

California State University
Northern California Consortium
Doctor of Nursing Practice

FACULTY HANDBOOK

2017-2018



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FACULTY HANDBOOK

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

The CSUNCCDNP program is admitting its 6th cohort in the fall of 2017. The Northern California Consortium is a partnership between California State University, Fresno and San Jose State University (SJSU) with Fresno State as the lead campus and SJSU as the partner campus. The partnership arrangement was determined by the Chancellor's Office (CO) in 2011.

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

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

Program Background

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

In Northern California, Fresno State was chosen as the base campus with SJSU as the partner campus for the CSUNCCDNP program. The DNP program's goal is to produce leaders and advanced practice nurses to serve in the increasingly complex California health care system as well as faculty capable of teaching nursing in colleges and universities.

With Fresno State as the lead campus, all administrative functions are carried out that campus. So, contract and paperwork reflect the faculty member as an employee of Fresno State's campus. If you are a faculty member of SJSU or another entity, you must comply with all of the hiring requirements at Fresno State. You may not have to travel to Fresno, but you will have to electronically communicate with them at various times during the semester including your initial paperwork and requirements, to learn how to use the learning management system (Blackboard), for obtaining e-mail, passwords and access to the Fresno State system, for recording grades, and evaluating the effectiveness of your course.

ANNOUNCEMENT OF ACCREDITATION

It is with great pride that we share the eagerly anticipated news we received on Friday, November 7, 2014. The **California State University Northern California Consortium Doctor of Nursing Practice is officially accredited by the Commission on Collegiate Nursing Education**. The terms for accreditation is now to December 31, 2019. Our May 2014 graduates may state they graduated from an accredited program.

We want to sincerely thank our Deans, department chairs, faculty, project chairs, and staff for their dedication and support required to start such a successful DNP program! This milestone is only possible with such great teamwork and collaboration.

We also want to thank all our students, especially our inaugural DNP Class of 2014, we appreciate you taking the leap of faith and enrolling in a brand new program, and being so instrumental in the success of the program. Your input is always valued.

We look forward to the next 5 years to realize our vision:

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

HOW TO COMMUNICATE WITH FRESNO AND SAN JOSE CAMPUSES

DNP Administration and Support Listing

Fresno State

College of Health and Human Services
Dean Jody Hironaka-Juteau
jhironaka@csufresno.edu

School of Nursing
F. Ndidi Griffin-Myers, Director/Chair
ndidig@csufresno.edu

Sylvia Miller Ed.D, RN, FNP-C
Program Director
symiller@csufresno.edu

Nisha Nair DNP, CNS, RNC
Program Coordinator
nishanair@csufresno.edu

San Jose State University

College of Applied Sciences and Arts
Dean Mary C. Schutten
mary.schutten@sjsu.edu

Valley Foundation School of Nursing
Colleen O'Leary-Kelley, Director/Chair
colleen.oleary@sjsu.edu

Ruth Rosenblum DNP, RN, PNP-BC, CNS
Program Director
ruth.rosenblum@sjsu.edu

Lisa Walker-Vischer DNP, RN, CNS
Program Coordinator
lisa.walker-vischer@sjsu.edu

STAFF ADMINISTRATIVE SUPPORT COORDINATOR

Mychue Vang
mychuev@csufresno.edu
(559) 278-7770

*Contact for Faculty Contracts

TECHNOLOGY SUPPORT

Blackboard Resource Center

tiltsupport@csufresno.edu

(559) 278-7373

Monday- Friday 8 am – 5 pm

Help Desk

(559) 278-5000

After regular business hours

Help Center for Faculty

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

MAILING ADDRESS

California State University, Fresno

School of Nursing

2345 E. San Ramon M/S MH25

Fresno CA 93740-8031

Phone: (559) 278-2041

FAX: (559) 278-6360

Campus map link:

<http://fresnostate.edu/map/>

San Jose State University

Valley Foundation School of Nursing

One Washington Square, HB420

San Jose, CA 95192-0057

Phone: 408-924-3132

Campus map link:

<http://www.sjsu.edu/map/>

NEW FACULTY HIRE PAPERWORK

QUICK LINKS

Help Center: Faculty & Staff Technology Services

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

My Fresno State

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

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

Faculty Affairs

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

In order for Fresno State to hire you and get you on the schedule of courses, there is some documentation that you will need to forward to Mychue Vang at mychuev@csufresno.edu.

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

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

If you are not associated with a CSU, Fresno State will require a copy of your CV, an application (SC1) that can be found at: <http://www.fresnostate.edu/academics/aps/forms-policies/temporary-appointments/index.html>

and 3 letters of recommendation. You will have to sign a contract every semester that you teach and you will be paid directly by Fresno State. You will be required to complete new hire paperwork (described above) and will be instructed when/where to do this.

How to Obtain a Fresno State email account

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

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

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

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

Finding your Employee ID number

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

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

Faculty Position Requirements & Responsibilities

Qualifications in Addition to University Requirements:

A. Current California R.N. licensure.

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

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

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

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

program is available and distributed on a DVD, Faculty Orientation.

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

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

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

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

More specific expectations for the DNP faculty are that the majority (80%) are either doctorally prepared or if not doctorally prepared, experts in specific areas where they are teaching. Tenured and tenure track faculty are preferred but university limitations on hiring and faculty shortages may preclude this.

Responsibilities:

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

Teaching Performance

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

Scholarly Activity

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

University and Professional/Community Service

At each university, the quality, quantity, and impact of a faculty member's service contributions need to be considered in the context of the potential benefits to the profession, community, and university, and in light of prevailing professional standards. Tenured and tenure track faculty are expected to maintain a record of service that includes active, quality involvement in professional/community activities, including practice, and in program, College and/or University service activities. For the purpose of professional development, these faculty members are expected to engage actively in affairs of the discipline and related professions. Examples: assuming professional leadership roles; attending and presenting at professional meetings/workshops; acquiring professional licenses, credentials and certificates; editing professional journals; reviewing grant proposals or manuscripts for book proposals, professional journals; providing relevant private practice or consultations; receiving professional training or providing additional professional training to others; and engaging in other professional activities deemed valuable to the profession/community and in support of their University's Mission and Goals.

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

on program committees as outlined in their program bylaws.

Training on Blackboard

What follows are the basics that you need to get started in Blackboard. You may schedule individual training on Blackboard by e-mailing the TILT department: tiltsupport@csufresno.edu

QUICK LINKS

Blackboard for Faculty & Staff

<http://fresnostate.edu/academics/blackboard/fac-staff/>

FAQ

<http://fresnostate.edu/academics/blackboard/fac-staff/fags.html>

DOCUMENTATION

<http://fresnostate.edu/academics/blackboard/fac-staff/documentation/index.html>

- Blackboard Tip Sheets
- Blackboard Tutorials
- Blackboard Collaborate
- Turnitin
- Zoom (web conferencing)

Resources for Online Teaching & Learning

<http://fresnostate.edu/academics/blackboard/fac-staff/bb91-faculty-resources.html>

Training Workshops provided by the Center for Faculty Excellence

<http://fresnostate.edu/academics/cfe/faculty-support/workshops/index.html>

- Hands-on Workshops
- Self-Paced Blackboard Training
- Online Video Tutorials

Resource Center

<http://fresnostate.edu/academics/blackboard/fac-staff/resourcecenter.html>

Blackboard Account Info

<http://fresnostate.edu/academics/blackboard/accounts.html>



BEGINNING OF THE SEMESTER CHECKLIST

This checklist will assist you in customizing your course design, turning off unnecessary tools, making the course available, and initiating communication with your students. The tasks on this checklist will help to ensure that your class is ready for student access.

BLACKBOARD COURSE SHELLS

Official course shells are automatically generated for all courses approximately six weeks before the start of a new semester. If you would like a development course shell so that you can start building your course, please fill out the **Development Course Request Form** found in the Faculty & Staff section under Forms on <https://blackboard.fresnostate.edu>. **Note:** You will have to copy your development course shell into your official course once it is created.

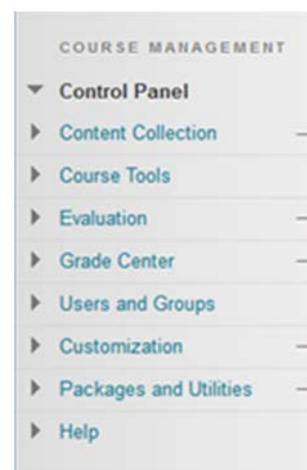
WORKING WITH FILES IN BLACKBOARD

Blackboard does not fully support use of special characters in file names. When naming files to be uploaded into Blackboard, please **do not** include any special characters such as #, %, & or spaces. **Only use letters, numbers, and underscores.** All files must have a correct extension (.docx, .rtf, .pptx, .pdf, etc.) in order for them to open in Blackboard.

ACCESSING THE CONTROL PANEL IN YOUR COURSE

To customize your course you will click on the title of your course in the **My Courses** module upon logging into Blackboard.

The **Control Panel**, located directly under the Course Menu, is the area for managing the content, features, users, and appearance of a course. The Control Panel provides access to all the course-building tools. You can expand and collapse items in the Control Panel by clicking on any of the menu buttons.



EDIT MODE

Edit Mode is: ON ?

The Edit Mode toggle allows a user to change the way they are viewing the content on the screen. Switching the **Edit Mode ON** allows users with certain Roles in the system to add, delete, and edit content and tools in the Course. Switching the **Edit Mode OFF** displays the Course as students would see it. The Edit Mode toggle will only appear to those users who have permission to use it.

COPY COURSE

1. Enter the course you want to copy content from.
2. Select **Packages and Utilities** in the **Control Panel** area of your existing course.

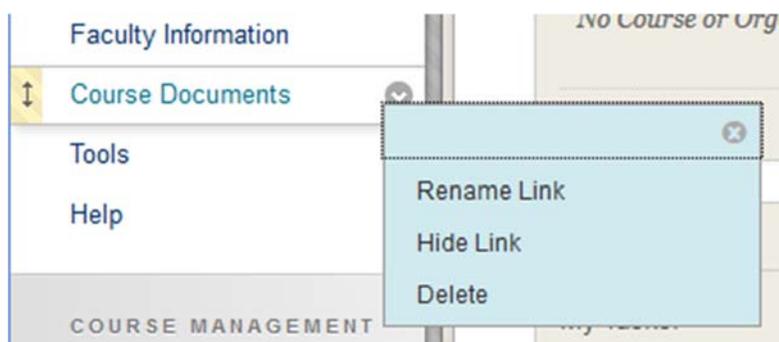
3. Select **Course Copy**.
4. In the **Select Copy Type** area, select **Copy Course Materials into an Existing Course**.
5. Click **Browse to locate the Destination Course ID**.
6. **Search** by Course ID, Instructor or Name/Description to access your course list.
7. **Select** the button next to the **Destination Course ID** of the course you want to copy the content to.
8. Select the items you would like to copy and click **Submit**.

An email will be sent once the Course Copy task is complete. Once this email is received, check the destination course to verify that the selected materials were copied successfully from the original course. You will also see a message in yellow at the top of the destination course once the course copy is complete.

CHECK THE COURSE MENU

Confirm that the Course Menu consists of the buttons or links that you wish to use. If necessary, rename or modify the list of buttons. Make sure and check the Course Menu with **Edit Mode ON**. Instructors have direct access to edit and organize the Course Menu and may use the drag and drop feature to change the order of menu items. Course Menu items that do not contain any content are automatically hidden from student view but are visible to the instructor while in Edit Mode.

1. In the upper right-hand corner, select **Edit Mode ON**.
2. To add a new link to the Course Menu, click the "+" and select the area you want to add.
3. **Rename, Hide** or **Delete** links as necessary. When you point to an item you wish to



- edit, the action link will appear to the right of each item allowing you to edit. **Note:** If you remove a menu item, all information within that area is removed permanently.
4. Organize your course menu using the drag and drop feature, which appears when pointing to an item. For longer course menus you may want to consider creating Subheaders and Dividers by clicking on the "+" icon and selecting these features.

SELECTING A COURSE STRUCTURE

Course structures are predefined course materials such as Course Menu links, instructions, and content examples that you can add to your course to begin the design process quickly.

When selecting a Course Structure, keep in mind the following information:

- A selected course structure's content is added to your course and does not replace existing menu items and content in your course.
- A selected course structure's links appear at the top of your Course Menu.
- You can edit or delete course structure content in the same way as other

created or imported content.

- The optional content examples are guidelines for creating your own course material. This content is set to unavailable so that students cannot view it.

IMPORTANT! Adding a course structure does not replace existing Course Menu items and content. The course structure's content is added to the existing content and Course Menu in your course, and you have the ability to edit. You are **not able** to default back to your original structure once you select a new one, you will need to manually edit the links.

To Select a Course Structure:

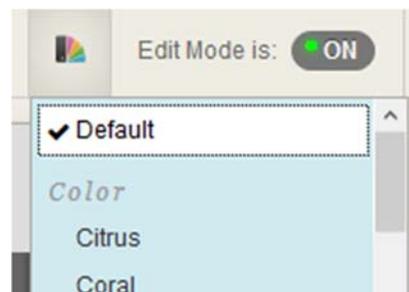
1. Select **Customization** in the **Control Panel** area of your existing course.
2. Select **Teaching Style**.
3. In the **Select Course Structure** area, select the name of the Course Structure you would like to use in one of the five focus areas, *Activity, Communication, Content, System or Time*.
4. Preview the structure on the right side of the screen and select **Use This Structure** if you are sure you would like to make the changes and click **Submit**.

SELECTING A COURSE THEME

You may easily add style and visual interest by customizing the look and feel of your course using Course Themes. Course Themes are pre-built designs that allow you to change the color of course links, section and page headers, and the background wallpaper of the course.

To Select a Course Theme:

1. Select **Customization** in the **Control Panel** area of your existing course.
2. Select **Teaching Style**.
3. In the **Select Course Theme** area, select the Theme you would like to use and click **Submit**.
4. You may also change the Course Theme using the **Change Course Theme** icon at the top of the course site.



SELECT MENU STYLE AND ADD A BANNER

You may select a color and style for your **Course Menu**.

1. Select **Customization** in the **Control Panel** area.
2. Click on **Teaching Style** and scroll to the **Select Menu Style** area, select **Buttons** or **Text** and make your selections. You also have the option to **Upload a Banner**.

You may easily create a Banner in PowerPoint.

1. Open a new PowerPoint presentation and select a Blank Content Layout.
2. Resize the slide 7 to 8 inches in width and 1.5 inches in height.
3. Design your banner using WordArt, Text boxes, ClipArt or digital Photos.
4. Save the Banner as a JPEG file.

5. To upload the Banner into Blackboard, select **Customization** in the Control Panel area.
6. Click on **Teaching Style** and scroll down to **Select Banner**, click **Browse** and Select the JPEG file of the Banner you created in PowerPoint and click **Submit**.

A **Banner Gallery** of PowerPoint templates is also available: (www.fresnostate.edu/academics/blackboard/fac-staff/banner-gallery.html). Simply select the template you want to use, download it and modify the text to reflect your course. All of the images were taken around the Fresno State campus and will provide an attractive and effective 'welcome mat' for your course.

TURN OFF ALL UNNECESSARY TOOLS

To simplify your class you will want to hide the links of all the tools you will not be using. If you decide to use a tool later in the semester you may make it available at that time.

1. In the upper right-hand corner, select **Edit Mode ON**.
2. Select **Tools** on the **Course Menu**.
3. Click **Hide Link** next to the tools that you are not using.
4. To view the Tools that will be available to students, turn off the Edit Mode button.

CHANGE THE COURSE NAME TO REFLECT THE CURRENT SEMESTER

Changing the course name allows users to easily identify the course they are looking for in a list of courses on Blackboard.

1. In the Control Panel area, select **Customization** and **Properties**.
2. In the **Name and Description** area, change the **Course Name** to reflect the current semester and click **Submit**.

UPDATE YOUR CONTACT INFORMATION

The Faculty Information link should contain information students will need to contact the instructor. This includes email, office location and office hours. Instructors may also add notes and upload a picture.

1. Select **Faculty Information** on the **Course Menu**.
2. Select **Create Contact**, complete the template and click **Submit**.

UPLOAD YOUR SYLLABUS

The course syllabus and all revisions should be located in the Syllabus area located on the Course Menu. **Note:** It is recommended that you upload your syllabus as a PDF file.

1. Select **Syllabus** on the **Course Menu**.
2. Click on **Build Content** and **Create Item**.
3. Type in the name of your Syllabus and a description. Make sure and include the file type.
4. Browse for file on your computer, **Name the Link**, select **Options** and click **Submit**.

UPDATE DEADLINES, DATES, AND MATERIALS

Go through all course content and make sure all URL's and documents are current and reflect the current semester.

MAKE YOUR COURSE AVAILABLE

All courses are set to unavailable by default. As soon as the course is ready it is the instructor's responsibility to make the course available. You will see (Course is unavailable to students) at the top of your course site until you make the course available to students.

1. Select **Customization** and **Properties** in the **Control Panel** area.
 2. In the **Set Availability, Make Course Available**, select **Yes** and click **Submit**.
-

POST A WELCOME ANNOUNCEMENT

In your welcome message you may want to include the date/time of class, a brief course overview, instructor's name and contact information, any textbook information, as well as how you intend to use Blackboard.

There are several ways to post Announcements in your course.

From the **Control Panel** area:

1. Select **Course Tools**.
2. Click **Announcements** link and **Create Announcement**.
3. Fill in the **Subject** and **Message** fields and select the appropriate **Options**.
4. Click **Submit**.

If your course opens to a **Home Page** and your Announcements are located within the Announcements module:

1. Select **Tools** on the **Course Menu**.
2. Click **Announcements** link and **Create Announcement**.
3. Fill in the **Subject** and **Message** fields and select the appropriate **Options**.
4. Click **Submit**.

If your course opens to an Announcements page:

1. Click **Edit Mode ON**.
 2. Click **Create Announcement**.
 3. Fill in the **Subject** and **Message** fields and select the appropriate **Options**.
 4. Click **Submit**.
-

SEND AN EMAIL

Send an email to your students once the course is made available. You may want to consider copying and pasting the Welcome Announcement into the body of the email.

1. Go to the **Course Tools** area in the **Control Panel**.
 2. Click **Send Email**.
 3. Select the **Users**.
 4. Type in a **Subject** and a **Message** and click **Submit**.
-

STUDENT PREVIEW

To experience your course exactly as your students do, click the Student Preview icon located at the top of your course.

While in Student Preview, you can do the following student activities:



- Submit assignments
- Take tests
- Create blog and discussion posts
- Create journal and wiki entries
- View student tools, such as My Grades

When you exit the Student Preview, you are prompted to keep or delete preview user and all its associated data. It is considered a best practice to remove the preview user and all the associated data so that the activity of the preview student is not associated with the course.

COMBINING COURSE SECTIONS

To request that course sections be combined into one course and the enrollments merged, complete the **Combine Course Request Form** found in the Faculty & Staff section under Forms on <https://blackboard.fresnostate.edu>. This is a permanent change for the term and requires signatures from all participating faculty. Complete and return the form to the Resource Center (information found on form).

GETTING HELP WITH BLACKBOARD

There are several ways to get help with Blackboard 9.1

- **Mary Bennett**, Instructional Designer • mbennett@csufresno.edu • (559) 278-7203
- **JoLynne Blake**, Instructional Designer • jblake@csufresno.edu • (559) 278-8788
- **Sue Yang**, Instructional Designer • suyang@csufresno.edu • (559) 278-5782
- **Resource Center** located in Studio 2 on the second floor of the Henry Madden Library: (559) 278-7373
- **Email:** tiltsupport@csufresno.edu
- **Blackboard Website:** <https://blackboard.fresnostate.edu>

Accessing and entering grades into My Fresno State

QUICK LINKS

Help Center: Faculty & Staff Technology Services

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

My Fresno State

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

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

GRADING POLICY

Grade Reporting

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

When to Enter Grades

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

How to Record Grades

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

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



5. Click on the Grade Roster icon  of the appropriate class.

Note: Grade Rosters are usually made available during the last two weeks of the semester.

Faculty Center

My Schedule

Summer 2016 | California State Univ Fresno [change term](#)

Select display option: Show All Classes Show Enrolled Classes Only

[Textbook Orders](#) [Textbook Information](#)

Icon Legend:  Class Roster  Grade Roster  Class Permissions

My Teaching Schedule > Summer 2016 > California State Univ Fresno

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

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

Display Options:
 *Grade Roster Type Final Grade
 Display Unassigned Roster Grade Only

Grade Roster Action:
 *Approval Status Not Reviewed

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

View All | Download | Rows 1 - 12 of 12

Select All Clear All Printer Friendly Version

<- add this grade to selected students

notify selected students notify all students

IMPORT GRADES

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

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

*Note: you will get the below message, click **OK***

Message

This Grade Roster is not complete (30500,2)

When all grades have been assigned, please remember to set the Approval Status field to Approved for your grades to be submitted to the Registrar's Office.

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

Display Options:
 *Grade Roster Type Final Grade
 Display Unassigned Roster Grade Only

Grade Roster Action:
 *Approval Status **Approved**

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

View All | Download | Rows 1 - 12 of 12

Select All Clear All Printer Friendly Version

<- add this grade to selected students

notify selected students notify all students

IMPORT GRADES

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

Display Options:

*Grade Roster Type Final Grade

Display Unassigned Roster Grade Only

Grade Roster Action:

*Approval Status Approved save

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

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

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

<- add this grade to selected students

notify selected students
notify all students

IMPORT GRADES
SAVE

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

Message

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

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

OK

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

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

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

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

POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS

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

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

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

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

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

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

II. Peer Evaluation Forms and Student Rating Questionnaires

- A. Each Department shall adopt peer evaluation forms that will assess course content, instructional design, instructional delivery, and assessment methods. In the absence of a formally adopted departmental form, the department shall use a university-wide template provided by the Provost. Each department may adopt a protocol for face-to-face real time peer observations of teaching where applicable. The results of these peer evaluations may be used both formatively and summatively.
- B. Student rating questionnaires shall provide for the assessment of the applicable components identified in Section I. The student rating questionnaires shall be unsigned. Departments shall select questions having demonstrated reliability and validity from a campus-wide pool approved by the Academic Senate and Provost. When possible, the instructor should also receive adjusted scores that take into account external factors beyond the control of the instructor.
- C. The data from peer evaluations and student ratings shall be used in personnel decisions relating to retention, tenure and promotion.
- D. Additional student ratings of courses may be requested by the instructor or required by the college/ school Personnel Committee, Dean or Provost.

III. Frequency of Implementation

A. Peer Evaluation Reports

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

2. Additional peer evaluation reports may be requested by the instructor or required by the College/School Personnel Committee, Dean or Provost on a case by case basis.

B. Student Ratings of Instruction

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

IV. Confidentiality

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

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

V. Use and Housing of Student Ratings Data

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

VI. Administration of Peer Evaluation Reports

A. Conducting Peer Evaluation of Courses

1. Only tenured and probationary faculty shall conduct peer evaluations of courses. Probationary faculty may perform evaluations of temporary faculty only. Tenured faculty shall be evaluated only by other tenured faculty at a higher rank, except full professors who may evaluate faculty at any rank. Tenured faculty being considered for promotion and participants in the Faculty Early Retirement Program may not participate in personnel committee actions. However, they may conduct peer evaluations of courses pursuant to this policy.
2. Department chairs shall assign peer evaluator(s) to review faculty members.

3. Prior to the peer evaluation, the evaluator(s) shall notify the faculty member of the materials that will be required for the evaluation. It is the responsibility of the faculty member to provide the materials to the evaluator. The materials shall include those designated on the peer evaluation form.
4. Evaluators shall not interview students before, during or after the peer evaluation.

B. Reports

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

VII. Administration of Questionnaires for Student Ratings of Instruction

A. Administration of Student Rating Questionnaires

1. Student rating questionnaires shall be proctored by a faculty member, student, or administrative assistant. The questionnaire may not be proctored by the instructor of record for the course.
2. The instructor being rated may not be present in the classroom during the administration of the questionnaire.
3. Proctor Responsibilities.
 - a. The proctor shall not interview students before, during, or after the class session.
 - b. The administration of the questionnaire shall occur during the last half of the scheduled term of instruction and shall be administered during the first fifteen minutes of class. Nothing besides a pencil and the rating form shall be handed out during the administration of the questionnaire.
4. Standardized instructions to the rating questionnaire will be provided by the proctor. All proctors will receive standardized written instructions on administering the forms as well as a written statement about the use and processing of the evaluations to be read to the students. These

standardized instructions shall:

- a. inform students that the results will not be available to the instructor until after final grades have been submitted.
- b. inform students of the purpose of the questionnaire, which is to enhance teaching effectiveness and to provide information for staffing decisions including retention, tenure, and promotion (if any);
- c. inform students that the original or a copy of the original of the comments (if any) will be given to the instructor;
- d. inform students that the instructor may not be present in the classroom during the administration of the questionnaire.
- e. inform students that care should be taken to avoid bias based upon race, color, religion, national origin, ancestry, marital status, age, physical disability, mental disability, medical condition, veteran's status, sex, and sexual orientation.

B. Analysis of Student Rating Data

1. *Quantitative Results*

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

2. *Open-Ended Student Comments*

- a. The department may require that students be given the opportunity to provide comments in conjunction with numerical student ratings. A copy of the student comments shall be given to the department chair and the faculty member. The department chair shall not share the student

comments with review committees. The department chair shall review the student comments in a timely fashion for evidence of gross violations of university policy.

- b. In the interest of instructional improvement and fairness to retention/tenure/promotion candidates, these copies shall be provided to the instructor as soon as possible after final grades are submitted.

VIII. Preparation of an Overall Evaluation of Teaching Performance

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

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

IX. Summary of Policy

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

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

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

SCHOOL OF NURSING POLICY ON ASSESSMENT OF TEACHING EFFECTIVENESS

APM 322 is the official policy on the Assessment of Teaching Effectiveness. This Departmental policy is designed to further define requirements at the Departmental level as specified in APM 322.

STUDENT RATINGS OF INSTRUCTION

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

While the IDEA Short Form will be the standard paper instrument for the campus, faculty may elect to use either the Diagnostic Form or Online version.

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 department 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 on the basis of multi-year trends rather than focusing on a single course or narrow time frame.

PEER EVALUATIONS

1. Frequency

- a. For full-time temporary faculty, two sections each semester for the first year and two sections each academic year thereafter.
- b. For part-time temporary faculty, the first time a course is taught by the instructor and thereafter, at least one section every other year of employment regardless of break in service.
- c. For probationary faculty, two sections (to include as many different courses as possible) each semester.
- d. 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 Department approved form to evaluate Course Content, Instructional Design, Instructional Delivery and Assessment methods.

OVERALL

The Department will follow the guidelines in APM 325, APM 327 and APM 328 when electing committees selected to prepare the overall evaluation of teaching.

APPROVAL PROCESS

Departmental policies will be submitted to the appropriate School/College Dean and to the Provost for review and approval.

Evaluating and Improving Your Own Course (CESAP)

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

Attached you will find instructions on how to accomplish this and the form to use. The assessment process can be done on an individual basis or at a course committee level, depending on the course and the situation. However, once the “Course Evaluation Summary and Action Plan” (CESAP) form is completed *it will go initially to the coordinators of the DNP program from each campus*. The co-coordinators will then meet with both the DNP Executive Leadership Team (ELT) and the DNP Graduate Committee representing both campuses for review of the individual faculty members’ CESAP forms.

The *DNP ELT* consists of the Chair of the Schools Nursing at Fresno and SJSU and the DNP Directors and Coordinators at both campuses.

The *DNP Committee* at each campus consists of the DNP ELT, faculty teaching in the DNP program and adjunct faculty from other universities teaching within the program.

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

Instructions

- Each faculty upon receiving their **course evaluations** (not instructor evaluations/IDEA) will complete the CESAP form.
- Completed CESAP forms will be electronically delivered to both (Fresno State and SJSU) DNP program coordinators; faculty should retain a copy for their records.
- The forms should be completed and sent to the DNP coordinators by the end of:
 - a. **March for previous fall courses.**
 - b. **October for previous spring courses.**
 - c. **December for previous summer courses.**

- The DNP ELT will designate a specific DNP Committee meeting to review the CESAP forms.
- If the DNP Committee makes suggested changes to the course, the individual faculty currently teaching the course will be responsible for making the suggested changes.
- Faculty will be expected to make recommended changes as soon as it is logistically feasible.
- The two DNP directors (Fresno State and San Jose State University) will be responsible to ensure changes are completed.

Course Number and Name

Semester and Year

Faculty Name

DNP STUDENT PERSPECTIVE

Number of students reporting:

Number of students in the class:

Average rating by students (from course evaluation):

Summary of most valuable aspects of course according to students:

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

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

DNP INSTRUCTOR PERSPECTIVE

Instructor's response to students' comments

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

PROGRAM and STUDENT LEARNING OUTCOMES (SLO)

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

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

Program Learning Outcomes have been identified as preparing graduates to:

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

DNP Essentials

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

POLICIES ON PROFESSIONAL ETHICS & ACADEMIC INTEGRITY

As students enrolled at Fresno State, and Faculty assigned through Fresno State, the joint program will respect and honor the codes and standards set by Fresno State in all matters. Where responsibility in the policies is assigned to the "Chair", at their discretion the DNP Committee, the Joint Chairs, or the DNP Program Directors/Coordinators may sit as deciding/recommending units.

CODE OF ACADEMIC INTEGRITY HONOR CODE

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

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

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

The Code

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

Principles of Implementation

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

DNP Faculty Responsibilities

DNP academic faculty will:

- a. Exhibit high standards of professional ethics. (APM 336)
- b. Treat all students fairly and consistently to avoid any appearance of special favors for special groups. (APM 336)
- c. Explain what constitutes cheating, plagiarism, inappropriate collaboration or other issues related to academic integrity through the class syllabus, and in relation to assignments, tests and other class activities for which grades are to be assigned. Provide links to university web sites that explain and elaborate these policies. (e.g., APM 235, 241, 336)
- d. Give examples of cheating and plagiarism for the particular class and provide

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

DNP Students Responsibilities

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

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

Referenced Policies from the University's Academic Policy Manual:

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

APM 241--Policy on Course Syllabi and Grading

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

APM 336--University Statement on Faculty Rights and Responsibilities

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

CHEATING & PLAGIARISM

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

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

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

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

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

INTRODUCTION

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

I. STUDENT'S ACADEMIC STATUS/STANDING

A) Academic Work and Grading

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

B) Definitions

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

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

1. Cheating

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

2. Plagiarism

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

C) Procedures

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

1. Faculty – Student Conference

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

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

a) Academic Sanctions

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

b) Disciplinary Sanctions

In addition to academic sanctions, faculty may also recommend students who admit to cheating and/or plagiarism be subject to additional disciplinary sanctions by the Vice President for Student Affairs and Dean of Students pursuant to Section 41301 of Title 5; Executive Order No.628. Following procedures consonant with due process, disciplinary action taken by the Vice President for Student Affairs and Dean of Students may include,

but is not limited to, the following: blocking the possibility of substituting a grade earned later in the same course, a written reprimand, probation, suspension, or expulsion. Recommendations for these disciplinary sanctions will be considered upon receipt of the Instructor's Report of Cheating and/or Plagiarism filed by the instructor as called for under Section I Subpart C within one month following the faculty-student conference.

c) Instructor's Report of Cheating and Plagiarism

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

2. Departmental Hearing

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

a) Notification of Hearing

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

b) Official Hearing

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

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

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

c) Academic Sanctions

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

d) Disciplinary Sanctions

In addition to academic sanctions, faculty may also recommend students who are found guilty of cheating and/or plagiarism be subject to additional disciplinary

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

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

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

D) Student Rights

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

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

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

Recommended by the Academic Senate August 1979

Approved by the Vice President-in-Charge September 1979

Amended 4/84; 5/96; 3/30/01

SIGNATURE PAGE

I have read and understand the California State University, Northern California Consortium Doctor of Nursing Practice FACULTY HANDBOOK 2017-2018

FACULTY NAME (PRINT)

FACULTY SIGNATURE