assigned. Provide links to university web sites that explain and elaborate these policies. (e.g., APM 235, 241, 336)
- d. Give examples of cheating and plagiarism for the particular class and provide examples of past consequences to students for such behavior. (APM 241)
 - e. Regularly update tests, assignments and notes.
 - f. Uphold university policy to report all instances of cheating, plagiarism and inappropriate academic behavior to the Office of the Vice-President for Student Affairs /Dean of Students. (APM 235)
 - g. Establish a 'culture of academic integrity' in individual classes and in each department.
 - h. Monitor students during tests and develop procedures for assessing whether assigned work has been completed in accordance with expectations.
 - i. Develop expectations for student self-monitoring and collective monitoring during examinations and on assignments by having students include and sign the following statement on all work to be used as the basis for a grade: "I have done my own work and have neither given nor received unauthorized assistance on this work."

DNP Students Responsibilities

- a) Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources. (APM 235, 241)
- b) Sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."
- c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Recommended by the Academic Senate April 2005 Approved by the President May 5, 2005
APM 236 – 2

Referenced Policies from the University's Academic Policy Manual:

APM 235--Policy on Cheating and Plagiarism <http://www.csufresno.edu/aps/apm/235.pdf>

APM 241--Policy on Course Syllabi and Grading

<http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2007.pdf>

APM 336--University Statement on Faculty Rights and Responsibilities

<http://www.csufresno.edu/aps/apm/336.pdf>

CHEATING & PLAGIARISM

<http://www.fresnostate.edu/academics/aps/documents/apm/235.pdf>

PHILOSOPHY: Honesty and integrity are two of the most important values of the university in its pursuit and dissemination of truth and knowledge. Faculty and students share the responsibility for maintaining the probity of the educational experience and preserving high standards of excellence.

Academic dishonesty--cheating and plagiarism - - is unacceptable behavior morally, ethically and legally; and it cannot be justified or tolerated. To do otherwise undermines the ideals and purposes of higher education and severs the bonds of respect and trust between teacher, student and society. Cheating and plagiarism compromise the process of fair and equitable evaluation of all students'

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academic performance and erode the quality and value of degrees conferred by the University. Students engaging in such practices are denying themselves the benefit of an instructors' accurate assessment and feedback, thereby hindering their academic and personal development. Moreover, intellectual dishonesty reinforces the false idea that success in life, personally and professionally, can come to those who deviate from community norms and who lack the requisite expertise in their chosen careers.

RESPONSIBILITY: Although faculty set the standards for moral and academic excellence in teaching and learning, such standards cannot be attained without full cooperation and support of students. Therefore, each student is expected to accept her/his responsibility to maintain honesty and integrity in all endeavors inside and outside of the classroom, studio, or laboratory. Faculty must encourage this by: establishing an atmosphere of mutual respect in their classrooms; stating her/his own standards and expectations for academic performance; structuring learning situations that encourage honesty and deter cheating and plagiarism; presenting the University's policy on cheating and plagiarism and the penalties for violations thereof; and holding accountable those who infringe on this policy. The policies herein on cheating and plagiarism and the accompanying due process procedures are designed to accomplish the above stated objectives, while protecting the rights of the accused. This policy, along with the related procedures, should be followed scrupulously.

INTRODUCTION

Adjudicating cases of cheating and plagiarism involves at least two aspects of the student's status within the university. The first directly affects the student's academic status in the university. The second may involve disciplinary action, which also may jeopardize the student's ability to remain enrolled in the university. When an instructor believes a student is cheating and/or plagiarizing, he/she must still preserve the student's right to due process and confidentiality in handling the situation according to this policy on cheating and plagiarism and Executive Order 628, Student Disciplinary Procedures for the California State University.

I. STUDENT'S ACADEMIC STATUS/STANDING

A) Academic Work and Grading

Faculty expects students to maintain honesty and integrity in their academic performance. On the other hand, students expect faculty to maintain integrity and fair play in the performance of their teaching and grading responsibilities. Students are expected to be familiar with university policies on cheating and plagiarism which can be found in the university's General Catalog and Schedule of Courses. Instructors shall include a statement in their syllabus on intellectual honesty and integrity as it relates to the University's policies on cheating and plagiarism. Since proving cheating and/or plagiarism can result in severe penalties and consequences, students are expected to clarify with their instructors whether or not certain actions would or would not be acceptable behavior in taking examinations, writing papers, doing homework, and performing other activities pertaining to any class and/or laboratory. If a student observes one or more students cheating and/or plagiarizing, it would be proper for the student to confront those students directly and/or to notify the instructor so that the instructor could take appropriate action.

B) Definitions

For examples of cheating please see Academic Policy 235 Appendix A and B:

<http://www.fresnostate.edu/academics/aps/documents/apm/235.pdf>

1. Cheating

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Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Inappropriate behavior reasonably interpreted as evidence of the intent to cheat is also interpreted as cheating for the purpose of this policy. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

2. Plagiarism

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

C) Procedures

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the above definitions, the faculty member is obliged to initiate a faculty-student conference [Section 1. paragraphs a) through c)] or refer it directly to a departmental hearing [Section 2, paragraphs a) through e)]. If the alleged cheating and/or plagiarism occurred at the end of the semester, the faculty member shall submit a grade of "I", rather than an "F" or other letter grade, which will stand until the allegation has been resolved. Given the sensitive nature of the events referenced by this policy, all parties involved should act and respond in a timely fashion.

1. Faculty – Student Conference

The instructor may choose to handle the alleged instance of cheating and/or plagiarism in conference with the student. During the conference, the instructor shall present the student with the charge and the evidence. Sooner is better, but normally the conference should occur no later than one month from the alleged incident or discovery of it. If the conference finds that cheating and/or plagiarism occurred, the Instructor's Report of Cheating and/or Plagiarism must be filed.

The procedures for the faculty-student conference are detailed in paragraphs a) through c) below.

a) Academic Sanctions

If the student admits to the wrongdoing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering a grade, assigning a grade of "0" or "F" for the test/paper, assigning an "F" for the entire course, or recommending another penalty that seems appropriate. No sanction can be imposed without filing the Instructor's Report of Cheating and/or Plagiarism with the Vice President for Student Affairs and Dean of Students.

b) Disciplinary Sanctions

In addition to academic sanctions, faculty may also recommend students who admit to cheating and/or plagiarism be subject to additional disciplinary sanctions by the Vice President for Student Affairs and Dean of Students pursuant to Section 41301 of Title 5; Executive Order No.628. Following procedures consonant with due process, disciplinary action taken by the Vice President for Student Affairs and Dean of Students may include, but is not limited to, the

following: blocking the possibility of substituting a grade earned later in the same course, a written reprimand, probation, suspension, or expulsion. Recommendations for these disciplinary sanctions will be considered upon receipt of the Instructor's Report of Cheating and/or Plagiarism filed

by the instructor as called for under Section I Subpart C within one month following the faculty-student conference.

c) Instructor's Report of Cheating and Plagiarism

If the faculty member is convinced that cheating and/or plagiarism did not occur, the conference is considered concluded and no report of the incident is made. If the faculty member and the student agree that cheating and/or plagiarism did occur and the student accepts the recommended sanction(s), the conference is considered completed to the satisfaction of both parties. At the successful conclusion of the faculty-student conference, the faculty member must file the Instructor's Report of Cheating and/or Plagiarism with the Vice President for Student Affairs and Dean of Students within one month of the faculty-student conference. The report will be placed in a confidential file in accordance with the federal Family Educational Rights and Privacy Act of 1974 and California's Education Code, Section 67100 et. seq. Seven years after the cheating/plagiarism incident is resolved, the report shall be removed from the file and destroyed.

2. Departmental Hearing

At the initiation of the faculty member or in the event that no mutually agreeable settlement is reached as a result of the faculty-student conference, the faculty member immediately concerned will consult with the department chair(s) or designees as soon as possible but normally no later than one week after the faculty-student conference or the alleged incident occurred and/or was discovered. At that time, the faculty member will describe the nature of the incident and present supporting evidence. In addition to the evidence presented by the instructor, the chairs may conduct an investigation. The procedures for the departmental hearing are detailed in paragraphs a) through e) below.

a) Notification of Hearing

The department chairs will forward a written statement of the allegation to the student as soon as possible, together with a brief description of the supporting evidence, a statement of the student's right to a meeting and to present evidence in his or her own behalf, in addition to a copy of the Policy and Procedures on Cheating & Plagiarism (APM 235). The student must be informed of where and when the full supporting evidence of academic dishonesty is available for review and be notified of his/her right to bring an advisor to the hearing. The student must be given time to prepare a defense.

b) Official Hearing

The department chair 1 will schedule a hearing as soon as possible -- normally, this should be no later than two weeks after the alleged incident occurred and/or was discovered. Every effort should be made to schedule the hearing at a time convenient to all parties involved. Those present at the hearing will include the department chairs or designees, the faculty member, and the student charged. Also, a faculty/staff member or student of the student's choice may attend to act as an advisor. Legal counsel may not attend departmental hearings. In a case

where two or more students are involved, the chair will schedule a group hearing unless one or more students request separate hearings or the chair believes separate hearings would be necessary or appropriate. The department chair will conduct the hearing and has the authority to negotiate a settlement between or among the principals, if agreeable to all parties. (For example, a different test might be constructed and administered, an essay might be rewritten, or a disinterested third party might be asked to grade the test/paper.) It should be remembered that the burden of responsibility is upon the instructor to provide evidence during the hearing that the student did cheat or plagiarize. If the departmental hearing finds that cheating and/or plagiarism did occur,

If the instructor alleging cheating/plagiarism is also the department chair or another administrator, the college/school dean will schedule and conduct this meeting. Actions on sanctions recommended after the departmental hearing cannot be taken without filing the department chair's Report of Cheating and/or Plagiarism. The department chair will notify the student and the instructor in writing of the decision resulting from the departmental hearing. In the event the faculty member or the student involved does not attend the departmental hearing, the hearing shall proceed. The department chair shall render a decision and notify in writing all parties involved of the decision resulting from the departmental hearing, including a copy of the department chair's report of cheating/plagiarism. The faculty member shall forward a copy of the Instructor's Report of Cheating and Plagiarism if appropriate. If the instructor alleging cheating/plagiarism is also the department chair or another administrator, the college/school dean or designee will schedule and conduct this meeting.

c) Academic Sanctions

If the departmental hearing finds that cheating and/or plagiarism did occur, the faculty member shall impose an academic sanction. The student will be informed in writing of the academic sanctions imposed. The instructor has the prerogative of lowering a grade, assigning a grade of "0" or "F" for the test/paper, assigning an "F" for the entire course, or assigning another penalty that seems appropriate. If the student does not acknowledge guilt, or acknowledges guilt but is not willing to accept the recommended sanction(s), the student has the right to appeal the decision to the Student Academic Petitions Committee in accordance with the Policy & Procedures for Reviewing and Appealing an Assigned Grade (APM 242). If a failing grade for the entire course is assigned, the instructor must inform the student that he/she should remain in the course --completing all assignments, and taking all tests to accommodate the student's option to appeal the instructor's grade and to allow for the time required by the appeal process to render a final decision. On the other hand, if the evidence does not support the charge, the Chair will so notify the student in writing and will request the instructor to record the appropriate grade. If the faculty member disagrees with the Chair's decision, the faculty member may appeal the decision to the Student Academic Petitions Committee. The faculty member must appeal the decision by formal memorandum within two weeks of the decision. If the alleged cheating and/or plagiarism occurred at the end of the semester, the faculty member shall submit a grade of "I", rather than an "F" or other letter grade, which will stand until the allegation has been resolved by due process as described above and in accordance with the Policy & Procedures for Reviewing and Appealing an Assigned Grade (APM 242).

d) Disciplinary Sanctions

In addition to academic sanctions, faculty may also recommend students who are

found guilty of cheating and/or plagiarism be subject to additional disciplinary sanctions by the Vice President for Student Affairs and Dean of Students pursuant to Section 41301 of Title 5; Executive Order No.628. Following procedures consonant with due process, disciplinary action taken by the Vice President for Student Affairs and Dean of Students may include, but is not limited to, the following: blocking the possibility of substituting a grade earned later in the same course, a written reprimand, probation, suspension, or expulsion. Recommendations for these disciplinary sanctions will be considered upon receipt of the Instructor's Report of Cheating and/or Plagiarism filed by the instructor normally within one month of the hearing conducted by the department chair.

e) Instructor's Report of Cheating and/or Plagiarism

At the conclusion of the departmental hearing where cheating and/or plagiarism is found to have occurred, the faculty member shall file the Instructor's Report of Cheating and/or Plagiarism with the Dean of Students normally within one month of the hearing. If the student accepts the recommended sanctions(s), the departmental hearing is considered completed to the satisfaction of both parties. The report will be placed in a confidential file in accordance with the federal Family Educational Rights and Privacy Act of 1974 and California's Education Code, Section 67100 et. seq. Seven years after the cheating/plagiarism incident is resolved, the report shall be removed from the file and destroyed.

D) Student Rights

Nothing in this policy statement is intended to deny students who come within its scope full access to due process, including the right to be informed of the charges against him or her, to be informed of the nature of the evidence supporting such charges, to have a meeting at which time statements and evidence in his or her own behalf may be submitted, and to appeal any decision resulting from such meeting through appropriate university channels. If the student does not acknowledge guilt, or acknowledges guilt but is not willing to accept the recommended sanction(s), the student has the right to appeal the decision to the Student Academic Petitions Committee in accordance with the Policy and Procedures for Reviewing and Appealing an Assigned Grade (APM 242). If a failing grade for the, entire course is assigned, the instructor must inform the student that he/she should remain in the course -completing all assignments and taking all tests to accommodate the student's option to appeal the instructor's grade and to allow for the time required by the appeal process to render a final decision. On the other hand, if the evidence does not support the charge, the chair will so notify the student in writing and will request the instructor to record the appropriate grade. The student has the right to appeal the faculty member's grade or other action and department chair's decision to uphold the grade or other action to the Student Academic Petitions Committee within two weeks of the written notification of the decision.

A copy of the Policy & Procedures for Reviewing and Appealing An Assigned Grade may be obtained from the Office of Advising Services. In addition, the Policy is located in the Academic Policy Manual in each academic department office and in the Library.

References: Family Educational Rights and Privacy Act of 1974 California's Education Code, Section 67100 et. seq., Title 5 Section 41301; CSU Executive Order No.628 Policy & Procedures for Reviewing and Appealing an Assigned Grade (APM 242)

Recommended by the Academic Senate August 1979

Revised 8/2022

Approved by the Vice President-in-Charge September 1979
Amended 4/84; 5/96; 3/30/01

Appendix A

CALIFORNIA STATE UNIVERSITY, FRESNO DOCTOR OF NURSING PRATICE (DNP)

Course Evaluation Summary and Action Plan (CESAP)

DNP Faculty,

As a part of our continued effort to offer the highest caliber courses within our DNP program, it is necessary to evaluate if specific learning outcomes are being met. To accomplish this, the California State University, Fresno, DNP program requires each instructor to review, reflect, and then write suggested changes regarding the courses they are teaching.

Attached you will find instructions on how to accomplish this and the form to use. The assessment process can be done on an individual basis or at a course committee level, depending on the course and the situation. However, once the "Course Evaluation Summary and Action Plan" (CESAP) form is completed it will go directly to the Director of the DNP program. The DNP Executive Leadership Team (ELT) will review the individual faculty members' CESAP forms.

The *DNP ELT* consists of the Chair of the School Nursing, DNP Director and Coordinator.

The results of the Evaluation will be disseminated at the Graduate Committee.

Based on the outcomes of the assessment activities, recommendations for improvement will be made. Changes will be completed by the appropriate faculty member teaching the course. Change completion will be supervised by the DNP Program Director.

Instructions

Each faculty upon receiving their **course evaluations** (not instructor evaluations/Explorance Blue) will complete the CESAP form.

Completed CESAP forms will be electronically delivered to DNP program coordinator; faculty should retain a copy for their records.

The forms should be completed and sent to the DNP coordinator by the end of:

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- d. **March for previous fall courses.**
- e. **October for previous spring courses.**
- f. **December for previous summer courses.**

The DNP ELT designates a specific DNP Committee meeting to review the CESAP forms. Results of the course reviews are resented by the DNP Program Director at the Graduate Committee

If the DNP ELT makes suggested changes to the course, the individual faculty currently teaching the course will be responsible for making the suggested changes.

Faculty are expected to make recommended changes as soon as it is logistically feasible.

The DNP coordinator is responsible to ensure changes are completed.

Course Number and Name

Semester and Year

Faculty Name

DNP STUDENT PERSPECTIVE

Number of students reporting:

Number of students in the class:

Average rating by students (from course evaluation):

Summary of most valuable aspects of course according to students:

- **Direct comments from students as appropriate:**

- **Summary of suggested changes from the students:**

DNP INSTRUCTOR PERSPECTIVE

Instructor's response to students' comments

- **What will be modified or if not, rationale for not modifying course:**

PROGRAM and STUDENT LEARNING OUTCOMES (SLO)

The goal of the DNP program is to prepare nurses for advanced practice roles, as clinical scholars, and health policy leaders. Pedagogy used to meet stated course SLOs are course activities and evaluation methods.

List the **Program Learning Outcomes (PLO)** you feel your course includes and evaluates (syllabus will provide insight into which outcome is included in your course & the attached grid (page 7) offers each instructor additional information regarding SLOs).

Program Learning Outcomes have been identified as preparing graduates to:

1. Provide safe, effective, and efficient care within the scope of advanced nursing practice.
2. Develop effective strategies to ensure the safety of patients and populations.
3. Critically analyze literature and develop best practices.
4. Translate research into clinical practice.
5. Measure patient outcomes.
6. Design, implement, and evaluate quality improvement measures.
7. Analyze the cost-effectiveness of practice initiatives.
8. Evaluate information systems and patient care technology.
9. Influence health care policy, educate others about health disparities, and advocate for social justice.
10. Demonstrate leadership skills to ensure patient outcomes, enhance communication, and create change in healthcare.

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DNP Essentials

- I. Scientific Underpinnings for Practice
- II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
- III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
- IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
- V. Health Care Policy for Advocacy in Health Care
- VI. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
- VII. Clinical Prevention and Population Health for Improving the Nation's Health
- VIII. Advanced Nursing Practice

COURSE – STUDENT LEARNING OUTCOMES

Insert SLOs from course here

Evaluation Method	Activity	DNP Essential #	DNP PLO #	Course SLO #	Recommended Changes

RECOMMENDED CHANGES

Please describe the changes (if any) you plan on making after reflecting and reviewing this course. Include your rationale for changes or if you are making no changes state your reasoning.

Submitted to DNP Coordinator: _____ Date received: _____

Executive Leadership Committee date received: _____

Graduate Committee date reviewed: _____

Outcomes/Essentials	California State University Northern California Consortium Doctor of Nursing Practice Courses														
	Diversity	Theories	Biostatistics	Leadership	Technology	Evidence Based Practice	Health Policy	Epidemiology	Reflective Practice 1	Reflective Practice 2	Curriculum	Financial	Evaluation	Application	Doctoral Project
I: Scientific Underpinnings		I	R			A		A	A	A					A
II. Org. & Systems Ldrshp.	I	R		A			A		A	A		A			A
III. EBP		I	R			A		A							
IV. Technology					I						A				
V. Health Policy	I						A					A			
VI. Interprof.Collaboration				I	R		A							A	A
VII. Population Health	I	R	R			A	A	A	A	A					A
VIII. Adv. Nsg. Practice		I		R	A		A	A	A	A	A	A	A		A

Key:

I = Introduces
R = Reinforces
A = Assesses

SIGNATURE PAGE

I have read and understand the California State University, Fresno, Doctor of Nursing Practice
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