FACULTY HANDBOOK
CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF NURSING

Revised May 2012
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SON Philosophy</td>
<td>3</td>
</tr>
<tr>
<td>Baccalaureate Terminal Objectives</td>
<td>5</td>
</tr>
<tr>
<td>Masters Terminal Objectives</td>
<td>12</td>
</tr>
<tr>
<td>By-Laws Section</td>
<td>21</td>
</tr>
<tr>
<td>Student Section</td>
<td>33</td>
</tr>
<tr>
<td>Safety Section</td>
<td>42</td>
</tr>
<tr>
<td>Academic Policies Section</td>
<td>44</td>
</tr>
</tbody>
</table>
CSULB SCHOOL OF NURSING

PHILOSOPHY

In accordance with the philosophy of California State University Long Beach, the faculty of the School of Nursing believes that undergraduate and graduate nursing education should encompass a broad background in the sciences and liberal arts studies. The nursing discipline-specific courses prepare students to assess, plan, implement and evaluate care based on sound evidence in a variety of nursing practice. The School of Nursing academic programs are planned in response to societal needs including but not limited to the need for greater access to healthcare, the role of technology in healthcare and public education surrounding self-care responsibility.

The faculty believes that professional registered nurses at the baccalaureate level are prepared as generalists, and the masters prepared nurses as experts in advanced nursing practice. Students are prepared at the master’s level to assume one or more of the following roles: nurse practitioner, clinical nurse specialist, nurse educator, or nurse administrator. In addition, the master’s prepared nurses are beginning nurse researchers, catalysts for change, independent and critical thinkers and most importantly, client/patient-care advocates. This belief supports the most fundamental belief of faculty that the focus of nursing is the patient/client as individual, family or community.

The philosophy underlying the School of Nursing programs is based on a set of commonly held beliefs by the faculty. These beliefs reflect the faculty’s attitudes about the individual, health, nursing, environment and learning. The faculty believes that:

The **individual** is a dynamic, holistic, biopsychosocial, spiritual, cognitive, and culturally diverse, autonomous being, who is in a constant state of change and adaptation in response to both internal and external environmental forces, as the individual moves though the developmental stages of life and through the wellness –illness continuum. Faculty believes that individuals as the recipient of health care, have rights and needs and are capable of making decisions. When their decision-making capacity is compromised, they need help to maintain or advance their position along the wellness-illness continuum.

**Health** is a dynamic state of wellbeing and equilibrium in an individual’s biopsychosocial, cognitive, spiritual domains of life and not merely the absence of illness or infirmity. Health is achieved through successful adaptation of the individual to life’s external and internal stressors.

**Nursing** is a caring practice profession with a body of knowledge that is reflective of the science and art of nursing. Nursing practice includes culturally sensitive, evidence-based processes and activities used by the professional nurses on behalf of, or in collaboration with the individual, family, and the community, to respond to health issues including: prevention of illness, injury, maintenance or improvement of health, alleviation of pain and provision of comfort for the terminally ill, or achievement of death with dignity. Nursing encompasses independent,
interdependent, and collaborative health care processes and functions. Through research and collaboration with other health professionals, consumers and policy makers, nursing seeks to improve patient health care outcomes and the quality of health care programs.

Environment is a state or a setting within which the individual, the family and the community exists. Environment can be physical, conceptual, internal and external. The stimuli in the form of stressors from each of these environments create the responses and adaptability of individuals, families and communities.

Learning is a dynamic process that results in a permanent change in the student’s behavior as a result of reinforced practice. Learning can take place within the context of a variety of teaching strategies and modes of delivery.

Nursing Students are adult learners who are committed to the profession to improve the health and well-being of individuals, families and communities. They are capable of inquiry, critical thinking and are responsible for their actions. Faculty recognizes that students come with great potential, needs and personal beliefs that are reflective of their diverse backgrounds.

The faculty of the School of Nursing upholds and fosters the following values in student teaching/learning activities: integrity, respect for self and others, commitment, responsibility, individual differences and rights, inherent capability of the individual, family and community, freedom of expression, freedom of choice, innovation and life-long learning.

Revised 8-2010
BACCALAUREATE TERMINAL OBJECTIVES

BACCALAUREATE PROGRAM

Upon completion of the baccalaureate program in nursing, the graduate will have the following competencies and objectives:

Terminal Objective I: Liberal Education for BSN Generalist Nursing Practice

Integrate knowledge, skills and values from the liberal arts, sciences, humanities and nursing theories to provide holistic, competent and safe care; and to serve as advocates for individuals, families, communities within a multicultural society; and to promote social justice by demonstrating an ability to:

1. Integrate the concepts, and theories from the physical, biophysiological, psychosocial, cultural, socioeconomic, and other liberal arts education in understanding human responses to stress and illnesses and into nursing practice.
2. Integrate critical thinking skills, moral and ethical reasoning, analysis and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen.
3. Use verbal, nonverbal, written and emerging patient care technology to support patient care delivery and address practice issues.
4. Apply knowledge of social and cultural sciences in adapting nursing care to patients, families, and communities with differences in values, beliefs, ethnicities and socio-cultural practices.

Terminal Objective II: Baccalaureate Generalist Nursing Practice—Knowledge, clinical competencies, Professionalism and Professional Values and Conduct

Accurately, assess, diagnose, plan, intervene and evaluate evidence-based, ethical nursing practice, in caring for individuals, families, communities and populations from diverse backgrounds, across the lifespan and in the continuum of health care environments; integrate and apply knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management; incorporate current and future psychomotor and technical skills into other nursing responsibilities and apply them in diverse context of healthcare delivery; and conduct self in a professional manner, by demonstrating an ability to:

1. Perform a comprehensive and focused assessment of patients that includes physical, behavioral, psychosocial, economic, spiritual and environmental aspects of health and illness, using developmentally and culturally appropriate methodology.
2. Conduct a thorough genetic and genomics assessment related to health, illness, prevention, screening, diagnostics, effect of treatments, by taking a very careful family history related to the condition at hand.
3. Implement evidence-based therapeutic nursing interventions that are holistic, patient-centered that integrate knowledge related to growth and development, pathophysiology, pharmacology, medical management, and nursing management, across the health-illness continuum, across the lifespan, and in various and diverse healthcare settings.

4. Communicate and collaborate with all members of the healthcare team, including the patient and his/her support system, to achieve optimum patient outcomes.

5. Provide patient and family centered care that is sensitive and compassionate, when end-of-life and palliative care issues are encountered, such as symptom management, patient and family preferences related to specific aspects of care, support of rituals and spiritual care.

6. Use appropriate patient teaching strategies that take into consideration the developmental stage, age, culture, patient preferences, spirituality and health literacy levels of patients, families and communities, to foster comprehension and participation in their care.

7. Monitor, evaluate and revise care to insure achievement of patient care outcomes.

8. Provide evidence-based nursing care that creates a safe care environment, safe and high quality patient outcomes on a clinical unit or within the healthcare Microsystems.

9. Use clinical judgment and take responsibility for patient care outcomes when aspects of care are delegated to other members of the healthcare team.

10. Demonstrate competence and mastery of core scientific principles underlying all skills, in providing therapeutic nursing interventions.

11. Develop an awareness of how patients’ and healthcare professionals’ attitudes, values, religious beliefs and affect health behaviors and delivery of health care.

12. Use high level critical thinking and clinical reasoning in making decisions, setting priorities while multitasking within the context of delivering complex nursing care to patients, families, communities under emergency situations, in critical care settings, and in disaster management situations.

13. Provide nursing care and healing techniques that promote trust, therapeutic communication and nurse–patient relationships.

14. Demonstrate the professional standards of moral, ethical and legal conduct.

15. Assume accountability for personal and professional behaviors.

16. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, civility, and attention to professional boundaries with respect to patients, families, and among caregivers.

17. Demonstrate accountability for one’s self and currency in nursing practice, including continuous professional engagement and lifelong learning.

**Terminal Objective III: Basic Organizational and Systems Leadership for Quality Care and Patient Safety**

Use effective organizational and systems leadership skills, quality improvement skills, patient safety measures and communication skills with all members of the health care team to improve patient care outcomes by demonstrating an ability to:
1. Apply leadership and management principles, skills and decision making to oversee the provision of high quality nursing care, the coordination of the health care team, and accountability for care delivery in a variety of health care settings.

2. Implement patient safety and quality improvement initiatives within the context of the multidisciplinary health care team, including assisting in the development of quality improvement action plans, and monitoring the results of these action plans within the clinical units, which is embedded within a larger health care organizational system.

3. Articulate the relationship between an organization’s vision, mission, values, philosophy and organizational structure.

4. Identify safety and quality concerns and apply evidence-based knowledge from the nursing profession and other clinical sciences to improve patient care outcomes.

5. Apply evidence-based concepts of quality and safety using structure, process, and outcome measures to raise clinical questions and describe the process of changing current practice.

6. Use physical, economic and personnel resources appropriately to achieve the pre-established quality patient care outcomes.

7. Set priorities, delegate responsibility and accountability to each member of the nursing team in caring for their patients, families, and communities of diverse backgrounds.

8. Promote factors that create a culture of safety, caring, dignity, freedom of expression, and feelings of being valued, for both care takers and care receivers.

9. Take into consideration that nursing leadership includes an awareness that health care organizations are complex socio-technical systems, and the impact of power, politics, policy and regulatory guidelines on these systems.

Terminal Objective IV: Scholarship for Evidence-Based Practice

Implement scholarship for evidence based practice by identifying practice issues, appraisal and integration of evidence and evaluation of outcomes by demonstrating an ability to:

1. Demonstrate an understanding of the research process and models for applying evidence in to clinical practice.

2. Articulate the relationship between theory, research and clinical practice.

3. Conduct literature search to find out the best practices for the type of care to be delivered to patients, families and communities.

4. Appraise critically the scientific merit of the literature search from different sources of information, including but not limited to data bases and Internet resources.

5. Advocate for protection of human subjects in the conduct of research.

6. Integrate evidence, clinical judgment, perspectives from the different members of the health care team and preferences of the patients in planning, implementing and evaluating the patient care outcomes.

7. Participate in the collection, documentation and dissemination of evidence.

8. Take action to resolve discrepancies between set standards and practice that may adversely affect patient care outcomes.
Terminal Objective V: Information Management and Application of Patient Care Technology
Utilize information management and patient care technology to support nursing and delivery of patient centered care by demonstrating an ability to:

1. Use patient care technologies, information systems and communication devices to enable the practice of safe nursing care to all patients, families and communities from diverse backgrounds.
2. Implement safeguards and decision-making support tools found in patient care technologies and information systems to provide a safe practice environment for both the patients and health care providers.
3. Articulate the need for and the use of clinical information systems to document interventions related to achieving nurse sensitive outcomes.
4. Evaluate data from all relevant sources, including technology to determine their validity, reliability and relevance to clinical decision making and patient care outcomes.
5. Uphold ethical and legal standards with respect to data security, confidentiality, right for individual privacy, and regulatory requirements.
6. Participate in the development of policies and procedures to safeguard the use and evaluation of information systems in practice settings.

Terminal Objective VI: Healthcare Policy, Finance, and Regulatory Environments
Articulate the broader context of health care delivery, including how patient care services are organized, financed and how reimbursement is structured; how regulatory agencies determine the scope of nursing practice; how health policies are developed and changed; how that process can be influenced through efforts of nurses, other health professionals and advocacy groups; and the advocacy role of the nurse for the vulnerable populations with the goal of promoting social justice, by demonstrating an ability to:

1. Describe the relationship between healthcare policy, finance, regulatory environments, and healthcare trends at the local, state, national and global levels.
2. Articulate how health care is organized, financed and reimbursement policies are developed and implemented by various governmental and insurance agencies that affect both the health care institutions and the patients, their families and or communities.
3. Describe the role of state and national statutes, rules, and regulations that determine the scope of professional nursing practice, work place safety and quality of patient care.
4. Describe the effect of socio-cultural, economic, legal and political factors that influence healthcare delivery and practice.
5. Discuss the implications of healthcare policy, using and ethical framework, on issues of access, equity, affordability and social justice on health care delivery, especially for vulnerable populations.
6. Participate as a professional nurse in the political process to bring about needed legislative changes to influence health care policy to improve delivery of care to patients, families, communities and for advancement of the nursing profession.
Terminal Objectives VII: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes

Develop collaborative relationships with other members of the healthcare team by working dependently, independently and interdependently to deliver evidence-based patient-centered care to individuals, families, and communities by demonstrating an ability to:

1. Value the unique discipline specific practice spheres that work collaboratively to provide coordinated evidence-based care to patients, families and communities.
2. Use effective therapeutic communication techniques including negotiation and conflict resolution to cultivate a positive professional work environment and relationships.
3. Bring nursing’s unique contribution to inter-professional teams to optimize patient care outcomes.
4. Participate in a professional, ethical and collegial manner with other members of the health care team.

Terminal Objective VIII: Clinical Prevention and Population Health

Provide health promotion, disease and injury prevention across the life span, including helping individuals, families, groups, communities, and populations to prepare for and minimize adverse health-related consequences of emergencies, and mass casualty disasters by demonstrating an ability to:

1. Assess the health of individuals, families, communities and populations in terms of protective and predictive factors that influence health, including genetic factors.
2. Identify current and possible future health problems by obtaining health history that includes environmental exposure and family history of genetic disorder risks.
3. Assess the beliefs, values, attitudes and practices of individuals, families, communities and populations related to health and illness.
4. Use evidence based practices to guide screening, outreach, disease and outbreak investigation, health teaching, referral, and follow-up throughout the lifespan.
5. Collaborate with other members of the health team to provide coordinated care that is culturally appropriate, and takes into consideration available resources, and the range of activities to promote health and prevent illnesses, injuries, disabilities, and premature deaths.
6. Use clinical judgment and decision-making skills in assessing health, health care, emergency preparedness and the mode of delivery of appropriate, and timely nursing care during disaster, mass casualty and other emergency situations for a defined population.
7. Bring to the attention of appropriate legislators the health needs and of vulnerable populations and advocate for social justice and elimination of health disparities.
8. Use evaluation results to bring about the needed changes in the delivery of health care to promote health and prevent illnesses.

Revised 2011
BSN Graduate Learning Outcomes

Upon successful completion of the Bachelor of Science Degree in Nursing (BSN) the graduate will have the following competencies:

1. Integrate knowledge, skills and values from the liberal arts, sciences, humanities and nursing theories to provide holistic, competent and safe care; and to serve as advocates for individuals, families, communities within a multicultural society; and to promote social justice.

2. Accurately assess, diagnose, plan, intervene and evaluate evidence-based, ethical nursing practice, in caring for individuals, families, communities and populations from diverse backgrounds, across the life-span and in continuum of health care environments; integrate and apply knowledge related to wellness, health promotion, acute and chronic illnesses, disease management, end-of-life care management; incorporate current and future psychomotor and technical skills into other nursing responsibilities and apply them in diverse context of health care delivery; and conduct self in a professional manner.

3. Use effective organizational and systems leadership skills, quality improvement skills, patient and safety measures and communication skills with all members of the health care team to improve patient care outcomes.


5. Use information management and patient care technology to support nursing and delivery of patient centered care.

6. Articulate the broader context of health care delivery, including how patient care services are organized, financed and how reimbursement is structured; how regulatory agencies determine the scope of nursing practice; how health policies are developed and changed; how that process can be influenced through efforts of nurses, other health professionals and advocacy groups; and the advocacy role of the nurse for the vulnerable populations with the goal of promoting social justice.

7. Develop collaborative relationships with other members of the healthcare team by working dependently, independently and interdependently to deliver evidence-based patient-centered care to individuals, families, and communities.

8. Provide health promotion, disease and injury prevention across the life span, including helping individuals, families, groups, communities, and populations to prepare for and minimize adverse health-related consequences of emergencies, and mass casualty disasters.

Licensing, Certification and Employment Opportunities of our BSN Graduates

The BSN graduate of the CSULB School of Nursing will be eligible to obtain licensing and certification, and assume employment positions in any of the following areas:

1. Be eligible to take the Registered Nurse (RN) licensing examination (National Council Licensing Examination—NCLEX) in the State of California.

2. Be eligible to obtain the California Public health Nursing (PHN) certificate.
3. Be able to function and provide evidence based, culturally sensitive therapeutic interventions (care) as a generalist professional RN in any of the following clinical settings, in any acute care hospitals: medical, surgical, women’s health, pediatrics, psychiatric/mental health neonatal nursery, adult/geriatric, and rehabilitation nursing.

4. Be able to practice as an entry level critical care and neonatal intensive care units.

5. Be able to practice as an entry level public health nurse and provide community focused care and promote the health and wellbeing of the communities.

6. Be able to assume first level nursing leadership positions as team leaders, care coordinators, and head nurses in any health care settings.

7. Be eligible to apply to any graduate nursing schools to pursue advance nursing degrees.

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MASTERS TERMINAL OBJECTIVES

MASTER OF SCIENCE IN NURSING PROGRAM

Upon completion of the Master of Science in Nursing Program, the graduate will achieve the following competencies and Objectives:

Terminal Objective I: Scientific Underpinning for Practice
Integrate and apply the scientific theories from nursing, biopsychosocial fields, physical sciences, genetics, public health, quality improvement, organizational sciences for the delivery of evidence-based nursing care, as an advanced practice nurse, to diverse groups of individuals, families, communities, and populations, by demonstrating ability to:

1. Synthesize relevant scientific theories from nursing and related sciences as a foundation for the delivery of advanced nursing care.
2. Use advanced levels of physical assessment skills, pharmacology, and pathophysiology, clinical reasoning and ethical reasoning in making nursing diagnosis, and decisions about educational and therapeutic interventions, and evaluations to individuals, families, and communities.
3. Design, implement and evaluate delivery of advanced nursing care for a clinical or community-based population based on biopsychosocial, economic, public health and organizational sciences.
4. Apply principles and theories from technology and information sciences, health communication, pedagogic principles and literacy in providing nursing care as an advanced practice nurse (APN) to culturally diverse populations.
5. Use principles from the quality improvement and organizational sciences, evaluation techniques to provide safe and highest quality of nursing care as an APN.
6. Use principles of genetics and genomics in counseling of patients and families within the context of delivery of advanced nursing care.

Terminal Objective II: Organizational and Systems Leadership
Synthesize knowledge from the leadership, management, finance and organizational sciences in planning, implementing and evaluating the efficacy of delivery of advanced nursing care at the patient care level, inter-professional and system-wide levels, as they affect to patients, families, communities and populations, by demonstrating ability to:

1. Apply knowledge and skills in leadership, management, and human relations in making decisions about the delivery of advanced nursing care, coordination of healthcare teams, and the accountable delivery of care at the micro-system level.
2. Assume a leadership role within the context of the inter-professional team, the effective implementation of patient safety and quality improvement initiatives, using appropriate communication skills.
3. Demonstrate an understanding of how health care organizations are financed, allocation of resources are made, and how economic, legal and political factors influence the delivery of healthcare to patients, families, communities and populations.
4. Use systems theory in the design, delivery and evaluation of health care at the patient care and inter-professional levels.
5. Develop a business plan that includes budgeting, cost/benefit analysis and marketing using principles and practices from the field of business, economics and nursing administration.
6. Design and implement successful systems change strategies to improve quality of care at the patient care level.

Terminal Objective III: Quality Improvement and Safety
Implement quality improvement and safety measures at the patient care, interprofessional and organizational levels using appropriate methods, tools, performance measures, culture of safety principles, and standards related to patient outcome quality measures, demonstrated by the ability to:

1. Promote the importance of having inter-professional health care teams and individuals who are knowledgeable about quality initiatives related to improving patient care outcomes across the continuum of care.
2. Implement evidence-based plans that are developed based on the analysis and interpretation of data to improve safety and quality.
3. Analyze errors, design systems and use appropriate quality improvement models to sustain improvements and obtain reliable outcome measures.
4. Promote a professional environment that creates a just culture of safety, where personnel feel comfortable to report errors, including their own, while maintaining accountability; where high level communication skills are implemented in peer review, and advocacy for patients and families.
5. Implement quality improvement methods to promote integration of healthcare services to reduce fragmentation of care, promote safe, timely, effective, efficient equitable and patient centered care.
6. Use data from risk management to quantify cost of “errors” and develop strategic plan to prevent the error from recurring.

Terminal Objective IV: Translating and Integrating Scholarship into Practice
Translate current evidence into practice by demonstrating competence and the knowledge base for research methodology and the research process, to design and implement evidence-based research, evaluate the merits of evidences found in the literature to guide practice, to participate in conducting original research on a multidisciplinary or nursing research team, to make decisions about the protection of human subject in a research study, and to model and teach the staff on translational research, by demonstrating an ability to:

1. Integrate theoretical knowledge base from all the sciences and humanities, research methodology and practice guidelines, with the goal of improving nursing care for groups of patients under his/her care.
2. Articulate to the nursing staff and to other members of the health team, the need for evidence-based decision making related to information that are being used for patient care, and the relevance of the information to the resolution of the problem.

3. Take a leadership role in retrieving, appraising, synthesizing, and applying the evidences (translational research), in collaboration with other members of the healthcare team, to guide practice and to improve patient care outcomes.

4. Integrate evidence, clinical judgment, ethical conduct regarding protection of human subjects, and inter-professional perspectives in designing, implementing evidence-based research to evaluate outcomes of care for groups of patients/aggregates.

5. Accept the ethical responsibility for safeguarding the rights and welfare of human subjects involved in research.

6. Develop a research proposal using an acceptable research format and conduct it under the supervision of an expert researcher to generate knowledge that improves practice and/or supports policy change.

7. Take a leadership role in selecting a mechanism for identifying discrepancies between identified standards and practice that may have a negative effect on patient outcomes.

8. Use appropriate information technology and research methodology to perform the following:
   a. Collect data accurately to generate evidence for nursing practice.
   b. Use data bases appropriately to generate meaningful evidence for nursing practice.
   c. Predict and analyze outcomes.
   d. Examine data for patterns of behaviors and outcomes.
   e. Identify gaps or deficiencies in evidence to guide practice.

9. Disseminate research findings and innovative outcomes from evidence-based practice to improve patient care and patient outcomes.

**Terminal Objective V: Informatics and Healthcare Technologies**

Integrate current and emerging technologies to deliver timely, accurate and coordinated patient care across all settings, including virtual settings, while maintaining communication and participation of the inter-professional healthcare team, to achieve high quality patient care outcomes, by demonstrating ability to:

1. Analyze the current and emerging technologies to achieve optimum patient care outcomes that are safe, cost-effective and convenient.

2. Coordinate the integration of technology and information to provide seamless care across settings and among health care providers that promotes quality outcomes and safe practice environments.

3. Use information and communication technologies to improve documentation and accessibility of health care to patients who reside in remote places.

4. Use information and communication technologies to handle large quantities of data sets to analyze, identify, and predict patient risks, including failure mode effect analysis, root cause analysis, and quality improvement methodologies; additionally, to make recommendations and develop strategies to reduce risks and improve outcomes for different cohort groups of patients.

5. Use information and communication technologies to educate patients and healthcare team members.

6. Use information technologies for lifelong learning.
7. Demonstrate professional behavior by using information and communication technologies ethically and within the legal scope of professional practice when dealing with patient care data.

**Terminal Objective VI: Health Policy and Advocacy**
Demonstrate an understanding of the relationship between legal and political determinants of delivery of health care at the local, state, national and global levels; and take an active role in promoting health, shaping health care delivery systems and advancing values such as social justice, accessibility and affordability of health care to all, through policy processes and advocacy, by demonstrating an ability to:

1. Articulate the relationship between policies and their effect on the structure and the financing of health care, nursing practice, and health outcomes.
2. Take an active role as an advocate in the development and implementation of health care policies at the institutional, local, state, national and international levels, by interpreting research related to improving patient care outcomes and advancement of the nursing profession, for policy makers and stakeholders.
3. Participate in the development and implementation of policies that regulate nursing practice and quality control.
4. Bring to the awareness of policy makers and regulators the nursing perspective in terms of advocacy for patients, the profession, and health-promotion.

**Terminal Objective VII: Inter-professional Collaboration for Improving Patient and Population Health Outcomes**
Implement high level inter-professional collaboration, communication, and coordination to achieve health promotion, disease prevention, with the goal of improving patient and population health outcomes. Competency in these core areas will be evidenced by the master’s prepared nurses by demonstrating ability to:

1. Articulate their understanding of other health profession’s scope of practice and contributions for delivery of health care within a team approach.
2. Serve as the broker for promoting high level coordination, communication and collaboration among all the members of the health care team, across care environments, to design, implement and evaluate patient-centered care and patient outcomes.
3. Bring to the awareness of each of the inter-professional healthcare team members and one’s self, the need to be knowledgeable about the following core competencies in order to work collaboratively with one another to achieve patient care outcomes:
   a. The provision of patient-centered care
   b. Willingness to work collaboratively in interdisciplinary teams
   c. Employment of evidence based practice
   d. The use of quality improvement strategies
   e. The use of appropriate informatics
4. Take patient preferences, values and cultural values into consideration to achieve health equity, reduction of barriers, facilitation of access to care, and improvement of health outcomes, through inter-professional approaches.
5. Articulate the role, responsibilities and the contribution of the professional nurse within the inter-professional health care team towards achievement of patient care outcomes across care environments.
**Terminal Objective VIII: Clinical Prevention and Population Health for Improving Health**
Implement clinical prevention and promotion of health strategies to improve the health status of the population in United States and globally, by providing culturally competent care that takes into consideration the clients’ cultural and ethnic identity, socio-economic conditions, emotional and spiritual needs literacy levels, values and preferences, by demonstrating ability to:

1. Design and implement evidence-based, culturally appropriate clinical prevention interventions and strategies to individuals, families, communities, and aggregates/clinical populations, by taking in to consideration the social, environmental, global genetics and genomics determinants of health and appropriate sources of data.
2. Use appropriate health information technology and data sources to evaluate the effectiveness of interventions related to clinical prevention and population-based outcome measures.
3. Use linguistically and culturally appropriate educational and communication strategies to educate individuals, families, communities, and aggregates/clinical populations, and health professionals about clinical prevention and health promotion.
4. Promote effective population-based health policies that are equitable and efficient in providing preventive and health promotion services.

**Terminal Objective IX: Master’s-Level Nursing Practice**
As an advanced practice nurse (APN) whether as a nurse practitioner or a clinical nurse specialist in their own specialty, the masters prepared APN will demonstrate advanced level of competence both in terms of knowledge base and clinically, to be able to assess, diagnose, plan, intervene, evaluate and revise patient care to positively affect healthcare outcomes for individuals, families, communities, populations or systems in a multicultural society, using advanced knowledge in physical assessment, pharmacology, pathophysiology, patient safety, quality improvement, healthcare economics, environmental sciences, cultural competence, epidemiology, global perspectives, informatics, organization and systems theories, informatics, communication, healthcare policy, advocacy and inter-professional practice. These competencies will be demonstrated by the student’s ability to:

1. Conduct a systematic and complete history and physical assessment on patients with multiple complex problems, using diverse and culturally sensitive approaches.
2. Assess the care environment for possible risk factors for injury, patient safety, adequacy for promoting self-care, and health promotion.
3. Identify the effects of potential or actual risk associated with such variables as age, developmental stage, culture, ethnicity, religion, socioeconomics, linguistic and lifestyle variations on the health status and responses to healthcare delivery systems, to plan, implement and evaluate evidence-based nursing care to patients, families, communities, populations from diverse backgrounds.
4. Integrate advanced level data-based knowledge from the bio-psycho-social and behavioral sciences, nursing, knowledge of illness and disease management; assessment of risks, to plan, implement and evaluate evidence based nursing practice to individuals, families, communities and populations from diverse backgrounds.
5. Use information technology and communication to provide patient education programs appropriate to the literacy levels of the patients, families, communities and populations; to facilitate accessibility of care in remote places, and to analyze practice patterns to improve patient outcomes.
6. Teach and mentor other members of the nursing staff using appropriate adult learning theories.

7. Analyze and use data from epidemiological, social and environmental sources to draw inferences about the health status of diverse patient populations and interventions used to promote health, prevent illnesses and preserve healthy lifestyles.

8. Use evidence based scientific and ethical, legal principles in identifying and resolving actual and/or potential ethical problems that arise from nursing practice, use of technology or in conducting research involving human subjects.

9. Seek consultation related to international laws, public health, culture, geopolitical and economics from appropriate sources in planning and implementing delivery of care systems at the global level.

10. Use evidence-based knowledge from economics, business, public policy and human relations in coordinating multidisciplinary/inter-professional teams in designing; implementing and evaluating delivery of health care systems at the micro, meso and macro-systems level within and across settings.

11. Work cooperatively and understand one’s role and those of others within the healthcare system who are working together to manage emergencies and major disasters.

12. Take responsibility for maintaining one’s self current in practice and for lifelong learning, and promote the same for peers and coworkers.

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The MSN Graduate Learning Outcomes

Upon successful completion of the Master of Science in Nursing (MSN), the graduate will have the following competencies:

1. Integrate and apply the scientific theories from nursing, biopsychosocial fields, physical sciences, genetics, public health, quality improvement, organizational sciences for the delivery of evidence-based nursing care, as an advanced practice nurse, to diverse groups of individuals, families, communities, and populations.

2. Synthesize knowledge from the leadership, management, finance and organizational sciences in planning, implementing and evaluating the efficacy of delivery of advanced nursing care at the patient care level, inter-professional, and system-wide system level to patients, families, communities and populations.

3. Implement quality improvement and safety measures at the patient care, inter-professional and organizational levels using appropriate methods, tools, performance measures, culture of safety principles, and standards related to patient outcome quality measures.

4. Translate current evidence into practice by demonstrating competence and the knowledge base for research methodology and the research process, to design and implement evidence-based research, evaluate the merits of evidences found in the literature to guide practice, to participate in conducting original research on a multidisciplinary or nursing research team, to make decisions about the protection of human subject in a research study, and to model and teach the staff on translational research.

5. Integrate current and emerging technologies to deliver timely, accurate and coordinated patient care across all settings, including virtual settings, while maintaining communication and participation of the inter-professional healthcare team, to achieve high quality patient care outcomes.

6. Demonstrate an understanding of the relationship between legal and political determinants of delivery of health care at the local, state, national and global levels; and take an active role in promoting health, shaping health care delivery systems and advancing values such as social justice, accessibility and affordability of health care to all, through policy processes and advocacy.

7. Implement high level inter-professional collaboration, communication, and coordination to achieve health promotion, disease prevention, with the goal of improving patient and population health outcomes.

8. Implement clinical prevention and promotion of health strategies to improve the health status of the population in United States and globally, by providing culturally competent care that takes into consideration the clients’ cultural and ethnic identity, socio-economic conditions, emotional and spiritual needs literacy levels, values and preferences.

9. As an advanced practice nurse (APN) whether as a nurse practitioner or a clinical nurse specialist in their own specialty, the masters prepared APN will be able to assess, diagnose, plan, intervene, evaluate and revise patient care to positively affect healthcare
outcomes for individuals, families, communities, populations or systems in a multicultural society, using advanced knowledge in physical assessment, pharmacology, pathophysiology, patient safety, quality improvement, healthcare economics, environmental sciences, cultural competence, epidemiology, global perspectives, informatics, organization and systems theories, informatics, communication, healthcare policy, advocacy and inter-professional practice.

**Licensing, Certification, Credentialing, and Employment Opportunities of our MSN graduates**

The MSN graduate of the CSULB will be eligible to obtain licensing, certification and assume employment positions in any of the following areas as appropriate to their clinical specialization:

1. Be eligible to take the national certification examination in their own specialty, either as a nurse practitioner or a clinical nurse specialist, as appropriate.
2. As an Advanced Practice Nurse (APN), be eligible to obtain privileges to legally furnish specific medications and treatments and obtain the prescription writing furnishing license.
3. Be able to practice as an APN within the parameters of the California Board of Registered Nursing’s scope of practice as a nurse practitioner (NP) or as a clinical nurse specialist (CNS) in any of the following selected clinical specialties:
   a. Family Nurse Practitioner (FNP)
   b. Adult/Geriatric Nurse Practitioner (AGNP)
   c. Pediatric Nurse Practitioner (PNP)
   d. Psychiatric/Mental Health Nurse practitioner (Psych NP)
   e. Women’s Health Nurse Practitioner (WHNP)
   f. Clinical Nurse Specialist in Adult Care (Acute and Chronic)
   g. Clinical Nurse Specialist in Community Health Nursing and Public Health
4. Be able to practice collaboratively with a physician in their own clinical specialty area in a variety of settings, such as, in doctors’ offices, community clinics, and in hospital settings.
5. Those with an MSN degree in nursing administration and Health Care Administration can assume executive leadership positions in a variety of health care settings.
6. Those clinical nurse specialists with MSN/MPH degrees in Community Health Nursing and in Public Health can assume positions/roles of expert providers of population-based preventive care at the local level, state-wide level and globally.
7. Those with a certificate in Nursing Education or a functional minor in education can assume positions as nurse educators in schools of nursing at college or university settings, and/or become patient educators, and as in-service education instructors and directors in a variety of health care settings.
8. Those with post baccalaureate or post master’s degree School Nurse Credentials can practice as school nurses and/or in student health centers.
9. Be eligible to apply to any doctoral programs in nursing or allied health field.

5/21/12
California State University Long Beach  
School of Nursing  

By-Laws

<table>
<thead>
<tr>
<th>Section</th>
<th>Purpose</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I</td>
<td>Purpose</td>
<td>23</td>
</tr>
<tr>
<td>Section II</td>
<td>Memberships, Responsibilities, Policy and Election Process</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Membership</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Responsibilities</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>Policy Making Procedures</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Election Process</td>
<td>25</td>
</tr>
<tr>
<td>Section III</td>
<td>School Administration</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>School of Nursing Director</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Faculty Unit Representative</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Assistant Director Graduate Program</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Assistant Director Undergraduate Program</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Level Coordinator</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Council of Committee Chairs</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Faculty Meeting</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Graduate Faculty Meeting</td>
<td>27</td>
</tr>
<tr>
<td>Section IV</td>
<td>Dean’s Advisory Council</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>College of Health and Human Services Faculty Council</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Professional Advisory Council to the School</td>
<td>27</td>
</tr>
</tbody>
</table>
SECTION V
SCHOOL COMMITTEES_________________________28
COUNCIL OF COMMITTEE CHAIRS__________28
STANDING COMMITTEE ASSIGNMENTS____28
CHAIR OF STANDING COMMITTEES_______28
SECRETARY OF STANDING COMMITTEES____28
COMMITTEE STRUCTURE______________________ 28
STUDENT REPRESENTATIVE
SELECTION________________________________ 28
CURRICULUM COMMITTEE_______________29
FACULTY DEVELOPMENT COMMITTEE______29
STUDENT SUPPORT AND DEVELOPMENT
COMMITTEE________________________________30
SEARCH COMMITTEE____________________31
RETENTION, ADVANCEMENT,
TENURE/PERSNNEL COMMITTEE_________32

SECTION VI
BYLAWS REVIEW AND AMENDMENT______32

SECTION VII
PREVAILING LAW AND REGULATIONS____32

Rev 5-2010 GC
In order to exercise the powers of governance, granted by the constitution and by-laws of the faculty set forth by the Trustees of the California State University and their officers and the Legislature of California. Faculty Code 1. 110-2. 107, and consistent with all applicable regulations, rules and guidelines as established by the Department of Consumer Affairs, California State Board of Registered Nurses Code of Regulations, Article 3: Schools of Nursing, the School of Nursing established herewith, its organization and rules of procedures.

SECTION 1. PURPOSE
In keeping with the stated purpose of the University, the primary responsibility of the nursing faculty is the educational preparation of competent professional nurses. The School of Nursing faculty shall govern all activities related to said educational preparation according to the existing faculty unit agreement. To insure high quality of teaching, the importance of faculty competence, membership and participation in professional organizations; continuing education in nursing, higher in education in nursing and related fields, contributions to research for the promotion of health services, and active involvement in the University and community is hereby recognized.

SECTION II: VOTING MEMBERSHIP, RESPONSIBILITIES, POLICY, AND ELECTION PROCEDURES
1.0 Voting membership in the School of Nursing organization shall be composed of:
    a. All full time faculty members, including the Director.
    b. Faculty on approved leaves of absence
    c. Pre-retirement or early part-time retirement faculty during the semester of employment.
1.1 Only faculty holding a tenure or probationary appointment shall vote on:
    a. Membership on RTP committee.
    b. Election of School Director (see policy statement 89-08, Section 18.030-faculty handbook)
1.2 Student Representatives of the undergraduate and graduate student organizations have a voice, but are not voting members of the School of Nursing.
2.0 Faculty responsibilities include those stated in the most current edition of A Statement of Professional Responsibilities of Institutional Faculty as endorsed by the Academic Senate, California State University. (Faculty Handbook current edition, as per collective bargaining agreement), consistent with Board of Consumer Affairs, California Board of Registered Nurses Code of Regulation, Articles 3. Schools of Nursing.
    2.1 A quorum shall consist of a simple majority of the Voting Membership
    2.2 The School of Nursing shall hold monthly faculty meetings. The Director or designee shall act as presiding officer.
    2.3 The dates of regular meetings are to be scheduled at the beginning of each academic year. Special meetings shall be scheduled at the discretion of the Director, or upon request of ten percent of the Voting Membership.
    2.4 Roberts Rules of Order shall govern the meeting. Each meeting shall have an assigned parliamentarian.
2.5 Minutes of each meeting shall be recorded by a designated recording secretary, signed by the presiding officer and approved at the next meeting.

3.0 The faculty shall make recommendations on matters affecting educational and professional policy which include but are not limited to curricula, instruction, academic standards, and criteria for the selection, reappointment, and promotion of faculty members, and academic and administrative policies concerning students. The Faculty may review any existing policies and recommend revisions of them. The Faculty shall also recommend policy in all educational matters within their own units and shall retain the utmost freedom autonomy compatible with the general welfare of the university.

3.1 Policies to be developed or discussed may be identified by any of the following:
   a. Standing Committee
   b. Council of the Committee Chairs
   c. Individual Faculty
   d. School of Nursing Director
   e. Student Representatives

3.2 A proposed or amended policy goes to the Council of Committee Chairs. The Council of Committee chairs may refer a pending policy to an appropriate Standing Committee.

3.3 Once a policy is referred, the Standing Committee’s actions include:
   a. Stating the problem
   b. Researching and identifying pertinent regulations and fiscal impact to the School of Nursing
   c. Identifying a plan of action.
   d. Developing written recommendation in the form of a clearly labeled draft policy from the standing committees to the faculty.
   e. Documenting a summary of a, b, & c in the minutes

3.4 The policy is presented to the faculty for a first reading at the faculty meeting. Voting occurs at the next meeting unless overridden by a 3/4 –majority vote. If the policy is not approved and revisions are suggested, it is returned to the appropriate Standing Committee. Then it is again returned to the faculty for approval, following the procedures in 3.3.

3.5 Voting shall occur during a meeting. Votes may be cast orally, by show of hands, or by written ballot and be decided by simple majority of the Voting Membership. Written secret ballots may be requested by an individual faculty member or as dictated by University policy.

3.6 Written secret ballots
   a. Written secret ballots will be mailed to or placed in Faculty’s mailboxes.
   b. Completed ballots will be returned to the School secretary or as otherwise designated.
   c. The ballots will be counted by a minimum of three members of the Council of Committee Chairs.
   d. Results will be reported to the faculty.

3.7 Once a policy is approved, the designated effective date is determined. The policy becomes effective as of that date. Policies are kept in the School of Nursing’s handbook.
4.0 The Committee Election Process

4.1 The members of the Council of Committee Chairs will act as the Ad Hoc election committee.

4.2 The Council of Committee Chairs will:
   a. Provide faculty with the opportunity to request, in writing, at least one month prior to assignments, their preference for membership on standing committees.
   b. Each faculty member will be assigned for two years and may request a second two year term for a maximum of four consecutive years on a given committee.

4.3 In March of each year the Council of the Committee Chairs shall draw up a slate of nominations for the Retention, Tenure, Promotion and Personnel Committee (RTP) and Search Committee.
   a. Eligibility for service on RTP Committee
      i. All tenured faculty who are not up for promotion and not on Leave.
      ii. A minimum of three faculty members will serve on the Committee.
      iii. Two of the three members on the RTP Committee are to be Full Professors, the other faculty member may be an Associate Professor.
      iv. In the even years, one (1) faculty will be elected, and in the odd years, two (2) faculty will be elected. Of the faculty eligible to sit on the RTP committee, those receiving the most votes will be elected.
   b. Eligibility for service on Faculty Search Committee
      i. All tenured and tenure-track faculty who are not on leave.
      ii. For more senior positions, tenured and tenure-track faculty members of an equivalent or higher rank are eligible to serve on the committee.
      iii. If elected members do not possess recruited position(s) specialization competencies, Search Committee members will seek job description qualifications through consultation with School of Nursing faculty who possess specialization credentials.
   c. A minimum of three faculty members will serve on the Committee. Two of the three members on the Faculty Search Committee are to be tenured/tenure track, the other faculty member may be an Associate/Assistant Professor.
   d. In the even years, one (1) faculty will be elected, and in the odd years, two (2) faculty will be elected. Of the faculty eligible to sit on the Faculty Search Committee, those receiving the most votes will be elected.

4.4 The School of Nursing Director will distribute a list, by April 30th of each year, of committee membership, and the terms of office to all faculty.
SECTION 111. SCHOOL ADMINISTRATION

1.0 School of Nursing Director

1.1 The authority for the appointment and removal of a School of Nursing Director shall be in accord with the current edition of the University Faculty Handbook.

1.2 The School of Nursing Director is an ex officio member of all the School of Nursing Standing Committees, except the Retention, Tenure, and Promotion/Personnel (RTPP) committee, and is a member of the Dean’s Council of Department Chairs, serving as a liaison between School of Nursing and College or University administration.

1.3 Functions and responsibilities of the School of Nursing Director are set forth in the University faculty handbook, and as delineated in School of Consumer Affairs, California Board of Registered Nurses Code of Regulations, Article 3. Schools of Nursing.

2.0 Faculty-Unit Representative to California Faculty Association

2.1 The Faculty-Unit Representative is a full time faculty unit employee and member of California Faculty Association elected annually by the full-time faculty from a list of interested persons.

3.0 Assistant Director of Graduate Programs/Graduate Advisor

3.1 An Assistant Director of Graduate Programs shall be a tenured or tenure-track faculty member appointed by the School Director.

3.2 The Assistant Director of Graduate programs is a member of the Graduate Committee of the College of Health and Human Services and serves as a liaison between the School of Nursing, College or University Administration.

3.3 Functions and responsibilities of the Assistant Director of Graduate Programs/Graduate Advisor are set forth by the University through the dean of Graduate Studies and by the School of Consumer Affairs, California Board of Registered Nurses Code of regulations, Article 3, Schools of Nursing.

4.0 Assistant Director of the Undergraduate Programs

4.1 The Assistant Director of the Undergraduate programs is a Tenure or Tenure-Track faculty member appointed by the School of Nursing Director.

5.0 Level Coordinator

5.1 Level coordinators are selected by teaching team members.

5.2 The Level Coordinator term of office is as determined by the teaching team members.

5.3 The Assistant Director, Undergraduate Program, and Teaching Team members delegate selected functions to the level coordinator.

7.0 Council of Committee Chairs

7.1 The School of Nursing Director shall chair the Council of Committee Chairs and Membership shall consist of the Chair of each Standing Committee, the Assistant Director, Graduate Programs, and the Assistant Director, Undergraduate Programs.

7.2 The functions of the Council include:
   a. Serves as an advisory body to the School of Nursing’s Director
   b. Makes recommendations of agenda items to the presiding officer
   c. Serves as the School of Nursing’s Committee on Committees, and presides over school elections.
7.3 At the discretion of the School of Nursing Director, additional faculty may be invited to attend the meetings of the Council of Committee Chairs.

8.0 Undergraduate Faculty Meetings
8.1 The Assistant Director, Undergraduate Programs, shall chair the Undergraduate Faculty meetings.
8.2 Membership shall consist of all School of Nursing faculty members.
8.3 The undergraduate committee shall meet at least once a month or as needed.
8.4 The functions of the Undergraduate Faculty Meeting include:
   a. Discusses suggestions and issues related to the undergraduate program.
   b. Generates undergraduate curricular changes in response to documented needs and submit to curriculum for determination of curriculum impact and feasibility.
   c. Votes on curricular changes to be made in the undergraduate program
   d. Plans and coordinates prototypes of student progression through the undergraduate program.
   e. Recommends curriculum related purchases to the Director.

9.0 Graduate Faculty Meetings
9.1 The Assistant Director, Graduate Programs, shall chair the Graduate Faculty Meetings.
9.2 Membership shall consist of all school faculty members.
9.3 The Committee shall meet at least once each month or as needed.
9.4 The functions of the Graduate Faculty Meetings include:
   a. Discusses suggestions and issues related to the graduate programs.
   b. Generates graduate curricular changes in response to documented needs and submits to curriculum for determination of curriculum impact and feasibility.
   c. Vote on curricular changes to be made in the graduate program as submitted by curriculum
   d. Plan and coordinate prototypes of student progress through the graduate program
   e. Recommend curriculum related purchases to the Director.

SECTION IV: DEAN'S ADVISORY COUNCIL
1.0 Dean's Chairman's Council
   1.1 As a constituent unit in the College of Health and Human Services, the School of Nursing Director serves as a member of the Dean's Chairman's Council.

2.0 College of Health and Human Services Faculty Council
   2.1 Faculty elects one representative to the College Faculty Council
      a. The representative must be a full-time tenure or tenure-track faculty elected by a majority vote of voting members present.
      b. Voting may be by secret ballot. All full-time faculty are eligible to vote.
      c. The elected representative will serve a two-year term and may not be re-elected for a term that exceeds four consecutive years.
   2.2 The representative will serve as the liaison between the School of Nursing Faculty and the Faculty Council as stipulated in the Faculty Council Constitution.

3.0 Professional Advisory Council to the School
3.1 Membership consists of community professionals in areas pertinent to the School's offerings.

3.2 The Director of the School of Nursing through the Dean of the College of Health and Human Services recommends members, to the University President. The President invites recommended members to serve.

3.3 The functions of the Council include:
   a. Provides input regarding utilization of graduates in the nursing program to facilitate a close correlation between learning experiences and employment scenarios
   b. Facilitates communication related to the development of agency clinical experiences available to nursing students.
   c. Provides a forum for the discussion of interdisciplinary issues affecting students and faculty
   d. Identifies and facilitates fundraising efforts that will increase school resources.
   e. The School of Nursing Director will call a meeting of the Council at least once yearly, with a subsequent annual report of activities and accomplishments to the faculty.

SECTION V: SCHOOL COMMITTEES

1.0 The Council of Committee Chairs will nominate and the Director shall appoint each full time faculty for membership on at least one School of Nursing, Standing Committee.

2.0 Standing Committee assignments will be for two years and not more than four consecutive years, unless a need has been identified. Appointments shall take place in April for the next academic year.

3.0 Chair of each Standing Committee
   3.1 Each Standing Committee shall elect a Chair annually.
   3.2 The Chair is responsible for submitting a report of Committee activities to the Chairman's Council at the conclusion of the academic year.
   3.3 The Chair will maintain a Committee Notebook of significant documents.
   3.4 A committee member will upload committee minutes to the faculty website monthly.

4.0 Secretary of Each Standing Committee
   4.1 A duly elected committee secretary will record minutes of each meeting.
   4.2 The committee secretary may be elected by each Standing Committee annually, or at each meeting.
   4.3 A committee member will distribute minutes to all full time faculty within one week following the meeting.
   4.4 The School of Nursing’s administrative staff is responsible for maintaining files of all approved minutes in the school office.

5.0 The Committee structure shall consist of 5 standing committees, 3 of which are policy-making, namely: Curriculum, Faculty Development, and Student Support and Development. The Standing Committees: Retention, Tenure and Promotion/Personnel (RTP) and Search Committee are not policy making committees.

6.0 Selection of student representative to Standing Committees
6.1 The Undergraduate Director will be responsible for obtaining student representatives for the following committees: Student Support and Development, Curriculum, and Faculty Development.

6.2 There is no student representation on the Retention, Tenure, and Promotion/Personnel Committee or the Search Committee.

7.0 CURRICULUM COMMITTEE

7.1 General Purpose
   a. Oversee curriculum and curricular policies of the School of Nursing and coordinate with the College of Health and Human Services and the University curricular bodies.

7.2 Functions
   a. Curriculum:
      i. Coordinate periodic review of the curriculum to ensure that all courses meet terminal objectives, are consistent with the philosophy of the program, and meet regulatory requirements.
      ii. Review the addition, deletion, or significant modification of courses, programs, credit allocation, and prerequisites.
      iii. Review proposals for new programs for consistency with university policy, and the philosophy and mission statement of the School and to ensure that proposals include required elements before submission to the faculty.
      iv. Review curricular policies to identify needed changes including deletions, additions, and modifications for faculty action.
      v. Review input from students and other colleagues on curriculum-related issues.
   b. Coordination
      i. Serve as liaison between the faculty and the EPC of the College of Health and Human Services, and the Graduate Advisors’ Committee of the CHHS, and the University.
      ii. Evaluate proposed changes in the educational policy and curricular matters at the level of the University and the College that affect the School of Nursing, assuring the inclusion of faculty input in the process.
      iii. Periodically review the general education, prerequisite and corequisite policies of the nursing programs for congruence with University, and submits policy recommendations to faculty for action.

8.0 FACULTY DEVELOPMENT COMMITTEE

8.1 General Purpose
   a. Develops policies and programs in areas related to faculty relationships and professional development.

8.2 Functions
   a. Plans and implements a bi-annual new faculty orientation program.
b. Receives and reviews recommendations from faculty for Bylaws changes as specified in Section VI.
c. Coordinates annual bylaws review process
d. Coordinates and performs periodic updates of Faculty Handbook
e. Develops a slate of nominees for election to College and University Committees and Council according to established College and University deadlines for submission.
f. Collects and administers the faculty fund.
g. Recognizes faculty and staff during special occasions. This may include:
   i. Receptions for retiring faculty.
   ii. Recognition awards for faculty and staff.
   iii. Faculty and staff social events.
   iv. Bereavement and Illness
h. Coordinates School of Nursing Faculty development activities to include:
   i. Plans and implements the Annual School of Nursing Publishers’ Displays and Book Fair.
   ii. Plans and implements the Annual School of Nursing Multidisciplinary Planning Meeting
i. Provides ongoing assessment of faculty needs and makes suggestions to the full faculty related to:
   i. Skills/teaching strategies
   ii. Technology
   iii. Research interests and funding
   iv. Team building
   v. Collaboration/partnerships
   vi. Mentoring

9.0 STUDENT SUPPORT AND DEVELOPMENT
9.1 General Purpose
   a. To foster communication among the students, the School of Nursing, and the University. To facilitate the process of student/faculty interface so as to be consistent with School of Nursing, College of Health and Human Services, California State University, Long Beach, and the California Board of Registered Nursing, Code of Regulations, Article 3. Schools of Nursing
   b. To interpret and implement procedures regarding admission, recruitment, retention, grade appeals, financial aid, and student awards consistent with the policies of the School, College, CSULB, and the Board of Registered Nursing.
9.2 Functions
   a. Provides liaison with School of Nursing, College of Health and Human Services, and California State University, Long Beach student organizations, and with the surrounding communities
   b. Advises undergraduate and graduate student organizations
   c. Assures student access to current information (re: academic enrichment and social activities)
d. Responsible for producing, updating and distributing student handbook
e. Coordinates grade appeal process.
f. Assures dissemination of information to students regarding grade
appeal processes.
g. Coordinates school of nursing student scholarships requests
h. Establishes School of Nursing Criteria for student financial aid in
   accordance with scholarship requirements, School of Nursing, College and
   University Policy.
i. Plans and coordinates student recruitment and retention processes
   i. Assures completion of student admission file requirements (Physical
      examinations, CPR, malpractice insurance, health insurance, etc) prior
      to student enrollment
   ii. Selects graduate and undergraduate students in accordance with the
      established admissions protocol.
   iii. Develops, coordinates, and evaluates student recruitment and
        retention plans for educationally at-risk, disadvantaged and/or
        underrepresented students
j. Represents School of Nursing at student recruitment events
k. Coordinates student awards
   i. Establishes criteria for student awards in accordance with award
      requirements of the School of Nursing, College, and CSULB
   ii. Oversees and coordinates application for School of Nursing, college,
       and CSULB awards for both undergraduate and graduate students.

9.3 Subcommittees
   a. Admissions and Selection
   b. Financial Aid/Scholarship
   c. Recruitment and Retention
   d. Grade Appeals
   e. Student Awards

10. SEARCH COMMITTEE
10.1 General Purpose: Performs duties as designated in the University RTP
    Document and the College of Health and Human Services RTP
    documents.
10.2 Functions
   a. Coordinates the determination of needs and requests for tenure tract
      and full time lecturer positions and collaborates with and advises
      School of Nursing Director Coordinates the determination of needs
      and requests for tenure track
   b. Coordinates faculty position search activities including developing of
      search protocols and identifying the pool of candidates according to
      college and university protocols.
   c. Interviews candidates for faculty positions and submits recommendation
      for selection to School of Nursing Director based on established criteria
      within the School of Nursing, College of Health and Human Services, and
      the University.
11. RETENTION, ADVANCEMENT, TENURE/PERSONNEL COMMITTEE
   11.1 Purpose: Performs duties as designated in the University RTP document and the College of Health and Human Services Document.
   11.2 Acts as a peer review committee for:
       a. Retention of a probationary faculty unit employee
       b. Award of tenure
       c. Promotion
       d. Lecturer evaluations
       e. Post tenure reviews

SECTION VI. BYLAWS REVIEW AND AMENDMENT
   1.0 The Faculty will review bylaws at least annually with recommendations for changes and justification submitted to the Faculty Development Committee prior to the December meeting of each academic year.
   2.0 The Faculty Development Committee will submit recommended changes to the faculty for a vote at the April faculty each academic year.
   3.0 Amendment of Bylaws. Bylaws may be amended at any faculty meeting by a two-thirds vote of members present, with previous notice or by a majority vote of all voting faculty, without notice.

SECTION VII. PREVAILING LAW AND REGULATIONS
   1.0 The bylaws of the Nursing School shall be consistent with
       1.01 State of California Education Code
       1.02 California Board of Registered Nurses
       1.03 CSULB Constitution and Bylaws of Faculty

Revised 4-10 JG
Reviewed 1-2012
California State University, Long Beach

School of Nursing

Faculty Handbook

STUDENT SECTION
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>Review Date</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. California State University Student Nursing Association-</td>
<td>3/12</td>
<td>35</td>
</tr>
<tr>
<td>Purpose and Functions (CNSA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. University Emergencies</td>
<td>3/12</td>
<td>36</td>
</tr>
<tr>
<td>: Emergency Procedures to Contact Students</td>
<td>3/12</td>
<td>36</td>
</tr>
<tr>
<td>: Situations Involving Individual Students</td>
<td>3/12</td>
<td>37</td>
</tr>
<tr>
<td>: Physical Injury</td>
<td>3/12</td>
<td>37</td>
</tr>
<tr>
<td>: Exposure to Communicable Disease</td>
<td>3/12</td>
<td>37</td>
</tr>
<tr>
<td>: Hostile Behavior</td>
<td>3/12</td>
<td>37</td>
</tr>
<tr>
<td>: Situations Involving Groups of Students</td>
<td>3/12</td>
<td>38</td>
</tr>
<tr>
<td>: Death of a University Student</td>
<td>3/12</td>
<td>38</td>
</tr>
<tr>
<td>: Support System for Students</td>
<td>3/12</td>
<td>39</td>
</tr>
<tr>
<td>3. Guidelines for Schools on Nursing in Dealing with Nursing Students</td>
<td>3/12</td>
<td>40</td>
</tr>
<tr>
<td>Impaired by Alcohol, Illicit Drugs, and/or Mental Illness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. California State University Student Nursing Association (CNSA)

1.1. Purpose and Functions

1.1.1. To assume responsibility for contributing to nursing education in order to provide for the highest quality health care

1.1.2. To provide programs representative of fundamental and current professional interests and concerns

1.1.3. To aid in the development of the whole person, his/her professional role, and his/her responsibility for the health care of people in all walks of life

1.1.4. To have direct input into standards of nursing education and influence the education process

1.1.5. To influence health care and nursing education and practice through legislative activities as appropriate

1.1.6. To promote and encourage participation in community affairs and activities toward improved health care and the resolution of related social issues

1.1.7. To represent nursing students to the consumer, to institutions, and other organizations

1.1.8. To encourage and promote opportunities for underrepresented students in nursing and in CNSA

1.1.9. To promote and encourage students' participation in interdisciplinary activities

1.1.10. To promote and encourage collaborative relationships with ANA\California as well as all other nursing and health-related organizations.

1.2. CSULB Chapter 2011-2012 Mission and Goals

1.2.1. Mission: To support and empower current and prospective nursing students to become more active and engaged in our department, university, and community.

1.2.2. Vision: A unified student body devoted to cultivating a stronger and brighter future of nursing.

1.2.3. Goal #1: To create a supportive atmosphere for the professional growth of our greater nursing class.

1.2.4. Goal #2: To form a continuity of nursing care, knowledge, and expertise through partnership with our faculty and alumni.

1.2.5. Goal #3: To establish a solid presence on campus by enhancing outreach to individuals in our major, college, and university.

1.2.6. Goal #4: To weave meaningful ties with our community by regularly participating in health-related service projects.

Revised 3-2012 GC
California State University, Long Beach

University Emergencies

1.1. In the event of an actual emergency, University Police will provide important information to the campus community through the Emergency Notification System, CSULB webpage, voice mail broadcasts and through University Police presence. The University Emergency Operations Plan includes evacuation procedures, an evacuation map and disaster preparedness information.

1.2. Emergency Notification System- ENS

1.3. CSULB has deployed the Connect-Ed emergency notification system that allows the University to send important information and instructions during emergency situations to students, faculty, and staff via home phones, cellular phones, text messaging and e-mail.

1.4. Messages can be sent simultaneously to multiple numbers and devices to ensure the campus community receives important messages during emergency situations.

1.5. These messages may be sent out by University Police or Public Affairs.

1.6. Taking into account the safety of the community, notification will be sent without delay once an immediate threat or hazard to campus safety has been identified and activation of ENS is deemed an appropriate response. Adequate follow up information will be provided when applicable.

1.7. ENS is checked twice a year, and may be conducted simultaneously with the campus wide evacuation drills.

1.8. In the event of a publicized test, notification will be made with a campus wide email.

1.9. University Police encourage all members of our community to ensure their contact information is current by logging in to MyCSULB. CSULB will only use the “Home”, “Cellular”, and “Emergency Text Alert Message” telephone fields for emergency notification.

2. Emergency Procedure for Contacting Students in Classrooms (Univ. 2003)

2.1.1. No information about students or their class schedules will be released to family or friends.

2.1.2. When an office in the University receives a telephone message, telegram, or other form of communication requesting that a student be notified of an emergency such as death, accident, or serious illness in the family, the Director of Student Life and Development coordinates contact with the student. If that individual or designee is not available, contact the Associate Vice President/Dean of Students, the Associate Vice President for Student Services, or the Office of the Vice President for Student Services.

2.1.3. The office receiving the initial request must obtain the name and telephone number of the person requesting that the student be contacted and the exact nature of the emergency.
2.1.4. The Student Services representative will screen the message, verify the location of the student and determine if a member of the staff from Counseling and Psychological Services should assist in contacting the student.

2.1.5. Additionally, the Chief of University Police, or designee, may be contacted by a Student Services representative and arrangements completed for reaching the student and assisting in other appropriate ways, depending on the situation.

2.1.6. No family member or friend will be permitted to accompany the professional staff member who delivers the message to the student.

2.1.7. The Student Services representative will then proceed to the classroom and secure the instructor's attention with a minimum of class interruption.

2.1.8. The instructor will be asked to excuse the student from class so that the emergency message may be delivered. This will be done outside the classroom and in a manner least likely to alarm.

2.1.9. Outside law enforcement agencies requesting to serve an arrest warrant on a student in class will be referred to University Police. University Police will coordinate service of the warrant or subpoena with the Director of Judicial Affairs, as necessary.

2.1.10. If an emergency is referred to University Police to contact a student during hours outside the normal workday, the above procedures will be followed and a report to the Office of Student Life and Development will be made at the earliest opportunity.

3. Situations Involving Individual Students

3.1. Serious Physical Injury or Illness

3.1.1. Assistance is to be summoned immediately for any injury or physical illness to a student (or any other person) on University property by dialing 911 on a campus telephone (562) 985-4101 from any cellphone.

3.1.2. Be ready to describe the nature and severity of the medical problem.

3.2. Exposure to communicable Diseases

3.2.1. When there is evidence that a student or any other individual on campus has or has been exposed to a communicable disease, the Director of Student Health Services must be immediately contacted at (562) 985-4771.

3.2.2. All contacts with students or other individuals regarding their communicable disease or health status shall be made at the direction of the Director of Student Health Services.

3.3. Hostile Student Behavior

3.3.1. All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules, regulations, codes and policies. The Student Conduct Code, as well as CSULB policies covering areas of discrimination, harassment, and the use of computing resources, is published in the Schedule of Classes and the University Catalog.

3.3.2. Mild interventions: Working with the student informally to resolve the problem. These kinds of intervention are appropriate for an isolated occurrence of
disruptive behavior that may or may not be intentional. Faculty or staff may consider consulting with the Department Chair, the Associate Dean and/or Dean of the College, the Director of the Faculty Center for Professional Development, or the University Ombuds for advice in effectively dealing with the situation.

3.3.3. Emergency intervention: Calling University Police (562) 985-4101.
This intervention is appropriate when disruptive behavior threatens or endangers the physical safety or the psychological wellbeing of individuals. Program the phone number of the University Police into your cell phone because if you dial 911 on a cell phone it may not connect to the University Police depending on the cell site to which you connect.

3.3.4. A complete list of interventions can be found on the University website at [http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/Civility_Final.pdf](http://www.csulb.edu/divisions/aa/grad_undergrad/senate/documents/Civility_Final.pdf)

3.3.5. Campus personnel should be directed to contact one of the following individuals for assistance in the order listed for assistance if needed.

3.3.5.1. Vice President for Student Services (ext. 5-5587)
3.3.5.2. Director of Judicial Affairs (ext. 5-5270)
3.3.5.3. Director of University Counseling (ext. 5-4001)

4. Situations Involving Groups of Students

4.1. The University if appropriately tolerant and supportive of groups of students who come together to express their concerns and press for the resolution of issues. It is important however, that the safety of individuals, the protection of property, and continuance of University operations be insured while group expressions and activities are underway.

4.2. Potential demonstrations or disruptive activities- notify the following individuals as soon as possible.

4.2.1. Vice President for Student Services (ext. 5-5587)
4.2.2. Director of Public Safety and the University President for Public Affairs will then be notified.

4.3. Actual demonstrations or disruptive activities- the Vice President for Student Services will notify the Student Services Emergency Management Team.

4.3.1. Vice President for Student Services (ext. 5-5587)
4.3.2. Once the Team has been called into action, all communications from Student Services regarding the student group emergency will come from the Team.

5. Death of a University Student

5.1. Death of a University student on-Campus

5.1.1. Department of Public Safety will notify the following individuals

5.1.1.1. Director of Public Safety (ext. 5-4101)
5.1.1.2. Vice President for Student Services (ext. 5-5587)

5.1.2. The VP of Academic Affairs and the Director of Payroll Services will then be notified to determine if they also worked on campus.
5.1.2. VP of Academic Affairs will notify the appropriate Dean or Director, the Department Chair, and the faculty of the current semester.

5.2. Death of University student off-Campus
   5.2.1. The department is to notify the appropriate Dean or Director who will call
   5.2.1.1. Division executive and Vice President for Student Services (ext. 5-5587) who will call
   5.2.1.1.1. Special Assistant to the President, the VP of Academic Affairs, and the Director of Payroll Services.
   5.2.2. Vice President for Student Services will designate someone to express condolences on behalf of the University to the family of the deceased student. A letter of sympathy may also be developed.
   5.2.3. Remittance of Decedent’s Salary, Payment of Death Benefits and the like will be directed by the Payroll office. Direct the family to them.

6. Support System for Students
   6.1. Faculty of students having learning difficulties in either didactic or clinical classes will notify the Assistant Director of the situation.
   6.2. Documentation of the situation is to be in alliance with the SON Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards Policy.
   6.3. Consultation with the SON’s Coordinator for the Student Success Program for referral for Counseling and Psychological Services (CAPS), the Learning Assistance Center and or enrollment in the University Academic Success Program.
   6.4. CNSA President can be consulted to seek a list of students who may be available to serve as peer tutors.

Revised 3-2012 GC
California State University, Long Beach

School of Nursing

Guidelines for Student Impaired by Alcohol, Illicit Drug Abuse, and or Mental Illness

1.1. California Board of Registered Nursing recognizes that:
   1.1.1. These are diseases and should be treated as such
   1.1.2. Personal and health problems involving these diseases can affect one’s academic and clinical performance where the nursing student may become a danger to self, patients or staff.
   1.1.3. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment to recover from these illnesses.
   1.1.4. Confidentiality handling the diagnosis and treatment of these diseases is essential.

1.2. SON are expected to:
   1.2.1. Provide incoming students of the school’s policy on alcohol, illicit drug abuse or mental illness.
   1.2.2. Offer appropriate assistance directly or indirectly
   1.2.3. Instructors have the responsibility and authority to take immediate corrective action with regard to the student’s conduct and performance in the clinical setting.
   1.2.4. Inform the student that without recovery of these illnesses, they may be prevented from being licensed to practice nursing in the State of California.

1.3. Faculty Guidelines Regarding Suspected Alcohol, Illicit Drug Abuse, and or Mental Illness
   1.3.1. Suspicious behaviors may include the following:
      1.3.1.1. Sudden decrease in academic performance
      1.3.1.2. Unsafe clinical nursing practice
      1.3.1.3. Increased absenteeism
      1.3.1.4. Drastic alteration in behavior and temperament
      1.3.1.5. Physical signs and symptoms of abuse
   1.3.2. Faculty actions may include the following:
      1.3.2.1. Consult with student regarding observations, decreased academic performance, and/or unsafe clinical nursing practice.
      1.3.2.2. Documentation of the situation is to be in alliance with the SON Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards Policy.
      1.3.2.3. Counsel student to voluntarily seek diagnosis and treatment to recover from these illnesses. The following University services are available:
         1.3.2.3.1. Student Health Services 985-4771
         1.3.2.3.2. Counseling Center 985-4001
      1.3.2.4. Student may prefer to seek help off campus.
1.3.2.5. Have student sign release of Notification of Contact Form. This form allows the centers to notify the SON that the student has sought out treatment for these illnesses.

1.3.2.6. If the student fails to seek out help and the student continues to demonstrate satisfactory academic performance, and/or unsafe clinical nursing practice, the student will fail the course as discussed in the SON’s Violations of Academic or Clinical Performance Standards policy.

Revised 3-2012 GC
Faculty Handbook

SAFETY SECTION
SAFETY SECTION

A Guide to Individual and Campus Emergency Preparedness  
(Reviewed 2/2005)

Campus/Community Emergency Response Training  
(Reviewed 2/2005)

CSULB Student Health Service Disaster Plan  
(Reviewed 1/2003)
This plan is formulated to dovetail with CSULB’s Multihazard Emergency Plan and the California State Multihazard Emergency Plan.

Student Health Service Personnel regularly participate in campus emergency drills to test communication, supply transport and interaction with local agencies (Fire, Police, Hospitals, City and County EOC).

The Emergency Command Post is located in the North Library.

Room 118 in the Student Health Center may be used as an alternate emergency command post in the event of an emergency. The key to the command post panels is kept in a locked file in room 207.
CSULB STUDENT HEALTH SERVICE

DISASTER PLAN

Goal: Response of SHS to CSULB Multihazard Emergency Plan and under the direction of Campus’ Medical Disaster Coordinator.

Objectives: 1. Triage

2. Stabilization for transport

3. Emergency Care

4. Limited definitive care

5. Coordinate transportation to full definitive care

6. Liaison thru Incident Commander with medical support organizations

7. Support of emotionally disturbed victims and relatives and friends of victims

8. Maintain accurate medical records and logs

Definitions: 1. (CSULB Multi-hazard Emergency Plan (M HP)) That plan dated January 1987 specifically designed for CSULB from California State University Multihazard Planning Guidance. It is understood that SHS cannot stand alone in case of a disaster and that the effective functioning of intra-relations and responsibilities of the other organizations of this Plan are essential.

2. Medical Disaster Coordinator (M DC). Director of SHS or designee who coordinates medical operations on campus and coordinates with local government and private providers concerning the transportation of casualties and use of medical resources. He/She reports to EOC director as per M HP.

3. Disaster Support Area (DSA). Serves as staging area thru which casualties requiring hospitalization are transported to medical facilities. Minimal medical stabilization will be performed.


5. Triage. The sorting of casualties according to medical
need to give maximum salvage rates. This implies only minimal stabilization and anticipates 30 to 60 patients per hour per team (Appendix A).

6. **Stabilization.** Care necessary to immediately preserve life -- limited to airway implementation and massive bleeding control -- and ready patient for transportation.

7. **Emergency Care.** Immediate medical care to preserve life, prevent complications of existing injuries and to relieve pain -- not total care.

8. **Definitive Care.** Total medical care required to properly treat an illness or injury. In a disaster such care would be limited to minor injuries and then only after emergency care and transport of seriously injured casualties has been accomplished.

9. **Medical Emergency** - Up to 5 victims

10. **Extended Medical Emergency** - 5 to 15 victims (5 critical)

11. **Major Medical Emergency** - 15 to 50 victims

12. **Medical Disaster** - 51 or more victims handled by local resources

13. **Medical Catastrophe.** - Multiple casualties beyond the scope of local resources

14. **Capabilities of SHS.** The medical facilities and the training of personnel are geared to outpatient acute illness setting and are not at the level of sophistication of hospital care. Procedures which can be done are limited and can only be a supplement to local paramedic units. If the campus is isolated, all intensive efforts will be made to preserve life without local support within the capability of this unit.

Decision to activate emergency operations shall be made by M.D.C. based on information received from E.O.C. Director, Director of Public Safety or first hand information. The following information should be obtained:

1. Type of disaster
2. Estimated number of casualties
3. Location
4. Is field triage required? Availability of team contingent upon staffing. Mode of transportation for field triage team?
5. Location of casualty collection point(s)
6. ETA casualties to SHS and/or CCP
7. Notification of other facilities (i.e., paramedics)
8. Name and title of person reporting

Mobilization of SHS During Work Hours
During the earthquake, staff will assist patients to “duck and cover” and get away from large expanses of glass. Once the shaking has stopped, the Director of the Student Health Center (or designee) will determine from the intensity of the shake and the integrity of the building if building evacuation is required. This directive will be made via public address. Marshals shall assist patients accordingly to established evacuation protocol.

The grassy area on the northwest corner of Merriam Way and State University Drive shall be the evacuation assembly area. Supervisors shall report staff status to building marshals. Supervisors shall document departure times of staff who must leave campus. Once the building has been declared safe for occupancy, operations will continue in the Health Center.

Should the building be declared unsafe for occupancy, mobilization of field operations shall be instituted following a directive from the campus Emergency Operation Center.

Location of Disaster Supplies

Field packs, water, and equipment are stored in Container #19 in the CSULB "lay down" yard in the NE section of campus. The container is shared with the Housing Department. Keys to the lay-down yard and to the storage unit are kept in the MDC bag and are the personal responsibility of the Director of the Student Health Center. During planned absences from the southern California area, the MDC bag shall be given to an alternate. Should neither the MDC nor the alternate be available for the retrieval of supplies, access may be made through communication with Housing Office personnel. Staff and volunteers shall be recruited to assist with the movement of supplies. Plant Operations should be contacted to provide transfer via electric carts.

Routing of Supplies

<table>
<thead>
<tr>
<th>First Aid Station</th>
<th>Casualty Collection Point</th>
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</thead>
<tbody>
<tr>
<td>Field packs #1-5</td>
<td>Field packs #6-10</td>
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<td>1 tent canopy</td>
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<td>Triage Kits</td>
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First Aid Station

A first aid station shall be established as close to the Student Health Center building as is safe from debris and rubble. Supervisors will assemble emergency supplies to treat incoming casualties. Supervisors will document arrival, assignments and departure of all staff and volunteers.

Operation of first aid station shall be limited to:

1) Communication to M DC re status
2) Treatment of minor injuries
3) Assignment of personnel
4) Dispatch major injuries to CCP for secondary triage

All casualties arriving at first aid station will be triaged and tagged. Tag copies shall be retained at the last station of patient contact before discharge home.

Casualty Collection Point

The Casualty Collection Point will be determined by the M DC. Medical supplies and equipment will be delivered to that location by Plant Operations or volunteers. A tent will be set up for CCP Operations Center. Casualties who have been triaged from field sites, staging areas, and first aid stations who need immediate or delayed care shall be transported to one CCP. CCP shall be located in an area with accessibility to air and vehicular transport. Only minimal medical stabilization will be performed.

Triage Teams

Trained teams of 2 persons shall be assigned to triage using S.T.A.R.T. protocols at first aid station, field sites, or staging areas. Triage kits are delivered to the First Aid Station for distribution to volunteers. Each kit contains:

- 2 pair latex gloves
- 1 pair cotton work gloves
2 Kling gauze roller bandages 4 sterile gauze flats

1 flashlight

Triage

Purpose: To institute immediate limited life saving services and to determine the priority for transportation and definitive medical care.

Facility: Mobile -- Team which goes to disaster site.

Fixed -- Team at East lower entrance S.H.S. to work at first aid station.

Composition: I trained triage responder; 1 scribe/assistant

Records: Each casualty must be tagged (see copy of tag) with patient data. Copies shall be retained at each dispersement area

Evaluation: Using S.T.A.R.T. protocols, 1-3 minutes per victim

Categories:

1. IMMEDIATE priority casualties are those who have life-threatening respiratory and circulatory injuries -- transported immediately to CCP for secondary/tertiary care.

2. DELAYED transport casualties are all those whose therapy may be delayed without significant threat to life or limb -- transported to CCP for observation and delayed secondary care.

3. MINOR injuries will not be given professional level care and will not be admitted to hospitals. They will be sent from the incident scene in order to reduce confusion unless they are needed to assist
as litter bearers or first aides. May be directed to first aid station.

4. DECEASED will be identified with a triage tag. They will be completely covered with a sheet, blanket, or other available opaque material. They should be moved out of the immediate casualty sorting area by the County Coroner as soon as practicable.

Disaster Support Area (staging area)

Dependent upon available Student Health Center personnel and volunteers, a decision may be made by the M.D.C. based on information received from the EOC to dispatch team(s) to staging area(s). Staging areas may be located close to buildings with damage and casualties. Only triage and minor stabilization will be performed at staging areas. Composition of team(s) will be dependent on Student Health Center staff and volunteers.

Fatalities

Fatalities shall be tagged with a triage card and covered with a sheet, blanket, or other material and left for transport by county coroner. Should a fatality occur in an area populated with other holding casualties, they should be removed to a temporary morgue area designated by the M.D.C. or designee.

Mobilization during hours when SHS is closed

1. E.O.C. notifies M.D.C. who in turn activates the telephone tree. Telephone tree is "Appendix B".

2. Health Center personnel and volunteers will assemble in East ambulance bay of Student Health Center.

3. In the absence of the M.D.C., entry into the storage area can be obtained through Housing Office.

4. The 1st qualified person to arrive directs supply transport to first aid
station and first casualty collection point.

5. The 2nd qualified person to arrive establishes triage function.

Patient Flow

1. Triage -- patient evaluated and tagged by triage team at field sites or at first aid station.

2. Patients arriving at first aid station will have brief triage and then be treated or transported to CCP. All patients must be tagged. Copies of triage tags will be kept by dispersing area.
The Office of Emergency Preparedness,
University Police

EMERGENCY DIAL: 9-1-1 or if on campus dial
University Police Business Line: 562-985-4101

FIRE

* Activate nearest fire alarm and call 911, non-campus phone - call 562-985-4101.

* Fire extinguisher instructions:
  P-pull safety pin from handle.
  A-aim nozzle at base of fire.
  S-squeeze the trigger handle.
  S-sweep from side to side (watch for re-flash).

* Evacuate building; do not return until authorized by emergency personnel.

EARTHQUAKE

* DROP – COVER – HOLD (under a table or desk or against an interior wall until shaking stops. Do NOT stand in a doorway. Follow directions given by designated evacuator.)

* After shaking stops, check yourself and others for injuries.

* EVACUATION IS NOT AUTOMATIC, evacuate only if the fire alarm is sounding or if directed by emergency personnel.

* Do not use elevators.

* If you are outdoors, find a spot away from buildings, trees, street lights and power lines.

* Every person MUST evacuate the building.

* Be prepared for aftershocks!!

EVACUATION INFORMATION

* Take personal belongings (keys, books, wallet, etc.).

* Do not use elevators, use nearest stairs.

* Follow directions given by designated evacuator.

* Evacuate the building using the nearest accessible exit.
* Go to designated evacuation point, and do not return to building until instructed to do so.
* Assist persons with disabilities.
* Every person MUST evacuate the building.

MEDICAL EMERGENCY
* Dial 911 from campus phone, or 562-985-4101 from cell.
* Be ready to describe the nature and severity of medical problem; and provide estimated age/gender.
* Look for emergency medical ID.

HAZARDOUS WASTE
* If contaminated, remove clothing and rinse with water for 15 minutes.
* If immediate hazard exists, call 911 from campus phone or 562-985-4101 from cell.
* For small spills, those not involving immediate danger, confine spill and call University Police at 562-985-4101.

BOMB THREAT OR SUSPICIOUS OBJECT
* Report all threatening calls to 911 from campus phone or 562-985-4101 from cell.
* Be sure to ask a caller:
  * When is the bomb going to explode?
  * Where is the bomb?
  * What kind of bomb is it?
  * What does it look like?
  * Why did you place the bomb?
* Be attentive to caller for recall when questioned by the police.
* If suspicious object is found, do NOT handle - call 911.

ACTIVE SHOOTER
* Dial 911 from campus phone or 562-985-4101 from cell phone.
* Take cover and hide behind something that will hinder a bullet; play dead if needed.
* If possible, escape through window or door.

SHELTER IN PLACE
* Stay in building, close and lock windows/doors.
* Move into an interior room away from windows.
* Do not use the elevators.
* Make a list of who is there and call University Police at 562-985-4101 to report.
* Remain in shelter until emergency personnel announce that it is safe.

PHONE USE * During an emergency avoid using any phone service except for life safety.

Fall 2011

Dear Faculty and Staff,

Any institution should be prepared for potential emergencies. CSULB has done extensive preparation for possible crises. We can have confidence that the University has a well-developed emergency operations plan.

Effective emergency preparation is an ongoing process. Among the risks we are planning for are earthquake, airplane crash and epidemic. Following events at Virginia Tech, any campus must also be concerned about an active shooter situation. In the event of a region-wide emergency, it is possible that the campus might have to be self sustaining for several days in terms of food, water and medical support.

Effective institutional emergency preparation also includes encouraging faculty and staff to be personally prepared at work. I request that all faculty and staff in the academic division undertake the following simple steps to improve individual emergency preparation:
• Make sure that your emergency contact phone numbers are up-to-date in MyCSULB. These numbers are used for mass emergency notification in the event of an emergency.
• Take a few minutes to review CSULB emergency procedures. Print and post this flyer in offices and appropriate locations. Direct students to this site.
• Take a few minutes to review the Homeland Security Emergency Supply List. Consider maintaining some personal supplies at work and at home.

Donald J. Para, Provost and Senior Vice President for Academic Affairs

Fall 2011
FACULTY HANDBOOK

Academic Policies Section

Revised 5/2012 GC
## FACULTY HANDBOOK

### Academic Policies Section

<table>
<thead>
<tr>
<th>Section I: General Policies Undergraduate Education</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background Check Policy</td>
<td>3/12</td>
<td>4</td>
</tr>
<tr>
<td>Health Insurance Portability and Accountability Act (HIPPA) Student HIPPA Disclosure Form</td>
<td>3/12</td>
<td>5</td>
</tr>
<tr>
<td>Scholarships Procedures</td>
<td>11/10</td>
<td>8</td>
</tr>
<tr>
<td>Requirements for PHN Certificate</td>
<td>3/12</td>
<td>11</td>
</tr>
<tr>
<td>Dress and Behavior Code: Undergraduate</td>
<td>3/12</td>
<td>13</td>
</tr>
<tr>
<td>Missed Clinical Hours</td>
<td>3/12</td>
<td>15</td>
</tr>
<tr>
<td>Medical Clearance</td>
<td>3/12</td>
<td>16</td>
</tr>
<tr>
<td>Untoward Student Health or Safety Clinical Incident Policy and Procedure</td>
<td>3/12</td>
<td>18</td>
</tr>
<tr>
<td>Reportable Patient/Client Occurrence in the Clinical Setting Policy and Procedure</td>
<td>3/12</td>
<td>20</td>
</tr>
<tr>
<td>Holiday Scheduling of Classes</td>
<td>3/12</td>
<td>23</td>
</tr>
<tr>
<td>Matriculation: Course Sequencing and Withdrawal</td>
<td>3/12</td>
<td>24</td>
</tr>
<tr>
<td>Advanced Placement Policy for the BSN Program</td>
<td>2/12</td>
<td>25</td>
</tr>
<tr>
<td>Readmission Policy</td>
<td>3/12</td>
<td>27</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section II: General Grading Policies Undergraduate</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
</table>
### Essential Performance Standards

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards</td>
<td>3/12</td>
<td>30</td>
</tr>
</tbody>
</table>

### Academic or Clinical Performance Plan Policy

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic or Clinical Disciplinary Performance Form</td>
<td>3/12</td>
<td>40</td>
</tr>
</tbody>
</table>

### Academic Integrity/ Plagiarism Module for Disciplinary Action

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Integrity/ Plagiarism Module for Disciplinary Action</td>
<td>3/12</td>
<td>46</td>
</tr>
</tbody>
</table>

### Course letters Grade Policy

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course letters Grade Policy</td>
<td>3/12</td>
<td>56</td>
</tr>
</tbody>
</table>

### Credit by Examination Policy

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit by Examination Policy</td>
<td>2/12</td>
<td>57</td>
</tr>
</tbody>
</table>

### Course Substitution and Waiver of Course Requirement

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Substitution and Waiver of Course Requirement</td>
<td>3/12</td>
<td>58</td>
</tr>
</tbody>
</table>

### Grade Appeal Policy

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Appeal Policy</td>
<td>4/11</td>
<td>59</td>
</tr>
</tbody>
</table>

### Grade Appeal Checklist

```
<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade Appeal Checklist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
```

### Section III: International Admissions

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Admissions Policy</td>
<td>3/12</td>
<td>64</td>
</tr>
</tbody>
</table>

### Section IV: Undergraduate BSN Program

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Policy and Procedure</td>
<td>9/11</td>
<td>66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Program Roadmap</td>
<td>9/11</td>
<td>73</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCLEX Procedure</td>
<td>3/12</td>
<td>74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI Testing Policy</td>
<td>3/12</td>
<td>76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agency and Preceptor Satisfaction Survey Policy</td>
<td>4/12</td>
<td>77</td>
</tr>
<tr>
<td>Section V: Licensed Vocational Nurses to BSN Pathway</td>
<td>Review Date</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-------------</td>
<td>------</td>
</tr>
<tr>
<td>Policy for Licensed Vocational Nurses to BSN Pathway Advanced Placement and Thirty Unit Option Guidelines</td>
<td>3/12</td>
<td>78</td>
</tr>
<tr>
<td>LVN Letter of Interest</td>
<td>3/12</td>
<td>81</td>
</tr>
<tr>
<td>Admission Requirements</td>
<td>3/12</td>
<td>82</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section VI: RN/ADN to BSN Program</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission Policies</td>
<td>9/11</td>
<td>83</td>
</tr>
<tr>
<td>Information Sheet</td>
<td>9/11</td>
<td>85</td>
</tr>
<tr>
<td>Two Year Roadmap</td>
<td>9/11</td>
<td>87</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section VII: ELM Program</th>
<th>Review Date</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Sheet</td>
<td>5/12</td>
<td>88</td>
</tr>
<tr>
<td>Two Year Roadmap</td>
<td>5/12</td>
<td>89</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section VIII: Graduate Program</th>
<th>Review</th>
<th>Page</th>
</tr>
</thead>
</table>
Background Check Policy

1. Initiation of Background Check
   
   1.1 Background checks for all undergraduate students will be done no sooner than 90 days prior to the first semester of the program.
   
   1.2 For ADN RN-BSN students checks done within the last 6 months will be accepted. A hardcopy of the background check must be submitted to the Administrative Assistant designee.

   1.3 This process shall be conducted through a designated Health Tracker system.

2. Fees

   2.1 Payment for the background check shall be the responsibility of the student.

3. Verification
3.1 Once the student has completed the background check through the designated Health Tracker, verification of clearance of the students will be monitored by the Administrative Assistant designee.

4. Access and Privacy

4.1 Access to the certificate, password, and actual background check shall be limited to following individuals:
   4.1.1 Administrative Assistant designee
   4.1.2 Director of the School of Nursing
   4.1.3 Assistant Directors of Programs

4.2 The on-line background check information shall be treated as strictly confidential and will not be printed.

4.3 Under certain circumstances, the Director of the School of Nursing or the Assistant Directors of Programs may disclose information to appropriate faculty if it pertains to the clinical experience of the student, patient safety, or hospital policy.

5. Positive Background Check

5.1 A positive criminal record shall not automatically disqualify a student from admission.

5.2 The School of Nursing will identify criteria that would prohibit an individual from clinical placement based upon Board of Registered Nursing, Orange County Consortium, and/or hospital affiliate standards for disqualification.

5.3 If a record of criminal activity is revealed through the background check, the student shall be counseled by the appropriate Assistant Director of Program regarding their continuation in the program and implications for licensure.

5.4 It shall be the responsibility of the student to take remedial action to clear their criminal record according to BRN guidelines for licensure.

6. Clinical Agency

6.1 Clinical faculty shall have the responsibility of communicating to the clinical agencies when the students have received clearance by the Administrative Assistant designee.

Reviewed 3/12

California State University, Long Beach
School of Nursing

Policy on the Health Insurance Portability
and Accountability Act (HIPPA)

49
1. **Background:**
The Health Insurance Portability and Accountability Act (HIPPA) of 1996 was instituted by Congress to amend the internal Revenue Code of 1986 to improve portability and continuity of health insurance coverage in the group and individual markets, to combat waste, fraud, and abuse in health insurance and health care delivery, to promote the use of medical savings accounts, to improve access to long-term care services and coverage to simplify the administration of health insurance and for other purposes.

2. **Section 1177 (a) OFFENSE**  A person who knowingly and in violation of this part
2.1 Uses or causes to be used a unique health identifier
2.2 Obtains individually identifiable health information relating to an individual
2.3 Discloses individually identifiable health information to another person
   is subject to punishment under the law.

3. **Policy:**
Due to the requirements of HIPPA and the need to maintain patient confidentiality, the following is to be followed:
3.1 Include this statement and the student form in all nursing department course syllabi.
3.2 Statement: “HIPPA is in place to prevent wrongful disclosure of individually identifiable health information”. This includes but is not limited to the following areas:
   a. Uses or causes to be used as a unique health identifier
   b. Obtains individually identifiable health information relating to an individual
   c. Discloses individually identifiable health information to another person

3.3. One incident of a nursing student breaching patient confidentiality under this law can be means for dismissal from the CSU, Long Beach nursing program.
This form describes how medical information about you may be used and disclosed. Please review it carefully before signing.

1. Disclosure Policy Background

1.1 HIPAA is the acronym for the federal law known as the Health Insurance Portability and Accountability Act of 1996. HIPAA is a large and complex regulation that includes several components including administrative simplification. This component contains standards or rules applicable to privacy and security. Under HIPAA the School of Nursing, California State University, Long Beach (CSULB) must comply with these regulations, which are enforced by the Office of Civil Rights, Department of Health and Human Services (DHHS). These standards required implementation by April 14, 2003.

2. Under the privacy rules, all medical information and any other individually identifiable health information in any form, whether electronic, on paper, or oral is considered protected health information (PHI). This includes any information that related to the past, present, or future physical or mental health or condition of an individual. Individually identifiable health information is that which might identify someone such as, but not limited to:

2.1 Address

2.2 Phone number

2.3 Email address

2.4 Social Security Number

3. Under the Privacy Rule, the student must be provided with a clear written explanation of how the School of Nursing may use and disclose their health information. Students have the right upon request to review your student file; request amendments; and obtain an accounting of disclosures as to their health information. The student also has the right to file a formal complaint with the School of Nursing, California State University, Long Beach or the Department of Health and Human Services about violations of the provisions of the Privacy Rule or this department’s policies and procedures. The student must authorize the use and disclosure of their health information in writing.

4. The security standards under HIPAA require that covered entities establish and maintain administrative, technical, and physical safeguards to ensure that protected personal information is secured. This includes administrative and physical safeguards including policies and procedures, staff training, access controls, and any other measure undertaken to secure protected personal information.
5. Applicability of Notice Disclosure

The School of Nursing, California State University, Long Beach educates nursing students to be providers of health care in association with other professionals and organizations. The privacy practices in this notice will be followed by:

5.1 All faculty and staff of the School of Nursing, California State University, Long Beach.
5.2 Any clinical agency with which we share health information.

6. Our responsibility to the students regarding their medical information

6.1 We understand that medical information about the student is personal. We are committed to protecting the privacy of medical information about each student. In an effort to provide the highest quality medical care and to comply with certain legal requirements, we will and are required to:

   a. Keep your medical information private.
   b. Provide you with a copy of this notice.
   c. Follow the terms of the notice.
   d. Notify you if we are unable to agree to a restriction that you have requested.
   e. Accommodate reasonable requests by you for us to communicate health information by alternative means or at alternative locations.

7. How we may use and disclose medical information about students

7.1 We may use and disclose medical information about you to support your training in the clinical agencies to which you will assigned throughout your clinical studies in the nursing program. These agencies require that we validate to them that each clinical student has completed the health screenings that they independently require.

8. How will my information be used and examples of disclosures

8.1 Staff members working in a given clinical agency; typically the Education Department, requires that prior to the beginning of each clinical rotation the assigned clinical faculty submit a list of their students and verify by signature that these students have completed their required health screenings.

8.2 Clinical faculty will at the beginning of each semester review your student file for purposes of accurately verifying the information required as noted above.

8.3 We may disclose medical information about you without your prior authorization for several reasons including:

   a. Public Health – We may disclose your health information to public health or legal authorities charged with preventing or controlling disease, injury, disability, child abuse or neglect, etc. as required by law.
   b. Clinical Associations – The professional associations between the School of Nursing, California State University, Long Beach and the clinical agencies to which students are assigned throughout their clinical training necessitates that certain information regarding your health screening be verified prior to your beginning your clinical experiences. To protect your health information we require all our clinical associations to appropriately safeguard your information.
I, __________________________________________________ hereby authorize the release

(PRINT your complete name)

of any medical information that I have disclosed to the School of Nursing for the purposes of meeting the requirements of any and all clinical agencies to which I may be assigned. I am also acknowledging that I have received a copy of this form.

__________________________________________________________________

Today’s Date __________________________ Signature __________________

Witness __________________________ Reviewed 3/2012

California State University Long Beach

School of Nursing

Student Support and Development Committee

Scholarship: Procedure

1. There are three types of scholarships that the School of Nursing distributes:

1.1 School of Nursing specific endowment funds that are administered by the Scholarship Subcommittee. They are awarded two times a year.

Available Nursing Scholarships Endowments

- Leticia Walsh
- Eva Alexander
- Mary Grossnick
- Visiting Nurse Association
- C. Conrow Henderson
- Nursing Department

1.2 Community nursing student scholarships are generally from local health care organization i.e., San Pedro and Penninsula Hospital, Torrance Memorial Hospital, Silver Anchor, etc.

1.3 External scholarship resources that are not administered by the Scholarship Committee

2. Award Profile Forms

2.1 Each endowment must have an award profile form completed.

2.2 Award profiles are to be submitted to the University Scholarship Coordinator in the Office of Financial Aid.
2.3 School of Nursing office administrator can assist with providing the needed information on: Chartfields/Project #, eligibility requirements, and payment information to complete the form.

2.4 Forms and instructions available in the scholarship binder.

3. Scholarship Coordinator Responsibilities for Endowment Funds
   3.1 Update and post School of Nursing Scholarship Application forms with instructions: First week in September and February.
   3.2 Request the financial statement of the interest available for all the endowment funds from the University Scholarship Coordinator in the Office of Financial Aid. No funds will be distributed from the endowment fund principle.
   3.3 Select the number of scholarships to be awarded from each endowment fund for Fall and Spring in consultation with the School of Nursing Director.
   3.4 Collect all applications for review on due date: Second week in October and March.
   3.5 Score each application according to the following criteria:
      a. Personal essay of at least 500 words describing your financial aid needs, yourself, your leadership potential and your plans for your nursing career/after graduation. (no points)
      b. Letter of recommendation from faculty with your application. (no points)
      c. GPA = 25 % score
         - 3.00- 3.25 = 10 % (All students must have a minimum of a 3.0 to be eligible)
         - 3.26- 3.50 = 15 %
         - 3.51- 3.75 = 20 %
         - 3.76- 4.00 = 25 %
      d. Financial Need= 65 % score
         Deduct 5 % for each financial aid and 5 % for parent support. Previous financial aid and loans are not considered.
      e. Debts = 10 % score
         Give 10 % if debts and rent are listed; 5 % if debt or rent amount is not included (but indicated as a “Yes”); zero score if student indicated no debts or rent.
   3.6 Incomplete and late applications are not eligible.
   3.7 Select which students will receive the scholarship money and from which fund.
      a. Selection is to be aligned with the award profile criteria.
      b. Each student can be awarded only one $500.00 scholarship.
      c. Exceptions must be voted on by full faculty.
   3.8 Submit list of award recipients to the Student Support and Development Committee for approval.
   3.9 Complete the Award Payment Forms for each scholarship recipient
      a. Forms and instructions available in the scholarship binder.
3.10 Congratulatory letters are to be sent to each recipient. Letters to include the following information:

a. Financial award to be given.

b. Endowment fund distributed from

c. Instructed to write a letter of appreciation. Briefly describing their goals in the nursing profession, and how CSULB has made a difference in their life.

d. Instructed to bring the letter and a copy of a recent photo (2x2) (that will be posted on the Scholarship Board here in the School of Nursing) when they come to the office to pick up their check.

3.11 Submit to the Dean’s office a letter summarizing

a. List of the allocations (recipients and amount to be awarded)

b. Selection process and criteria

c. List of subcommittee members

d. Award Payment Form for each recipient and a copy of the congratulatory letter sent to them.

3.12 Copies of both the student’s letter and photo will be forwarded to Foundation for distribution to the endowment funds principals as needed.

3.13 A memo is to be sent to the School of Nursing Director indicating:

a. Scholarship and educational award amount and date

b. Name of recipient(s)

3.14 Applications and the copies of the award payment forms and student congratulatory letters are to be stored for five years currently in the research office drawer.

4. Scholarship Coordinator Responsibilities for community and external scholarships

4.1 Post all information on the Scholarship bulletin board and put a copy in the binder in the Learning Assistance Center.

4.2 Arrange to post all information onto our School of Nursing website on a periodic basis.

4.3 Arrange to post all information onto the University Scholarship website on a periodic basis.
California State University Long Beach

School of Nursing

Requirements for Public Health Nursing Certification

1.0 An applicant for a Public Health Nurse Certificate (PHN) shall have:
   1.1 A license, in active status, to practice as a registered nurse in California.
   1.2 Educational Requirements that include possession of a baccalaureate or entry-level master’s degree in nursing from a nursing school accredited by a Board-approved accrediting body, such as the National League for Nursing Accrediting Commission or the Commission on Collegiate Nursing Education.
   1.3 The baccalaureate or entry-level master’s program must have included coursework in public health nursing, including a supervised clinical experience in public health settings.
   1.4 As stated in the Nurse Practice Act Title 16: California Code of Regulations the California Business and Professions Code.

2.0 Supervised clinical experience shall be:
   2.1 In public health settings with individuals, families, and community.
   2.2 Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum.
   2.3 A minimum of 90 hours in specific content areas as specified by the California Board of Registered Nursing (BRN).
   2.4 A faculty member of the nursing program shall be responsible for coordinating the students’ clinical experience and supervision.

3.0 Theoretical Content for the Public Health Nurse certificate shall include, but is not limited to the following areas:
   3.1 Physical, mental, and developmental assessment: child and adult.
   3.2 Surveillance and epidemiology: chronic and communicable diseases.
   3.3 Health promotion and disease prevention.
   3.4 Multicultural nursing concepts.
   3.5 Research methodology and statistics.
   3.6 Health teaching concepts and strategies.
   3.7 Population based practice: assessment and development of community.
   3.8 Collaboration at the level of systems, community and family/individual.
   3.9 Assessment of health needs of individuals and families, to include environment and interventions across the lifespan.
   3.10 Control and prevention of communicable disease.
   3.11 Health promotion of maternal, child, and adolescent health.
   3.12 Prevention of abuse and neglect of children, elders, and spouses.
   3.13 Outreach screening, case management, resource coordination and assessment, and
delivery and evaluation of care for individuals, families, and communities.

3.14 Legal and health care financing issues.
3.15 Case management/care coordination.
3.16 Emergency preparedness and response.
3.17 Family violence training (e.g. abuse or neglect of a child, domestic partner, or elder)
   3.17.1 Training shall be at least seven (7) hours in length and shall be acquired through a baccalaureate nursing program or a specialized public health nursing program.
   3.17.2 Content to include: Prevention, Detection, Intervention, Treatment, and California reporting requirements.

4.0 Procedure for students graduating from CSULB with a BS in Nursing after completion of the approved Community Health Nursing Course with lab and license, in active status, to practice as a registered nurse in California.
   4.2 Complete the application and transcript request and mail the application form along with the required fee directly to the BRN.
     4.2.1 In the section asking for the name and address of the school where you completed your Community Health nursing course, enter “same as above”, where you entered the address for CSULB as institution for your Baccalaureate or Master’s degree.
     4.2.2 In the section asking for verification the Child Abuse/Neglect Training, enter CSULB as the CE Provider/School; for the course name and number write BSN degree; and leave the hours blank.
   4.3 Students do not need any paperwork from the School of Nursing (SON) to complete this process. The SON will have sent all necessary documentation to the BRN.
   4.4 Students do not need to request additional transcripts from CSULB; EXCEPT for the ADN RNs.
   4.5 ADN RNs will need to:
     4.5.1 Complete the “Application for California Public Health Nurse Certificate” form and mail it as directed above in lines 4.2.1 and 4.2.2 to the BRN with the required fee.
     4.5.2 Submit to the SON office:
       4.5.2.1 Request an Official Transcript (sealed) from Enrollment Services after the BSN degree has been recorded.
       4.5.2.2 Turn in the transcript to the SON with their name printed on the front of the envelope.
       4.5.2.3 Turn in the completed BRN form “Request for Transcript Public Health Nurse Certification”.
       4.5.2.4 SON will request a University seal for the BRN Request for Transcript and send it to the BRN along with the sealed university transcript.
   5. Information regarding response time for the BRN and the responsibilities can be located within the California Code of Regulations. Students will hear back directly from the BRN, not the SON.
   Revised 3/2012
1. Female and male students are to wear one of the pre-selected uniforms. Either a dress or pants style may be chosen. It must be clean and unwrinkled when at the clinical site. Necklines, undergarments and hemlines are to be non-revealing. Garments are to be loose enough to permit freedom of movement. A CSULB patch that may be purchased at the bookstore is to be worn on the left sleeve.

2. Female and male students are to wear picture ID name badge on the upper left side of their uniform one inch below the shoulder seam.

3. Female and male students are to wear clean white shoes with enclosed toes and heels. If nylons are worn, they must be white or neutral-shade. No fancy patterns or other color hose are allowed.

4. When students are going to their clinical site for pre-planning they do not need to wear a uniform but will be required to wear a clean, ironed lab coat, professional attire and have their picture ID. No jeans, sweats/jogging suits, shorts, tank tops or open-toed shoes.

5. Students are expected to be equipped with black pen, pencil, a small note pad, bandage scissor, wrist watch with second hand, portable blood pressure cuff and stethoscope. These may be purchased through CSNA.

6. Jewelry is to be kept at a minimum. No ornate jewelry or dangling earrings are to be worn. Only one pair of earrings can be worn. No facial or oral jewelry can be worn. Rings are to be of smooth metal with no elevated stones. Only short, narrow, non-dangling chains are acceptable.

7. Hair, for both male and female students, is to be off the collar and should appear clean, neatly trimmed and arranged. Hair should not fall forward when the head/neck is flexed or when the student leans forward in the performance of tasks.
8. Use of lightly or non-scented deodorant and oral hygiene products are recommended to manage body odors with clean, odor-free clothing.


10. No visible tattoos

11. Chewing gum is not permitted in the clinical area.

12. Basic guidelines of courtesy are applicable in addressing and interacting with clients, visitors, staff, faculty and peers, and in the utilization of space, time, supplies, and equipment within the clinical agency.

13. Students are to comply with agency policy and procedures relative to the management of sound, including voices in the clinical setting.

14. Hallways, elevators, stairways, cafeteria lines are to be kept open for movement of personnel. It is especially important not to congregate in heavy traffic areas such as the Nurse’s Station.

15. As arranged, students are to inform the lab instructor IN ADVANCE of any absence and to call the instructor immediately when it appears that an UNAVOIDABLE LATE ARRIVAL will occur.

16. Questions relative to the appropriateness of student’s appearance and/or behavior are to be addressed, in private, immediately by the clinical instructor and agency personnel, as needed.

17. Students will maintain patient confidentiality according to the Health Insurance Portability and Accountability Act (HIPAA).

Reviewed 9/2011; 3/12
California State University, Long Beach
School of Nursing

Missed Clinical Hours Policy

1. Introduction:
   Every student in the nursing program is required, by the Board of Registered Nursing, to meet a minimum number of hours in both lecture and clinical courses. Therefore, it is expected that students will attend all required classes.

   Any missed clinical time during the semester is required to be made up, hour for hour or by completion of an instructor approved assignment in order to earn a passing grade in the course. The approved assignment will vary based on the clinical course requirements.

   At the discretion of the clinical instructor, if a student is not able to meet the objectives of the course and/or course assignments due to an attendance problem, the consequences to the student may be withdrawal from the course, an incomplete grade, or failure of the course per university policy.

2. Student Responsibilities:
   The student needs to arrange the make-up time or assignment with the clinical instructor. A contract will be signed by the student and clinical instructor detailing the plan for make-up of clinical time.

Missed Clinical Hours Contract

I, _________________________________ a student in the ______ course, agree that it is my responsibility to complete the following in order to make up missed clinical time in the course:

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

This will be completed by: _________________________________
Purpose: Students are considered part of the health care team in any clinical setting. Therefore, they are obligated to abide within established policies and procedures for any clinical setting in which they are functioning.

1. All students must comply with all required health documentation for immunizations and proofs of immunity required by each clinical agency. Failure to upload these documents onto the Magnus Health Tracker prior to the semester deadline will result in them being dropped from the class. Once they are dropped from the class they may re-enter on a space available basis as stated in the School of Nursing (SON) Policy on Readmission.

2. Illness is defined as a fever (which is generally a temperature of ≥100.5 °F or flu-like symptoms) a rash, productive cough or open wound, or other drainage (e.g. from eyes). Students will not be allowed on any of the units with these symptoms. The student must notify both their clinical faculty and the agency when they are ill.

3. In the case where a student misses more than one clinical day due to illness, a student will not be allowed to return to the clinical area until a written medical clearance has been obtained.

4. In the event that a student experiences an injury or undergoes a surgical procedure that could compromise the safety of either the student or the clients in the student’s care, a written medical clearance will need to be submitted to the clinical faculty before the student can return to clinical practice.
5. In the event that a theory course is concurrent with the clinical component, the faculty has the discretion to determine whether or not the absence from the clinical will hinder achievement of the combined course objectives. In this event, it may be feasible that the student would not be able to progress in either clinical or didactic components until being released from medical care.

6. If an injury or illness creates a significant disability for the student such that patient safety issues arise, progression in the program will be dependent upon the student’s ability to function safely in accordance with guidelines specified in the SON’s Essential Performance Policy. At that time, an ad-hoc judiciary SON sub-committee will be formed that will have the authority to make determinations regarding the physical or mental fitness of a particular student while in the nursing program. They will work with the Office of Disabled Student Services to determine if safe reasonable accommodation can be made for this student.

7. If the student develops an impaired/deficient immune system or becomes pregnant they must notify their clinical faculty and the level coordinator for the particular course. They are also required to submit a written medical clearance to participate further in the program and accept full responsibility for any risk to them. (See Policy on Essential Performance General Health guidelines).

8. Missed clinical hours are to be made up, hour for hour, or by completion of an instructor approved assignment in order to earn a passing grade. (See Missed Clinical Hours Policy).
Untoward Student Health or Safety Clinical Incident

Policy and Procedure

Policy: An untoward health or safety incident is defined as an injury, accident, contamination, or loss involving a nursing student that occurred during the student’s clinical practicum that is not consistent with routine activities. The student must report all such incidents to his/her clinical instructor and the clinical Agency. The student must complete the required paperwork in collaboration with his/her clinical instructor in a timely fashion as identified by the clinical facility. In addition, State required documents must be filed with the CSULB Worker’s Compensation Specialist within 24 hours.

Procedure: The following steps must be taken related to a student health or safety incident occurring in the clinical setting:

1. The student, if capable, must report the incident to the CSULB clinical instructor and the clinical Agency immediately after the occurrence.

2. The Agency will direct the student, based on the urgency of the incident, as to whether the student is to be seen by their facility or to be referred to seek care at one of the CSULB designated facilities for treatment (See step 5).

3. The CSULB instructor will report the incident to the Director of the School of Nursing at (562) 985-4582 or designee and to the CSULB Worker’s Compensation Specialist, Cheryl Velasco, at (562) 985-7180. If the incident occurs on an evening or weekend, leave a message or FAX (562) 985-2366 the information as soon as possible. These numbers are correct for 2012. The paperwork must be filed within 24 hours. All clinical instructors must carry the web link to access the forms as needed.

   All Human Resources- Worker’s Compensation Forms are available at http://daf.csulb.edu/forms/bhr/workers_comp/index.html

4. If capable, the student is to accurately document and describe the events leading up to the incident with assistance from the CSULB Instructor to insure that all pertinent data are detailed and included. The CSULB instructor will with input from the student accurately document and describe the events leading up to the incident on the Agency Supervisor’s Review form (and/or their Agency Specific Form) by the end of the shift. Deliver the form or Fax it to the Worker’s Compensation Specialist (see number above).
5. On the forms, the student is the employee, the employer is CSULB (do not complete this section), and the clinical instructor is the supervisor.

6. The student has the following options:
   a) If the student is injured and wishes to seek out treatment for now or other long term needs, they must complete the Worker’s Compensation Form (DWC 1) and the Supervisor’s Review form.
      i. If the injury is life threatening, they must seek out treatment at the facility until they can be stabilized or transferred.
      ii. If the injury is not life threatening, they should seek out care at one of the two treatment facilities; Los Alamitos Medical Center Emergency Department or the Memorial Occupational Medical Services Unit at Long Beach Community Hospital. (Forms and directions are on the web link).
      iii. Clinical instructor is to sign the form to authorize treatment.
   b) If the student requests to see his/her own physician, the student must sign the form agreeing to follow the Worker’s Compensation Guidelines.
   c) If the student does not wish to seek medical treatment or file a claim with Worker’s Compensation, the student only has to complete the Supervisor’s Review form and the Accident Investigation Report form.
   d) Completion of the Privacy Log Form is optional.

7. The forms listed in # 6 and the Supervisor’s Review form must be delivered or Faxed to the CSULB Worker’s Compensation Specialist by the student and instructor. The clinical instructor will be responsible for following up to see that the official documents were delivered.

8. If the clinical agency allows, get a copy of their required documentation. Submit two copies of it and Supervisor’s Review form for placement in a confidential envelope. One envelope is to be placed in the student’s School of Nursing file and one is to be given to the Director of the CSULB School of Nursing.

9. The incident reports will be reviewed by the Director of the School of Nursing, the clinical instructor, and other key nursing faculty. The report will be kept confidential. The purpose of the meeting will be to discuss whether the situation may result in risk or liability to the University or the School of Nursing, and to identify any potential patterns of at risk behavior(s) that need to be address to prevent further incidents if possible.

10. If deemed necessary, the nursing student is to meet in person with the Director to discuss the incident and determine if the student is safe to continue the clinical practicum at this time.

11. If the student’s injury requires missed clinical time, the student must submit a medical release from a physician prior to returning. Missed clinical hours are to be made up as determined by the clinical instructor per the policy of the School of Nursing. If the student is deemed to not be
able to meet the objectives of the course, University policy will be followed as to a request for a medical withdrawal or the issuance of an incomplete or failing grade for the course.

10-24-11 GC
Reviewed 3/2012; 11/2012

California State University Long Beach
School of Nursing

Reportable Patient/Client Occurrence in the Clinical Setting
Policy and Procedure

Policy: A reportable occurrence in a clinical setting involving a student and a patient/client is defined as a situation that resulted in, or had the potential to result in, a threat to the patient’s health and well being such as death, injury, loss, abuse or maltreatment (physical, sexual, emotional), neglect, contamination, medication error, or misappropriation of property. The student must report all such incidents to his/her clinical instructor and shall complete the necessary paperwork at the clinical facility. The student must complete the required paperwork in collaboration with his/her clinical instructor and must do so in a timely fashion as identified by the clinical facility.

Procedure: The following steps must be taken related to a reportable patient/client occurrence involving a CSULB School of Nursing student in the clinical setting:

1. The student must report the incident to the CSULB clinical instructor in a timely fashion defined as immediately after the reportable occurrence is discovered by the student or another individual.

2. The CSULB instructor and student will notify the clinical Agency of the incident and begin to complete the necessary reportable occurrence documentation.

3. The student will accurately document and describe the events leading up to the occurrence. The CSULB clinical instructor will supervise the completion of the Agency’s reportable occurrence document so that all pertinent data are detailed and included.

4. If the violation is egregious, the student is to be sent home and told that they will be contacted after the situation has been investigated further.
5. The clinical instructor will be responsible for delivery of the document to the appropriate Agency representative. If the clinical Agency allows a copy of their reportable occurrence form to be made, that copy will be placed in a confidential envelope and given to the Director of the CSULB School of Nursing or designee.

6. The clinical instructor will document and describe the occurrence and any key events or factors associated with the reportable occurrence. The CSULB School of Nursing Reportable Patient/Client Occurrence Involving a CSULB School of Nursing Student in a Clinical Setting Form is to be completed in its entirety.

7. The CSULB clinical instructor will notify the Director of the School of Nursing or designee within 24 hours or sooner of the occurrence and will submit the completed Reportable Occurrence Form to the Director of the School of Nursing within 72 hours of the occurrence.

8. The Reportable Occurrence form will be reviewed by the Director of the School of Nursing or designee, the clinical instructor, and the Level Coordinator. The purpose of the review will be to discuss whether the situation may result in risk or liability to the University or the School of Nursing, to identify any potential pattern of at risk behavior(s), and to focus on prevention of further incidents by conducting a system safety review.

9. Guidelines for whether the student is to be placed on progressive disciplinary action, dismissed from the course or dismissed from the program, can be found in the Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards Policy. Guidelines to develop the progressive disciplinary action plan can be found in the Academic or Clinical Performance Plan Policy.

10. If deemed necessary by the review group as identified above, the nursing student can be asked to meet with them to discuss the incident and disciplinary action. If the student is not in agreement with the outcome, they may exercise their right to due process using the following chain of command as specified in the Student Handbook (the Undergraduate Coordinator and/or an Ad-Hoc Judicial Sub-committee).

11. A copy of the CSULB School of Nursing Reportable Patient/Child Occurrence Involving a CSULB School of Nursing Student in a Clinical Setting Form will be kept in the student’s official School of Nursing file.

10-24-11 MB/GC

Reviewed 3/12
Reportable Patient/Client Occurrence Form

Name of Student (Print): 

Date of Occurrence: 

Time: 

Clinical Agency: 

Nature of the clinical occurrence, name of the clinical agency, and location within the agency 

Student to describe the occurrence and any significant event(s) leading up to the occurrence (including task being performed and circumstances surrounding the patient related reportable occurrence)
Describe any untoward patient injury or negative effect(s) resulting from the reportable occurrence

Describe any corrective actions taken to prevent a recurrence of such an event

_____________________________________  ____________________________________
Signature of Student Preparing Report   Signature of Clinical Instructor

Date:           Date:
California State University, Long Beach

School of Nursing

**Holiday Scheduling of Courses**

1. All holidays that occur during the normal Monday through Friday university schedule will be honored according to the university master calendar. Any time the campus is closed, no classes will be held. Any course (clinical or didactic) that occurs during a regularly scheduled day will be held regardless of the number of similar sections that do not meet.

2. When a Saturday course day follows a recognized Friday holiday where the campus is closed, the Saturday class will not meet. However, if the holiday is on Monday, the class will be held.

3. When a Sunday course day precedes a Monday holiday where the campus is closed, the Sunday class will not meet. However, if the holiday is on Friday, the class will be held.

4. In the event that an agency closes for a holiday that is not recognized by the university, an alternative assignment will be provided by the faculty so that students are not penalized for the potential time missed.

Reviewed 3/2012
Matriculation Policy:

Course Sequencing and Withdrawal of Nursing Courses

**Purpose:** The Nursing Curriculum is designed to both reinforce current didactic knowledge with clinical practice and to build on the knowledge of the previous level courses. In order to accomplish this and to protect the welfare of prospective clients, the students must be held to the following guidelines of matriculation.

1. **Course Sequencing:** All nursing courses have prerequisites and must be taken in sequence and/or concurrently as identified in the curriculum plan as well as the catalog.
   1.2 Students must pass all courses in the nursing curriculum with a minimum grade standard of 2.0 (C) on a 4.00 scale or above.
   1.3 For any course with a clinical/didactic component.
      1.3.1 Students must meet the minimum grade standard in each component of the course. Failure of either component will require the student to repeat the entire clinical/didactic course.
      1.3.2 Students may not register in the following clinical/didactic course in the sequence until the prerequisite courses have been completed.
      1.3.3 Readmission into the course will be on a space available basis as outlined in the Readmission to or Transfer Policy.

2. **Course Withdrawal**
   2.1 Students who wish to withdraw from a nursing course may do so if they meet the following criteria as specified in the University Catalog.
      2.1.1 Students may not withdraw from a course because they are earning less than a “C” grade in the course.
      2.1.2 Student must withdraw by the census date established by the University.
      2.1.3 Student withdrawals after the census date and prior to the last twenty percent of instruction may do so only for serious and compelling reasons with the approval of the instructor and the School of Nursing Director.
      2.1.4 Withdrawals after the last twenty percent of instruction may do so only in cases of an accident, serious illness, or a circumstance clearly beyond the student’s control and the assignment of an Incomplete is not practical. (Office of the Chancellor Executive Order # 1037 effective 8/1/09)

   2.2 Students with approved withdrawals from nursing courses may return to the School of Nursing in accordance with policies listed in the Undergraduate Nursing Student Handbook on a space-
available basis (see Policy on Readmission to or Transfer into the Undergraduate Nursing Program).

2.3 A pattern of withdrawals may influence requests for consideration of reinstatement.

2.4 Students must complete a leave of absence form from the university if they are withdrawing from all university courses. Breaking enrollment will result in the student having to reapply to the university and they will be subject to new catalog requirements.

Revised 7-13-2011 GC; Reviewed 3/12
Advanced Placement Policy for the BSN Program

Purpose: To provide guidelines for admitting transfer students for advanced placement into the nursing program.

1.0 Students seeking transfer into the Nursing Program from another accredited university will be admitted on a space available basis. The waiting list and vacancies for each level will be monitored by the Assistant Director of Undergraduate Programs.

2.0 Students will be ranked for admission according to the following selection criteria in the order shown:

2.2 Transfer students in good standing from other CSU campuses.
2.3 Transfer students from other California colleges/universities.
2.4 Transfer students from out-of-state schools.

3.0 Students who have equal ranking for admission to the nursing program will be selected according to:

3.1 Veterans returning from military service
3.2 GPA on transfer prerequisite science courses
3.3 The earliest date of receipt of their application

4.0 Students must apply to the university by the application deadlines.

5.0 Students must apply for advanced placement into the program in writing to the Director and Assistant Director of Undergraduate Programs of the School of Nursing. They must:

5.1 Submit the Advanced Placement Application with all prerequisite courses completed (see application).
5.2 Submit official copies of all transcripts (unopened)
5.3 Submit a letter of request with full name, student ID number, current address, telephone number, and email.
5.4 Submit a letter stating you are in “good standing” from your previous nursing program director.
5.5 Submit copies of course descriptions, syllabi and other support materials from all nursing and prerequisite courses completed.

5.0 The Assistant Director of Undergraduate Programs will evaluate and consult appropriate content experts as necessary for equivalency. Student may be requested to meet with the Coordinator to answer questions regarding prior academic course work.

6.0 Previous course work may be waived or substituted for content credit only and does not reduce the total number of units required for the degree.
6.1 Students may attempt to achieve credit for a course by examination. (See the University Credit by Examination Policy 87-04 and the School of Nursing’s Credit by Examination Policy)

6.2 Waivers will be specified by the School of Nursing’s Admission Coordinator on the California Board of Registered Nurses’ “Individual Candidate Roster: Candidate Worksheet” form upon graduation.

7.0 Placement level is then established for the transfer student and they are admitted on a space available basis.

8.0 Students who have been selected will be notified by email or by phone and in writing.

9.0 Students must confirm their intention to accept this placement within 10 business days of notification. If no notification is received within that time, the next student on the list will be notified.

Approved 2-2012

GC
Purpose: To provide guidelines for readmitting students who have an approved leave of absence, have withdrawn from a course with a passing grade, or who failed a course and desire to repeat it a second time after completing their disciplinary performance plan.

1.0 Students seeking readmission to the Nursing Program will be admitted on a space available basis. The waiting list and vacancies for each level will be monitored by the Assistant Director of the Undergraduate Programs.

2.0 Students will be ranked for readmission according to the following selection criteria in the order shown:

2.1 Students who have been activated for active military service.
2.2 Applicants who have completed the remediation requested of them for admission into the Nursing Program at the Nursing 200 level.
2.3 Students who withdrew for medical and/or family emergencies.
2.4 Students who withdrew for other approved reasons (e.g. financial, change in job, etc.). See University Handbook on the limits for withdrawal and the SON Withdrawal Policy.
2.5 Students who have completed their disciplinary performance plan after failing a course.
   2.5.1 Policy and academic standards. Students who failed for academic reasons will be given consideration over those students who were failed for breach of policy or other academic standards.
2.6 Students who have waited out one semester due to lack of space.
2.7 Students who have equal ranking for readmission will be selected according to their original ranking at the time of admission.

3.0 Students must complete the Readmission Request Form (see attached) and submit it in writing to the Assistant Director of the Undergraduate Programs.

3.1 The request must include full name, student ID number, current address, telephone number, email, and the name/number of the class for which admission is requested.
3.2 The letter of request for readmission will place the applicant on the waiting list for two (2) academic semesters. At the end of this period another letter must be submitted by the applicant to continue on the waiting list.
3.3 Failing N200 level students who choose to return to the program are ranked by previous total score on the admission profile as one of the ten (10) alternates.

4.0 Students who have been selected will be notified by email or by phone and in writing.
5.0 Students must confirm their intention to accept this placement within 10 business days of notification. If no notification is received within that time, the next student on the list will be notified.

6.0 Students who are selected but choose not to re-enter in the semester indicated must submit another Readmission Request Form in order to be put back on the readmission list.

7.0 Students who have been out of rotation from the Nursing Program for more than two semesters, with an **authorized** leave of absence, must meet the minimum skills competencies from all prior clinical courses to be eligible for re-admission into the program.

7.1 Student must register for a one unit Independent Study N490 course.

7.2 Meet with the faculty assigned to the course to develop the objectives and goals of the course that will verify skills competencies.

7.3 A written course contract and University paperwork for the Independent Study course will be completed and submitted according to University Policy. Contract should include a time line for completion and be signed by the student and faculty.

7.4 Competencies may include demonstration of: physical assessment skills, medication administration, medication math calculations, skills specific to specialty courses, and didactic knowledge. This list is not exclusive and other competencies may be deemed necessary by the faculty.

7.5 It is the student’s responsibility to coordinate with the assigned faculty and complete the course contract in the specified time frame.

7.6 Upon completion of the course contract, the faculty member will notify the Assistant Director of the Undergraduate Programs as to whether the competencies have been verified at a satisfactory level. The readmission process is to be as following:

7.6.1 The student must submit in writing a letter to request readmission in to the Nursing Program.

7.6.2 Upon receipt, the Assistant Director of the Undergraduate Programs will then place the student on the list. The student will not be placed on the list until the N490 course has satisfactorily been completed.

7.6.3 Admission is on a space available basis subject to the ranking as specified above.

1-16-12

GC
Request for Re-Admittance Form

Name (please list all names you go by):

Student ID #: Phone:

Email:

Re-admission Request:

Semester Number Exited (ex. 2nd, 3rd, etc...):

Semester when Exited (ex. Fall 08, Spring 09):

Previous Graduation Code:

Semester Number you need to Re-enter (ex. 2nd, 3rd, etc...):

Reason for Exiting Nursing Program (please circle):

Academic  Medical Leave  Educational Leave  Other

**Please Give Specifics:

Do you have an Academic or Clinical Performance Plan? Y □ N □

If yes, which Faculty Member is your Contract with:
Please attach a copy of the plan to this form.

Have you met with the Student Success Coordinator:  Y □  N □

Were you referred to the Learning Assistance Center:  Y □  N □

If yes, please state the reason for referral:

Name and Dates you were seen by the LAC Counselor:

Have you previously been Re-Admitted to the Program:  Y □  N □

If Yes, List Courses you have repeated (and the number of times per course):

Additional Comments:

POLICY: Until you have submitted a copy of your Performance Plan, a copy of your unofficial transcript to this form (can be printed off mycsulb), and have met with the Student Success Coordinator you may not request to be re-admitted (exceptions: Medical or Educational Leave).

NO RE-ADMISSIONS REQUESTS ARE GUARANTEED –

Permission to re-enter is dependent and determined on space available basis as outlined in the School of Nursing Readmission Policy.
California State University Long Beach
School of Nursing

Policy on
Essential Performance Standards

1. Background:

1.1 The Americans with Disabilities Act (ADA) of 1990 was instituted by Congress to prohibit discrimination against qualified individuals with disabilities. Schools of Nursing and State University systems, like other state and federally funded entities, are required to comply with the stipulations of the ADA.

1.2 The ADA defines a qualified individual with a disability as an individual with a disability who, with or without reasonable accommodation, can perform the essential functions of the employment position that such individual holds or desires.

1.3 The Rehabilitation Act of 1973 prohibits discrimination in admissions of a qualified person with disabilities.

1.4 Reasonable accommodation for students with disabilities either temporary or permanent will be considered on a case-by-case basis and in consultation with the CSULB Office of Disabled Student Services, when appropriate.

1.5 In compliance with the American Disabilities Act of 1990 and the recommendation of the American Academy of Colleges of Nursing, the California State University of Long Beach School of Nursing will institute the following health regulations and policies to assure safe nursing practice.

2. Health Regulations and Policies:

2.1 Students must be able to meet the emotional and physical requirements for the Essential Performance Standards listed below as required by the School of Nursing.

2.2 For Admissions, qualified candidates will be evaluated for these health standards through a standardized application process to include an interview.

2.3 If a student’s abilities are in question, an ad-hoc judiciary sub-committee will be formed that will have the authority to make determinations regarding the physical or mental fitness of a particular student while in the nursing program. They will work with the Office of Disabled Student Services to determine if safe reasonable accommodation can
be made for this student.

2.4 Candidates who have been evaluated will be notified as soon as possible of one of the following decisions:

2.4.1 Admitted

2.4.2 Not admitted

2.4.3 Contingent admission: contracted remediation requirements to be completed

2.5 Students in the program who fail to meet these standards after admission can either be given a Performance Remediation Plan related to medical or mental health issues or failed from the course.

3. Emotional Requirements:

3.1 The student must have sufficient emotional stability to perform under stress produced by both academic study and the necessity of performing nursing care in real patient situations while being observed by the instructors and other health care personnel.

4. Physical Requirements:

4.1 Students are required to travel to agencies and hospitals, and to homes with unpredictable environments. Students need to have the endurance to adapt to a physically and emotionally demanding program.

4.2 The following physical requirements would be necessary to participate in the clinical application courses in nursing:

4.2.1 Strength: sufficient strength to lift, move and transfer most patients; to restrain and carry children; to move and carry equipment; and, to perform CPR which requires sufficient body weight and adequate lung expansion.

4.2.2 Mobility: sufficient to bend, stoop, bend down on the floor; combination of strength, dexterity, mobility and coordination to assist patients; ability to move around rapidly; and to move in small, confined areas.

4.2.3 Fine Motor Movements: necessary to manipulate syringes and IV's; to assist patients with feeding and hygiene; to write in charts; to perform sterile procedures and other skilled procedures.

5. Speech:

5.1 Ability to verbally communicate clearly with staff, physicians, and patients; and the need to be understood on the telephone, and in groups of people.

6. Communication:

6.1 Able to communicate in a timely manner in both verbal and written formats such that students can communicate nursing actions, interpret client responses,
initiate health teaching, document and understand nursing activities, and interact with clients, staff and faculty supervisors.

7. Vision: sufficient color vision and visual acuity to make physical assessments of patients and equipment.

8. Hearing: sufficient to accurately hear on the telephone; to be able to hear through the stethoscope to discriminate sounds; to hear cries for help; to hear alarms on equipment and emergency signals; and to hear various overhead pages.

9. Touch/Tactile: ability to palpate both superficially and deeply and to discriminate tactile sensations.

10. General Health:
   10.1 Nursing is considered to be a high-risk profession for exposure to multiple contagious diseases.
   10.2 Immunizations required by the School of Nursing reduce this risk for nursing students, but do not eliminate it entirely.
   10.3 Students with an impaired/deficient immune system or are pregnant women need a written medical clearance to participate in the program.
       10.3.1 These students must notify the clinical and level coordinator prior to participation in clinical courses.
       10.3.2 The student must submit a medical release from their physician indicating the medical safety of continuing in the program and stating that she may participate in all clinical activities without restriction.
       10.3.3 The student must understand that some clinical settings may not allow pregnant students, depending on their length of gestation, and the safety of the patient care environment.
       10.3.4 If the student cannot complete the clinical objectives, she must withdraw from the course or take a leave of absence from the university. Readmission to the class will be on a space-available basis as stated in the Readmission Policy.

Revised 10/24/2011 GC
Reviewed 3/12
**California State University, Long Beach**

**School of Nursing**

**Progressive Disciplinary Action for Violations of**

**Academic or Clinical Performance Standards**

**Purpose**

To establish guidelines for faculty to identify students who have been deemed to have demonstrated unsatisfactory or unprofessional performance standards. Nursing is a professional discipline which requires high standards of performance to assure quality patient care. Failure to meet these expectations places the student, staff and patients at physical and or emotional risk. In order to safeguard these standards of practice, students are held to professional performance standards both academically and clinically. Violation of these standards can result in the placement of the student on progressive disciplinary action by the School of Nursing.

1. **Expected Performance Standards**
   1.1 Standards include
      1.1.1 Grade standards
      1.1.1.1 Students must perform at a grade standard of a level of a 2.0 (C) for undergraduate students and 3.0 (B) for graduate students in all nursing academic and clinical courses.
      1.1.1.2 Due to impacted status of the undergraduate nursing program, all students must maintain a cumulative university GPA of 2.0 as stated in the University Catalog.
      1.1.2 Sustained competence in all clinical performance standards is required for successful completion of each clinical course in order to progress in the nursing program. The clinical standards and competencies are documented in each course syllabus at the beginning of every semester.
      1.1.3 Essential Performance Policy guidelines (see policy) must be met by all students for safe nursing practice.
      1.1.4 Professional behavioral standards must be demonstrated at all times in the nursing programs.
      1.1.5 Academic integrity standards will be evaluated based on the guidelines as stated in the University Catalog.
      1.1.5.1 For minor incidences of plagiarism or cheating, the student’s Performance Plan should include completing the attached cheating and plagiarism module as part of the remediation plan. (See the **Academic Integrity Policy and the Plagiarism Module**.)
1.1.5.2 Faculty must inform the student that they have the right to submit a request to the University Academic Integrity Committee for a written opinion on whether the accusation of plagiarism is supported by the evidence.

1.1.5.3 Documentation of this event on a “Student Academic Dishonesty Report” form will be sent to the provost and the vice president of student affairs as is required by the university. A copy of the form will be placed in the student’s file.

1.1.5.4 They can be referred to the Office of Judicial Affairs for possible suspension or expulsion from the University at the discretion of the Ad-hoc Judiciary Sub-committee.

2. **Performance that results in a verbal or written Performance Plan** - performances that identify students at risk of violating the School standards and require a Performance Plan for remediation. Unsatisfactory performances may include:

   - Grade standard for academic or clinical courses by midterm of a 2.0 (C)
   - Clinical performance places self, staff or patients at potential risk
   - Essential performance guidelines that places self, staff or patients at risk
   - Professional behavioral standards not met: minor incident

   (Examples of unsatisfactory performances can be seen in the appendix)

2.1 Violations will result in placement of the student on progressive disciplinary action by the School of Nursing with a Performance Plan that is designed to improve the student’s performance during that semester. Guidelines for how to develop the plan are specified in the *Academic or Clinical Performance Plan Policy*.

2.1.1 Prior to the development of a Performance Plan, the faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is safest and most effective in remediating the student’s behavior.

2.2 Students who are not in agreement with the Performance Plan may exercise their rights to due process using the following chain of command as specified in the *Students’ Handbooks*:

   - Faculty
   - Level Coordinator
   - Assistant Director of the program
   - Ad-hoc Judicial Sub-committee

2.3 As specified in the *Matriculation Policy*, students who fail to complete the required *Academic or Clinical Performance Plan* will result in immediate failure of the course.

2.4 The student will be notified that any further incidence that semester of the same or similar behavior may result in immediate failure of the course.

3. **Performance that results in Course Failure**: student performance that places the self, staff or patients at risk will result in failure of the course and requires a Performance Plan for remediation. Unsatisfactory performances may include:

   - Grade standard for academic or clinical courses final grade of a 2.0 (C)
   - Clinical performance that places self, staff or patients at risk
Essential performance standards that places self, staff or patients at risk
Professional behavioral standards not met: moderate incident
Failure to complete Performance Plan for remediation
Further incidence of violations of the same or similar behavior during the semester
(Examples of unsatisfactory performances can be seen in the appendix)

3.1 Violations will result in the student being given a grade of F and being placed on
progressive disciplinary action with a Performance Plan that is designed to improve
the student’s performance before they return to repeat the failed course.

3.1.1 The student is to be sent home and told that they will be contacted after the
situation has been investigated further.

3.1.2 Guidelines for the Performance Plan are specified in the Academic or Clinical
Performance Plan Policy.

3.1.3 Prior to the development of a Performance Plan, the faculty will consult and
collaborate with the lead faculty or course coordinator to determine the action that
is safest and most effective in remediating the student’s behavior.

3.2 The student is also recommended to enroll in the Academic Success Program that the
University offers through Academic Advising.

3.3 Students who are not in agreement with the offense or disciplinary action assigned for
any of the above offenses may exercise their rights to due process using the following
chain of command as specified in the Student Handbook.

- Faculty
- Level Coordinator
- Assistant Director of the program
- Ad-hoc Judicial Sub-committee

3.4 Prior to being readmitted to the program, the student must follow the guidelines
specified in the Matriculation Policy and satisfactorily complete the Academic or
Clinical Performance Plan.

3.5 Readmission is on a space available basis as specified in the Policy on Readmission
to or Transfer into the School of Nursing.

3.6 Upon readmission to the program, the student will be notified that any further
incidence of the same or similar behavior during the following semester will result in
course failure.

3.7 Inform the student that course failure of the course a second time and or in a
consecutive semester will result in dismissal from the program regardless of their
cumulative GPA status and they will not be readmitted.

4. Performance that results in Nursing Program Dismissal: continual course failure, egregious
violations of professional behavior standards or student performances that place the self,
staff or patients at adverse risk. Unsatisfactory performances may include:

- Failure of a nursing course a second time in a consecutive semester or failure of two
  nursing courses in different semesters or the same semester will result in the student
  being placed on Academic Probation with the University. Any further failure will
  result in dismissal from the SON.
- Clinical performance places self, staff or patients at adverse risk
- Essential performance standards that places self, staff or patients at adverse risk
Professional behavioral standards not met: major incident
(Examples of unsatisfactory performances can be seen in the appendix)

4.1 Violations will result in dismissal from the Nursing Program and they may not be readmitted to the program.
   4.1.1 The student is to be sent home and told that they will be contacted after the situation has been investigated further.
   4.1.2 The faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is to be taken based on their behavior.

4.2 Students who are not in agreement with the offense or disciplinary action assigned for any of the above offenses may exercise their rights to due process using the following chain of command as specified in the Student Handbook.
   • Faculty
   • Level Coordinator
   • Assistant Director of the program
   • Ad-hoc Judicial Sub-committee

10/4/10
G. Coster

Revised 7/13/11
DRAFT 5/21/12
Appendix 1:

Examples of behaviors for which a student may be placed on a **Performance Plan** include the following.

**Clinical Performance Behaviors:** Below expected standards for the nursing profession. Potential safety risk for self, staff or patients or performance that results in minor consequences to patient or others

<table>
<thead>
<tr>
<th>Medication administration errors</th>
<th>Failure to reassess patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violation of professional dress code</td>
<td>Failure to report changes</td>
</tr>
<tr>
<td>Failure to protect patient from environmental hazards</td>
<td>Failure to seek consultation when needed: above skill level tasks</td>
</tr>
<tr>
<td>Failure to protect self and others from harm</td>
<td>Failure to complete procedures or treatments safely: within present skill level</td>
</tr>
<tr>
<td>Failure to demonstrate critical clinical competency with the nursing process/assessment techniques/skills expected of a student at that level.</td>
<td>Demonstration of clinical judgment that may place the patients and/or interdisciplinary staff at risk</td>
</tr>
<tr>
<td>Failure to organize, prioritize and complete patient care assignment in a timely manner</td>
<td>Failure to submit patient care assignments by their due date as specified in the syllabus.</td>
</tr>
</tbody>
</table>

**Essential Performance Standards:** Physical and emotional performance below expected standards for the nursing profession. Potential safety risk for self, staff or patients that require remediation

<table>
<thead>
<tr>
<th>Demonstrating a lack of emotional control that hampers one’s ability to perform safe patient care</th>
<th>Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inability to demonstrate adequate physical requirements for safe nursing practice</td>
<td></td>
</tr>
</tbody>
</table>

**Plagiarism and Professional Behavior:** Below expected standards for the nursing profession.
Minor Incidence

<table>
<thead>
<tr>
<th>Unprofessional behavior with peers, faculty and interdisciplinary staff, in speech, attitude, insubordination, tardiness, etc.</th>
<th>Unable to recognize and assume responsibility for the consequences of his/her actions with potential risk for harm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acts of plagiarism: failure to paraphrase correctly; failure to cite correctly, unintentional</td>
<td></td>
</tr>
</tbody>
</table>

Examples of behaviors for which a student may be **failed in a course** include the following.

**Clinical Performance Behaviors**: Below expected standards for the nursing profession. Behavior that is a safety risk for self, staff or patients or results in moderate consequences to patient or others that requires remediation.

<table>
<thead>
<tr>
<th>Medication administration errors</th>
<th>Failure to reassess patient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to report significant changes</td>
<td>Failure to protect patient from environmental hazards</td>
</tr>
<tr>
<td>Failure to seek consultation when needed: above skill level tasks</td>
<td>Further incidence of violations of the same or similar behavior during the semester before or after the probation has been removed</td>
</tr>
<tr>
<td>Skills or organizational competency below expected standard</td>
<td>Clinical judgment with risk</td>
</tr>
</tbody>
</table>

**Essential Performance Standards**: Physical and emotional performance below expected standards for the nursing profession. Behavior that is a safety risk for self, staff or patients that requires remediation.

<table>
<thead>
<tr>
<th>Demonstrating a lack of emotional control that places the patients or others at risk</th>
<th>Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inability to demonstrate adequate physical requirements for safe nursing practice</td>
<td></td>
</tr>
</tbody>
</table>

**Plagiarism and Professional Behavior**: Below expected standards for the nursing profession. Moderate Incidence
Unprofessional behavior with peers, faculty and interdisciplinary staff in speech, attitude, insubordination, tardiness, etc. | Unable to recognize and assume responsibility for their actions that patients or others at risk for harm
---|---
Acts of plagiarism: several components of a body of work is submitted that is not their own and was not cited. | 

Examples of behaviors for which a student may be **dismissed from the Nursing Program** include the following.

**Grade Standards:** Below expected standards for the nursing profession.

<table>
<thead>
<tr>
<th>Failure of a nursing course a second time in a consecutive semester will result in the student being placed on Academic Probation with the University. Any further failure will result in dismissal from the SON.</th>
<th>Failure of two nursing courses in different semesters or the same semester will result in the student being placed on Academic Probation. Cumulative university GPA of less than 2.0 due to impacted program status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to maintain the University cumulative GPA standard in all college work or all courses</td>
<td></td>
</tr>
</tbody>
</table>

**Violations of Clinical Performance Behaviors:** Below expected standards for the nursing profession. Behavior that had or may have had the potential for adverse consequences for self, staff or patients; cannot be remediated; and or violated critical standards of the profession

<table>
<thead>
<tr>
<th>Medication error</th>
<th>Failure to assess, treat, report, consult, or protect patient, self or others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills or organizational competency below expected standard</td>
<td>Clinical judgment</td>
</tr>
<tr>
<td>Critical standards violated</td>
<td></td>
</tr>
</tbody>
</table>

**Violations of Essential Performance Standards:** Physical and emotional performance below expected standards for the nursing profession. Behaviors that have or may have had adverse consequences for self, staff or patients; and cannot be remediated.

<p>| Emotional lack of control placed self, staff or patients at risk or had adverse consequences; | Verbal or written communication placed self, staff or patients at risk or had adverse consequences; |</p>
<table>
<thead>
<tr>
<th>unsafe nursing practice</th>
<th>consequences; unsafe nursing practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inability to demonstrate adequate physical requirements that placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice</td>
<td></td>
</tr>
</tbody>
</table>

**Violations of Academic and Professional Integrity:** Below expected standards for the nursing profession. Major Incidence

<table>
<thead>
<tr>
<th>Cheating on an exam or paper; copying a test; stealing a test</th>
<th>Plagiarism: submission of a document with not their own or a second offense of plagiarism while in the program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of furnishing or forging false information or documentation.</td>
<td>Violation of ethics per the ANA: patient confidentiality/ HIPPA, consent, removal of patient identifiable records/HIPPA, stealing</td>
</tr>
<tr>
<td>Abandonment of patient assignment</td>
<td>Failure to tell the truth or intentionally withholding information: adverse consequences</td>
</tr>
</tbody>
</table>

10/4/10 G C

Revised 7/13/11  Reviewed 3/12
California State University, Long Beach
School of Nursing

Academic or Clinical Performance Plan Policy

Purpose

1. To establish guidelines for faculty in developing a progressive disciplinary performance plan for students who have demonstrated unsatisfactory behavior either academically or in the clinical setting.

2. Academic or Clinical Unsatisfactory Behavior
   2.1 Any student who has demonstrated unsatisfactory behavior that is able to be remediated will be placed on progressive disciplinary action with a performance plan. See the Progressive Disciplinary Action for Violations of Academic or Clinical Standards Policy. Violations include:
      2.1.1. Grade standards
      2.1.2. Clinical Performance Standards
      2.1.3. Essential Performance Standards
      2.1.4. Academic and Professional Integrity Standards (for Plagiarism use the Plagiarism Probation Contract)
      2.1.5. Academic or clinical course failure

3. Development of Academic and Clinical Disciplinary Performance Plans
   3.1. Those students at risk for being placed on progressive disciplinary action should be counseled that their performance is unsatisfactory as early as possible. When possible, they should be identified by the 6th week of class for sufficient time to remediate.
   3.2. The faculty will consult and collaborate with the lead faculty or course coordinator to determine the action that is safest and most effective in remediating the student’s behavior during the semester.
   3.3. For egregious violations, the student is to be sent home and told that they will be contacted after the situation has been investigated further.
   3.4. The performance remediation plan is to be developed by the faculty and will take into consideration input from the student. Content areas should be tailored to the specific course but may include the following areas:
      3.1.1 A summary statement of the reason(s) for the disciplinary performance plan. Attach documentation of evidence.
      3.1.2 Specific resources recommended to the student may include:
          3.1.2.1 ATI Module(s)
          3.1.2.2 Supplemental worksheets
3.1.2.3 Practice tests
3.1.2.4 Referral to the Learning Assistance Center on campus
3.1.2.5 Referral to Counseling and Psychological Services on campus
3.1.2.6 Enrollment in the University Academic Success Program.

3.1.3 Specify a follow-up plan that outlines the actions, behaviors and competencies to be met and the expected dates of completion.

3.1.4 Specify dates and times for follow-up meetings with faculty.

3.1.5 For violations of Academic Integrity plagiarism remediation, the following guidelines may include:

3.1.5.1 Written paper on plagiarism after reviewing the MIT learning modules that can be found online at http://web.mit.edu/uaap/learning/modules/acadintegrity/index.html

3.1.5.2 Topics to cover
3.1.5.2.1 Discuss different types of academic integrity violations
3.1.5.2.2 How can violations of academic integrity impact my future in nursing?
3.1.5.2.3 American Nurses Association founded the nursing code of ethics. The code makes explicit the primary goals, values, and obligations of the profession. Its purpose is to provide guidelines of Nursing’s nonnegotiable ethical standard. What does the code state about acting on questionable practice and being responsible and accountable for nursing practice?
3.1.5.2.4 What are the consequences of violating academic integrity here at CSULB?
3.1.5.2.5 Length maximum of 5 pages that do not include the cover or reference page
3.1.5.2.6 APA format for professional paper writing and referencing

3.1.5.3 Complete the Quiz on Academic Integrity and Plagiarism from Penn State
3.1.5.4 Complete the module and test from Indiana University Bloomington School of Education. Module available at the following address https://www.indiana.edu/~istd/definition.html

4. Inform student of their right to due process if they are not in agreement with the assessment and recommendations made by the faculty member by using the following chain of command as specified in the Student Handbook.
   4.1.1 Faculty
   4.1.2 Level Coordinator
   4.1.3 Assistant Director of the program
   4.1.4 Ad-hoc Judicial Sub-committee

5. Inform student of consequences of failing to complete the Performance Plan within the specified time frame(s) will result in failure of the course or ineligibility for re-admission into the program.
   5.1 Guidelines for readmission are specified in the Matriculation Policy on a space available basis.
   5.2 The student must complete a written Readmission Request form and submit it to the Undergraduate Coordinator prior to the onset of the following semester for evaluation of their eligibility for re-entry into the course.
5.3 Students may be subject to new program requirements if they break enrollment at the University level.

6. Inform the student that any further incidence that semester of the same or similar behavior will result in failure of the course. Failure of two nursing courses, either one course on two occasions or two separate courses, will result in dismissal from the program.

7. Documentation must be placed in the student’s file by the faculty member.

Revised 10-4-2010
Revised 7-13-2011G C
Reviewed 3/12
California State University, Long Beach
School of Nursing

Academic or Clinical Disciplinary Performance Plan Form

Student: Click here to enter text. Date: Click here to enter text.

Faculty: Click here to enter text. Course: Click here to enter text.

You have demonstrated an academic performance below the grade standard in this course or clinical performance standards that are below those acceptable to assure safe patient care. Immediate and sustained improvement must occur in order to continue in the course or to repeat the course if the course was failed.

Statement of the reason for Disciplinary Performance Plan or Course Failure: Attach Documentation

Click here to enter text.

Complete the following plan and report to me at the designated intervals. I will be available for individual assistance during my office hours.

<table>
<thead>
<tr>
<th>Plan Activities</th>
<th>Expected Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet and review the exam to identify areas to work on or problems that can be corrected.</td>
<td></td>
</tr>
<tr>
<td>2. Complete the following ATI Chapter Post Tests for the following Units: Attach a copy of the chapter post test answers.</td>
<td></td>
</tr>
</tbody>
</table>
3. Strongly encourage purchase of the accompanying Student Workbook for the class text book for practice questions.

4. Encourage you to utilize the textbook NCLEX review questions on their website: http://www.prenhall.com/davidson. Choose the appropriate chapters for the next exam.

5. Schedule an evaluation appointment with the Coordinator for the Student Success Program for referral for Counseling and Psychological Services (CAPS) or Learning Assistance Center.

6. Click here to enter text.

Guidelines:

- Performance plan must be completed in order to continue on in this course or to repeat the course if the course was failed.
- All deadlines must be met by the expected dates of completion.
- Inform the student that any further incidence that semester of the same or similar behavior will result in failure of the course. Failure of two courses will result in dismissal from the program.
- Prior to being readmitted the student must follow the guidelines specified in the Matriculation Policy.
- The student must complete a written Readmission Request Form and submit it to the Undergraduate Coordinator prior to the onset of the following semester for evaluation of their eligibility for re-entry into the course.

Students Comments:

Click here to enter text.

I have received a copy of this plan and agree to follow the terms of the agreement.

Date: Click here to enter text.
*** Students who are not in agreement with the assessment and recommendations made by the faculty member may exercise their rights to due process using the following chain of command. Discuss the problem with: 1) Clinical Faculty; 2) Level Coordinator; 3) Assistant Director of the program; 4) Ad-hoc Judiciary Sub-committee; 5) Appeal to the University

**Student has completed or not completed the terms of the agreement.**

(Circle one and place contract in student’s file)

**Faculty Comments:**

Click here to enter text.

**Students Comments:**

Click here to enter text.

**Date:** Click here to enter text.

______________________________  ________________________________  
Student Signature:            Faculty Signature:
California State University, Long Beach

School of Nursing

Academic Integrity/ Plagiarism Module for

Disciplinary Action

Student: Click here to enter text. Date: Click here to enter text.

Faculty: Click here to enter text. Course: Click here to enter text.

It has been identified that some of your written work has met the criteria for cheating and plagiarism—the act of using someone else’s exact words without giving them appropriate credit, or copying. It is the policy of the University and the School of Nursing that cheating and plagiarism are unacceptable. Under the provisions of the CSU, Long Beach Policy Statement on Cheating and Plagiarism, an additional test of competency related to this course is requested. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism. University policy requires us to have an office conference to discuss the charges and review the supporting evidence. (Attach documents).

Students who are not in agreement with the assessment and recommendations made by the faculty member may exercise their rights to due process using the following chain of command. Discuss the problem with: 1) Faculty; 2) Level Coordinator; 3) Assistant Director of the program; and the 4) Ad-hoc judiciary Committee. In addition, it is the right of the faculty or student to submit a request to the Academic Integrity Committee for a written opinion on whether the accusation is supported by the evidence. This request must be received within 14 days of notification of the violation.

If you have received a grade of “I” for the course, in the case of the event occurring during a final exam, you have 120 days from the mailing of this document to respond whether you agree to an additional test of competency.
One of the following academic actions is available to the faculty for a plagiarism violation of Academic Integrity:

- **Disciplinary Performance Plan**
- **Course Failure** with a remediation contract and specified disciplinary result.

Guidelines are specified in the *Academic or Clinical Performance Plan Policy* as to whether the offense requires probation or course failure.

At this time the following action will occur: (Select one from above)

Click here to enter text.

__________________________________________________________________

**Disciplinary Performance Plan:**

1. The student must complete the module within the specified time frame.
2. Failure to complete the module will result in immediate failure of the course.
3. Upon completion of the probation module, any further incidence that semester of the same or similar behavior before or after will result in immediate failure of the course.

**Course Failure:**

In order for the student to be allowed to retake the course, the student must complete the module within the specified time frame.

1. The student will not be allowed to continue in the course sequencing until the module has been satisfactorily completed *(See the Matriculation Policy)*.
2. Failure to complete the module will result in failure of the course a second time in two consecutive semesters. Such a failure and will result in the student being dismissed from the entire program and will not be readmitted.
3. Once they complete the module, readmission to the program is on a space available basis as specified in the School of Nursing’s *Readmission Policy*.
4. The student must complete a Readmission Request form and submit it to the Undergraduate Coordinator prior to the onset of the following semester for evaluation of their eligibility for re-entry into the course.
5. Upon readmission to the program, any further occurrence of the violation of plagiarism in the following semester will result in failure of the course a second time with the same consequences as stated above.

You must complete the following activities in order to be eligible for re-admission.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Expected Date of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete the Readmission Request Form</td>
<td></td>
</tr>
<tr>
<td>Complete the plagiarism paper as directed in the Plagiarism Module instructions. Submit a copy of the paper and references.</td>
<td></td>
</tr>
<tr>
<td>Complete the two internet modules on plagiarism that are identified in the Plagiarism Module. Submit a copy of the final evaluation paperwork for the modules to certify completion.</td>
<td></td>
</tr>
</tbody>
</table>

Students Comments:

Click here to enter text.

I have received a copy of this module and agree to its terms of completion.

Date: Click here to enter text.

__________________________________________    ________________________________

Student Signature:         Faculty Signature:

Documentation of this event on a “Student Academic Dishonesty Report” form will be sent to the provost and the vice president of student affairs as is required by the university. A copy of the form will be placed in the student’s file.
Student has completed or not completed the terms of the agreement.

Faculty Comments:

Click here to enter text.

Students Comments:

Click here to enter text.

Date: Click here to enter text.

_________________________________________  __________________________________
Student Signature:                     Faculty Signature:

10-4-10 GC

Reviewed 3/12
Academic Integrity and Plagiarism Learning Module

I. Paper Criteria:
Go to the MIT site for learning modules on academic integrity. Review the module and write a professional paper on the subject.


A. Topics to cover

1) Discuss different types of academic integrity violations
2) How can violations of academic integrity impact my future in nursing?
3) American Nurses Association founded the nursing code of ethics. The code makes explicit the primary goals, values, and obligations of the profession. Its purpose is to provide guidelines of Nursing’s nonnegotiable ethical standard. What does the code state about acting on questionable practice and being responsible and accountable for nursing practice?
4) What are the consequences of violating academic integrity here at CSULB?

B. Length maximum of 5 pages that do not include the cover or reference page
C. APA format for professional paper writing and referencing.

II. Complete the Quiz on Academic Integrity and Plagiarism from Penn State.

Quiz on page 5. Attach to packet

III. Complete the module and test from Indiana University Bloomington School of Education

Module available at the following address

https://www.indiana.edu/~istd/definition.html

Print out a copy of the test. Attach to packet.
PLAGIARISM 101 Quiz (Penn State University)

1. Using something I find on the Internet/Web for a class assignment is always okay.
   a. True   b. False

2. Plagiarism is using the ideas and words of someone else as my own work without citing the original work.
   a. True   b. False

3. Copying anything from the Internet/Web and using it as my own work is considered plagiarism.
   a. True   b. False

4. Taking small bits of information from the Internet/Web and using it as my own work or to complete an assignment is plagiarism.
   a. True   b. False

5. Giving an incorrect reference for information I use is plagiarism.
   a. True   b. False

6. If I buy a paper from an Internet/Web site that sells such things, my chance of being caught for plagiarism is small.
   a. True   b. False

7. If I use a substantial amount of information from the Internet/Web without the author’s permission for commercial purposes, I have violated copyright law and can be sued.
   a. True   b. False
8. If I download something from the Internet/Web and change only a few words and phrase, I can use that information as my own for class assignments.
   a. True    b. False

9. I can quote passages from papers I find on the Internet/Web for my class assignments if I properly document where I found the information.
   a. True    b. False

10. Plagiarism is ok if I am not caught because it only affects me and not others.
    a. True    b. False

11. It is impossible for someone else to find something that I have taken from the Internet/Web and used as my own work.
    a. True    b. False

12. Penn State has information on the Internet/Web that can help me understand how to avoid plagiarism.
    a. True    b. False

13. Information on the Internet/Web is free for me to use any way I want.
    a. True    b. False

14. If I find a newspaper article on the Internet/Web, I can use it in my work without reference because it is in an electronic form.
    a. True    b. False

15. Any information that is available in electronic form is free for me to use in any way I desire.
    a. True    b. False
16. Copyright laws do not apply to information found on the Internet/Web.
   a. True   b. False

17. Using information from the Internet/Web in my class work without referencing the source of the information is not cheating.
   a. True   b. False

18. There are Internet/Web sites that my instructor can use to search for sources of the information I used in a class assignment.
   a. True   b. False

19. Using information from the Internet/Web without properly citing the source of the information is cheating.
   a. True   b. False

20. It is getting easier for someone to search on the Internet/Web to find not only the source for a entire paper or article, but even to find sentences or paraphrased sentences.
   a. True   b. False

21. Using information from the Internet/Web without properly documenting the source is not only cheating, it is illegal and is the same as stealing.
   a. True   b. False

22. It is next to impossible for someone to prove that information I used in a class assignment came from somewhere on the Internet/Web
   a. True   b. False
23. It is actually getting very easy for someone else to do an electronic search to find the sources of information I used from the Internet/Web?
   a. True    b. False

24. It is very easy to find papers on the Internet/Web and use them as my own.
   a. True    b. False

25. Using a substantial amount of a work from the Internet/Web without permission is a violation of copyright law.
   a. True    b. False

26. If I use information from the Internet/Web without citing the reference in class assignments, I will be penalized.
   a. True    b. False

27. If I download a graphic without the author's permission, it is a violation of copyright even if I cite the source.
   a. True    b. False

28. I do not have to cite the source of numerical data or graphs because it is common knowledge.
   a. True    b. False

29. If I am found guilty of Academic Dishonesty, a record of the event will be sent to the provost and vice president of student affairs, and a copy will be placed in my file.
   a. True    b. False

30. Many students commit plagiarism because they are too busy or do not think their work is good enough to do well.
a. True  b. False

31. If someone said something in a lecture or on TV, I don’t have to cite it because it is not written
   a. True  b. False
Quiz can be found at http://tlt.its.psu.edu/plagiarism/tutorial/definition
Answers available on this site by being marked with a *.

PLAGIARISM 101 Quiz (Penn State University)

1. Using something I find on the Internet/Web for a class assignment is always okay.
   a. True * b. False

2. Plagiarism is using the ideas and words of someone else as my own work without citing the original work.
   * a. True  b. False

3. Copying anything from the Internet/Web and using it as my own work is considered plagiarism.
   * a. True  b. False

4. Taking small bits of information from the Internet/Web and using it as my own work or to complete an assignment is plagiarism.
   * a. True  b. False

5. Giving an incorrect reference for information I use is plagiarism.
   * a. True  b. False

7. If I buy a paper from an Internet/Web site that sells such things, my chance of being caught for plagiarism is small.
   a. True   * b. False

7. If I use a substantial amount of information from the Internet/Web without the author’s permission for commercial purposes, I have violated copyright law and can be sued.
8. If I download something from the Internet/Web and change only a few words and phrase, I can use that information as my own for class assignments.
   a. True  * b. False

9. I can quote passages from papers I find on the Internet/Web for my class assignments if I properly document where I found the information.
   * a. True  b. False

10. Plagiarism is ok if I am not caught because it only affects me and not others.
    a. True  * b. False

11. It is impossible for someone else to find something that I have taken from the Internet/Web and used as my own work.
    a. True  * b. False

12. Penn State has information on the Internet/Web that can help me understand how to avoid plagiarism.
    * a. True  b. False

13. Information on the Internet/Web is free for me to use any way I want.
    a. True  * b. False

14. If I find a newspaper article on the Internet/Web, I can use it in my work without reference because it is in an electronic form.
    a. True  * b. False
15. Any information that is available in electronic form is free for me to use in any way I desire.
   a. True * b. False

16. Copyright laws do not apply to information found on the Internet/Web.
   a. True * b. False

17. Using information from the Internet/Web in my class work without referencing the source of the information is not cheating.
   a. True * b. False

18. There are Internet/Web sites that my instructor can use to search for sources of the information I used in a class assignment.
   * a. True  b. False

19. Using information from the Internet/Web without properly citing the source of the information is cheating.
   * a. True  b. False

20. It is getting easier for someone to search on the Internet/Web to find not only the source for an entire paper or article, but even to find sentences or paraphrased sentences.
   * a. True  b. False

21. Using information from the Internet/Web without properly documenting the source is not only cheating, it is illegal and is the same as stealing.
   * a. True  b. False
22. It is next to impossible for someone to prove that information I used in a class assignment came from somewhere on the Internet/Web
   a. True * b. False

23. It is actually getting very easy for someone else to do an electronic search to find the sources of information I used from the Internet/Web?
   * a. True b. False

24. It is very easy to find papers on the Internet/Web and use them as my own.
   * a. True b. False

25. Using a substantial amount of a work from the Internet/Web without permission is a violation of copyright law.
   * a. True b. False

26. If I use information from the Internet/Web without citing the reference in class assignments, I will be penalized.
   * a. True b. False

27. If I download a graphic without the author's permission, it is a violation of copyright even if I cite the source.
   * a. True b. False

28. I do not have to cite the source of numerical data or graphs because it is common knowledge.
   a. True * b. False
29. If I am found guilty of Academic Dishonesty, it could be placed on my permanent transcript
   * a. True  b. False

30. Many students commit plagiarism because they are too busy or do not think their work is good enough to do well.
   * a. True  b. False

31. If someone said something in a lecture or on TV, I don’t have to cite it because it is not written
    a. True  * b. False
California State University, Long Beach

School of Nursing

Course Letter Grade Policy

All courses offered by the School of Nursing are letter graded unless otherwise specified by an instructor in writing during the first class meeting.

Reviewed 2/2012
California State University, Long Beach
School of Nursing

Credit by Examination Policy and Procedure

Policy: Credit by examination is available to all students who feel they have the knowledge and/or experience sufficient to meet the course objectives of a nursing course. Credit by examination of a nursing course is permitted only after admission to the University, nursing program, and of the Assistant Director of the Undergraduate Programs of the School of Nursing. A maximum of 30 units earned by the examination process may be counted toward the Bachelor of Science degree (see University Catalog for credit by examination policy).

Procedure:

1. Following notification of acceptance to both the University and the School of Nursing, the student is to make an advising appointment with the Assistant Director of the Undergraduate Programs to discuss seeking credit by examination.
2. All didactic nursing courses may be challenged by examination. Combined or activity courses cannot be offered according the University’s Credit by Examination Policy (See Policy 87-04). Determination of whether a course can be offered for credit by exam will be determined by the School of Nursing. All courses may only be challenged one time.
3. Upon approval, the student is to pick up a “Credit by Exam” form from University Enrollment Services for approval signatures from the Director of the School of Nursing and the instructor for the course by the first week of the semester.
4. During the time period prior to examination, the instructor will verify that prerequisite courses have been completed and the student will have the opportunity to review course materials that include the course outline, objectives, bibliography and reference list. In addition they are provided with information on the style and format of the examination.
5. The exam(s) must be completed by the third week of the semester.
6. The instructor must ensure that the examination is conducted, scored, and the results provided to the student and the Assistant Director of the Undergraduate Programs. The student is required to attend lecture until the examination process is completed.
7. The student is to arrange the specifics of when and where the exam(s) will be given with the instructor.
8. Students who pass the course receive a grade of “CR”. Those who do not pass the examination may continue in the course as a regular student or withdraw from the course. Students will have an opportunity to review their exam with the course faculty once it has been scored. The grading practices for the examination parallel criteria for the course for which credit by examination is taken. (See University Policy Statement 87-04)
Approved 2-2012

GC
Substitution of Course or Waiver of Course Requirement

Policy and Procedure

1. Policy on Substitution of Course:
   1.1. Students who believe that a course they have taken (or intend to take) may be appropriate to their program and that this course could substitute for a specified course requirement may request a substitution for the course.
   1.2. Forms are available on the University website.
   1.3. Course substitutions are normally limited to cases where the required course cannot be offered or where the student has taken a similar but not identical course elsewhere.
   University Policy Statement: 87-04

2. Policy on Waiver of Course Requirement:
   2.1. Students who believe that previous training has sufficiently prepared them in a certain area may request a waiver of a specific course requirement for subject credit only.
   2.2. Requests for this waiver can be made on an application form available on the University website.
   2.3. The student will be required to justify the request in a way acceptable to the School of Nursing.
   2.4. A waiver of specific course requirements does not reduce the total number of credits required for the major or the degree.
   University Policy Statement: 87-04

3. Procedure
   3.1. Students who believe that previous education has sufficiently prepared them in a certain area may request a waiver or substitution for a specific course requirement.
   3.2. Student must submit transcripts, course descriptions, and other support materials to either the Assistant Director of Undergraduate or Graduate Programs for evaluation and disposition.
   3.3. Program Assistant Directors will review the material and consult with the appropriate content expert as necessary. Previous coursework is scrutinized for equivalency.
   3.4. Student may be requested to meet with the Coordinator to answer questions regarding prior academic course work.

4. The waiver or substitution is for content credit only and does not reduce the total number of units required for the degree.

5. Waivers or substitutions will be specified by the School of Nursing’s Admission Coordinator on the California Board of Registered Nurses’ “Individual Candidate Roster: Candidate Worksheet” form upon graduation.

6. Students may also attempt to achieve credit for a course by examination. (See the University Credit by Examination Policy 87-04 and the School of Nursing’s Credit by Examination Policy).
GC
The student grade appeal procedure must follow the University policy (CSULB Policy statement 10-05 which was approved on June 2, 2010 and supersedes the Policy Statement of 99-16). The faculty and students may review this detailed policy in the current CSULB catalogue, or the Academic Senate Website. The policy can also be found at: http://www.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/numerical/GradeAppealProcedures.html

A copy of the University Grade Appeal Procedure is also included in the School of Nursing Faculty Handbook and as an appendix in the Students’ Handbooks.

The following diagrammatic presentation is to assist the student and the faculty as to steps involved with the grade appeal procedure in the School of Nursing. For detailed information please review the University Policy.

Preliminary Informal Phase

1. Student complains of final course grade
   a. Student and faculty discuss grade orally or in writing
   b. Resolved or if not resolved initiate Formal Appeal Process
2. Initiate Grade Appeal Process
   a. Must be submitted within the first 40 instructional days immediately following the semester the course completed.
3. Student prepares a file which includes:
   a. A written statement to School of Nursing (SON) Director describing the reasons for the appeal and recommendation for a new grade
   b. Obtain and complete the College Grade Appeal Request & Route Sheet from the Nursing Office
   c. Provide supporting documentations: class syllabus, examinations, class assignments, etc.
4. SON Director consults with instructor & student
   a. If instructor refuses to participate, SON Director is to insert a letter in the Appeal File
b. Resolved or if not resolved initiate Phase I

5. Phase I:
   a. Student requests in writing to SON Director to forward the Appeal to the School Grade Appeals Committee (SGAC).
   b. SON Director notifies Instructor and forwards the file to S.G.A.C within 10 instructional days
   c. Chair of S. G. A. C will notify the instructor of the formal appeal
      i. Instructor may write a response letter
      ii. Provide copies of instructor’s response to the student
   d. Chair of S. G. A. C will notify student & instructor of committee memberships
      i. Student & instructor shall have one preemptory challenge to remove a committee member. If a member is removed, S.G.A.C. has 10 additional instructional days for review.
      ii. S.G.A.C. to use alternative members
   e. Chair of S. G. A. C will notify all parties of all responses & deadlines

6. Phase II: S.G. A. C. Determination
   a. Written statements explanation of reasoning responses to specific issues
   b. Decision placed in the student file copy sent to student and instructor
   c. If appeal is granted, instructor is to change grade (within 10 instructional days)
   d. If instructor refuses to change grade, SON Director may change grade

7. Phase III: If the Appeal is rejected by the student or the instructor
   a. If student or instructor do not Appeal within 10 instructional days, the process is terminated.
   b. Student or instructor may file a written Appeal to the School Committee findings and request further review. The committee chair shall within 10 instructional days forward the file (including the committee’s decision & rationale) to the College Appeals Committee.

Revised FK 4/2011
Grade Appeal Procedure Record Keeping

Directions:

This form is confidential and to be initiated by the School of Nursing (SON) Director upon the receipt of formal grade appeal request and then forwarded to the School Grade Appeals Committee, for the purpose of record keeping.

Student Name____________________   ID Number_______________

Course Name/ Number_____________   Semester/Year____________

Date of Formal Appeal_____________   Faculty Name_____________

Preliminary phase: Student consults with nursing faculty to resolve grading issue.

Date of meeting: ______

Brief description and outcome: __________________________________

_________________________________________________________________

Step 1: Initiation of formal grade appeal by the student if the issue was not resolved with the faculty. The student must submit to the SON Director, a grade appeal file that includes the following:

a). A statement describing the basis for the appeal and recommendation for a new grade.

b). A completed College of Health and Human Services Grade Appeal Request
and Route Form (obtained from the nursing office or college).

c). Any supporting documentation such as course syllabus, assignments, etc.

The grade appeal file must be delivered to the SON Director within the first 40 instructional days of the regular semester immediately following the semester or special session in which the course was completed.

Date of grade appeal file submission: ______________________

Step 2: The SON Director consults with the student and instructor to resolve the appeal.

Date consulted with student: __________________

Date consulted with instructor (s): ______________

Brief description of discussion and outcome of meetings: __________________

________________________________________________________________________

________________________________________________________________________

If it is resolved the faculty/or approved designee will change the student’s grade within ten (10) instructional days.

Date grade changed: __________

By whom_____________

Step 3: Should consultation fail to resolve the appeal and should the student choose to continue the process, the student must ask the Director to forward the appeal to the school grade appeals committee (S.G.A.C.). The student must make this request in writing by the last day of instruction of the regular semester immediately following the semester or special session that course was completed. The SON Director forwards the student’s appeal file to the S.G.A.C. within ten (10) instructional days. Director also informs the instructor immediately of initiation of formal appeal process and gives copies of all materials forwarded to the S.G.A.C. to the instructor and to the student.

Date Instructor was informed about formal appeal process: ______________

Date grade appeal file sent to Chair of SGAC: ______________

Date a copy of student’s grade appeal file sent to instructor: ______________

Date a copy of student’s grade appeal file sent to student: ______________
Within ten (10) instructional days the School Ad Hoc Grade Appeal Committee membership is determined.

Step 4: Student and faculty involved are given written notification of the Ad Hoc Grade Appeal Committee Membership. The student and the instructor have one (1) peremptory challenge to remove one (1) committee member from the Grade Appeals Committee. This must be done in writing. If any member has to be replaced the committee has ten (10) additional instructional days to review the appeal.

Date student notified: __________
Date faculty notified: __________
Date student responded: __________

(If challenging membership)
Date faculty responded: __________
(If challenging membership)

Final committee membership (must include at least one enrolled student)

List names of all members:

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Step 5: School Grade Appeal Committee Chair notifies all parties of any responses and deadlines for response. A copy of any written responses by student or faculty is sent to each party. Either faculty or student may provide additional comments within ten (10) instructional days within the receipts of such documents.

Date information sent to student: ______________

Date additional comments received from faculty (10 instructional days allowed) and forwarded to student: ______________

Date additional comments received from student (10 instructional days allowed) and forwarded to faculty: ______________
Step 6: S.G.A.C makes decision and within 10 instructional days it is sent to involved faculty, student, and the SON Director.

   Date sent to student: ____________

   (via certified mail)

   Date sent to faculty: ____________

   Date sent to SON Director: ____________

Step 7: If the School Grade Appeals Committee supports appeal, grade is changed.

   Date grade changed: ____________

   By whom: ______________

Step 8: Within ten (10) instructional days of the decision, if either the instructor or student files a written appeal, the S.G.A.C Chair shall forward the file to the College Grade Appeals Committee

   Date forwarded to College Grade Appeals Committee within ten (10) instructional days;
   ____________

Approved 4/2011
California State University Long Beach
School of Nursing

International Admissions

1. Admission Information for the Center for International Education (CIE)

1.1. International Admissions Office Phone (562) 985-4106
1.2. The goal of the CIE is to assist applicants (international applicants and domestic applicants with foreign course work) in applying to the university as well as evaluating their admissibility to the university.
1.3. File an on-line application through CSU Mentor at www.csulbmentor.edu during the specified period.
1.4. The credential evaluation process for international students is lengthy. They require at least two months. Applications filing periods for the University application are:
   1.4.1. **For fall semester**
       Application filing period: October 1
   **For spring semester**
       Application filing period: August 1

1.5. Original or certified copies of all academic records must be included with the application (with proper seals and stamps).
1.6. English language evaluation is required for all degrees received overseas. To demonstrate English proficiency, the CIE has 6 different acceptable testing services available on their website at www.csulb.edu/divisions/aa/international/
1.7. Credential evaluation will be done by the CIE.
1.8. Qualified applications will be forwarded to the School of Nursing in a timely manner so that admissions decisions can be made early on and that accepted students will be able to apply and obtain a student visa.

2. Nursing Admission Information

2.1. Application to the School of Nursing is due by
   2.1.1. **For fall semester Basic or Trimester Programs**
       Application filing period: February 15
   **For spring semester Basic or Trimester Programs**
       Application filing period: September 15
For Entry Level Masters Programs

Application filing period: April 2

2.2. Complete the Nursing application by the specified deadlines
   2.2.1. Applications for the basic for fall semester must be received or postmarked by February 15.
   2.2.2. Applications for the basic spring semester must be received or postmarked by September 15.
   2.2.3. Applications for entry level masters students for fall semester admission must be received or postmarked by April 15.
   2.2.4. Official evaluation from the credential evaluation service included with application.
   2.2.5. Application evaluation will be identical to all other applicants for the specified program.
   2.2.6. “California residents are given priority over all applicants” (current CSUSB Catalog)
   2.2.7. We may only admit two F-1 Visa students a semester.
   2.2.8. Roll-over application

3.0 Please note that we no longer roll-over applications.
   3.1 Admitted applicants who did not join the university or whose application is pending from the past semester must reapply during the application filing period so that we can consider their applications for an intended semester.

Approved 3/2008
Revised 3/2012
California State University, Long Beach

School of Nursing

Admission Policies: Basic Undergraduate Program

1.0 The Undergraduate Nursing program at California State University, Long Beach is an impacted program and is governed by specific admission criteria set forth by the University.

2.0 Admission criteria are filed with the Chancellor’s Office.
   
   Admission criteria are published in the University Bulletin.
   
   These two documents must be congruent.
   
   All substantive changes to the admission criteria must be approved by the Chancellor’s Office.

3.0 Ways in which the Admission criteria are to be operationalized are described in the School’s “Application Packet” that is available for students on the School of Nursing website, at information sessions and in the nursing office.

4.0 Pre-Nursing is not a declared major but only a student tracking system. Therefore, the School is not held to “criteria in place” when students declare themselves as Pre-Nursing.

5.0 Changes in Admission criteria and/or their interpretation in the Application Packet must be approved by faculty vote as described in the School of Nursing Bylaws. Any changes must also be approved by the Chancellor’s Office.

6.0 Responsibility for review of admission criteria and procedures shall be assigned to the Student Support and Development committee.

7.0 Applicants will be admitted once or twice per year.
8.0 “California residents are given priority over all applicants” (current CSUSB Catalog)

Revised 3/12

GC
California State University, Long Beach
School of Nursing

Basic Undergraduate Admission Procedure

1.0 Preparatory Procedures

1.1 Notification of changes in Admission Criteria or Procedures
Keep University Outreach and Academic Counseling current. Student Affairs admissions coordinator will communicate such changes in writing to those departments.

1.2 Admissions Data Base Program
Admission procedures are managed with the support of an Admissions Data Base program on Windows utilizing Access Database Software.

2.0 Pre-requisite Course

2.1 The pre-requisite courses include: Bio 208 Anatomy; Bio 207; Physiology; a 5 unit combined, integrated chemistry course (Chemistry 140 or Chemistry 202 (General and Organic Chemistry) and 302 (Biochemistry); Micro 200 Microbiology; Quantitative Reasoning Course; Oral Communication Course; College Composition Course; Critical Thinking Course.

2.2 Two GPAs for admission will be calculated: one for the pre-requisite science courses and one for the pre-requisite general education courses. A student must have a minimum GPA of 3.0 for each of these GPAs to be eligible for admission.
2.2.1 Repeating Courses: If a course is repeated, the first passing grade is the one used to calculate the GPA as stated in the University Catalog.
2.2.2 Repeat/Delete: With the grade of “D” or “F” obtained at another institution, a student may repeat a course once at CSULB. If the student has received a grade of “D” or “F” at CSULB, follow CSULB repeat/delete procedure in the University Catalog.
3.0 Test of Essential Assessment Skills (TEAS)

3.1 Students must take the TEAS prior to the application deadlines. It is given five times in January and again in August.

3.2 There is no limit on the number of times the TEAS can be taken.

3.3 Test may be given and monitored by administrative staff.

3.4 Staff will be instructed regarding proctoring procedures to maintain academic integrity, prevent cheating, and maintaining student confidentiality. All students MUST include a test ID Number as well as a name on the test for identification purposes.

3.5 Students can schedule a testing date for the TEAS Test in the School of Nursing (SON).

3.6 Students must pre-register for the test. This can be done in the SON Office. Students must pay a fee for the cost of test administration. Completed tests are emailed to the ATI office for scoring by the ATI staff.

3.7 Scores will be available at the ATI website for students. Results will be available in approximately 3 working days after the test. A copy of the results is attached to the application by administrative staff. Students are responsible for monitoring their scores on the ATI website. Students must contact ATI Testing.com to ensure results are forwarded to CSULB SON.

4.0 Course Equivalency List

4.1 The Equivalency List will be updated regularly as needed by the director of undergraduate nursing and CSULB nursing ad hoc committee. If prerequisite courses are changed, a new list must be generated for such courses.

4.2 Revised Course Equivalency Lists MUST BE dated and old lists dated and saved to prevent inaccuracy.

4.3 Copies of the Course Equivalency List may not be given to prospective applicants. However, the applicant is responsible for ensuring the courses they take from the list continue to be equivalent.

4.4 Courses not covered on the equivalency list will be evaluated by the undergraduate nursing director or designee. It is the responsibility of students to provide course syllabi for courses being evaluated.
5.0 Application Processing

5.1 Applications for the basic for Fall semester must be received or postmarked by February 15.

Applications for the basic Spring semester must be received or postmarked by September 15.

5.2 Applications for entry level masters students for Fall admission must be received or postmarked by April 2.

5.3 Late or incomplete applications will not be processed and applicants will be notified that they are not qualified because of late submission or omissions.

5.4 Applications will be processed by an administrative member. The Admissions committee will at random intervals verify data evaluations and calculations.

5.5 Each application will be verified for the following:

5.5.1 Completion of required prerequisite courses and units, verified from required official transcripts submitted with the application for the basic program to the SON. ELM applicants submit transcripts only to the CSULB enrollment services.

5.5.2 Age of course: Natural sciences must be within the past 5 years. Social Science must be within the past 10 years.

5.5.3 Students will be requested to submit an official transcript with the application.

5.5.4 Equivalency of prerequisite courses to those offered at CSULB. This can be verified from the approved SON list. Science courses not on the list, require written verification from the undergraduate director. This is the applicant’s responsibility as stated in the Application Packet. Admissions Committee may verify course equivalencies by phone as necessary.

5.5.5 See International Student Admission Requirement in CSULB Catalog.
5.5.6 It is the student’s responsibility to written confirmation of course equivalency from the School/department, if not stated in the current nursing department articulation agreement.

5.5.7 Students with incomplete or late applications, i.e. missing transcripts, equivalencies etc. will be notified by mail of their not being admitted due to their failure to meet the SON deadlines.

5.5.8 CSULB students with greater than 90 units must file for a waiver from the University for special permission.

6.0 Calculated GPA in prerequisite courses.

6.1 All prerequisite courses must be a C or better.
6.2 An applicant may have one prerequisite course in progress at the time of application.
6.3 Courses in progress are calculated as a C.
6.4 It is the student’s responsibility to submit the final grade to the SON at the completion of the course.
6.4.2 Grades are calculated to three points and rounded to the closest tenth by the SON Admission’s Coordinator.
6.4.3 If students repeated a prerequisite course, the first passing grade will be used to calculate the GPA.
6.5 Transcripts and letters of equivalency must be submitted with the application.
6.6 Applicant profile information shall be generated by the Admission’s Coordinator.

7.0 Selection Process

7.1 When all data have been entered into the Admission Data Base a total score on a ten point scale is automatically calculated. See selection criteria

7.2 A personal profile will be developed for each applicant with points earned from:

- GPA in the prerequisite science: 4 points maximum courses –
  minimum 3.0 GPA required
- GPA in the prerequisite general: 2 points maximum education courses –
  minimum 3.0 GPA required
General Assessment Test (TEAS) 2 points maximum-
minimal score 70%

TEAS Math Score 2 points maximum

7.3 Candidates with the highest cumulative scores, based upon their personal profile, are selected for admission.

7.4 Interviews are conducted for 120 students. Coordination of the interview process is under the purview of the Student Development Committee.

7.5 Ninety (90) students are admitted each Fall and Spring semester after successfully completing the interview process.

7.6 Letters of reference and testimonial are not a factor in the application process. Please do not submit these items.

7.7 Students are ranked by total scores, from highest to lowest. The total number admitted each semester may vary depending on current program development.

7.8 In the case of a tied score, they will be ranked first for selection by their Science GPA and then second by their Math Score.

7.9 A maximum of two LVNs can be admitted each semester. The number of basic students admitted is reduced by one (1) or two (2) based on these LVN admissions. LVN admissions are verified with the LVN counselor.

8.0 Alternate Selection:

8.1 The next 20 students are selected and approved as alternates in order of ranking by total score after successfully completing the interview process. An Alternate List will be posted at the department office.

8.2 Failing N200 level students are given priority for readmission if their previous total score on the admission profile exceeds that of students on the alternative list. If there is a tied score in this alternate list, ranking will be decided on the basis of GPA.

8.3 An alternate is admitted to replace a candidate who withdraws from the program or drops out before the end of the first week of the semester.

8.4 Following this period alternates will no longer be considered for admission for the semester. Alternates may re-apply for admission to the program for the next semester. They receive no special consideration, but must again compete with other applicants.

9.0 Notification of Admission Status:
9.1 You will be notified by the Nursing Department of your status by mail by the 4th week of April or November.

10.0 Trimester program:

10.1 In addition to our traditional six semester-three year program, the School of Nursing is now offering students who have been accepted into the program the option of entering a trimester program that can be completed in just two years.

10.2 The curriculum in this program is exactly the same with the exception that the course work is scheduled over the summer.

10.3 Selection for this option will be done by lottery at the mandatory Student Orientation session.

11.0 Notification Process

11.1 All applicants will be notified by letter of the status of their application.

11.2 Form letters are available and can be merged from the Admissions Data Base (see admission data base diskette). Letters include:

11.2.1 Admission
11.2.2 Alternate
11.2.3 Non-admission, qualified.
11.2.4 Not qualified
11.2.5 LVN admit (to give specific information related to the orientation program).

11.2.6 Entry level masters

11.3 Contingency letters will be sent to applicants admitted to the program with additional requirements for the math tutorial, background check, health documents, etc. The letter will include the date and information for new student’s orientation. The date of this orientation will be established in coordination with the N200 faculty coordinator.

11.4 Letters of admission will require students with a course in progress to submit an official grade sheet to the administrative support staff in the nursing office PRIOR to the beginning of the semester.

11.5 Applications of those not qualified for admission will be listed on the admissions database as not qualified. Copies of the letter sent to each of these applicants will be attached to the application and filed for statistical purposes. An alphabetical list of these applicants, including the semester of application will be kept with the applications.

11.6 Applications of those qualified but not admitted will be kept on file for statistical purposes. An alphabetical list of these applicants, including the
semester of application should be kept with the applications.

11.7  An alphabetical list of the students admitted to the program and the 20
alternates (after verification with N200 level of any failing students) in order of their
admission, including the semester of admission, will be distributed as follows:

   a. List posted in the SON for the students
   b. List to the N200 faculty coordinator and Undergraduate Director

11.8  All applications will be saved to an assigned file cabinet for a period of at
least 2 years. This will allow for generation of statistics and provide a
database for research and follow-up.

11.9  Applicants, who are rejected for a GPA less than 3.0, and those who are deficient in
other required components, will receive a letter specifying reasons for rejection.

11.10 Lastly, students must meet the University admission criteria before final acceptance
into the program.

12.  Reapplication

   12.1 Students who applied previously but were not admitted to the program may re-apply
one time.

   12.2 A new application must be submitted. The initial application will be retained in the
SON for one year and will be attached to the new application.
   a. The student should submit any new transcripts, e.g. updating grades from
   prior “In Progress” courses.

   12.3 It is the student’s responsibility to inform the SON that they are re-applying.

13.  Basic Admissions Policies and Procedures review

   13.1 The above Policies and Procedures will be reviewed by the SON Admissions
Coordinator and the Student Support and Development Committee.

   13.2 Proposed policy and procedure changes will be presented annually at a SON faculty
meeting for discussion and resolution.

   13.4 Approved changes will be reflected in revised and dated policies and
procedures.
13.5 Reviews and/or revisions will be signed and dated by the Student Support and Development Committee.

Reviewed 9/2011 GC
California State University Long Beach
School of Nursing
Bachelor of Science in Nursing Degree
Basic Program Roadmap

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<td>General Education</td>
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<tr>
<td><strong>Total Units</strong></td>
<td><strong>16</strong></td>
<td><strong>Total Units</strong></td>
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### Seniors

#### Seventh Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>N353 Legal Aspects of Health Care</td>
<td>2</td>
<td>N400 Health Care Delivery Systems</td>
<td>3</td>
</tr>
<tr>
<td>N372 Women’s Health Care</td>
<td>6</td>
<td>N402 Community Health Nursing</td>
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</tr>
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<td>N361 Child Health Care</td>
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<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Capstone Education</td>
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<tr>
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<td><strong>Total Units</strong></td>
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</table>

### Seniors-Ninth Semester

<table>
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</thead>
<tbody>
<tr>
<td>N450 Nursing Research &amp; Administration</td>
<td>3</td>
</tr>
<tr>
<td>N451 Nursing Leadership &amp; Management</td>
<td>2</td>
</tr>
<tr>
<td>N458 NCLEX Review</td>
<td>1</td>
</tr>
<tr>
<td>N452 Advanced Nursing in Critical Care</td>
<td>6</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
<tr>
<td>N453 Advanced Nursing in Maternal/Child Health</td>
<td>6</td>
</tr>
<tr>
<td>Or</td>
<td></td>
</tr>
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<td>N456 Advanced Nursing in Comm Health Care</td>
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<tr>
<td><strong>Total Units</strong></td>
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</table>

**Total Units for BSN degree, Public Health Nursing Certificate:** 135

**California State University, Long Beach**

**School of Nursing**
National Certification Licensing Examination (NCLEX) Policy

1. Policy
   1.1. According to the BRN Regulations, Section 1428.6 (a) At least 4-6 weeks prior to its established graduation date, the School of Nursing (SON) program shall submit to the board:
      1.1.1. Roster of names of those nursing students and their expected date to graduate with all required course work completed.
      1.1.2. Students are eligible to take the NCLEX after that date.
      1.1.3. The nursing program shall notify the board immediately by telephone, facsimile, or email names of any students who have failed to complete the course work as expected; deeming them to be ineligible to take the examination at this time.

2. Graduating Nursing Students Procedure
   2.1. Submit the following completed documents to the designated SON administrative staff, approximately 8 weeks prior to graduation: (All forms available on the SON website)
      2.1.1. BRN Individual Candidate Roster
      2.1.2. BRN Individual Candidate Worksheet
      2.1.3. BRN Transcript Request Form
      2.1.4. CSULB Transcript Request Form
      2.1.5. Check to “CSULB” for $4.00; postdated to expected graduation date

3. School of Nursing Designated Administrative Staff Procedure
   3.1. Review all documents for accuracy and completeness.
   3.2. Complete the “School of Nursing” portion of the Individual Candidate Roster.
   3.3. Submit forms to Enrollment Services so each form can be embossed with the University’s seal.
   3.4. Submit the following to documents to the BRN approximately 6 weeks prior to graduation:
      3.4.1. Program Candidate Roster
      3.4.2. Individual Candidate Roster
      3.4.3. Individual Candidate Worksheet

4. Procedure After Graduation
   4.1. Once degrees have been posted, designated SON administrative staff will submit the following documents to Enrollment Services
      4.1.1. CSULB Transcript Request Form
      4.1.2. Check to “CSULB” for $4.00.
4.2. Enrollment Services will contact the designated SON administrative staff and student if there are any problems with the students such as unpaid fines, financial aid, etc.

4.2.1. It is the student’s responsibility to clear the holds or deficiencies for graduation. The designated SON administrative staff will contact Enrollment Services to verify the holds have been cleared.

4.3 Enrollment Services will contact the designated SON administrative staff when the official transcripts are ready.

4.3.1 SON staff will pick up the official transcript, attach it to the corresponding “BRN Transcript Request Form” and mail them to the BRN.

4.4 At the end of Finals Week, it is the responsibility of the Assistant Director for Undergraduate Programs to notify the BRN by telephone, facsimile, or email of any student who fails to maintain eligibility.

3/2012

GC
ATI Undergraduate Testing Policy

1. **Policy**: All ATI undergraduate tests are to represent 20% of the lecture evaluation criteria (grading) for courses that use ATI testing.
   1.1. Exemption to this policy: N451 is to use a credit/no credit grading for the ATI leadership examination. A credit grade requires the achievement of a Level 1 score.

2. The awarding of the ATI 20% is as follows:
   2.1. Non-proctored online ATI exam is worth 5% of the lecture grade.
   2.2. Proctored online ATI exam is worth 15% of the lecture grade.

3. Non-proctored ATI Exam
   3.1. To receive a grade of 5% and be eligible to take the proctored ATI Exam, the student must achieve a minimum score of 90% by the established deadline.

4. Proctored ATI exam-Determination of the proportion of the 15% percentage that the student can receive is as follows:
   4.1. Achievement of a Level 3 score = 90% or 13.5% out of a possible 15%
   4.2. Level 2 = 80% or 12% out of a possible 15%
   4.3. Level 1 = 70% or 10.5% out of a possible 15%;
   4.4. < Level 1 = % correct (individual) score.
      (e.g., if a 48% individual score is below a Level 1, that is the percentage score the student achieves - 7.2% out of a possible 15%)

5/2011 MD
Reviewed 3/12
GC
California State University Long Beach

School of Nursing

Agency and Preceptor Satisfaction Survey Policy

1. Purpose of the survey is to confirm satisfactory learning experiences for the students as to the clinical sites they attend or the preceptors that they are supervised by. The California Board of Nursing, for accreditation, requires that all schools evaluate whether the students feel that the courses in the curriculum prepare the students with the knowledge, skills and critical thinking ability to function as a generalist RN and to meet the competency standards in CCR section 1443.5. This survey is part of the program evaluation that is to be done concurrently in the curriculum and at the completion of the program.

2. All undergraduate lecture courses that have a required clinical component are required to have their students complete the survey at the end of each semester.
   2.1. The grading for the class is to include a credit/no credit section for this requirement with a specified deadline.
   2.2. To evaluate whether the student has completed the survey, go to the survey, click on the reports tab at the top and it will list who took the survey.
   2.3. The surveys are anonymous and the individual results are not available to the instructor or the clinical agency.
   2.4. Failure of the student to complete the survey by your specified deadline will result in a no credit grade and they will not pass the class.
   2.5. The following statement is to be placed in the lecture syllabus for the students’ information:
       2.5.1. All CSULB nursing students are required to complete the School of Nursing’s Agency and Preceptor Satisfaction Survey as part of their professional role responsibilities to participate in the evaluation of their clinical practicum. All that you are required to do is to respond to the questions asked in the agency and preceptor survey located in the survey section of BeachBoard. It will take no more than 15 minutes to do so. The professional evaluation is a credit/no credit assignment that is part of your course. Failure to complete the survey will result in a no credit for this assignment which is a requirement to pass this course.

3. Instructions for uploading the survey to the lecture site and downloading the data are available on the School of Nursing Faculty BeachBoard site in the Undergraduate Section.
   3.1. The means and standard deviations of the survey are to be downloaded and a hardcopy is to be given to the faculty in charge of the School’s outcome measures.
3.2. The hardcopy is to have the Survey Title (Course Number, Semester, ELM, Basic, Trimester or Mixed Group designated), your “Name” and your “Agency” name in the cells B1, B2 and B3.

3.3. The faculty in charge of the outcome measures is available for assistance if needed.
Licensed Vocational Nurses (LVN) Advanced Placement and Thirty Unit Option

1. Licensed vocational nurses who wish to apply for advanced placement in the School of Nursing must be admitted to the University, apply to the School, and complete the course work for the Bachelor of Science degree in Nursing. Once the course work is complete they will become eligible to take the NCLEX Examination for Registered Nurse Licensure in California. To apply for advanced placement, the student must:

1.1 Meet the criteria for admission to the University.
1.2 Complete the required prerequisite social and biological science courses with a 2.5 GPA. Courses include: Anatomy, Physiology, Microbiology, Organic and Biochemistry (or a 5 unit integrated Chemistry course with a lab).
   1.2.1 Students may take courses elsewhere for transfer credit or credit by examination. Prerequisite courses, if taken at a community college, must be equivalent and transferable to the University to receive credit.
   1.2.2 All students have equal access for admission into the N200 level regardless of where prerequisite course work was completed.
   1.2.3 This policy holds true for all applicants including the LVN applicant.
1.3 Take and pass the TEAS test at the minimum standard level as specified in the School of Nursing’ admission criteria.
1.4 Hold a current LVN license in the State of California.
1.5 Once the above are completed, the student must submit an application and official transcripts to the LVN Program Advisor for evaluation of admission criteria.
1.6 Once the criteria have been met, the Advisor will place them on a wait list until an opening becomes available.
   1.6.1 LVN students have the option to compete for admission with the generic nursing pool when more than two LVNs are ready for admission at the same time.
   1.6.2 If an opening becomes available, they are instructed to apply to the University for admission.
1.7 Two admission spaces in the undergraduate program are designated for eligible LVN students each semester. They will be notified when their required student interview will take place. They must pass the written and oral portions of the interview in order to be admitted to the program.
1.8 Upon admission to the program, the student will receive credit for Nursing 200 Introduction to Nursing Health Care which is the first theory and clinical nursing course in the first semester of the baccalaureate curriculum.
1.9 They are counseled to enroll in the following first semester courses: Nursing 202 Health
Care Communication, Nursing 302 Pharmacology, Nursing 304 Pathophysiology, and Nutrition 339 Metabolic Functions of Nutrients.

1.9.1 As an alternative, they may either take an equivalent course elsewhere or take a challenge exam.

1.9.2 Introduction to Sociology and Introduction to Psychology must be completed before the N331/341 semester.

1.10 It should be noted that once the LVN student is accepted and enters the first semester of the curriculum, they advance through the remainder of the nursing program the same as all other undergraduates. There is no differentiation.

2. Thirty-Unit Option Board of Registered Nursing Guidelines

2.1 Licensed vocational nurses who do not wish to complete the course work for a Bachelor of Science Degree in Nursing but wish to take the Examination for Registered Nurse Licensure in California must follow the guidelines set forth by the Board of Registered Nursing, Effective 1997: Section 1429

2.2 Preparation Required for Licensed Vocational Nurses

“A licensed vocational nurse shall be eligible to apply for examination for licensure as a registered nurse under this chapter provided she has successfully completed the approved curriculum in a school accredited by the board and meets all other requirements as set forth in section 1429”.

2.3 Additional educational required of licensed vocational nurse applicants shall not exceed a maximum of thirty (30) semester nursing course units.

2.4 These nursing courses shall be taken in an accredited school and shall be beyond courses equivalent to the first year of professional nursing courses.

2.5 These nursing courses shall include:

2.5.1 Nursing intervention in acute, preventive, remedial, supportive, rehabilitative and teaching aspects of nursing.

2.5.2 Theory and courses with concurrent clinical practice shall include advanced medical-surgical, mental health, psychiatric nursing and geriatric nursing.

2.5.3 Successful completion or challenge of courses in physiology and microbiology.

2.6 Each applicant shall submit evidence satisfactory to the Board of Nursing that they have “satisfactorily completed the above requirements as determined by the community college or university attended by the applicant.”

3. Policy for the Thirty Unit Licensed Vocational Nurse:

3.1 The burden of responsibility to qualify to take the examination for registered nurse licensure rests with the licensed vocational nurse.
3.2 These students are to apply for admission to the University as “No Objective” candidates; they will not enter as nursing majors.

3.3 Students qualifying for admission to designated nursing courses will be considered along with all other qualified applicants on a space available basis as the program is impacted.

3.4 Completion of the courses designated by the School of Nursing will not lead to a degree. They will be eligible to sit for their RN license as a non-graduate.

3.4.1 A non-graduate license in the State of California has no restrictions; however there may be reciprocity difficulties in other states.

3.4.2 Students will be required to sign a statement in acknowledgment of this agreement. This statement is to be placed in the student’s permanent file in the department.

3.5 Once the courses designated are complete, the School of Nursing’s Admission Coordinator will complete the California Board of Registered Nurses’ “Individual Candidate Roster” form, the “Candidate Worksheet” showing any course waivers of equivalency, and their request for transcripts.

3.6 Students desirous of enrolling to take the courses designated by the School of Nursing are required to meet all prerequisite requirements. In compliance with Public Law 1435.5, a maximum of thirty units obtained by successful completion of the following nursing courses are required and include:

3.6.1 Microbiology 200 Microbiology (4 units)
3.6.2 Bio 207 Physiology (4 units)
3.6.3 N250 Intermediate Nursing Health Care (6 units)
3.6.4 N260 Older Adult Health Care (4 units)
3.6.5 N331 Critical Care Nursing (5 units)
3.6.6 N341 Psychiatric/Mental Health Nursing (6 units)
3.6.7 N458 NCLEX Review Course (1 units)

Total of 30 units

Approved 3/2012

GC
Dear LVN Student,

Thank you for your interest in our LVN to RN/BSN program at California State University, Long Beach, School of Nursing. You will find an application on the School of Nursing website: www.csulb.edu. In order to be eligible to apply, you must have completed the following criteria:

1.11 Meet the criteria for admission to the University.
1.12 Complete the required prerequisite social and biological science courses with a 2.5 GPA. See attached Admission Requirements
1.13 Take and pass the TEAS test at the minimum standard level
1.14 Hold a current LVN license in the State of California.
1.15 Official copies of all college work (Envelopes sealed)

Once the above requirements are completed, you may submit an application with the official transcripts and copy of LVN license to the LVN Program Advisor for evaluation of your admission criteria. If all of the criteria have been met, the Advisor will place your name on a wait list until an opening becomes available. If an opening becomes available, you can at that time apply to the University for Admission. Do not apply until you hear from us.

Two admission spaces in the undergraduate program are designated for eligible LVN students each semester. The School of Nursing’s Admission Coordinator will call you to schedule a time for your interview. You must pass the written and oral portions of the interview in order to be admitted to the program.

Please feel free to contact me with any additional questions or concerns. Best wishes as you continue to advance your education.

Sincerely,
ADMISSION REQUIREMENTS

1. Prerequisite Courses or Course Equivalents:
   Natural Sciences Courses:
   
   All science courses must have been taken within the last 5 years

   Human Anatomy (BIOL 208)   Lecture & Lab – 4 units
   Human Physiology (BIOL 207) Lecture & Lab – 4 units
   Microbiology (MICR 200)   Lecture & Lab – 4 units
   Chemistry 140   Lecture & Lab --5 units
   
   (Or an equivalent 5 unit integrated chemistry course with lab)

   Social Sciences Courses:

   Introduction to Psychology (Psy. 100) - 3 units
Introduction to Sociology (Soc. 100) - 3 units

All prerequisite courses must be completed a 2.5 GPA

2. TEAS Test (minimum overall score of 70%; the math score must be 80%)
3. Current LVN California License
4. Student Interview
5. Admission to the University

LVN Thirty Unit Option:

- Licensed vocational nurses who do not wish to complete the course work for a Bachelor of Science degree in nursing but wish to take the Examination for Registered Nurse Licensure in California may do so by following the guidelines set forth by the Board of Registered Nursing [Effective 1997: Section 1429]
- There are thirty (30) semester nursing course units required to fulfill these guidelines. These units are designated by the CSU, Long Beach School of Nursing.
- Completion of the courses designated by the School of Nursing will not lead to a degree but will be eligible to sit for their RN license as a “non-graduate”. A non-graduate license in the State of California has no restrictions; however there may be reciprocity difficulties in other states.
- If you are interested, speak with the LVN Advisor for more information.

Approved 3/2012
GC
General Guidelines:

1.1 Ways in which the Admission criteria are operationalized are described in the Department Application Packet, which is given to each student who requests consideration for admission.

Changes in Admission criteria and/or their interpretation in the Application Packet must be approved by faculty vote as described in the School of Nursing Bylaws.

Responsibility for admissions criteria and procedures shall be assigned to the RN Pathway Coordinator (RPC) (see Position Description for the RN Pathway Coordinator).

Applicants will be admitted twice per year.

“California residents” are given priority over all applicants (current CSULB Catalog)

2. Admission Procedure

2.1 Notification of Changes in Admission Criteria or Procedures

2.1 Keep University Outreach and Academic Counseling current. This process can be done by sending new admission packets to these departments.

3. Application Processing

3.1 Applications for the Fall semester should be received or postmarked by March 15

3.2 Applications for the Spring semester should be received or postmarked by October 15. (Due dates may be extended)

3.3 RPC will be responsible for processing or overseeing the processing of each application to the program.

3.4 Each application will be verified for the following:
a. Applicant admitted to the University.
   
b. Valid California RN license
   
c. Graduation from an Accredited Associate Degree in Nursing Program
   
d. Official transcript from the school conferring the ADN

3.5 During the application process period, the RPC or the SON Admissions Coordinator will notify applicants of any missing documents. This will be a consistent procedure for all students during an admission period.

3.6 The Graduation Writing requirement must have be attempted the 1st semester of enrollment or prior to admission. Once a student has matriculated to CSULB, they must take the exam here. It may have been taken at another CSU school previously.

4. Selection Process

4.1 When application and transcripts are received, a file is developed. Each file is reviewed and students are informed if file is incomplete. (e.g., missing transcripts).

4.2 A copy of the applicants RN License is received.

4.3 Based on completeness of file, students are accepted pending acceptance by the University

4.4 Contingency admissions may include:
   a. Transcript reflecting award of Associate Degree in Nursing
   b. Passing California State Board examination/RN licensure
   c. Admission to the University

4.5 It is the job of the RPC or the Admissions Coordinator to follow up on completion of contingencies

4.6 Final approval of the applicants is done by review by the Admissions Coordinator and the Assistant Director for Undergraduate Students.

5. Notification Process

5.1 A letter of acceptance is sent to all students that includes the name, telephone number, and e-mail address of the RPC.

5.2 Incomplete files are maintained and students are informed of their status.

5.3 All applications will be saved to an assigned file cabinet for a period of at least 5 years. This will allow for generation of statistics and provide a database for research and follow-up.

6. Student Counseling

6.1 RN Pathway Program Counseling sessions are held once a month during the academic year (September through May). The RPC and the SON Administrative representative will attend each of these sessions.
6.2 The RPC and the Administrative Staff member will hold a mandatory meeting each semester with the currently enrolled students to discuss their plan, schedule, need for courses, SON policy and procedure changes, student issues and needs.
6.3 The on campus RN Pathways students have a dedicated beach board site with all information needed to articulate the program and manage their courses.

7. Review Procedure

The above Policies and Procedures will be reviewed by the Admissions Committee of the Student Affairs Committee at least once a year.
Proposed policy and procedure changes will be placed on the agenda of a faculty meeting for discussion and faculty vote.
Approved changes will be reflected in revised and dated policies and procedures.

Revised 9/2011 PC

California State University, Long Beach
School of Nursing

ADN to BSN Pathway Program

Information Sheet

1. Description of Program:

This program is designed for registered nurses who desire to continue their education by pursuing a Bachelor of Science Degree in Nursing (BSN). This degree will offer the nurse opportunities for professional and financial growth. It will provide the graduate with the knowledge and skills necessary to practice in the arenas of nursing leadership, management, public health nursing and health care systems. In addition, having a BSN will enable the graduate to continue on with professional development through graduate school.

2. Admission Requirements for the School of Nursing:

2.1 Graduation from an accredited Associate Degree Program in Nursing (ADN).
2.2 If you have graduated from a RN Diploma program, you must obtain a community college evaluation of the nursing school transcripts for junior college credit before applying to the nursing program.
2.3 Grade of “C” or better in all courses.
2.4 Valid California RN license.
2.5 Transfer a minimum of 56 units (70 maximum) to the University. Determination of transferable units is to be made by the Office of Admissions and Records.
2.6 CSU, Long Beach’s Graduation writing requirement must be completed as a University requirement the FIRST SEMESTER that you are enrolled or prior to admission.

3. Admission Requirements for CSU, Long Beach Transfers:

3.1 College grade point average of at least a 2.5
3.2 Completed at least 30 units of courses equivalent to general education requirements. The 30 units must include College composition (Eng 100), oral communication (Comm. 110, 130), critical thinking (Phil. 170, Psy. 130) and 3 units of quantitative reasoning (Math 112 or statistics). Check equivalency of courses at www.assist.org
3.3 Transfer a maximum of 70 units

4. Admission Procedure:

4.1 Request official copies of transcripts at least 4 weeks prior to the application deadline.
4.2 One copy of your ADN Degree transcript to be sent to the School of Nursing (Attn: NRSGBS02) and copies of all college work to be sent to the University.
4.3 Deadline for CSU, Long Beach Applications-
   Fall- November 30th    Spring- August 31st
4.4 Deadline for School of Nursing Applications-
   Fall- March 15th    Spring- October 15th

4.5 Applications may be gotten on-line at- www.csumentor.edu

and http://www.csulb.edu/colleges/chhs/departments/nursing
5. Curriculum:

5.1 Semester 1: Dimensions of Professional Nursing, Biochemistry 302 or Chem. 140 (a combined 5 unit organic and biochemistry class, and Statistics Psy. 310 or other upper division Statistics course

5.2 Semester 2: Physical Assessment and Pathophysiology

5.3 Semester 3: Health Care Delivery Systems and Community Health

5.4 Semester 4: Research/Administration, Leadership and 180 hours of Advanced Nursing Clinical Practice in a selected area of study.

5.5 Part-time course work is an option except for the courses in semesters 3 and 4 that must be taken in sequence.

6. GE Courses:

6.1 In addition to these courses, the University will require you to complete 12 additional units of Upper division GE.

7. Tuition

7.1 Full time and part time tuition rates are both offered. Rates vary. See the CSULB website for current enrolment fees.

8. Advising:

8.1 Group counselling sessions are offered once a month during the academic year

8.2 Individual counselling by appointment with Admissions Coordinator or Phyllis Cooper

Contact Information: Phyllis G. Cooper, RN, MN, CNS Program Coordinator

(562) 985-5745 pcooper2@csulb.edu

School of Nursing: (562) 985-5425

1250 Bellflower Blvd.

Long Beach, CA. 90720-0301

Attn: NRSGBS02

Website: http://www.csulb.edu/colleges/chhs/departments/nursing
Revised 9/2011 PC

California State University, Long Beach
School of Nursing

Two Year Road Map

**TWO YEAR PLAN TO COMPLETE THE BS DEGREE IN NURSING (REGISTERED NURSE) (NRSGB502) )**

120 UNITS REQUIRED

May go part time or full time

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<td>PSY 310 Statistics (or EdPSY 419 3 units)</td>
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157
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<tr>
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<td></td>
<td>NRS 454</td>
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<tr>
<td><strong>TOTAL UNITS</strong></td>
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</table>

* The student enters with a minimum of 56 transferable units, an Associate Degree and an RN license.

** The student can transfer a maximum of 70 units

*** The General Education /Upper Division courses need to be as follows (40 upper division units required):

- 9 units must be upper division capstone
- 6 units must be interdisciplinary
- 3 units must be Global Issues course
- 3 units must be a Human Diversity course

**** Total Program units: 50

Nursing Curriculum = 38 units (29 nursing specific courses)

GE/UD = 12 units

***** Graduation Requirements: 120 total units (70 +50)

Updated 9/12/11
Dear ELM Applicant,

We no longer offer the Accelerated BSN program.

We do not have funding to admit a Fall 2012 Cohort. Our next cohort will be for Fall 2013.

However, second degree seekers can apply to the Basic/Trimester BSN program. If you wish information on the Basic/Trimester BSN program, please see our website.

Attached are the necessary documents you will need to apply for the Fall 2013 Entry Level BSN/MSN Program. Please pay particular attention to the following admission requirements.

a. You must have a 3.0 or better CUM GPA in your BS/BA degree. The Admission Committee cannot consider applicants who did not earn a cum 3.0 or better in the their BS/BA.

b. That degree must be completed by June 30, 2013.

c. You must apply to the University between October 1 and November 30, 2012 using a graduate application.

   Your major is Nursing Add'l BS, Direct MSN
   Your degree objective is BS

   Your major is Nursing Add'l BS, Direct MSN
   Your degree objective is BS

d. You must apply to the School of Nursing from March 1 to April 2, 2013.

e. You may only have one prerequisite course in progress on April 2, 2013.

f. Your science courses may not be over 5 years old (taken after Fall 2008).

g. Psychology 100 and Sociology 100 are no longer prerequisites, but they must be completed before you start the program.

h. You must take the TEAS assessment test prior to April 2, 2013 and you must achieve a 70% or higher score to be considered for the Entry Level MSN Program.

i. This program is under impaction; therefore, we may only consider and admit California residents.

Further information:

1. The transcript deadline is 30 days after you submit your application. The university will acknowledge receipt of application within seven days of submission. The email will provide you with instructions for transcript submission. The address to submit transcripts is: Enrollment Services-Graduate Admission, CSU Long Beach, 1250 Bellflower Boulevard, Long Beach, CA 90840.
2. You only need to submit one complete set of transcripts to Enrollment Services. DO NOT submit transcripts to the School of Nursing.

3. We do not require letters of recommendations or a statement of purpose. Skip these requests on the CSUmentor.edu application.

Monalisa Ward, M.A.
Admission Coordinator
CSULB BSN Programs
(562) 985-2201
(562) 985-2382 (FAX)
email: mward2@csulb.edu

If you are unable to open any of these files, please go to our website for further information. http://www.csulb.edu/colleges/chhs/departments/nursing/studentinfo/ApplicationsHandbooksandHandoutsforUndergraduates.htm
The students enter with approximately 18 units of prerequisite natural sciences completed within the last 5 years, and approximately 12 general education units usually completed during their first BA/BS degree.

<table>
<thead>
<tr>
<th>BSN Courses</th>
<th>Fall Semester (1)</th>
<th>Units</th>
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<tbody>
<tr>
<td><strong>Fall Semester (1)</strong></td>
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<tr>
<td><strong>Weeks 1-4</strong></td>
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<tr>
<td>Nutr 339 Metabolic Functions of Nutrients</td>
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<tr>
<td>Nursing 302 Pharmacology</td>
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<td>Total Units</td>
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<td><strong>Weeks 5-10</strong></td>
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<tr>
<td>N200 Intro to Nursing Health Care</td>
<td>6</td>
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<tr>
<td>N202 Health Care Communication</td>
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<tr>
<td><strong>Weeks 11-16</strong></td>
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<tr>
<td>N260 Older Adult Hlth Care</td>
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<td>Nursing 305 Pathophysiology</td>
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<tr>
<th>Winter Session Weeks 1-3</th>
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<tr>
<th>Fall Semester (2)</th>
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<tr>
<td><strong>Weeks 1-8</strong></td>
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<tr>
<td>N458 NCLEX Review</td>
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<tr>
<td>N402 Community Hlth Nrsg Clinical Studies</td>
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<td>Total Units</td>
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<tr>
<td><strong>Weeks 9-16</strong></td>
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<tr>
<td>N450 Nursing Research &amp; Administration</td>
<td>3</td>
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<tr>
<td>N452 Advanced Nursing in Critical Care</td>
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<td>Total Units</td>
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</table>

65 Instructional Weeks
Total Units for BSN degree and Public Health Nursing Certificate: 75

<table>
<thead>
<tr>
<th>MSN/CNS/NP Courses</th>
<th>Core Courses</th>
<th>Units</th>
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<tbody>
<tr>
<td>Course</td>
<td>Units</td>
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<tr>
<td>----------------------------------------------------------------------</td>
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<tr>
<td>N312 Physical Assessment</td>
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**Spring Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>N250 Intermediate Nursing Hlth Care Lab</td>
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<td>Total Units</td>
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**Weeks 1-6**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>N331 Critical Care Nursing</td>
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**Weeks 7-12**

<table>
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<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>N372 Women’s Health Care Clinical Studies</td>
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<tr>
<td>N353 Legal Aspects of Health Care</td>
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<tr>
<td>Total Units</td>
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**Summer Semester**

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>N361 Child Health Care Clinical Studies</td>
<td>7</td>
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<tr>
<td>N451 Nursing Leadership &amp; Management</td>
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</tr>
<tr>
<td>Total Units</td>
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**Weeks 1-6**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>N341L Psychiatric/Mental Hlth Nrsng Clin. Stud</td>
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<tr>
<td>N400 Health Care Delivery Systems</td>
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<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>N511 Adv. Pathophys for CNS</td>
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<tr>
<td>N521 Adv. Pharmacology for CNS</td>
<td>3</td>
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<tr>
<td>N530 Adv. Physical Assessment</td>
<td>2</td>
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<tr>
<td>N540 Healthcare Econ. and Policy</td>
<td>2</td>
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<tr>
<td>N550 Human Diversity</td>
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<tr>
<td>N560 Nursing Theory and Roles</td>
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<tr>
<td>N596 Research Methodology</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>N673 Theories of Extended Nursing Practice</td>
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<tr>
<td>N673L Clinical Studies in Nursing</td>
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<tr>
<td>N674 Theories of Extended Nursing Practice</td>
<td>3</td>
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<tr>
<td>N674L Clinical Studies in Nursing</td>
<td>3</td>
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<tr>
<td>N675 Theories of Extended Nursing Practice</td>
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<tr>
<td>N675L Clinical Studies in Nursing</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>N556A Conditions of Learning and Instruction</td>
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<tr>
<td>N556B Curriculum Development in Nursing</td>
<td>3</td>
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<tr>
<td>N556L (I) – Microteaching – Teaching</td>
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<tr>
<td>N556L (II) – Practice Teaching</td>
<td>2</td>
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<tr>
<td>N695 Professional Literature Review</td>
<td>3</td>
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<tr>
<td>N698 Thesis Research</td>
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</table>

**Total Units for MSN-CNS degree 47-48 units**
| Total Units | 9 |
Graduate Program Admissions Information

The following information is for the Master of Science Degree in Nursing offered by the School of Nursing at California State University, Long Beach. The goal of the program is to prepare exceptional nurses within their specialty. Our current offerings are:

- Adult/Geriatric Nurse Practitioner (AGNP)
- Family Nurse Practitioner (FNP)
- Pediatric Nurse Practitioner (PNP)
- Psychiatric/Mental Health Nurse Practitioner (PMHNP)
- Women’s Health Care Nurse Practitioner (WHCNP)
- Adult CNS
- Nursing Administration
- Dual Master’s Degree:
  - Master in Nursing/Master in Public Health (MSN/MPN)
  - Master in Nursing/Master in Health Care Administration (MSN/MSHCA)
- Other areas of emphasis:
  - School Nurse Credential (post baccalaureate and postmasters)

The time required to complete the programs varies upon the program selected, but usually requires two to three years of full-time enrollment (9 units or more per semester) for the single degree and three to four years for the dual degrees.

ADMISSIONS REQUIREMENTS:

1. Minimum GPA of 3.0 in undergraduate program.
2. Completion of all prerequisite courses with C or better
3. Current CA R.N. license or eligibility to practice nursing in California. A copy must be included.
4. Completed Bachelor of Science in Nursing Degree (BSN) at time of application. Other health related Bachelor’s Degrees will be considered on an individual basis.

5. Three Evaluations (one from each of the following):
   a. A recent educator (e.g. academic, Continuing Education, or certificate)
   b. A recent employer
   c. Another health professional (see enclosed form)

6. A one page essay demonstrating conceptualization and writing skills of the expanded role in the specialty area for which you have applied. State your reasons for pursuing an advanced degree in Nursing and what you have to offer to the profession of nursing. Include a statement of your plans for practice following completion of your educational program. Discuss a current issue in your selected specialty area of choice.

PREREQUISITE COURSES:

The following prerequisite course must be successfully completed by all MSN options:

- Statistics (college level course)

All of the NP and CNS option candidates must have the following prerequisite courses:

- Pathophysiology – college level or graduate level course
- Physical Assessment with a clinical component – college level course taken within the last five years.
- Community Health Nursing course with clinical experience -- for applicants who have a non-nursing bachelor’s degree. Requirement fulfilled by the public/health community nursing course and laboratory course in a nursing baccalaureate program.

Concurrent Program in Nursing and Public Health (MSN/MPH)

- Official copy of GRE scores
- Current Professional Resume
- PHN Certificate for State of California at the time of application.
- College Level Ethics (HSC 451 or equivalent)
- College Cultural Diversity

Concurrent Program in Nursing and Health Care Administration (MSN/MSHCA) and Nursing Administration

- Official Copy of GRE (score of 1000 required) or GMAT(500 score required) scores
• Current Professional Resume
• A general accounting course (Acct 201 or equivalent)
• Take one of the following courses or equivalent: Econ 101, 300 nursing informatics or information systems course (or equivalent)

TRANSFER CREDIT:
CSULB School of Nursing will accept up to 12 units of transfer credit into a Graduate Program. Transfer credit will be evaluated by CSULB faculty with the syllabus from the course(s) taken at another institution.

For post-Master’s students, up to 9 units of your MSN can be transferred into a CSULB School of Nursing Graduate Program.

INTERNATIONAL STUDENTS:
For any student applying who has received a Bachelor’s Degree in another country, your original transcripts must be sent to the CSULB Center for International Education for evaluation when applying to the program. Please apply by January 15th for Fall semesters and October 15th for Spring semesters.

STUDENT COUNSELING:
General information sessions are held monthly during the semesters. in the School of Nursing

APPLICATION PROCESS:

1. You will complete two applications: one for CSU and one for the School of Nursing.

2. Fill out a graduate application for CSULB at www.csumentor.edu
   a. This online application form will include your application fee.
   b. You will also need to have one set of official transcripts from each and every college or university you have attended sent to the CSULB Office of Admissions and Records. Call (562) 985-5471 for further information regarding university admission.
   c. Students who graduated from a college/university outside the USA must apply through the Center for International Education at CSULB, (562) 985-5476. TOEFL or equivalent is required.

3. Apply to the graduate program in the School of Nursing via the SON website. Submit a completed application packet to the School of Nursing, which includes the following:
   a. Application form
b. Three letters of reference (in sealed envelope)
c. A copy of your current California RN license
d. Personal essay.

4. **DEADLINES** – The School of Nursing will accept applications at any time prior to the deadlines on the website. You must apply to CSULB in addition to applying to the School of Nursing.

   a. **MARCH 1st DEADLINE**- admitting once per year for fall semester only. Family, Pediatric, Adult, Women’s Health & Psychiatric/Mental Health Nurse Practitioner

   b. **MARCH 1st and OCTOBER 15th** Deadlines for CNS, Women’s Health Care, MSN/MSHCA and MSN/MPH.

**APPLICATIONS MUST BE SUBMITTED WITH ALL ITEMS ATTACHED. AN INCOMPLETE APPLICATION WILL NOT BE EVALUATED**

**Submit completed School of Nursing application packet to:**

California State University, Long Beach

School of Nursing -- Graduate Program

1250 Bellflower Blvd.

Long Beach, CA 90840

**ADDITIONAL INFORMATION:**

- Evaluations should be mailed to you in a sealed envelope, which you will turn in with your application form.
• It is the student’s responsibility to make certain that all applications are complete and submitted by the deadline.
• You will not be notified if your file is incomplete.
• Academic degrees must have been awarded from an institution of higher learning accredited by a nationally recognized regional accrediting body.
• We do not pull forms from old files or applications. Appropriate forms must be submitted with each individual application.
• Retain a copy of everything submitted, as all submitted application material becomes the property of CSULB and will not be returned.
• CSULB is not responsible for lost, late, or misdirected mail.
• CSULB cannot guarantee the processing of applications that arrive after the published deadline.

SELECTION PROCESS FOR GRADUATE NURSING PROGRAMS:

A committee, which includes faculty from the specialist area indicated on the application, will evaluate each application. Alternates may be admitted through the second week of the semester in the event a student does not accept admission or drops out. Applicants who are not admitted may reapply for the next admission date.

NOTIFICATION PROCESS:

Applicants will be notified of the admission decisions by the University. Those who are accepted will be notified in writing and must complete and sign a letter of intent and mail back to the SON Graduate Department. A new application to the university will need to be made for each subsequent semester. Applications of those not admitted will be kept and filed in the School of Nursing for one year, at which time they will be destroyed.

Revised 3/2012