



CALIFORNIA STATE UNIVERSITY
LONG BEACH
SCHOOL OF NURSING

Undergraduate Nursing Student Handbook



This handbook is developed for students entering the College of Health and Human, School (CHHS), School of Nursing, Bachelor of Science in Nursing (BSN) Program. Students are encouraged to review the suggested California State University, Long Beach (CSULB) University Policies and CSULB resource references to become familiar with the governing oversight to the School of Nursing Program.

The BSN Program is accredited by the:
Commission on Collegiate Nursing Education
655 K Street NW, Suite 750
Washington, D.C. 20001, 202-887-6791.

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Greetings from the Director of the School of Nursing: Dr. Michael L. Williams

Dear Students,

Welcome to CSULB School of Nursing! Thank you for choosing us to further your education! The faculty and staff of the School of Nursing are pleased to welcome you into the profession. Our mission is to empower students to become nurse clinicians, scholars, and leaders to improve the health and well-being of others. We believe in a collaborative learning environment and look forward to learning with you as you take courses with us! Thank you again for choosing CSULB School of Nursing!

Go Beach!

Michael L. Williams
Director, School of Nursing

California State University, Long Beach (CSULB) Policies

Important University Links to Health and Safety Information

All members of the CSULB community are encouraged to observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions. Below are some important links to the University Health and Safety Guidelines.

- [Health Insurance](#)
- [Medical/Public Health Emergencies](#)
- [Emergency Notification System](#)
- [Evacuation Plan](#)

CSULB Academic Calendar Information

To view the current and upcoming [academic calendar\(s\)](#), click on the link and select the appropriate semester.

CSULB Undergraduate Course Catalog Information

The course catalog provides an overview of the current academic requirements and course descriptions for the School of Nursing curriculum.

Undergraduate students acquire "catalog rights" with respect to the requirements for a degree program by maintaining "attendance" continuously. This means that, if continuous attendance is maintained and the degree objective is not changed, students may choose to graduate under the requirements for the degree in effect 1) at the time they began the study in a California community college or another campus of The California State University, 2) at the time they entered CSULB, or 3) at the time of graduation from CSULB.

University Policies

Policies that are important to your success at CSULB are reviewed in orientation via the Canvas Orientation Modules, but can also be found by clicking on the links below:

- [Academic Integrity Regarding Cheating and Plagiarism](#)
- [Academic Progress Rules](#)
- [Academic Warning and Disqualification](#)
- [Attendance Policy](#)
- [CSULB Mission Statement](#)
- [CSULB Principles of Shared Community](#)
- [Educational Leave](#)
- [Final Course Grades, Grading Procedures, and Final Assessment](#)
- [GPA Requirements, Undergraduate](#)
- [Grade Appeals Procedure](#)

- [Harassment on Campus: A Quick Guide to Respond](#)
- [Office of Equity & Compliance](#)
- [Promoting Access and Opportunity and Prohibiting Discrimination, Harassment, and Retaliation](#)
- [Student Accommodations](#)
- [Student Grievance Procedures](#)
- [Title IX at the Beach](#)
- [Withdrawals](#)

CSULB Technology and Technical Skill Requirements

Students should have a working knowledge in the use of computers, the Internet, web browsers, Microsoft Office Word, and other common applications.

The most recent browser versions of Chrome, Safari, Edge, or Firefox will work with CSULB integrated systems. Downloads can be found [here](#) under the supported browser section.

[MyCSULB Student Center](#) will provide you access to enrollment services, Finances, Personal Information and Admissions. Additional information can be accessed from here to see academic requirements, class schedules, and key deadlines and dates.

Students should use the CSULB-issued email for communication regarding school-related work. This will require utilization of the CSULB Single Sign on Portal which can be found in your [MyCSULB Student Center](#).

[Canvas](#) is the learning management system that is utilized at CSULB. Your courses will be managed through this system. Tutorials & video guides are available for navigation and utilization. Students will be expected to be familiar with the following tools in Canvas: discussion boards, quizzes/tests, Dropbox assignment submissions, email, checking grades, Lock Down Browser & Webcam monitoring, and contacting the instructor. [Canvas mobile app](#) can help you stay organized while on the go.

[Adobe Acrobat Reader](#) may be needed to read some files. This plug-in is available free through the [Campus Software portal](#).

Students are typically required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to enrolled student.

Recommended Computer Hardware Requirements

Access to a computer will be imperative to your success in the CSULB SON program. Minimum specifications are as follows:

Component	Minimum Specifications
Processor	Intel® Core™ 3
Memory	8 GB
Storage	256GB
Operating System	Windows 11 Pro 64bit
Webcam	Yes

Apple - (Revised Date 05/22/2025)

Family of Products:

- MacBook Pro, MacBook Air
- 14- and 16-inch Models

Component	Specifications
Processor	M4 chip
Memory	16GB
Storage	512GB
Operating System	macOS Sequoia
AppleCare	4 Years
Apple DEP	Yes
Webcam	Yes

CSULB provides FREE software and applications for use during your time as a student. Students can use the Microsoft Office 365 Suite (Outlook, Teams, PowerPoint, Word, Excel) for free on a personal device. Additional software packages are also available. These items can be downloaded via [Campus Software](#).

Technology Assistance

If you have technical problems accessing systems, please contact one or more of the following:

- Check the status of multiple CSULB [System Status](#)
- [Technology Help Desk](#) can assist you with virtual support via video meeting or by phone regarding technology issues of CSULB systems.
- Create a [service request ticket](#).
- You will be using vendor-specific software within certain classes. Technology assistance related to those products should be directed to the vendor through their identified system.

University Services

- **Basic Needs:** Support for students to ensure access to essential resources like food, housing, and wellness support.

- **Bob Murphy Access Center (BMAC):** Provides programs and services to support equitable student access to campus education.
- **Counseling and Psychological Services (CAPS):** Provides counseling and psychological services for students facing personal challenges and mental health needs.
- **Financial Aide:** Important deadlines and resources for financial aid available to all students at CSULB.
- **Learning Assistance Resource Center:** Tutoring, academic coaching, advising and resources for student success.
- **Library:** Library hours, resources, subject librarians. Michelle De Mars is the librarian for the School of Nursing.
- **Student Health Services:** CSULB student health services offer a wide array of programs and services to support your physical and mental health and wellness.
- **Scholarship Opportunities:** University, Federal, State, and private sources for scholarships. Watch for announcements.
- **University Book Store:** Stocks the required textbooks, school supplies and many other items. Campus copy center is located within the bookstore.

College of Health and Human Services

CSULB has 9 different Colleges, and the School of Nursing resides within the College of Health and Human Services. The CHHS Vision is to convene and partner with the diverse communities to transform lives and advance health and human services. The Core values of Integrity, Growth Mindset, Collaboration, and Innovation, guide the faculty and staff to provide a community of learning that fosters excellence in education and research innovation to be responsive to the communities that we serve. CHHS degrees provide a quality, hands-on education that prepare students for careers upon graduation.

Academic Advising

The School of Nursing uses the academic advising services from the College of Health and Human Services. They provide both general education and major academic advising to matriculated CSULB students in all of the CHHS disciplines. CHHS Advising Center has drop-in advising, advising by appointment, and are also available via telephone. Additionally, they can assist you in understanding all graduation requirements, career options, and have a Frequently Asked Questions website for assistance. For more assistance, please review the CHHS Advising Center [website](#).

School of Nursing

History of CSULB School of Nursing

The Master Plan for Higher Education in California (1959) identified the function of the California State University as provider of undergraduate and graduate education in liberal arts, sciences, applied fields, and professions through the master's degree level. CSU faculty was authorized to conduct research to the extent that such research was consistent with the primary mission, i.e., provision of instruction. The CSU System now has twenty-three campuses. Twenty of the campuses have nursing departments offering the bachelor's degree in nursing and fifteen of these also offer Master of Science degrees in nursing. This is evidence of a fundamental belief of the CSU system and the communities in which each campus exists that nursing is a valued professional educational program in increasing demand.

Since its inception, the baccalaureate in nursing program at CSULB has continued to receive approval by all accrediting bodies: the California Board of Registered Nursing; the Commission on Collegiate Nursing Education (CCNE); the Council on Program Accreditation of the University (internal review); the Western Association of Schools and Colleges; and the American Association of Colleges of Nursing (AACN). The School of Nursing at California State University, Long Beach began in 1952 with the offering of two courses open to registered nurses.

Although baccalaureate degrees (BA, BS) have been awarded to registered nurses at CSULB since 1952, it was not until 1961 that the three-year, generic (pre-licensure) baccalaureate nursing program was established. The nursing program was fully approved for the first time by the California Board of Nursing Education and Nursing Registration in 1964 and was nationally accredited by the National League of Nursing for the first time in 1965. The first 13 students graduated in 1965. The pre-licensure nursing program at CSULB has been impacted since 1973 with many more applicants than can be accepted.

Mission Statement

To create a collaborative learning environment that empowers students to become nurse clinicians, scholars, and leaders to improve health and wellbeing. Baccalaureate nursing education provides a general education with an introduction to multiple disciplines including fine arts, social sciences, natural sciences and humanities. Baccalaureate education in nursing is the basis for professional practice as a nurse generalist and should be accessible to traditional students and to those who have previous formal educational experiences. It also provides students with the education needed to develop critical thinking skills.

Consideration is given to the needs of diverse populations of the 21st century while providing culturally competent care in a safe, nurturing environment within a complex and changing health care system. This level of education is guided by a spirit of inquiry focused on improvement and delivery of nursing services through evidence-based practice. The professional practitioner is prepared to make critical decisions regarding health care based upon competencies and standards for patients across the lifespan, whether individuals, families, groups, or communities. An

individual's responsibility for continued self-learning, professional growth, and the advancement of nursing as a profession is fostered and expected.

Philosophy of the Bachelor of Science, Nursing

In accordance with the philosophy of California State University Long Beach, the faculty of the School of Nursing believes that the baccalaureate program in nursing prepares professional nurse generalists to work with individuals, families, groups and communities in a variety of health care settings. Baccalaureate nursing education provides a foundation in the humanities and the biological, social and behavioral sciences. Students can apply this foundation, as well as a strong base in nursing science to the professional practice of nursing.

The nursing discipline-specific courses prepare students to assess, plan, implement and evaluate care based on sound evidence in a variety of nursing practices. The School of Nursing academic programs are planned in response to societal needs including but not limited to the need for greater access to healthcare, the role of technology in healthcare and public education surrounding self-care responsibility. Competency based education comprises the foundation of learning within the program. Clearly delineated expectations and practice experiences are designed to promote reliable demonstration of knowledge, skills, and attitudes across a variety of settings.

Nursing students are adult learners who are committed to the profession to improve the health and well- being of individuals, families, and communities. They are capable of inquiry, critical thinking and are responsible for their actions. Faculty recognizes that students come with great potential, needs and personal beliefs that are reflective of their diverse backgrounds and values a diverse workforce that represents the needs of the patient populations that we serve. As partners in learning, students are accountable for ongoing attainment of competencies and learning goals required for professional nursing practice.

The faculty of the School of Nursing upholds and fosters the following values in student teaching/learning activities: integrity, respect for self and others, commitment, responsibility, individual differences and rights, inherent capability of the individual, family, and community, freedom of expression, freedom of choice, innovation and life-long learning (Appendix 1).

BSN End of Program Student Learning Outcomes

CSULB adopts the AACN's Essentials and core outcomes for entry-level professional nursing practice as the foundation for the terminal objectives for graduates of our program. Individual courses are designed to build upon one another as the student progresses through the program. All entry level professional nurses need knowledge and proficiencies to practice across a variety of settings. The focus of our student learning outcomes represents the four spheres of care: 1) promotion of health/disease prevention; 2) chronic disease care; 3) restorative care; and 4) palliative care. Upon completion of the baccalaureate program in nursing the graduate will have achieved the following objectives and competencies:

1. Demonstrates an understanding of the discipline of nursing's distinct perspective and

where shared perspectives exist with other disciplines.

2. Applies theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
3. Demonstrates clinical judgment and clinical reasoning founded on a broad knowledge base.
4. Engages with clients to establish a caring relationship demonstrating empathy, respect, and compassion.
5. Demonstrates effective communication that is person-centered and incorporates emotional intelligence to respectfully engage with diverse individuals.
6. Demonstrates clinically relevant assessment skills that promote a holistic and person-centered approach.
7. Synthesizes assessment data to diagnose and prioritize actual or potential health problems and needs.
8. Collaborates with the individual and team to develop an evidence-based and comprehensive plan of care to achieve mutually agreed upon goals.
9. Implements and is accountable for monitoring and evaluating care outcomes throughout transitions of care and across the health continuum through care coordination with individuals and systems.
10. Manages equitable population health care considering the socioeconomic impact of healthcare delivery and engaging in effective partnerships.
11. Integrates best evidence into nursing practice using diverse sources of evidence to inform practice.
12. Applies quality improvement principles to care delivery to incorporate national safety guidelines to drive practice, initiate data driven benchmarks to monitor system performance, and advocate for interventions to mitigate risk.
13. Collaborates effectively within interprofessional partnerships maintaining a climate of mutual learning, respect and shared values.
14. Leads complex systems of healthcare by optimizing the coordination of resources to provide safe, quality, and equitable care to diverse populations.
15. Manages the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice, professional and regulatory standards by utilizing technology and informatics to support and drive decision-making.
16. Demonstrates an ethical comportment in one's practice reflective of nursing's mission to society.
17. Demonstrates a spirit of inquiry that fosters flexibility and professional maturity through self-reflection and a commitment to performance improvement through life-long learning.

Licensing, Certification and Employment Opportunities of our BSN Graduates

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

1. Be eligible to obtain the California Public Health Nursing (PHN) certificate.
2. Be able to function and provide evidence based, culturally sensitive therapeutic interventions (care) as a generalist professional RN in any of the following clinical

settings, in any acute care hospital: medical, surgical, women's health, pediatrics, psychiatric/mental health, neonatal nursery, adult/geriatric, and rehabilitation nursing.

3. Be able to practice in an entry level critical care and neonatal intensive care units.
4. Be able to practice as an entry level public health nurse and provide community focused care and promote the health and wellbeing of the communities.
5. Be able to assume first level nursing leadership positions as team leaders and care coordinators in any health care setting.
6. Be eligible to apply to any graduate nursing school to pursue advanced nursing degrees.

**Nine-Semester Pathway to Complete BSN
Pre-licensure (NRSGBS01) Revised 5/2023**

Semester One		Semester Two	
Course	Units	Course	Units
Composition (GE, Cat. A2)	3	Oral Communication (GE, Cat. A1)	3
Stats 108 (GE, Cat. B4)	3	Critical thinking (GE, Cat. A3)	3
Sociology 100 (GE, Cat. D3)	3	Chemistry 140 (GE, Cat. B1)	5
GE course (Cat. C1)	3	Psychology 100	3
Total units	12	Total units	14

Cumulative Units 26

Semester Three		Semester Four	
Course	Units	Course	Units
Biology 207 Physiology (GE, Cat. B2)	4	Biology 201 Microbiology	4
Biology 208 Anatomy (GE, Cat. B3)	4	GE course (Cat. C3)	3
GE course (Cat. D1)	3	GE course (Cat. D2)	3
GE course (Cat. C2)	3		
Total units	14	Total units	10

Cumulative Units 5

***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.*

Semester Five		Semester Six	
Course	Units	Course	Units
NRSG 200 (GE, Cat. E)	6	NRSG 250	6
NRSG 302	3	NRSG 312	3
NRSG 305	3	GERN 400 (GE, UD Cat. D)	3
GE, UD Cat. C	3		
Total units	15	Total units	12

Cumulative Units 77

Semester Seven		Semester Eight	
Course	Units	Course	Units
NRSG 331	6	NRSG 351	6
NRSG 341	6	NRSG 361	6
NRSG 450 (GE, UD Cat. B)	3	NRSG 456	3
Total units	15	Total units	15

Cumulative Units 107

Semester Nine	
Course	Units
NRSG 402 (GE, Cat. D3)	6
NRSG 454	6
NRSG 458	1
Total units	13

Cumulative Units 120

School of Nursing Policies

The policies and information contained in this handbook serve as a resource to guide the Undergraduate Nursing students. Policy changes can and do occur as needed. Changes will become effective as determined by faculty through the shared governance procedures.

Clinical Readiness & Preparation

Essential Performance Standards

The goal of the CSULB Nursing Program is to prepare every student to think critically, and practice nursing competently and compassionately in rapidly changing practice environments. Because the practice of nursing is an applied discipline, certain functional abilities are essential for the delivery of safe and effective nursing care during clinical training activities. Applicants to the program must be able to meet the cognitive, affective, and psychomotor requirements of the curriculum.

The CSULB has identified technical standards critical to the success of students in the nursing program. These standards are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient care. Certain fundamental technical standards are required to be maintained for progression and graduation from the nursing program.

Reasonable accommodation for students with alterations to the essential performance standards, either temporary or permanent, will be considered on a case-by-case basis in consultation with the Office of Equity and Diversity and Bob Murphy Access Center (BMAC). Students experiencing a change in health status that changes their essential performance standard baseline should communicate this information to the Assistant Undergraduate Director as soon as possible so appropriate accommodations can be made to comply with Agency Clinical Requirements and student safety.

Mandatory Health Requirements

As a healthcare provider you will be required to maintain annual documentation of medical clearance, insurance status, CPR certification, Drug screening, and background checks. Clinical Agencies may have additional testing requirements for the semester that you will be attending. These documents will be maintained within a Health Tracker system that is managed by the student. Participation (purchase) of the health tracker system is MANDATORY as a school of nursing student.

Each semester the student will be required to produce proof that they are compliant with mandatory health requirements PRIOR TO entrance into the clinical setting. Delays in providing adequate certification that health requirements have been met can result in delays to starting clinical and subsequently being able to complete academic requirements for passing the course. Minimal compliance requirements are as follows:

- **CPR Certification:** Every two years you must provide proof of an American Heart Association approved course: BLS for HEALTHCARE PROVIDERS. Students are responsible for the cost of this certification.
- **Screening for TB:** Annual screening is required. This can be demonstrated in one of three (3) ways:
 - Skin testing (PPD): Your initial PPD MUST be a two-step process, the renewal can be a 1 step.
 - Blood test (QuantiFERON gold or T-spot): This is recommended as the easiest and quickest way to prove you are negative for TB.
 - Chest X-ray (every 4 years) with an annual symptom checklist. If you have ever tested positive for TB this will be the way that will be necessary.
- **Influenza/H1N1 Vaccinations:** Annual documentation is required. You may get the vaccine or decline.
 - If you choose to receive the vaccine, it is important that you receive the “*current year*” vaccine which is not typically available until after August of each year. The deadline for having this vaccination will be November 1 each year.
 - If you choose to decline the vaccination, you *must* submit a declination form with a valid medical reason by the November 1 deadline each year. Some hospitals (Memorial Care) require use of their form. Declination of immunization means you will be required to wear a mask at the clinical agency.
- **Tdap Vaccination:** This is the vaccination to prevent tetanus, diphtheria and pertussis. You must have this vaccination (with all 3 components) every 10 years.
- **COVID-19 Vaccination:** Annual documentation is required. You may get the vaccine or decline.
 - If you choose to receive the vaccination, it is important that you receive the “*current year*” vaccine which isn’t typically available until after August of each year. The deadline for having your vaccination will be November 1 each year.
 - If you choose to decline the vaccination you MUST submit a declination form by the November 1 deadline each year. Some hospitals (Memorial Care) require use of their form. Declination of immunization means you will be required to wear a mask at the clinical agency.
- **Titers:** A titer is a blood specimen that indicates whether you have been exposed (and therefore immune) to a disease or vaccination. The following titers are required for participation in the program.
 - **MMR:** This is the vaccination for measles, mumps, and rubella. You want a positive titer. If you have an equivocal or negative titer, you will be required to have an additional 2 vaccines prior to entering clinical.
 - **Varicella:** You want a positive titer. If you have an equivocal or negative result you will require 2 additional vaccinations prior to being allowed to enter clinical placement.
 - **Hepatitis B:** You want a positive titer here. A negative titer will require that you repeat the vaccination series (3 shots at specific time intervals). It is extremely important that you adhere to the dates of vaccination to ensure timely ability to participate in clinical.
 - **Hepatitis C:** You want a negative titer here to indicate that you do not have active Hepatitis C.

- **Personal Health Insurance:** Proof of health insurance coverage is required annually. [Health insurance](#) is available to students through the CSULB Associated Students.
- **Physical Exam:** A physical exam within the last year demonstrating clearance to work in a health profession.
- **Urine Drug Screen:** A negative 12-panel drug screen is required prior to the start of the program. The cost of this screening is the responsibility of the student. This may not be done sooner than 60 days prior to starting your first clinical course. Students may not use marijuana (prescribed or otherwise) throughout the duration of the program. Students with prescriptions for medication that may screen positive should be prepared to upload a copy of their prescription. Some clinical agencies require additional drug screens prior to the beginning of a clinical rotation. Students are responsible for complying with these additional requests. Students who test positive during a drug screen at any time during the Program will be referred to the SON Director for review and disposition. A positive drug screen can negatively impact the student's ability to progress in the program.
- **Criminal Background Check:** A background check will be required prior to starting the first semester of the SON program. The cost of this is the student's responsibility. Ordering will take place through the designated Student Health Tracking system utilized by the SON. Annually while in the program, students will be required to upload the Annual Arrest/Conviction Attestation Form (by July 1) to assure students have not been arrested or convicted of a misdemeanor or felony charge since their initial background screen.
 - Any positive criminal background issues will be referred to the School of Nursing Director for review and disposition. A positive screening does not preclude you from entering the program, but some clinical agencies may restrict clinical access. The SON Director will contract students if there is any concern. Inability to place a student at a clinical agency because of a positive background check may impede the student's ability to progress in the Program.
- **Current Driver's License & Auto Insurance:** Students are required to provide their own transportation to clinical agencies. Clinical sites are located throughout Los Angeles and Orange County. Students must have reliable transportation along with valid and current auto insurance and CA Drivers's license. If the student does not drive the must complete a declination form and upload it to the Health Tracker system to meet this requirement.
- **Additional Requirements (One Time Compliance)**
 - **Implicit Bias Training:** This is mandatory training required by the CSU system. The modules are contained in the Canvas Orientation shell. You must upload a screenshot of your two completed quizzes into EXXAT for documentation of completion.
 - **HIPAA Training:** Health Insurance Portability and Accountability Act (HIPAA) is a federal law that sets national standards for protecting sensitive patient health information. It focused on both the privacy and security of Protected Health Information (PHI). This module can be found within the Canvas Orientation shell. You must upload a screenshot of your completed quiz to EXXAT for documentation of completion by August 1/January 1 (depending on your semester of entry into the Program).
 - **Blood Borne Pathogen Training:** This is a safety training required for

individuals who may be exposed to blood or other potentially infectious materials in the workplace. This is a mandated training by OSHA (Occupational Safety and Health Administration) to protect workers from potential exposures to bloodborne diseases like HIV, Hepatitis B, and Hepatitis C. This module can be found within the Canvas Orientation shell. You must upload a screenshot of your completed quiz to EXXAT for documentation of completion by August 1/January 1 (depending on your semester of entry into the Program).

- **Crisis Prevention Training (CPI):** This is a training to equip individuals with the skills to recognize, prevent and de-escalate crisis situations involving challenging behaviors. It emphasizes a non-violent approach and focuses on maintaining the safety of all involved. This mandatory training is required prior to the start of semester 3 in the program. Students are responsible for the cost of the course and may not start their psych mental health rotation without it.

School of Nursing Ethical Code of Conduct

Nursing is a professional discipline which requires high standards of performance and ethical principles to assure quality patient care. It is the expectations that nursing students follow the same level of ethical standards as the professional nurse while representing the CSULB School of Nursing at clinical agencies. Nursing students are expected to refrain from participating in deceptive, illegal, or unethical activities as defined in the Board of Registered Nursing guidelines for practice. Please review the noted professional standards below:

- [National Student Nurse Association Student Code of Ethics](#)
- [American Nurses Association Code of Ethics](#)
- [Title 16: Board of Registered Nursing Grounds for Discipline: Unprofessional Conduct/Gross Negligence/Incompetence](#)

Dress and Behavior Code Guidelines for Clinical Agencies

Representing the CSULB School of Nursing is a privilege. The professional nursing role incorporates dress and behavior therefore consistent acceptable compliance with guidelines are expected competencies. Students are to come to clinical rotations wearing a clean and unwrinkled uniform with their CSULB picture ID name badge on the upper left side of the uniform top. Shoes may be black, white or black & white with enclosed toes and heels. A CSULB white lab coat over professional attire along with your CSULB ID is the expected dress code for preplanning days. Acrylic, gel, silk or artificial nails are not allowed. Facial hair shall be clean and neatly trimmed to allow for a securely fitting mask. Jewelry is not permitted except for a pendant watch and one pair of non-dangling earrings in the earlobe. Hair is to be off the collar and should not fall forward in the performance of tasks. Surgical caps of a black color are allowed if allowed by the clinical agency. Limited space for personal items is available in the clinical setting. The hospital is not responsible for the safety of your personal items, therefore limiting what is brought to the clinical area is recommended. Cell phones are permitted for clinical resources only and must comply with the facility policy in patient care areas.

Social Media Policy

The CSULB School of Nursing supports the use of social media and abides by the university policy on [Acceptable use of CSULB Electronic Communication Systems and Services](#). The School of Nursing has adopted the following guidelines to minimize the risks to students and patients associated with use of social networks and all other electronic media. Inappropriate use of social media can lead to disciplinary action including but not limited to formal reprimand, suspension or dismissal from the program. Students can also be held personally liable. Such violations may result in civil and criminal penalties including fines or possible jail time in accordance with state and federal laws.

- Students must recognize they have an ethical and legal obligation to always maintain patient privacy and confidentiality.
- This means that transmitting any patient identifying information is a violation of the patient's privacy (including images, stories, videos, etc).
- No photos or videos of patients may be taken on a personal cell phone device.
- 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 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.

Student Coursework

Communication Standards

All official CSULB communication will be e-mailed to your CSULB E-mail account. It is the student's responsibility to check e-mail messages on a regular basis to keep informed on all current and any new information concerning the School of Nursing.

Course Syllabus

Each course has a syllabus consisting of the University catalog course description, expected learning outcomes, learning objectives, required text, methods of evaluation and grading criteria. The student may access course materials through Canvas (the University's Learning Management System). The student is responsible for being familiar with the expected performance outcomes as outlined by the syllabus for each course.

Guidelines for Written Papers

The School of Nursing utilizes the *Publication Manual of the American Psychological Association*, 7th edition, to guide formatting and writing style for all papers in course work.

Academic Integrity/Plagiarism/Artificial Intelligence

The School of Nursing follows the University Policy on Academic Integrity Regarding Cheating and Plagiarism. Please be aware that incidents of Academic Integrity violations must be reported to the University and have the potential to negatively impact University enrollment as a result. Faculty utilizes plagiarism software and AI detection software via Turnitin through Canvas to detect potential use of AI or plagiarism. While we are aware that these tools have some degree of error related to them, they are utilized in beginning conversations with students to explore the experience. Should it be determined that a breach of academic integrity did occur the faculty has several options available for action based on the severity and frequency of the violation. Additional work may be assigned to resolve the discrepancy and meet the learning objectives of the course.

Holiday Scheduling of Classes

The Academic Affairs Calendar published by the University is the official record of firsts and last day of classes, holidays, campus closures, and final examinations. Anytime that campus is closed, no classes will be held; including clinical courses that are held in off-campus venues. There is no need to make up coursework of scheduled classes that fall on a holiday or campus closure days.

Missed Clinical Hours Policy

The Board of Registered Nursing has a minimum number of hours that a student must complete in clinical courses doing direct patient care. The University has a minimum number of hours required to meet the course unit requirements. Students who miss clinical classes will need to do assigned work to make up the time to meet University standards. If the minimum number of direct patient care hours is not met; the student will receive an incomplete in the class and will be scheduled to make up the clinical hours in the next available semester to progress in the program.

Medical Clearance for Clinical Participation

All students must comply with all required health documentation for immunization, drug screen, and background check as required by the clinical agency where the student has been placed. It is the student's responsibility to maintain the documentation according to policies within the Health Tracker system of the School of Nursing and provide their clinical instructor with proof of compliance prior to starting clinical EVERY semester.

Student Health and Safety for Clinical Incidents

Exposures, injuries, accidents, or contamination occur in the everyday course of patient care. Students who are involved in an untoward health or safety incident must report all such incidents as soon as possible after their occurrence to their clinical instructor and clinical Agency. Any student who is non-emergently injured during a clinical/project-based nursing experience may be treated at a local health care facility or CSULB Student Health. Neither the health care facility nor the university is responsible for paying for those student medical services. The student is covered under his or her own health plan to pay the medical expenses incurred. The student must complete the required paperwork at the facility to report such an incident. The instructor will notify the Director or designee of the incident and its resolution.

Reporting Clinical Errors Events

Occasionally an error occurs while taking care of patients. This can happen as an experienced nurse or as a student. The important role is documenting the incident. Students are required to report all such incidents that involve or have the potential to involve a threat to the patient's health to the clinical instructor as soon as possible after the event occurs. These include incidents of omission or timing. Notification reporting must take place at the clinical facility to document the event. Additional meetings outside the designated clinical hours may be required at the facility to debrief the incident. The student will be required to be present at all necessary meetings until resolution of the event takes place to the satisfaction of the clinical facility.

Course Progression

Matriculation

The nursing curriculum is designed both to reinforce current didactic knowledge with clinical practice and to build on the knowledge of the previous level course. Students must pass all courses in the nursing curriculum with a minimum grade of 2.0 or higher on a 4.0 scale. Students may fail twice in the course sequencing (either one class twice or two different classes) before dismissal from the Nursing Program.

Withdrawals & Temporary Leaves of Absence

Course withdrawal follows the [University Catalog policy](#) and [University drop date guidelines](#). Withdrawals at to the last 20% of instruction may occur only for serious and compelling reasons (accident, serious illness, or circumstances beyond the student's control) and must have the approval of the instructor and Director of the School of Nursing. The University has a maximum limit for withdrawal of 18 units which covers the entire undergraduate enrollment period. Medical withdrawals incur no academic penalty but do require a medical clearance to return to education indicating the student will be able to complete the semester and achieve educational objectives. [Educational or Military](#) leave are two additional ways to obtain a temporary leave of absence from the Nursing Program. This type of withdrawal can only be done prior to the next semester's enrollment, and you must be in good academic standing. Enrollment services provide the forms and workshops to facilitate academic leaves of all kinds.

Program Re-Entry

Student re-entry for an approved leave of absence, withdrawal, or repetition of a course are not automatic and are subject to available space in the Program. It is the student's responsibility to submit intent to re-enter each semester (via the Re-Entry Form) to be considered. The Assistant Director of the Undergraduate Program is accountable for managing the Program Re-Entry process each semester.

Prioritization for Readmission

Students will be ranked for re-entry using the following criteria: 1) Those deployed for active military service, 2) Those who have been delayed admission for one semester due to lack of vacancy, 3) those who withdrew for other approved reasons (educational or medical leave of absence, financial hardship), 4) those who have completed their Student Success Plan after a failed course. Those who have equal ranking for re-entry will be selected based on their date of re-entry request form.

Re-Entry Process

Students who wish to re-enter the program should send the Re-Entry Request Form (Appendix 2) via email to nursing@csulb.edu by the respective due date: June 1 for Fall semester, November 1 for Spring Semester and March 1 for Summer Semester. The Assistant Director for Undergraduate Studies will maintain the prioritized list and manage the notification for re-entry via their CSULB email. Students will have 10 business days after notification to confirm before their spot is given to the next applicant.

Independent Study

Because nursing is a practice as well as a knowledge-based profession, those students who have been out of rotation for greater than 1 semester (except NRS 200 re-entry), with an authorized leave of absence or due to lack of vacancy, must meet the minimum skill competencies from all prior clinical courses to be eligible for re-entry. This may require enrollment in a one-unit Independent Study NRS 490 course to demonstrate applicable skill competencies. Documentation of completion of such competency validation will be submitted to the Assistant Director of the Undergraduate Program to put the student on the wait list.

Credit by Examination

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. This is only allowed after a student obtains admission to the University and Nursing Program. It is NOT allowed for any of the combined lecture/clinical courses. If you wish to attempt credit by examination for a course, contact the Assistant Director of the Undergraduate Program and complete the "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 Instructor of the course PRIOR to

enrolling in the course.

Request for Class Waiver or Substitution

Students may request to waive or substitute for a class that has been taken at another University. Students must be enrolled in the University and School of Nursing. Contact the Assistant Director of the Undergraduate Program via email with the following information:

- Provide a copy of the transcript from the University where the class was completed.
- Attach a class syllabus and course description for the course that was taken.
- Indicate in your email how the class meets the CSULB course student learning outcomes and expectations.

A course content expert from the School of Nursing will review the materials and provide a decision.

Due Process Policy (Progressive Discipline)

Nursing is a professional discipline which requires high standards of performance to ensure quality patient care. Faculty are committed to supporting students in their growth and ability to demonstrate safe standards of professional practice and performance. Clear expectations, timely feedback on performance, and the ability to address concerns together are the hallmarks of faculty support. See Appendix 3.

- General guidelines are set as a School of Nursing and for each clinical course to clarify academic and student expectations.
- Minor Violations of clinical performance behaviors, essential performance standards, and academic/professional integrity will result in development of individualized plans for success to assure that students meet required learning/skill competency expectations.
- Moderate violations of clinical performance behaviors, essential performance standards, and academic/professional integrity can result in failure of a course.
- Major violations of clinical performance behaviors, essential performance standards, and academic/professional integrity can result in dismissal from the Nursing Program.

Student Grading

ATI Testing

CSULB School of Nursing utilizes ATI as our vendor partner of choice to augment nursing learning and prepare for NCLEX readiness. ATI has created valuable tools (benchmarked against industry standards) that provide insights into student's strengths, weaknesses for NCLEX readiness. Each clinical course utilizes an ATI test to demonstrate core competency readiness for the specialty. These testing tools are incorporated into the course grading schemes in a standardized way throughout the Program to supplement student learning outcome attainment and content mastery.

- All ATI undergraduate assessment represents 10 points (10% weighted grade) of the lecture evaluation criteria for courses that use ATI testing (N200, N250, N331, N341, N351, N361, N402, N454, N458).

- Students must achieve a Level 1 to be considered as satisfactory mastery. Scoring below a Level 1 requires that the student repeat the ATI assessment at that level. This needs to be accomplished prior to matriculation to the next clinical semester.
- The online non-proctored assessment and completion of active learning templates is worth up to 4 points.
- The number of active learning templates a student must complete is directly related to their level of performance on the test (Appendix 4).
- The online proctored assessment and completion of active learning templates is worth up to 6 points.
- The number of active learning templates a student must complete is directly related to their level of performance on the test (Appendix 4).

Student Grade Appeal

The grade appeal process has been established by the University to protect against academic and administrative evaluations that are prejudicial, capricious, or arbitrary. The guidelines are defined in the University policy.

Student Grievance

Student Grievance Procedures at CSULB are intended to provide a formal, standardized means for students to seek redress concerning actions of the faculty, administrators, or staff of the University. Further, the purpose is to establish standardized procedures and safeguards which shall be followed by the University in the adjudication of grievances. Grievances are unauthorized or unjustified actions which adversely affect the status, rights, or privileges of a student. This process is not designed to replace open communication and understand that are vital to the academic process.

Student Evaluations

Course and Instructor Evaluation

Nursing Program Accreditation standards require that the Program seeks feedback from the students to understand if the instructor and assigned clinical site assisted in their ability to meet the course learning outcomes.

- **The Student Perception of Teaching (SPOT) Evaluation:** Provides the student with the ability to discuss their perceptions of how the course was taught. This is an anonymous evaluation that is distributed through the University. Feedback is welcome as part of the quality improvement process to plan curriculum design.
- **BRN Agency and Preceptor Evaluation:** This is administered through a Qualtrics survey via the corresponding specialty course Canvas LMS. This is a required and graded element of each clinical course.
- **BRN Exit Survey:** All nursing students graduating with a BSN are required to complete the School of Nursing BSN EXIT Survey as part of their professional responsibility to contribute to the growth and development of the CSULB BSN program. This is

administered through a Qualtrics survey via the course Canvas LMS. The evaluation will take place in the NRS 450 Research Course as a credit/no credit assignment.

Student Graduation

Graduation

To officially graduate from CSULB, you must apply to graduate through MyCSULB Student Center. There are calendar deadlines that must be adhered to (typically the semester prior to the one intending graduation), particularly if you wish to see your name appear in the Graduate Recognition Program. Please access information about [application](#), [commencement activities](#) through these links. There is also a handy [Graduation Checklist of Undergraduates](#) to assist you in the process.

Pins and Graduation

CSULB Nursing pins are available to order for graduating senior students. The announcement for ordering nursing pins via an online portal from Herff-Jones will be sent to students from the nursing office to receive in time for any graduation ceremonies. Prices may vary depending on the type of pin ordered. Each school of nursing has its own unique pin which identifies the student as a graduate when worn with the nursing uniform.

Each graduating class arranges their own pinning ceremony in consultation with the SON faculty/administration. This is a special ceremony for students and their family as well as the CSULB faculty. The pinning ceremony is a long-standing tradition in nursing. This affair symbolizes the passing from the role of student to the role of professional nurse. This function is planned by the senior class with the help of a designated faculty member and all graduates are strongly encouraged to participate.

In addition to the pinning ceremony, graduates are encouraged to attend the general university graduation commencement ceremony that is held every May.

Student Activities, Organizations, and Awards

Nursing Student Association

Nursing or pre-nursing students may become involved in the CSULB chapter of the California Nursing Student Association (CNSA) and the National Student Nursing Association (NSNA). Nursing students can be involved in activities at the University, State, and National levels. Membership activities include community health activities, recruitment of students into the nursing program, legislative activities, conventions, educational programs, and newsletters. Meetings are held monthly, and officers are voted on by membership in the Spring semester.

Sigma Theta Tau (Iota Eta) Chapter Nursing Honor Society

Sigma Theta Tau International Honor Society of Nursing is the second largest nursing

organization in the United States and among the five largest and most prestigious in the world. The Society exists to:

- Recognize superior achievements in nursing.
- Encourage leadership development.
- Foster high nursing standards.
- Strengthen the commitment to the ideals of the profession.

Membership is conferred only upon nursing students in baccalaureate or graduate programs who demonstrate excellence in nursing and to community leaders who demonstrate exceptional achievement in the nursing profession.

To be eligible for nomination, baccalaureate nursing students must have completed half of the nursing courses in the nursing program, rank in the upper 35% of the class, and have a minimum cumulative grade point average of 3.0 (4.0 scale) or higher. Membership consideration is through invitation and recommendation from two Sigma Theta Tau members. Induction of new members takes place once a year, usually in Spring.

After induction, you will need to renew your membership annually. This nominal fee is used to support the activities of the international organization and your local chapter. Benefits of membership include:

- Professional recognition of your scholarly achievement in nursing.
- Local, regional, national, and international programs and conferences.
- Networking opportunities through your local chapter, regional assemblies, and international meetings.
- Subscription to Image: Journal of Nursing Scholarship.
- Access to research grants and the local and international levels.
- Professional awards in research, education, practice, leadership and informatics.

Student Awards

Awards are presented to students twice a year which coincides with graduation dates.

Recognition is given to undergraduates in the following categories:

- **Outstanding Graduate:** Awarded at May commencement from the College of Health and Human Services for service to the community and CSULB. Minimum GPA of 3.0 required.
- **Outstanding Student Citation:** Awarded from the School of Nursing to students who have demonstrated excellence in both academic and clinical practice. Students should have a strong performance of service in the community, School of Nursing and/or University.

Appendix 1: Nursing Philosophy

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

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

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

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

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

Appendix 2: Re-Entry Form

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

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.

Appendix 3: Due Process

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. 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.

Expected Performance Standards

A. Grade Standards:

- 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*.
- 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 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 to the University Policy on Cheating and Plagiarism. See [University Policy Statement 08-02 Cheating and Plagiarism](#)

- 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](#)
- 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 \(Catalog 2018-2019\)](#)
- Documentation of this event using University Academic Integrity report form will be completed and submitted according to University policy. [University Academic Integrity Report Form](#)
- The student may be placed on administrative or departmental probation.

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 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

2. 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*.
 - Clinical Faculty
 - Course Lead Faculty
 - Undergraduate Director of School of Nursing
 - 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*.
 - Clinical Faculty
 - Course Lead Faculty, if applicable
 - Undergraduate Director of School of Nursing
 - 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](#)

Appendix 4: ATI

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

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

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.

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 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.