California State University, Fresno
College of Health and Human Services
School of Nursing

FACULTY
HANDBOOK

2020-2021

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PART I
INTRODUCTION

INTRODUCTION

The School of Nursing Faculty Handbook provides information about University, College, and School policies, procedures, and guidelines. The handbook has been compiled to assist faculty members to assume their responsibilities effectively. The Academic Policy Manual (APM) (http://fresnostate.edu/academics/facultyaffairs/policies/apm/index.html) is a reference to approved University policies, procedures, contracts, and general information.

The bylaws, policies, procedures, and guidelines in this handbook set forth those principles of consultative procedure that serve as a basis for the governance of the School. They are subject to the laws of the State of California, regulations of the Trustees and Chancellor of the California State University, and rules and governance of California State University, Fresno. The Policy on Academic Organization and the Trustee Statement on Collegiality are principles that guide the School functioning. The concept that individuals affected by policy and procedure shall participate in their formulation is inherent in academic governance.

Mission Statement

The mission of the School of Nursing is to offer quality nursing education to undergraduate and graduate nursing students. This education prepares nurses with clinical decision-making skills based on Evidence-Based Practice (EBP). Additionally, the School of Nursing seeks to establish an academic foundation for Advanced Practice Nursing and Doctoral preparation. As life-long learners, graduates are prepared to deliver Holistic health care to diverse populations across Health Care settings. (Approved by Faculty Council: 8/23/13; reviewed 4/20/18, 4/26/19)

Philosophy of Nursing

California State University, Fresno offers comprehensive programs that lead to the baccalaureate, master's and doctoral degrees in a wide variety of fields of study. A strong general education component in the undergraduate programs fosters the importance of lifelong learning. The master's and doctoral programs are designed to provide specialized study in selected advanced practice fields. The University's special commitment to the San Joaquin Valley is to prepare students for industries and professions serving the community. To achieve the mission, California State University, Fresno supports applied research and public service programs as a means to enhance faculty development and instruction, especially those that contribute to the intellectual, social, cultural and economic vitality of the San Joaquin Valley and California.

The School of Nursing philosophy, consistent with the mission of the University and College of Health and Human Services, is an expression of the commitment to excellence in professional education in meeting the health needs of the community. The School of Nursing, therefore, offers a baccalaureate program for generalists, a School Nurse Credential Program, a master's program for advanced practice in selected areas and a doctoral program with a focus on applied evidence-based practices. In order to meet the rapidly changing needs of society and the requirements of the profession, the faculty continually evaluate existing programs for effectiveness, initiate new programs, and implement change when necessary. The faculty believe that the nursing profession is characterized by the four concepts of person, environment, health, and nursing.

The faculty further believe that a person is a unique being in constant interaction with environmental stressors: intrapersonal, interpersonal, and extra personal in nature. Response to these stressors is influenced by the interaction of the individual's physiological, psychological, sociocultural, and developmental variables. It is also believed that individuals have the right to make decisions that affect their lifestyle and well-being. The environment encompasses internal and external forces including societal, technological, cultural, and other multidimensional influences.

Health and illness are viewed as continuing processes along a wellness-illness continuum, in which the individual attempts to achieve a sustainable balance between needs and available resources. Nursing responds to the reciprocal interaction between the person and the environment to facilitate a state of dynamic equilibrium or change in

the level of health at any point along the wellness-illness continuum. Nursing is directed toward reducing stress factors that influence or could influence the attainment of an optimum level of wellness by an individual, family, or community.

This goal is achieved through the nursing process, a systematic, problem-solving technique used for implementing independent, interdependent, and dependent nursing actions. This process consists of assessing the person's actual and/or potential health problems, constructing a diagnostic statement, formulating goals and objectives with expected outcomes, implementing therapeutic interventions, and evaluating the effectiveness of these interventions/preventions.

The School of Nursing's philosophy is actualized through application of the Neuman Systems Model. Nursing is advancing into a new era of expanding roles, responsibilities and functions in primary, secondary, and tertiary preventions. Faculty are responsible for the preparation of professional nurses who can assume current nursing roles and adapt to future health needs and evolving health care requirements. Thus, professional nursing education requires a flexible curriculum that emphasizes a total person approach and based on evolving nursing theory and knowledge from the sciences and related disciplines.

The faculty believe that learning is a process that influences and promotes change in behavior. Learning is viewed as a life-long process involving the continuing development of personal, intellectual, and professional growth. Learning is facilitated by professional role modeling in an educational environment conducive to the exchange of ideas, critical thinking, decision-making, creativity, experimentation, and innovation.

Inherent in the teaching/learning process is the reciprocal responsibility of faculty and students in influencing the process of learning outcomes. In this relationship, faculty serve as role models and valuable resources in facilitating the advancement of nursing practice through leadership, research, and scientific inquiry. The faculty recognize the unique diversity of the Central Valley including cultural and ethnic backgrounds, language, beliefs, values, learning styles, and support systems. This diversity is viewed as an asset that is incorporated into curriculum development, implementation, and evaluation. The learner is expected to exhibit self-direction, and a sense of responsibility and accountability in mastery of knowledge and skills consistent with professional practice.

As scholars, nurses, and citizens, faculty accept the responsibility for the development of the profession and improvement of health care through continuing practice, study, and research. The faculty believe that well developed leadership abilities are essential in professional practice. Nurses need to seek improved ways of service to clients through research and effective dissemination of knowledge.

The faculty is committed to an educational process that prepares undergraduate nurses for entry level positions in nursing. Consistent with the concept of career mobility, opportunities are provided for returning RNs to articulate with the program at appropriate academic levels. The generalist education of the baccalaureate program serves as a foundation for graduate education in nursing.

The Master of Science in Nursing program prepares professionals in the functional roles of primary care nurse practitioner, clinical nurse specialist, and nursing educator. The second professional degree also provides foundation for doctoral study.

The Doctor of Nursing Practice program is designed for 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 graduate curriculum supports the functional areas and facilitates competence in the essential clinical domains which include: Management of client health/illness status; The nurse-client relationship; Teaching and outcome based evaluations; Professional role development; Health promotion and human diversity; Managing health care delivery systems; and Monitoring quality of health care practice.

Approved by Faculty Council, March 14,
1987 Revised Fall 1998; April 8, 2005;
March 28, 2008; February 28, 2013;
August 23, 2013

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School of Nursing
Conceptual Framework

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The nursing baccalaureate and graduate programs at California State University, Fresno use the Neuman Systems Model. The framework evolves from the philosophy and focuses on the domains of client, environment, health, and nursing.

Client/Client System

The client/client system (person) is viewed as a composite of variables (physiological, psychological, socio-cultural, developmental, and spiritual), each of which is a subpart of all parts, forms the whole of the client. The client as a system is composed of a core or basic structure of survival factors and surrounding protective concentric rings. The concentric rings are composed of similar factors, yet serve varied and different purposes in either retention, attainment, or maintenance of system stability and integrity or a combination of these.

Environment

The environment consists of both internal and external forces surrounding the client, influencing and being influenced by the client, at any point in time, as an open system. The created environment is an unconsciously developed protective environment that binds system energy and encompasses both the internal and external client environments.

Health

Health is a continuum of wellness to illness, dynamic in nature, and is constantly subject to change. The client is in a dynamic state of either wellness or illness, in varying degrees, at any given point in time.

Nursing

A unique profession concerned with all variables affecting clients in their environment. Nursing actions are initiated to best retain, attain, and maintain optimal client health or wellness using the three preventions (primary, secondary, tertiary) as interventions to keep the system stable.

All concepts identified in the curriculum are introduced in the first semester nursing course as the theoretical foundation for professional nursing. The central concepts of client, environment, health, and nursing used in the curriculum as vertical strands and denote introduction, placement and study of specific content, and experience relevant to the concept in the curriculum.

Reviewed March 28, 2008; May 6, 2016

Bachelor of Science in Nursing Program Purpose

The purpose of the baccalaureate program is to prepare the graduate as a generalist for any entry-level position in professional nursing. The program also enables the graduate to meet the requirements for state certification as a public health nurse. Additionally, the program provides the foundation for advanced study in nursing.

Baccalaureate Program Goals

At the completion of the baccalaureate program, the graduate will be prepared to function in a variety of health care settings and demonstrate the following:

1. Synthesize theoretical, conceptual, and empirical knowledge from the humanities, natural sciences, social sciences, and nursing in the provision of care to clients through primary, secondary, and tertiary preventions.

2. Utilize the nursing process to achieve the optimal health potential for clients and self.

3. Evaluate the physiologic, psychological, socio-cultural, and developmental stressors experienced by individuals, families, and communities.

4. Utilize the concepts of communication and leadership for effective interaction with clients and other health care providers.

5. Collaborate with other health care providers to meet the health care needs of clients.

6. Promote active participation of the client in the health care process through mutual goal setting.

7. Utilize research-derived knowledge and findings in the investigation and evaluation of nursing phenomena for the improvement of nursing practice.

8. Demonstrate responsibility and accountability for nursing practice within the scope of the law, standards of practice, and ethical principles.

9. Demonstrate commitment to lifelong learning to maximize personal and professional development.

10. Promote change in nursing and health care systems based on analysis of historic and current trends.

Reviewed March 28, 2008; May 2015

The Program Goals were derived from the American Association of Colleges of Nursing's The Essentials of Baccalaureate Education for Professional Nursing Practice (2008).Thus the nine overarching Essentials are threaded throughout the program.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice: A solid base in liberal education provides the cornerstone for the practice and education of nurses.
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety: Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
Essential III: Scholarship for Evidence Based Practice: Professional nursing practice is grounded in the translation of current evidence into one's practice.
Essential IV: Information Management and Application of Patient Care Technology: Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
Essential V: Health Care Policy, Finance, and Regulatory Environments: Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes: Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
Essential VII: Clinical Prevention and Population Health: Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
Essential VIII: Professionalism and Professional Values: Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
Essential IX: Baccalaureate Generalist Nursing Practice: The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.
(American Association of Colleges of Nursing's The Essentials of Baccalaureate Education for Professional Nursing Practice (2008).)

The School of Nursing incorporates the American Nurses Association (ANA) Code of Ethics for Nurses into the curriculum.

American Nurses Association Code of Ethics for Nurses
with Interpretive Statements

Provision 1: The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

Provision 2: The nurse's primary commitment is to the patient, whether an individual, family, group, or community.

Provision 3: The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

Provision 4: The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

Provision 6: The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

Provision 7: The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

Provision 8: The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

Provision 9: The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

(American Nurses Association, *Code of Ethics for Nurses with Interpretive Statements*, Washington, D.C.: American Nurses Publishing, 2015)

Master of Science in Nursing Program Purpose

The purpose of the Master of Science in Nursing program is to prepare nurses for advanced practice in the functional role of primary care nurse practitioner. Each graduate of the master's in nursing program must demonstrate advanced knowledge and skill in physical diagnosis, psychosocial assessment, and management of health-illness needs in complex client and community systems. The program provides a foundation for doctoral study in nursing.

Approved by Faculty Council: 5/14/99; Revised 5/23/05; 8/23/13

Master of Science Program Outcomes

Regardless of the area of specialization, the role of a nurse with a master's degree requires the ability to think critically, to apply complex concepts to practice, and to provide leadership in the areas of scientific inquiry and advanced practice. Faculty are committed to providing educational experiences that facilitate the development of these competencies.

The School of Nursing mission statement, philosophy, and program purpose provide the conceptual framework for the program goals listed below.

1. Integrate scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Demonstrate leadership skills that emphasize ethical and critical decision-making, effective working relationships, and a systems-perspective.
3. Demonstrate knowledge of the methods, tools, performance measures, and standards related to quality.
4. Apply research to outcomes within the practice setting.
5. Use patient-care and communication technologies to deliver, enhance, integrate and coordinate care.
6. Intervene at the system level through the policy development process and employ advocacy strategies to influence health and health care.
7. Communicate, collaborate, and consult with other health professionals to manage and coordinate care.
8. Apply and integrate broad, organizational, client-centered, and appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates.
9. Demonstrate understanding of nursing and relevant sciences and integrate this knowledge into practice.

Role Specialization Outcomes

Outcomes for the role specialization option of nurse practitioner define the specific competencies of the role and are congruent with the overall program outcomes.

The following expected outcomes are entry-level competencies for all Nurse Practitioners. The Nurse Practitioner outcomes and curriculum are organized around the National Organization of Nurse Practitioner Faculties (NONPF) core

competencies for nurse practitioners. The program objectives provide the guideline for the development of each set of course objectives. Goals and Student Learning Outcomes for the Nurse Practitioner:

A. Scientific Foundation Competencies
1. Critically analyzes data and evidence for improving advanced nursing practice.
2. Integrates knowledge from the humanities and sciences within the context of nursing science.
3. Translates research and other forms of knowledge to improve practice processes and outcomes.
4. Develops new practice approaches based on the integration of research, theory, and practice knowledge.

B. Leadership Competencies
1. Assumes complex & advanced leadership roles to initiate & guide change.
2. Provides leadership to foster collaboration with multiple stakeholders to improve health care.
3. Demonstrates leadership that uses critical and reflective thinking.
4. Advocates for improved access, quality and cost effective health care
5. Advances practice through the development and implementation of innovation incorporating principles of change.
6. Communicates practice knowledge effectively both orally and in writing.
7. Participates in professional organizations & activities that influence advanced practice nursing and/or health outcomes of a population focus.

C. Quality Competencies
1. Uses best available evidence to continuously improve quality of clinical practice.
2. Evaluates how organizational structure, care processes, financing, marketing & policy decisions impact quality of health care.
3. Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
4. Applies skills in peer review to promote a culture of excellence.
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.

D. Practice Inquiry Competencies
1. Provides leadership in the translation of new knowledge into practice.
2. Generates knowledge from clinical practice to improve practice and patient outcomes.
3. Applies clinical investigative skills to improve health outcomes.
4. Leads practice inquiry, individually or in partnership with others.
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.
6. Analyzes clinical guidelines for individualized application into practice.

E. Technology & Information Literacy Competencies
1. Integrates appropriate technologies for knowledge management to improve health care.
2. Translates technical & scientific health information appropriate to various users' needs.

2a). Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.

2b). Coaches the patient and caregiver for positive behavioral change.

3. Demonstrates information literacy skills in complex decision-making.
4. Contributes to the design of clinical information systems that promote safe, quality and cost effective care.
5. Uses technology systems that capture data on variables for the evaluation of nursing care.

F.   Policy Competencies
1. Demonstrates an understanding of the interdependence of policy and practice.
2. Advocates for ethical policies that promote access, equity, quality, and cost.
3. Analyzes ethical, legal, and social factors influencing policy development.
4. Contributes in the development of health policy.
5. Analyzes the implications of health policy across disciplines.
6. Evaluates the impact of globalization on health care policy development.

G.   Health Delivery System Competencies
1. Applies knowledge of organizational practices & complex systems to improve health care delivery.
2. Effects healthcare change using broad based skills including negotiating, consensus building, and partnering.
3. Minimizes risk to patients and providers at the individual and systems level.
4. Facilitate the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
5. Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
6. Analyzes organizational structure, functions, and resources to improve the delivery of care.
7. Collaborates in planning for transitions across the continuum of care.

H. Ethics Competencies
1. Integrates ethical principles in decision-making.
2. Evaluates the ethical consequences of decisions.
3. Applies ethically sound solutions to complex issues related to individuals, populations & systems of care.

I. Independent Practice Competencies
1. Functions as a licensed independent practitioner.
2. Demonstrates the highest level of accountability for professional practice.
3. Practice independently managing previously diagnosed and undiagnosed patients.

3a). Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative and end of life care.

3b). Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.

3c). Employs screening and diagnostic strategies in the development of diagnoses.

3d). Prescribes medications within the scope of practice.

3e). Manages the health/illness status of patients and families over time.

4. Provides patient-centered care recognizing cultural diversity & the patient or designee as a full partner in decision-making.

4a). Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.

4b). Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.

4c). Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.

4d). Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.

(Adapted from: American Association of Colleges of Nursing. (1996). *The essentials of master's education for advanced practice nursing.* Washington, DC: Author. National Organization of Nurse Practitioner Faculties. (2012). *Nurse practitioner core competencies April 2011, Amended 2012)*

Doctor of Nursing Practice Program Purpose

The purpose of the Doctor of Nursing Practice (DNP) program is to prepare experts in specialized advanced nursing practice. The DNP program prepares graduates for leadership and clinical roles and to engage in evidence-based inquiry. Graduates may also serve as clinical faculty in postsecondary nursing education programs. The curriculum is based on the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) and meets all requirements for national accreditation.

Doctor of Nursing Practice Program Goals

The goal of the Doctor of Nursing Practice program is to prepare nurses for advanced practice roles, as clinical scholars, and as health policy leaders. Program goals 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 healthcare 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.

Doctor of Nursing Practice Student Learning Outcomes

The primary Student Learning Outcomes are taken directly from the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006).The eight overarching essentials form the DNP program's core concepts that are threaded throughout coursework.

ESSENTIAL I ~ Scientific Underpinnings for Practice

ESSENTIAL II ~ Organizational and Systems Leadership for Quality Improvement & Systems Thinking

ESSENTIAL III ~ Clinical Scholarship and Analytical Methods for Evidence-based Practice

ESSENTIAL IV ~ Information Systems/Technology and Patient Care Technology for the Improvement & Transformation of Healthcare

ESSENTIAL V ~ Health Care Policy for Advocacy in Healthcare

ESSENTIAL VI ~ Interprofessional Collaboration for Improving Patient & Population Health Outcomes

ESSENTIAL VII ~ Clinical Prevention and Population Health for Improving the Nation's Health

ESSENTIAL VIII ~ Advanced Nursing Practice

PART II
FACULTY BYLAWS

School of Nursing

Faculty Bylaws

Article I. Name

The name of the organization shall be the School of Nursing.

Article II. Functions

The School of Nursing shall:

A. Have jurisdiction over matters of curricular, educational, and faculty policy affecting the School within the regulations of the College, the University, and the California State University System.

B. Submit to the Chair recommendations concerning business affairs of the School.

C. Receive committee reports and act on the recommendations.

Article III. Membership

Membership in this organization shall be open to all full-time tenured, tenure-track, and full or part-time temporary faculty in the School of Nursing.

Article IV. Administrative and Advisory Structure

Section 1 –Program Director/Chair

A. **Eligibility**

    1. Tenured or probationary faculty member with master's degree in nursing and doctorate in nursing or related field
    2. A minimum of two years of experience in an administrative position in a professional program in nursing education
    3. A minimum of three academic years of experience in professional nursing education within the last ten years
    4. A minimum of three years of clinical practice
    5. In the event that no such individual is available, a candidate may be recommended for this position through internal search process

B. **Term**

    Serves at the pleasure of the President with the possibility of re-nomination to occur at least every four years according to University policy

C. **Responsibilities**

1. Administer School, College, and University policies and procedures relative to School functioning
2. Supervise the development, implementation, and evaluation of the School curricula
3. Recruit and orient new faculty members in cooperation with School
4. Personnel Committee and Curriculum Coordinators
5. Establish and update School short- and long-term goals in collaboration with Faculty Council
6. Plan, coordinate, and administer the School budget utilizing input from Faculty Council
7. Assume or delegate responsibility for schedule of courses and teaching assignments with consideration of faculty input and requests
8. Recommend Coordinators with approval by Personnel Committee and probationary faculty members
9. Recommend individual to be acting Chair in case of absence with approval of Personnel Committee and probationary faculty members
10. Serve as ex-officio member of School committees
11. Chair Faculty Council
12. Coordinate faculty professional development program in collaboration with faculty members
13. Coordinate management of School travel funds
14. Participate in personnel decisions per University policy
15. Approve all research and training projects generated within the School including both individual and group proposals
16. Consult with Graduate Coordinator for approval of graduate thesis committees
17. Maintain cooperative relationships with health related agencies in the community
18. Prepare the annual report to be submitted to the Dean, College of Health and Human Services

Section 2 - Baccalaureate Coordinator

A. **Eligibility**

   Tenured or tenure track faculty member

B. **Term**

   1. Recommended by School Chair with Personnel Committee and probationary faculty members' approval
   2. Serves at the pleasure of the Chair subject to review by the Personnel Committee

C. **Responsibilities**

   1. Provides leadership in the development, coordination, evaluation, and revision of the baccalaureate program
   2. Chairs the Baccalaureate Curriculum Committee
   3. Serves on the Faculty Council
   4. Acts as liaison to Nursing Resource Committee
   5. Assists in the recruitment of students and faculty members
   6. Assists with student and faculty orientation
   7. Coordinates Baccalaureate student advising program
   8. Assists with advising prospective and current students
   9. Facilitates grant proposals to support Baccalaureate program activities
   10. Monitors problems with student progression in the major
   11. Prepares and/or presents required reports including BRN and CCNE baccalaureate sections for accreditation, program reports and evaluations, School annual report, and Dean's assigned time report
   12. Serves as liaison for the Baccalaureate program to the University and community

Section 3 - Graduate Coordinator

A. **Eligibility**

   Tenured or tenure track faculty member

B. **Term**

   1. Recommended by School Chair with Personnel Committee approval
   2. Serves at the pleasure of the Chair subject to review by the Personnel Committee

C. **Responsibilities**

   1. Provides leadership in the development, coordination, evaluation, and revision of the graduate program
   2. Chairs the Graduate Curriculum Committee
   3. Serves on the Faculty Council
   4. Coordinates the scheduling of graduate courses with the School Chair
   5. Coordinates graduate program offerings, including student and faculty orientations, writing requirements, qualifying examinations, core courses, role specialization, and thesis/projects
   6. Recruits graduate students and assists in recruitment of faculty members
   7. Advises prospective graduate students about admission requirements and options
   8. Advises current students about individualized program planning and status in the program
   9. Approves and processes the appropriate student forms for submission to the Division of Graduate Studies
   10. Approves composition of thesis committee in consultation with the School Chair
   11. Grants final approval to NURS 298 project or NURS 299 thesis
   12. Facilitates grant proposals to support graduate program activities
   13. Prepares and/or presents required reports including Board of Registered Nursing (BRN), Commission on Collegiate Nursing Education (CCNE), and graduate sections for accreditation, program reports and evaluations, Human Subjects Not-At-Risk studies, and School annual report
   14. Provides academic advising to all graduate nursing student
   15. Develops and coordinates clinical placements for MSN students
   16. Develops clinical contracts for graduate nursing students
   17. Orients students and faculty to online patient logging system
   18. Be available for consultation with students, faculty, preceptors, and placement facility administrators
   19. Documents that each student has a valid California Registered Nursing license, current immunizations, current CPR certification, a valid driver's license, and is covered by professional malpractice insurance, health and accident insurance, and the required amount of automobile insurance, where driving is a part of the clinical experience
   20. Facilitates communication between all involved persons
   21. Serves as liaison for the graduate program to the University and community

Section 4 – Nurse Practitioner Coordinator

A. **Eligibility**

   1. Tenured or tenure-track full-time faculty member
   2. Minimum of 5 years' experience as an NP
   3. Strong leadership skills
   4. Relevant professional certification and California licensure

B. **Term**

   1. Recommended by School Chair with Personnel Committee approval
   2. Serves at the pleasure of the Chair subject to review by the Personnel Committee

C. **Responsibilities**

   1. Manages, plans and coordinates of all aspects of the NP Program and its operation
   2. Oversees faculty in the NP program
   3. Manages and supports the faculty who provide advising and clinical supervision to students during student clinical experiences
   4. Reviews data related to student experiences and ascertains that all program and licensing requirements are met
   5. Implements and coordinates the curriculum
   6. Educates and advises students
   7. Collaborates with faculty colleagues to ensure quality clinical experiences
   8. Engages in scholarly activities and maintains clinical expertise
   9. Participates in School of Nursing activities and committees
   10. Interfaces with third party vendors and organizations vital to this program
   11. Approves where students will be placed
   12. Plans with placement facility personnel in advance of student's arrival, if needed

Section 5 – Graduate Clinical Coordinator

A. **Eligibility**

   1. Full-time or part-time faculty member
   2. Minimum of 5 years' experience as an NP
   3. Active in NP practice
   4. Relevant professional certification and California licensure
   5. Excellent community connections

B. **Term**

   1. Recommended by the School Chair
   2. Serves at pleasure of chair subject to review by Personnel Committee

C. **Responsibilities**

   1. Develops and maintains clinical site and preceptor relationships
   2. Reviews all preceptors and preceptor sites for minimal requirements to meet accreditation purposes
   3. Maintains preceptor binder, ascertains that licenses and certifications are current
   4. Maintains, demonstrates and reviews e-logs
   5. Provides the student with information about the community, placement facility, preceptor, and academic and personal responsibility prior to placement
   6. Schedules OSCEs, arranges for standardized patients, location, etc.
   7. Performs NP clinical site visits to validate site and educational appropriateness, preceptor skills, and verification of student hours
   8. Develops and presents clinical workshops

Section 6 – Lead Family Nurse Practitioner Faculty

A. **Eligibility**

1. Full-time tenure or tenure-track faculty member
2. Minimum of 5 years' experience as an NP
3. Relevant professional certification and California licensure

B. **Term**

1. Recommended by the School Chair.
2. Serves at pleasure of chair subject to review by Personnel Committee

C. **Responsibilities**

1. Plans and supervises student lab and/or clinical experiences or practice based on teaching assignment
2. Participates in scholarly activities based on faculty rank
3. Provides effective didactic instruction based on teaching assignment using appropriate instructional technologies to ensure that course outcomes are met
4. Approves the behaviorally stated learning objectives developed by the student
5. Conducts student seminars with participating students and make evaluative and requested visits to placement facilities where students are assigned
6. Orients the involved persons to the objectives of the course and the roles and the responsibilities of those participating in the program
7. Reviews student's logs and provides feedback based on clinical guidelines and student's objectives
8. Evaluates each student's participation in the clinical experience according to the course objectives developed by faculty and individual objectives developed by the student in consultation with the faculty
9. Gives the grade and arranges for proper university credit
10. Insures that evaluation forms for the student and preceptor are submitted in a timely manner
11. Determines any additional activities to fulfill the course requirements

Section 7 - School Nurse Services Credential Program Coordinator

A. **Eligibility**

1. Full-time or part-time faculty member, preferably tenured or probationary, with Health Services Credential

B. **Term**

1. Recommended by the School Chair
2. Serves at pleasure of chair subject to review by Personnel Committee

C. **Responsibilities**

1. Recruits and advises prospective credential students regarding admission requirements and options and encourages enrollment in the School Nurse Services Credential Program
2. Coordinates planning, evaluation, and revision of the program curriculum
3. Advises enrolled students regarding program planning and progression
4. Coordinates advising for students in the School Nurse Services Credential Program
5. Processes the admission of students to the School Nurse Services Credential Program
6. Recommends schedule of courses to the School Chair
7. Serves as liaison for the School with other schools and Schools involved with the program
8. Plans, implements, and coordinates activities involved in the program
9. Prepares and updates program materials including catalog changes and brochures and maintains files of students, applicants, and preceptors
10. Selects members and chairs School Nurse Program Committee Advisory Board meetings twice yearly
11. Conducts program evaluation and follow-up studies of graduates and reports to School Nurse Program Committee Advisory Board

Section 8 - Content Experts

A. **Eligibility**

    1. Full-time or part-time faculty member with: (1) a master's degree in the specialty area; (2) recent clinical experience in the specialty area; and (3) recent education in the area

B. **Term**

    1. Appointed by the Department Chair upon recommendation of the Baccalaureate Curriculum Committee
    2. Serves at the pleasure of the Chair subject to review by the Faculty Council as needed

C. **Identified Subject Areas**

    Gerontology, Medical/Surgical, Maternal/Child, Pediatric, Psychiatric, Community Health, and Leadership

D. **Responsibilities**

    1. Makes recommendations on essential content in the subject area to the Baccalaureate Curriculum Committee
    2. Monitors the inclusion of essential content area
    3. Reports to the Baccalaureate Curriculum Committee and course committees regarding repetition and/or missing content

Section 9 - RN-BSN Coordinator

A. **Eligibility**

    1. Tenured or tenure track faculty member

B. **Term**

    1. Recommended by Department Chair with Personnel Committee and probationary faculty members' approval
    2. Serves at the pleasure of the Chair subject to review by the Personnel Committee

C. **Responsibilities**

    1. Provides leadership in the development, coordination, evaluation, and revision of the RN-BSN program
    2. Is a member of the Baccalaureate Curriculum Committee
    3. Serves on the Faculty Council
    4. Acts as liaison to Nursing Resource Committee
    5. Assists in the recruitment of students and faculty members
    6. Assists with student and faculty orientation
    7. Coordinates RN-BSN student advising program
    8. Assists with advising prospective and current students
    9. Facilitates grant proposals to support RN-BSN program activities
   10. Monitors problems with student progression in the major
      Prepares and/or presents required reports including BRN and CCNE RN-BSN sections for accreditation, program reports and evaluations, department annual report, and Dean's assigned time report
   11. Serves as liaison for the RN-BSN program to the University and community

Section 10 - Lead Faculty

A. **Eligibility**

1. MSN or doctoral tenure or tenure track member
2. Minimum of 5 years of experience in assigned clinical specialty
3. Strong leadership skills
4. Relevant certification and California licensure
5. Current practice in specialty
6. BRN faculty approval
7. Teaching experience

B. **Term**

1. Recommended by Department Chair with BRN approval
2. Serves at the pleasure of the Chair subject to BRN approval

C. **Responsibilities**

1. Develop syllabi for didactic and clinical practice
2. Implement and coordinate the curriculum
3. Evaluate performance of clinical faculty and students
4. Participate in curriculum redesign and program evaluation
5. Collaborate with faculty colleagues to ensure quality clinical experiences
6. Attend program curriculum meetings and Faculty Council meetings
7. Refer students to program coordinator for advisement
8. Inform Chair of issues concerning student progression and adjunct faculty

Section 11 - Doctor of Nursing Practice Director

A. **Eligibility**

1. Tenured faculty member

B. **Term**

1. Recommended by Department Chair with Personnel Committee approval
2. Serves at the pleasure of the Chair subject to review by the Personnel Committee

C. **Responsibilities**

1. Plans, develops, implements and evaluates
2. Prepares and completes action plans
3. Recruits, selects and assigns, coordinates, reviews and evaluates faculty
4. Coaches, counsels, disciplines. Keeps accounting of time and budget
5. Collaborates and identifies issues with the graduate program coordinator , School of Nursing director and participates on the graduate committee
6. Meets financial objectives by forecasting requirements; preparing an annual budget; scheduling expenditures; analyzing variances; initiating corrective actions
7. Confers with appropriate accrediting agencies, University administrators, other DNP directors, regulatory requirements, policies and procedures and budget projections
8. Is responsible for maintaining updated and current standards from WASC, BRN, CCCE
9. Participates in the orientation of new faculty to the DNP program, including online teaching preparation
10. Advises graduate faculty on curriculum development for DNP education
11. Participates in the orientation of students to the DNP program
12. Oversees the building and maintenance of clinical agency relationships to all clinical agencies used in the DNP program practicum courses
13. Participates in contract negotiations for agency MOUs and agreements
14. Fosters an environment that promotes growth in academic excellence for faculty and students
15. Enhances department and organization reputation by accepting ownership for accomplishing new and different requests; exploring opportunities to add value to job accomplishment
16. Monitors national trends in DNP education
17. Collaboratively develops a recruitment and marketing campaign
18. Counsel and advise DNP program students concerning progression through the program as a cohort

Section 13 - Assistant Program Director

A. **Eligibility**

1. Tenured or probationary faculty member with master's degree in nursing and doctorate in nursing or related field

2. Two (2) years of experience teaching in pre- or post-licensure registered nursing programs

3. One (1) year of continuous, full-time or equivalent experience of direct patient care as a registered nurse; or equivalent experience and/or education, as determined by the BRN

B. **Term**

1. Serves at the pleasure of the Program Chair

C. **Responsibilities**

1. The assistant director who is knowledgeable and current regarding the program and the policies and procedures by which the program is administered
2. The assistant director is delegated the authority to perform the director's duties in the director's absence
3. The assistant director shall dedicate sufficient time for the administration of the program

V. Instructional Committee Structure

Section 1 - Baccalaureate Curriculum Committee

A. **Membership**

Baccalaureate Curriculum Coordinator, a minimum of three full-time undergraduate faculty members, at least one of whom is tenured and one elected CNSA student representative.

B. **Term**

One year with a minimum of one member continuing from the previous year

C. **Responsibilities**

1. Develops baccalaureate program and designs courses using faculty input
2. Assists with coordination, evaluation, and revision of curriculum
3. Assists the Coordinator with plans and reports for presentation and approval to School faculty, school faculty council, BRN, and CCNE
4. Updates undergraduate student guidelines, student information cards, catalog changes, and brochures
5. Articulates with the graduate program, University Schools, and other institutions
6. Assists with student recruitment, orientation, and advising activities in cooperation with the Student Affairs Committee
7. Establishes criteria for selecting, screening, admitting, and advancing students
8. Assists the Coordinator to generate and monitor grant proposals in order to facilitate baccalaureate curriculum development and/or implementation
9. Conducts entrance, exit, and follow-up studies of program graduates

Section 2 - Lead Teachers

A. **Eligibility**

Full-time or part-time faculty member, preferably tenured or probationary, teaching a minimum of two (2) to three (3) WTU in the designated course

B. **Term**

1. Appointed by the Department Chair
2. Serves at the pleasure of the Chair subject to review by the Faculty Council as needed

C. **Responsibilities**

1. Chairs course committee meetings
2. Coordinates orientation of new faculty to course
1   Coordinates course planning activities including preparation of the syllabus for lecture and clinical areas
2   Establishes pool for potential part-time faculty members and substitute instructors
3   Confers with Baccalaureate Coordinator regarding course and student problems and concerns upon referral by committee
4   Coordinates course planning, evaluation, and activities with Chair, Baccalaureate Curriculum Committee, other lead teachers and coordinators as needed
5   Prepares summary of course evaluations

Section 3 - Course Committees

A. **Membership**

   All faculty members teaching in specific baccalaureate nursing courses

B. **Term**

   Concurrent with teaching assignment

C. **Responsibilities**

   1. Coordinates course activities to ensure compatibility among sections
   2. Assist in preparation of course materials including syllabi, examinations, and clinical schedules
   3. Reviews and select course texts and media materials
   4. Plans theory and clinical orientation of students
   5. Plans and evaluate activities, revisions, and projects
   6. Reviews documentation of students not meeting minimum expectations of the course and make recommendations about progress and retention

Section 4 - Graduate Curriculum Committee

A. **Membership**

Graduate Curriculum Coordinator, a minimum of two full-time graduate faculty members, at least one of whom is tenured. The committee membership may also include one graduate student.

B. **Term**

A minimum of one year with one member continuing from the previous year

C. **Responsibilities**

1. Develops graduate program and designs courses utilizing faculty input
2. Assists with coordination, evaluation, and revision of curriculum
3. Assists the Coordinator with plans and reports for presentation and approval to the School faculty, Faculty Council, BRN, and CCNE
4. Updates graduate student guidelines, student information cards, catalog changes, and brochures
5. Articulates with the baccalaureate program, University Schools, Division of Graduate Studies, and other institutions
6. Assists with student recruitment, orientation, and advising activities
7. Establishes criteria for selecting, screening, admitting, and advancing graduate students.
8. Addresses individual student programs or advisement problems/issues in all graduate areas as indicated
9. Assists the Coordinator to generate and monitor grant proposals to facilitate graduate curriculum development and/or implementation
10. Disseminates information relevant to the graduate program through workshops or other mechanisms
11. Conducts entrance, exit, and follow-up surveys of program graduates

Section 5 – Thesis / Project Guidelines and Committee

A. Qualification for Thesis Registration

After completing a research proposal and having been advanced to candidacy, the student selects a chairperson with the consultation of the Graduate Coordinator and the School Chair from the School list of faculty with expertise in research. Following review of the student's research proposal, the faculty member may consent to chair the thesis committee and completes the form, Master's Thesis (299) Committee Assignment, to be placed in the students file. The student registers for Nursing 299 by requesting the schedule number from the School secretary.

B. Thesis Committee Membership

Thesis committee is composed of a chairperson and two members. The Committee should be constituted to provide the student with access to expertise in research methodology and content area. The Graduate Coordinator and School Chair review the committee membership for the potential to provide the student with the indicated expertise. Doctoral prepared full-time faculty members in the School of Nursing are eligible to serve as chairs of thesis committees. The Graduate Coordinator and the School Chair must approve exceptions. The first member of the committee must be a faculty member in the School of Nursing and hold a minimum of a master's degree. The second member of the committee must hold, at a minimum, a master's or comparable degree and may be a faculty member from the School of Nursing or another California State University Fresno School.

C. Formation of Thesis Committee

The chairperson and student jointly constitute a thesis committee that will best serve the specific thesis requirements. After the individuals have consented to serve on the committee, a committee meeting is arranged by the student. At the conclusion of this meeting, if the committee members approve the proposal, the Thesis Committee Assignment Form (available in Division of Graduate Studies) is signed by the chair and members and forwarded to the Graduate Coordinator by the student. A plan for future committee meetings and the committee process should be constructed during the first committee meeting. The student is responsible for initiating the process for Human Subjects Subcommittee approval. Data collection cannot be initiated prior to Human Subjects Subcommittee approval.

D. **Acceptance and Approval Procedures**

1. School Approval
2. Graduate School Approval
3. Format of the Thesis
    a. Specifications outlined in the "Guidelines for Thesis Preparations" of the Division of Graduate Studies and Research, California State University, Fresno must be followed. These specifications include paper requirements, type size and quality, margins, pagination, use of headings, tables and figures, and organization
    b. Organization of the thesis must be approved by the thesis committee
    c. Students are advised to adhere to the format found in the current publication entitled
        Manual of the American Psychological Association when writing theses

4. Criteria for Acceptance
    a. Appropriate format and documentation
    b. Quality of writing
    c. Originality
    d. Critical and independent thinking
    e. Organization and clarity of presentation
    f. In-depth review of literature
    g. Appropriate application of the research process

Section 5 – Project Guidelines

E. **Qualification for Project Registration**

After completing a research proposal and having been advanced to candidacy, the student selects a chairperson with the consultation of the Graduate Coordinator and the School Chair from the School list of faculty with expertise in research. Following review of the student's research proposal, the faculty member may consent to chair the project and completes the form, Master's Project (298) Assignment, to be placed in the students file. The student registers for Nursing 298 by requesting the schedule number from the School secretary.

F. **Formation of Project Committee**

The chairperson constitutes the project committee. A plan for future meetings should be constructed during the first committee meeting. The student is responsible for initiating the process for Human Subjects Subcommittee approval. Data collection cannot be initiated prior to Human Subjects Subcommittee approval.

G. **Acceptance and Approval Procedures**

   1. School Approval
   2. Graduate School Approval
   3. Format of the Project
        a. Specifications outlined in the "Guidelines for Thesis Preparations" of the Division of Graduate Studies and Research, California State University, Fresno must be followed. These specifications include paper requirements, type size and quality, margins, pagination, use of headings, tables and figures, and organization
        b. Organization of the project must be approved by the project chair
        c. Students are advised to adhere to the format found in the current publication entitled
        Manual of the American Psychological Association when writing theses

   4. Criteria for Acceptance
        a. Appropriate format and documentation
        b. Quality of writing
        c. Originality
        d. Critical and independent thinking
        e. Organization and clarity of presentation
        f. In-depth review of literature
        g. Appropriate application of the research process

Article VI. Standing Committees

Section 1 - Faculty Council

A. **Membership**

Full-time faculty members, part-time faculty members, one CNSA representative, and one graduate student

B. **Term**

1. The council chair is the School of Nursing Chair
2. Concurrent with faculty appointment

C. **Responsibilities**

1. Serves as advisory group to School of Nursing Chair
2. Assists the School of Nursing Chair with planning and development of the academic unit
3. Assists with the development of School of Nursing calendar
4. Develops, implements, and evaluates School of Nursing short-term and long term goals in consultation with School of Nursing Chair
5. Makes recommendations to the Chair related to School budget
6. Makes decisions on committee recommendations
7. Elects members to school and college committees

Section 2 - Personnel Committee

A. **Membership**

　　1. Faculty members with tenured status
　　2. The Chair is elected by the Committee and serves on the Faculty Council

B. **Term**

　　Concurrent with appointment

C. **Responsibilities**

　　1. Chair
　　　　a. Assists Faculty Search Committee Chair and members in the development of faculty vacancy announcements
　　　　b. Informs faculty members in writing of their responsibilities and due dates related to retention, tenure, and promotion (RTP) as early as possible
　　　　c. Orients new faculty to personnel process upon hiring or at beginning of first semester
　　　　d. Arranges peer evaluation schedule for tenured, probationary. and temporary faculty members in conformance with University calendar and policy within first three weeks of fall semester
　　　　e. Constitutes search committees in consultation with the Committee and School Chair
　　　　f. Implements the School procedure for evaluation of Chair in consultation with the College dean
　　　　g. Assigns committee members to act as advisors if requested by new faculty members
　　　　h. Reviews "Orientation Checklist" with new faculty members and advises at end of academic year

　　2. Committee
　　　　a. Adheres to University policy in all personnel matters including confidentiality
　　　　b. Assists the School Chair to identify needed faculty positions
　　　　c. Recruits new faculty members
　　　　d. Conducts peer reviews and prepares written and oral summaries of probationary faculty members, candidates for tenure and/or promotion, post-tenure review, and temporary faculty as assigned
　　　　e. Reviews all RTP files prior to meetings when personnel recommendations are made
　　　　f. Serves on and/or chairs search committees
　　　　g. Presents findings of peer reviews and/or searches to the Personnel Committee
　　　　h. Makes faculty personnel recommendations to the School chair. These are to include: peer evaluations, summary reports, and data from student evaluation of instruction, and faculty position responsibilities as stated in School handbook
　　　　i. Ranks applicants for faculty positions

      j. Probationary and tenured faculty shall elect tenured faculty members to College Personnel and Promotions Committees
      k. With probationary faculty, reviews and approves or rejects Coordinator appointments recommended by School Chair, recommends applicants for sabbatical and other leaves
      l. Initiates nomination process for Chair at appropriate time
      m. Revises personnel procedures and guidelines as needed
      n. Receives and reviews School Chair end of-year reports

D. **Voting**

1. Voting shall be conducted during meetings by secret ballot. If a member is unable to attend a meeting of the Personnel Committee, the member may vote by means of an absentee ballot by making arrangements with the Committee chair.
2. An abstention shall count as a negative vote.
3. Members of University and College Personnel Committees may not participate in discussion and voting on personnel issues at the School level.

E. **Membership**

1. Faculty members with tenured status
2. The Chair is elected by the Committee and serves on the Faculty Council

F. **Term**

Concurrent with appointment

G. **Responsibilities**

1. Chair
    a. Assists Faculty Search Committee Chair and members in the development of faculty vacancy announcements
    b. Informs faculty members in writing of their responsibilities and due dates related to retention, tenure, and promotion (RTP) as early as possible
    c. Orients new faculty to personnel process upon hiring or at beginning of first semester
    d. Arranges peer evaluation schedule for tenured, probationary and temporary faculty members in conformance with University calendar and policy within first three weeks of fall semester
    e. Constitutes search committees in consultation with the Committee and School Chair
    f. Implements the School procedure for evaluation of Chair in consultation with the College dean
    g. Assigns committee members to act as advisors if requested by new faculty members
    h. Reviews "Orientation Checklist" with new faculty members and advises at end of academic year

Section 3 - Nursing Resource Center (NRC) Committee

A. **Membership**

A minimum of three full-time faculty members, one of whom is tenured, one CNSA representative, and one graduate student

B. **Term**

One year with a minimum of one member continuing from the previous year

C. **Responsibilities**

1. Promotes the acquisition of funding and funding sources to support the maintenance of the NRC including equipment, supplies, and media
2. Establishes rules and regulations governing the operation and general maintenance of the NRC
3. Provides for student/faculty and staff orientation to the NRC
4. Processes faculty requests for media, equipment, and supplies based on financial resources and priority of needs
5. Schedules operating hours
6. Submits request for maintenance and servicing of media equipment and seeks replacement of damaged or outdated materials
7. Maintains an updated NRC media directory
8. Maintains a current inventory of expendable items and secures replacement items as needed based on budget allocations
9. One committee member to serve as Henry Madden Library representative whose activities shall include:
   a. Attend designated meetings of the library administrative staff
   b. Maintain a current listing of library references and periodicals relevant to nursing and the health care professions
   c. Coordinate ordering of references and periodicals as funding is available through the Henry Madden Library
   d. Process faculty requests for references and periodicals and submit purchase orders for the School of Nursing

Section 4 - Research Committee IRB Sub-Committee

A. **Membership**

   A minimum of three full-time faculty members, one of whom is tenured

B. **Term**

   One year with a minimum of one member continuing from the previous year

C. **Responsibilities**

   1. Develops and maintains procedural guidelines for submission of individual research proposals and granting of approval by School Chair
   2. Reviews, maintains, and publishes guidelines for the submission of research proposals involving Human Subjects at Risk and Not at Risk
   3. Encourages and facilitates research among faculty members
   4. Disseminates information to faculty about available sources of funds and grants
   5. Functions as a resource for faculty in writing grant proposals
   6. Plans and conducts the annual research conference in conjunction with Sigma Theta Tau
   7. Organizes faculty development programs related to research based on identified needs
   8. Reviews proposals submitted by faculty for University assigned time and/or other funding
   9. Maintains a School file of all approved research
   10. Establishes a Human Subjects Subcommittee with three members from the Research Committee and two members selected from the Faculty Council to determine the risk status of proposed research
   11. Human Subjects Subcommittee:
       a. Reviews and approves student and faculty research proposals in accordance with University and School of Nursing Research Committee guidelines for Human Subjects Not at Risk

Section 5 - Student Affairs Committee

A. **Membership**

A minimum of three full-time faculty members, one of whom is tenured, one CNSA representative, and one graduate student. The committee will select one member for the next year.

B. **Term**

One year with a minimum of one member continuing from the previous year

C. **Responsibilities**

1. Reviews procedures for student advising in accordance with University policy and cooperates with Baccalaureate Coordinator for implementation
2. Periodically reviews, develops, and implements policies and procedures relating to students
3. Reviews and maintains the Nursing Student Handbook. Implements procedures for awards and honors
4. Coordinates student orientation with School Chair, Coordinators, CNSA, and graduate students
5. Reviews student scholarship applications and determines awards
6. Reviews individual student issues related to progression (Appendix E Faculty Report of Student Course Progress Form; Appendix F Student statement of Course Progress Form) and continuance in the nursing program; makes a recommendation to the Chair

Section 6 – Simulation & Informatics Committee

A. **Membership**

A minimum of three full-time faculty members, one of whom is tenured, one CNSA representative, and one graduate student

B. **Term**

One year with a minimum of one member continuing from the previous year

C. **Responsibilities**

1. Promotes the acquisition of funding and funding sources to support the maintenance of the Simulation Center
2. Establishes rules and regulations governing the operation and general maintenance of the Simulation Center
3. Provides for student/faculty and staff orientation to the Simulation Center
4. Schedules operating hours
5. Submits request for maintenance and servicing of equipment and seeks replacement of damaged or outdated materials
6. Maintains a current inventory of expendable items and secures replacement items as needed based on budget allocations

Section 7 – Evaluation Committee

A. **Membership**

   A minimum of three full-time faculty members, one of whom is tenured, one CNSA representative, and one graduate student

B. **Term**

   One year with a minimum of one member continuing from the previous year

C. **Responsibilities**

   1. Evaluates if specific learning objectives/goals/outcomes are being met
   2. Reviews "Course Evaluation Summary and Action Plan" (CESAP) forms
   3. Monitors each undergraduate course's maintenance of desired student learning outcomes
   4. Maintains a permanent record of all final CESAP forms
   5. Prepares an annual report and share it with the Baccalaureate Committee, which will develop an action plan
   6. Follows up with faculty via written communication regarding necessary adjustments to the courses
   7. Monitor and evaluate course changes during the following academic year

Section 8 – Graduate Group / DNP Executive Leadership Team

A. **Membership**

    Chair, School of Nursing, Director, DNP Program

B. **Term**

   1. Recommended by Department Chair with Personnel Committee approval
   2. Serves at the pleasure of the Chair subject to review by the Personnel Committee

C. **Responsibilities**

   1. Establishes and administers a graduate program of instruction and scholarship leading to the DNP degree in conformance with regulations of the policies and procedures of the California State University system and the Graduate Divisions at California State University Fresno
   2. Serves on subcommittees
   3. Advises and mentors students
   4. Chairs student committees (qualifying examinations and doctoral project)
   5. Teaches courses
   6. Remains active in professional scholarships

Article VII. Committee Functions and Procedures

Section 1 - School Committee Guidelines

1. Each full-time faculty member is expected to serve on the Faculty Council and a School standing committee and other committees as elected or assigned. Tenured faculty members also serve on the Personnel Committee.
2. Committee assignments are tentatively made at the end of spring semester and completed at the beginning of fall semester by the Faculty Council.
3. Committees are composed of a minimum of three full-time faculty members, at least one of whom is tenured or tenure-track.
4. Committee assignments, unless otherwise specified, are a one year. appointment with a minimum of one member continuing on each committee from the previous year.
5. All documents prepared for inclusion in the Faculty Handbook shall be submitted to the Faculty Council for review and recommendation.
6. All agendas and minutes must be distributed to faculty for review at least four working days in advance of meetings.
7. A chair is to be elected by each committee, preferably at the end of spring semester, and no later than the first meeting in the fall. Responsibilities of the chair are:
   a. Schedules and presides at meetings
   b. Prepares and distributes an agenda four days prior to meetings
   c. Organizes and allocates work of the committee
   d. Processes recommendations to appropriate personnel or bodies
   e. Presents goals and periodic reports to the Faculty Council
   f. Develops goals for ensuing year in conjunction with the committee
   g. Maintains a committee notebook and calendar
   h. Submits annual report to School Chair prior to end of spring semester
8. Personnel Committee chair has added responsibilities as described in Personnel Committee functions.
9. A recorder may be elected for a one year term or selected on a rotating basis and is responsible for writing and directing distribution of the minutes of each meeting. Staff may assist with this as available.
10. Copies of all committee minutes are to be filed in the School office.
11. The California Nursing Student Association (CNSA) and the graduate student body may each select one voting member to the following committees: Faculty Council, NRC, Research, Student Affairs and Baccalaureate Curriculum. A graduate student may be elected to the Graduate Curriculum Committee.

Section 2 – Quorum

A quorum shall consist of a simple majority of the total membership of the body.

Section 3 – Conduct

Meetings shall be governed by *Robert's Rules of Order Revised.*

Section 4 - Ad Hoc Committees

Ad hoc committees may be established by the Chair or committees as deemed necessary for the School of Nursing functioning.

Section 5 - Amendments to the Bylaws

1. Amendments may be initiated by a simple majority of the full-time faculty.
2. Amendments must be approved by two-thirds of the Faculty Council attending the meeting at which they are presented.

Section 6 - Committee Minutes

1. Committee minutes shall be distributed by the recorder to all committee members in time for review prior to the next scheduled meeting.
2. Copies of minutes are filed in the School office and may be requested with the exception of personnel minutes that may be reviewed by committee members only.

Section 7 – Voting

Voting will be done in accordance with the Articles of Governance of the College of Health and Human Services.

POLICIES AND PROCEDURES

Please note that the Fresno State Academic Policy Manuel can be accessed at
http://www.fresnostate.edu/academics/facultyaffairs/policies/apm/index.html

Faculty Position Responsibilities

For complete information regarding expectations of faculty, refer to the California State University, Fresno Faculty Handbook, Academic Policy Manual, Memorandum of Understanding, and Board of Registered Nursing (BRN) Accreditation Reports.

Qualifications in Addition to University Requirements:

A. Current R.N. licensure in California

B. Tenure and Probationary: Master of Science degree in Nursing and Doctorate degree with clinical specialization in nursing or allied area

C. Lecturer (Temporary Faculty Position): Master of Science degree in Nursing. Candidates with Bachelor's degree enrolled in Master's degree in Nursing program may be considered (Graduate Assistant/Graduate Teaching Assistant)

D. Minimum one year full-time clinical experience in nursing including specialty area per CA BRN regulations

E. Any exceptions shall be approved by the Personnel Committee

Tenure and Probationary Faculty

Responsibilities:

A. **University**

  1. Observes the University calendar in relation to faculty assemblies, registration, vacations, examination week, and grading policies
  2. Improves expertise as a teacher, scholar, professional nurse, and citizen through formal and informal study, research, attendance at meetings, and participation in professional and educational organizations and community activities
  3. Advises majors during specified office hours and by appointment as necessary

B. **School of Nursing**

  1. Maintains expertise in area of teaching specialty
  2. Completes School orientation program
  3. Orients to clinical agency and function within their institutional structure and expectations
  4. Assumes teaching assignment per School of Nursing schedule (the normal teaching load is 12 weighted teaching units (WTU) plus 3 WTU non-instructional duties

5. Notifies students in writing if they are not maintaining at least a C grade in undergraduate courses or a B grade in graduate courses and send copies to lead teachers and/or Coordinator (See Appendix A)
6. Prepares end of semester summaries of student clinical performance for placement in student files
7. Participates in School committees as elected, assigned, and/or needed, including course planning committees

8. Prepares for and attends faculty and committee meetings
9. Prepares RTP and/or evaluation materials in a timely manner including arranging for peer visits and providing materials for peer reviewers (Refer to Peer Evaluation Procedure.)
10. Participates in ongoing curriculum development, implementation, evaluation, and revision
11. Probationary faculty conducts peer evaluations of temporary faculty, serve on search committees, and votes on certain personnel matters as outlined in the handbook
12. Serves as thesis or project chairs and on thesis committees
13. Meets School of Nursing due dates for submission of secretarial work as directed and coordinated by School of Nursing secretary including examinations, syllabi, grant proposals, RTP materials, requests for leaves and awards, etc.

Lecturer (Temporary Faculty Position) Faculty

Responsibilities:

A. **University**

1. Observes the University calendar in relation to faculty assemblies, registration, vacations, examination week, and grading policies
2. Improves expertise as a teacher, scholar, professional nurse, and citizen through formal and informal study, research, attendance at meetings, and participation in professional and educational organizations and community activities

B. **School of Nursing**

1. Completes School orientation program
2. Orients to clinical agency and function within their institutional structure and expectations
3. Assumes teaching assignment per School schedule
4. Notifies students in writing if they are not maintaining at least a C grade in undergraduate courses or a B grade in graduate courses and send copies to lead teachers and/or Coordinator
5. Prepares end of semester summaries of student clinical performance for placement in student files
6. Participates in School committees as elected, assigned, and/or needed, including course planning committees
7. Prepares for and attends faculty and committee meetings

8. Prepares for evaluation in a timely manner including making arrangements for peer visits and providing materials for peer reviewers (Refer to Peer Evaluation Procedure.)
9. Meets School of Nursing due dates for submission of secretarial work as directed and coordinated by School secretary including examinations, syllabi, etc.
10. Demonstrates expertise in the area of the teaching assignment
11. Attends and participates in course committees
12. Contributes to syllabus, examinations, and course material evaluation and revision
13. Submits student records and copy of grades to lead teacher at end of semester

School of Nursing Assigned Time

School of Nursing assigned time will be allocated by the Chair as determined by need and available resources/funding.

The University does not specify the number of hours to be invested per unit of assigned time. It is not possible to assign a specific expectation since the weekly commitment may vary with the task dependent upon whether the function is advising, coordinating, research, or service.

Resignation

Reasonable notice should be given to the University in the event of resignation. April is recognized as a standard in the teaching profession for tenured and probationary faculty. An earlier date, if possible, will assist with School of Nursing planning.

Nomination of School of Nursing Chair Procedure

A. **General Statement**

1. The qualification of candidates for School Chair shall be in accordance with policies of the California Board of Registered Nursing, The Commission on Collegiate Nursing Education, and the University, including the Policy on Affirmative Action (MOU). School eligibility is specified in the School of Nursing Bylaws of this document.
2. The nomination process shall be conducted every four (4) years or upon the anticipated vacancy of the Chair position.
3. The decision whether or not to conduct an internal or national search will be recommended by the Personnel Committee.

B. **Initiation of the Search**

1. When the current Chair decides not to complete a term or seek reappointment, the search process should begin immediately.
2. In the third year of a four-year term, the recommendation to initiate an internal or national search or request the current Chair to continue shall be made by the Personnel Committee by April.
3. Recommendations regarding searches shall be submitted to the Provost/Vice President for Academic Affairs via the Dean of the College of Health and Human Services.

C. **Search Procedure**

1. A search committee shall be established immediately upon approval of the Provost/Vice President for Academic Affairs.
2. Membership of the committee shall consist of five members. Composition shall include, but not be limited to two full-time tenured faculty members, one chair from another School, and one ex officio tenured faculty member appointed by the University Affirmative Action Officer.
3. Search committee members are nominated and elected by the Personnel Committee.
    a. The first ballot is a nominating ballot
    b. The second ballot is an election ballot
    c. The Chair is nominated, elected, and recommended by the Personnel Committee and shall be a tenured faculty member from the School of Nursing
4. A faculty member who is a candidate for Chair may not serve on the search committee.
5. The operational procedures shall be determined by the search committee in conformance with University policy.
6. If a national search is conducted, the procedures for nomination of fulltime faculty must be followed.
7. The search committee shall be responsible for seeking and processing applications.

8. The search committee shall screen all applicants. Solicited written comments from administrators, temporary, probationary, and tenured School and other faculty, students, and the health service community shall be included in the review.

D. **Nomination Process**

1. After a national search, the committee shall prepare a list of two or more nominees in rank order. This is forwarded to the Personnel Committee.
2. In the event of an internal search, the committee may recommend one or more candidates.
3. The Personnel Committee shall vote by ballot on the recommendation of the search committee.
4. The recommendation of the Personnel Committee shall be forwarded to the Dean of the College of Health and Human Services.

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: (1) reports of classroom visits by peers and (2) student evaluation of instruction.

Although the reports of classroom visits by peers and student evaluation of instruction are the principal components of assessment of teaching effectiveness, additional information such as review of textbooks, course syllabi, representative assignments. examinations and student projects should be incorporated into the assessment. Care should be taken to examine the number of course preparations, level and type of classes taught (graduate, undergraduate, required, elective, etc.), the instructional format (lecture, discussion. lab. seminar, etc.), time of day and length of class period, and any other factors which may affect teaching effectiveness or its assessment. Individuals involved in the assessment of teaching effectiveness must be most careful to avoid bias based upon race, color. religion, national origin, marital status, pregnancy, age disability, veteran's status. sexual preference, or sex. Everyone also must be alert to the possibility of such bias on the part of others.

Statistical data must be analyzed in the context of the foregoing paragraphs and with the realization that serious limitations exist relative to the accumulation and analysis of such data. For example, because the precision of most student ranking data is limited, computations such as arithmetic means should be reported only as whole numbers or to the first decimal place. Frequency distributions are an appropriate way of illustrating results of student evaluations and, generally, are less likely to lead to over interpretation of data than other mathematical computations that may suggest more precision than actually exists. The assessment of statistical data should always attempt to identify and focus upon patterns of performance rather than upon idiosyncratic responses.

Statistical data shall not be the only information considered in evaluating teaching effectiveness. School faculty are expected to go beyond the examination of numerical data and the comparisons of numerical rankings in their assessment of teaching performance. Qualitative analyses of reports of classroom visits by faculty peers as well student evaluations and assessment of course materials should provide a non-quantitative component to the overall assessment of teaching effectiveness.

I. The assessment of teaching effectiveness should address at least three basic components of instruction: subject matter, organization, and delivery.

A.　*Subject Matter;* The assessment of subject matter consists of an evaluation of the instructor's knowledge of the subject matter and how this knowledge is reflected in the content of the course. Because of their subject matter expertise, faculty peers are in the strongest position to assess this component; thus, their judgment, normally should carry greater weight than student comments.

B.　*Organization;* The assessment of organization consists of an evaluation of the design of the course as described in the courses syllabus and any related materials, the consistency with which class sessions reflect the syllabus, and the organization of individual class sessions. Although faculty peers are better prepared to evaluate the overall organization of a course, students may be better able to assess the organization and interrelationship of class sessions.

Thus, both faculty and student evaluations normally should have substantial weight.

C.　*Delivery;* The assessment of delivery consists of an evaluation of the instructor's ability to transfer knowledge, to motivate students, and to encourage inquiry. Because students are in a position to evaluate delivery over the entire semester, their comments normally should be given substantial weight. Faculty peer observations provide additional information for the assessment of delivery.

SCHOOL OF NURSING POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS

APM 322 is the official policy on the Assessment of Teaching Effectiveness. The School of Nursing policy is designed to define requirements at the School of Nursing level as specified in APM 322.

STUDENT RATINGS OF INSTRUCTION

1. Each faculty member shall have all classes rated by students annually as per BRN requirements.

2. The Fresno State Student Rating of Instruction (FSSRI) will be the standard instrument for evaluation. https://fresnostate.edu/academics/facultyaffairs/teaching-effectiveness/explorance/index.html

3. Student ratings of instruction shall be assessed to identify patterns and trends of teaching performance and effectiveness. It is expected that the faculty member shall meet or exceed the School of Nursing's standard **3.0 out of 5.0** using adjusted or unadjusted scores, whichever are higher, on a regular basis; however, it is more important to evaluate based on multi-year trends rather than focusing on a single course or narrow time frame.

PEER EVALUATIONS

1. Frequency

   a. For full-time temporary faculty, one class each semester

   b. For probationary faculty, one class each semester to include as many different courses as possible

   c. For tenured faculty, one class each academic year on a rotating basis such that during a five year period the maximum number of different courses is evaluated

2. Faculty will use the attached University-Wide Peer Evaluation form to evaluate Course Content, Instructional Design, Instructional Delivery and Assessment methods.

3. Confidentiality
   Information obtained from peer visitation reports and/or student evaluation 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

4. Administration of Reports of Classroom Visits by Peers

5. Conducting Classroom Visits by Peers

   a. Only tenured and probationary faculty shall conduct classroom visits by peers. Although participants in the Faculty Early Retirement Program and tenured faculty being considered for promotion may not participate in personnel actions, they may conduct classroom visits pursuant to this policy.
   b. Prior to the classroom visit(s), the evaluator and the faculty member should discuss a plan for the evaluation, including the examination of relevant materials such as textbooks, syllabi, representative materials, and examinations.

   c. The evaluator should avoid any unnecessary disruptions of normal classroom activities.
   d. Multiple classroom visits by one or more evaluators are expected in order to provide a more complete perspective of classroom performance.
   e. Any information placed in the Open Personnel File must be identified by source.

6. Reports of Classroom Visits

   a. Using the approved School of Nursing's format, a written report on each classroom visit should be prepared by the evaluator. Multiple visits by the same evaluator may be combined into a single report. The report should include specific classroom observations upon which the assessment is based and, minimally, reference should be made to subject matter, organization, and delivery (see above).
   b. The evaluator and the faculty member should discuss the visit prior to the submission of the written report to the School of Nursing Chair.
   c. Each report shall be signed by the evaluator and submitted to the School Chair for placement in the Open Personnel File following appropriate notification.
   d. Comments (if any) will be given to the instructor.
   e. Assuring the students that the evaluation results will not be made available to the instructor until after the final grades have been turned in.
   f. The evaluations shall occur within the last four weeks of the semester.

Peer Evaluation of Teaching Effectiveness Procedure

A. Peer evaluations of faculty will be conducted in accordance with University policies, procedures, and guidelines as specified in the APM.

B. Specific consideration will be given to the *Faculty Position Responsibilities* as outlined in the School of Nursing's Faculty Handbook.

C. Assignments:

   1. The Personnel Committee chair shall develop and disseminate the schedule for evaluation of tenured, probationary, and temporary faculty members within the first three weeks of the semester.

   2. Either evaluator or evaluatee may request a change of assignment within one week of distribution of the schedule. The request must be in writing.

   3. Evaluator shall contact evaluatee to initiate the process.

   4. The Personnel Committee chair shall establish the due date for peer evaluations and RTP materials in consultation with the School Chair and secretary to meet College/University deadlines.

D. Orientation to the process:

   1. All new faculty will be oriented to School of Nursing personnel procedures by the School chair.

   2. New probationary faculty shall attend the University orientation to the RTP process.

   3. Timing and extent of peer evaluations

E. Peer Evaluations
   1. Frequency
   2. For full-time temporary faculty, one class each semester
   3. For probationary faculty, one class each semester to include as many different courses as possible.
   4. For tenured faculty, one class each academic year on a rotating basis such that during a five year period.
   5. Faculty will use the attached School of Nursing approved form to evaluate Course Content Instructional Design, Instructional Delivery and Assessment methods.

F. Guidelines for preparation of Peer Review materials:
   1. Evaluatees are responsible for:

      a. Providing the necessary materials for evaluators to review;

      b. Adhering to established School of Nursing and University deadlines;

     c. In addition, probationary faculty members are responsible for preparing a RTP binder that is:

         i. In accord with University guidelines (consult APM for format);

         ii. Succinct and indicative of activities at CSUF (material from prior positions shall be removed after the first year of employment);

         iii. Representative of the person's <u>individual</u> contribution to group projects (e.g., syllabus, exams).

2.   Evaluators are responsible for:

     a. Preparing a summary in consultation with the evaluatee

     b. Preparing forms related to peer evaluation

     c. The Peer Evaluation form (Appendix A) is found at https://www.fresnostate.edu/academics/facultyaffairs/documents/apm/322c.pdf

     d. Holding a conference and reviewing evaluation forms with the evaluatee

Course Evaluations Administration Procedures

Course Evaluations are required for all courses each semester. The Course Evaluation requests information on the effectiveness of the course in meeting the stated objectives and is not faculty specific. The Course Evaluation is completed online using Qualtrics software. Information is released to the lead faculty after grades are submitted.

The lead faculty are responsible for reviewing and summarizing the numeric data and submitted comments using the Course Evaluation Summary and Action Plan (CESAP) form. Completed CESAP forms are to be submitted to the Baccalaureate Coordinator or Graduate Coordinator prior to the first Faculty Council meeting of the following semester and will be reviewed at the Baccalaureate Curriculum or Graduate Curriculum Committee according to the establish schedule. CESAP forms are used for course assessment, evaluation, and revision.

Student Assignment to Clinical Classes

Students enroll into clinical classes at http://www.csufresno.edu. Enrollment into clinical is based on a first come first serve basis.

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 leaves 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

Alternative Clinical Assignments

Faculty members may give one alternative assignment during a semester per clinical section for the purpose of attending a professional meeting or continuing education workshop. It is important to notify the School office and clinical agency prior to the proposed absence.

Faculty Orientation Guidelines

A.   The School Chair or designee will conduct new faculty orientation during the first semester of employment. The faculty orientation checklist (Appendix B), the appropriate Onboarding & Evaluation Tools Orientation checklist (Appendix C and D) will guide the orientation and appropriate materials provided to the faculty member.

B.   Lead teachers will assist new faculty members in arranging clinical facility orientation.

Cheating and Plagiarism

A.   Cheating. Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit. Typically, such acts occur in relation to examinations. It is the intent of this definition that the term cheating not be limited to examinations 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.

B.   Plagiarism. Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of others by misrepresenting the material so used as one's own work.

The Policy on Cheating and Plagiarism can be found at
http://www.csufresno.edu/aps/documents/apm/235.pdf

The Faculty Form to Report Cheating/Plagiarism can be found at
http://www.csufresno.edu/aps/documents/apm/cheating_plagiarism_form.pdf

Appendices

Appendix A
University- Wide Peer Evaluation From

California State University, Fresno
UNIVERSITY-WIDE PEER EVALUATION FORM

School of Nursing Instructor Evaluated _____

Rank: _____**Course** _____ **Term/Year** _____

Date of Classroom Visitation _____ **Date Discussed with Instructor**_____

Name of Evaluator_____ **Signature**_____

Ratings Scale: 5 = superior | 4 = above average | 3 = average | 2 = below average | 1 = weak

Category	Rating (1-5)
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.	
COMMENTS:	
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.	
COMMENTS:	
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.	
COMMENTS:	
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.	
COMMENTS:	

Additional comments may be included on the reverse side of this form.

**Name of
Evaluator**_____**Signature**_____
**Name of
Faculty Evaluated**_____ **Signature** _____

Appendix B
Faculty Orientation Checklist

California State University, Fresno
School of Nursing
Faculty Orientation Checklist

Date and initial when item has been discussed, read, or completed and review periodically. Submit to Personnel Committee chair or designee at the end of academic year.

1. **Introductions**
   a. Faculty   _____
   b. Staff   _____
   c. Campus   _____

2. **Organizational Structure**
   a. University   _____
   b. School   _____
   c. School   _____
   d. Faculty Committees   _____

3. **Faculty Position Responsibilities**
   a. Office Hours   _____
   b. Absences   _____
   c. Advising   _____
   d. Teaching Assignment   _____
   e. Office Assignment   _____
   f. Supplies   _____
   g. Guidelines for materials for typing or copying   _____
   h. Telephone   _____
   i. Bookstore, ordering books   _____
   j. Benefits (insurance/payroll, etc.)   _____
   k. Evaluations (peer, student, course)   _____
   l. RTP and evaluation responsibilities   _____
   m. Personnel files   _____
   n. Part-time faculty guidelines   _____
   o. Instructional mileage   _____
   p. Thesis committee membership   _____
   q. Campus parking   _____
   r. Clinical facility orientation   _____

4. **Curriculum**
   a. Philosophy   _____
   b. Conceptual Framework   _____
   c. Objectives   _____
   d. Prerequisites and sequencing   _____
   e. Neuman Systems Model

5. Faculty Development
   a. CSUF   _____
   b. School of Nursing   _____
   c. Research and special projects   _____
   d. Graduate Office   _____
   e. Fee waivers   _____
   f. University Lecture Series   _____

6. Learning Resources
   a. University Library   _____
   b. Nursing Resource Center   _____
      1. NRC Coordinator   _____
      2. Media   _____
      3. Computer Lab   _____
      4. Projection room   _____
      5. Supply Control   _____
   c. University Instructional Media Center   _____
   d. Examination analysis   _____
   e. Computer services   _____

7. Student Services
   a. Counseling   _____
   b. Health Center   _____
   c. Financial Aids Office   _____
   d. Advising and orientation   _____
   e. Tutoring services   _____
   f. CNSA   _____

8. University Policies and Procedures
   a. Academic Affairs School of Nursing Notebook   _____
   b. Academic Policy Manual and MOU   _____

9. Materials For Faculty Member
   a. CSUF Catalog   _____
   b. Schedule of Courses   _____
   c. University Faculty Handbook   _____
   d. School Faculty Handbook   _____
   e. School Student Handbook   _____
   f. Orientation schedule   _____
   g. Orientation checklist   _____
   h. School brochures   _____

Appendix C
BSN Faculty Onboarding and Evaluation Tools Orientation Checklist

BSN Faculty Onboarding and Evaluation Tools Orientation Checklist

Date: _____

Faculty Name: _____   Mentor Name: _____

Faculty Orientation Process
1. Chair will assign a mentor to new faculty.
2. A copy of this orientation checklist and the <u>Fresno State BSN Assessment and Evaluation Tools table</u> will be provided to the new faculty member by the mentor.
3. The assigned mentor will review the processes and evaluation documents, rationale, and file location as applicable.
4. The mentor will use the *Orientation checklist* to sign that all forms are reviewed.
5. New faculty will sign the *Orientation checklist* confirming orientation process completed.
6. Completed *Orientation checklist* is returned to Chair by the end of first month of the semester for process confirmation.
7. Completed *Orientation checklist* is filed in the new faculty personnel file.

Mentor Initials	Faculty Initials	Tool
		Introductions to faculty, staff, and campus (SON, NRC and Sim Lab)
		Office supplies, copier and mail file
		Lecturers: classroom resources / use of equipment
		Fresno State Program Goals • Baccalaureate Essentials
		Baccalaureate Handbook
		Faculty Handbook
		Baccalaureate and Faculty Council meetings dates and times
		My Fresno State • Faculty teaching assignment • Student Roster • Grade Center • Faculty Professional Development center
		Student resources: • Student health center, counseling center, red folder • Student Advisory Center • SON Advisor List • Bulldog Connect and academic referral process
		Supervisor's report of work injury / illness form
		Syllabus template / existing template (including course objectives, clinical hours, clinical assignments)
		Absences (faculty and students)
		Academic calendar and clinical schedule
		Canvas access / training resources
		Fresno State emails
		ATI access

		Lecturers –
		• Review role of clinical course oversight
		• Coordination with NRC Lead and skill set ups as indicated
		• Review steps for clinical site access (varies for each site)
		    o SJVNEC (orientation to sites, background check, drug screen)
		    o American Data Bank access (immunizations, health ins)
		    o Orientation to clinical sites (clinical faculty and students)

		Assessment / Evaluations tools and processes
		Course Evaluation Form
		Course Evaluation Summary and Action Plan (CESAP) process and form
		Process for end of semester documents of student's work to be used for exhibits during accreditation surveys to the lead instructor or (if Lecturer) to Baccalaureate Chair.
		Fresno State Student Rating of Instruction Process
		University Wide Peer Evaluation Form (as applicable)
		Preceptor Feedback of Students Form
		Student Evaluation of Preceptor (N150L only)
		Student Evaluation of Clinical Site
		Faculty Evaluation of Clinical Site
		Faculty Evaluation of Students Performance
		BSN student graduation/ attrition rates
		BSN Exit Survey
		Post Graduate Alumni Survey
		NCLEX pass rate
		Employer Survey

8/20/19

Appendix D
MSN Faculty Assessment and Evaluation Tools Orientation Checklist

MSN Faculty Assessment and Evaluation Tools Orientation Checklist

Date: _____

Faculty Name: _____

Mentor Name: _____

Faculty Orientation Process
8. Chair or Graduate Coordinator will assign a mentor to new faculty.
9. A copy of the <u>Fresno State MSN Assessment and Evaluation Tools table</u> will be provided to the new faculty member by the Graduate Coordinator.
10. The assigned mentor will review evaluation documents, rationale, file location and process step for all forms.
11. The mentor will utilize the *Faculty Evaluation Orientation checklist* to sign that all forms are reviewed.
12. New faculty will sign the *Faculty Evaluation Orientation checklist* confirming orientation process completed.
13. Completed *Faculty Evaluation Orientation checklist* is returned to Chair or Graduate Coordinator by the end of first month of the semester for process confirmation.
14. Completed *Faculty Evaluation Orientation checklist* is filed in the new faculty personnel file.

Mentor Initials	Faculty Initials	Tool
		Course Evaluation Form
		Course Evaluation Summary and Action Plan (CESAP) process and form
		Fresno State Student Rating of Instruction Process
		Objective Structured Clinical Examination (OSCE) process and rubric
		Preceptor Feedback of Student Form
		Student Evaluation of Preceptor / Clinical Site
		Student Practicum Evaluation
		Faculty Evaluation of Preceptor / Clinical Site
		Midterm and Final Examinations
		Case Studies
		eLogs
		Culminating Experience
		MSN Exit Survey
		FNP Alumni Survey
		Barkley Practice Exam rate
		National Certification Board Exams (AANPBC, ANCC)
		Employer Survey

7/20/19

Appendix E
Faculty Report of Student Course Progress

California State University, Fresno
School of Nursing
Undergraduate Faculty Report of Student Course Progress

Faculty Name:	Student name:
Course Number:	Student ID #:

Attach documentation related to student contact during course (letters, emails, notes from counseling sessions, telephone calls, incident reports and outcome, grade sheet from Blackboard course, etc.)

1. Faculty recommendations:

2. Additional comments:

Recommendations	Chair	Student Affairs Committee
Continuance with plan		
Repeat course		
Not advance until course completed with C grade or better.		
Dropped from program		
Comments		

All original documents will go the Chair for initial review.
Chair can forward to Student Affairs Committee for advisory input.

Original document to Chair
Copy to Nursing Dept. Student Affairs
Committee for Review File in student records
Approved: 12/20/13

Appendix F
Student Statement of Course Progress

California State University, Fresno
School of Nursing
Undergraduate Student Statement of Course Progress

This information is to be submitted to faculty member, Chair of Dept. and Student Affairs Chair in one week. Due date:

Faculty Name:	Student Name:
Course Number:	Student ID #:

1. Describe the factors that affected your success in this class.

2. Please provide a personal statement that includes the following information.
    a. Based on feedback from course faculty, how are you going to be successful in this course? (include study strategies)
    b. How often will you be communicating with faculty member?
    c. Hours worked per week.
    d. Financial support for finishing course and program
        i. Grant and scholarship receiving

3. Submit 3 copies to Dept. of Nursing.
    a. Original document to Chair
    b. Copy to Nursing Dept. Student Affairs Committee
    c. Student records

Student Signature: Date:

Original document to Chair
Copy to School of Nursing, Student Affairs
Committee for Review File in student records
Approved: 12/20/13