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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. It has been compiled to assist faculty members to assume their responsibilities effectively. It is, however, not a complete document. The Academic Policy Manual (APM) (http://www.fresnostate.edu/academics/aps/forms-policies/apm/index.html) provides a complete reference to approved University policies, procedures, contracts, and general information.

The bylaws, policies, procedures, and guidelines in this handbook have been established to 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, the regulations of the Trustees and Chancellor of the California State University, and the 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 at California State University, Fresno is to offer quality nursing education to undergraduate and graduate nursing students that prepares nurses with clinical decision-making skills based on theory and research. Additionally, the School seeks to establish an academic foundation for Advanced Practice Nursing and Doctoral preparation. As life-long learners, graduates are prepared for delivering quality health care to diverse populations across environments. Graduates will lead, supervise, delegate, manage, evaluate care outcomes, and demonstrate the ability to act as consumer advocates in promoting wellness and facilitating change.

Approved by Faculty Council: 4/05

Philosophy of Nursing

California State University, Fresno offers comprehensive programs that lead to the bachelor’s and master’s 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 which 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 extrapersonal 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 philosophy of the School 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 is based on evolving nursing theory and knowledge from the sciences and other 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 and 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 critically examine 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
California State University, Fresno
School of Nursing

Conceptual Framework

The baccalaureate and graduate programs in nursing at California State University, Fresno utilize 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, sociocultural, 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 are utilized 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
Purpose of the Bachelor of Science in Nursing Program

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 Terminal Objectives

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.


Reviewed March 28, 2008
Baccalaureate Student Outcome Definitions

Below are the student outcome goals for the undergraduate program of the School of Nursing. Upon completion of the undergraduate program of study in the School of Nursing the student will be evaluated on the following four outcomes.

COMMUNICATION: Communication is defined as a complex, ongoing, interactive process of exchanging information and forms the basis for building relationships. Communication includes listening, verbal and nonverbal behaviors, written skills, and the use of emerging technologies.

CRITICAL THINKING: Critical thinking is defined as a discriminating process that underlies decision making. Critical thinking includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity.

CLINICAL JUDGMENT: Clinical judgment is the interaction of knowledge, skills, and attitudes and underlies the nurse’s ability to adapt care for diverse populations in varied health care environments. Clinical judgment involved critical reasoning, integration of evidence based practice, and the implementation of wholistic, value based patient centered care.

COLLABORATION: Collaboration is defined as the active engagement in local, regional, and global health care and forms the basis for interdisciplinary practice. Collaboration supports a climate of diverse opinions and incorporates delegation, negotiation, coordination, and service learning.

Adopted by Faculty Council March 28, 2008
Purpose of the Master of Science in Nursing Program

The purpose of the Master of Science in Nursing program is to prepare nurses for advanced practice in the functional roles of primary care nurse practitioner, clinical nurse specialist, and nurse educator. 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

Objectives of the Master of Science Program

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 which facilitate the development of these competencies.

The School mission statement, philosophy, and program purpose provide the conceptual framework for the program objectives listed below. Major strands associated with each objective are in parentheses.

1. Analyze nursing phenomena through the implementation of the research process and the application of conceptual models of nursing (systematic inquiry).
2. Demonstrate the application of advanced nursing practice concepts with individual, family, and community systems through implementation of Neuman's Health Care System Model (advanced practice).
3. Contribute to the advancement of nursing practice and research through analysis, synthesis, and extension of nursing conceptual models (systematic inquiry, advanced practice).
4. Advance professional role performance by implementing concepts of collaboration, consultancy, teaching, leadership, and research in advanced nursing practice (social organization).

Objectives for each area of role specialization:

Objectives for the role specialization options of clinical specialist, nurse educator, and nurse practitioner define the specific competencies of each role and are congruent with the overall program objectives.

The CNS Program Outcomes and curriculum are organized around the CNS Competencies developed by the National Association of Clinical Nurse Specialists. These competencies have been identified as necessary for safe and comprehensive practice as a CNS. The program objectives provide the guideline for the development of each set of course objectives:

A. Competency I ~ Direct Care
   Upon completion of this program, the student will be able to:
   1. Perform a comprehensive holistic assessment of patients with specific health conditions
   2. Provide direct care to patients with specific health conditions
   3. Develop and Initiate plans to promote health and quality of life for these patients.

B. Competency II ~ Consultation and Collaboration
   Upon completion of this program, the student will be able to:
   4. Problem solve, plan, and interact with multi-disciplinary professionals
   5. Initiate collaborative strategies with other CNS’s
   6. Utilize collaborative dynamics to configure the needs, preference, and recognized strengths of the patient and family into an integrated health care plan to optimize outcomes

C. Competency III ~ Systems Leadership
   Upon completion of this program, the student will be able to:
7. Act as a change agent in influencing and empowering health care associates
8. Integrate new technology into the system of care
9. Monitor performance outcomes relating to acute conditions in conjunction with supervisory APRN’s

D. Competency IV ~ Ethical decision making, moral agency and advocacy
Upon completion of this program, the student will be able to:
10. Identify and discuss issues related to a CNS moral agency surrounding ethics and legal issues in health care in a holistic approach

E. Competency V ~ Coaching:
Upon completion of this program, the student shall be able to:
11. Provide skilled guidance and teaching of issues related to the health and illness continuum of patient, families, groups of families and the profession of nursing
12. Educate and advise patients’ families, caregivers, and nursing on sensitive issues, such as end of life issues and complex physical and mental health treatments

F. Competency VI ~ Research:
Upon completion of this program, the student shall be able to:
13. Analyze, monitor, and apply evidence-based research findings into the care of the adult/geriatric or pediatric populations
14. Analyze and incorporate conceptual models and theories of care of the population focus
15. Use advanced critical thinking and clinical decision making to analyze case studies within the continuum of the population focus
16. Demonstrate cultural competence in working with diverse patients and families


I. GOALS AND STUDENT LEARNING OUTCOMES FOR THE NURSE EDUCATOR

The following expected outcomes are entry-level competencies for all Nurse Educators. The Nurse Educator portion of the Clinical Nurse Specialist Option outcomes and curriculum are organized around the National League for Nursing core competencies for nurse educators. The program objectives provide the guideline for the development of each set of course objectives.

A. Competency I ~ Facilitate Learning:
Upon completion of this certificate program, the student shall be able to:
1. Implements a variety of teaching strategies appropriate to learner needs, desired learner outcomes, content, and context
2. Grounds teaching strategies in educational theory and evidence-based teaching practices
3. Recognizes multicultural, gender, and experiential influences on teaching and learning
4. Uses information technologies skillfully to support the teaching-learning process

B. Competency II ~ Facilitate Learner Development and Socialization
Upon completion of this certificate program, the student shall be able to:
5. Identify individual learning styles and unique learning needs of international, adult, multicultural, educationally disadvantaged, physically challenged, at-risk, and second degree learners
6. Foster the cognitive, psychomotor, and affective development of learners
7. Recognize the influence of teaching styles and interpersonal interactions on learner outcomes

C. Competency III ~ Use Assessment and Evaluation Strategies
Upon completion of this certificate program, the student shall be able to:
8. Use a variety of strategies to assess and evaluate learning in the cognitive, psychomotor, and affective domains
9. Implement evidence-based assessment and evaluation strategies that are appropriate to the learner and to learning goals
10. Use assessment and evaluation data to enhance the teaching-learning process
11. Demonstrate skill in the design and use of tools for assessing clinical practice

D. Competency IV ~ Participate in Curriculum Design and Evaluation of Program Outcomes
Upon completion of this certificate program, the student shall be able to:
12. Demonstrate knowledge of curriculum development including identifying program outcomes, developing competency statements, writing learning objectives, and selecting appropriate learning activities and evaluation strategies
13. Base curriculum design and implementation decisions on sound educational principles, theory, and research
14. Revise the curriculum based on assessment of program outcomes, learner needs, and societal and health care trends

E. Competency V ~ Function as a Change Agent and Leader
Upon completion of this certificate program, the student shall be able to:
15. Model cultural sensitivity when advocating for change
16. Evaluate organizational effectiveness in nursing education
17. Implement strategies for organizational change
18. Promote innovative practices in educational environments

F. Competency VI ~ Pursue Continuous Quality Improvement in the Nurse Educator Role
Upon completion of this certificate program, the student shall be able to:
19. Use feedback gained from self, peer, student, and administrative evaluation to improve role effectiveness
20. Use knowledge of legal and ethical issues relevant to higher education and nursing education as a basis for influencing, designing, and implementing policies and procedures related to students, faculty, and the educational environment

G. Competency VII ~ Engage in Scholarship
Upon completion of this certificate program, the student shall be able to:
21. Design and implements scholarly activities in an established area of expertise
22. Disseminate nursing and teaching knowledge to a variety of audiences through various means

H. Competency VIII ~ Function within the Educational Environment
Upon completion of this certificate program, the student shall be able to:
23. Use knowledge of history and current trends and issues in higher education as a basis for making recommendations and decisions on educational issues
24. Develop networks, collaborations, and partnerships to enhance nursing's influence within the academic community
25. Incorporate the goals of the nursing program and the mission of the parent institution when proposing change or managing issues
GOALS AND STUDENT LEARNING OUTCOMES FOR THE NURSE PRACTITIONER:
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.

(Scientific Foundation Competencies)
1. Critically analyze data and evidence for improving advanced nursing practice
2. Integrate knowledge from the humanities and sciences within the context of nursing science
3. Translate research and other forms of knowledge to improve practice processes and outcomes
4. Develop new practice approaches based on the integration of research, theory, and practice knowledge

(Leadership Competencies)
5. Assume complex & advanced leadership roles to initiate & guide change
6. Provide leadership to foster collaboration with multiple stakeholders to improve health care
7. Communicate practice knowledge effectively both orally and in writing
8. Participate in professional organizations & activities that influence advanced practice nursing &/or health outcomes of a population focus

(Quality Competencies)
9. Use best available evidence to continuously improve quality of clinical practice
10. Evaluate how organizational structure, care processes, financing, marketing & policy decisions impact quality of health care

(Practice Inquiry Competencies)
11. Provide leadership in the translation of new knowledge into practice
12. Generate knowledge from clinical practice to improve practice and patient outcomes
13. Apply clinical investigative skills to improve health outcomes
14. Disseminate evidence from inquiry to diverse audiences using multiple modalities
15. Analyze clinical guidelines for individualized application into practice

(Technology & Information Literacy Competencies)
16. Integrate appropriate technologies for knowledge management to improve health care
17. Translate technical & scientific health information appropriate to various users’ needs
18. Demonstrate information literacy skills in complex decision making

(Policy Competencies)
19. Demonstrate an understanding of the interdependence of policy and practice
20. Analyze ethical, legal, and social factors influencing policy development

(Health Delivery System Competencies)
21. Apply knowledge of organizational practices & complex systems to improve health care delivery
22. Facilitate the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders
23. Collaborate in planning for transitions across the continuum of care

(Ethics Competencies)
24. Integrate ethical principles in decision making
25. Evaluate the ethical consequences of decisions
26. Apply ethically sound solutions to complex issues related to individuals, populations & systems of care
(Independent Practice Competencies)

27. Demonstrate the highest level of accountability for professional practice
28. Practice independently managing previously diagnosed and undiagnosed patients
29. Provide patient-centered care recognizing cultural diversity & the patient or designee as a full partner in decision-making


Adopted by Faculty Council: 11/20/98; Revised 5/23/05: Reviewed March 28, 2008

Purpose of the Doctor of Nursing Practice

The purpose of the Doctor of Nursing Practice (DNP) 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.

Program and Learning Outcomes of the Doctor of Nursing Practice

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

Student Learning Outcomes of the Doctor of Nursing Practice

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 which are threaded throughout coursework.

A. ESSENTIAL I ~ Scientific Underpinnings for Practice

B. ESSENTIAL II ~ Organizational and Systems Leadership for Quality Improvement & Systems Thinking
C. ESSENTIAL III ~ Clinical Scholarship and Analytical Methods for Evidence-based Practice

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

E. ESSENTIAL V ~ Health Care Policy for Advocacy in Healthcare

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

G. ESSENTIAL VII ~ Clinical Prevention and Population Health for Improving the Nation’s Health

H. 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 Personnel Committee and Curriculum Coordinators
4. Establish and update School short- and long-term goals in collaboration with Faculty Council
5. Plan, coordinate, and administer the School budget utilizing input from Faculty Council
6. Assume or delegate responsibility for schedule of courses and teaching assignments with consideration of faculty input and requests
7. Recommend Coordinators with approval by Personnel Committee and probationary faculty members
8. Recommend individual to be acting Chair in case of absence with approval of Personnel Committee and probationary faculty members
9. Serve as ex-officio member of School committees
10. Chair Faculty Council
11. Coordinate faculty professional development program in collaboration with faculty members
12. Coordinate management of School travel funds
13. Participate in personnel decisions per University policy
14. Approve all research and training projects generated within the School including both individual and group proposals
15. Consult with Graduate Coordinator for approval of graduate thesis committees
16. Maintain cooperative relationships with health related agencies in the community
17. Prepare the annual report to be submitted to the Dean, College of Health and Human Services, the Nursing School Personnel Committee, and the Faculty Council
Section 2 - Baccalaureate Curriculum 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 committees in consultation with the School Chair
11. Grants final approval to NURS 298 projects prior to binding
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. Orient 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 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. Management, planning and coordination 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 3rd 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. Orient 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 – Clinical Nurse Specialist and Clinical Nurse Educator (CNS/CNE) Coordinator

A. Eligibility

1. Tenured or tenure-track full-time faculty member.
2. Minimum of 5 years’ experience as a Clinical Nurse Specialist and/or Clinical Nurse Educator
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. Management, planning and coordination of all aspects of the CNS and/or CNE Program and its operation
2. Oversees faculty in the CNS and/or CNE 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 3rd 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
13. Reviews student’s logs and provides feedback based on clinical guidelines for logs and student’s objectives
14. Evaluates each student’s participation in clinical experiences according to the course objectives developed by faculty and individual objectives developed by the student in consultation with the faculty
15. Plans and supervises student lab and/or clinical experiences or practice
16. Approves the behaviorally stated learning objectives developed by the student
17. Conducts student seminars with participating students and makes evaluative and requested visits to placement facilities where students are assigned

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

Section 9- 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 School 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 10-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. 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
11. 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
12. Serves as liaison for the RN-BSN program to the University and community

Section 11- Lead Teachers

A. Eligibility

1. MSN or doctoral tenure or tenure track member
2. Minimum of 5 years’ 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 12- Doctor of Nursing Practice (DNP) 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. Responsible for planning, development, implementation and evaluation
2. Responsible for meeting program goals
3. Prepares and completes action plans
4. Recruitment, selection and assignment, coordination, and review and evaluation of faculty
5. Recruitment and selection of volunteers
6. Coaching, counseling, disciplining
7. Communicating expectations
8. Keeps accounting of time and budget
9. Collaborates and identifies issues with the graduate program coordinator, school director and participates on the graduate committee and CCC
10. Meet financial objectives by forecasting requirements; preparing an annual budget; scheduling expenditures; analyzing variances; initiating corrective actions
11. Confers with appropriate accrediting agencies, University administrators, other DNP directors, regulatory requirements, policies and procedures and budget projections
12. Responsible for maintaining updated and current standards from WASC, CABRN, CCNE
13. Participate in the orientation of new faculty to the DNP program, including online teaching preparation
14. Advise graduate faculty on curriculum development for DNP education
15. Participates in the orientation of students to the DNP program
16. Oversees the building and maintenance of clinical agency relationships to all clinical agencies used in the DNP program practicum courses
17. Participate in contract negotiations for agency MOUs and agreements
18. Fosters an environment that promotes growth in academic excellence for faculty and students
19. Updates job knowledge by participating in educational opportunities; reading professional publications; maintaining personal networks; participating in professional organizations
20. Enhances department and organization reputation by accepting ownership for accomplishing new and different requests; exploring opportunities to add value to job accomplishment
21. Monitor national trends in DNP education
22. Collaboratively develop a recruitment and marketing campaign

Section 13-Doctor of Nursing Practice (DNP) Coordinator

A. Eligibility

1. Tenured or tenure track 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. Assists in planning, developing, implementation and evaluation of program
2. Coordinates actions to assist in achieving program goals
3. Makes sure that deadlines and goals are met
4. Compares actual performance to goals set
5. Orienting, training, and assist Chair with scheduling of faculty
6. Recruitment, selection, organization and management of volunteers and staff
7. Coaching, counseling
8. Communicating expectations
9. Keeps accounting of time and budget
10. Monitor program curriculum and revise as needed to account for trends and accreditation requirements
11. Identifies and responds to emerging problems
12. Handles operational concerns
13. Prepares meeting schedules and agendas for the DNP committee
14. Covers when the director is not available
15. Counsel and advise all DNP program students concerning progression through the program as a cohort (in conjunction with DNP program coordinator)
16. Participate in the orientation of new faculty to the DNP program, including online teaching preparation
17. Assist students regarding preparation for national certification
18. Participates in the orientation of students to the DNP program
19. Collaborates with director on building and maintaining clinical agency relationships
20. Fosters an environment that promotes growth in academic excellence for faculty and students
21. Fosters a practice doctoral culture
22. Updates job knowledge by participating in educational opportunities; reading professional publications; maintaining personal networks; participating in professional organizations
23. Monitor national trends in DNP education
24. Collaboratively develop a recruitment and marketing campaign

Section 14-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' experience teaching in pre- or post-licensure registered nursing programs.

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

B. Term

1. Serves at the pleasure of the Program Director/Chair

C. Responsibilities

1. The assistant director who is knowledgeable and current regarding the program and the policies and procedures by which it 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 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 School faculty, school curriculum committee, 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 School 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. Assist in preparation of course materials including syllabi, examinations, and clinical schedules
2. Reviews and select course texts and media materials
3. Plans theory and clinical orientation of students
4. Plans and evaluate activities, revisions, and projects
5. 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, School Curriculum Committee, Graduate Council, BRN, and CCNE
4. Updates graduate student guidelines, student information cards, catalog changes, and brochures. Articulates with the baccalaureate program, University Schools, Division of Graduate Studies, and other institutions
5. Assists with student recruitment, orientation, and advising activities. Establishes criteria for selecting, screening, admitting, and advancing graduate students. Addresses individual student programs or advisement problems/issues in all graduate areas as indicated
6. Assists the Coordinator to generate and monitor grant proposals to facilitate graduate curriculum development and/or implementation
7. Disseminates information relevant to the graduate program through workshops or other mechanisms
8. Conducts entrance, exit, and follow-up studies of program graduates
Section 5 - Thesis Guidelines and Committees

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 Curriculum 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 committees are composed of a chairperson and two members. Committees 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. Exceptions must be approved by the Graduate Coordinator and the School Chair. 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 CSUF 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 also responsible for initiating the process for Schoolal 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
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 Chair
2. Concurrent with faculty appointment

C. Responsibilities

1. Serves as advisory group to School Chair
2. Assists the School Chair with planning and development of the academic unit
3. Assists with the development of School calendar
4. Develops, implements, and evaluates School short-term and long term goals in consultation with School Chair
5. Makes recommendations to the Chair related to School budget
6. Makes decisions on committee recommendations
7. Elects members to school 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 School Chair in the development of faculty vacancy announcements. Informs faculty members in writing of their responsibilities and due dates related to retention, tenure, and promotion (RTP) as early as possible
   b. Orients new faculty to personnel process upon hiring or at beginning of first semester
   c. 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
   d. Constitutes search committees in consultation with the Committee and School Chair
   e. Implements the School procedure for evaluation of Chair in consultation with the College dean
   f. Assigns committee members to act as advisors if requested by new faculty members
   g. 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 and Promotions Committees may not participate in discussion and voting on personnel issues at the School level

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 Nursing Resource Center 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, one CNSA representative, and one elected graduate student

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 and Schoolal 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 a member 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 and continuance in the nursing program and makes a recommendation to the Chair (See Appendix A).

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.
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 Committee

A. Membership

Chair, Chair of School of Nursing, Fresno State
Director, Chair of Nursing, San Jose State
Co-Director DNP Program, Fresno State
Co-Director DNP Program, San Jose State
Co-Coordinator DNP Program, Fresno State
Co-Coordinator DNP Program, San Jose State

B. Term

3 years

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 and San Jose State University
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
   A. Amendments may be initiated by a simple majority of the full-time faculty.
   B. Amendments must be approved by two-thirds of the Faculty Council attending the meeting at which they are presented.

Section 6 - Committee Minutes
   A. Committee minutes shall be distributed by the recorder to all committee members in time for review prior to the next scheduled meeting.
   B. Copies of minutes are filed in the School office and may be requested with the exception of personnel minutes which 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
PART III
POLICIES AND PROCEDURES
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

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 and prospective majors during specified office hours and by appointment as necessary

B. School of Nursing (SON)

1. Maintains expertise in area of teaching specialty
2. Completes School orientation program
3. Orient 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 making arrangements 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 on thesis committees
13. Meets School of Nursing (SON) due dates for submission of secretarial work as directed and coordinated by SON secretary including examinations, syllabi, grant proposals, RTP materials, requests for leaves and awards, etc.
Part-Time Faculty

A. Qualifications
   Same as full-time faculty as stated above. Any exceptions shall be approved by the Personnel Committee.

B. Responsibilities
   1. Assumes responsibilities B. 2, 3, 5, 6, 9, and 13 of the above section
      a. Completes School orientation program
      b. Orient students to clinical agency and function within their institutional structure and expectations
      c. Assumes teaching assignment per School schedule
      d. 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
      e. Prepares end of semester summaries of student clinical performance for placement in student files
      f. Participates in School committees as elected, assigned, and/or needed, including course planning committees
      g. Prepares for and attends faculty and committee meetings
      h. RTP and/or evaluation materials in a timely manner including making arrangements for peer visits and providing materials for peer reviewers (Refer to Peer Evaluation Procedure.)
      i. Meets School of Nursing due dates for submission of secretarial work as directed and coordinated by School secretary including examinations, syllabi, etc.
   2. Demonstrates expertise in the area of the teaching assignment
   3. Attends and participates in course committees
   4. Contributes to syllabus, examinations, and course material evaluation and revision
   5. Submits student records and copy of grades to lead teacher at end of semester

School of Nursing Assigned Time

School of Nursing (SON) 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 which 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. This School of Nursing (SON) policy is designed to further 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 IDEA Online Short Form will be the standard instrument for evaluation.
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 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, 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 School of Nursing approved 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

7. Administration of IDEA Questionnaires for Student Evaluation of Instruction

Administration of IDEA Questionnaires – Questionnaires shall be administered under the direction of the College Dean. Student instructions shall include:

a. Advising the students that the dual purpose of the evaluations is to enhance teaching effectiveness and to provide information for use in personnel actions, if any
b. Informing the students of the procedures for using the questionnaires
c. Informing the students that the original, or a copy of the original, of the comments (if any) will be given to the instructor
d. Assuring the students that the evaluation results will not be made available to the instructor until after the final grades have been turned in
e. The evaluations shall occur within the last four weeks of the semester

8. Analysis of Student Evaluation Data

Upon completion, the online questionnaires are analyzed by the IDEA Center, and one copy of the results is placed in the individual faculty's Personnel Action File by the Dean's Office and another copy is sent to the School for distribution to individual faculty

9. Preparation of an Overall Evaluation of Teaching Performance

For recommendations regarding personnel actions, the written reports of classroom visits by peers and IDEA Reports of student evaluations along with other appropriate information in the Personnel Action File shall be assessed to identify patterns and trends of teaching performance and effectiveness. These assessments, at a minimum, shall include discussions of subject matter, organization, and delivery as outlined in Section 1 above

10. Preparation of an Overall Evaluation of Teaching Performance

For recommendations regarding personnel actions, the written reports of classroom visits by peers and the IDEA Reports of student evaluations along with other appropriate information in the Personnel Action File shall be assessed to identify patterns and trends of teaching performance and effectiveness. These assessments, at a minimum, shall include discussions of subject matter, organization, and delivery as outlined in Section 1 above
Peer Evaluation of Teaching Effectiveness Procedure

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

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. Evaluators shall contact evaluatees 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, school, 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 *individual* 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. Holding a conference and reviewing evaluation forms with the evaluatee

3. The School of Nursing secretary is responsible for:

   a. Typing and reproducing evaluation materials submitted by due date;

   b. Submitting forms and RTP data to the appropriate body
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating (1-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Course Content.</strong> 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.</td>
<td></td>
</tr>
<tr>
<td><strong>COMMENTS:</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **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.

APM322c
Approved for use by School 9/16/11
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 will be completed online using Qualtrics software. Information is released to the lead faculty after grades have been 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 (Appendix B). Completed CESAP forms are to be submitted to the Evaluation Coordinator or the Graduate Coordinator prior to the first Faculty Council meeting of the following semester and will be reviewed at the next Baccalaureate Curriculum or Graduate Curriculum Committee. 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.

Faculty Leaves 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.

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. New faculty orientation will be conducted by the School Chair or designee during the first week of the semester of employment. The faculty orientation checklist will be reviewed and appropriate materials provided to faculty members.

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.

Judicial Affairs: Policy on Cheating and Plagiarism
http://www.csufresno.edu/judicialaffairs/conduct/cheating.shtml

The Policy on Cheating and Plagiarism can be found at:

The Faculty Form to Report Cheating/Plagiarism can be found at:
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
   o. CSUF
   p. School of Nursing
   q. Research and special projects
   r. Graduate Office
   s. Fee waivers
   t. 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
Appendices
Appendix A
Faculty Report of Student Course Progress
Appendix B
Course Evaluation Summary and Action Plan
Fresno State – School of Nursing

Undergraduate

Faculty Report of Student Course Progress

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Student name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>Student ID #:</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Chair</th>
<th>Student Affairs Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuance with plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeat course</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not advance until course completed with C grade or better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dropped from program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Fresno State – 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: __________.

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Student Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>Student ID #:</td>
</tr>
</tbody>
</table>

1. Describe the factors that impacted 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 Nursing Dept. Student Affairs Committee for Review
File in student records
Approved: 12/20/13