



CALIFORNIA STATE UNIVERSITY
LONG BEACH
SCHOOL OF NURSING

Faculty Bylaws & Policies

2025-2026

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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: Prelicensure Nursing Programs](#), the School of Nursing established herewith, its organization and rules of procedures.

SECTION I - PURPOSE:

In keeping with the stated purpose of the University, the nursing faculty's primary responsibility 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 ensure high quality of teaching the importance of faculty competence, membership, and participation in professional organizations; continuing education in nursing, higher 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 MEMBERSHIP, VOTING & ELECTIONS:

Membership & Voting

1. Voting membership in the School of Nursing organization shall be composed of:
 - a. All full-time faculty members, including the School of Nursing Director.
2. Eligibility to vote includes:
 - a. Tenured and probationary (tenure-track) faculty members
 - b. Full-time lecturers
 - c. Lecturers with a time-based of at least .4 (6 WTUs) in the department in the semester that the voting takes place.
 - d. Faculty on authorized leaves of absence (including sabbaticals)
 - e. Pre-retirement or Faculty Early retirement (FERP) faculty during the semester of employment
3. Only faculty holding tenure, tenure-track, or full-time lecturer appointment shall vote on:
 - a. Membership on RTP committee.
 - b. Confidential voting shall be used for this process.

4. Confidential ballots may be requested and should be completed as outlined:
 - a. Confidential voting will be done through an electronic process (via Qualtrics & Email) using a confidential process.
 - b. Results will be reported to the faculty by the Director of School of Nursing or designee.
5. Election policy and procedures for the appointment and review of department chairs shall be consistent with [Academic Senate Policy 11-06](#).
 - a. The School of Nursing Director is a faculty member who is elected by the faculty and must receive a confidence vote by the faculty every three (3) years OR whenever 1/3 of the eligible to vote faculty call for a vote of confidence.
6. Student representatives from the Undergraduate and Graduate programs are encouraged to attend faculty meetings to have voice but are not considered voting members of the School of Nursing.

Meetings

1. The School of Nursing shall hold monthly faculty meetings during Fall & Spring semesters.
2. The School of Nursing Director or designee shall act as presiding officer.
3. The dates of regular meetings shall be scheduled at the beginning of each academic year and disseminated to all faculty. Special meetings shall be scheduled at the discretion of the Director.
4. A quorum shall consist of a minimum of 15 eligible voting members.
5. Minutes of each meeting shall be recorded by a designated recording secretary as designated by the presiding officer.
 - a. Faculty approval of minutes shall take place at the next meeting
6. The process for proposing a new policy or amended policy can be implemented as follows:
 - a. Brought to Faculty Forum by any faculty.
 - b. Sent to a designated committee or individual.
 - c. Once a policy is referred to the appropriate Standing Committee, the Standing Committee's actions include:
 - i. Clarifying the problem and scope of the problem

- ii. Assessing pertinent regulations, university policies and procedures, impact on resources (human and physical), and practicality of implementation within the School of Nursing.
 - iii. Establishing goals, expected outcomes and a timeline for addressing the problem.
 - iv. Identifying and implementing the plan of action to address the issue.
 - v. Developing written recommendations in the form of a clearly labeled draft policy or proposal.
 - vi. Documenting a summary of steps i-v above in the minutes of the committee meetings.
- 7. Once a new or revised policy has been drafted by the appropriate standing committee and Faculty Forum, the process for policy approval by the faculty shall be as follows:
 - a. Chair/director of responsible committee/program:
 - i. Sends request to Department Director for policy to be added as an agenda item for the next Full Faculty Meeting.
 - ii. Sends policy draft to all faculty with instructions to review policy draft and send amendment requests to the committee/program chair (or designee) no later than 48 hours prior to the next scheduled Full Faculty Meeting.
 - i. (Note: no amendments to the policy will be accepted after the 48-hour window including during the Full Faculty Meeting).
 - iii. Adds amendments/revisions to policy including name of faculty who proposed amendment/revision.
 - iv. Presents policy at Full Faculty Meeting along with proposed amendments/revisions to the policy.
- 8. Following the presentation of the policy draft, the Department calls for a vote.
 - a. Voting shall occur during a meeting unless otherwise agreed upon to take place through electronic voting.
 - b. Votes may be cast orally, by show of hands, or by confidential electronic vote and is decided by a simple majority of the eligible voting members.
 - c. Confidential voting may be requested by an individual faculty member.
 - d. Once a policy is approved, an effective date and process for implementation is proposed.
 - i. Due diligence to assure compliance with university policies and capabilities will be conducted by the School of Nursing Director (or designee).

- ii. The effective date of the policy shall be reported at a following Faculty Meeting (ideally the next immediate meeting).
- iii. Policies are added in the appropriate Faculty or Student handbook by the Faculty & Student Affairs Committee.

Responsibilities

1. 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, (as per collective bargaining agreement), and consistent with [California Board of Registered Nurses Code of Regulation Article 3. Schools of Nursing Faculty Responsibilities.](#)
2. The faculty shall make recommendations to the School of Nursing Director on matters affecting educational and professional policy which include, but are not limited to:
 - a. Curricula
 - b. Instruction,
 - c. Academic standards,
 - d. Academic/administrative policies concerning students and
 - e. Criteria for the selection, reappointment, and promotion of faculty members.
 - f. Review existing policies and recommend revisions.
3. The faculty shall recommend policy in all educational matters within their own units and shall retain autonomy compatible with the general welfare of the University.
4. Policies to be developed or discussed may be identified by any of the following:
 - a. Standing Committee
 - b. Associate or Assistant Directors
 - c. Individual Faculty in Faculty Forum
 - d. School of Nursing Director
 - e. Student Representatives

Committee Assignment Process

1. The School of Nursing Director will solicit nominations and requests for election to school committees.
2. The School of Nursing Director will:
 - a. Provide faculty with the opportunity to request, in writing by May 1st 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.
3. The School of Nursing Director will distribute a final list of committee assignments and terms of office to all faculty members prior to the start of the academic year.

4. In May of each year the School of Nursing Director shall draw up a slate of nominations for the Reappointment, Tenure, Promotion/Personnel Committee (RTP).
 - a. Eligibility for service on RTP Committee includes:
 - i. All tenured faculty who are not up for promotion, not on leave of absence, and not on the CHHS (College) RTP committee.
 - ii. A minimum of three (3) faculty members will serve on the committee.
 - iii. Two (2) of the three (3) members on the RTP Committee are to be Full Professors; the other faculty members may be Associate Professors.
 - iv. In the even years, one faculty will be elected, and in the odd years, two faculty members will be elected.

SECTION III – SCHOOL OF NURSING GOVERNANCE

1. School of Nursing Director

- a. Term of office
 - i. This person is appointed for a three (3) year term according to [Academic Senate Policy 11-06 Policies and Procedures for the Appointment and Review of Department Chairs](#)
 - The vote of confidence will take place in Spring semester.
 - ii. 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.
- b. Duties and responsibilities:
 - i. Functions and responsibilities of the School of Nursing Director are set forth in the University faculty handbook, and as delineated in [California Board of Registered Nurses Code of Regulations, Article 4. Schools of Nursing](#)
 - ii. 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 (RTP) committee
 - iii. Is a member of the Dean's Council of Department Chairs, serving as a liaison between School of Nursing and College or University administration.

2. Associate Director, School of Nursing

- a. Qualifications
 - i. The Associate Director shall be a tenured or tenure-track faculty member Term of Office

- b. Term of Office
 - i. Selected and appointed by the School of Nursing Director through a call for self-nominations to this position.
 - This person is appointed for a 3-year term but may be reappointed or replaced at the discretion of the School of Nursing Director.
- c. Duties and Responsibilities (include but are not limited to):
 - i. Primary operational support to the Director of the School of Nursing
 - ii. Works in coordination with the Assistant Directors of Undergraduate and Graduate programs.
 - iii. Serves in the place of the Director of the School of Nursing at their discretion.
 - iv. Holds functional authority over the School of Nursing staff similar to the Director of the School of Nursing.
 - v. Establishes systematic standard operating procedures for all functions within the School of Nursing.
 - vi. Identifies areas for process improvement regarding any standard operating procedures within the School of Nursing.
 - vii. Assures that systematic program evaluation plan is implemented and evaluated to meet CCNE and BRN standards.
 - viii. Assists School Director and Assistant Directors with onboarding new faculty related to University, College, and SON policies and procedures.
- d. Workload & Reporting Expectations:
 - i. Assigned time equates to 3 units during Fall & Spring.
 - ii. Bi-monthly meetings with School of Nursing Director.
 - iii. Monthly reports to be disseminated at faculty meetings (Sept-May) to identify barriers, and process issues for faculty input and feedback.
 - iv. End-of-year summary report due every May.

3. Assistant Director of the Undergraduate Programs

- a. Qualifications
 - i. The Assistant Director of the Undergraduate Programs shall be a tenured or tenure track faculty member
 - ii. Functions and Responsibilities of the Assistant Director of Undergraduate Programs are set forth by the university through the Dean of Undergraduate Studies and by the Department of Consumer Affairs, California Board of Registered Nurses Code of Regulations, Article 4. Schools of Nursing.
- b. Term of Office
 - i. Selected and appointed by the School of Nursing Director through a call for self-nominations to this position.

- This person is appointed for a 3-year term but may be reappointed or replaced at the discretion of the School of Nursing Director
- c. Duties and Responsibilities (include but are not limited to):
- i. Assists the School of Nursing Director and Associate Director with the Board of Registered Nursing, accrediting body reports, and reaccreditation processes for undergraduate program.
 - ii. Serves as a liaison between the School of Nursing, college, university, and community.
 - iii. Assists with periodic review of the general education, pre-requisite, and corequisite policies specific to the undergraduate nursing program for congruence with the University and submits policy recommendations to faculty for action.
 - iv. Coordinates new admit BSN Student Orientation June and December for Fall and Spring semesters respectively.
 - v. Assures completion of student admission file requirements (licensure, physical examinations, CPR, health insurance, etc.) prior to student enrollment using vendor software with the assistance of support staff.
 - vi. Collaborates with the School Director (review for consistency of title) to establish class schedules and clinical sites to meet the needs of BSN program.
 - vii. In conjunction with RN-to-BSN Coordinator, oversees the screening and admission policies and procedures for undergraduate programs.
 - viii. In conjunction with the RN-to-BSN Coordinator, works to assure all clinical requirements/health clearance and clinical agency onboarding are met for undergraduate BSN students (with the assistance of support staff).
 - ix. Participates in marketing and recruitment of students for undergraduate programs
 - x. Assures Undergraduate Student Handbook is updated and consistent with current policy.
 - xi. Assures the Undergraduate SON Website is updated and consistent with current policy.
 - xii. Promotes ongoing communication with students to overcome barriers and/or challenges with the pathway
- d. Workload & Reporting Expectations:
- i. Assigned time equates to 3 units during Fall, Spring, and Summer.
 - ii. Bi-monthly meetings with School of Nursing Director.
 - iii. Monthly reports to be submitted for dissemination at faculty meetings (Sept-May) to identify barriers, and process issues for faculty input and feedback.

- iv. End-of-year summary report due every May.

4. Assistant Director of Graduate Programs/Graduate Advisor

- a. Qualifications
 - i. The Assistant Director of Graduate Programs shall be a tenured or tenure-track faculty member
 - ii. 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 4, Schools of Nursing
- b. Term of Office
 - i. Selected and appointed by the School of Nursing Director through a call for self-nominations to this position.
 - This person is appointed for a 3-year term but may be reappointed or replaced at the discretion of the School of Nursing Director.
- c. Duties and Responsibilities (include but are not limited to):
 - i. Serves as the liaison between the School of Nursing, College, University and the community as a member of the Graduate Committee of the College of Health & Human Services.
 - ii. Reviews admission requirements of the Nursing program for congruence with the University and submits policy recommendations to the faculty for action
 - iii. In conjunction with Nurse Practitioner Program leads, oversees the screening and admission policies and procedures for the graduate programs within the School of Nursing.
 - iv. Assures completion of student admission file requirements (licensure, physical examinations, CPR, health insurance, etc.) prior to student enrollment using vendor software with the assistance of support staff.
 - v. Coordinates School of Nursing Graduate School orientation annually.
 - vi. In collaboration with the School of Nursing Director and NP Specialty Program coordinators, establishes class schedules and clinical sites to meet the needs of graduate students.
 - vii. Assures Graduate Student Handbook is updated and consistent with current policy.
 - viii. Assures the Graduate SON Website is updated and consistent with current policy.
 - ix. Participates in marketing and recruitment of students for graduate programs.

- x. Assists with oversight of the accrediting body reports and reaccreditation process (reports, alumni surveys, exit surveys, community advisory board) for graduate programs.
 - xi. Promotes ongoing communication with students to overcome barriers and/or challenges with the pathway
 - xii. Assists with periodic reviews the graduate education, admission, and co-requisite policies of the graduate nursing program for congruence with the University and submits policy recommendations to the faculty for action.
- d. Workload & Reporting Expectations:
- i. Assigned time equates to 3 units during Fall, Spring, and Summer.
 - ii. Bi-monthly meetings with School of Nursing Director.
 - iii. Monthly reports to be submitted for dissemination at faculty meetings (Sept-May) to identify barriers, and process issues for faculty input and feedback.
 - iv. End-of-year summary report due every May.

5. **RN-to-BSN Program Coordinator**

- a. Qualifications
 - i. The RN-to-BSN coordinator shall be a tenured, tenure-track, or full-time lecturer faculty member
 - ii. Has responsibility for oversight of both the on-campus RN-to-BSN program as well as the online RN-to-BSN program.
- b. Term of Office
 - i. Selected and appointed by the School of Nursing Director through a call for self-nominations to this position.
 - ii. This person may be reappointed or replaced at the discretion of the School of Nursing Director.
- c. Duties and Responsibilities (including but not limited to):
 - i. Assists with marketing of the RN-to-BSN programs (online & in person) with community colleges as well as local and regional health systems.
 - ii. Recruits and retains RN-to-BSN students through implementation of support systems and culture creation
 - iii. Manages the admission process for RN-to-BSN and Step-Up Bridge Program.
 - iv. Consults with the School of Nursing Director to establish class schedules and clinical sites to meet the needs of RN-to-BSN students
 - v. Coordinates and supports faculty with online teaching and identification of at-risk students to promote student success

- vi. Collaborates with faculty and School of Nursing Director to develop and update the curriculum to ensure educational and accreditation standards are met.
 - vii. Reviews admission requirements of the RN-to-BSN Nursing program for congruence with the University and submits policy recommendations to the faculty for action
 - viii. Assures completion of student admission file requirements (physical examinations, CPR, health insurance, etc.) prior to student enrollment using vendor software with the assistance of support staff
 - ix. Coordinates School of Nursing orientation bi-annually
 - x. Updates the RN-to-BSN program student handbook annually
 - xi. Consults with CHHS Advising to provide academic advising, including general education, progression, and graduation requirements for successful matriculation within the program.
 - xii. Assists with oversight of the accrediting body reports and reaccreditation process (reports, alumni surveys, exit surveys, community advisory board) for RN-to-BSN programs.
 - xiii. Promotes ongoing communication with students to overcome barriers and/or challenges within the pathway
- d. Workload & Reporting Expectations
- i. Full time position with 12-month appointment
 - ii. Bi-monthly meetings with School of Nursing Director.
 - iii. Monthly reports to be submitted for dissemination at faculty meetings (Sept-May) to identify barriers, and process issues for faculty input and feedback.
 - iv. End-of-year summary report due every May

6. Manager for Nursing Simulation

- a. Qualifications
 - i. The Coordinator of Nursing Simulation shall be a tenured or tenure track faculty member selected and appointed by the School Director through a call for nominations for this position.
 - ii. Preferably has simulation education knowledge and background.
- b. Term of Office
 - i. This person may be reappointed or replaced at the discretion of the School of Nursing Director.
- c. Duties & Responsibilities (include, but are not limited to):
 - i. Interviews, hires, and orients personnel associated with Nursing Laboratory and skills lab
 - ii. Provides orientation and baseline training for all clinical faculty teaching with simulation.

- iii. Provides ongoing support and direction along with mentoring to the Nursing Learning Resource Center Supervisor.
 - iv. Coordinates simulation learning calendar for CSULB & Trimester sites.
 - v. Works collaboratively with the Nursing Learning Resource Center Supervisor to develop budgets, purchase equipment, and assure smooth operations of all resources needed for the simulation and skills laboratory
 - vi. Works collaboratively with nursing faculty to assure nursing simulation scenarios that support program curricula.
 - vii. Assures efficient and effective simulation education operations according to healthcare simulation standards of best practice.
 - viii. Develops, maintains, and evaluates simulation education to assure student satisfaction and attainment of student learning outcomes.
 - ix. Creates and maintains simulation policies for the School of Nursing
 - x. Collaborates with faculty to determine simulation resource, equipment and educational needs to support student learning outcomes.
 - xi. Keeps statistical evaluation data and establishes quality improvement activities to assure regulatory compliance with CA Board of Registered Nursing related to simulation education.
 - xii. Develops grants and secures donors to support the work of the school of nursing simulation center.
- d. Workload & Reporting Expectations
- i. 3 WTUs assigned time in Fall and Spring.
 - ii. Monthly meetings with School Director.
 - iii. Monthly reports to be submitted for dissemination at faculty meetings (Sept-May)
 - iv. End-of-year summary report due every May.

7. Trimester Pathway Coordinator

- a. Qualifications
 - i. The Trimester Pathway Coordinator shall be a tenured or tenure track faculty member selected and appointed by the School Director through a call for nominations for this position.
 - ii. The Trimester Pathway Coordinator serves as a liaison between the School of Nursing, College, University, and Long Beach Memorial Medical Center/Miller Children's and Women's Hospital (LBMMC/MCWH).
- b. Term of Office
 - i. This person may be reappointed or replaced at the discretion of the School of Nursing Director
- c. Duties & Responsibilities (included, but not limited to):

- i. Collaborates with the School Director and LBMMC/MCWH Director of Workforce Development to ensure timely scheduling of lecture/clinical courses to meet the needs of BSN program.
- ii. Promotes ongoing communication with trimester pathway students to overcome barriers and/or challenges with the pathway.
- iii. Assists with student onboarding at LBMMC/MCWH clinical sites.
- iv. Provides support to faculty with student remediation/reentry to the Trimester pathway.
- v. Conducts quarterly meetings with director of workforce development to coordinate ongoing clinical placement partnership with LBMMC/MCWH.

d. Workload & Reporting Expectations

- i. Assigned time equates to 3 WTUs assigned time in Fall, Spring and Summer.
- ii. Monthly meetings with School Director.
- iii. End-of-year summary report due every May.

8. DNP Project Coordinator

a. Qualifications

- i. The DNP Project Coordinator shall be a tenured or tenure track faculty member.
- ii. Must be a doctorate prepared nurse (PhD, EdD or DNP) with a registered nurse license.

b. Term of Office

- i. May be reappointed or replaced at the discretion of the School Director

c. Duties & Responsibilities (include, but are not limited to):

- i. Facilitates student progression through the DNP Project.
- ii. Acts as the point of contact for all DNP student inquiries related to the DNP project.
- iii. Participates in DNP orientation to discuss the DNP Project and timeline.
- iv. Maintains the DNP Project Canvas shell that holds resources and information for students related to the DNP Project and process.
- v. Supports and provides guidance to students for questions related to the DNP Project.
- vi. Manages the process for students determine project groups, project sites and project topics.
- vii. Assigns DNP Chairs and provides guidance and support to assure timely completion of DNP Projects.
- viii. Updates the DNP Project Workbook to provide guidance to students and faculty.

- ix. Troubleshoots concerns regarding DNP projects with the SON Director, Assistant Director of Graduate Programs, and faculty as needed.
- d. Workload & Reporting Expectations
 - i. 3 WTUs assigned time in Fall and Spring.
 - ii. As needed meetings with School Director and/or Assistant Director for Graduate Studies
 - iii. Monthly reports to be submitted for dissemination at faculty meetings (Sept-May)
 - iv. End-of-year summary report due every May.

9. Course Coordinators

- a. Qualifications:
 - i. Course Coordinators are identified by the School of Nursing Director, in conjunction with the Undergraduate/Graduate Coordinator(s) and distributed with faculty assignments
- b. Term of Office
 - i. The Course Coordinator will remain in the role until their assignment is changed to a course not requiring a course coordinator
- c. Duties & Responsibilities:
 - i. Assures that the content and student learning outcomes set forth in the standard course outline are coordinated according to [Academic Senate Policy 12-05](#).
 - ii. Coordinates the selection of learning activities to make sure that all sections have comparable learning experiences for all the students enrolled in the same course.
 - iii. Supports the onboarding of new clinical faculty into the teaching team.
 - iv. Acts as a resource for clinical faculty to promote student success and identify at-risk students.
 - v. Consults with Assistant Director of the Undergraduate programs as necessary to support student success.
 - vi. Conducts a meeting at least once per semester with course faculty to align courses regarding:
 - Syllabus
 - Books, supplies
 - Weekly lecture topics
 - Assignments
 - Grading criteria
 - Simulation experiences
 - Critical clinical behaviors

10. Nurse Practitioner Specialty Coordinators

- a. Qualifications:
 - i. Nurse Practitioner Coordinators are identified by the School of Nursing Director
 - ii. Board certification in nursing specialty required.
- b. Term of Office
 - i. The Nurse Practitioner Coordinator will remain in the role until/unless removed by the School of Nursing Director
- c. Duties & Responsibilities (include, but are not limited to):
 - i. Coordinates clinical residency placement of NP students.
 - ii. Ensures that all clinical residency agency requirements are completed prior to start of clinicals.
 - iii. Coordinates the selection of learning activities to make sure that all sections have comparable learning experiences for all the students enrolled in the same course
 - iv. Acts as a resource for clinical faculty to promote student success and identify at- risk students.
 - v. Consults with Assistant Director of the Graduate programs as necessary to support student success.
 - vi. Participates in student recruitment, retention and advisement.
 - vii. Supports the onboarding of new clinical faculty into the teaching team
 - viii. Conducts a meeting at least once per semester with course faculty to align courses with regards to:
 - Syllabus
 - Books, supplies
 - Weekly lecture topics
 - Assignments
 - Grading criteria
 - Simulation experiences
 - Critical clinical behaviors

11. Faculty-Unit Representative to California Faculty Association

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

12. Faculty Forum

- a. Purpose:
 - i. Discusses issues related to the any nursing program
 - ii. Provides direction or review of standing committee work
 - iii. Reviews proposals related to policy or procedure affecting the students or faculty from any of the standing committees

- Provides collaborative faculty discussion to thorough investigate, deliberation, and consider action for adoption, rejection, or modification by voting.
 - After full review, the business item will be referred to the Faculty Meeting for disposition (vote, consensus, etc).
- b. Time Frame:
- i. Occurs monthly
 - ii. Chaired by a member of the SON Leadership Committee on a rotating basis
- c. Membership:
- i. All School of Nursing faculty members (tenured and tenure-track and 12-unit full-time lecturers are required to attend this meeting unless teaching schedule prohibits.
 - ii. Part-time lecturers as desired.
 - iii. Student representatives from CNSA may attend (non-voting member).

13. Full Faculty Meeting

- a. Purpose:
- i. Primary voting meeting for School of Nursing business
- b. Time Frame:
- i. Occurs monthly
 - ii. Chaired by the Director of the School of Nursing or designee.
- c. Membership:
- i. All School of Nursing faculty members (tenured and tenure-track and 12-unit full-time lecturers are required to attend this meeting unless teaching schedule prohibits.
 - ii. Part-time lecturers as desired.
 - iii. Student representatives from CNSA may attend (non-voting member).

SECTION IV: SCHOOL OF NURSING STANDING COMMITTEES

1. Standing committee assignments will be for two (2) years and not more than four (4) consecutive years unless a need has been identified.
 - a. Appointments shall take place in Spring for the next academic year.
2. **Standing Committee Chair Responsibilities**
 - a. Each Standing Committee shall elect a Chair annually.
 - b. The role of the chair for each committee is to:
 - i. Establish the meeting dates/times,

- ii. Create monthly meeting agendas,
 - iii. Assure completion of work assigned to other committee members
 - iv. Establish effectiveness of the committee.
- c. Annual goals should be established within the first month of the Fall semester meeting and submitted to the School of Nursing Director
- d. Monthly reports to be submitted for dissemination at faculty meetings (Sept-May)
- e. End-of-year summary report due every May
- f. The Chair is not solely responsible for the work completed within the committee: it is expected that all committee members actively participate in achieving its charge.

3. Standing Committee Secretary Responsibilities:

- a. A duly elected committee secretary or monthly designee will record minutes of each meeting.
 - i. The committee secretary may be elected by each Standing Committee annually, or at each meeting
 - b. The Secretary is responsible for assuring that an approved copy of the committee minutes and any other significant documents related to Committee functions are posted in the designated School of Nursing archival area.
4. The Committee structure shall consist of five (5) standing committees, namely:
- a. SON Leadership Committee,
 - b. Curriculum & Instruction Committee (CIC),
 - c. RTP Committee,
 - d. Faculty and Student Success Committee, and the
 - e. Inclusive Excellence Committee.
5. Selection of student representation to Standing Committees
- a. The CNSA Faculty advisor will solicit student representatives for the following committees: Faculty & Student Success Committee, Curriculum & Instruction Committee, and the Inclusive Excellence Committee.
 - b. There is no student representation on the Reappointment, Tenure, and Promotion Committee, the SON Leadership Committee, or the Ad Hoc Search Committee.

6. School of Nursing Leadership Committee

- a. General Purpose:
 - i. Provides strategic direction and leadership to the School of Nursing.
 - ii. Facilitates the work of the School of Nursing
 - iii. The School of Nursing Director shall chair the SON Leadership Committee with membership consisting of the Associate Director School of Nursing, Assistant Director of Undergraduate Programs,

Assistant Director of Graduate Programs, RN-BSN Program Coordinator, and Trimester Pathway Coordinator. Others may be invited or added with School of Nursing Director approval

b. Responsibilities & Functions:

- i. Serves as an advisory body to the School of Nursing Director.
- ii. Makes recommendations of topics to be sent to the appropriate committee or forum.
- iii. Provides strategic and operational perspectives in which to operate the School of Nursing.

7. Curriculum & Instruction Committee (CIC)

a. General Purpose:

- i. Oversees curriculum and curricular policies of the School of Nursing.
- ii. Facilitates the processing of the School of Nursing's curricular changes and proposals through the College of Health and Human Services and
- iii. Participates at the University level curricular committees by assigning one member of the committee to attend the Educational Policy Committee (EPC) of the College of Health and Human Services

b. Responsibilities and Functions

- i. Coordinates reviews of course syllabi to ensure that courses meet terminal objectives and are consistent with program philosophy at least every 3 years.
- ii. Assures syllabi are collected every semester for archival purposes.
- iii. Creates and maintains School of Nursing syllabus template for faculty use in creating their syllabi.
- iv. Evaluates the curriculum for regulatory compliance with CCNE, BRN, and the University least every 3 years.
- v. Maintains curricular maps of all undergraduate and graduate programs with a review every 3 years and when new national standards are available.
- vi. Performs a gap analysis of curricular content every 3 years or as regulatory requirements require it.
- vii. Reviews standard course outlines for all School of Nursing classes at least every three years and suggest departmental changes based on Regulatory, Accreditation, or University changes. according to gap analysis.
- viii. Reviews program pre-requisite co-requisite addition, deletion, or significant modification of courses and programs, including credit allocation, and prerequisites.

- ix. Reviews SON curricular policies to identify needed changes including deletions, additions, and modifications for faculty action.
- x. Evaluates proposed changes in educational policy and curricular matters at the level of the University and the College that affect the School of Nursing, facilitating faculty input in the process.

8. Faculty & Student Success Committee (FSS Committee)

a. General Purpose:

- i. Administers policies and procedures regarding, admission, retention, grade appeals, and student awards and scholarships consistent with the policies of the School of Nursing and University.

b. Responsibilities and Functions:

- i. Monitors the currency of the School of Nursing Bylaws every 3 years or as indicated by:
 - Soliciting need for any bylaw changes from faculty at the beginning of the Fall semester.
 - Bring proposed bylaw revisions to the full-faculty meeting or faculty forum for deliberation and disposition
 - Posting Faculty Bylaws to designated archival location.
- ii. Coordinates annual reviews and updates of faculty and student policies in collaboration with appropriate assistant director.
- iii. Coordinates the student grade appeal process within the School of Nursing as needed.
- iii. Establishes criteria and conducts evaluations for student awards and scholarships in accordance with awards criteria of the School of Nursing, College, and the University.

9. Retention, Tenure, Promotion/Personnel Committee

a. General Purpose:

- i. Performs duties as designated in the [University RTP document](#), [College of Health and Human Services RTP Document](#), and [School of Nursing RTP Document](#).
- ii. This is a closed meeting, and only elected faculty may attend.

b. Responsibilities and functions:

- i. Acts as a peer review committee for:
 - Retention of 3AY probationary faculty unit employees
 - Recommendation to award of tenure
 - Recommendation to award promotion
 - Lecturer evaluations
 - Post-tenure reviews
 - Provides professional development opportunities to facilitate faculty success with the evaluation process.

10. Inclusive Excellence Committee (IEC Committee)

- a. General Purpose:
 - i. To support, guide and monitor strategic efforts of the University, College, and School of Nursing to advance diversity, equity, inclusion, and accessibility goals.
- b. Responsibilities and functions:
 - i. Assists with the undergraduate and graduate admission interviews in collaboration with the respective Assistant Director and NP Specialty Program Coordinators
 - ii. Implements, guides, and monitors antiracist/anti-oppression educational programming for the School of Nursing
 - iii. Facilitates partnerships and serve as a liaison with University, College, and Community-based DEIA initiatives
 - iv. In collaboration with CHHS, develops, maintains, and monitors accountability metrics for advancing diversity, equity, inclusion, and accessibility initiatives for the School of Nursing
 - v. Provides mentorship for faculty to advance School of Nursing's Inclusive Excellence goals.

SECTION V - AD HOC COMMITTEES/WORK GROUPS

11. Ad Hoc Faculty Search Committee

- a. General Purpose:
 - i. Performs duties as designated in the [University Tenure-Track Search Protocol](#) with the assistance of the [Tenure-Track Search Screening and Selection Checklist](#).
- b. Responsibilities and functions:
 - i. Coordinates the determination of needs and requests for tenure track and fulltime lecturer positions and collaborates with and advises the School of Nursing Director.
 - ii. Facilitates a search that adequately meets the needs of the department.
 - iii. Coordinates faculty position search activities including development of search protocols and identifying the pool of candidates according to College and University protocols.
 - iv. Interviews candidates for faculty positions and submits recommendations for selection to the CHHS Dean based on established criteria within the School of Nursing, College of Health and Human Services, and the University.
- c. Eligibility for service on the Faculty Search Committee:
 - i. All tenured and tenure-track faculty who are not on leave.
 - ii. A minimum of three (3) faculty will serve on the committee

- iii. Membership will consist of the top three (3) faculty that have received the most votes.
- iv. Two of the three members will be tenured/tenure track faculty
- v. Search Committee members will assure job description competency through consultation with School of Nursing faculty who possess specialization credentials.

SECTION VI: ADVISORY COUNCILS

1. Dean's Council of Chairs

- a. As a constituent unit in the College of Health and Human Services, the School of Nursing Director serves as a member of the Chairs & Directors Council.

2. College of Health and Human Services Faculty Council

- a. Faculty elects one representative to the College Faculty Council
- b. The representative must be a full-time tenure or tenure-track faculty elected by a majority vote of voting members present.
- c. The elected representative will serve a two-year term and may not be re-elected for a term that exceeds four consecutive years.
- d. The representative will serve as the liaison between the School of Nursing Faculty and the Faculty Council as stipulated in the CHHS Faculty Council Constitution.

3. Community Advisory Council

- a. Membership consists of directors and administrators of clinical partners, community members who support the School of Nursing financially, and other community professionals in areas pertinent to the School of Nursing's offerings.
- b. The Director of the School of Nursing selects the individuals to serve as members on the School of Nursing Community Advisory Council.
 - i. The School of Nursing Director will call a meeting of the Council once yearly, with a subsequent annual report of activities in faculty meeting discussion and accomplishments to the faculty
- c. The functions of the Council include:
 - i. Provides input regarding utilization of school of nursing graduates to assure correlation between learning experiences and clinical partner needs.
 - ii. Provides a forum for the discussion of clinical experience issues affecting students and faculty.

4. Community of Interest Council

- a. Membership will consist of community college partners, student representatives from each of the programs within the School of Nursing, select clinical agencies, preceptors from the undergraduate and graduate

programs (need a mechanism to say how this is chosen, how they represent the constituency), as well as community members who support the School of Nursing financially.

- b.** The Director of the School of Nursing invites the individuals to serve as members on the Community of Interest Council.
 - i.** The School of Nursing Director will call a meeting of the Council at least once yearly, with a subsequent annual report in designated archive.
- c.** The functions of the Council include:
 - i.** Provides input regarding the needs of students within the programs.
 - ii.** Facilitates communication between community partners and agencies.

SECTION VII. BYLAWS REVIEW AND AMENDMENT

- 1. Amendment of Bylaws may occur at any faculty meeting by a two-thirds vote of members present.

SECTION VIII. PREVAILING LAW AND REGULATIONS

- 1. The Bylaws of the Nursing School shall be consistent with:
 - a. State of California Education Code
 - b. California Board of Registered Nurses
 - c. CSULB Constitution and Bylaws of Faculty

SECTION IX – SCHOOL OF NURSING POLICIES & PROCEDURES



SUBJECT: Academic Integrity		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-001/SH-001
		PAGE: 1 OF: 4
		EFFECTIVE:
MANUAL: Faculty/Student		Reviewed 11/02/2022

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program

I. Policy:

Background: It is the policy of the faculty and administration to deal effectively with the student who practices cheating or plagiarism. These acts are fundamentally destructive of the process of education and the confident evaluation of a student's mastery over a subject. A University maintains respect and functions successfully within the larger community when its reputation is built on honesty. By the same token, each student benefits in helping to maintain the integrity of the University. This policy, therefore, provides for a variety of faculty actions including those which may lead to the assignment of a failing grade for a course and for administrative actions which may lead to dismissal from the University. This document is written with the intent to support the traditional values that students are on their honor to perform their academic duties in an ethical manner.

1. The following definitions of cheating and plagiarism shall apply to all work submitted by a student. Any change or refinement in the following definitions or applications of the definitions, necessitated by the nature of the work involved, shall be made by the faculty member or departments desiring the change. Any change shall be announced, in writing, in the relevant classes before the work is assigned and a copy of the changes will be filed in the department office and in the Office of Judicial Affairs.
 - a. Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source.

- Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.
 - Acknowledge of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary.
 - Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions with rightfully belong to another; in written work, failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another writing or paraphrasing should consult the instructor.
- b. Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means.
- Examples of cheating during an examination would include, but not be limited to the following:
 1. copying, either in part or in wholes, from another test or examination;
 2. discussion of answers or ideas relating to the answers on an examination or test unless such discussion is specifically authorized by the instructor;
 3. giving or receiving copies of an exam without the permission of the instructor; using or displaying notes;
 4. "cheat sheets," or other information or devices inappropriate to the prescribed test conditions, as when the test of competence includes a test of unassisted recall of information, skill, or procedure;
 5. allowing someone other than the officially enrolled student to represent the same.
 - It is often appropriate for students to study together or to work in teams on projects. However, such students should be careful to avoid use of unauthorized assistance, and to avoid any implication of cheating, by such means as sitting apart from one another in examinations, presenting the work in a manner which clearly indicates the effort of each individual, or such other method as is appropriate to the particular course.
2. Before a faculty member charges a student with cheating or plagiarism, the faculty member should have reasonable evidence with respect thereto. Reasonable evidence includes documentary or other physical evidence, personal observation, or testimony. Prior cheating or plagiarism is not reasonable evidence. In order to establish facts of the

student's knowledge or skill, the faculty member may ask the student to provide such additional demonstration of competency as the faculty member deems necessary to evaluate scholarship and academic performance. The faculty member must advise the student that a decision to provide an opportunity for such an additional demonstration of competency is entirely at the faculty member's option and that the student may comply with the request of the faculty member at the student's option. Neither compliance nor non-compliance shall be considered an admission of cheating or plagiarism.

3. One or more of the following academic actions are available to the faculty member who finds a student has been cheating or plagiarizing. These options may be taken by the faculty member to the extent that the faculty member considers the cheating or plagiarism to manifest the student's lack of scholarship or to reflect on the student's lack of academic performance in the course. These actions may be taken without a request for or before the receipt of a Report from the Academic Integrity Committee.
 - a. Review – no action.
 - b. An oral reprimand with emphasis on counseling toward prevention of further occurrences
 - c. A requirement that the work be repeated
 - d. Assignment of a score of zero (0) for the specific demonstration of competence, resulting in the proportional reduction of final course grade
 - e. Assignment of a failing final grade
 - f. Dismissal from the School of Nursing
 - g. Referral to the Office of Judicial Affairs for possible probation, suspension, or expulsion.

II. Procedure:

1. Arrange for an informal office conference with the student as soon as possible. At the conference the student shall be notified by the faculty member of the charge and supporting evidence.
2. The faculty member shall inform the student(s) that both students and faculty have the right to submit a request to the [Academic Integrity Committee](#) Fill out the University [Academic Integrity Form](#)
3. Describe to student the learning activities assign to them. Activities can include:
 - a. Rewriting the assignment with proper citation and paraphrasing (after reviewing the CSULB library site: [Cheating and Plagiarism](#))
 - b. Written paper on plagiarism, including the following information:
 - (have student use CSULB library site, not google search)
 - What is plagiarism
 - The 10 most common types of plagiarism
 - What type of plagiarism did they commit?
 - How they can avoid this in the future
 - How can violations of academic integrity impact my future in nursing?

- Length maximum of five (5) pages that do not include the cover or reference page
 - APA format for professional paper writing and referencing.
- c. IU Plagiarism Tutorials and Test
- [Certification Tests: How to Recognize Plagiarism: Tutorial and Tests](#)
 - Student must print out certificate at end of tutorial and turn it in to instructor
4. Charges of cheating or plagiarism cannot be brought against a student more than 120 calendar days after discovery that the work in question may have been plagiarized or that cheating may have taken place.
 5. All notes and discussions between the student and the faculty member are confidential.
 6. Notes and evidence shall be kept by the department chair or program director for a minimum of five years after the case is settled.
 7. 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. See Progressive Discipline Policy

References:

Understanding & preventing plagiarism: Strategies & resources for students and teachers:
[Policy on Academic Integrity Regarding Cheating and Plagiarism](#) : Cheating and Plagiarism
[Academic Integrity Committee](#)
 SON Progressive Discipline Policy



SUBJECT: Agency and Preceptor Satisfaction Survey Policy		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference	Policy Number: FH-003/SH-003
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 2
	☒ Accreditation Requirement ☒ Board of Registered Nursing Requirement	EFFECTIVE: 05/31/2020
MANUAL: Bylaws/Policy		Reviewed 9/25, 11/22

Purpose: To provide a mechanism to confirm satisfactory learning experiences for students related to the clinical site placement and/or the preceptor assignment. This evaluation is also part of the BRN and CCNE accreditation requirements for Schools of Nursing.

I. Policy:

1. All Graduate and Undergraduate courses that have a required clinical component must complete the Agency and Preceptor Satisfaction survey at the end of each semester.
 - a. The grading for the class is to include a credit/no credit section for this requirement with a specific deadline.
2. The following statement is to be placed in the course syllabus of clinically based classes for the student's information:
 - a. 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. The survey can be located within the Survey section of Canvas. It will take no more than 15 minutes to complete. The professional evaluation is a credit/no credit assignment that is part of your course requirements. Failure to complete the survey will result in a delay in the completion of requirements to pass this course.
3. The surveys are anonymous, and the individual results are not available to the preceptor or the clinical agency.

4. Data gathered from these surveys will be reviewed annually in a Full Faculty meeting as part of the Program Evaluation requirement for the regulatory bodies for the purpose of quality improvement.

II. Procedure

1. The Agency and Preceptor Satisfaction Survey will be loaded by the designated faculty responsible for outcomes measurement.
 - a. Faculty assigned for outcomes measurement must be added to each clinical course Learning Management System site as an instructor.
 - i. Faculty assigned for outcomes measurement will monitor survey for timely completion
 - ii. Faculty assigned for outcomes measurement will download the completed information at the end of each semester to include in the Program Outcomes measurement
 - Means and standard deviations of the survey will be included in the downloaded materials

References:

[Board of Registered Nursing Standards of Competent Performance](#)
[CCNE Standard IV](#)



SUBJECT: Background Check Policy		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference	Policy Number: SH-005
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 2
	☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	EFFECTIVE: 05/31/2020
MANUAL:	Policy/Bylaws	Reviewed 6-30-25

Purpose: To outline procedures for background checks while in the School of Nursing

I. Policy:

1. Background checks for all students will be done no sooner than 60 days prior to the first semester of the program.
 - a. This process shall be conducted through the designated School of Nursing Health Tracker system.
 - b. Payment for the background check shall be the responsibility of the student.
2. Verification of clearance of a completed background check will be monitored by the assigned Administrative Assistant.
 - a. Notification of a failed background check shall be brought to the attention of the Assistant Director of the Undergraduate or Graduate program.
3. Access and privacy of background check information is ensured by maintaining limited access to the Health Tracker system
 - a. This access is limited to the following individuals:
 - i. Administrative Assistant designee
 - ii. Director of the School of Nursing
 - iii. Assistant Director of Undergraduate/Graduate Programs
 - b. The on-line background check information shall be treated as strictly confidential and will not be printed.
4. Positive Background Check Procedures

- a. A positive criminal record shall not automatically disqualify a student from admission.
 - i. 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.
- b. If a record of criminal activity is revealed through the background check, the student shall have a conversation with the Director of the School of Nursing or designee regarding their continuation in the program and implications for licensure.
- c. It is the student's responsibility to take remedial action to clear their criminal record according to BRN guidelines for licensure.
- d. Clinical Agency assignment may be altered based on the results of the background check clearance.
 - i. Inability to place the student at a clinical agency as a result of the positive background screen may have an impact on their ability to continue in the Program.

References:

[BRN Application Prior Convictions and Disciplinary Actions FAQ](#)

[BRN Background Checks for Student Clinical Placement](#)

[BRN License Discipline and Convictions](#)



SUBJECT: School of Nursing Ethical Code of Conduct		
☐ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: SH26
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 3
	☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	EFFECTIVE: 05/31/2020
MANUAL: Policy/Bylaws		Reviewed: June 2025

Purpose: To define and identify the professional practice and ethical performance standards required by the School of Nursing.

I. Policy:

1. Nursing is a professional discipline which requires high standards of performance and ethical principles to assure quality patient care.
 - a. It is an expectation that the nursing students follow the same level of ethical standards as the professional nurse.
2. The School of Nursing (SON) has the expectation that professional behaviors will be the standard of conduct while on campus and while representing the SON at the clinical agencies.
3. It is expected that nursing students refrain from participating in deceptive, illegal, or unethical activities as defined in the Board of Registered Nursing guidelines for practice.
 - a. Failure to meet these expectation places the patient, faculty and staff at risk.
4. Students are expected to adhere to the following Professional Standards:
 - a. [National Student Nurses Association Student Code of Ethics](#)
 - b. [American Nurses Association Code of Ethics](#)
 - c. [Title 16: Board of Registered Nursing Article 4 Grounds for Discipline: Unprofessional Conduct/Gross Negligence/Incompetence](#)
5. Violations of any of these regulatory professional standards will lead to a due process investigation and could lead to dismissal from the SON.

6. The following behaviors or conduct have been identified as violations of the School of Nursing Ethical Code and are subject to review and potential dismissal from the School of Nursing:
- a. Providing or receiving information during any examination (course or candidacy and/or use of unauthorized materials or information during any exam.
 - b. Stealing, buying, or obtaining by any means, all or part of any exam, project, or assignment, administered or not administered, including the answers.
 - c. Committing threatening acts, omissions, or conduct which threaten or endanger the safety, physical or mental health, or life of any person.
 - d. Misappropriation, concealment, destruction, alteration, or falsification of any medical, health, or university records of any person or knowingly reporting false (or not your own assessment) patient data.
 - e. Falsification, fabrication, misrepresentation, or dishonesty in reporting laboratory and/or research results.
 - f. Falsification, fabrication, misrepresentation, or dishonesty in reporting clinical and/or academic materials/facts.
 - g. Alteration of grades or marks by the student in an effort to change the earned grade or credit.
 - h. Alteration of academically related University or School forms or records or unauthorized use of any such forms or records.
 - i. Unauthorized use for access of any medical health, or university records of any person- see SON HIPAA violation policy.
 - j. Actual or threatened damage to or destruction of School/University property or property of others.
 - k. Theft
 - l. Failure by a student to report (to appropriate nursing faculty or administrator) known acts listed as prohibited conduct.
 - m. Violation of the School of Nursing Social Media policy.
 - n. Plagiarism
 - i. Submission of plagiarized work defined as the representation of another's work, words, or ideas as one's own. It includes the unacknowledged use of another person's idea.
 - ii. Submission as one's own, in fulfillment of academic requirements, any work (such as, but not limited to, report, term paper, essay, assignment, care plan) prepared totally or in part by another.
 - iii. Submission of substantially the same work to satisfy requirements for one course that were submitted to satisfy requirements of another course, without permission of the instructor.
7. Civility is the responsibility of everyone who participates on the CSULB campus. Student behavior is governed by University policies, including the CSULB Student Code of Conduct. Examples of unacceptable/uncivil behaviors include but are not limited to:
- a. Demeaning, belittling, or harassing others
 - b. Rudeness, displays of temper, yelling or screaming at peers, faculty, support staff.

References:

[ANA Code of Conduct \(2015\)](#)

[National Student Nurses' Association Code of Ethics \(2020\)c](#)

[Title 16: Board of Registered Nursing Article 4 Grounds for Discipline: Unprofessional Conduct/Gross Negligence/Incompetence](#)

SON HIPAA Policy

SON Social Media Policy

SON Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards

[CSULB Principles of Shared Community: Civility and Acts of Violence](#)

[CSULB Academic Integrity](#)

[CSULB Cheating and Plagiarism](#)

[CSULB Standards for Student Conduct 2021-2022](#)

[CSULB Campus Civility and the Disruption of Learning Guide](#)



SUBJECT: Essential Performance Standards		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: FH-009/SH-009
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 5
	☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	EFFECTIVE: 05/31/2020
MANUAL: Policy/Bylaws		Reviewed 9/25, 11/22

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program.

I. Policy:

1. Background

- a. The goal of CSULB Nursing Programs is to prepare every student to think critically, and practice nursing competently, and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, and communities across the continuum of care.
- b. Because the practice of nursing is an applied discipline, certain functional abilities are essential for the delivery of safe, effective, nursing care during clinical training activities. Therefore, the faculty has determined that certain technical standards are required for admission, progression, and graduation from the nursing program.

2. Technical standards for participation in School of Nursing clinical training activities.

a. *General Abilities*

- The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner.

- Hearing should be sufficient to accurately hear on the telephone; 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.
- A student must possess the ability to perceive pain, pressure, temperature, position, vibration, and movement which are important to the student's ability to gather significant information needed to effectively evaluate patients.
- A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

b. Observational Ability

- The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities.
- The student must also be able to document these observations and maintain accurate records.
- The student must possess sufficient color vision and visual acuity to make accurate assessments of patients and equipment.

c. Communication Ability

- The student must communicate effectively both verbally and non-verbally to elicit information and translate that information to others.
- Each student must have the ability to read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings.
- Student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient instruction to effectively care for patients and their families.
- The student must possess verbal and written communication skills that permit effective communication with instructors and students in both the classroom and clinical settings.

d. Motor Ability

- The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspections, palpation, percussion, auscultation, and other diagnostic maneuvers.
- The student must also be able to demonstrate gross and fine motor skills sufficient to provide therapeutic nursing interventions that are safe and effective and maintain safety and security standards for patient care.

- A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance, and mobility.
- The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical settings including performance of CPR, if necessary.
 - i. Must be able to stand for at least one hour at a time for a total of 5 or more hours
 - ii. Must be able to lift at least 20 pounds and may occasionally be required to lift up to 50 pounds
 - iii. Must be able to walk, stand, turn, twist, bend, stoop, pull, push, and reach for extended periods.
 - iv. Must be able to reach above shoulder level.
 - v. Must be able to lift, transfer, ambulate, and position patients.
 - vi. Must possess the ability of manual dexterity that would be required for certain medication activities, such as drawing solutions in a syringe.

e. Intellectual Ability

- The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem-solving involves the ability to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment.
- Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers, and nursing/medical literature to formulate sound judgment in patient assessment, intervention, evaluation. This involves the ability to set long- and short-term goals while managing patient care.

f. Behavioral and Social Attributes

- Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the nursing program. Personal comfort and acceptance of the role of a nurse functioning under the supervision of a clinical instructor or preceptor is essential for the nursing student. Additionally, the student must be able to accept accountability for one's actions.

- The student must possess the skills required for full utilization of the student's intellectual abilities: the exercise of good judgement; the prompt completion of all responsibilities in the clinical setting; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team.
 - The student must develop the ability to learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.
- g. Ability to Manage Stressful Situations*
- The student must be able to adapt to and function effectively to stressful situations in clinical settings, including emergency situations.
 - The student will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care, faculty, and peer relationships.
3. Reasonable Accommodations
- a. Reasonable accommodation for students with alterations to the essential performance standards, either temporary or permanent, will be considered on a case-by-case basis and in consultation with the CSULB Office of Equity and Compliance and Bob Murphy Access Center (BMAC).
 - b. If a student requests an accommodation or the student's abilities are in question, the Clinical instructor should notify the Graduate/Undergraduate Director of the concerns.
 - Together with the Office of Equity and Compliance and/or Bob Murphy Access Center (BMAC) a determination will be made if safe and reasonable accommodation can be made for the student.
 - i. These accommodations will be aligned with the clinical policies and procedures of the assigned clinical facility of the student.

II. Procedure:

1. Documentation
 - a. Maintain written documentation (anecdotal notes) related to performance concerns related to the essential performance standards.
2. Contacting Office of Equity and Compliance
 - a. Contact the Office of Equity and Compliance and the Bob Murphy Access Center (BMAC) using email whenever the student is requesting accommodations for clinical placement.
 - Attach the student request
 - School of Nursing Essential Performance Guidelines
 - Appropriate Clinical Facility policies
 - b. Receive written guidelines from both areas as to how to proceed.

References:

[Equity & Compliance](#)



SUBJECT: Grade Appeal		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-010/SH-010
		PAGE: 1 OF: 7
		Revised: 05/26/2020
MANUAL:	Policy/Bylaws	Reviewed 9/25, 11/22

Purpose: To establish the process for grade appeals

I. Policy:

1. Background

- a. The primary authority of the instructor to assign grades must be respected. An instructor's evaluation of a student's work and performance must not be over-ridden merely because of a difference of opinion or judgment, provided this judgment is made in accordance with the standards and expectations of the CSULB School of Nursing. The SON presumes that every instructor wants and tries to be non-prejudicial, objective, and consistent in the assignment of grades. This presumption, however, may be over-ridden by evidence to the contrary.
 - b. The Grade Appeal process has been established to protect students against academic and administrative evaluations and decisions that are prejudicial, capricious, or arbitrary, and to assure that instructors evaluate student work in a nonprejudicial, objective, and consistent way. This procedure is available to undergraduate and graduate students.
 - c. The burden of proof rests upon the student submitting the appeal.
2. Students may appeal only final grades. Students who believe that individual exams and/or assignments demonstrate evidence of prejudicial, capricious, or arbitrary grading and that those grades had direct bearing on the final grade should include them in the grade appeal file as supporting documentation.

3. If a grade appeals committee decides to change a grade, the committee need not grant the student's suggested grade but should assign a grade that is appropriate to the work submitted. The new grade shall not be lower than the original grade.
4. Once a student has filed a formal grade appeal, the student's grade may not be changed until either the student or the instructor discontinues the process or the third and final level has been concluded.
5. Appeals should be filed within 40 instructional days after the end of the semester. For courses that do not follow the traditional semester pattern (such as short-term courses given during a regular semester or programs that require year-round enrollment), students must initiate an appeal within 40 regular semester instructional days of the termination of the course.
6. All grade appeal information, whether written or oral, is confidential.
7. The student may seek the assistance of an advisor in the preparation of the appeal file. The advisor may accompany the student to the departmental and/or college hearing and be privy to all confidential information relevant to the case.
8. Grades may be changed only through the grade appeal process.
9. The original file, with all documentation, recommendations, final decisions, and all other materials (including a copy of the grade change, if relevant) shall be kept by the college involved for five years. One complete duplicate set of all documentation shall be kept in the office of the Academic Senate for five years. All other parties must destroy all duplicate materials within thirty instructional days of the final decision.
10. Each college dean and the chair of the University Grade Appeals Committee shall provide a written report at the end of each academic year to the president and the Academic Senate on the number of cases heard and the disposition of each case. College deans also shall forward their reports to the chair of the University Grade Appeals Committee.
11. If the student's appeal is compounded (or accompanied) by an allegation of unlawful discrimination as defined by federal and state laws, the student has the right to access the university's internal unlawful discrimination process and the processes available through the U.S. Department of Education Office of Civil Rights and the state of California Fair Employment and Housing Commission. However, grades may be changed only through the grade appeal process.
12. Grade Appeals Committees
 - a. The SON Grade Appeal Committee is created and directed by the Student Support and Development Committee. It shall include at least one student member appointed by the Associated Students, Incorporated. Committee members shall not participate in any way in an appeal of a grade decision in which they have been involved personally. Such participation includes, but is not limited to, assignment of the grade in question, involvement in the class in question, or grading any student work for the class in question. No committee member may serve on a committee at more than one level of a single appeal.
 - b. The student and the instructor involved in any given appeal shall each have one (1) peremptory challenge to remove one (1) committee member from service for that particular appeal. The SON must replace any removed members within a

timely fashion. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.

- c. The Grade Appeals committee shall consider all information submitted and may, if necessary, obtain clarification in writing from the student, the instructor, and/or committees at other levels of the process. The committee may request information to help it understand the basis for assignment of the grade. If either party does not supply appropriate grade appeal information within ten (10) instructional days when requested, then that committee may base its decision on the information supplied by the other party.
- d. All parties to an appeal shall be notified by the committee chair in writing of all responses and deadlines at all points of the appeal process and shall have full opportunity to comment in writing within ten (10) instructional days
- e. After making its determination, the Grade Appeal committee shall prepare a written statement of its decision, including an explanation of its reasoning and a response to the specific issues upon which the appeal is based. The chair of the committee shall place a copy of the decision statement in the appeal file and shall send copies of the statement to all parties involved.

II. Procedure:

1. Initiation of Grade Appeal (Informal level)

- a. Student contacts the instructor
 - Students who believe they have received a final course grade that reflects prejudicial, capricious, or arbitrary grading of their academic performance must first contact the instructor(s), either orally or in writing, before they begin the formal appeal process. In accordance with the Policy on Final Course Grades, Grading Procedures, and Final Assessments, students have a right to be informed of their scores and to review each assignment with their instructors. If materials submitted for an assignment are not returned to the student, such materials will be retained for at least two (2) subsequent semesters by the instructor. The materials shall be accessible to the SON office. In the absence of the original instructor, an instructor with appropriate qualifications may be appointed by the Chair to review the assignments with the student.
 - In the event an instructor is not available to participate, the Director of the SON may appoint another instructor whose area of expertise most closely approximates that of the instructor of record to represent their interests.
- b. If the student cannot resolve the problem after informal consultation with the instructor and intends to continue the process, the next step is for the student to prepare a grade appeal file.
 - The file must include:

1. a written statement describing the reasons for the appeal and the recommendation for a new grade, addressed to the Assistant Director of the SON for undergraduate or graduate program, as applicable'
 2. a Grade Appeal Form obtained from the CHHS dean's office and fully completed; and
 3. supporting documents, such as the class syllabus, exams, assignments, or other corroborating documents, that show evidence of the alleged improper grading.
- The grade appeal file must be delivered to the Assistant Director within the first 40 instructional days of the regular semester immediately following the semester or special session in which the course was completed.
- c. After receiving the student's grade appeal file, the Assistant Director will consult with both the student and the instructor(s) involved to attempt a resolution to the grade appeal.
 - If the instructor refuses to participate, the Assistant Director shall insert a written statement to that effect in the appeal file.
 - If a student is appealing a grade assigned by the Assistant Director, the CHHS dean or the Director of the SON shall perform all functions of the Assistant Director in the appeals process.
 - In the case of courses that do not follow the traditional semester pattern (such as short-term courses given during a regular semester or programs that require year-round enrollment), students must initiate an appeal within 40 regular semester instructional days of the termination of the course.
 - d. If the Assistant Director is unable to broker a decision between the student and the instructor, the case may be referred to the Director of the SON, who will review the file and may talk with the instructor and the student in an attempt to come to an informal decision.
- 2. First Level of the Formal Appeals Process (Appeal to the SON grade appeals committee).**
- a. If consultation fails to resolve the appeal, and the student chooses to continue the process, the student must ask the Director of the SON to forward the appeal to the SON grade appeals committee. 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 in which the course was completed.
 - b. The Director of the SON shall forward the appeal to the SON grade appeals committee within ten (10) instructional days and may include a written recommendation based upon the first, consultative step in the process (outlined above). The Director of the SON must also inform the instructor immediately that the formal grade appeals process has been initiated and must give copies of all materials forwarded to the grade appeals committee to the instructor and to the student.

- c. The instructor may submit a written response to the student's appeal and a rationale to be considered by the grade appeals committee. The Director of the SON must also provide a copy of the response and rationale to the student.
- d. The student may terminate the appeal at any point by submitting a written request to withdraw the appeal.
- e. The SON grade appeals committee shall consider the appeal, adhering to the principles and guidelines above. The SON grade appeals committee shall reach its decision within 40 instructional days after it receives the appeal.
- f. If the appeal is granted by the committee, the committee will then determine a grade for the student based upon the evidence included in the appeal file (e.g., exams, papers, and assignments). The chair of the committee shall place a copy of the decision statement in the appeal file and shall send copies of the statement to all parties involved and shall also provide a copy to the SON Director.
- g. If both the student and instructor accept the committee's decision, the instructor will then have ten (10) instructional days to initiate the grade change by signing the grade change form and forwarding it to the SON Director, at which point the grade appeal process is over.
- h. If the student accepts the decision of the committee but, within ten (10) instructional days of the receipt of the committee's decision, the instructor does not either file a grade change or file an appeal of the committee's finding, the grade appeal committee chair shall sign the grade change form in the place of the instructor and forward it to the SON Director. If the SON Director does not sign the form within ten (10) instructional days of notification, the chair of the SON grade appeal committee will sign in lieu of the SON Director and then the college dean will authorize the grade change.
 - If, within ten (10) instructional days, either the instructor or the student files in writing an appeal of the SON committee's finding, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.
 - If the SON grade appeals committee rejects the appeal, the chair of the committee shall place a copy of the decision statement in the appeal file and shall send copies of the statement to all parties involved and shall also provide a copy to the SON Director.
 - If, within ten (10) instructional days, the student does not request further review of the appeal, the grade appeal process is terminated.
 - If, within ten (10) instructional days, the student communicates in writing her/his wish to continue the appeal process, the committee chair shall, within ten (10) instructional days, forward the file (including the committee's decision and rationale) to the college grade appeals committee.

3. Second Level of the Formal Appeals Process (Appeal to the College Grade Appeals Committee)

- a. An appeal of the SON grade appeals committee decision, by either the instructor or the student, begins with a written letter of appeal to have that decision reviewed.
 - This letter of appeal should be directed to the CHHS college grade appeal committee, by way of the Director of the SON.
- b. The Director of the SON must, within five (5) instructional days, inform the instructor, student, and college dean in writing that an appeal has been filed, and the dean must, within five (5) instructional days, inform the college grade appeals committee in writing that an appeal has been lodged.
- c. The chair of the SON grade appeals committee must, within five (5) instructional days, forward the appeal file, including the committee's decision and rationale, to the college dean who must immediately inform the college grade appeals committee that the grade appeal file has been received and is ready for review.
- d. For more detail on the actions of the College Grade Appeal Committee, see the University policy at [Grade Appeals Procedure](#)

4. SON Reconsideration of CHHS grade appeal committee decision:

- a. When a grade appeal decision has been returned for reconsideration by the CHHS grade appeal committee, the SON grade appeals committee shall review the rationale and recommendations of the CHHS grade appeals committee. It shall undertake to remedy procedural faults identified by the CHHS committee. It shall consider anew the substance of the grade appeal, with attention to the recommendations have been advanced by the CHHS committee. The SON grade appeals committee shall render a new decision on the appeal, which may be a reiteration of its original decision or may be a different decision (which may, but need not be, in agreement with the CHHS committee's recommendations).
- b. The SON grade appeals committee shall render its reconsideration within twenty (20) instructional days of receipt of the grade appeal file. If peremptory strikes of members are exercised by either party, the committee shall have an additional ten (10) instructional days to review the file and render its decision.
- c. Upon reaching its decision, the SON grade appeals committee shall report, in writing, its response to all procedural faults identified by the college committee and shall again put in writing its rationale for its decision on the substance of the grade appeal. The chair of the SON grade appeals committee shall forward these reports with the grade appeals file to the CHHS grade appeals committee and supply copies to all other parties, including the Director of the SON.
- d. The CHHS grade appeals committee shall review the re-considered decision of the SON grade appeal committee. It may seek clarification from the SON committee. It shall either confirm or disagree with the decision of the SON committee. The chair of the CHHS grade appeals committee must inform all parties in writing of its decision.
- e. If within ten (10) instructional days following notification of the CHHS committee's decision, the student or instructor communicates in writing her/his wish to continue the appeal process, the committee chair shall forward the file

(including the committee's decision and rationale) to the University Grade Appeals Committee.

- f. If a grade change is recommended by the committee and the change is not appealed by either the instructor or the student, the CHHS grade appeals committee chair shall, within ten (10) instructional days of their action, inform the CHHS dean, in writing, of its decision and the CHHS dean will authorize the grade change as determined by the committee.

5. Third Level of the Appeals Process (Appeal to the University Grade Appeals Committee)

- a. The University Grade Appeals Committee shall function as the third and final level of the grade appeals process. The University Grade Appeals Committee may communicate with the student, the instructor, and the department/program and college grade appeals committees as needed.
- b. The University Grade Appeals Committee shall normally render its decision within twenty (20) instructional days of receipt of the grade appeal file.
- c. The University Grade Appeals Committee shall review the grade appeals file, the lower-level committees' decisions and rationales, and any rebuttals to those decisions and rationales provided by the student or instructor. It may consider both matters of procedure and substance. The committee may seek further clarification from either lower-level committee, or the student or instructor as needed. The University Grade Appeals Committee shall either confirm or disagree with the decision of the college grade appeals committee.
 - If the University Grade Appeals Committee determines that the grade appeal guidelines have not been followed, it may send the appeal back to the department/program or college grade appeals committee for reconsideration.
 - In the event that a grade change is authorized by the University Grade Appeals Committee, the chair of the University Grade Appeals Committee shall ensure that the appropriate change-of-grade form is properly signed by the provost and filed with Enrollment Services.
 - The chair of the University Grade Appeals Committee shall inform all parties to the grade appeal, in writing, of the committee's decision.
 - The rendering of the University Grade Appeals Committee's decision, notification of all parties of the decision, and effecting of a grade change where authorized by the committee, completes the appeal process.
- d. For more detail on the actions of the [Grade Appeal process](#), see the University policy.

References:

[CSULB University Grade Appeal Process](#)



SUBJECT: Holiday Scheduling of Courses		
☐ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: FH-016/SH-016
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 1
	☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	EFFECTIVE: 05/31/2020
MANUAL: Policy/Bylaws		Reviewed June 2025

Purpose: To establish guidelines for clinical and didactic course scheduling based on the Academic Affairs Calendar.

I. Policy:

1. The Academic Affairs Calendar published by the University is the official record of first and last day of classes, holidays, campus closures, and final examinations.
 1. The School of Nursing follows the University published calendar.
2. Any time the campus is closed, no classes will be held.
 1. Clinical courses that are held in off-campus venues will abide by the same rules.
3. Any course (clinical or didactic) that occurs during a regularly schedule day will be held regardless of the number of similar sections that do not meet.
 1. There is no need to make up coursework of scheduled classes that fall on a holiday or campus closure day.
4. In the event that an agency closes for a holiday that is not recognized by the University Academic Affairs Calendar, an alternative assignment will be provided by the faculty.

References:

[CSULB Academic Affairs Calendar](#)



SUBJECT: Policy on Required Medical Clearance for Clinical		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: SH18
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 2
	☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	EFFECTIVE: 05/31/2020
Policy/Bylaws		Reviewed: June 2025

Purpose: To provide guidelines to abide by medical clearance policies and procedures required by clinical partner healthcare sites.

I. Policy:

1. Healthcare documentation

- a. All students must comply with all required health documentation for immunizations and proof of immunity required by the clinical agency where the student is placed.
- b. Students are required to upload the required health documentation into the Health Tracker by the stated deadline dates provided by the Health Tracker Vendor
 - Failure to upload the required documentation may result in a delay in attending clinical for the student.
 - Students may attend nursing orientation and/or skills day when healthcare clearance has not been attained. They are not allowed in the clinical setting interfacing with patient care
- c. Students are required to provide their clinical instructor verification of compliance with health regulations (documented through the Health Tracker) prior to starting clinical each semester.

2. Illness

- a. Students should not be in the clinical setting if experiencing any signs and symptoms of illness.

- The student must notify their clinical faculty, and/or agency when they are ill and will not be coming to clinical
 - The instructor has the final determination of whether the student can participate in clinical activities.
- b. Illness is defined as:
- A fever (a temperature ≥ 100.5 F)
 - Flu-like symptoms (sneezing, watery eyes, malaise, sore throat, runny/stuffy nose, body aches) [CDC](#)
 - Productive cough
 - Open wound or other drainage
3. Injury and/or surgical procedure
- a. In the event that the student experiences an injury or undergoes a surgical procedure that could compromise the safety of either the student or the patients in the student's care (based on the facility's policies and procedures and the SON's policy regarding Essential Performance Standards), the instructor will make a referral to the Office of Equity and Diversity and Bob Murphy Access Center (BMAC) for guidance related to accommodations.
- Progression in the course will be dependent upon the guidelines established by the Office of Equity and Diversity and BMAC.
 - Reasonable accommodation will also rely on the policies and procedures of the Clinical Agency.
4. Missed Clinical Hours
- a. 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.
- b. A minimum amount of hours in direct patient care are required for each clinical course to meet BRN requirements. Students who do not meet this minimum will receive an incomplete which may impede his/her/their ability to proceed with the next clinical course until the hours are completed.

References:

[University Attendance Policy](#)

[Office of Equity and Diversity](#)

SON Missed Clinical Hours Policy

SON Essential Performance Guidelines



SUBJECT: Due Process for Growth and Development (Progressive Discipline)		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: FH-021/SH-021
	☒ College of Health and Human Services Policy Reference	PAGE: 1 OF: 8
	☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	REVIEWED: 11/01/2022
MANUAL:	Policy/Bylaws	Reviewed June 2025

Purpose: To establish guidelines for faculty to identify students who have demonstrated a need for remediation related to unsatisfactory or unprofessional performance. Nursing is a professional discipline which requires high standards of performance to ensure quality patient care. Failure to meet these expectations can place 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. Inability to attain these standards can result in the placement of the student on progressive disciplinary action by the School of Nursing. While the intent of this policy is to provide general guidelines and clarify academic and clinical student expectations, each case will be evaluated objectively by the faculty/administrative team.

I. Policy:

I. Expected Performance Standards

A. Grade standards

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*.
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.

- B. **Clinical Performance Standards:** 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.
- C. **Essential Performance Standards:** Must be met by all students for safe nursing practice. See [Essential Performance Standards Policy](#)
- D. **Professional Behavioral Standards:** Adherence to professional behavioral standards must be demonstrated at all times in the nursing program as stated under Academic and Clinical Performance in the [School of Nursing Student Handbook](#)
- E. **Academic Integrity Standards** will be evaluated based on the guidelines as stated in the University Catalog and according the University Policy on Cheating and Plagiarism. See [University Policy Statement 08-02 Cheating and Plagiarism](#)
 - 1. For incidences of plagiarism or cheating, the student's Performance Plan should include completing the CSULB plagiarism module as part of the remediation plan. [CSULB Plagiarism Informational Resources](#)
 - 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. See [Academic Integrity Committee Information \(Catalog 2018-2019\)](#)
 - 3. Documentation of this event using University Academic Integrity report form will be completed and submitted according to University policy. [University Academic Integrity Report Form](#)
 - 4. The student may be placed on administrative or departmental probation.

II. Procedure:

II. Levels of Violations

Violations of Clinical Performance, Essential Performance, or Professional Behavioral Standards can range in a continuum of minor, moderate, and major incidences. While it is not possible to foresee every situation, the following section describes general categories and respective progressive disciplinary action/outcomes. When a student has had difficulty meeting these standards and progresses from one semester to the next, there may be communication between faculty in order to facilitate student development and success. In the case of a serious violation that occurs during an off-site clinical rotation, the instructor has the option to dismiss the student from the clinical area for the day and

inform the student that they will be contacted after the situation has been investigated further.

A. MINOR VIOLATIONS: Performance that places the student at risk for violating standards and results in a verbal or written Performance Plan.

1. General unsatisfactory performance may include:
 - Below grade standard for academic or clinical courses by midterm
 - 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
2. Examples of behaviors for which a student may be placed on a Performance Plan include the following as pertinent to course specific outcomes.

Minor Violations	
Violations of Clinical Performance Standards	Basic medication administration errors (e.g. near miss, failure to check 5 Rights)
	Failure to reassess a patient with minimal risk potential (e.g. does not check patient following medication or intervention)
	Violation of professional dress code
	Failure to report changes with minimal risk potential
	Failure to protect patient from environmental hazards
	Failure to seek consultation when needed: above skill level tasks
	Failure to protect self and others from harm
	Failure to complete procedures or treatments safely: within present skill level
	Failure to demonstrate critical clinical competency with the nursing process/assessment techniques/skills expected of a student at that level.
	Demonstration of clinical judgment that may place the patients and/or interdisciplinary staff at minimal risk
	Failure to organize, prioritize and complete patient care assignment in a timely manner
	Failure to submit assignments by their due date as specified in the syllabus.
Violations of Essential Performance Standards	Demonstrating a lack of emotional control that hampers one's ability to perform safe patient care
	Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice

	Inability to demonstrate adequate physical requirements for safe nursing practice
Violations of Professional and Academic Standards	Unprofessional behavior with peers, faculty and interdisciplinary staff, in speech, attitude, insubordination, tardiness, etc.
	Unable to recognize and assume responsibility for the consequences of his/her actions with potential risk for harm
	Acts of plagiarism: first offense of failure to paraphrase correctly; failure to cite correctly

3. Inability to meet the performance expectations will result in placement of the student on developmental written plan that is designed to improve the student's performance during that semester.
4. Prior to the development of a Performance Plan, the faculty will consult and collaborate with the course lead faculty to determine the action that is safest and most effective in remediating the student's behavior.
5. 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 *Student Handbook*:
 - Faculty
 - Course lead faculty
 - Program Coordinator if applicable
 - Undergraduate or Graduate Director of School of Nursing as appropriate
 - School of Nursing Director
6. Students who fail to complete the required Academic or Clinical Performance Plan can potentially fail the course. The student will be notified that failure to meet developmental milestones and demonstrate progression towards course specific outcomes may result in *failure of the course*.

B. MODERATE VIOLATIONS: Performance that results in Course Failure. Student performance that places the self, staff or patients at moderate risk will result in failure of the course and requires a Performance Plan for readmission.

1. Unsatisfactory performance 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

MODERATE VIOLATIONS	
Violations of Clinical Performance Behaviors	Medication administration errors with significant risk or repeated basic medication errors; administration of medications without supervision
	Failure to reassess patient as warranted by condition with significant risk
	Failure to recognize and/or report significant changes
	Failure to protect patient from environmental hazards
	Failure to seek consultation when needed: above skill level tasks
	Further incidence of violations of the same or similar behavior during the semester before or after the probation has been removed
	Skills or organizational competency below expected standard
	Clinical judgment with significant risk
Violations of Essential Performance Standards	Demonstrating a lack of emotional control that places the patients or others at risk
	Inability to communicate clearly either verbally or in writing to instructor, patient, or interdisciplinary staff for safe nursing practice
	Inability to demonstrate adequate physical requirements for safe nursing practice
Violations of Academic and Professional Integrity	Submission of furnishing or forging false information or documentation
	Violation of one or more components of the American Nurses Association (ANA) Code of Ethics
	Violation of patient confidentiality or potential HIPAA violation (e.g. removal or patient identifiable information/records); stealing

- 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.

4. 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.
5. The student is also recommended to enroll in the Academic Success Program that the University offers through Academic Advising.
6. 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
 - Course lead faculty
 - Program Coordinator if applicable
 - Undergraduate or Graduate Director of School of Nursing as appropriate
 - School of Nursing Director
7. Prior to being readmitted to the program, the student must follow the guidelines specified in the [Matriculation Policy](#) and satisfactorily complete their Academic or Clinical Performance Plan.
8. Readmission for undergraduate students is on a space available basis as specified in the [Policy on Readmission into the Undergraduate Nursing Program](#).
9. 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.
10. 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.

C. MAJOR VIOLATIONS: Performance that may result in dismissal from the Nursing Program; egregious violations of professional behavior standards or student performances that results in major risk or actual harm to self, staff or patients.

1. Unsatisfactory performances may include:
 - Unsatisfactory grade standards: 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.
 - 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

MAJOR VIOLATIONS	
Violations of Clinical Performance Behaviors	Medication error with serious adverse risk or actual harm to patient; unsupervised medication administration or procedure outside of the scope of practice of the student nurse
	Failure to assess, treat, report, consult, or protect patient, self or others.
	Lack of clinical judgment resulting in actual patient harm
Violations of Essential Performance Standards	Emotional lack of control placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
	Verbal or written communication placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
	Inability to demonstrate adequate physical requirements that placed self, staff or patients at risk or had adverse consequences; unsafe nursing practice
Violations of Academic and Professional Integrity	Cheating on an exam or paper; copying a test; stealing a test
	Plagiarism: submission of a document with not their own or repeated offenses of plagiarism while in the program following academic integrity remediation/assignment
	Repeated episode of furnishing or forging false information or documentation.
	Repeated violation of ethics: patient confidentiality/HIPAA, consent, removal of patient identifiable records/HIPAA, stealing
	Abandonment of patient assignment
	Failure to tell the truth or intentionally withholding information: adverse consequences

2. Violations will result in dismissal from the Nursing Program and they may not be readmitted to the program.
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
- Course lead faculty
- Program Coordinator if applicable
- Undergraduate or Graduate Director of School of Nursing as appropriate
- School of Nursing Director

References:

[Essential Performance Standards Policy](#)

[School of Nursing Student Handbook](#)

[University Policy Statement 08-02 Cheating and Plagiarism](#)

[CSULB Plagiarism Informational Resources](#)

[Academic Integrity Committee Information \(Catalog 2018-2019\)](#)

[Matriculation Policy](#)

[Policy on Readmission into the Undergraduate Nursing Program](#)

[University Catalog](#)



SUBJECT: Reporting Patient Care Errors during Clinical Rotations (Incident reporting)		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference	Policy Number: FH-023/SH-023
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 2
	☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	EFFECTIVE: 05/31/2020
MANUAL: Policy/Bylaws		Reviewed: June 2025

Purpose: To provide guidelines for faculty and students related to patient safety events that occur during clinical rotation time.

I. Policy:

- 1 A reportable occurrence in a clinical setting involving a student and a patient 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. Examples of such threats include, but are not limited to:
 - a) Death
 - b) Injury
 - c) Loss
 - d) Abuse/maltreatment (physical, sexual, and/or emotional)
 - e) Neglect
 - f) Contamination
 - g) Medication error (including errors of timing, and omission)
 - h) Misappropriation of property
- 2 The student is required to report all such incidents to their clinical instructor as close to the event occurring as possible.
- 3 The student, in collaboration with the instructor, shall complete the required documentation at the clinical facility.
 - a) Future meetings to debrief the event may be required by the facility.

- b) These meetings may be required to occur during times other than designated clinical hours.
- 4 If the violation is egregious, the student is to be sent home.
 - a) The instructor will contact the student after investigation has been conducted at the facility.

II. Procedure:

1. Reporting

- a. The student must report the incident to the CSULB clinical instructor in a timely fashion.
 - This is defined as immediately after the reportable occurrence is discovered by the student or another individual.
- b. The CSULB instructor and student will notify the Clinical Agency of the incident.

2. Documentation

- a. The student will accurately describe and document the events leading up to and including the occurrence with as much detail as possible.
- b. The CSULB instructor will supervise the completion of the Agency's reportable event occurrence document so that all pertinent data are included.

References:

SON Progressive Disciplinary Action for Violations of Academic or Clinical Performance Standards



SUBJECT: Social Media Policy		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: FH-027/SH-027
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 4
	☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Effective: 11/01/2022
MANUAL:	Policy/Bylaws	Reviewed June 2025

Purpose: To define appropriate use of social media, in accordance with the School of Nursing and University policies. On a professional level, social media has many benefits, including promotion of the profession, sharing of information regarding better health and healthcare, and the exchange of ideas regarding health- and healthcare-related issues. Just remember that nurses' primary responsibility is to their patients and the protection of their health. The use of social media should be to enhance the role of nursing in the community, among friends, and to the public.

Background: The California State University, Long Beach (CSULB) School of Nursing (SON) supports the use of social media to reach audiences important to the University such as students, prospective students, faculty, and staff. The University presence or participation on social media sites is guided by university policy (Executive Order 999: Acceptable Use of CSULB Electronic Communications Systems and Services).

The School of Nursing recognizes that social networks and other electronic media can be beneficial to the delivery of quality healthcare. However, inappropriate use of electronic media such as social networks, chat rooms, forums, etc. , violate a patient's right to confidentiality and privacy. It may also cross the professional boundary between a nurse and his/her patient. Therefore, the School of Nursing has adopted the following guidelines to minimize the risks associated with use of social networks and all other electronic media. Distribution of sensitive and confidential information is protected under HIPAA and FERPA whether discussed through traditional communication channels or through social media.

1. General Information

- a. Social media often spans traditional boundaries between professional and personal relationships and thus takes additional vigilance to make sure that one is protecting personal, professional, and university reputations. Students will want to represent the University and the SON in a responsible, accurate, and legal manner while protecting the brand and reputation of the institution.
- b. When publishing information on social media sites, students must remain aware that information may be available for anyone to see and can be traced back to an individual. Since social media typically enables reposting and comments by an audience, the original poster will have less control about how material will be used by others. As one person remarked, "If you wouldn't put it on a flyer, carve it into cement in the quad, or want it published on the front of the Wall Street Journal, don't broadcast it via social media channels."
- c. There is no such thing as a "private" social media site. Search engines can turn up posts years after the publication date, even if the post has been deleted. Comments can be forwarded or copied. Online posts live forever: archival systems save information, including deleted postings.

I. Policy:

1. Be aware of your association with CSULB in online social networks. If you identify yourself as a student, ensure your profile and related content are consistent with CSULB policy and with how you wish to present yourself to colleagues, clients, and potential employers.
 - a. The following guidelines are intended to provide guardrails to support student and patient privacy and confidentiality while in the CSULB school of nursing program:
 - Students must recognize they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
 - Students are strictly forbidden from transmitting any patient-related image via electronic media.
 - Students must not share, post or otherwise transmit any patient information, including images.
 - It is not acceptable to post any information about a patient even if the patient's name is not identified.
 - Students should never refer to a patient in a derogatory or disparaging manner, even if the patient is not identified.

- No photos or videos of patients may be taken on a personal device, including cell phones.
- Students must always maintain appropriate professional boundaries with patients. Online contact with patients or former patients blurs the distinction between a professional and personal relationship. Inappropriate communication via electronic media is discouraged. This includes instances where the patient contacts the student first. If this should happen, the student should notify their instructor as soon as possible.
- Students should understand patients, colleagues, institutions and prospective employers may view postings on social media websites. Students should not make disparaging remarks about patients, instructors, other students or facilities, even if they are not expressly identified. Students must not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic or other offensive comments.
- Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of faculty.

2. Inappropriate use of Electronic/Social Media can lead to disciplinary action, including but not limited to, formal reprimand, suspension or dismissal from the program.

- Violations of patient/client privacy with an electronic device will be subject to HIPAA procedures/guidelines and consequences.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Improper use of social media by nurses may violate state and federal laws established to protect patient privacy and confidentiality.
 - Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law.
 - This could include civil and/or criminal penalties, including fines and possible jail time, and/or be found personally liable and be individually sued for defamation, invasion of privacy, or harassment

- Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

References:

NCSBN – [Nurses' Guide to the Use of Social Media](#)

American Nurses Association [Social Media Guidelines](#)

American Nurse Today: "[Social media missteps could put your license at risk](#)"

[University Copyright and Fair Usage Policy](#)

CALIFORNIA STATE UNIVERSITY, LONG BEACH
SCHOOL OF NURSING
COLLEGE OF HEALTH AND HUMAN SERVICES

REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY

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CALIFORNIA STATE UNIVERSITY, LONG BEACH
COLLEGE OF HEALTH AND HUMAN SERVICES
SCHOOL OF NURSING
REAPPOINTMENT, TENURE, AND PROMOTION (RTP) POLICY

School of Nursing(In Italics)

The School of Nursing and its faculty, as members of the College of Health and Human Services (CHHS) are committed to providing high quality instruction, research and other scholarly and creative activities, and service to their constituents. Furthermore, the School of Nursing promotes continued professional growth of faculty in teaching, research and other scholarly and creative activities, and service to CHHS,the university, profession, and the community. With these goals in mind, the school establishes this policy for the evaluation of tenured and probationary faculty members eligible for reappointment, tenure, and promotion (RTP). Evaluation of faculty at all levels of review shall take into consideration the diversity of expertise within the school and recognizes this diversity as a source of strength that enables the school to grow in stature.

In this *School of Nursing RTP Policy*, portions of the University *and CHHS RTP Policies* that are critical for clarity and emphasis are inserted. *Specific requirements of the School of Nursing follow the pertinent CHHS policy and are labeled “Nursing”.* Portions of the University RTP Policy not inserted are referenced by the section number used in the original University Policy.

1.0 GUIDING PRINCIPLES

1.1 Mission and Vision

(University) California State University, Long Beach is a diverse, student-centered, globally-engaged public university committed to providing highly valued undergraduate and graduate educational opportunities through superior teaching; research, scholarly and creative activities (RSCA); and service for the people of California and the world. CSULB envisions changing lives by expanding educational opportunities, championing creativity, and preparing leaders for a changing world.

(College)In service to the university’s mission, the CHHS seeks to be nationally and internationally recognized as an innovator and leader in community connections, the discovery of knowledge, and for educating diverse students in the health and human services professions.

(Nursing) *The School of Nursing is a student-centered program whose mission is to educate undergraduate and graduate students to become quality professionals for entry into practice in diverse community settings.*

1.2 Guiding Principles of Reappointment, Tenure, and Promotion

1.2.1 (University) A faculty dedicated to excellence in teaching, scholarly and creative activity, and service is essential to accomplishing the articulated mission and vision of both the university and the college. Faculty members integrate the results of their RSCA into their teaching, thereby invigorating and enhancing student learning. Faculty members are expected to make significant and ongoing contributions to the academic unit (e.g., school, department, or program), college, university, community, and the profession.

1.2.2 Decisions regarding RTP are among the most important made by our university community. RTP decisions must be clear, fair, and unbiased at all levels of review. Faculty achievements may differ from those of colleagues yet still meet the standards for reappointment, tenure, or promotion. The RTP process must ensure that excellence will be rewarded and that faculty members who meet academic unit, college, and university standards and expectations will have an opportunity for advancement.

1.2.3 Faculty members shall be evaluated on the quality of their achievements and the impact of their contributions over the period of review in: 1) instruction and instructionally related activities; 2) RSCA; 3) service and engagement at the university, in the community, and in the profession. All faculty members will be evaluated on the basis of all three areas.

1.2.4 This policy should not be construed as preventing innovation or adjustment in workload (with respect to teaching, RSCA, or service) based upon faculty expertise and accomplishment; academic unit and college needs; and university mission.

1.2.5 (College) All faculty members are expected to demonstrate positive qualities that reflect favorably on the individual, the academic unit, the college, and the university. These qualities include high standards of professional, collegial, and ethical behavior.

1.3 Governing Documents

1.3.1 (College) The college adopts this document pursuant to the mandate of the Section 3.5 of the university RTP Policy (Policy Statement 09-10) and in accordance with the CSU-CFA Collective Bargaining Agreement (CBA). If any provision of this document conflicts with any provision within the CBA or the university RTP Policy, the conflicting provision shall be severed from the rest of this document, deemed void, and thereby rendered inoperable.

1.3.2 (College) Academic units within the college shall adopt RTP policies that elaborate on discipline-specific standards in all areas of evaluation. The standards adopted at the academic-unit level shall not be lower than university-level or college-level standards. If any provision of an academic unit RTP Policy conflicts with any provision within the CBA, the university

RTP Policy, or the RTP policy of the CHHS, the specific conflicting provision shall be severed from the rest of the academic unit's RTP Policy, deemed void, and thereby rendered inoperable.

1.3.3 (College) Collectively, the RTP policies of the university, college, and academic unit shall be used to assess candidates' performance through the stages of their academic progress.

1.4 Obligations

(College) All participants in the RTP process are expected to comply with the policies set forth in the university, college, and academic unit RTP policies. In order to be considered for any RTP personnel action, candidates must submit an RTP file.

1.5 Standards

(College) Recommendations from the RTP committees of academic units and the chairs or directors of academic units (if submitted) shall evaluate evidence of a candidate's strengths and weaknesses associated with each of the established standards, not just merely restate or summarize the candidate's narrative. Evaluation(s) shall include an analysis of the candidate's role, performance, and achievement within the academic unit. Evaluation(s) of a candidate's record must be guided by the principle that the higher the academic rank, the greater the expectation for demonstrated excellence in teaching, scholarship, and service.

1.6 Profiles of Academic Ranks

(College) RTP candidates shall be evaluated by applying specific criteria established by each academic unit. Sections 5.0-5.5.2 of both the university and college RTP policies profile the standards applicable to each academic rank. The RTP policy of each academic unit applies these standards by using appropriate discipline-specific criteria.

1.7 Narrative

(College) In order to present their achievements in the most coherent intellectual and professional context, candidates are required to present a written narrative describing their work in each of the categories to be evaluated. The narrative is intended to serve as a guide to reviewers in understanding the faculty member's professional achievements.

2.0 RTP AREAS OF EVALUATION

(College and University) In addition to following the minimum standards that have been developed by the university and the college, academic units are responsible for defining

further the standards of excellence and accompanying criteria for reappointment, tenure, and promotion in their various disciplines, consistent with the mission and needs of both the university and the college. RTP standards and criteria shall articulate expectations for faculty accomplishments in all three areas of evaluation: 1) instruction and instructionally related activities; 2) RSCA; and 3) service and engagement at the university, in the community, and in the profession. The standards and criteria adopted at the academic-unit level shall not be lower than standards specified in this document.

2.1 Instruction and Instructionally Related Activities

(University) Faculty members are expected to demonstrate that they are effective teachers. Instruction and instructionally related activities include teaching and fostering learning inside and outside the traditional classroom. Instructionally related activities include, but are not limited to: curriculum development; academic and academic-unit advising; supervision of student research, fieldwork, laboratory work; supervision of students in clinical settings; direction of student performances and exhibitions; and related activities involving student learning and student engagement. Additional instructional activities may include, but are not limited to: mentoring students; taking students abroad for academic and cultural study; and supervising students in the production of theses, projects, and other capstone experiences.

2.1.1 Instructional Philosophy and Practice

(University) Effective teaching requires that faculty members reflect on their teaching practices and assess their impact on student learning. Thoughtful, deliberate efforts to improve instructional effectiveness that may result in adopting new teaching methodologies are expected of all faculty members. Effective teaching also requires that faculty members engage in professional development activities associated with classroom and non-classroom assignments. Teaching methods shall be consistent with course/curriculum goals and shall accommodate student differences.

(Nursing) To help evaluate a candidate's instructional philosophy and teaching effectiveness, candidates for mini-review, reappointment, tenure, and promotion must submit four types of indicators of teaching effectiveness: student evaluations, peer evaluations, course syllabi, and grade distributions. All of these materials shall be evaluated by the School of Nursing's RTP committee for evidence of teaching effectiveness.

2.1.1(a) Hallmarks of excellence in instructional philosophy and practice which should be addressed in a candidate's narrative and documented by supporting materials include, but are not limited to:

(1) Course materials that clearly convey to students, in

behavioral terms, the learning goals of the course and the relationship of the course to the major and/or to general education.

(2) Syllabi and course materials that clearly communicate course requirements (including the semester schedule; assignments; and grading practices, standards, and criteria), as well as the purposes for which a course may be meaningful to students (e.g., preparation for further courses, graduate school, or employment; the intrinsic interest of the material; development of civic responsibilities and/or individual personal growth).

(3) Evidence of up-to-date instructional methods and materials that are appropriate to the courses taught and foster student learning. *(Nursing) Examples may include but are not be limited to innovative changes in course learning activities, incorporation of new technology in the classroom, development or use of virtual learning experiences, and development or use of innovative laboratory simulations.*

Instructional methods and materials should be appropriate to the course content and objectives as specified in the Standard Course Outline (SCO) as well as appropriate to all accreditation standards including the accreditation standards of professional subspecialties in nursing.

(4)(College) Evidence of efforts to continually enhance teaching effectiveness. *(Nursing) Teaching effectiveness may be reflected in a variety of instructionally related activities such as classroom teaching, curriculum development, and development of teaching techniques to enhance student learning. Such evidence may include participation in pedagogical workshops, colloquia, conferences, round table discussion sessions, teaching retreats and teaching-learning institutes.*

(5)(College) Positive teaching evaluations as assessed by peers who visit the classroom to observe teaching style, breadth, depth, and overall effectiveness. Such evaluations of classroom performance may be conducted by peers from the academic unit, the academic unit RTP Committee, the director or chair of the academic unit, and/or faculty from other academic

units with relevant expertise who are approved by the academic unit RTP Committee. *(Nursing) Candidates for mini-review, reappointment, tenure, and promotion must submit at least two but not more than four peer evaluations conducted within the three years prior to the review, by different tenured colleagues at or above the candidate's rank. Peer evaluations must be based on personal observations of teaching in which pedagogical approaches and methods are described and evaluated for quality. To standardize the type of information contained in the peer evaluation, the form in Appendix A must be used by the tenured peer evaluator to assess the candidate's teaching effectiveness.*

2.1.1b(College) Candidates for reappointment must provide evidence of either continued improvement in teaching or a sustained level of high-quality teaching.

Candidates for tenure and/or promotion to the rank of Associate Professor must provide evidence of a sustained level of high-quality teaching.

Candidates for promotion to the rank of Professor must provide evidence that the candidate has reached a consistent level of teaching excellence.

2.1.1c Thoughtful and deliberate actions that produce continuous improvement in teaching effectiveness are expected of all CHHS faculty. This pattern of change should be described in the candidate's narrative and documented by supporting materials. These actions may include, but are not limited to, the following:

(1) Regular interactions with colleagues regarding various pedagogical issues, classroom visits, and consultation on course development.

(2) Developing innovative approaches to teaching; fostering increased student learning in the classroom; and participating in the evaluation of instructional effectiveness in order to improve instruction.

(3) Involvement in programs of the CSULB Faculty Center for Professional Development; teaching-development seminars or conferences sponsored by the academic unit, college, university or relevant professional organizations; formal or informal

pedagogical coaching and/or other activities which contribute to the development of improved teaching effectiveness.

(4) Development of new curriculum, instructional programs or materials, including electronic or multimedia instructional software or new advising materials or programs.

2.1.1d All faculty members are expected to be actively involved in instructionally-related activities outside the classroom in such areas as academic advising, field trips, student mentoring, collaborative research projects with students, thesis or project supervision(*Nursing*) (as *chairperson or committee member*), and student recruitment and/or retention efforts.

2.1.2 Student Learning Outcomes

(University) Effective teaching requires that faculty members provide evidence of student learning. Instructional practices and course materials shall clearly convey to students expected student outcomes and learning goals. Assessment methods should align with instructional practices.

2.1.3 Student Response to Instruction

(University) In addition to evidence of teaching effectiveness as defined by academic unit and college RTP policy documents, student course evaluations shall be used to evaluate student response to instruction.

(College) Candidates shall submit student evaluations in accordance with the requirements of the RTP Policy of their academic unit.

2.1.3.a In developing their RTP policies, academic units are encouraged to require:

(1) candidates for reappointment, tenure, and/or promotion to the rank of Associate Professor to submit student evaluations from all sections of all courses taught since their initial appointment; and

(2) candidates for promotion to the rank of Professor to submit student evaluations from all sections of all courses taught since their last promotion review.

2.1.3.b(Nursing) The School of Nursing requires candidates to submit student evaluations for every course in which the university administered SPOT evaluations were given:

Initial appointment
Last review for a mini- evaluation
Review for retention (3rd year)
Review for tenure
Last review for promotion

2.1.3.c(College) Ratings by students must reflect a positive student perception of the instructor's conveyance of knowledge, effort, availability, organization, and attention to individual needs.

2.1.3.d While, on rare occasions, student evaluations might fall below the usual standards of the academic units and/or the college for reasons that should be explained in the candidate's narrative, overall, student ratings of instruction are expected to be consistently favorable when compared to academic unit and college averages. Academic units within the college shall articulate this criterion.*(Nursing) Generally, teaching evaluations should be no lower than one standard deviation below the school mean on all evaluation indicators. However, an occasional course might be evaluated below this threshold. The candidate should provide a context or explanation for course evaluations below this threshold. explainable reasons.*

(1). (College) Student evaluations submitted by candidates for reappointment must evidence either continued improvement in teaching *(Nursing) in response to feedback from peers and students* (College) or a sustained level of high-quality teaching.

(2) (College) Student evaluations submitted by candidates for tenure and/or promotion to the rank of Associate Professor must evidence of a sustained level of high-quality teaching.

(3) Student evaluations submitted by candidates for promotion to the rank of Professor must evidence that the candidate has reached a consistent level of teaching excellence.

2.1.3.e Student course evaluations alone do not provide sufficient evidence of teaching effectiveness. Utilization of the university standard evaluation form is only one method of presenting student response to learning and teaching effectiveness. Importantly, any single item on this form—or the entire form, by itself and in isolation from other

information—does not provide sufficient evidence of effective instructional philosophy and practices. For this reason, candidates must present other information, such as their syllabi, grade distributions, and peer evaluations of instruction.

(1.) (Nursing) Nursing is an applied discipline in a rapidly changing health care environment. This necessitates the nurse educator to maintain clinical currency. Enrollment in certificate programs, continuing education workshops, updates in clinical practice, or advanced academic courses that are clinically focused are examples of on-going professional development that can be described in terms of teaching effectiveness.

(2).(Nursing) Teaching effectiveness can also be evaluated by students' written comments. The university standard evaluation form provides an anonymous opportunity for students to write comments on the back. Candidates are not required to submit the written comments from the students in their evaluated courses. However, if candidates chose to submit the comments, all of the comments from the evaluated course must be submitted.

(3)(Department) Unsolicited student feedback may be included as supplemental attachments and further evidence of teaching effectiveness.

2.2 Research, Scholarly, and Creative Activities (RSCA)

(University) Faculty members are expected to make significant and ongoing contributions of substance in RSCA throughout their careers. All faculty members are expected to produce quality RSCA achievements that contribute to the advancement, application, or pedagogy of the discipline or interdisciplinary studies.

(College) Examples of RSCA may include, but are not limited to: books, journal articles that are reviewed by professional peers, scholarly book chapters that are reviewed by professional peers, scholarly presentations, software and electronically published documents, artistic exhibits or performances, and awarded grants or contracts, as required by their individual academic units.

(Nursing) Nursing is a profession that has many specialties/ subspecialties and RSCA encompasses a variety of different approaches. These varied specialties use a diverse array of methodologies that are all equally valued. The RSCA activities must be relevant to the candidate's specialty/subspecialty within the discipline. Advances in nursing knowledge have the potential for improving the quality of life.

(Nursing) RSCA represent efforts and evidence whereby the candidates establish professional status and contribute to the profession. RSCA are considered critical and beneficial components of an academician's role. Scholarly activities enable professions to create their own visions of the future. For these reasons, the faculty in the School of Nursing are expected to be engaged in an ongoing program of RSCA which demonstrates intellectual and professional growth in the discipline over time and that contributes to the advancement, application and/or pedagogy of the profession. RSCA that impact the discipline include the development of the following:

Theory

Empirical data

New discoveries

Expanding existing knowledge

Developing new insights or methods of integrating what is currently known

Methodological innovation

Clinical innovation

Creative clinical strategies and modalities

(Nursing) Across successive publications and creative works, distinct and progressive contributions are valued (as opposed to multiple dissemination of similar work).

2.2.1 Variability Across Disciplines

(College) Academic disciplines vary in the meaning, scope, and practice of RSCA. Consistent with University expectations of all faculty members, RTP candidates within the CHHS must demonstrate achievements in the area of research and scholarly/creative activities. These achievements must be consistent with both the standards contained in this Policy and the discipline-specific criteria established in the RTP policies of their respective academic unit(s). When developing such policies, academic units shall incorporate the standards specified below in subsections 2.2.2 and 2.2.3.

2.2.2 Research

(College) Consistent with university expectations of all faculty members, candidates for reappointment, tenure, and/or promotion are required to engage in a sustained program of quantitative, qualitative, clinical, and/or other discipline-appropriate research, as well as other scholarly and creative activities consistent with the specific requirements in the RTP policy of their academic units.

2.2.2 a (College) As used in this document, "research" involves scientific, clinical, social scientific, or other discipline-appropriate investigative methods (such as, where appropriate, legal or policy analysis, clinical practice scholarship, or secondary data analysis) that rely on or are derived from data that were obtained by means of observation or experiment or qualitative research methods such as critical and interpretive theory.

2.2.2.b (College) Other forms of scholarly and creative activity (e.g., literature reviews, book reviews, and article reviews) are valued and strengthen the candidate's portfolio. These types of scholarly and creative activities alone are insufficient to meet the college RSCA standards required for favorable

reappointment, tenure, and promotion decisions in the absence of other research conducted by the candidate.

2.2.2.c (College) Securing external funds to support scholarly research is an important and highly valued contribution to the scholarly process. External funding benefits the University, the College, academic units, faculty members, and students. Accordingly, faculty members are encouraged to apply for external funds that support research and scholarly activity (e.g., grants, fellowships, contracts, awards, stipends). However, neither application for nor receipt of sponsored research funds shall be viewed as a prerequisite for reappointment, tenure, or promotion to any rank.

2.2.2.d (College) Candidates may strengthen their required program of RSCA with editorial or reviewer assignments in recognized professional publications, including journals, newsletters, or electronic media; appointments to review panels for grants, fellowships, contracts, awards; assignments as a referee; creation of software and/or electronic documents, especially if these receive favorable notice or reviews from professional peers.

2.2.2.e (Nursing) *Although scholarly activities in the School of Nursing take many forms, faculty members must develop a scholarly agenda and a record of scholarly publication that follows the pursuit of that agenda. The product of that agenda, the faculty member's RSCA, must make an impact on the profession. The following RSCA standards provide the foundation for the evaluation of the candidates' RSCA.*

- (1) Quality work as judged by one's peers*
- (2) Extent of recognition of the work in the profession*
- (3) Sustained effort, involvement, and record of accomplishment*
- (4) The impact of the RSCA on the profession*

Copies of all such scholarly work must be submitted so that the School RTP Committee may review the quality of the work.

External review of a candidate's materials may be requested. See current senate policy on External Evaluation.

2.2.2.f (Nursing) *An important element of any evaluation is the faculty member's future plans and goals. While primary focus is clearly on accomplished contributions during the probationary years, it is important to respect and support continued scholarly activity after the award of tenure and promotion. While the focus of scholarly activity can be expected to change with professorial maturation through an academic career, continuity, reflection, and growth are expected to persist. Towards these ends:*

1. (Nursing) In the first two years of appointment, probationary faculty members are expected to formulate and pursue a scholarly agenda.

2.(Nursing) The progression to reappointment, tenure, and promotion to the rank of Associate Professor requires that the candidate's RSCA show

progression of that agenda as evidenced by publications in suitable, scholarly venues (as described in Dissemination, 2.2.3 below).

3.(Nursing) Promotion to the rank of Professor requires a sustained pattern of achievement since attaining the rank of Associate Professor, with evidence indicating the maturation of the scholarly record.

2.2.3 Dissemination of RSCA

(College) Consistent with university expectations of all faculty members, candidates for reappointment, tenure, and/or promotion are required to disseminate their research and other scholarly and creative activities to appropriate audiences through discipline-specific (or relevant interdisciplinary), peer reviewed publications and scholarly presentations. In their RTP policies, academic units shall explain their disciplinary norms and standards for the production and dissemination of RSCA as well as specific criteria for evaluating the quantity and quality of candidates' RSCA contributions.

(College) Publication of scholarly and creative works in peer reviewed journals is required of all candidates. The RTP policy of each academic unit shall detail the unit's specific publication requirements.

2.2.3.a (Nursing) Scholarly publications –The quality of the work is defined by its significance in one's field of inquiry and necessarily requires such peer review to validate the work's significance. Normally, this means that the finished works will be published and/or disseminated in a respected venue consistent with accepted professional/disciplinary standards

(Nursing) Faculty are expected to be working on writing and submitting manuscripts to refereed journals for editorial consideration in their first two years following appointment. By the time a candidate applies for initial reappointment in the third probationary year, it is expected that the candidate will have at least one peer-reviewed journal article either in print or formally accepted for publication. This is a minimum qualification and should not be viewed as a limit. Exceeding this baseline expectation by publishing more than the expected quantity of quality scholarship shall be evaluated as constituting strong evidence of scholarly achievement.

(Nursing) After initial reappointment, in the latter half of the probationary period (years four through six), faculty should demonstrate continued progress in publishing in peer reviewed journals.

(Nursing) Candidates for promotion to the rank of Professor are expected to have consistently maintained their scholarly activity with publication, and to have demonstrated the ability through sustained effort and direct involvement to bring significant projects to fruition thereby establishing an on-going record of accomplishment. Associate Professors seeking promotion to the rank of Professor will generally be expected to have progressed in publication in appropriate peer-reviewed journals since the last promotion, being always mindful

that quality is more important than quantity. Multiple publications that do not advance disciplinary knowledge in a meaningful manner may not be regarded as high quality scholarship.

2.2.3. b (Nursing) Criteria for the Evaluation of Specific Published Forms of RSCA – Faculty in the School of Nursing should produce a core of disciplinary scholarship disseminated in nationally-recognized outlets such as peer-reviewed professional journals, scholarly books, textbooks, chapters in edited volumes, and contributions to well-known professional publications. The following guidelines should be used by the candidate to demonstrate the quality of the various outlets for dissemination:

(1). Authorship – For publications with multiple authors, the amount or nature of the faculty author's contributions should be specified

(2). Refereed (peer-reviewed) Journal Articles – Any professional sponsorship or other affiliation status of the journal should be specified

(3). Publishing in well-respected, top-tier journals constitutes evidence of strong scholarly achievement.

(4). Books can be assessed by the standing of the publishers in the academic discipline, published reviews and/or size of readership.

(5). Peer –reviewed and documented conference proceedings and presentations strengthen a candidate's scholarly portfolio for reappointment, tenure, and promotion to any rank. However, conference presentations alone do not constitute sufficient RSCA to warrant reappointment, tenure, or promotion.

2.3 Service

(University) Quality service contributions and activities are necessary to ensure and enhance the quality of programs and activities at the university, in the community, and in the profession.

2.3.1 Range and Depth of Service Commitments

(College) All CHHS faculty members are required to participate collegially, constructively, and respectfully in the process of faculty governance through service to their academic units, the college, and the university. Additionally, CHHS faculty members are expected to provide quality service and leadership in the community and/or to the profession.

2.3.1.a The expectations regarding the depth of service involvement depend upon faculty rank and experience.

(1) During the first three years of probationary appointment, faculty members are not required to participate in college and university service; however, they are expected to perform quality service at the academic unit level.

(2)(Nursing) *Examples of Quality service to the School of Nursing include, but are not limited to:*

(a). Membership/ participation in standing and ad hoc committees, as assigned

(b).Participation in authoring documents, reports, and other materials pertinent to the School of Nursing

(c).Participation in professional development opportunities sponsored by the School of Nursing

(d).Participation in student activities such as thesis, directed project, comprehensive examination, student organizations, and/or honor societies

(e).Student advisement

During the first three years, probationary faculty are not expected to assume committee leadership roles and should do so only if their research, scholarly and creative activities and instructional effectiveness have reached the levels required for reappointment.

2.3.1.b(College) For tenure and promotion to the rank of Associate Professor, faculty members are required to make quality service contributions to their academic unit and to the college. Additionally, candidates for tenure and promotion to the rank of Associate Professor must have made quality service contributions to the community and/or to the profession.

(Nursing) Quality contributions to the School of Nursing (in addition to those indicated above) include leadership positions on standing and/or ad hoc committees as assigned and voluntary membership on various working groups and task forces.

Evidence of specific contributions to school and college committees, rather than just membership, is needed to establish the quality of service contributions. University level service is desirable but not required.

2.3.1. c (College) For promotion to the rank of Full Professor (consistent with Section 5.4 of the University RTP policy and Section 5.4 of the Policy governing the CHHS), faculty members are required

to have provided significant, quality service and leadership in their academic unit, colleges, and at the university, as well as a sustained pattern of quality service contributions either in the community or to the profession. In their RTP policies, academic units shall articulate the requirement for “significant, quality service and leadership” within the context of their specific program, department, or school.

(Nursing) Examples of significant, quality service and leadership to the School of Nursing include, but are not limited to:

- (a.) Leadership positions at the College and/or University level*
- (b). A sustained record of leadership by chairing standing and ad hoc committees within the School of Nursing*
- (c). Assuming leadership positions in other areas of faculty governance*
- (d). Service to colleagues such as site visits, classroom observations, making recommendations for improving teaching effectiveness, mentoring faculty through the RTP process, and co-authoring publications*
- (e). Creating or significantly contributing to revising program curricula, documents, reports, policies, procedures, and position statements .*

2.3.1.d (College) If a faculty member engages in service to the community, this service must directly involve the academic expertise of the faculty member. Such community service may include consulting with schools; health and human services agencies and organizations; local, state, federal, or foreign governments; and/or community organizations. Academic units must make clear the types of community service that are appropriate to their discipline, as well as the criteria for the evaluation of quality community service.

(Nursing) It is the faculty’s responsibility to provide service to the community at the local, state, national, and/or global levels and to provide evidence of specific contributions. This service may be to the professional community of the faculty member or to the lay community, depending on the interest and attributes of the individual faculty member. Examples of quality community service include, but are not limited to:

- (1). Membership on advisory boards of health related organizations*
- (2). Presentation of health related topics to community organizations*

(3). Direct delivery of health care to individuals, families, and/or the community

(4). Participation in health fairs, health clinics, health promotion events, school health events, community health events, disaster preparedness simulations, immunization clinics

(5). Authoring short health articles for newsletters, newspapers, brochures, handouts, fact sheets, and electronic information sources

2.3.1.e (College) Service to the profession may include leadership positions, workshops, speeches, media interviews, articles, and/or editorials; performances and/or displays; and/or elected professional offices. Academic units must make clear the types of professional service that are appropriate to their discipline, as well as the criteria for the evaluation of quality professional service.

(Nursing) Examples of quality service to the profession include, but are not limited to:

(1). Membership /participation in professional health or nursing organizations

(2). Leadership roles in professional health or nursing organizations (chairperson, officer, coordinator, organizer, panel or roundtable leader, moderator, workshop chair, group leader)

(3). Committee appointments and participation in professional health or nursing organizations

(4). Serving on governing boards appropriate to the discipline

(5). Participation in the authorship of professional organization's documents, reports, policies and procedures, position statements, standards and protocols

(6). Instructional/advisory services to the profession

(7). Participation in academic or nursing practice related consultancies or advisory groups

(8). Authoring recurrent features, sections, departments or columns (such as clinical pearls, editorials, viewpoints, note

*worthy news, anecdotal experiences, biographical sketches)
in a professional journal*

2.3.2 Quality of Service Commitments

(College) The quality of contributions to service is fundamental to meeting the requirements specified above in Section 2.3.1. Academic units shall specify criteria appropriate to their academic missions that meet or exceed the standards for service set forth in this Policy.

(Nursing) Service must directly invoke the academic and professional expertise of the faculty member. The service may be paid or unpaid, but must be consistent with the mission of the School of Nursing and its instructional program.

2.4 Evaluation of Service

2.4.1 Candidate's Responsibility

(College) The candidate must provide a documented narrative of his or her service contributions. It is incumbent on the candidate to describe the above evaluative criteria in his/her narrative.

- (a) Candidates shall summarize their contributions to committee and council work and to other processes of faculty governance in addition to documenting their attendance and participation.
- (b) Candidates shall provide official correspondence from community organizations and/or professional societies or associations attesting to the candidates' participation and/or any leadership roles in such organizations.

2.4.2 Quality of Participation

(College) The evaluation of service shall be based on the quality and significance of the service activity. Relevant factors include, but are not limited to, the nature of the service commitment; the degree to which the activity contributes to the mission of the University, College, and/or academic unit; the depth/extent of the candidate's involvement and contribution to the service activity; and the degree of the candidate's leadership in the service activity.

3.0 RESPONSIBILITIES IN THE RTP PROCESS

(University) Participants in the RTP process include the candidate, the academic unit, the academic unit RTP committee, the chair or director of the academic unit, the college RTP committee, the Dean, the Provost, and the President. In addition, there may be external

reviewers participating in the RTP process. For details on conducting external evaluations, see the Academic Senate policy on external evaluations.

The Collective Bargaining Agreement (CBA) allows faculty, students, academic administrators, and the President to provide information concerning the candidate during the open period.

Deliberations on reappointment, tenure, and promotion shall be confidential. Access to materials and recommendations pertaining to the candidate shall be limited to the RTP candidate, the RTP committee of the academic unit, the chair or director of the academic unit, the college RTP committee, the Dean, the Provost, Associate Vice President for Faculty Affairs (as an appropriate administrator), and the President (see CBA). In addition, external reviewers, if any, shall have access to appropriate materials for evaluation.

3.1 Candidate

A candidate for RTP shall make every effort to seek advice and guidance from the chair or director of his/her academic unit, particularly regarding the RTP process and procedures and how criteria and standards are applied. The candidate has the primary responsibility for collecting and presenting the evidence of his or her accomplishments. The candidate's documentation must include all information and supporting materials specified in all applicable RTP policies. The candidate must clearly reference and explain all supporting materials.

The candidate shall submit a narrative that describes his or her goals and accomplishments during the period of review, including a clear description of the quality and significance of contributions to the three areas of review: 1) instruction and instructionally related activities; 2) RSCA; and 3) service. It is recommended that the narrative be between 8 and 25 double-spaced, single-sided pages in 12-point font with one-inch margins. The candidate shall provide all required supplemental documentation, including summary sheets from student evaluations and an index of all supplementary materials. The candidate shall provide all prior RTP reviews and periodic evaluations over the full review period, including candidate's responses or rebuttals, if any.

3.2 Academic Unit RTP Policy

Each academic unit shall develop and articulate specific standards and criteria to be applied in the evaluation of candidates in all three areas of evaluation. Academic unit standards shall not be lower than the university- and college-level standards. The RTP policy of each academic unit is subject to ratification by a majority of voting tenured and probationary faculty members in the specific academic unit and to approval by the college faculty council, the Dean, and the Provost. Academic unit RTP policies shall be subject to regular review by the academic unit's tenured and probationary faculty.

3.3 Academic Unit RTP Committee

The academic unit RTP committee has the primary responsibility for evaluating the candidate's work and makes the initial recommendation to the college RTP committee regarding reappointment, tenure, and promotion. Academic unit RTP committee members are responsible for critically analyzing the candidate's performance by applying the criteria of the academic unit. The committee shall forward its evaluation and recommendation with supporting materials to the college RTP committee.

3.3.1 Election of Committee

The tenured and probationary faculty members of an academic unit elect representatives to their unit's RTP committee.

- (a) The committee must be comprised of at least three (3) tenured, full-time faculty members. Committees reviewing applications for reappointment, tenure, and/or promotion to the rank of Associate Professor may be comprised of tenured Associate and Full Professors. Committees reviewing applications for promotion to the rank of Professor must be comprised of tenured Full Professors.
- (b) Persons on difference-in-pay leave or sabbatical for any part of the academic year may serve on an academic unit RTP committee.
- (c) Faculty participating in the Faculty Early Retirement Program (FERP) may serve on the RTP committees of academic units if elected by a majority vote of tenured and probationary faculty members of the academic units and approved by the President. However, academic unit RTP committees may not be made up solely of faculty participating in the FERP.
- (d) Chairs or directors of academic units may serve as members of their unit RTP committee, if elected. However, if they serve as a member of the academic unit RTP committee, they may not make a separate recommendation pursuant to Section 3.4 of this document. Moreover, to avoid conflicts of interest, chairs or directors of academic units may not sit with an academic unit RTP committee during the time that it is considering his or her own materials for reappointment, tenure, or promotion.

3.3.2 Committee Composition

- (a) Members of academic unit RTP committees who participate in promotion recommendations must not only be tenured, but also must have a higher rank than the candidate(s) being considered. Moreover, they must not themselves be candidates for promotion.

- (b) Within each academic unit, all RTP recommendations shall be considered by the same committee. However, there may be different committees for different kinds of RTP matters. For example, one committee comprised of three faculty members at the rank of Associate Professor might consider all candidates within the academic unit who are eligible for reappointment, tenure and promotion to the rank of Associate Professor. A second committee comprised of three faculty members with the rank of Professor might consider only candidates eligible for promotion to the rank of Professor.

3.3.3 Responsibility and Accountability

- (a) The initial responsibility to ensure compliance with RTP policies and deadlines rests with the candidate. Candidates are expected to furnish necessary and relevant evidence to support their applications, and to provide this information in accordance with established deadlines.
- (b) Candidates may request a meeting to review recommendations with both the academic unit RTP committee and the chair or director of their academic unit. Candidates have the contractual right to respond in writing to these recommendations.

3.3.4 Prohibition on Multiple Levels of RTP Review

No one individual may participate in the evaluation of any single candidate in more than one level of review.

3.3.5 Ad Hoc Committees

If fewer than the required number of members, as specified in the academic unit RTP policy or this document, are eligible from the academic unit, then additional members from outside the academic unit shall be selected in accordance with the following procedure:

- (a) Nominees may be from any school or college within the university provided that they have some familiarity with the RTP candidate's discipline or area of expertise.
- (b) After prospective nominees have granted their permission to stand for election to an ad-hoc RTP Committee, the academic unit shall submit the names of all candidates for election to the unit's RTP committee and then conduct an election.

3.3.6 Joint Appointments

Joint appointments shall be evaluated by a committee composed of members of each academic unit served by the person being evaluated. The joint-appointment RTP committee shall be composed of members currently elected to each academic unit's RTP committee. This committee shall use the existing criteria of each academic unit to evaluate the individual holding joint appointment pursuant to item VI, Academic Senate Policy Statement 94-11.

3.4 Chair or Director of the Academic Unit

The chair or director of the academic unit (hereinafter referred to as “the chair”) is responsible for communicating the academic unit, college, and university policies to candidates. The chair also provides ongoing guidance to candidates as to whether their performance is consistent with academic unit expectations. The chair, in collaboration with college and/or academic unit mentors, is responsible for talking with candidates about their overall career development and providing professional mentoring.

3.4.1 Meeting with Committee

The chair shall meet with the academic unit RTP committee prior to the beginning of the academic unit evaluation process to review the academic unit, college, and university processes and procedures.

3.4.2 Optional Independent Evaluation by Director or Chair

Directors or chairs of academic units may write independent evaluations of all RTP candidates unless the director or chair is elected to the RTP committee of their academic unit. However, in promotion considerations, a director or chair must have a higher rank than the candidate being considered for promotion in order to contribute a review or participate on a review committee. In no case may a director or chair participate in the evaluation of any single candidate in more than one level of review.

3.4.3 Candidate's Rights

At all levels of review, before recommendations are forwarded to a subsequent review level, candidates shall be given a copy of the recommendation. The candidate may submit a rebuttal statement or response in writing and/or request a meeting be held to discuss the recommendation within ten (10) days following receipt of the recommendation. A copy of the response or rebuttal statement shall accompany the candidate's file and also be sent to all previous levels of review. This section shall not require that evaluation timelines be extended.

3.5 College RTP Policy

This document serves as the official college RTP policy. It shall be interpreted to ensure consistency of standards across the college to the

maximum extent possible in light of the breadth of disciplinary diversity and expertise within the CHHS.

3.5.1 Ratification

The college RTP policy is subject to ratification by a majority of voting tenured and probationary college faculty members with the CHHS, and to approval by the Dean and the Provost.

3.5.2 Review for Currency

The college RTP policy shall be subject to regular review by the tenured and probationary faculty of the college.

3.6 College RTP Committee

The college RTP committee reviews the materials submitted by the candidate, the RTP committees of academic units within the college, and, when submitted, the evaluations and recommendations of chairs or directors of academic units.

3.6.1 Duties

The college RTP committee shall conduct evaluations of all candidates' files in accordance with Section 3.6.6 of this document, which shall include a recommendation to the college Dean for a personnel action in accordance with the provisions of Section 3.6.7 of this document.

3.6.2 Membership

The college RTP committee shall consist of five (5) tenured, full-time faculty members, each of whom holds the rank of Professor.

3.6.3 Election, Service, and Terms

- (a) Members of the college RTP committee shall be elected by secret ballot of the college faculty.
- (b) There shall be no more than one member from any one academic unit.
- (c) Members shall serve staggered, two-year terms.
- (d) Members shall not serve more than two consecutive two-year terms (i.e., more than four consecutive years). After one year has elapsed, an individual is again eligible to be elected to serve on the college RTP committee.

3.6.4 Vacancies

In the event that one or more vacancies occur in unexpired terms of the college RTP committee, either a meeting of the college faculty shall be called for the purpose of securing nominations, or nominations shall be solicited via a nominating ballot executed by the office of the Dean of the

college. If there are unexpired terms of differing lengths, the nominee(s) who receive(s) the most votes shall serve the longest term(s).

3.6.5 Chair

A chair shall be elected from among the members of the college RTP committee.

3.6.6 Review and Evaluation of Candidates' Files

- (a) The college RTP committee shall evaluate all candidates' files in accordance with standards established in the RTP policies of the academic unit, the college, and the university.
- (b) The college RTP committee shall take into serious account the academic unit's specific standards for evaluating the candidate.
- (c) The college committee shall prepare and forward an independent, written evaluation to the college Dean concerning each RTP candidate. The evaluation must conclude with a personnel action recommendation in accordance with the provisions of Section 3.6.7 of this document.

3.6.7 Recommendations

- (a) For all candidates seeking reappointment or tenure, the college RTP committee shall review the recommendation of the applicable academic unit as part of its evaluation of the candidate and recommend whether reappointment or tenure should be granted or denied.
- (b) For all candidates seeking promotion, the college RTP committee shall review the recommendation of the applicable academic unit and make a positive or negative recommendation with respect to the proposed action.
- (c) The college RTP Committee shall forward to the Dean the entire candidate file, including its own evaluations and recommendations and those from the academic unit.
- (d) The college committee shall inform all candidates of the committee's recommendation in writing.

3.7 Dean of the College

The Dean has a unique role in providing oversight and guidance in the RTP process within the college.

3.7.1 General Responsibilities

The Dean mentors the chairs and directors of academic units regarding their roles in the RTP process; encourages academic units to develop and clarify their expectations for faculty performance; provides clear guidance to the college RTP committee; and ensures that all evaluations are carried out in accordance with the policies of the academic unit, the college, and the university. The Dean ensures that standards across the college are maintained.

3.7.2 Responsibilities with Regard to RTP Recommendations

The Dean shall review the candidate's file, including all prior evaluations and recommendations from academic units and the college RTP committee, and provide a written, independent recommendation to the Provost based upon the three areas of evaluation listed earlier in Sections 2.1 to 2.3.3.

3.8 Provost and Senior Vice President for Academic Affairs

The Provost provides oversight for the university's RTP process, establishes the annual calendar of the RTP cycle, provides training for committees, chairs, and deans, and distributes relevant information to prospective candidates, chairs, deans, and members of college and academic units' RTP committees.

The Provost shall review the candidate's file, including all prior evaluations, and make a final recommendation.

3.9 President

The President has the authority to make final decisions for the university with respect to reappointment, tenure, and promotion. The President may delegate this authority to the Provost.

4. 0 TIMELINES FOR THE RTP PROCESS

All tenured and probationary tenure-track faculty members undergo performance review and evaluation. Probationary faculty members are evaluated each year. During years when the candidate is not being reviewed for reappointment, tenure, and/or promotion, the candidate will undergo periodic review. Tenured faculty members are evaluated every five (5) years.

The following timelines apply to candidates who are appointed at the rank of Assistant Professor with no service credit; actual timelines may vary according to level of appointment and service credit.

4.1 Evaluation of Probationary Faculty for Reappointment

4.1.1 Periodic Review

In the first year and second years of service, as well as in successive probationary years during which a candidate is not being reviewed for reappointment, tenure, or promotion, the annual evaluation takes the form of a periodic review. The periodic review is conducted by the academic unit RTP committee, the chair or director of the academic unit, and the college Dean. The periodic review provides guidance for professional development, especially with regard to the candidate's progress toward reappointment and, later, tenure. Thus, periodic reviews shall commend probationary faculty member for meeting or exceeding expectations in the relevant areas of review, while providing written guidance for making improvements in areas which need strengthening.

4.1.2 Reappointment Review

In the third year of service, the annual evaluation takes the form of a reappointment review. Successful candidates are reappointed for one, two, or three years.

4.2 Evaluation of Probationary Faculty for Tenure and Promotion

In the first and second years of reappointment (or fourth and fifth years of continuous service), the annual evaluation takes the form of a periodic or reappointment review, as appropriate. In the third year of reappointment (or the sixth year of continuous service) the annual evaluation takes the form of a tenure review, which may also be a review for promotion.

A probationary faculty member may request consideration for early tenure and promotion prior to the scheduled sixth year review. This process is discussed under Section 5.5.

4.3 Evaluation of Tenured Faculty for Promotion

An Associate Professor becomes eligible for promotion review to the rank of Professor in the fifth year at the associate rank. A tenured Associate Professor, however, may opt to seek early promotion to the rank of Professor prior to the fifth year in rank in accordance with the provisions of Section 5.5.

A tenured faculty member may choose not to be evaluated for promotion in a given year; however, the faculty member will still be required to undergo the five-year periodic evaluation of tenured faculty as outlined in relevant Academic Senate policy documents.

5.0 APPOINTMENT AND PROMOTIONAL LEVEL CRITERIA

Candidates for reappointment, tenure, and promotion will be evaluated in all three areas: 1) instruction and instructionally related activities; 2) RSCA; and 3) service.

5.1 Reappointment Consideration for Probationary Faculty

The candidate must have completed at least one periodic evaluation and must demonstrate that he or she is making significant progress toward tenure. Based upon criteria established by the academic unit and the college, a candidate for reappointment must show evidence of quality in all three areas of evaluation.

The candidate for reappointment is expected to demonstrate effective teaching that is responsive to the learning needs of CSULB's diverse students and to the university's educational mission. The candidate is expected to show progress in his or her program of ongoing RSCA and to have produced initial scholarly and creative achievements. The candidate is expected to have made service contributions primarily at the academic unit level and consistent with academic unit and college service expectations.

5.2 Awarding of Tenure

The awarding of tenure represents the university's long-term commitment to a faculty member and is granted when the candidate has demonstrated the ability to make ongoing and increasingly distinguished professional contributions to the university and to the profession.

Tenure is based on a candidate demonstrating a sustained record of high quality over multiple years and evidence leading to the belief that a candidate will continue being productive. Tenure is not based solely on the quantity of scholarly output, courses taught, or committees on which one has served.

The candidate must present evidence of meeting the required tenure criteria in all three areas of evaluation as established in the RTP policies of the academic unit, college, and the university. For review of an Assistant Professor, tenure and promotion to the rank of Associate Professor normally are awarded together.

5.3 Appointment/Promotion to Associate Professor

An Associate Professor is expected to be an excellent teacher who is highly effective in the classroom, fosters quality learning experiences, and is responsive to the needs of CSULB's diverse students and to the university's educational mission. At this rank, the faculty member is expected to have a successful and ongoing program of RSCA. The candidate is expected to have produced high-quality peer reviewed work, which contributes to the advancement, application, or pedagogy of his or her discipline or interdisciplinary fields of study. The candidate is expected to have made high-quality service contributions to the university or the expanded community.

5.4 Appointment/Promotion to Professor

Standards for promotion to the rank of Professor shall be higher than standards for promotion to Associate Professor. A Full Professor is expected to demonstrate a consistent record of excellence in teaching, student engagement, and curricular development. The successful candidate will have a proven program of RSCA that includes high quality contributions to the advancement, application, or pedagogy of his or her discipline or interdisciplinary fields of study. The candidate is expected to have disseminated a substantial body of peer reviewed work at the national or international levels. In addition, a Full Professor shall have provided significant service and leadership at the university, as well as either in the community or to the profession.

5.5 Early Tenure or Early Promotion

A potential candidate shall receive initial guidance from the chair or director of his or her academic unit and the Dean regarding the criteria and expectations for early tenure and early promotion. Early tenure and early promotion are granted only in exceptional circumstances and for compelling reasons. Assistant Professors may apply for early promotion, early tenure, or both. A candidate applying for early tenure is expected to meet all criteria for early promotion to the rank of Associate Professor. Tenured Associate Professors may apply for early promotion to the rank of Full Professor. However, non-tenured faculty members who hold the rank of Associate Professor may not apply for early promotion to Full Professor without also seeking early tenure.

5.5.1 Early Tenure

Early tenure may be granted in rare cases when a candidate demonstrates a record of distinction in all three areas and superior accomplishments significantly beyond what is expected for tenure on the standard six-year timeline. The candidate's record must establish compelling evidence of distinction in all areas and must inspire confidence that the pattern of strong overall performance will continue.

In addition, candidates for early tenure are encouraged to participate in the external evaluation process according to the Academic Senate policy on external evaluation.

5.5.2 Early Promotion

In order to receive a favorable recommendation for early promotion to associate professor or Full Professor, a candidate must achieve a record of distinction in all three areas of evaluation that clearly exceeds in substantial ways the requirements established in the academic unit and college policies.

In addition, candidates for early promotion are encouraged to participate in the external evaluation process according to the Academic Senate policy

on external evaluation.

Candidates for early promotion to associate professor are normally also candidates for early tenure. In rare instances, the university may decide that a candidate's achievements merit promotion to the rank of associate professor without a concomitant awarding of tenure. This decision represents the belief that a candidate has produced a body of work sufficient for promotion, but has not yet fully demonstrated the sustained record upon which tenure is based.

6.0 STEPS IN THE RTP PROCESS

6.1 The Division of Academic Affairs determines the timelines for the RTP process, including deadlines for the submission of the candidate's materials, dates for the open period, completion of all RTP reviews by all review levels, and final decision notification to the candidate. The deadlines for notification of final actions shall be consistent with the requirements of the CSU-CFA Collective Bargaining Agreement (CBA).

6.2 The Division of Academic Affairs notifies all faculty members of their eligibility for review and specifies items required to be provided by all candidates.

6.3 Academic units shall post in their offices a list of candidates being considered for reappointment, tenure, or promotion, following timelines and guidelines for the open period provided by the Office of Academic Affairs and consistent with the requirements of the CBA. A copy of all information submitted shall be provided to the candidate. The chairperson of the academic unit RTP committee prepares an index of the materials submitted during the open period to be included in the candidate's file.

6.4 Candidates prepare materials for review and deliver them to the academic unit RTP committee by the deadline.

6.5 The academic unit RTP committee reviews the candidate's materials and, using the standard university form, provides a written evaluation and recommendation to the next level of review by the deadline.

6.6 The chair or director of the academic unit, if eligible and if not an elected member of the academic unit RTP committee, may review the candidate's materials and may provide an independent written evaluation and recommendation to the next level of review by the deadline.

6.7 The college RTP committee reviews the candidate's materials and provides an independent written evaluation and recommendation to the next level of review by the deadline.

6.8 The Dean reviews the candidate's materials and provides an independent written review and recommendation to the Provost by the deadline.

6.9 The Provost reviews the candidate's materials and provides an independent written review and recommendation to the President. The President has the authority to make final decisions for the university with respect to reappointment, tenure, and promotion. The President (or Provost as designee) notifies the candidate of the final decision regarding reappointment, tenure, and/or promotion by the deadline.

7.0 ADDITIONAL PROCESSES

7.1 Prior to the final decision, candidates for promotion may withdraw without prejudice from consideration at any level of review (see CBA). This provision also applies to candidates for early tenure.

7.2 If, at any time during the review process, the absence of required evaluation documents is discovered, the RTP package shall be returned to the level at which the requisite documentation should have been provided. Such materials shall be provided in a timely manner.

7.3 At each level of review, the candidate shall be given a copy of the recommendation, which shall state in writing the reasons for the recommendation, before the recommendation is forwarded to the next review level. The candidate shall have the right to provide a rebuttal/response in writing no later than ten (10) calendar days following receipt of the recommendation. A copy of all of the candidate's rebuttal/responses shall be forwarded to the next level of review, as well as to any previous review levels.

7.4 The candidate or evaluators at each level of review may request an external evaluation, consistent with Academic Senate policy on external evaluations.

8.0 APPROVAL OF AND CHANGES TO THIS RTP POLICY

8.1 Ratification

This RTP policy is subject to ratification by a majority of voting tenured and probationary faculty members in the School of Nursing and to approval by the Faculty Council, Dean, and the Provost.

8.2 Amendments

Amendments to this Policy may be initiated by a petition signed by fifteen percent (15%) of the entire full-time tenured and probationary School faculty. Upon receiving a petition so initiated, the Chair of the School shall communicate the proposed amendment(s) to the tenured and probationary faculty members in the School at least two weeks (i.e., 14 calendar days) prior to voting.

8.2.1 Voting on Amendments

Voting on amendments shall be by secret ballot prior to the close of the preceding academic year of adoption, and shall comply with the policy as identified in the CSU/CFA Bargaining Agreement.

8.2.2 Majority Needed to Adopt

To become effective, all proposed amendments shall require a majority of the ballots cast by the tenured and probationary faculty members and the approval of the Faculty Council, the Dean, and the Provost/Senior Vice President for Academic Affairs.

8.2.3 Voting Rights

All tenured and probationary School faculty members, including those on leave and FERP are eligible to vote.

Mini review of probationary faculty are to be conducted by the School of Nursing, the School Chair, and the College Dean. The University approved form for evaluation must be used. The candidate will be evaluated in the following areas of activity.

- (1) instruction and instructionally-related activities;
- (2) research and scholarly and creative activities; and
- (3) department, college, university, community, and professional service.

Candidates for mini-review are expected to submit only those materials covering the period since the most recent review (i.e., since their last mini review or since their last formal RTP review for reappointment).

To assist the School of Nursing RTP Committee in conducting a mini review of a probationary faculty member, the candidate must submit:

1. An updated, current Professional Data Sheet (PDS);
2. A narrative that reflects and explains the candidate's accomplishments in all three areas of evaluation since the last review.

The content of the narrative should express the candidate's philosophy of pedagogy and student learning, as well as examples of how the candidate incorporates these tenets into his/her teaching and course design. The narrative must also contain a discussion of the planned program of scholarly research as well as current progress in achieving the goals set forth in the plan. It is important that specific goals and plans - both current and future - be clearly articulated and documented in order to validate the progression from intent to production of tangible outcomes. This should include not only a written plan of research activity, but also some indication of how data for empirically-based research may be derived or obtained. Finally, the candidate's service contributions during the relevant review period should be explained.

2. Student Evaluations

- a) Probationary Faculty Prior to Initial Reappointment - In accordance with School of Nursing RTP Policy, must submit copies of student evaluation summaries for all courses in which the university administered SPOT evaluations were given. In addition, candidates must submit a summary table of their student evaluations from all sections of all courses evaluated since initial appointment. Thus, this table is created in the year of initial appointment and is updated annually by adding the data from additional courses that are subsequently evaluated by students. The table should be presented as follows:

Table 1: Summary of Student Feedback on Teaching

Course No.	No. of Stdnts Enroll	Acad Sem	No. of Stdnts Respond	Lect Mean	Lect SD*	School Mean	School SD	College Mean	College SD*

b) Probationary Faculty Following Initial Reappointment - Following reappointment, copies of student evaluations for all courses in which the university administered SPOT evaluations were given must be submitted.

3. Peer-Evaluations - Candidates for mini review must submit peer evaluations of teaching that were conducted within the year prior to the application. Candidates should have at least one peer-evaluation from tenured faculty each semester they teach. Ideally, candidates should ask for a peer evaluation each semester that he/she teaches a course to show that growth, development, or consistency exists in the candidate's teaching. Such evaluations may be conducted by faculty members in the School or qualified faculty members from other departments/schools who are approved by a majority vote of the School of Nursing RTP Committee. Experts in the relevant sub field may also provide additional evaluations of the content of a candidate's teaching.
4. Syllabi - Syllabi from all courses taught in the period of review must be submitted. Only one syllabus per discrete course should be submitted, not multiple copies of syllabi used in different sections or semesters. An exception to this rule, however, is if the candidate has made substantial changes to a syllabus in response to suggestions from students or peers. In such an event, candidates should submit "before" and "after" copies as evidence of efforts to improve courses. Candidates should make sure that their syllabi conform to current senate policy.
5. Table of Grade Distributions - Candidates must submit their grade distributions *in summary tabular form* from all sections of all courses taught since initial appointment. Thus, this table is created in the year of initial appointment and is updated annually by adding the data from additional courses taught. The table should be presented using the following format:

Table 2: Summary of Grade Distributions

Date	Course Number	A (n)	B (n)	C (n)	D (n)	F (n)	W (n)	CR (n)	NC (n)	RP (n)	Total H (%)	Mean Class GPA	Mean School GPA
											(100%)		
											(100%)		
											(100%)		
											(100%)		
											(100%)		
											(100%)		
											(100%)		

6. Scholarly Publications - Materials submitted by candidates must document their scholarly publication record. During mini reviews, candidates should include copies of papers presented at conferences; manuscripts under review with pertinent evaluative comments from peer reviewers; preprints of articles accepted for publication along with the letter of acceptance; reprints of articles that have been published; proposals for funded research; and letters documenting service as an editor or peer-reviewer. When submitting published articles, a copy of the cover of the journal as well as any published information regarding the pre-publication review process, journal audience, and publication frequency should be submitted.

7. Documenting Service - Candidates during mini reviews need not submit any documentation of service; simply listing such service on their updated Professional Data Sheet (PDS) is sufficient. Candidates are well advised, however, to be careful to keep such documentation since it is required to be submitted as part of a candidate's RTP file for reappointment, tenure, or promotion.



SUBJECT: Student Health or Safety Clinical Incident Policy and Procedure		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-030/SH30
		PAGE: 1 OF: 4
		EFFECTIVE: 05/31/2020
MANUAL: Policy/Bylaws		Reviewed: June 2025

Purpose: To provide guidelines for handling a student health/safety incident while in the clinical agency setting.

I. Policy:

1. 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.
2. The student must report all such incidents as soon after the occurrence to his/her clinical instructor and the clinical Agency.
3. The student must complete the required paperwork at the clinical agency to document the occurrence. The clinical instructor will assist with this process.
4. If the injury is life threatening, they must seek treatment at the facility until they can be stabilized or transferred.
5. If the injury does not require emergency assistance but does require medical attention, the injured student can either:
 - Seek care from their own physician; or
 - Seek care at the CSULB student health center
6. All costs associated with the treatment and/or stabilization are the responsibility of the student.

II. Procedure:

- 1) The CSULB clinical instructor will report the incident verbally and in writing, using the CSULB Incident Report Form, to the following individuals at CSULB:
 - a) The Director of the School of Nursing or designee
 - b) The email should document the pertinent details of the event, level of injury, actions taken, and disposition of student.
- 2) The incident 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 addressed to prevent further incidents if possible.
- 3) If the student's injury requires missed clinical time:
 - a) Missed clinical hours are to be made up as determined by the clinical instructor per the policy of the School of Nursing.
 - b) 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



CALIFORNIA STATE UNIVERSITY
LONG BEACH
SCHOOL OF NURSING

Incident Report

Student Name: _____

ID: _____

Facility: _____

Unit: _____

Date: _____ Time: _____

Place: _____

Client Room Number (if applicable): _____

Client Diagnosis (if applicable): _____

Instructor Name: _____ Phone: _____

Describe the incident (background, events leading up to incident):

What may have been done to prevent the incident (include active nursing actions)?

Statement as to client's reaction, if appropriate, to the incident:

Statement as to student's reaction, if appropriate, to the incident:

List the contributing factors (if any) that caused the incident:

Describe what can be done to prevent or avoid this situation in the future:

Actions (immediate, short-term and long-term) taken:

Plan for follow-up:

Comments:

Student Signature _____
Faculty Signature _____
SON Director Signature _____

date _____
date _____
date: _____

References:



SUBJECT:		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☒ College of Health and Human Services Policy Reference ☒ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: FH - 031/SH
		PAGE: 1 OF: 17
		EFFECTIVE: 11/3/2021
MANUAL: Policy/Bylaws		Reviewed: 9/25, 11/21

Purpose: To establish guidelines for faculty to adopt a formal procedure of syllabi review for compliance with accreditation bodies and university/college requirements.

I. Policy:

1. The syllabi review will take place each semester.
2. The Curriculum Committee will provide an updated Syllabus Template (*Appendix A*) and Syllabus Evaluation Form to faculty each April and November.
3. For assigned courses, each instructor will complete the faculty section of the SON Curriculum Committee Syllabus Evaluation Form (*Appendix B*) and submit the form electronically to the course lead/program coordinator with the course syllabus. For courses with multiple instructors that use the same syllabus, only one form needs to be submitted, the responsibility falls on the lead instructor.
4. The course lead/program coordinator will review and complete the SON Curriculum Committee Syllabus Evaluation Form and upload the form along with the course syllabus to the SON Curriculum Committee Syllabi Evaluation Folder for the current semester/year found on the SharePoint a minimum of one week prior to the semester commencing. Name the documents as follows, add the course number, semester, and year:
NRSG###syllabus_semester_year and NRSG###eval_semester_year.
5. Instructors for courses, which do not have a course lead, will submit their syllabus and SON Curriculum Committee Syllabus Evaluation Form on SharePoint.
6. The graduate or undergraduate director will be responsible for ensuring all faculty submit their syllabi and evaluation form by the third week of the fall and spring semesters.
7. Each October and March, the SON Curriculum Committee will review the Curriculum Committee Syllabus Evaluation Forms to ensure the course review occurs and complete the Curriculum Committee section on the Syllabus Evaluation Forms. A standardized form will be used by the Curriculum Committee to ensure syllabi are submitted.
8. Each November and April, faculty that submitted syllabi will review the recommendations and comments noted on the Syllabus Evaluation Form(s) and incorporate the revisions during

the following semester.

References:

[University-academic-senate/policy-statement-11-07-course-syllabi-and-standard-course-outlines](#)

Appendix A: [CHHS Department of Nursing Course Syllabi Template](#)

Appendix B: [Course syllabus Review Form](#)

Appendix A



College of Health and Human Services
Department of Nursing
Course Syllabi Template

General Information

Course Title:	
Course number:	
Units:	
Semester(s) offered:	Fall 2022
Prerequisites:	
Co-Requisites:	
Course Classification:	
Modality:	
Responsible Faculty:	
Office Number:	
Office Hours:	
Office Phone:	
Email:	
Term:	
Class Meeting Time:	
Class Location:	
Clinical Faculty:	
Clinical Office Hours:	
Clinical Meeting Times:	
Clinical Locations:	
Course Supplement:	
SCO Prepared by:	
Date Prepared/Revised:	

Table of Content

Item	Page
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• Simulation Experience Surveys	
• Agency and Staff Survey	
• Grading Rubrics	
• Tentative Semester Schedule	

Course Description: (as stated in the Catalog)

Student Learning Outcomes

Upon successful completion of the course, the student will be able to:
(Cut and paste from the Standard Course Outline)

Assignments and Class Grading

Assignments

List all assignments and instructions for completion or where the information is available such as referring the students to detailed instructions on Beach Board. Also clarify how the assignment is to be submitted (hard copy, BeachBoard, etc.)

Formatting Requirements (optional item)

Percentage of total grade per requirement:

This needs to be included. No single item can be worth more than 1/3 of the total grade, and a final exam must be included. Points may also be included if the instructor uses a point system.

Assignment	Percentage of grade
	100%

90-100% "A" or "CR"- Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

80-89.99% "B" or "CR"- Performance of the student has been at a high level, showing consistent and effective achievement in meeting course requirements.

70-79.99% "C" or "CR"- Performance of the student has been at an adequate level, meeting the basic requirements of the course.

60-69.99% "D" or "NC"- Performance of the student has been less than adequate, meeting only the minimum course requirements.

Below 60% "F" or "NC"- Performance of the student has been such that minimal course requirements have not been met.

If class is NOT offered CR/NC then delete the highlights above, if is offered CR/NC remove just the highlighting of the text.

Outline of Subject Matter

Methods of Instruction: Classroom Mode of Instruction

Extent and nature of Technology Use

List all technology requirements that the student is expected to use, the following samples MAY be used for BeachBoard and Turnitin.

Any course that uses hybrid and online, course delivery shall explain the following issues in the course syllabus (PS 20-01):

- the mode of instruction for each class session (if hybrid).
- how the instructor will communicate with the students and how the students will communicate with each other.
- how online participation will be assessed and graded;
- how the instructor will monitor the online activities of the students;
- how the standards of appropriate online behavior will be maintained;
- the level of technical competence required of the students;
- what the minimum computer hardware and software requirements are for the class, and what department, college, or University facilities are available to support these requirements for students who cannot afford to buy the technology;
- how to access appropriate institutional support services, including technical support (e.g., how to use the tools and features of the learning management system; how to access the information technology help system), accessibility support (e.g., how to access the University's disability support services), academic services support (e.g., an orientation to online learning; how to access library resources; tutorials or guides on conducting research or writing), and student services support (e.g., registration; financial aid; veteran's services; counseling; career services)
- the alternative procedures for submitting work in the event of technical breakdowns;
- the on-campus meeting requirements, if any;
- how academic honesty will be enforced.

Beach Board:

Students must have a CSULB account in order to access the course on BeachBoard. If you cannot access the course, then you may not be correctly registered for NAME CLASS-SECTION. It is your responsibility to check your BeachBoard account regularly (daily, if possible), as it will be used for communication, posting of important documents, posting of grades, etc.

Turnitin.com:

To access Turnitin go to BeachBoard. Under Drop-box you will find an area for each assignment. Turnitin can only read MSWord, Word Perfect PostScrip, Acrobat PDF, HTML, RIF, and Plain text files.

Course Materials/Access:

Required Text(s) and/ or Readings

List all required materials, including access information, such as ISBN#'s, can be helpful to students.

Bibliography

UNIVERSITY POLICIES & STATEMENTS

Items not in highlighted in yellow must be included without changing the words in all syllabi, as required by the College of Health and Human Services. Items highlighted may be changed by the instructor.

The following Statements must be included in all Syllabi for the College of Health and Human Services:

Statement of Non-discrimination

California State University, Long Beach is committed to maintaining an inclusive learning community that values diversity and fosters mutual respect. All students have the right to participate fully in university programs and activities free from discrimination, harassment, sexual violence, and retaliation. Students who believe they have been subjected to discrimination, harassment, sexual violence, or retaliation on the basis of a protected status such as age, disability, gender, gender identity/expression, sexual orientation, race, color, ethnicity, religion, national origin, veteran/veteran status or any other status protected by law, should contact the Office of Equity & Diversity at (562) 985-8256, CSULB Foundation-220 (<http://www.csulb.edu/depts/oed/>).

Statement of Accessibility

Accessible Instructional Materials and Course Material Requisitions: Faculty must adhere to CSULB policy 08-11 *Accessibility and Faculty Responsibility for the Selection of Instructional Materials* in all modes of instruction. Training and support for converting instructional materials to accessible formats will be provided by the University. All instructors shall be familiar with best practices in making their syllabus and course documents accessible to all students and upon request provide the format need for the student. Instructors can access best practices at the following link.

Accommodation

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 11-07, Course Syllabi and Standard Course Outlines).

Students needing special consideration for class format and schedule due to religious observance or military obligations must notify the instructor in advance of those needs.

Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Bob Murphy Access Center (BMAC) office located at the Student Success Center. The telephone number is (562) 985-5401.

Accommodation is a process in which the student, BMAC, and instructor each play an important role. Students contact BMAC so that their eligibility and need for accommodation can be determined. BMAC identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a BMAC Student/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the BMAC office.) The instructor welcomes the opportunity to implement the accommodations determined by BMAC. Please ask the instructor if you have any questions.

Cheating and Plagiarism (PS 21-01)

The following definitions of cheating and plagiarism shall apply to all work submitted by a student, whether instruction is face-to-face, fully online, hybrid, or any other mode.

Definition of Cheating

Cheating is defined as the act of obtaining, trying to obtain, or helping someone else to obtain academic credit for work by using dishonest, deceptive, or fraudulent means. Examples of cheating, regardless of instructional mode, include but are not limited to:

- copying from another student's test or assignment;
- unauthorized discussion of answers on an exam;
- making, disseminating, or receiving copies of an exam without the instructor's permission;
- unauthorized use of notes in a "closed book" exam;
- using online tools or services that are not authorized by the instructor;
- taking an exam or participating in a course while posing as another student;
- plagiarism.

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Both quoted and paraphrased materials must be given proper citations.

Self-plagiarism is generally defined as re-use of one's own work for multiple assignments within one or multiple courses or presenting previous work in another context without citing it as one's own. It is recommended that faculty clearly indicate in their syllabi to what extent students may or may not re-use their own previously created work. In the absence of clear direction from the syllabus, students are advised to receive prior authorization from the instructor in any course before they re-use any portion of their own work.

Academic Action

After the faculty member confers with the student(s), or makes a documented effort to do so, the faculty member may:

- (a) decide not to pursue issue further, ending the process; or
- (b) pursue the issue further by completing and submitting the online Academic Integrity Form, which is forwarded to the Office of Student Conduct and Ethical Development (OSCED) as well as to Academic Programs and Enrollment Services within Academic Affairs.

The faculty member may take one or more of the following actions:

- (1) No action;
- (2) Request a Written Opinion from the Academic Integrity Committee (AIC);
- (3) Require the student(s) to repeat the assignment;
- (4) Reduce the student's/students' grade on the assignment, or assign a score of 0 (zero) on the specific assignment;
- (5) Assign the student(s) a failing or reduced final grade in course.
- (6) Assign a grade of "I" when the student(s) cannot be contacted and therefore the informal conference cannot be held, as is sometimes the case after final examination.

Attendance Policy:

(Individual instructors state their attendance policy; it must be consistent with PS 17-17. The following language must be included in all CHHS Syllabi. If an absence is defined as excused per PS 17-17, then faculty must allow the student to make up missed work. Faculty may define other absences as excused [e.g. required work training, testing for an agency] but are not required to do so.)

Students may have a valid reason to miss a class. When any of the following reasons

directly conflict with class meeting times, students are responsible for informing faculty members, of the reason for the absence and for arranging to make up missed assignments, tests, quizzes, and class work insofar as this is possible. Excused absences include, but are not limited to:

- A. Illness or injury to the student, or medical condition, including those related to pregnancy
- B. Death, injury, or serious illness of an immediate family member. An immediate family member is defined as a close relative, or a person residing in the immediate household of the student
- C. Religious reasons (California Education Code section 89320)
- D. Jury duty, military service, or government obligation
- E. University sanctioned or approved activities (examples include but are not limited to: artistic performances, participation in scholarly conferences and presentations, intercollegiate athletic activities, student government, required class field trips, etc.)

Faculty members are not obligated to consider other absences as excused.

Accommodations for Religious Holidays & Military Service

The earliest possible notification is preferred for all excused absences. Advance notification minimally one week in advance is required and verification may be requested for the following absences: Jury duty, military service, or other government obligation; religious reasons; university-sanctioned or approved activities. For those established religious observances, the instructor should be notified during the first week of instruction.

Withdrawal Policy (PS 12-03)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a non-standard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators may become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control and the assignment of an Incomplete is not practical. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services. The requests and approvals shall state the reasons for the withdrawal. These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed

by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

- Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
- Withdrawals in terms prior to fall 2009 at CSULB,
- Withdrawals at institutions other than CSULB, and
- Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Medical Withdrawal:

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Campus Behavior

Civility Statement

California State University, Long Beach, takes pride in its tradition of maintaining a civil and non-violent learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthy campus climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies. Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (CSULB Catalog, AY 2019-2020).

Sexual Assault, Rape, Dating/Domestic Violence, & Stalking

Title IX prohibits gender discrimination, including sexual harassment and sexual misconduct. If you have experienced sexual harassment, sexual assault, rape, dating/domestic violence, or stalking, the campus confidential Victim's Advocate is available to help.

Jaqueline Urtez (e: advocate@csulb.edu, p: (562) 985-2668) can

provide free and confidential support, accommodations, and referrals for victims without having to report the assault to campus authorities. While students are welcome to discuss assaults with faculty, both faculty and teaching assistants are mandatory reporters who are required to report all incidents of sexual harassment/misconduct to the Title IX office for follow-up and possible investigation. Students who do wish to report the assault for possible investigation may contact the confidential victim's advocate, who can help them through the reporting process, or they can report

the assault directly to the Title IX Office by completing an online reporting form at <https://www.csulb.edu/equity-diversity/title-ix> or contacting the Office of Equity & Diversity at OED@csulb.edu.

Classroom Expectations

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. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

Gender Pronoun

This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. You may also change your name for BeachBoard and MyCSULB without a legal name change, to submit a request go to MyCSULB/Personal Information/Names. If you have any questions or concerns, please do not hesitate to contact me.

Statement on Eliminating Anti-Blackness

Faculty at CSULB strive to create an environment that supports meaningful dialogue grounded in research, academic inquiry, and mutually respectful relations. We also strive to remain conscious of and attentive to the damage that anti-Blackness does to the lives of our students, faculty, staff, administrators, and their related communities.

We recognize and acknowledge anti-Blackness as being endemic to “how all of us make sense of social, economic, historical, and cultural dimensions of human life” (ross, *New York Times*, 2020). We recognize and acknowledge anti-Blackness as being endemic to the history of the university as an institution.

As such, faculty at CSULB denounce anti-Blackness and racial violence in all forms and stand in solidarity with Black communities in the fight for racial justice, equality, and equity. We pledge to remake our institution as one that values, honors, and supports Black lives. We recognize the impact of anti-Blackness on our students, and we invite them to dialogue with their professors as we work to make our classrooms anti-racist and dignity-affirming spaces.

CSULB's Department of Africana Studies, located at PSY 306, and OMA's Black Resource Center (contact Jeremy Scruggs in USU 224 for access) are available as resources for the cultural grounding, growth, and development of our students. Visit the [Department of Africana Studies](#) and the [Office of Multicultural Affairs](#) for more information.

Statement on Basic Needs

If you are having trouble affording enough food to eat, do not have a safe and reliable place to sleep, and/or experiencing an emergency or crisis, then the Basic Needs Program is here to help. The Basic Needs Program provides emergency services and resources for

students. To learn more about the program, visit <https://www.csulb.edu/student-affairs/basic-needs/basic-needs-services>.

To apply for emergency services such as meal assistance program, emergency grant, or emergency housing, complete the information at this link:

https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2.

The Basic Needs Program recognizes that not having your basic needs met can affect your performance in the classroom, and they are here to support you and help ensure you get to your graduation day. They look forward to being of service to you.

Campus Helpful Resources

- [Counseling and Psychological Services \(CAPS\)](#)
- [Computer Labs: Open Access](#)
- [Disabled Student Services](#)
- [Enrollment Services](#)
- [Financial Aid](#)
- [Learning Assistance Center](#)
- [Student Health Services](#)
- [Technology Help Desk](#)
- [Tutoring at CSULB](#)
- [University Library](#)
- [Writers Resource Lab](#)

SCHOOL OF NURSING STATEMENTS & POLICIES

The following policies are included in the student handbook. Please copy and paste the following links to access the **undergraduate** and **graduate** student handbooks.

https://www.csulb.edu/sites/default/files/u69356/csulb_nursing_undergraduate_handbook_052020.pdf

https://www.csulb.edu/sites/default/files/u69356/csulb_nursing_graduate_handbook_102020.pdf

- Communication Policy
- Social Media Policy
- Expected Student Behaviors in Clinical Settings
- Clinical Facilities Requirements for Student Nurses
- Dress and Behavior Code for the Clinical Agencies
- Ethical Code of Conduct
- Health Insurance Portability and Accountability Act (HIPAA)
- Student Health and Safety
- Reporting Patient Events
- Progressive Discipline
- Missed Clinical Hours
- Essential Performance Standards

Students enrolled in practicum courses are required to complete the following surveys

- Simulation Experience Surveys
- Agency and Staff Survey

Grading Rubrics

Include a grading rubric for each assignment

Tentative Semester Schedule

Include a timeline with readings, assignments, exams, quizzes and include the date and time of final exam.

Rev 11/3/2021

Appendix B

 SCHOOL OF NURSING COURSE SYLLABI REVIEW FORM

Course Name:
 Responsible Faculty:
 Date Submitted:

Please complete this form and upload it with the course syllabus to the SON SharePoint folder titled “SON Curriculum Committee Syllabi Evaluation” for the current academic year at least one week prior to the start of the **fall and spring semesters**.

Each **November and April**, faculty are expected to review the curriculum committee comments noted on this form and incorporate them in the following semester’s course syllabi.

Faculty SELF CHECK		COURSE GENERAL INFORMATION	CURRICULUM COMMITTEE
YES	N/A		
☐	☐	1. Course name, prefix and number, term, meeting times, and location	☐
☐	☐	2. Responsible faculty name, office number, office telephone number, email address, and office hours	☐
☐	☐	3. Date of the latest syllabi update/ Responsible faculty name	☐
☐	☐	4. Consistency of Standard Course Outline (SCO) across sections	☐
☐	☐	5. Catalog description and curriculum justification	☐
☐	☐	6. Student learning outcomes and evaluation criteria present and matched	☐
☐	☐	7. Student level assessment	☐
☐	☐	8. Outline of subject matter	☐
☐	☐	9. Methods of instruction	☐
☐	☐	10. Classroom mode of instruction	☐
☐	☐	11. Extent and nature of technology use	☐
☐	☐	12. Required textbooks and/or Readings/Bibliography	☐

Revised: November 2021

FACULTY SELF CHECK		INSTRUCTIONAL POLICIES REQUIREMENTS	CURRICULUM COMMITTEE
YES	N/A		
☐	☐	1. Statement of Non-Discrimination	☐
☐	☐	2. Statement of Accessibility	☐
☐	☐	3. Accommodation	☐
☐	☐	4. Cheating and Plagiarism	☐
☐	☐	5. Attendance Policy - Accommodations for Religious Holidays & Military Service	☐
☐	☐	6. Campus Behavior - Civility statement - Classroom expectations - Unprofessional and disruptive behavior	☐
☐	☐	7. Preferred Gender Pronoun	☐
☐	☐	8. Statement on Eliminating Anti-Blackness	☐
☐	☐	9. Statement on Basic Needs	☐
☐	☐	10. Campus helpful resources	☐

FACULTY SELF CHECK		SCHOOL OF NURSING STATEMENTS AND POLICIES	CURRICULUM COMMITTEE
YES	N/A		
☐	☐	1. Communication policy	☐
☐	☐	2. Social media policy	☐
☐	☐	3. Expected student behaviors in clinical settings	☐
☐	☐	4. Clinical facilities requirements for student nurses	☐

☐	☐	5. Dress and behavior code for the clinical agencies	☐
☐	☐	6. Ethical code of conduct	☐
☐	☐	7. Health Insurance Portability and Accountability Act (HIPAA)	☐
☐	☐	8. Student health and safety	☐
☐	☐	9. Reporting patient events	☐
☐	☐	10. Progressive discipline	☐
☐	☐	11. Missed clinical hours	☐
☐	☐	12. Simulation experience surveys	☐
☐	☐	13. Agency and staff survey	☐
☐	☐	14. Grading rubrics	☐
☐	☐	15. Lecture schedule	☐

To be completed by the SON Curriculum Committee

Name of reviewer:

Date reviewed:

Curriculum Committee recommendations and comments:



SUBJECT: CSULB School of Nursing Urine Drug Screen Policy		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: FH-007/SH-007
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 3
	☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	EFFECTIVE: 10-2021
MANUAL: Policy/Bylaws		Reviewed 9/25, 4/25

Purpose: To ensure the safety of patients, students and employees of the School of Nursing

Policy:

1. CSULB is dedicated to the safety of employees, students and patients. Clinical Partners (Facilities) may require that every student pass a urine drug screen prior to being allowed to enter the facility for clinical experiences. Therefore, all students in the SON will be required to submit a negative urine drug screen *after* enrollment into the program.
 - a. The urine drug screen must be completed no sooner than 4 weeks of the start of the program.
 - b. Any sample done prior to the 4 weeks before the start of the semester will not be acceptable.
 - c. Additional testing may be required by the clinical partner for subsequent semesters.
2. Substances tested for include amphetamines, cocaine, marijuana, opiates, phencyclidine (PCP), benzodiazepines, barbiturates, methadone, methaqualone, propoxyphene, and ethanol urine, and other substances. Additionally, students may need to repeat a drug screen, as required, by a health care facility to be assigned for a clinical rotation. Drug screen results must be obtained through Health Management System or the student's health care provider.

- a. The Health Management System manager will notify the respective Undergraduate or Graduate Director of the positive drug screen for investigation and management.
3. If the drug screen is positive, the Director of the SON will determine if the results are due to legally prescribed and appropriately taken prescription medications. The student will be offered an opportunity to retest at the student's expense if the medication does not cause a risk to the student's ability to provide safe and effective care to patients.
 - a. Students are unable to attend clinical until the drug test is repeated with a negative result. The repeat drug screen is to be completed within 24 hours of notification of positive result.
 - b. If positive after the second drug screen, without documentation legally prescribed and appropriately taken prescription medications, the student will be dismissed from the nursing program.
4. If a student is found to be impaired due to any substance, they will be dismissed from the clinical site and referred to the Director of the SON.
5. Due to the nature of clinical experiences in the nursing program, students may need to undergo drug testing at their own expense if there are documented behaviors suggesting they might be under the influence of substances that impair judgment or patient care. The student will be dismissed from the clinical site. The student will be required to obtain a urine drug screen within 24 hours, at their expense.
 - a. The student will not be allowed to return to clinical unless a negative result is obtained.
 - b. If a student refuses to provide the urine drug screen it will be considered a positive result and dismissal from the nursing program.
6. This policy embodies CSULB SON's commitment to support the needs of students while protecting the interests of patients and clinical partners. The students are encouraged to use the following resources as needed.
 - a. Employee/Student Assistance Coordinator at the Student Health Center (phone 562- 985-4771) provides therapeutic counseling at no charge to the student.
 - b. Counseling and Psychological Services (CAPS) (phone 562-985-4001) provides therapeutic counseling at no charge to the student. Check with CAPS for their walk-in or crisis intervention.

References:

[BRN Intervention Program](#)

[CSULB substance abuse resources](#)
[CSULB Drugs and Alcohol use Policy](#)

SECTION X – UNDERGRADUATE POLICIES & PROCEDURES



SUBJECT: Undergraduate Admissions		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☒ College of Health and Human Services Policy Reference ☒ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: FH-32
		PAGE: 1 OF: 8
		EFFECTIVE:
MANUAL: Policy/Bylaws Reviewed 9/25		

Purpose: To establish the process of admissions to the CSULB School of Nursing Program.

I. Policy:

1. Background: 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. Detailed information on campus and program impactation will be available at <http://www2.calstate.edu/attend/impaction-at-the-csu>.
2. Admission criteria are posted on the [Admissions website](#)
 - a. Substantive changes to the admissions criteria must be approved by the Chancellor's office
3. Ways in which the Admission criteria are operationalized are described in the SON Application packet, that is available on the [SON website](#), at information sessions, and in the nursing office.
4. Pre-nursing is not a declared major, but only a student tracking system. Therefore, the SON is not held to *criteria in place* when students declare themselves as Pre-Nursing.
5. Changes in admission criteria and/or their interpretation in the Application Packet must be approved by faculty vote as described in the SON Bylaws. Any changes must also be approved by the Chancellor's Office.
 - a. Responsibility for review of admission criteria and procedures shall be assigned to the Student Support and Development Committee.
 - b. Applicants will be admitted twice a year.
 - c. California residents are given priority over all applicants.

II. Procedure:

1. Preparatory Procedures

- a. Notification of changes in Admission Criteria or Procedures
 - Student Support and Development Admissions Coordinator will communicate such changes in writing to all required departments (University Outreach and Academic Counseling)
- b. Admission procedures are managed with the support of an Admissions database program using Access Database Software

2. Prerequisite Courses

- a. **Natural Sciences:** All natural science courses must have been taken within the last five (5) years
 - **Human Physiology** (BIOL 207): lecture and lab – 4 semester units minimum
 - **Human Anatomy** (BIOL 208): lecture and lab – 4 semester units minimum
 - **Microbiology** (MICR 200 or BIOL 201): lecture and lab – 4 semester units minimum
 - **Chemistry** (CHEM 104 or an equivalent 4- to 5-unit integrated chemistry course with a lab is preferred. This course must cover general chemistry, organic chemistry and biochemistry). A 4- to 5- or 6- to 10-quarter-unit general chemistry course, with is either an inorganic, organic or biochemistry course, if an in-class lab was also taken with it. A preparatory chemistry course is not acceptable.
- b. **General Education Courses** (applicants only need one from each category. The first GE course taken which fulfills a GE category requirement will be used for the Pre-Nursing GPA calculation)
 - **Statistics:** STAT 108 or 118
 - **Oral Communication:** COMM 110, 130, 132
 - **College Composition:** AFRS 100, ASAM 100, CHLS 104, ENGL 100
 - **Critical Thinking:** ASAM/AST 190, AFRA 150, CECS 100, COMM 131, CWL 161, ETEC 171, ENGL 102, HIST 101, IS 100, JOUR 160, LST 111, LING 100, PHIL 170, IOSC 105, PSY 130, SCED 100, UHP 100.
- c. **Grades on all prerequisite course must be a B or higher** (a grade of C will not be accepted). To apply to the SON program, you must have a minimum GPA of 3.0 in the Natural Sciences and General Education prerequisite courses.
 - However, a science GPA of 3.0 is not competitive as the average science GPA of admitted students is approximately 3.95)
- d. **Repeated Courses:** if a course is repeated, the first passing grade is the one used to calculate the GPA, as stated in the [University Catalog](#). CSULB does not allow students to repeat any courses for which they have earned a “C” or better.
- e. **Repeat/Delete:** With a grade of “D”, “F” or “WU” obtained at another institution, a student may repeat a course once at CSULB. If the student has

received a grade of “D”, “F” or “WU” at CSULB, the student may repeat as described below:

- Although the first grade will remain on the student’s permanent record, only the grade and grade points of the repeated course on the second attempt will count toward the grade point averages and units earned, provided the second grade was A, B, C, or CR.
- If the second grade was D, F, or WU, then both grades will count toward the relevant grade point averages (i.e., grades averaged), and the attempt will count toward the limits for grades averaged.
- Repeat/Delete is not available to students seeking a second Bachelor’s degree.

f. **Co-Requisite Courses:** Psychology 100 and Sociology 100 must be taken prior to taking NRS 250.

3. Casper Situational Judgement Test

- a. Student must take the Casper prior to the application deadline.
- b. The student will take the assessment only once.
- c. Students must register for the Casper test through the website <https://acuityinsights.app/> finding the test dates that correspond to the CSULB School of Nursing.
 - Multiple testing dates will be provided for student choice.
- d. Students must pay a fee for the cost of test administration to Casper.
- e. Scores will be sent to CSULB after testing.

4. Course Equivalency List

- a. Equivalency lists for courses taken at California public colleges and universities can be found at: assist.org
- b. For courses taken at private institutions
 - Equivalency lists will be updated regularly as needed by the Assistant Director of the Undergraduate Program and the SON ad hoc committee
 - If prerequisite courses are changed, a new list must be generated for such courses
 1. Revised course equivalency lists must be dated, and old lists saved to prevent inaccuracy.
 - Copies of the course equivalency list may not be given to prospective applicants. The applicant is responsible for ensuring that the courses they take continue to be equivalent

5. Application Processing

- a. Students will be requested to submit an **official** transcript with the application.
 - CSULB students with greater than 90 units must file for a waiver from the University for special permission.
- b. Applications for the Fall semester must be received or postmarked by February 10th.
- c. Applications for the Spring semester must be received or postmarked by September 10th.

- d. Late or incomplete applications will not be processed
 - Applications will be notified they are not qualified because of late submission or omission(s).
 - e. Application will be processed by administrative staff and overseen by the Assistant Director of Undergraduate Studies.
 - f. Each applicant will be verified by CalApply for the following:
 - Completion of required prerequisite courses and units, verified from required transcripts submitted with the application.
 - Age of course
 - 1. GEs and Natural Science courses must be from within the past five (5) years
 - 2. Social science courses must be from the past 10 years.
 - Equivalency of prerequisite courses
 - 1. See above
 - 2. Science courses not on the list require written verification from the Assistant Director of Undergraduate Programs. This is the responsibility of the applicant, as stated in the Application Packet.
 - See International Student Admissions Policy, and descriptions in the [CSULB catalog](#).
6. Calculated GPA in Prerequisite Courses
- a. All prerequisite courses must be a “C” or better with an overall GPA of 3.25 or better
 - b. Grades are to be calculated to three (3) points and rounded to the nearest 10th.
 - c. If a student repeats a prerequisite course, the first passing grade will be used to calculate the GPA
 - d. Transcripts and letters of equivalency must be submitted with the application in order to calculate GPA
 - e. Application profile information shall be generated by the admissions coordinator
7. Selection Process
- a. When all data have been entered into the Admissions Database, a total score on a 10-point scale is automatically calculated
 - b. A personal profile will be developed for each applicant with points earned from:
 - GPA in the Prerequisite sciences – 4 points maximum; 3.0 GPA minimum required
 - GPA in the Prerequisite GE courses – 2 points maximum
 - Casper Score –
 - To help meet federal back-to-work mandates for veterans, veterans are awarded an extra point upon submission of their DD214.
 - c. Applicants must also participate in a Communications Exercise. This exercise is held approximately 30 days after the nursing application deadline.
 - Interviews are conducted for 100 to 120 students
 - Coordination of the interview process is done coordinated by the Assistant Director, Undergraduate Program.

- d. Students are admitted each Fall and Spring, based on current program development and community needs (commonly between 80 and 90 students)
 - Students are ranked by total scores, from highest to lowest
 - In the case of a tied score, students will be ranked for selection first based on their Science GPA, then second by their Reading Score
 - e. Letters of reference and testimonials are not a factor in the application process. Please do not submit these items
8. Alternate Selection
- a. After fulfilling the available slots for admission, the next twenty (20) slots are used for alternates, in order of ranking by total score. Alternates will be notified at the same time as admitted students.
 - b. Alternates are admitted taking the place of admitted students who decide not to accept admission
 - c. An alternate can also be admitted replacing a candidate who withdraws from the program or or drops out before the end of the first week of the semester.
 - d. Students reentering after failing NURS 200 are given priority for readmission if their previous total score on the admission profile exceeds that of students on the alternate list. If there is a tied score, ranking will be decided based on overall GPA.
 - e. Following this period, alternates will no longer be considered for admission for that semester. Alternates may reapply for admission to the SON for the following semester. They will receive no special consideration but must again compete with other applicants.
9. Notification of Admission Status
- a. Students will be notified by the SON of their status by email by the fourth week of April or November
10. Notification Process
- a. All applicants will be notified by email of the status of their application. Letters include
 - Admission
 - Alternates
 - Non-admission, qualified
 - Not qualified
 - b. Contract letters will be sent to applicants admitted to the program with additional requirements for the background check, health documents, prerequisites and other information. The letter will include the date and information about New Student Orientation.
 - Attendance at New Student Orientation is MANDATORY
 - c. Applications of those not qualified for admission will be listed on the admission database as not qualified. Copies of the letter sent to each of these applicants will be kept with the application and filed for statistical purposes. An alphabetical list of these applicants, including the semester of application will be maintained.

- d. 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 will be maintained.
- e. 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 accreditation reporting.
- f. 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.
- g. Students must meet the [University Admission Criteria](#) before final acceptance into the program

11. Reapplication

- a. Students who applied previously but were not admitted to the program may reapply one time.
- b. 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 applications
 - The student should submit any new transcripts
 - It is the student's responsibility to inform the SON that they are reapplying

12. Basic Admission Policy and Procedures Review

- a. The above policy and procedures will be reviewed by the SON Admissions Coordinator and the Student Support and Development Committee on an annual basis.
- b. Proposed policy and procedure changes will be presented at a SON faculty meeting for discussion and resolution
- c. Approved changes will be reflected in revised and dated policies and procedures
- d. Reviews and/or revisions will be signed and dated by the Student Support and Development Committee.

13. Course of Study

- a. The following chart lists the current roadmap of completion for nursing students Ten-Semester plan to complete the BS in Nursing – Basic (NRSGBS01)
Revised Fall 2019 – 120 units

Semester One		Semester Two	
Course	Units	Course	Units
Composition – A1	3	Oral Communication – A2	3
Stats 108 – B2	3	Critical thinking – A3	3
Sociology 100 – D2	3	Chemistry 140 – B1/B3	5
GE course – C1	3	Psychology 100 – D3	3
GE course - E	3		
Total units	15	Total units	14

Cumulative units 29

14.

Semester Three		Semester Four	
Course	Units	Course	Units
BIOL 207 Physiology – B2/B3	4	BIOL 208 Anatomy	4
BIOL 201 Microbiology – B2/B3	4	GE course – Any C	3
GE course – D1	3	GE course – D2	3
GE course – C2	3	GE course – Upper Division C	3
Total units	14	Total units	13

Cumulative units 56

Semester Five	Semester Six	
<u>Apply to Nursing program:</u> Students may have a gap semester (educational leave) when they are applying to the nursing program because in-progress Nursing-prerequisite courses will be calculated as a “C” grade in the application. Students must be officially admitted to the School of Nursing before enrolling in Nursing courses. Once admitted to the School of Nursing, students must attend full-time.	Course	Units
	Nursing 250	6
	Nursing 312	3
	Nursing 321	6
	Total units	15

Cumulative units 68

Semester Seven		Semester Eight	
Course	Units	Course	Units
Nursing 250	6	Nursing 331	6
Nursing 302	3	Nursing 341	6
Nursing 312	3	Nursing 450 – Upper Division B	3
GERN 400 – Upper Division, D, WI	3		
Total units	15	Total units	15

Cumulative units 98

15.

16.

Semester Nine		Semester Ten	
Course	Units	Course	Units
Nursing 352	6	Nursing 402	6
Nursing 361	6	Nursing 452/453/454	6
Nursing 456	3	Nursing 458	1
Total units	15		13

Cumulative units 126

References:

[University Admission Criteria](#)

[http://www2.calstate.edu/attend/impaction-at-the-csu.](http://www2.calstate.edu/attend/impaction-at-the-csu)

[Admissions website](#)

[Assist.org](#)

[SON website](#)

[University Catalog](#)



**SUBJECT: Advanced Placement
Policy for the BSN Program**

☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-002/SH-002
		PAGE: 1 OF: 2
		EFFECTIVE: 05/31/2020
MANUAL: Policy/Bylaws		Reviewed 9/25, 11/22

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

I. Policy:

1. 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. 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:
 - a. Submit the Advanced Placement Application with all prerequisite courses completed.
 - b. Submit official copies of all transcripts (unopened).
 - c. Submit a letter of request with full name, student ID number, current address, telephone number, and email.
 - d. Submit a letter stating you are in "good standing" from your previous nursing program director.
 - e. Submit copies of course descriptions, syllabi and other support materials from all nursing and prerequisite courses completed.

3. The Assistant Director of Undergraduate Programs will evaluate and consult appropriate content experts as necessary for equivalency.
 - a. Student may be requested to meet with the Undergraduate Coordinator to answer questions regarding prior academic course work.
4. 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.
 - a. Students may attempt to achieve credit for a course by examination.
 - b. Waivers will be specified by the School of Nursing's Undergraduate Coordinator on the California Board of Registered Nurses' "Individual Candidate Roster: Candidate Worksheet" form upon graduation.
5. Placement level is then established for the transfer student, and they are admitted on a space available basis.
6. Students who have been selected will be notified in writing.
7. Students must confirm their intention to accept this placement within 10 business days of notification.
 - a. If no notification is received within that time, the next student on the list will be notified.

II. Procedure:

- 1) Students will be ranked for admission according to the following selection criteria in the order shown:
 - a) Transfer students in good standing from other CSU campuses.
 - b) Transfer students from other California colleges/universities
 - c) Transfer students from out-of-state schools
- 2) Students who have equal ranking for admission to the nursing program will be selected according to:
 - a) Veterans returning from military service
 - b) GPA on transfer prerequisite science courses
 - c) The earliest date of receipt of their application

References:

[University Policy: Credit by examination and substitution or waiver of course requirement](#)



SUBJECT: Assessment Technologies Institute (ATI) Policy and Procedure		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-004 /SH-004
		PAGE: 1 OF: 4
		EFFECTIVE: 9/01/2022
MANUAL: Policy/Bylaws		Reviewed 9/25, 11/22

Assessment Technologies Institute (ATI) Policy and Procedures

This document provides specific policy guidelines regarding ATI practice, proctored and RN comprehensive predictor assessments in the undergraduate program, School of Nursing at California State University, Long Beach.

All ATI undergraduate assessments are to represent 10 points (10% weighted grade) of the lecture evaluation criteria for courses that use ATI testing. The awarding of the ATI 10 points is as follows:

- A. The online non-proctored assessment and completion of active learning templates is worth up to 4 points.
- B. The online proctored assessment and completion of active learning templates is worth up to 6 points.

1 **The online ATI- non proctored assessment**

- 1.1 The assessment score attained will be graded in the following manner:
 - 1.1.1 80% or greater – three points, if 2 active learning templates are completed, one additional point is earned.
 - 1.1.2 65-79% – two points, if 4 active learning templates are completed, two additional points are earned.
 - 1.1.3 Less than 65% – zero points, if 8 active learning templates are completed, four additional points are earned.
- 1.2 Students are encouraged to use the ATI materials to prepare for the non-proctored assessments.
- 1.3 The ATI non-proctored assessments will be accessible for students to complete at the designated time determined by the faculty. Students will be given one week to complete the non-proctored assessment.

- 1.4 Scores are based on the student's first attempt. Non-proctored assessments are timed, and students will be given 500 minutes of testing time and 500 minutes of pause time to complete each non-proctored assessment.
- 1.5 All students may complete a required number of active learning templates on topics missed on the non-proctored assessments to earn full points. Completed active learning templates are due one week after the non-proctored assessment. Failure to complete all active learning templates by the due date forfeits the additional points.

ATI non-proctored assessments per course/semester

Non-Proctored ATI Test	Course
RN Fundamentals	NRSG 200
Self-Assessment Inventory	NRSG 200
RN Fundamentals	NRSG 250
RN Adult Medical Surgical	NRSG 331
RN Mental Health	NRSG 341
RN Maternal Newborn	NRSG 351
RN Nursing Care of Children	NRSG 361
RN Nutrition	NRSG 402
RN Community Health	NRSG 402
RN Leadership	NRSG 454
RN Pharmacology	NRSG 458
RN Comprehensive Predictor	NRSG 458

2. The online ATI proctored assessment

- 2.1 The online proctored assessment and completion of active learning templates comprises up to 6 points of the lecture course grade.
- 2.2 The assessment score attained will be graded in the following manner:
 - 2.2.1 Level 3 – four points, if 2 active learning templates are completed, two additional points are earned.
 - 2.2.2 Level 2 – three points, if 4 active learning templates are completed, two additional points are earned.
 - 2.2.3 Level 1 – one point, if 8 active learning templates are completed, an additional two points are earned.
 - 2.2.4 Below level 1 – zero points, if 12 active learning templates are completed, two additional points are earned.
- 2.3 All students may complete a required number of active learning templates on topics missed on the proctored assessment to receive additional points. Completed active learning templates are due one week after the proctored assessment. Failure to complete the active learning templates by the due date forfeits the additional points. Score will be based on the student's first attempt.

- 2.4 Students who receive below Level 1 should contact the course instructor for remediation and re-testing. Re-testing must be completed prior to taking the Comprehensive Predictor assessment in the NRSG 458 NCLEX review course. Students must achieve a Level 1 or higher on all ATI proctored assessments to be eligible to complete the Comprehensive Predictor assessment. The course lead instructor is responsible for ensuring that all students within that course have achieved a Level 1 or higher score prior to entering NRSG 458.
- 2.5 It is strongly encouraged that the student retake the assessment as close to the completion of the semester as possible.

List of the ATI proctored assessments per course/semester

Proctored ATI Test	Course
RN Fundamentals	NRSG 250
RN Adult Medical Surgical	NRSG 331
RN Mental Health	NRSG 341
RN Maternal Newborn	NRSG 351
RN Nursing Care of Children	NRSG 361
RN Nutrition	NRSG 402
RN Community Health	NRSG 402
RN Leadership	NRSG 454
RN Pharmacology	NRSG 458
RN Comprehensive Predictor	NRSG 458

Specific Course Assessments

NRSG 200

Students must complete the ATI Self-Assessment Inventory and the Entrance Critical Thinking Assessments as part of the NRSG 200 expectations. Failure to complete these assessments will result in an incomplete grade until the requirement is met. There is no minimum benchmark for these assessments.

Commented [CD1]: not sure they are doing this think we deleted

NRSG 454

Students must complete the ATI Exit Critical Thinking Assessment as part of their NRSG 454 expectations. Failure to complete the assessment will result in an incomplete grade until the requirement is met. There is no minimum benchmark for this assignment.

NRSG 458

Students need to achieve a minimum of a Level 1 on the ATI RN Pharmacology Proctored Assessment. Students who achieve less than a Level 1 are required to complete a pharmacology focused review and retake the assessment. Students need to achieve a minimum of a Level 1 to pass the course and be eligible to take the ATI Comprehensive Predictor.

Students need to obtain a minimum Probability Score of 90% on the ATI RN Proctored Comprehensive Predictor. Students who achieve less than 90% are required to complete a comprehensive predictor focused review and retake the assessment.



SUBJECT: Credit by Examination		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: SH 06
		PAGE: 1 OF: 2
		REVISED: 05/26/2020
MANUAL: Policy/Bylaws		Reviewed: June 2025

Purpose: To establish essential performance standards for participation in the CSULB School of Nursing Program.

I. Policy:

1. Credit by examination is available to all students who feel they have the knowledge and/or experience sufficient to meet the objectives of a nursing course.
2. Credit by examination of a nursing course is permitted only after admission to the University, nursing program.
3. The student must also have the permission of the Assistant Director of the Undergraduate or Graduate Program of the School of Nursing.
4. A maximum of 30 units earned by the examination process may be counted toward the Bachelor of Science degree. ([see University Catalog](#))

II. 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 Program to discuss seeking credit by examination.
2. Combined lecture and clinical or activity courses cannot be given credit by examination according the University's Credit by Examination Policy (See [Policy 87-04](#)).
3. Credit by examination is not available for the following reasons:
 - a. for any course which is a prerequisite to one for which credit has been received, (see department for possibility of course waiver),

- b. to remove a grade of “F,” “WU,” “NC,”
 - c. to satisfy the courses required for a major in a master’s degree.
 - d. for any course in which the content or methodology is such that an examination does not appropriately measure competence.
- 4. 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.
- 5. Upon approval, the student is to pick up a “Credit by Exam” form from the Office of Admissions and Records (part of Enrollment Services) for approval signatures from the Director of the School of Nursing and the instructor for the course PRIOR to enrolling in the course. Students must provide the instructor with a copy of the signed and dated approval form at the first class meeting.
- 6. 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](#))
- 7. Students who pass the course receive a grade of “CR”.
- 8. Students who do not pass the examination have two options:
 - a. continue in the course as a regular student; or
 - b. withdraw from the course.

References:

[University Catalog](#)

[University Policy Statement 87-04](#)



SUBJECT: Dress and Behavior Code		
Guidelines for the Clinical Agencies		
☐ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: FH-008/SH-008
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 3
	☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	EFFECTIVE: 03/19/2019
MANUAL:	Policy/Bylaws	Reviewed 9/25, 11/22

Purpose: To establish guidelines for student behavior and dress while in clinical agencies.

I. Policy:

1. Students are expected to be clean and neat at all times. Daily requirements include personal body hygiene, oral hygiene, and clean clothing.
2. Students are to wear the pre-selected uniform for most clinical rotations. The uniform must be clean and unwrinkled. Necklines and hemlines are to be non-revealing, undergarments should be neutral in color and not visible. The uniform needs to be loose enough to permit freedom of movement. Pants must be hemmed so they do not touch the floor. Students may wear a white t-shirt under their uniform top; sleeve length must be above the elbow. If the uniform skirt is worn, black or neutral tights or stockings are be worn if black shoes are worn and white or neutral tights or stocking if white shoes are worn. No socks may be worn over the tights or stockings.
3. When the pre-selected uniform is not required, i.e. NRS 402 or when representing the School of Nursing, the following dress code must be observed: no jeans, no oversized apparel, no leggings, no sweats, no hoodies, no hats or ball caps unless for religious or cultural purposes, no midriff or abdomens are to be visible, no bare arms or cleavage may be revealed, no T-shirts, undergarments must not be visible, logo apparel may not be worn with exception of CSULB apparel. Skirts and dresses must come to the top of the knee.
4. Facial hair shall be clean, neatly trimmed and allow for a secure fitting mask.

5. No headbands are allowed. If a student is wearing a hijab, the color must be white, tan or black and secure, so it does not fall forward when the student leans forward.
6. Student may wear plain black colored scrub caps (if allowed by the clinical facility) to keep hair secure from falling forward during patient care.
7. Students are to wear picture ID name badges on the upper left side of their uniform top. One ID badge is from CSULB identifying them as a Student Nurse. A second ID badge will be obtained at the facility that they are completing their clinical rotation and must also be worn.
8. Students are to wear clean, solid white, solid black or black and white shoes with enclosed toes and heels. Shoelaces and above the ankle socks are to be the same color as the shoes.
9. Students at their clinical site for orientation or pre-planning may not need to wear a student uniform. They are required to wear a clean, unwrinkled lab coat with the CSULB emblem with professional attire and have their CSULB student picture ID and facility ID badges visible. No jeans, sweats, jogging suits, leggings, shorts, tank tops, printed T-shirts, tight fitting clothing, hem lines above the knee, open-toed or open heeled shoes are permitted.
10. Students are expected to be equipped with a black pen, small note pad, bandage scissors, pendant watch with a second hand, portable aneroid blood pressure cuff, and stethoscope.
11. The only jewelry permitted is a pendant watch and one pair of non-dangling earrings in the earlobe.
12. Hair is to be off of the collar and should be 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. Hair needs to be of a natural color.
13. Use of lightly or non-scented deodorant and oral hygiene products are highly recommended to manage body odors with clean, odor-free clothing. No scented lotions, perfumes, cologne, or aftershave are permitted.
14. Fingernails are to be clean and short, without polish. Students may not wear acrylic, gel, silk, or artificial nails.
15. Tattoos that are visible and considered offensive in nature need to be covered. The facility policy will be followed.

16. Students are prohibited from wearing ear buds or headsets in the facilities unless provided by the facility for assigned duties.
17. Chewing gum is not permitted in the clinical area.
18. 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.
19. Students are to comply with agency policy and procedures in the clinical setting.
20. Hallways, elevators, and stairways are to be kept open for movement of personnel. It is important not to congregate in heavy traffic areas such as the Nurse's Station.
21. As arranged, students are to inform their clinical instructor IN ADVANCE of any absence and to call or text the instructor immediately when it appears that an UNAVOIDABLE LATE ARRIVAL will occur.
22. 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.
23. Professional nurse role development incorporates dress and behavior. Growth and consistently acceptable compliance are expected.
24. Cellular phones and devices may be permitted for clinical resources only. Check the facilities policy. Personal calls and texting are not permitted in the patient care area.
25. Students are to limit textbooks and personal items in the clinical area. Items of value should fit in your pockets. Backpacks are not allowed in the nursing lounge. The hospital is not responsible for the safety of your personal items.



SUBJECT: Missed Clinical Hours		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Policy Number: FH-019/SH-019
		PAGE: 1 OF: 2
		EFFECTIVE: 05/31/2020
MANUAL:	Policy/Bylaws	Reviewed June 2025

Purpose: To outline procedures for make-up of missed clinical hours due to student absence from clinical.

I. Policy:

1. 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.
 - a. It is expected that students will attend required classes.
 - b. It is the student's responsibility to contact the clinical instructor if they are unable to attend clinical for any reason.
 - i. Whenever possible, this notification should be made in advance of the clinical time.
2. Any missed clinical time during the semester is required to be made up, hour for hour.
 - a. The clinical instructor will identify an approved assignment or arrange for clinical hour placement (if possible) in order to make up missed hours of clinical.
3. 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:
 - a. Withdrawal from the course
 - b. An incomplete grade
 - c. Failure of course
4. It is the student's responsibility to arrange the make-up time or assignment with the clinical instructor.

References:

[University Policy on Class Attendance](#)

[University Policy on Educational Leave](#)

[University Policy on Final Course Grades, Grading, Procedures, and Final Assessments](#)

[CSULB Dropping and Withdrawing from Classes](#)

[Catastrophic Withdrawal Request Form - Medical](#)

[Catastrophic Withdrawal Request Form – Beyond Student’s Control](#)



SUBJECT: Program Progression Policy		
☒ Policy & Procedure or ☒ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number: FH-017/SH-017
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 3
	☒ Accreditation Requirement ☐ Board of Registered Nursing Requirement	REVIEWED: 05/26/2020
MANUAL: Policy/Bylaws		Reviewed June 2025

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/patients, students must be held to the following guidelines of matriculation

I. Policy:

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 in the catalog.
 - a. Undergraduate students must pass all courses in the nursing curriculum with a minimum grade standard of 2.0 or higher on a 4.0 scale
 - b. For any course with a clinical component:
 - i. 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 and lecture course.
 - ii. Students may not register for any course in the sequence until the prerequisite course(s) have been completed, unless special permission has been granted by the Assistant Director for Undergraduate or Graduate Program.
 - iii. Readmission into the course will be on a space available basis, as outlined in the [Readmission Policy](#)
2. Course Failure and Dismissal from the Nursing Program
 - a. Students may fail twice prior to being dismissed from the Nursing Program.

- i. This can be in the form of 1 course; 2 failures or
- ii. This can be two different courses

3. Course Withdrawal

- a. Students who wish to withdraw from a nursing course may do so if they meet the following criteria as specified in the University Catalog:
 - i. A student may not withdraw from a course because they are earning less than a “C” grade in the course.
 - ii. A student must withdraw by the census date established by the University
 - iii. Withdrawals after the census date and prior to the last 20% of instruction may occur *only for serious and compelling reasons* and with the approval of the instructor and the Director of the School of Nursing.
 - iv. Withdrawals after the last 20% of instruction may occur *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. Ordinarily, withdrawal in this category will involve total withdrawal from the campus except that a Credit/No Credit grade or an Incomplete may be assigned for other courses in which sufficient work has been completed to permit an evaluation to be made. Request for permission to withdraw under these circumstances must be made in writing on forms available from Enrollment Services.
- b. Students with approved withdrawals from nursing courses may return to the School of Nursing on a space-available basis. (*See Policy on Readmission to or Transfer*)
- c. A pattern of withdrawals may influence requests for consideration of reinstatement.
- d. Limits on withdrawal
 - i. No undergraduate student may withdraw from more than a total of 18 units. This restriction extends throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:
 - 1. Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,
 - 2. Withdrawals in terms prior to fall 2009 at CSULB,
 - 3. Withdrawals at institutions other than CSULB, and
 - 4. Withdrawals at CSULB for exceptional circumstances such as serious illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

4. Medical Withdrawal

- a. CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:
 - i. A completed Medical Withdrawal Form, including any required documentation, is submitted to Enrollment Services before the end of the semester, and
 - ii. The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.
- 5. [Educational Leave](#)
 - a. Students who are in good academic standing at CSULB and have earned 1 unit in their current program may apply for Educational leave for one or two semesters.
 - i. Must complete the Educational Leave Form (in advance of enrollment in subsequent semester) with explanation of reasons seeking leave and statement of when they intend to resume academic work
 - ii. Renewal of Educational leave for an extension must be done in writing PRIOR to the expiration of the current leave and through Enrollment Services
- 6. Military Leave
 - a. Students called to active military services may take an extended military leave for up to a maximum of five years.
 - i. Requests for military leave must be accompanied by a copy of military orders indicating the induction date
 - ii. [Veterans Services](#) can assist with facilitating this type of leave.



SUBJECT: Public Health License		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☐ University Policy Reference	Policy Number: FH-022/SH-022
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 3
	☐ Accreditation Requirement ☒ Board of Registered Nursing Requirement	Effective: 11/01/2022
MANUAL:	Policy/Bylaws	Reviewed 9/25, 11/22

Purpose: To clarify the requirement and the process of obtaining a Public Health license.

I. Policy:

1. Background: All graduates of a BSN program are eligible to apply for a Public Health license, provided the school program includes the appropriate curriculum. CSULB is such a school.
2. An applicant for a Public Health Nurse (PHN) Certificate shall have:
 - a. A license, in active status, to practice as a registered nurse in California.
 - b. Educational requirements that include possession of a baccalaureate 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.
 - c. The baccalaureate must have included coursework in public health nursing, including a supervised clinical experience in public health settings.
3. Supervised clinical experience shall be:
 - a. In public health settings with individuals, families, and community.
 - b. Concurrent with or following acquisition of theoretical knowledge prescribed by the curriculum.
 - c. A minimum of 90 hours in specific content areas as specified by the California Board of Registered Nursing (BRN).
 - d. A faculty member of the nursing program shall be responsible for coordinating the students' clinical experience and supervision.

4. Theoretical Content for the Public Health Nurse certificate shall include, but is not limited to the following areas:
 - a. Physical, mental, and developmental assessment: child and adult.
 - b. Surveillance and epidemiology: chronic and communicable diseases.
 - c. Health promotion and disease prevention.
 - d. Multicultural nursing concepts.
 - e. Research methodology and statistics.
 - f. Health teaching concepts and strategies.
 - g. Population based practice: assessment and development of community.
 - h. Assessment of health needs of individuals and families, to include environment and interventions across the lifespan.
 - i. Legal and health care financing issues.
 - j. Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, detection, intervention, treatment, and California reporting requirements.
 - 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.
 - Content to include Prevention, Detection, Intervention, Treatment, and California reporting requirements.
 - k. Case management/care coordination.
 - l. Emergency preparedness and response

II. Procedure:

1. 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.
 - a. Obtain the “Application for California Public Health Nurse Certificate” form and the “Request for Transcript Public Health Nurse Certification” form online from the California Board of Registered Nursing (BRN) at [General Instructions and Application Requirements for Public Health Nurse \(PHN\) Certification](#)
 - b. Complete the application and transcript request and mail the application form *along with the required fee directly to the BRN.*
 - 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.
 - 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.
 - c. Students will request an official transcript from CSULB
 - d. Students will need to:
 - Submit to the School of Nursing (SON) office:
 1. Request an Official Transcript (sealed) from Enrollment Services

- after the BSN degree has been recorded.
2. Turn in the transcript to the SON with their name printed on the front of the envelope.
 3. Completed BRN form "Request for Transcript Public Health Nurse Certification."
 4. Designated staff member will attach the BRN Request for Transcript to the sealed university transcript. The BRN Request for Transcript and the sealed university transcript will be mailed to the BRN
2. 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.

References:

[California Board of Registered Nursing](#)

[Nursing Practice Act Title 16 California Code of Regulations](#)

[California Code of Regulations 16 CCR 1491 Qualifications and Requirements](#)



SUBJECT: Reentry into the Undergraduate Nursing Program		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference	Policy Number: FH-023/SH-023 PAGE: 1 OF: 4 EFFECTIVE: 11/01/2023
MANUAL: Policy/Bylaws		Reviewed: June 2025

Purpose: To provide guidelines for returning students who have an approved leave of absence, have withdrawn from a course, or who did not pass a course and desire to repeat it a second time after completing their Student Success Plan.

1. Students seeking re-entry and continuation in the Nursing Program will be placed on a re- entry waiting list and **reentered as vacancies are available**. The waiting list and vacancies for each level will be monitored by the Assistant Director of the Undergraduate Program.
 - a. Re-entry consideration will need to be applied for each semester if student has not been chosen.
2. Students will be ranked for re-entry per the following criteria in the order listed:
 - a. Students who have been deployed for active military service.
 - b. Students who have been delayed for one semester or more due to lack of vacancy.
 - c. Students who withdrew for other approved reasons (e.g., medical, financial, etc.). [See University Handbook on the limits for withdrawal](#)
 - d. Students who have completed their Student Success Plan after not passing a course.
 - e. Students who have equal ranking for re-entry will be selected according to their date of re-entry request form submission.
3. Students must send a Re-Entry Request Form via e-mail to the general nursing e-mail: nursing@csulb.edu which will be forwarded to the Assistant Director for Undergraduate Programs by the administrative staff.



SUBJECT: Reentry into the Undergraduate Nursing Program		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference	Policy Number: FH-023/SH-023 PAGE: 2 OF: 4 EFFECTIVE: 11/01/2023
MANUAL: Policy/Bylaws		Reviewed: June 2025

- a. The request must include full name, student ID number, current address, telephone number, CSULB email, and the name/number of the class for which re-entry is requested.
- b. Deadlines for submission of Re-Entry Request Forms:
 - i. Fall semester: June 1
 - ii. Spring semester: November 1
 - iii. Summer semester: March 1
4. Students approved for re-entry will be notified via their CSULB email.
 - a. 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 waiting list will be notified.
5. Students who are allowed re-entry but choose not to re-enter in the semester indicated must submit another Re-Entry Request Form to be placed back on the re-entry waiting list (see deadlines under 3b).
6. Students (except for NRSG200 re-entry) who have been out of rotation from the Nursing Program for more than one semester, with an **authorized** leave of absence or due to lack of vacancy, must meet the minimum skills competencies from all prior clinical courses to be eligible for re-entry into the program.
 - a. Student must register for a one-unit Independent Study NRSG490 course.
 - b. Meet with the faculty assigned to the NRSG490 course to develop a plan for student success including verification of competency of knowledge, skills, and attitudes.
 - c. Competencies may include demonstration of physical assessment skills, medication administration, medication math calculations, skills specific to



SUBJECT: Reentry into the Undergraduate Nursing Program		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference	Policy Number: FH-023/SH-023 PAGE: 3 OF: 4 EFFECTIVE: 11/01/2023
MANUAL: Policy/Bylaws		Reviewed: June 2025

specialty courses, and didactic knowledge. This list is not exclusive and other competencies may be deemed necessary by the faculty.

- d. It is the student's responsibility to coordinate with the Independent Study NRS490 faculty and complete their Student Success Plan in the specified time frame.
- e. Upon completion of the NRS490 course, the faculty member will notify the Assistant Director of Undergraduate Programs if the requirements have or have not been verified at a satisfactory level. The readmission process is as following:
 - i. The student must complete the Re-Entry Request form.
 - ii. Upon receipt, the Assistant Director of the Undergraduate Programs will then place the student on the Re-Entry waiting list.
 - iii. Admission is on a space available basis subject to the ranking as specified above and immediate re-entry based on completion of NRS490 is not guaranteed.



SUBJECT: Reentry into the Undergraduate Nursing Program		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference	Policy Number: FH-023/SH-023 PAGE: 4 OF: 4 EFFECTIVE: 11/01/2023
MANUAL: Policy/Bylaws		Reviewed: June 2025

Request for Re-Entry Form

Name (please list all names used):

Student ID #:

Phone:

Email: CSULB e-mail

Re-Entry Request:

Course Number Exited (ex. 200, 250, etc)

Semester/year when Exited

Previous Cohort Code (e.g. 1224T):

Reason for Exiting Nursing Program (please circle):

Academic Medical Leave Educational Leave Other

****Please Give Specifics:**

Did you receive an Academic or Clinical Performance Plan for the course that you will be re-entering? Y N

☐ ☐ If yes, which Faculty Member initiated your Academic or Clinical Performance Plan:

Please attach a copy of the plan to this form.

Have you previously applied for re-entry to the Program: Y ☐ N ☐

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

Additional Comments:

NO RE-ENTRY REQUESTS ARE GUARANTEED –

Permission to re-enter is dependent and determined on space available basis as outlined in the School of Nursing Re-Entry Policy.



SUBJECT: Request to Waive Class – School of Nursing		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: FH-024/SH-024
		PAGE: 1 OF: 1
		EFFECTIVE: 05/31/2020
MANUAL: Policy/Bylaws		Reviewed June 2025

Purpose: To outline the School of Nursing Process to request waiver of a class.

I. Policy:

- 1) The following are required from the student requesting a waiver to be submitted to the appropriate SON Assistant Director (Graduate/Undergraduate):
 - a) Transcript from university where class was completed
 - b) Copy of the class syllabus that student believes meets the requirements of the class at CSULB
 - c) Copy of the CSULB class syllabus student requesting to be waived
 - d) Cover letter describing how the class taken at another university meets the CSULB course student learning outcomes and expectations
- 2) The Assistant Director will forward the request and supporting documents to content expert faculty for review and decision
- 3) CSULB faculty will either approve the waiver request or provide rationale for denial of request.

References:

[University Policy: Credit by Examination and Substitution or Waiver of Course Requirement](#)

SECTION XI- GRADUATE POLICIES & PROCEDURES



SUBJECT: Graduate Nursing Program: Academic Remediation Policy		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference	Policy Number:
	☐ College of Health and Human Services Policy Reference	PAGE: 1 OF: 2
	☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	EFFECTIVE: 12/23/2025
MANUAL: Policy/Bylaws		

Purpose:

- 1. To ensure graduate nursing students' academic competency as they advance in the graduate program.**
- 2. To provide guidance and focused remediation to ensure academic success in graduate school.**
- 3. To promote academic excellence among nursing graduate students. The School of Nursing believes that an 80% average on academic coursework is necessary by the midterm to ensure successful completion of each course.**

I. Policy:

1. If a graduate student fails to earn 80% average by the midterm in a graduate course or is at risk of not achieving an 80% in the class, the following shall happen:
 - a. The professor for the course will schedule a meeting with the student to discuss a plan to improve future assessments.
 - b. The student will be asked to draft a plan for improvement to discuss with the professor and a copy of the plan will be sent to the Graduate Director.
 - c. Campus resources targeting the specific need will be provided to the student to facilitate student success.
 - d. If requested by the student or professor, the Graduate Director will meet with the student to discuss the expectations of graduate study in the School of Nursing and review the student's plan for improvement.
 - e. The CSULB Graduate Policy on [Academic Probation](#) will be discussed with the student.

2. Every graduate student who has been advanced to candidacy must maintain a grade-point average of 3.0 in all courses applicable to the degree.
3. Candidacy for an advanced degree may be revoked if a student's cumulative grade-point average falls below 3.0 at any time.
 - a. Students who become subject to dismissal from an advanced degree program will be notified of the action taken by the College Associate Dean for Graduate Studies or the Vice Provost for Academic Affairs and Dean of Graduate Studies or his/her designee.
4. Graduate students are subject to disqualification if while on probation they fail to earn grades of sufficient quality to remove themselves from probationary status.
 - a. Disqualification will bar such students from any further enrollment at CSULB.

References:

[University Policy: Probation and Disqualification](#)

Policy on Graduate Clinical Preceptorships

Purpose: To define the role of faculty related to clinical preceptorships

Policy:

1. The assignments of Faculty are ultimately responsible for setting up clinical preceptorships for the students according to the Board of Registered Nursing Standards for NP Programs Title 16, CCR Section 1484. a.

- It is the faculty's responsibility to ensure that each preceptor is academically and experientially qualified to precept students and that the facility is appropriate for the student learning outcomes according to the CCNE Standards for Accreditation.

2. Students are highly encouraged to network with nursing and medical colleagues and nursing organizations to identify potential clinical preceptors.

a. Students should provide the names and contact information of these potential clinical preceptors to their clinical faculty for follow-up.

b. Students are NOT permitted to contact potential clinical sites. This is the responsibility of the faculty.

3. Students will be assigned to a preceptor/preceptors by the School of Nursing.

a. Because of the difficulty associated with finding appropriate clinical sites, it is the student's responsibility to maintain the preceptor that was assigned to them.

b. The School of Nursing will not find the student a replacement site.

4. Students are not allowed to precept with a relative/family member.

a. This type of preceptorship would not allow for an objective evaluation of the student's performance in clinical.

5. Students are allowed to precept at their place of employment with program coordinator approval.

a. However, the preceptor must work in a different setting within the organization/facility than the student.

6. Graduate administrative assistants will ensure that every preceptor has a valid registered nurse/nurse practitioner license/medical license (MD or DO) and is in good standing with the Board of Registered Nursing/Medical Board prior to the student's arrival in clinical placement.

7. Once a preceptor and facility have agreed to precept a student, the faculty and student must ensure that an Affiliation Agreement is in place with the University, facility, and preceptor.

a. If an Affiliation Agreement needs to be developed, the faculty and student will work with the administrative assistant to initiate the Agreement.

b. Once the Affiliation Agreement has been fully executed, the student is responsible for completing any required documents or modules for the facility or practice site by the designated time frame.

8. Preceptors will be provided a “Preceptor Handbook” before the preceptorship commences and if needed meet with the designated clinical faculty before the preceptorship commences.

9. Students are not to change clinical sites/preceptors without prior approval of the clinical faculty or Graduate Director, to assure that the preceptor/site are properly vetted.

10. At the completion of the clinical experience each semester, every student is required to complete an evaluation of the preceptor and clinical site according to the SON Agency and Preceptor Satisfaction Survey Policy.

a. Completion of the evaluation is an academic and professional expectation of the student.

References:

[Commission on Collegiate Nursing Education Standards for Accreditation](#)
[Title 16 Board of Registered Nursing CR 1484: Nurse Practitioner](#)



SUBJECT: Graduate Policy on Credit by Examination		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference ☐ Accreditation Requirement ☐ Board of Registered Nursing Requirement	Policy Number: SH 06
		PAGE: 1 OF: 2
		New: 07/17/2025
MANUAL: Policy/Bylaws		

Purpose: To define the academic expectations related to the course credit in the Doctor of Nursing Practice (DNP) program

I. Policy:

1. The DNP curriculum is designed to ensure comprehensive development of advanced clinical, leadership and scholarly competencies.
2. Credit by examination does not allow for adequate assessment of complex clinical judgment and advance practice nursing core skills which are core competencies embedded within the DNP curriculum:
 - a. Clinical residency and clinical specialty competencies
 - b. Clinical decision-making and advanced practice skills
 - c. Interprofessional collaboration
 - d. Health policy and leadership development
 - e. Evidence-based practice application and projects.
 - f. Advanced Pathophysiology, Physical Assessment and Pharmacology competencies
3. All coursework must be completed as designed, under faculty supervision, and within the context of graduate-level expectations and evaluation.
4. Credit by examination is not allowed for any clinical course or the 3P courses within the DNP program for all of the above reasons.
5. This policy applies to all students enrolled in the Doctor of Nursing Practice (DNP) program, including full time, part-time and post-master's students.

6. No exceptions will be granted to this policy.
7. Prior learning, work experience, or non-credit training will be allowed to be substituted for required academic coursework via examination.

References:

[University Catalog](#)

[University Policy Statement 87-04](#)

Graduate Policy on Dress Code in the Clinical Setting

Purpose:

The purpose of this policy is to outline professional appearance standards for DNP Nurse Practitioner (NP) students during clinical residency rotations. Adherence to this policy ensures professional representation of the university, promotes infection control, and aligns with expectations of healthcare institutions.

I. General Guidelines

All DNP NP students are expected to maintain a clean, professional, and appropriate appearance when participating in clinical residencies. This includes clothing, grooming, hygiene, and conduct that reflect professional nursing practice.

II. Dress Code Requirements

1. Attire Options

Students must wear one of the following:

1. Semi-Formal Business Attire

1.1 Slacks or dress pants, blouses, dress shirts, professional skirts or dresses (knee-length or longer).

1.2 Closed-toe, low-heeled professional shoes (no sneakers or sandals).

2. Scrubs

2.1 Solid-colored scrubs (color may be dictated by the program or clinical site).

2.2 Clean, wrinkle-free, and in good condition.

2.3 Scrubs cannot have a logo from any other clinical facility.

2.4 Clean sneakers can be worn when using scrubs.

2. White Coat

1. A clean, knee-length white coat is required with either attire type.
2. Coat must be kept pressed and laundered regularly.

3. Name Tag

1. Students must wear their official university photo ID badge and a clinical site-issued badge when applicable.

2. The name tag must be visible on the upper chest at all times during clinical hours.

4. Jewelry

1. Jewelry must be minimal, discreet, and professional.

1.1 Permitted: small stud earrings, one simple ring per hand (e.g., wedding band), and a wristwatch with second-hand capability (if permitted).

1.2 Prohibited: large hoop or dangling earrings, bracelets, visible necklaces, or facial/body piercings (other than standard ear piercings).

5. Tattoos

- Students should check with the clinical agency for their policy.
- Tattoos that are offensive, controversial, or distracting are not permitted to be visible under any circumstances.

6. Cell Phones

1. Cell phone personal use is strictly prohibited in clinical or patient care areas.

2. Phones must be silenced and stored away unless being used for preceptor-directed clinical purposes.

3. Unauthorized use during clinical hours will be considered unprofessional behavior and may result in disciplinary action.

7. Fingernails and Nail Polish

1. Fingernails must be clean, short, and well-maintained without polish

1. Artificial nails, acrylics, or extensions are not permitted due to infection control standards.

8. Hair and Grooming

1. Hair must be clean and pulled back away from the face if shoulder-length or longer.

2. Beards and facial hair must be neatly groomed.

3. Strong fragrances (perfumes, colognes, or scented lotions) are not permitted.

IV. Non-Compliance

Failure to comply with the dress code policy may result in:

1. Immediate dismissal from the clinical site for the day as an unexcused absence.
2. Repeated violations of the dress code may result in progressive disciplinary action.

Reference:

Dismissal from the Graduate Nursing Program Policy

Purpose: This policy outlines the conditions and procedures for dismissal from the Graduate Nursing Program due to academic and non-academic reasons, including failure to renew educational or medical leave, exceeding the program time limit, and unsatisfactory academic performance.

I. Policy for Ground for Dismissal

A graduate student may be dismissed from the graduate program for any of the following reasons:

1. Academic Grounds:

1.2 Two course failures (grade F or Unsatisfactory) in any graduate-level course.

1.3 Any student whose GPA falls below 3.0 will have one semester to bring the GPA up to 3.0. Failure to do so in the next semester will trigger the termination of the student's degree program due to Academic Disqualification.

1.4 Failure to complete program requirements within 7 years, unless a formal extension is approved.

Commented [AJ1]: Is this the same as saying maintaining a B grade in each course?

2. Non-Academic Grounds:

2.1 Failure to renew Educational or Medical Leave by the required deadline as outlined in the university policy.

2.2 Exceeding the maximum leave period of 2 semesters without an approved extension.

2.3 Unprofessional conduct as determined by university policies or violation of the Code of Ethics for CSULB School of Nursing.

II. Notification and Communication Process

1. Initial Concern Identified:

1.1 The Graduate Director or course instructor identifies academic or administrative concerns.

1.2 The student is informed in writing and invited to a meeting with the NP Program Coordinator to discuss the issue.

2. Formal Notification

2.1 If the concern persists or meets a dismissal threshold, the NP Program Coordinator drafts a summary report and forwards it to the Graduate Director

2.2 The student receives a formal notification outlining the concern, policy references, and an invitation to respond in writing or meet in person.

3. Review by Graduate Director.

3.1 The Director reviews documentation, including academic records, leave requests, correspondence, and any student responses.

3.2 If dismissal is considered, the Director submits a recommendation to the Director of the School of Nursing.

4. Final Decision by Director of Nursing School

4.1 The Director of the School of Nursing reviews the case and makes the final decision.

4.2 A dismissal letter is issued to the student, including the rationale for dismissal, appeal procedures, and options for readmission (if applicable).

III. Appeals Process

1. Students may appeal the dismissal decision by submitting a written appeal to the Director of Graduate Nursing Program within 10 business days of notification. The appeal must include:

1.1 Grounds for appeal (procedural error, new evidence, or extenuating circumstances).

1.2 Supporting documentation.

2. A final decision will be made within 15 business days of the appeal hearing.

Commented [CD2]: check with university policy

Reference:

University Policy: Probation and Disqualification



SUBJECT: Graduate Reentry into the Graduate Nursing Programs		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference	Policy Number: PAGE: 1 OF: 5 EFFECTIVE: 9/25
MANUAL: Policy/Bylaws		

Purpose: To provide guidelines for returning students who have an approved leave of absence, have withdrawn from a course, or who were unsuccessful in a course, or desire to repeat it a course a second time.

1. Students seeking re-entry and continuation in the nursing program will be placed on a re-entry waiting list and reentered as vacancies are available. The waiting list and vacancies for each level will be monitored by the Assistant Director of the Graduate Studies within the School of Nursing.
2. Students will be ranked for re-entry per the following criteria in the order listed:
 - a. Students who have been deployed for active military service.
 - b. Students who withdrew for other approved reasons such an educational leave of absence.
3. Students seeking re-entry due to failure in a course are required to repeat the failed course prior to proceeding to any other courses in the graduate program.
4. An educational leave may be approved for one or two semesters and apply for extensions, not to exceed four full semesters.
5. The period of an educational leave is counted in the calculation of elapsed time under the regulations governing the maximum period of completion of degree requirements (seven years for graduate students).
6. Students without an approved educational leave of absence must reapply to the university prior to re-entry into the program.
7. Students must send a Re-Entry Request Form via e-mail to the e-mail: dnp@csulb.edu which will be forwarded to the Assistant Director for Graduate Studies by the administrative staff.



SUBJECT: Graduate Reentry into the Graduate Nursing Programs		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference	Policy Number:
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MANUAL: Policy/Bylaws		

8. The request must include full name, student ID number, current address, telephone number, CSULB email, and the name/number of the class for which re-entry is requested.
9. Deadlines for submission of Re-Entry Request Forms:
 - a. Fall semester: June 1st of each year
 - b. Spring semester: December 1st of each year
10. Students approved for re-entry will be notified via their CSULB email by the Assistant Director of Graduate Studies.
 - a. Students must confirm their intention to accept this placement within 10 business days of notification. If no notification is received within that time, the student would need to submit another re-entry request.
11. Students who are allowed re-entry but choose not to re-enter in the semester indicated must submit another Re-Entry Request Form to be placed back on the re-entry waiting list.
12. Upon re-entry of a graduate student, a revised Plan of Study will be created by the student and the program coordinator, as well as the Assistant Director of Graduate Studies within the School of Nursing; including a plan for successful completion of the DNP Project.



SUBJECT: Graduate Reentry into the Graduate Nursing Programs		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference	Policy Number: PAGE: 3 OF: 5 EFFECTIVE: 9/25
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Request for Re-Entry Form

Name (please list all names used):

Student ID #:

Phone:

Email: CSULB e-mail

Re-Entry Request:

Course Number Exited (ex. 200, 250, etc)

Semester/year when exited

Previous Cohort Code (e.g. 1224T):

Reason for Exiting Nursing Program (please circle):

Academic

Medical Leave

Educational Leave

Other

****Give Specifics:**

Did you receive an Academic or Clinical Performance Plan for the course that you will be re-entering? ☐ Y ☐ N

If yes, which Faculty Member initiated your Academic or Clinical Performance Plan:

Please attach a copy of the Academic or Clinical Performance Plan to this form.

Have you previously applied for Re-Entry to the Program: ☐ Y ☐ N



SUBJECT: Graduate Reentry into the Graduate Nursing Programs		
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If Yes, List Courses you have repeated (and the number of times per course):

Additional Comments:

NO RE-ENTRY REQUESTS ARE GUARANTEED

Permission to re-enter is dependent and determined on space available basis as outlined in the School of Nursing Re-Entry Policy.



SUBJECT: Graduate Reentry into the Graduate Nursing Programs		
☒ Policy & Procedure or ☐ Policy (only) or ☐ Procedure (only)	☒ University Policy Reference ☐ College of Health and Human Services Policy Reference	Policy Number:
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SECTION XII- RN-BSN POLICIES & PROCEDURES