APPENDIX A

PROGRAM and SEMESTER LEVEL OUTCOMES
The baccalaureate program prepares the graduate to be a competent professional nurse who demonstrates the ability to:

1. Conduct comprehensive and focused biopsychosocial and environmental assessments of health and illness parameters in clients, using culturally appropriate approaches. [Essent. 7]

Note: All program outcomes are addressed across the lifespan, include evidence-based practice, and culturally appropriate approaches. By the end of the semester, the student will:

SEMESTER 1: Collect physical and psychosocial data on a well person using a systematic and culturally appropriate approach.

SEMESTER 2: With moderate assistance, perform a complete and focused biopsychosocial assessment on a medical-surgical client using a systematic and culturally appropriate approach.

SEMESTER 3: With moderate assistance, perform a complete and accurate biopsychosocial and environmental assessment for childbearing and childrearing clients and families using a systematic and culturally appropriate approach.

SEMESTER 4: With minimal assistance, perform a complete and focused biopsychosocial assessment on multiple medical-surgical clients using a systematic and culturally appropriate approach.

SEMESTER 5: Independently perform a comprehensive, focused environmental and biopsychosocial assessment on individuals, groups, and communities in both the mental health and community health settings using systematic and culturally appropriate approaches.

SEMESTER 6: Program outcome.

2. Plan, implement, and evaluate client-centered care that demonstrates the safe application of the pathophysiological, medical, and nursing management of common acute and chronic illnesses, and health promotion. [Essent. 2]

SEMESTER 1:
   a) Describe pathophysiological processes underlying many common acute and chronic illnesses.
   b) Discuss the relationship of the nursing process and health promotion activities to acute and chronic illnesses.

SEMESTER 2: Apply the nursing process to assess and plan the care of medical-surgical clients.

SEMESTER 3: Use the nursing process to apply physiologic and pathophysiological theory to safely manage a client’s care with moderate assistance in the childbearing/childrearing setting.

SEMESTER 4: Apply the nursing process to safely prioritize and manage client care in the medical-surgical setting with minimal assistance.

SEMESTER 5: Apply the nursing process to safely prioritize and manage the nursing care of individuals, groups and communities in mental health and community health settings with minimal assistance.

SEMESTER 6: Program outcome.

3. Use the nursing process to provide appropriate evidence-based nursing care to manage the client’s experience and promote health. [Essent. 4 & 7]

SEMESTER 1: Identify the nursing process as a framework for providing evidence-based nursing care.

SEMESTER 2: With moderate assistance, use the nursing process to provide evidence-based nursing care to medical-surgical clients (1-2).

SEMESTER 3: Use the nursing process to develop a comprehensive evidence-based plan of care for childbearing/childrearing clients and families.

SEMESTER 4: With minimal assistance, use the nursing process to manage the care of multiple (2-3) medical-
surgical clients.
SEMESTER 5: Coordinate and manage evidence-based health care for individuals, groups, and communities in the mental health and community health settings.
SEMESTER 6: Program outcome.

4. Deliver client-centered education that impacts the health literacy of individuals, groups, and communities.  
   [modified Essent. 7]
SEMESTER 1: Identify health promotion and learning needs for a specific client using collected health assessment data.
SEMESTER 2: Use the nursing process to develop and deliver a teaching plan that addresses specific health literacy needs for medical-surgical clients.
SEMESTER 3: Use appropriate community resources that address the health literacy needs of clients and families.
SEMESTER 4: Consistently integrate individualized education and resources that address health literacy in medical-surgical clients.
SEMESTER 5: Consistently integrate relevant education and resources that address health literacy in individuals and aggregates in mental health and community health settings.
SEMESTER 6: Program outcome.

5. Act as a client advocate to develop strategies for managing client-centered care and addressing client’s rights.
SEMESTER 1: Identify ethical and legal guidelines (mandates) related to the role of the nurse as a client advocate.
SEMESTER 2: Recognize advocacy behaviors among professional healthcare providers in the medical-surgical setting.
SEMESTER 3: Initiate client advocacy interventions in the childbearing/childrearing setting with moderate assistance.
SEMESTER 4: Implement client advocacy strategies for clients in the acute medical-surgical setting.
SEMESTER 5: Implement client advocacy strategies in the mental health and community health settings.
SEMESTER 6: Program outcome.

6. Demonstrate accountability for safe administration and evaluation of pharmacologic agents and complementary modalities used in health promotion as well as acute and chronic illnesses.
SEMESTER 1: Identify priorities of care for pharmacologic agents used in both acute and chronic illnesses including client education, nursing implementation and safety aspects in the delivery of medication.
SEMESTER 2: Under direct supervision, demonstrate accountability by safely administering and evaluating pharmacologic and complementary modalities used in the medical-surgical setting to assigned clients.
SEMESTER 3: Under direct supervision, demonstrate accountability by safely administering and evaluating pharmacologic and complementary modalities used in the pediatric and obstetric settings.
SEMESTER 4: With supervision, demonstrate accountability by safely administering and evaluating pharmacologic and complementary modalities to multiple clients in the medical-surgical setting.
SEMESTER 5: With supervision, demonstrate accountability for monitoring, assessing, and evaluating pharmacologic and complementary modalities to multiple clients in the mental health/community health settings.
SEMESTER 6: Program outcome.

7. Use relevant technology to provide nursing care that contributes to safe and high quality client outcomes.  
   [Essent. 4]
SEMESTER 1: Recognize relevant technology used to provide nursing care and to improve client outcomes.
SEMESTER 2: Use relevant health care technology to find information related to care of clients in medical-surgical settings.
SEMESTER 3: Use relevant healthcare technology to provide nursing care to clients in the childbearing/childrearing settings.
SEMESTER 4: Surveys relevant healthcare technology and its application to the care of clients in the medical-surgical setting.
SEMESTER 5: Use relevant healthcare technology to provide nursing care and to examine client outcomes in mental health and community health settings.
SEMESTER 6: Program outcome.

8. Communicate effectively with clients and members of the interprofessional healthcare team to improve client outcomes. [Essent. 6]
SEMESTER 1: Identify effective verbal, non-verbal, and written communication strategies.
SEMESTER 2: Select effective communication strategies appropriate for medical-surgical clients and members of the inter-professional healthcare team.
SEMESTER 3: Apply appropriate communication skills with clients/families and members of the inter-professional healthcare team.
SEMESTER 4: Consistently demonstrate therapeutic and professional communication with client, family, and members of the inter-professional healthcare team.
SEMESTER 5: Evaluate client outcomes related to the use of therapeutic communication with client, family, and members of the inter-professional healthcare team in the mental health and community health settings.
SEMESTER 6: Program outcome.

9. Demonstrate beginning levels of clinical judgment, systems thinking, and accountability for client outcomes when delegating to and supervising other members of the healthcare team. [Essent. 2 & 4]
SEMESTER 1: Describe the nurse’s accountability for delegation and supervision in various healthcare settings.
SEMESTER 2: Recognize nurses’ delegation and supervision activities in the medical-surgical setting.
SEMESTER 3: Determine the appropriateness of delegating nursing activities in the childbearing/childrearing settings.
SEMESTER 4: In consultation with nursing professionals, appropriately delegate basic nursing activities to Nursing Assistive Personnel for 2-3 clients in the medical-surgical setting.
SEMESTER 5: Recognize the nurse’s role in working with other members of the healthcare team including Nursing Assistive Personnel and Psychiatric Technicians in the mental health and community health settings.
SEMESTER 6: Program outcome.

10. Assume responsibility for and evaluates own professional nursing practice according to the ethical standards of the ANA Code for Nurses, standards of nursing practice, and legal mandates.
SEMESTER 1: Identify relevant practice standards, guidelines, rules, and regulations affecting professional nursing practice.
SEMESTER 2: Explain how relevant practice standards, guidelines, rules, and regulations affect professional nursing practice.
SEMESTER 3: Consistently demonstrate safe nursing practice according to professional nursing standards in the childbearing/childrearing setting.
SEMESTER 4: Consistently demonstrate safe nursing practice according to professional nursing standards in the medical-surgical setting.
SEMESTER 5: Consistently demonstrate safe nursing practice according to professional nursing standards in the mental health and community health settings.
SEMESTER 6: Program outcome.

11. Coordinate and manage healthcare for a group of individuals across the lifespan in order to maximize health, independence, and quality of life. [Essent. 7] (pg. 36 of AACN outcomes)
SEMESTER 1: Differentiate roles of the interprofessional healthcare team.
SEMESTER 2: Identify appropriate members of the interprofessional healthcare team when coordinating client care in an acute medical-surgical setting.
SEMESTER 3: Implement safe nursing care incorporating appropriate members of the interprofessional health care team.
SEMESTER 4: Prioritize, implement, and evaluate an individualized plan care for a med/surg. client, incorporating appropriate members of interprofessional health care team.
SEMESTER 5: Coordinate and manage healthcare for groups or communities across the lifespan in order to maximize health, independence, and quality of life.

SEMESTER 6: Program outcome

12. **Analyze the influence of health care policy, finance, and regulatory environments on nursing practice in the global community.** (New #5 from AACN workgroup)

SEMESTER 1: Identify how various healthcare systems affect individuals.

SEMESTER 2: Discuss how finance policies affect client-centered care in the acute care setting.

SEMESTER 3: Identify health care policies relevant to childbearing/childrearing families.

SEMESTER 4: Demonstrate awareness of state and federal regulations affecting client-centered care in the acute setting.

SEMESTER 5: Integrate health policy, regulations, and financial considerations into the plan of care for mental health and community health clients.

SEMESTER 6: Program Outcome.
APPENDIX B

STUDENT PROGRESSION AND DISQUALIFICATION POLICIES

This information will be discussed with the handbook information in the NURS 43 class in Spring 2011
This document provides an overview of the SJSU’s Valley Foundation School of Nursing’s Student Progression, Probation, Disqualification and Reinstatement Policies for the Nursing Major. Students have access to this information through the School’s web site and all students entering the program are required to purchase or download the “Handbook for Nursing Students at San Jose State University”. In addition, in the first semester of attendance, this policy is reviewed in a required course. Students moving through the nursing curriculum with no interruptions or repeats of coursework, are considered “standard or regular” progression students, and those who do not, are classified by the School of Nursing as “special progression” students [ see section I-D]. All clinical or clinical practicum course green sheets refer students to The Professional Safe Practice Policy for SJSU Nursing Students to uphold the standards for professional nursing. The following represents the School’s guidelines for progression, probation, disqualification and reinstatement in the Nursing major at San Jose State University, as well as the processes for student appeals.

I. SEMESTER PROGRESSION FOR NURSING MAJORS (Applicable for all semesters)

A. Grade Requirements for Ongoing Good Standing in the Major, (Regular Progression Status)

- A grade of "C" (73%) or better in all non-practicum nursing courses and a cumulative G.P.A. of 2.0 or better for all units in the major.

- A grade of Credit (CR) in all nursing practicum courses.

B. Other Requirements for Standard or Regular Progression

1. Enrollment in all required nursing courses designated for each semester.

2. Clinical documentation updates are required. These include: (1) personal health insurance, (2) C.P.R. certification (the approved American Red Cross or American Heart Association’s course, entitled CPR for the Professional Rescuer) prior to starting clinical courses and yearly certification thereafter (3) documentation of a licensed health provider’s (MD or NP) health clearance statement, (4) clearance of functional competencies, (5) immunizations and serum blood titers for specific diseases, and (6) annual TB screening (See the Nursing web site
www.sjsu.edu/nursing for the clinical documentation form, under “forms”). Upon acceptance to the Major, by a specific date included in the acceptance letter, students must also provide “clearance” of the required drug screening and background check. Students are considered conditional admits to the Nursing Major until these two criteria are met. In addition to these requirements, RN-to-BSN students admitted to the Bridge Program must supply copies of their current California registered nurse (RN) license.

3. Documentation of completion of a preparation for childbirth class (minimum of 12 hours) prior to the OB semester practicum.

C. Any student who does not meet the requirements in I. A and/or I. B, changes from Regular or Standard Progression, to a “Special Progression” status.

D. Special Progression Categories

Special progression is a term used by the Valley Foundation School of Nursing to describe “any nursing student who is taking less than the full time student unit load at each semester level, in the nursing major”. The **following specific categories** are considered in situations where a student is carrying less than a full time load:

1. a student elects to go part-time with the Valley Foundation School of Nursing’s approval; this is decided on a case-by-case basis, *or*

2. a student with documented health issue/s, which precludes the student from attending full-time (A physician’s note is required in this case), *or*

3. a student repeating a course who has not reached the established School’s standard, is not able to progress to the next curriculum level until successfully passing that course [ see section I-G], *or*

4. a student who has taken a University-approved leave of absence, and is now returning after 1-2 semesters off.

E. Special Progression Issues in the Nursing Major:

1. All students who are placed in special progression in the Major will receive formal written notification, sent to the student’s address/email, which is on record in the School of Nursing. Students remain in “Special Progression” until they are enrolled in all courses designated for each semester level.

2. Nursing majors on a University leave of absence for more than 1 year, may jeopardize patient safety due to a lack of current knowledge and skills. In this case the special progression student needs to file a petition to the School of Nursing’s Executive Committee to continue in the Valley Foundation School of Nursing with or without a remediation plan. A decision will be made as to whether a realistic program can be developed and implemented in a timely manner. University
and School resources will be taken into consideration for this matter. The student will be notified of the Executive Committee’s decision (usually with in 4-5 working days) and the student will meet with a nursing adviser to discuss the plan,

3. Nursing Special Progression students may not pre-register for nursing courses. They must attend the Add/Drop session in the Valley Foundation School of Nursing on the first day of the semester and will only be allowed to register on a space available basis, at that time.

4. Students may petition the Valley Foundation School of Nursing Executive Committee for any decisions regarding progression. Petitions are available on the School of Nursing’s web site, under forms.

5. The Valley Foundation School of Nursing’s Executive Committee is composed of the following persons:
   a. The School’s Director, Chair of Committee
   b. Undergraduate Coordinator
   c. Curriculum Coordinator
   d. Graduate Program Coordinator
   e. Chair of Faculty Affairs Committee
   f. Chair of Evaluation and Research Committee
   g. Chair of Committee For Learning And Clinical Simulation
   h. Chair of Nurse Managed Centers Committee
   i. Retention Coordinator for the School of Nursing
   j. One faculty member at large (elected annually)

F. Students are responsible for knowing their progression status and adhering to the Valley Foundation School of Nursing and University progression policies.

G. The following is the order of priority when there are limited spaces available in nursing courses. This addresses situations where enrollment of special progression students must be limited:

   (1) Successful part-time student (not imposed by academic failure);
   (2) Planned leave “returnees”;
   (3) Students who did not complete a course;
   (4) Those students unable to repeat because there was no space available the prior semester;
   (5) Students repeating a course for the first time.

H. Repeating a Course or Courses:
Any course in which the nursing student earns less than a satisfactory grade must be repeated before progressing to the next semester level. A satisfactory grade for nursing courses is a “C” grade (73%) or better for a graded course, or a credit (CR) final grade for a nursing practicum course. If a student earns less than a satisfactory grade, the student may repeat that nursing course only once. Courses are repeatable on a space available basis.

Nursing practicum courses are graded as “CR” for “credit” or “NC” for “no credit”; a grade of Credit must be achieved in order to progress to the next semester level. A student repeating a clinical course for the first time, will repeat that clinical with a different clinical instructor and at a different clinical site (exceptions to this policy will be considered and proposed to the Valley Foundation School of Nursing’s Executive Committee).

Students may be removed from clinical courses at any time during the semester, if there are serious issues in violation of The Professional Safe Practice Policy for SJSU Nursing Students, or issues violating the agency’s policy.

I. The appeal process as it relates to special progression in the Nursing Major:

Any student may appeal the progression decision to the Valley Foundation School of Nursing’s Executive Committee. Petitions are available on the School’s web site and must be submitted at least 7 working days prior to the start of the semester following notification of the student’s Special Progression Status. The student may call the School’s office (408-924-3131) for dates and times of the Executive Committee’s meetings during the regular academic year. Students may appear on their own behalf to speak to the Executive Committee regarding the petition. Once the Valley Foundation School of Nursing has made an unfavorable decision regarding the student’s progression, the student should review the University catalog for further appeals.

II. ACADEMIC PROBATION (failure to achieve a grade of C or better), or ADMINISTRATIVE PROBATION (serious patient safety concerns) and DISQUALIFICATION FROM THE NURSING MAJOR

A. Students who do not achieve satisfactory grades (of at least a C in a letter-graded class or a “Credit” in a CR/NC class) in individual classes, but also do not meet the criteria for disqualification from the nursing major, will be on academic probation in the School of Nursing. If a student is placed on academic probation, the student will meet with the Valley Foundation School of Nursing’s Undergraduate Coordinator for a program-specific plan for remediation or probation.

B. Students removed from the clinical setting due to serious concerns regarding clinical safety or a disruption of clinical care are placed on administrative probation pending review of the Executive Committee.
C. The following are various conditions that apply to disqualification from the Nursing major:

1. Disqualification from the nursing major includes those documented instances of unsafe, unethical behavior, or any action that jeopardizes a patient or client's safety, as a basis for a failing grade (Reference: Academic Senate Policy Recommendation S10-6 section F, in the discussion of program specific criteria).

2. Students who are disqualified from the nursing major are not necessarily disqualified from the University and should refer to the catalog for the University’s policies on Probation and Disqualification.

3. Students will be disqualified from the major if they receive unsatisfactory grades in any two nursing courses in the same semester level of the nursing major. NURS 101B is the exception to this policy.

4. Students in the nursing program will be disqualified from the Major if they receive a final course grade of less than 73%, or a C letter grade, for a repeat of that same letter graded course, or if they receive a “no credit” final course grade on a repeat of a non-letter graded class, in which they initially received a “no credit” the first time that course was taken.

D. All students who are disqualified from the nursing major will receive formal written notification sent to the student’s address/email on record in the Valley Foundation School of Nursing. They will be provided with the rationale leading to their disqualification. Disqualified students shall be notified by the Office of Records that the major will be changed to "undeclared" until they apply for and are approved for another major. The disqualified student should go to Student Services to meet with a general advisor to discuss the change of major options. The student may also seek assistance from the academic adviser in the Counseling Department on campus.

III. Reinstatement

A. Students who have been disqualified from the nursing major may be reinstated to the major if it is determined that the disqualification was due to extenuating circumstances. Decisions regarding extenuating circumstances will be made by the Valley Foundation School of Nursing’s Executive Committee (Section I-H). In all cases of extenuating circumstances, the student’s personal statement with appropriate documentation must be attached to the student’s petition for reinstatement. Decisions are made solely on a case-by-case basis. Students are permitted to address the Executive Committee at the time of their petition review. Reasons for extenuating circumstances might be:

   (1) military orders for active duty,

   (2) death of an immediate family member, such as children, a spouse, parent/s, siblings,
(3) serious personal or immediate family illness (e.g., major surgery; acute mental health issues such as serious depression; complications of medical conditions such as cancer, etc.),
(4) significant financial resource issues that result in a living situation crisis, or
(5) personal issues that are life-threatening or catastrophic (e.g., home burns down; divorce occurring that semester, a natural disaster affecting the student personally).

B. Generally unacceptable reasons that would not be considered include, but are not limited to, (1) poor academic or clinical performance, (2) non-participation and/or disruptions in the clinical setting, (3) lack of required clinical documentation, or blood titers, health insurance, or transportation issues resulting in non-participation, (4) unethical or unprofessional nursing behaviors, and/or (5) safety violations in clinical setting (as noted in the School’s widely published safe practice guidelines). Issues involving academic dishonesty, are handled by the University’s Office of Student Conduct and Ethical Development.

**PLEASE make an appointment with Dr. Sue Malloy, the Undergraduate Coordinator in the Valley Foundation School of Nursing at (408) 924-3142 for those who have concerns or questions.**
APPENDIX C

30-UNIT OPTION
SAN JOSE STATE UNIVERSITY  
The Valley Foundation School of Nursing

The 30 Unit Option for Licensed Vocational Nurses

Mandated by California Administrative Code, Title 16, Article 3, Section 1429.

PURPOSE
The purpose of the 30-unit option for licensed vocational nurses (LVNs) is to provide the nursing course work and clinical practice for the LVN so the person will be eligible to apply for the examination for licensure as a Registered Nurse in the State of California. The RN license obtained by this method is accepted only in California.

Note: This option is not a part of the San Jose State University baccalaureate nursing program and does not lead to a BS Nursing degree or any other degree.

REQUIREMENTS
In order to participate in this option, the student must:

1. Be a licensed vocational nurse.
2. Have completed the application process at San Jose State University as a matriculated student or as an “Open University” student, if allowed by the Director [based on available resources].
3. Have successfully completed courses in physiology and microbiology comparable to such courses as required for licensure as a Registered Nurse.

All SJSU nursing coursework is completed on space-available basis only.

COURSEWORK TO BE COMPLETED

All nursing courses may be challenged through examinations or other methods of evaluation by students who have prior education or have knowledge acquired through practice. Contact the Advanced Placement Coordinator for further information.

After completion of courses in physiology and microbiology, which totals 10 units, the following courses will be completed:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 23</td>
<td>Theory I</td>
<td>3</td>
</tr>
<tr>
<td>NURS 125</td>
<td>Theory in Nursing III</td>
<td>4</td>
</tr>
<tr>
<td>NURS 145</td>
<td>Practicum II</td>
<td>4</td>
</tr>
<tr>
<td>NURS 127A</td>
<td>Theory in Nursing V</td>
<td>2</td>
</tr>
<tr>
<td>NURS 147A</td>
<td>Practicum IVA</td>
<td>2</td>
</tr>
<tr>
<td>NURS 138</td>
<td>Process VI</td>
<td>2</td>
</tr>
<tr>
<td>NURS 148</td>
<td>Practicum V</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Number of Nursing Units: 20 Units  
Microbiology/Physiology: 10 Units

TOTAL: 30 Units

SUCCESSFUL COMPLETION OF REQUIRED COURSEWORK FOR 30-UNIT OPTION LVN

Once the student has completed the above coursework successfully, it is his/her responsibility to contact the Board of Registered Nursing regarding licensure information. Validation of course work will be done by an official transcript request from the student to the Board of Registered Nursing.
CONTRACT FOR ELIGIBILITY FOR RN LICENSURE

I have read the above information regarding the 30-Unit Option for LVNs and elect to take the above option realizing that it does not lead to a degree but does allow me to be eligible to take the RN licensure examination in California. All options for an LVN have been discussed with me, and I understand the differences between this option and the other options, which lead to the baccalaureate degree in nursing. I also understand that this option is not a part of the San Jose State University baccalaureate nursing program and does not lead to a BS, Nursing degree nor any other degree. All SJSU nursing coursework is completed on space-available basis only.

TYPED/Printed STUDENT NAME                        SJSU- ID#

STUDENT’s SIGNATURE                             DATE

Bridge Faculty ADVISOR                          DATE
APPENDIX D

PERMISSION TO POST QUIZ AND TEST SCORES

My signature below indicates that I am willing to have all my course grades posted, throughout the Nursing program, if the faculty person elects to post grades on the bulletin board by either a personally selected ID# or only last 4-5 of my SJSU student ID#. [Many faculty also have the option to use the web based D2Learn online site to post grades]. If I change my mind at a later date about the posting of my scores, I agree to take the responsibility for notifying the Undergraduate Coordinator in writing about not posting my scores.

PRINT: Last, First Middle Initial  SJSU ID #

Signature  Date  Semester Level

I am not willing to have my grades posted (and will make arrangements to meet with the faculty, in person, to get my grades).

PRINT: Last, First Middle Initial  SJSU ID#

Signature  Date  Semester Level
APPENDIX E

ACADEMIC INTEGRITY POLICY

http://sa.sjsu.edu/download/judicial/Academic_Dishonesty_Policy.pdf
Academic Integrity Policy

The University emphasizes responsible citizenship and an awareness of ethical choices inherent in human development. Academic honesty and fairness foster ethical standards for all those who depend upon the integrity of the university, its courses, and its degrees. University degrees are compromised and the public is defrauded if faculty members or students knowingly or unwittingly allow dishonest acts to be rewarded academically. This policy sets the standards for such integrity and shall be used to inform students, faculty and staff of the university’s Academic Integrity Policy.

Student Role

The San José State University Academic Integrity Policy requires that each student:

1. Know the rules that preserve academic integrity and abide by them at all times. This includes learning and abiding by rules associated with specific classes, exams and course assignments.
2. Know the consequences of violating the Academic Integrity Policy.
3. Know the appeal rights, and the procedures to be followed in the event of an appeal.
4. Foster academic integrity among peers.

Faculty Member Role

The San José State University Academic Integrity Policy requires that each faculty member:

1. Provide a clear and concise course syllabus that apprises students of the Academic Integrity Policy and the ethical standards and supporting procedures required in a course.
2. Make every reasonable effort to foster honest academic conduct. Specifically, examinations should be appropriately proctored or monitored to prevent students from copying, using non-cited resources, or exchanging information. Examinations and answers to examination questions should be kept private. Efforts should be made to give unique and varied assignments.
3. Take action against a student in accordance with this policy when supporting evidence indicates that the student has violated the Academic Integrity Policy.
4. Comply with the rules and standards of the Academic Integrity Policy.

Office of Student Conduct and Ethical Development Role

The San José State University Academic Integrity Policy requires that the Student Conduct Administrator:

1. Comply with and enforce the Student Conduct Code (http://sa.sjsu.edu/student_conduct) which includes the Academic Integrity Policy.
2. Adjudicate student conduct cases and assign administrative sanctions to students who have violated the Student Conduct Code.
3. Serve as a resource for faculty, staff and students on matters of academic integrity and this policy.
4. Ensure dissemination of the policy to the campus community when changes are made to the policy or procedures.

1.0 Definitions Of Academic Dishonesty

1.1 Cheating

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

1.1.1. Copying, in part or in whole, from another’s test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;
1.1.2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;

1.1.3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;

1.1.4. Using or consulting, prior to, or during an examination, sources or materials not authorized by the instructor;

1.1.5. Altering or interfering with the grading process;

1.1.6. Sitting for an examination by a surrogate, or as a surrogate;

1.1.7. Any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

1.2 Plagiarism

At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another’s work, without giving appropriate credit, and/or representing the product as one's own work;

1.2.2 Representing another’s artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one’s own.

2.0 Notification of Standards of Detecting Plagiarism

2.1 SJSU or its faculty may subscribe to and/or use plagiarism detection services.

2.2 Any plagiarism detection service with which SJSU contracts must ensure the anonymity of all submitted work to third parties.

2.3 Except for the stated purpose of storing submitted work in databases and/or using the database solely for the intended purpose of detecting plagiarism, any plagiarism detection service with which SJSU contracts shall agree that to the fullest extent possible, ownership rights of all submitted work shall remain with the work's author and not with the plagiarism detection service.

3.0 Evaluation and Reporting

When a faculty member suspects and has supporting evidence to substantiate that the behavior of a student or students fall(s) within one or both of the above sets of definitions, it is the faculty member’s responsibility to take the following steps:

3.1 Any classroom confrontation should be discreet. Faculty members should not discuss specific charges of cheating, plagiarism, or any other violations involving specific individuals in the classroom before other members of the class.

3.2 Communicate with the student concerning the alleged infraction; arrange for a conference to present documentation. Advise the student of the allegations and make them aware of the supporting evidence and the probable consequences. As a result of this conference, if the faculty member believes that the student’s response is insufficient to offset the charge of violating the Academic Integrity Policy, the instructor will inform the student of the sanctions to be assessed or recommended in accordance with section 3.0.

All notes and/or discussions between the student and the faculty member will be kept confidential except as may be relevant in subsequent disciplinary proceedings or any subsequent legal actions.
3.3 Report the alleged infraction and the academic action taken to the Office of Student Conduct & Ethical Development on the reporting form for violations to the Academic Integrity Policy. A copy of the supporting documentation must be attached to the reporting form.

3.4 The instructor may impose the recommended penalty and make the report called for in section 3.3 without a conference when a student fails to attend a scheduled conference to discuss the alleged dishonesty, or when the apparent dishonesty is detected only near the end of the semester and the faculty makes a good-faith effort to contact the student but is unable to do so. In either case, the student's right to appeal is preserved.

4.0 Sanctions

There shall be two major classifications of sanctions that may be imposed for violations of this policy: Academic and Administrative. Academic sanctions are those actions related to the coursework and/or grades which are the province of the faculty. Administrative sanctions are concerned with a student's status on campus and are acted on by the Office of Judicial Affairs. The imposition of either an academic or administrative sanction will not preclude the additional imposition of the other.

4.1 Academic Sanctions

Faculty members are responsible for determining the type of academic sanction to be applied to students involved in incidents of cheating or plagiarism. Faculty may find it helpful to consult with their department chair, senior faculty, and/or the Conduct Officer in consideration of appropriate academic sanctions. Such sanctions shall be proportional to the offense against the Academic Integrity Policy that has occurred. Usually a form of "grade modification" will be employed. Before sanctions can be employed, the faculty member must have verified the instances of academic dishonesty by personal observation and/or documentation. In all cases, the violation must be reported to the Office of Student Conduct & Ethical Development on the reporting form for violations to the Academic Integrity Policy. A student may be:

4.1.1 Reprimanded orally.

4.1.2 Failed in the evaluation instrument (paper or exam).

4.1.3 Reduced in course grade.

4.1.4 Failed in the course.

4.1.5 Referred for administrative sanctions. A faculty member may choose to refer a student to the Office of Student Conduct & Ethical Development for disciplinary action in addition to the academic sanction the faculty member has taken.

4.1.6 Faculty Discretion:

Cases involving the careless or inept handling of quoted material but which fall short of the definitions of the acts of cheating and/or plagiarism as defined in Items 1.1 and 1.2 of this policy may be dealt with at the discretion of the faculty member concerned. The faculty has the discretion to deal with any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting other students who violate this policy.

4.1.7 Academic Sanctions:

For violations of sections 1.1.5 and 1.1.6, the student must be referred to the Office of Student Conduct & Ethical Development for administrative sanctions as outlined in 4.1.5.

For violations of other sections of this policy, the instructor should choose between sanctions 4.1.1 through 4.1.4 based on the severity of the infraction.

4.2 Administrative Sanctions
As stipulated in the California Administrative Code, Section 41301, cheating or plagiarism in connection with an academic program may warrant expulsion, suspension, probation or a lesser sanction. Administrative action involving academic dishonesty at SJSU is the responsibility of the Office of Student Conduct & Ethical Development.

The Office of Student Conduct & Ethical Development will respond to:

1. referrals from the faculty;
2. violations of the Academic Integrity Policy;
3. repeat violations as brought to attention by the faculty or through the centralized reports filed in the Office of Student Conduct & Ethical Development.

Faculty members will be notified by the Office of Student Conduct & Ethical Development when action has been taken. The Office of Student Conduct & Ethical Development shall maintain a record of students who have been reported for violating the Academic Integrity Policy. The information in this record will be used to identify and discipline students who have been reported.

5.0 Protection Of Rights

Nothing in this policy is intended to deny students who come within its scope appropriate "due process," including the right to be informed of the charges, the nature of the evidence supporting the charges, and to have a meeting with the faculty member, the Office of Student Conduct & Ethical Development or other decision-makers, at which time statements and evidence on behalf of the student may be submitted. Nor is it intended to deny the right to appeal, through appropriate university channels, any decision resulting from such a meeting.

5.1 Academic sanctions may be appealed through the Ombudsman in accordance with University Policy S83-7, and ultimately to the Student Fairness Committee.

5.2 When an administrative sanction is being considered, Executive Order 970, Student Disciplinary Procedures for the California State University, stipulates that a student is entitled to a hearing to determine whether violations of conduct and/or conduct-related regulations have occurred.

6.0 Threats

Any threats against any member of the faculty as a consequence of implementing this policy on academic integrity will be cause for disciplinary action under Section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities.

7.0 Dissemination Of Information

7.1 This policy shall be published in the Schedule of Classes each semester and in the University Catalog. There shall also be copies of this policy in every department office and copies will be available to all interested parties in the Office of Student Conduct & Ethical Development.

7.2 Dissemination of this information shall be the responsibility of the Office of Student Conduct & Ethical Development. Information is available at http://sa.sjsu.edu/student_conduct/

7.3 The Office of Student Conduct & Ethical Development shall submit a statistical report on the number and type of infractions and their eventual disposition to the Academic Senate annually.

7.4 Colleges and departments are encouraged to periodically include at faculty meetings, discussion of this policy and strategies for ensuring academic integrity among students.

7.5 Department chairs and school directors should ensure that new faculty members receive a copy of this policy and a verbal explanation at the time they are given their first class assignment.

Page last generated: 06/15/2009 18:00:22