

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

School of Nursing
Undergraduate Student
Handbook



**Compiled by the Faculty of the School of Nursing
2008**

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INTRODUCTION

Purpose

The information in this handbook supplements that given in the University Catalog, Schedule of Classes and the Eagle Guide Information Handbook. It is provided to facilitate students' progress through the nursing program.

School Programs and Organization

Nursing is a School within the College of Health and Human Services. The School of Nursing Administrative Office is located in Simpson Tower, Room 417. The general phone number for the school is (323) 343-4700. Faculty offices are on the third and fourth floor of the same building. Students may make academic advisement appointments in the Nursing Advisement Office located in Simpson Tower, Room 415 or by calling (323) 343-4730.

Accreditation

The nursing program is accredited by:

The California Board of Registered Nursing
and

The National League for Nursing Accrediting Commission (NLNAC)
61 Broadway
New York, NY 10006
(212) 812-0390 <http://www.nlnac.org>.

Programs Offered

The School of Nursing offers the following degree and certificate programs:

1. Bachelor of Science in Nursing
 - For the generic student
 - For the LVN transfer student
 - For the returning RN student
 - Accelerated Pathway RN to MSN
2. Master of Science in Nursing with several options Practitioner Program:
 - Adult Care Nurse Practitioner: Adult
 - Acute Care Nurse Practitioner: Pediatric
 - Adult Nurse Practitioner
 - Pediatric Nurse Practitioner
 - Family Nurse Practitioner
 - Psychiatric - Mental Health Nurse Practitioner

- Nurse Case Manager: Adult Care
- Nursing Administration
- Nursing Education
- Psychiatric - Mental Health Clinical Nurse Specialist

Health Services Credential for the School Nurse

Organization of the School of Nursing

A diagram of the organizational structure of the School of Nursing is provided following this section. Regularly scheduled school meetings are held on Mondays. **Student representation at these meetings is encouraged.** The standing school committees include: Faculty Meetings, Baccalaureate, Graduate Studies and Post Baccalaureate Programs, and Student Affairs Committee. All faculty attend the Faculty Meetings and either the Baccalaureate, the Graduate Studies and Post Baccalaureate Programs, or both, depending on their interests and teaching assignments. School committees function as fact-finding, advisory, and coordinating bodies consistent with university and college policies.

The Faculty Meetings, Baccalaureate, Graduate Studies and Post Baccalaureate Programs Committees provide the structure for the governance of the School of Nursing. The faculty members review and revise school academic policies, develop and revise curriculum, develop and approve policies relative to grading and evaluation of student clinical performance. Students who attend these committee meetings are not voting members, but are valued for their ability to articulate the views of the student body and to enhance two-way communication between the faculty and students.

The Student Affairs Committee is responsible for coordination of student group functions and activities, maintaining channels of communication between faculty and students, coordination of student recruitment activities, coordination of scholarships and awards, and selection of students to serve on the School, College and University Committees. Students are voting members of this committee. The director appoints faculty members to the committee. Students are appointed to this committee based on their expressed interest and through an application procedure.

Students are needed to be available to serve on grievance committees and other ad hoc committees at the School, College and University levels as the need may arise.

Application for Student Membership in School Committees

Student representatives to committees are selected from self-nominations and recommendations of the faculty. Students must be registered for a minimum of four units during their term on the committee and be in good scholastic standing prior to and during their term on the committee. Students interested in serving on any of these committees should obtain a student committee application from the nursing office where it is to be returned after completion.

School of Nursing Mission Statement and Philosophy

Mission Statement

The faculty of the School of Nursing prepares students for a career in nursing, a health care profession that systematically assists patients/clients to achieve health or health-related goals. Faculty articulate a philosophy of nursing that focuses on moving patients/clients from a disease-oriented to a health-oriented system of care in which nurses provide health care for culturally and ethnically diverse individuals, groups, families, and communities in hospitals, homes, and community-based settings. Students who complete the undergraduate program will acquire knowledge and skills specific to generalized nursing practice utilizing theories from its own discipline as well as other sciences and be able to assume leadership roles as a provider of care, teacher, advocate, coordinator of care, and member of the profession. Students who complete the graduate program will be prepared to function as nursing administrators or educators or in professional advanced practice roles as nurse practitioners, clinical nurse specialists, and/or case managers.

Philosophy

Philosophy of Person

The faculty believes that the recipient of health care and therefore, the focus of nursing is the patient/client who may be an individual, group, family or community. Individuals have a set of self-care requirements, and either the capability to initiate and perform self-care or the availability or access to dependent care in order to maintain life, health, and well-being. Individuals are bio-psycho-social-spiritual beings who are constantly interacting with a changing environment. They perceive and respond to actual or potential health problems in unique ways that are influenced by their age, gender, education, occupation, socialization, religion, health status, and cultural background. To make the best use of their capabilities and potentialities while fulfilling their role responsibilities, individuals strive for self-direction and relative independence. Only when the client/patient is in a dependent state or an extreme state of helplessness is the health provider justify in making decisions for, rather than with, a person.

Groups, families, and communities are also clients. As aggregates, they are sociological units which are composed of interacting, interdependent parts or subunits. A family is defined as an interacting system which is composed of two or more family members who are emotionally involved with each other and identify themselves as being part of that family. Groups and communities are defined as aggregates of individuals who share some important feature of their lives. Aggregates also strive for growth and are influenced by many factors, most notably, developmental/historic, political, economic, and cultural factors. Moreover, they have potential and actual health problems.

Philosophy of Health

The faculty believes all individuals experience varying degrees of health and/or illness. Health is conceptualized as a dynamic state of being in which self-care and dependent-care capabilities, actions, and role responsibilities are realized to the fullest extent possible. The maintenance of health is first and foremost an individual's responsibility. Opportunity for growth and change is every person's right regardless of social or economic status, personal attributes, or the nature of the health problem.

Philosophy of Nursing

The faculty believes that nursing is a health care profession which systematically assists patients/clients to achieve health or health-related goals through the development and maintenance of self-care practices and the diagnosis and treatment of self-care deficits. The focus of nursing is on the patient's/client's responses to actual or potential health problems. As an applied science, nursing utilizes theories from its own discipline as well as other sciences to explain phenomena encountered in patient/client care. Theory and research are essential components in the advancement of nursing as a professional discipline.

Both generalists and specialists practice nursing; each is accountable for actions taken in the course of practice. The generalist utilizes a comprehensive approach to health care, assisting individuals, families, groups, and communities to meet health related self-care needs. Generalists practice in a variety of health care settings, including the hospital, home, and community. They may also concentrate their practice in specialized areas. The specialist has completed a graduate program that includes an in-depth study of theories and research relevant to a particular area of specialization, as well as the development of expert clinical competence through supervised clinical experience.

The focus of nursing has moved away from a disease-oriented to a health-oriented system of care; one in which individuals, families, and communities are viewed as basic resources for self-care. Care of the sick remains, however, a nursing responsibility. The emergent role of nursing is one of serving as patient/client advocate, independent practitioner, and collaborator with other health professionals. In these roles nurses engage in making clinical judgments, in forming policy, and in the design and implementation of plans for the improvement of health care services.

The faculty believes that society, in accordance with technological, socioeconomic, and political conditions and values, determines what professional knowledge and skills are most needed and desired. Institutions evolve to prepare persons to meet these needs and desires. Members of a profession are expected to act responsibly, always mindful of the public trust. Self-regulation to assure quality in performance is at the heart of the nursing relationship with society

Philosophy of Nursing Education

As a school in a comprehensive urban university that resides in a culturally diverse society, the faculty is committed to recruit ethnic and culturally diverse students and prepare them to serve the nursing needs of a culturally diverse urban society. The faculty believes that students, endowed with the capacity for self-direction, are ultimately responsible for their own learning and self-development. Knowledge of individuals varies in terms of aptitude, learning style, motivation, and cultural orientation provides a basis for selection of the most appropriate teaching-learning strategy. The faculty is committed to early identification of student learning difficulties so that support services can be made available in order to enable high risk students to succeed. The nurse counselor is committed to student success by serving as a safe listener, neutral problem solver, and by providing access to nursing and university tutorial services.

The foundation for understanding the self and others is provided through a balanced program of arts, humanities, sciences and professional courses. Critical thinking is developed through application of problem-solving methods in clinical practice where analysis includes the weighing of alternatives in selecting a course of action most likely to achieve the desired outcome.

The role of the faculty member is to serve as an instructor, role model, preceptor, resource person, motivator and facilitator. Faculty members combine teaching with other professional activities such as clinical practice and research. Through joint or part-time appointments, expert nurse clinicians/practitioners participate as faculty. Commitment to life-long learning is the mark of a truly professional person. In order to maintain clinical competence and enhance professional practice, nurses must stay abreast of new developments occurring in the profession and in their area of specialization. In addition, opportunities must be provided for persons who are motivated to attain upward career mobility.

In summary, the faculty believes that all persons have worth, dignity and the capability to initiate and perform self-care to maintain life, health and well-being. Professional nurses have the responsibility to assist patients/clients in the development and maintenance of self-care practices, to overcome self-care deficits, and to substitute for the patient/client when she/he is unable to perform self-care. (Revised Spring 1999)

Goals and Objectives of Baccalaureate Program

The primary goals of the baccalaureate nursing program are:

1. The preparation of professional nurse generalists who collaborate with other members of the health care team, take leadership roles in providing care to individuals, families and groups in institutional and community settings.
2. Establishment of the foundation for graduate education in nursing. The curriculum is designed to stimulate self-directed study, creative expression

and understanding of self and others. Critical thinking, the synthesis and application of concepts drawn from the liberal arts, humanities, natural and social sciences, and personal and professional accountability are stressed in the nursing program.

Objectives of the Baccalaureate Program

The objectives of the baccalaureate program in nursing are to provide opportunities for the student to acquire:

1. Theoretical and empirical knowledge from the discipline of nursing, humanities, the social and natural sciences, applicable to the practice of professional nursing at the generalist level.
2. An understanding of the individuals need for self-care actions and the provision and management of self-care to sustain life and health, to recover from disease or injury, and cope with their effects.
3. The ability to apply the nursing process through critical thinking and professional judgment to provide and evaluate nursing care to individuals, families, and groups in institutional and community settings.
4. Social, interpersonal, and technological skills which are essential for assisting persons in the development and maintenance of self-care practices and for the diagnosis and treatment of self-care deficits.
5. Knowledge about the research process and its contributions and applications to nursing practice.
6. The ability to collaborate and consult as a member or leader of a health care team in the planning, implementations and improvement of health care services consistent with the health needs of an increasingly diverse and multicultural society.
7. The ability to function within specific nursing roles as a provider of care, a teacher, an advocate, a coordinator of care for the patient/client, family, groups, and communities, and as a member of the nursing profession.
8. The ability to assess one's own capabilities and limitations and to accept responsibility for one's actions.
9. The ability to evaluate the present role of the professional nurse and to contribute to the definition of emergent roles in nursing.
10. A foundation for continuing personal and professional self-growth and development and life-long learning. (Revised Spring 1998)

Outcome Criteria of the Baccalaureate Program

The curriculum design includes theory and clinical practice that operates in five specific nursing roles suggested by the American Association of Colleges of Nursing (AACN) *Essentials of College and University Education for Professional Nursing (1987)*, and *Essentials of Baccalaureate Education for Professional Nursing Practice (January 1998)*. These nursing roles are provider of care, teacher, advocate, coordinator of care, and a member of the nursing profession. Two levels of outcome criteria or terminal objectives have been developed based on these roles. Generic students are expected to meet the Level I terminal objectives after successful completion of the lower division and 300-level generic courses. Since these Level I terminal objectives represent a basic minimum level of competencies, RN transfer students are admitted to the program with the expectation that they are already able to meet these objectives.

Level I: Lower Division Terminal Objectives

Given an individual or family with a common, well-defined health care situation and limitation(s) in self-care ability the student will:

As a provider of care:

1. Demonstrate basic skills in assessment, communication, and the provision of standard therapeutic nursing interventions.
2. Utilize the nursing process to develop, implement and evaluate a plan of care, in cooperation with other members of the health care team, within structured health care delivery situations.

As a teacher:

1. Demonstrate knowledge of basic principles of the teaching-learning process.
2. Identify client's learning needs, capabilities and limitations, select appropriate information, materials and strategies based on standardized teaching protocols, and evaluate and document outcomes relative to client education.

As an advocate:

1. State client's rights and responsibilities as health care consumers, describe the role and duty of the nurse as client advocate and identify congruence/incongruence between the clients' and the providers' perception of health care needs.

2. Participate in client care conferences communicating the client's needs and preferences to other health care providers.

As a coordinator of care:

1. Describe the relationship between standards of nursing care outcomes, quality assurance monitoring, and the provision of cost-effective services to clients.
2. Identify the roles of other health care providers and communicate appropriately with them to facilitate optimum care.

As a member of the profession:

1. Demonstrate knowledge of the standards and scope of professional nursing practice and the role of major nursing organizations and regulatory bodies; assess own capabilities and limitations, and accept accountability for his/her actions.
2. Reflect on conflicts between personal and professional values, and establish goals and plans for achieving professional growth.

Level II: Terminal Objectives

Reflect a level of competencies beyond the minimum and represent a level of performance expected by a baccalaureate graduate nurse. Both generic and transfer RN students are expected to meet the Level II terminal objectives at the successful completion of the baccalaureate program.

Level II: Upper Division Terminal Objectives

Given a client (individual, family, group, aggregate or community) with a complex health care situation(s), at varying points on the health-illness disability continuum, across multiple settings, the student will:

As a provider of care:

1. Demonstrate the knowledge and skills to holistically assess client needs and capabilities for self-care and provide comprehensive nursing care.
2. Develop, implement and evaluate a plan of care in collaboration with client(s) and other health care providers which promotes maximum health and well being

As a teacher:

1. Demonstrate the necessary knowledge and skills related to the teaching-learning process.
2. Develop, implement and evaluate a comprehensive health education plan for specific client(s).

As an advocate:

1. Inform clients of their rights and responsibilities as health care consumers; continuously monitor their ability to exercise their rights and make decisions, and act as their spokesperson if needed.
2. Assume a leadership role by working with other health care professionals brokering and negotiating for client needs and preferences insofar as the provision and delivery of the plan of care.

As a coordinator of care:

1. Utilize health care providers and community resources for providing cost-effective services to clients within the constraints of the health care delivery system.
2. Plan, implement, analyze and evaluate outcomes of coordination of client(s) care.

As a member of the profession:

1. Accept accountability within the legal and ethical standards of the profession of nursing.
2. Maintain currency in professional nursing practice by analyzing current trends in health care and incorporating research and theory into practice.

University Publication

Information about admission requirements, registration, and courses of study, student activities and government is available in several university publications. All or parts of these publications are also available via the Cal State L.A. web site www.calstatela.edu.

University Catalog

University Catalog contains official policies and regulation about admission, fees, refund policies, student services, policies and procedures for graduation. The requirements for

undergraduate and graduate, and certificate programs, and descriptions of all university courses with their pre- and co-requisites are included. Familiarity with university rules and regulations published in the catalog is the responsibility of the student. Student should retain a copy of the catalog under which they were admitted for future references. A copy may be purchased from the University Bookstore in person or by mail. The current catalog is available on the university web site.

School of Nursing Undergraduate Student Handbook

It is the responsibility of each student to have access to a hardcopy or electronic copy of the current student handbook. Handbooks are purchased at the University Bookstore and on the School of Nursing web site.

Schedule of Classes

The Schedule of Classes is published each quarter and may be obtained at the bookstore about two weeks before registration begins. In addition to the course offerings and the calendar of important dates for the specific quarter, it contains a listing of the location and telephone number of each college advisement center, and every school/school advisement office. New and modified course and program information, requirements for maintaining continuing student status, add/drop policies, procedures and deadlines, and general information not in the catalog are also included. Information concerning the procedure and dates for STAR/GET registration are found in this publication.

Re: Changes in Quarterly Schedule of Classes

This publication goes to press several months before the quarter begins. An updated listing of courses offered is available on the university web site. Nursing students **must** check the bulletin board outside the Nursing Advisement Office and the School of Nursing web site for the most recent changes prior to STAR/GET registration and before each quarter begins. The class schedule information contained in the printed Schedule of Classes is also available on the Cal State L.A. web site and is updated as changes are made. Both the present and subsequent terms are on-line.

Eagle Guide

The Eagle Guide is a handbook for all students at the university. It contains information about academic policies and procedures, basic survival needs, and opportunities for involvement in campus life. This publication is available in print and via the Cal State L.A. web site.

General Academic Information

Quarter System

The university's four quarter, year round operation system provides an essential flexibility for adult, working students. Students must register for two of each four

consecutive quarters in order to maintain matriculation. Students may miss two consecutive quarters (without having to inform the School of Nursing or the Registrar's Office) and still maintain continuing student status. Students must enroll in the quarter following two consecutive quarters absence to avoid a break in matriculation that would necessitate reapplying for admission, paying another application fee, and lead to a new catalog date and, potentially, further academic requirements. (Complete details appear in the Schedule of Classes under "Continuing Student Status")

Registration

The accumulated number of completed units determines the order and date in which students enroll in classes. Thus students with higher priority enroll before students with low priority. If there are more eligible students than can be accommodated in the Schedule of Classes, some students may not be admitted to desired/required courses. In such instances, informal waiting lists are generated.

The Schedule of Classes contains a section entitled "Future Course Offerings" which indicates when each course in the curriculum is usually offered. If you are planning ahead it is always wise to confirm this with the School of Nursing.

Adding/Dropping Courses

During the first weeks of the quarter, students can add or drop courses through STAR/GET registration. Instructors can submit add/drop forms to the School Administrative Support Coordinator who has access to the computer system. Drops can be entered into the system and require no further action on part of the student. **However, it is important to validate that this has been done, because students are ultimately responsible if they are inappropriately registered.** When additional students are added, the faculty member will submit a list to the school. Once the permit to add is entered into the computer by the coordinator, the student must complete the process by accessing STAR/GET. Permits expire after the add deadline of the current quarter after being entered into the system. After the first week, dropping requires a special form and the student will need to secure the appropriate signatures and submit the completed form to Enrollment Services, Adm. Bldg. 146. Students may continue to add through STAR/GET with school permission through the second week. Listing of dates for adds/drops are listed in the calendar section on page 2 of the Schedule of Classes.

Required General Education Courses and University Examinations

Lower Division General Education Courses

All students must complete a minimum of 60 units of lower division general education. The requirements for lower division general education can be found in the University

Catalog and the Schedule of Classes. Nursing students who complete BIOL 200A/B, CHEM 151 and MICRO 202/201 meet the requirements in Category B Natural Sciences.

As of Fall Quarter, 1999, all transfer students must have completed all courses in the basic subjects block Category A prior to admission.

English Placement Test (EPT)

All entering undergraduates must take the CSU English Placement Test unless English 101 or its equivalent has been completed or they are exempt by fulfilling one of the criteria listed in the catalog. For information, including exam guidelines, check the University Catalog or contact the University Testing Center, Library Palmer Wing South: Room 2098, (323) 343-3160.

Writing Proficiency Exam (WPE)

Students seeking a degree or credential must pass the Writing Proficiency Exam (WPE) or Graduate Writing Assessment Requirement (GWAR), to fulfill the CSU writing skills requirement. Undergraduate students must take the WPE before completing 135-quarter units. Post-baccalaureate students must take the examination during their first or second quarter of matriculation. Important information can also be found in the Schedule of Classes. Information about this examination is available in the University Writing Center and web site www.calstatela.edu/centers/write_cn.

Entry-Level Mathematics (ELM) Test

All entering lower division undergraduates are required to take the ELM test unless the math requirement has been met or they are exempt by fulfilling one of the other criteria listed in the catalog. Students must complete the ELM test before registering for any course that satisfies the general education math requirement. Failure to take the ELM test before the end of the first quarter at Cal State L.A. may lead to a hold on registration. Students are required to take Math each quarter until the requirement is met. The full policy may be found in the University Catalog. Consult the University Testing Office, Library Palmer Wing South: Room 2097, at (323) 343-3160 for more information.

Introduction to Higher Education and Transition Courses

Each school in the university provides introductory courses for new students. In general, students should take the course offered by the school that offers their major. However, alternate courses may be selected if scheduling is difficult.

All pre-nursing freshmen are required to take HHS 101- Introduction to Higher Education in Health and Human Services, 2 units, during their first or second quarter on campus. This course is designed to provide an in-depth orientation to the university, establish linkages with support services and other students assist the student to set goals, master use of university information systems, and develop skills for success in college.

Transfer students who enter under the general education catalog of 1997 or later will take HHS 301- Transition to CSULA, 2 units. This course has similar goals but is geared toward the needs of the continuing or returning student.

Upper Division General Education or “Theme” Courses

Every student is required to take 12-quarter units in a selected upper division general education or theme course. These may be taken at any time in the student’s undergraduate career after completion of basic subjects and at least one course in each of the natural sciences, social sciences, and humanities categories of the general education plan.

Application Guidelines

Admission to Nursing as a Generic Student

The School of Nursing currently admits approximately 50 generic students from the applicant pool to the program once a year in the fall quarter. Because the Nursing Program is impacted (there are more applicants than can be accommodated), specific criteria are used to rank the students in the applicant pool to determine which students are admitted. Students who are considered in the applicant pool must have completed prerequisite courses with a minimum grade of "C" and an overall GPA of 3.0 in these courses. Students wishing to be considered for admission to the major must file an Intention to Apply Form with the school office in the fall quarter in the year prior to the desired fall quarter start date. Students are responsible for submitting a file containing transcripts indicating proof of prerequisite grades and required test scores by March 25th in the year of the desired fall quarter start date. Additional guidelines for the application process, information on the supplemental admission criteria and school application form can be obtained from the Nursing Advisement Office or by calling (323) 343-4730. Students are required to complete the Test of Essential Academic Skills (TEAS) as part of the admission process. The student is responsible for payment of the cost of the test, postage and handling. The money is payable in the form of a cashier's check written out to CSULA-School of Nursing and is submitted to the School of Nursing Administrative Office.

Student Background Checks: This policy is created in response to contractual changes with affiliating health care delivery agencies. It is the responsibility of each student to provide evidence of a background check prior to participation in clinical rotations. Students will pay for the background check. Application information and forms are available in the Nursing Advisement Office. Students will make arrangements with the School of Nursing approved background check agency to have a background check completed. The student will agree to the release of the inquiry results. The results of the background check will be made accessible to the director and/or assigned designees and retained in the director's office in the School of Nursing. A student with a history of a misdemeanor or felony will be counseled by the director and/or an assigned designee in the School of Nursing. (Implementation Spring 2005)

Licensed Vocational Nurses may also be considered for admission to the generic nursing program with advanced standing. They must meet the same academic criteria as other generic students. Credit for N210, 211, 214, 215, **223** and 225 is granted based on the LVN program or credit by examination. Students must demonstrate competency via successful completion of NLN exams:

Nursing Care of Adults Across Community Settings I	N222
Nursing Care of Adults Across Community Settings II	N224
Nursing Care of Children Across Community Settings	N220
School Administered Clinical Evaluation	N221

If student does not complete these examinations the corresponding courses are included in the curriculum.

LVN transfer students take N348A and 349A with RN transfer students.

The student is responsible for payment of the cost of the test, postage and handling. The money is payable in the form of a cashier's check written out to CSULA-School of Nursing and submitted to the Nursing Administrative Office.

L.V.N. 45-Unit Option

The L.V.N. may elect completion of the 45-unit option to become eligible to sit for the State Board RN licensure exam, or NCLEX. The LVN is given credit for 26 units of lower division nursing and must complete the following 45 unit option program consisting of the following courses:

BIOL. 200A	5 units	Anatomy & Physiology I
MICR 201/202	6 units	Microbiology
NURS 348/349A	4 units	Transition to Professional Practice
NURS 318/319	6 units	Nursing Care of Psychiatric Patients
NURS 346	4 units	Family Nursing
NURS 372/73	5 units	Health Assessment
NURS 300/301	8 units	Advanced Medical Surgical Nursing and Nursing Leadership

NURS 394	4 units	Health Behavior and Health Promotion Across the Life Span
NURS 393	2 units	Home Health Laboratory
NURS 487	1 unit	Transitions to Professional Practice
Total:	45 units	

Please note: Completion of these courses does not fulfill all requirements for a baccalaureate degree in nursing and the student is not considered a graduate of the nursing program. Students are admitted to this option on a space-available basis only.

Admission for RN Transfer Students

The baccalaureate program for registered nurses accepts applications every quarter. The program is **NOT** impacted and all applicants are accepted who meet university admission criteria and who have completed prerequisite courses with a grade of "C" or better, and a valid California RN License.

To ensure that RN students enter the upper division nursing courses with knowledge and skills comparable to that of the generic students, they must meet one of the following criteria to receive credit for lower division nursing courses:

1. Graduation from an accredited U.S. Associate Degree program which articulates with the CSULA Nursing Program.
2. Graduation from a diploma program with N.L.N. accreditation.
3. Satisfactory completion of a written comprehensive examination.

Students, who are not covered by the articulation procedures including graduates from non-N.L.N accredited schools and graduates from international nursing programs, must take a written comprehensive exam to demonstrate achievement of lower division nursing content.

Criteria for Admission to the Exam: NLN Profile II

- Current registered nurse licensure in California.
- Nursing major at CSULA or application in progress. Students must satisfactorily complete the examination before enrollment in NURS 348A.
- Contact the lab coordinator, Nursing Skills Laboratory, SH C160, at (323) 343-4726 to make arrangements.

- Payment to NLN of current fee. The student is responsible for payment of the cost of the test, postage and handling. The money is payable in the form of a cashier's check written out to CSULA-School of Nursing and submitted to the Nursing Administrative Office. (Subject to change).

Undergraduate Nursing Academic Advisement

Pre-Nursing Students

Undergraduate students who are pre-nursing majors at Cal State L.A. are seen for both initial and ongoing advisement in the College of Health and Human Services Advisement and Outreach Center (CHHS AOC), FA 238, at (323) 343-5500.

Initial Advisement for Nursing Majors

In order to better serve our students and provide consistent advisement information, one faculty member from the School of Nursing is appointed as the Primary Undergraduate Advisor and sees all new students for initial advisement. All new students must have initial advisement for transcript review, course substitutions, and academic program planning. Appointments for initial advisement are made in the College of Health and Human Services Advisement and Outreach Center (CHHS AOC). Do not sign-up for advisement appointments with a faculty member on the schedules posted on the outside bulletin board outside the Nursing Advisement Office until you have received initial advisement from (CHHS AOC).

On-going Advisement

Ongoing academic advisement for nursing majors is provided by nursing faculty. Their advisement schedules are posted on the bulletin board outside the advisement office. Advisement schedules are posted on the first week of the quarter and advisement appointments are available until the end of the tenth week of the quarter. Students may sign up for an appointment with any faculty who is doing undergraduate advisement. If you need assistance or have an advisement question you may contact the Nursing Advisement Office available every Monday through Friday, or call (323) 343-4730. Students must check with the advisement office for the posted hours.

Transfer Units

A maximum of 105 quarter units (70 semester units) transferred from a community college counted toward graduation. No upper division credit is allowed for community college work. The 42 quarter-units of transfer course credit for their basic nursing education granted to RN students is part of the total (105) transferable units. There is no limit on transferable units from four-year colleges as long as CSULA residence requirements (45-quarter units) for the degree are met. See the [University Catalog](#) for details.

Progression through the Nursing Major

Units Required for Graduation

Generic students complete 198 quarter units for the bachelor's degree. Students who enter as freshmen have 8 elective units. RN transfer students must earn 189 units for the degree. Students who have completed all of their previous course work at a community college usually need 10 to 20 elective units in addition to the required courses to meet the unit total needed for graduation.

Prerequisite Courses

Pre-nursing students must complete all prerequisite courses before admission to the Nursing Program. Prerequisite courses include: BIOL 200A/B, CHEM 151, ENGL 101; SPCH 150; MICRO 201, 202; PSYCH 150; Critical Thinking.

RNs must have completed all prerequisite courses or be concurrently registered for their last pre-requisite course, have received 42 transfer units of credit for lower division nursing, and have achieved junior standing (90 units) to enroll in 300-level nursing courses.

Nursing Course Sequences

The nursing program is one of the most resource-intensive programs in the university because a low student faculty ratio must be maintained for safe clinical supervision. Lower division clinical courses have a 1:10 faculty student ratio. Most of the junior level (300-level) and senior-level (400-level) courses have a 1:12 ratio. Because the campus is a tax-supported institution with limited resources, the school cannot guarantee any student the availability of needed/desired course/courses at any given quarter. However, to minimize delay for students to progress steadily through the program the school carefully plans the course offerings for both the generic and returning RN students. Since both generic and returning RN students take many of the same junior and senior-level courses, courses may be reserved in a specific quarter for either generic or returning RN students and members of the opposite group may be admitted on a space available basis. The number of sections in clinical nursing courses will vary dependent upon need and resources.

To avoid conflicts, recommended course sequences have been constructed and are given to students to assist in program planning. The course planning charts list the order and the quarter in which courses should be taken based on the quarter in which the student is admitted. There are separate charts for the basic (generic) program, standard program for returning RN students and for the accelerated pathway. Each student is provided with this program sequence guide at the time of initial advisement. If you need to take a quarter-off and break the planned sequence, you must see an advisor and revise the planned course sequence. If a significant hardship occurs because one cannot get into a particular class, one can petition for waiver of prerequisites to take a course out of sequence. Each petition is evaluated on the merits of the student's particular need and the

educational soundness of the request. In general, courses should be taken in the order listed. Required courses in the RN-BSN program are offered every other quarter.

Waiting Lists

If courses are filled, the school office will create a waiting list as soon as the normal open period for STAR/GET is closed. Names on the waiting lists will be forwarded to the appropriate faculty member by the first day of class. Students on the waiting list should attend the first class session and attempt to add based on space available. The order of names on the waiting list does **not** indicate the priority for adding. If there are more students than can be accommodated, students will be selected by lottery or by other criteria such as units left until graduation.

Nursing Electives

Varieties of supplementary nursing courses are offered on a rotating basis and are listed on the course plans. They include the following:

- NURS 400 Acute Health Deviations in Cardiorespiratory Function (3)
- NURS 402 A&B Fundamental and Advanced Electrocardiography (2/2)
- NURS 404 Acute Health Deviations in Metabolic, Hematologic and Sensorimotor Function (3)
- NURS 430 Primary Health Care of Women (3)
- NURS 456 Crisis Theory: Mental Health Promotion (3)
- NURS 460 Problems in Parenting (2)
- NURS 468 Legal Aspects of Health Care Provision in California (3)
- NURS 480 Assessment and Care of Patient's Spiritual Needs (4)
- NURS 494 Ethics in Nursing (3)

The faculty recommends that all students include at least one nursing elective in their program.

NURS 498 – Advanced Cooperative Education

This course provides an opportunity for the working nurse to obtain academic credit for the application of nursing course content in professional practice. Students may register for 1 unit per 10 hours of professional employment per week for a maximum of 4 units per quarter. A total of 12 units may be counted toward the degree. A written paper is required. Specific criteria are given by the faculty member assigned. The course is graded credit/no credit.

NURS 499 – Undergraduate Directed Study

On occasion, a student may contract with an instructor to complete an independent project to earn academic credit. This may be taken from 1 to 6 units. The amount of work done should be comparable to a regular campus course of the same number of units. A

written contract is developed with the instructor and grading criteria established and must be approved by the school director. Every student will complete an NCLEX Predictor Test during fall quarter of the last year of the scheduled nursing program and as required in NURS 487. The student is responsible for payment of the cost of the test, postage and handling.

Grading Practices

Rationale

In order to standardize grading across courses, faculty have adopted the following grading practices:

1. Definition of Terms:
 - 1.1 **Critical Behaviors:** Critical Behaviors are defined as those student behaviors (cognitive, attitudinal and psychomotor skills) that must be demonstrated in order to allow successful course completion.
 - 1.2 **Higher-Order Behaviors:** Higher-Order Behaviors are those behaviors that demonstrate the presence of critical behaviors but go beyond this level of performance by reflecting more complex cognitive, attitudinal and psychomotor skills. In comparison to a behavior indicative only of knowledge input, the student manifesting higher-order behavior demonstrates the integration of various elements of content within the course or level.

Knowledge: Learning the information.

Comprehension: Understanding the information.

Application: Using previously learned information in a new situation to solve problems that have single or best answers.

Analysis: Examining specific parts of information to develop divergent conclusions by identifying motives or causes, making inferences, and/or finding evidence to support generalizations

Synthesis: Creatively or divergently applying prior knowledge and skill to produce something new or original.

(See Bloom, Benjamin, et al (1980). Taxonomy of Educational Objectives. New York: Longman Publishing.

2. Evaluation of Nursing Theory Courses: In nursing theory courses, students are evaluated for comprehension of knowledge acquired, i.e., critical knowledge and higher-order cognitive skills.

- 2.1 The grading of theoretical comprehension may be accomplished by using percentage/letter grade system to arrive at a final grade.
 - 2.2 Credit by Examination for theory courses will, when feasible, utilize the same system(s) as those used for students taking the course.
 - 2.3 Item analysis is done on all examinations. The results of the item analysis and examinations are available for student review upon individual or group request.
3. Evaluation of Nursing Laboratory Courses: There are two areas in which the student is evaluated in nursing laboratory courses: **Clinical Application and Theoretical-Clinical Synthesis**.
- 3.1 **Clinical Application**: Clinical Application involves only the evaluation of critical behaviors. This evaluation verifies that the student has displayed all critical behaviors identified in the course. A grade of pass/fail is given. Critical behaviors (those behaviors having emphasis on safety, professional growth and improvement that are specific to content in each course) are passing if the student is able to accomplish them competently. Evaluation is based upon observation of student performance, i.e., return demonstration in a clinical or comparable setting. Students may feel free to contact the instructor for clinical evaluation of critical behaviors whenever they feel competent enough to carry out these new skills. Evaluation may take place in simulated clinical surroundings, when appropriate, as well as the clinical laboratory itself.

Critical behaviors are evaluated by specific evaluation criteria that are made available to students at the beginning of the experience. Students are held accountable for all critical behaviors required in nursing courses prerequisite to a succeeding course. Students should be made aware of specific critical behaviors learned in previous nursing courses that are applicable to the present course. Failure to perform a critical behavior from a prior course that is necessary for a more advanced skill should be deemed unsatisfactory in that skill at that time. e.g., a student who fails to observe sterile technique (lower division level), while performing deep naso-tracheal suctioning (upper division level) is performing unsatisfactorily.
 - 3.2 **Theoretical-Clinical Synthesis**: The Theoretical-Clinical Synthesis involves synthesizing and utilizing theory in both the assessment of patients and families and in the planning and implementing of nursing care. Various methodologies can be used for evaluation of this ability, e.g., assessment tools, teaching plans, independent projects, nursing care plans, tape recordings, tutorials, videotapes, case narratives, recording on agency records, role playing, and examinations. Letter grades are assigned to this evaluation component.

Grading Scales

If the faculty chooses the standard percentage letter grade system, the following scale should be used:

Letter Grade	GPA	%
A	4.00	90 – 100
B	3.00	80 – 89
C	2.00	71* - 79
D	1.00	60 – 70*
F	0.00	59 & below

If the faculty chooses the +/- grading system, this **must** be written in the course syllabus and the following scale will be used:

Letter Grade	GPA	%
A	4.00	93 – 100
A-	3.7	90 – 92.9
B+	3.3	87 – 89.9
B	3.0	83 – 86.9
B-	2.7	80 – 82.9
C+	2.3	77 – 79.9
C	2.0	71 – 76.9
C-	1.7	70 – 70.9
D+	1.3	68 – 69.9
D	1.0	63 – 67.9
D-	0.7	60 – 62.9
F	0.0	59 & below

* *Because on a +/- grading scale C- 70 to 70.9 is not considered passing, the bottom of the C scale is set at 71.*

Minimum Passing Grades in Courses

Students must earn a minimum of a “C” grade in all required nursing courses and natural and social science courses. Students who fail a required natural science course may repeat the course only once with the consent of the instructor. Students may be able to repeat a science course more than once, but usually will not be considered for the nursing major.

Students who earn less than a grade of "C" in any required nursing course must submit a justification statement for permission to repeat the course. The student must meet with the course faculty and the nurse counselor to set-up a remediation plan and identify any conditions placed upon the student. Repeating a course is always on a space available basis. If one repeats a nursing theory course only, the next clinical lab will be on a “space available basis.” This assures priority for students who are progressing as scheduled. **Emphasis: Students who fail a nursing course may repeat that course**

only once. Students with three nursing course failures may not continue in the nursing program.

Students will be informed in a written letter from the nurse counselor, or the chairperson of the Petitions Committee regarding the outcome of submitted petitions.
(Implementation Spring 2005)

Students may not enroll in 300-level nursing courses until they have completed all lower division nursing courses with a grade of "C" or better. Students who receive a grade of "C-" or lower in a 300-level nursing course may not proceed with the sequence of nursing courses until they have successfully repeated that nursing course with a grade of "C" or better. (See Dealing with Academic Difficulty)

Students may not enroll in 400-level nursing courses until they have completed all lower division nursing and 300-level nursing classes with a grade of "C" or better.

For the complete California State University, Los Angeles - School of Nursing Student Retention and Remediation plan see Appendix-D

Graduation Check Procedure

Applications for graduation are available in the Nursing Advisement Office, University Admissions Office, Adm. Bldg. 146, and the CHHS Advisement and Outreach Center (AOC), FA 238. The completed form should be taken to the Cashier's Office, Adm. Bldg. 128, to pay the graduation application fee. The form must then be returned to the Nursing Advisement Office. Deadline for graduation applications are printed in the Schedule of Classes. Students should apply two quarters before the expected date of graduation. See Schedule of Classes for application filing period.

Specific Requirements for Nursing Courses

Use of APA Guidelines: Formal papers in nursing classes should be written, unless otherwise instructed, following the guidelines in the most current edition of the Publication Manual of the American Psychological Association. The book should be purchased and kept for reference. Concise guidelines are available through links on the John F. Kennedy (JFK) Library web site.

Clinical Nursing Classes

In order for the computer to process registration, students must register for lecture and co-requisite labs. If there is an unusual circumstance that requires a student to register for a lecture or laboratory without its co-requisite, contact the School of Nursing Administrative Office for assistance.

First Class Meeting

Many clinical courses meet on campus the first week of the quarter. Times and places for the first class meeting is posted on the school bulletin board on the fourth floor a week before the quarter begins. Information about class meetings may be obtained by calling the School of Nursing Office at (323) 343-4700.

Admission to Clinical Labs

Admission to Clinical Labs/ Practicums/ Field Study

Prior to entering the first practicum/clinical lab/or field study, students must have university liability insurance, personal health insurance, a current American Heart Association CPR card, a satisfactory annual physical examination, proof of immunity to specified infectious diseases, an initial 2 step mantoux skin test and a chest x-ray (if there is evidence of a positive TB skin test), and annual retesting. Drug screening may be requested depending on agency requirements. Nursing students must have a valid California driver's license and access to an automobile covered by appropriate automobile insurance.

A background check is required at entry to the program. Students are referred to <http://www.certifiedbackground.com> for both the background check and drug screening if the agency requires it.

Students will not be allowed to participate in the clinical experience if the requirements discussed in this section are not met at the start of the clinical lab.

More specific information is provided below about these requirements.

1. **Health Clearance:** The form may be obtained in the Student Advisement Office, ST 415. You may obtain these tests and/or immunizations through your private physician or, if you are currently a student at CSULA at the student health center on campus. If you are a member of an HMO all of them should be covered. Please note that antibody titers (actual numerical values), which demonstrate immunity are required for rubella, rubeola, mumps, varicella and Hepatitis B—not just documentation of prior immunization are required. Please attach copies of relevant laboratory tests. This must be signed and completed prior to any clinical experience. This form is checked by instructors prior to each clinical course and must include everything and be updated annually with evidence of American Heart Association CPR certification, physical examination, an initial 2 step mantoux screening test (TB screening skin test or chest X-ray if positive). Make copies of your documentation before you submit it to faculty. (If you have not started your Hepatitis B vaccination series, please do so as soon as possible. The full series of 3 shots takes 7 months to complete.) Most health insurance plans will cover tests and immunizations. If you wish to use the services of the campus Student Health Center, please call (323) 343-3301. You will need evidence of the following immunizations:

**Immune Titer Panel
Hepatitis B Vaccination
Tetnus Toxoid Immunization, if necessary (every 10 years)**

2. **Personal Health Insurance:** All students are required to show proof of individual health insurance coverage. If you are covered by Medicare or Medi-Cal provide proof of coverage.

3. **Student Liability Insurance:** The University provides coverage (Medical Professional Liability and Educator's Errors and Omissions Liability Insurance) for each nursing student for up to \$1 million – \$6 million coverage. The cost of the annual coverage is \$20.00. This policy only provides you with coverage while in a student role in a CSU nursing course or activity and is good for one year only. It must be renewed annually on July 1. It will not cover you as a student worker or nursing assistant. This insurance can be purchased through the cashier's office on campus. If you are a graduate student, it is also recommended that you carry your own personal malpractice insurance in addition to the student liability insurance.

4. **American Heart Association CPR Card:** All students must have current certification in CPR. This is called BLS or CPR for health care providers. (This is not the "Heart Saver" class). You may obtain CPR training from any American Heart Association (AHA) approved provider. The Student Health Center on campus offers classes, call (323) 343-3340 for fee schedule and class dates.

5. **Background Checks:** Potential applicants are strongly encouraged to carefully assess any personal criminal background before applying to the School of Nursing. Once admitted as a student to the School of Nursing, students must have a cleared background check that is satisfactory in meeting the standards of clinical agencies. The Board of Registered Nursing (BRN) in the State of California makes the final determination on eligibility for licensure. An unacceptable background check may be a barrier to licensure, certification and employment. The student accepts this risk upon entering the program. Background checks are confidential and only viewed by the Director of the School of Nursing. Costs pertaining to acquiring background checks are the responsibility of the student.

If a student's background check is not clear, it will be the student's responsibility to meet with the Director of the School of Nursing, and bring all appropriate relevant documentation for clearance (e.g., rehabilitation, counseling, etc.) The Director of the School of Nursing will counsel the student regarding the authority of the BRN, hospital standards related to background checks and discuss possible outcomes. Clinical facilities have the right to refuse placement based upon information from background checks. If clearance is not possible, a student will not be able attend clinical rotations. Students are advised that if clinical placements are refused, completion of degree requirements will not be possible.

6. **Driver's License:** Nursing students must have a valid California driver's license and access to an automobile covered by appropriate automobile insurance.

7. **Drug Screening:** Some clinical agencies require initial drug screening. This is a 5 panel drug screen. The same organization (certifiedbackground.com) that performs our background check offers a drug screening option. They contract with a variety of certified labs near to campus that perform the screening according to accepted standards. The results of the screening are provided only to the Director of Nursing and are considered highly confidential.

8. **Medical Clearance:** Students unable to attend clinical rotations because of illness, injury or disease longer than one week and/or requiring follow-up treatment or management by a physician will be required to provide medical clearance from a primary health care provider prior to returning to class. Medical clearance will be in written form on official letterhead. (Implementation Spring 2005)

Other Clinical Course Requirements

Name Pins: Official School of Nursing Picture I.D. Tags should be obtained directly from the University Bookstore and are to be worn at all times in clinical agencies and other field assignments. The name pin should be worn in an upright position to ensure readability. No pins, stickers, or other decoration may be worn on the name tag.

Stethoscope: A stethoscope with a bell and a diaphragm is required for all clinical nursing laboratory courses and Nursing 373, Health Assessment Laboratory.

NURS 223: The medication administration exam must be passed with a grade of 80% or better prior to beginning patient care. This 50-question multiple choice examination is administered by the University Testing Center. The content is based on a self-study module available at the University Bookstore. Proof of test results must be shown at the first clinical lab day. The examination is administered by appointment only.

Nursing Skills Laboratory

The nursing skills lab is located in Salazar Hall C161, telephone number: (323) 343-4726. In addition to its use for practice in several courses in the curriculum, the nursing skills lab provides an opportunity for additional supervised practice for students who need extra time to master technical skills or wish to review procedures. There are 20 fully-equipped computer workstations that can be used by all nursing students when not reserved for a class session. Computer assisted instruction modules assigned or recommended as part of nursing course are also available. In addition, there are many textbooks and other references for student use and space for study groups to meet.

Guidelines for Professional Image

Dress: White uniforms with the university patch or colored uniforms are acceptable according to specific clinical facility guidelines (ex Pediatrics, OB). The university patch

should be placed on the left sleeve of the white uniform 4” from the shoulder seam. Uniforms must be clean and appropriately wrinkle-free at all times. They should fit well (not too tight or too short) be non-clinging, non see-through, and reflect a professional appearance. Appropriate undergarments of white or natural color, must be worn. Short lab coats with monogrammed School of Nursing Logo are required. **Students are responsible for ordering the lab coat and university patch from the appropriate vendor.** Information for ordering is available in the School of Nursing Advisement Office.

Footwear: Shoes should be white, clean, closed-toe, with non-skid soles and of non-porous material. Shoelaces must be white. Clogs are not acceptable.

Hair: Hair must be clean and neatly combed. Any extreme look or color is not permitted. Hair at shoulder length or below should be combed away from the face so that it will not fall forward over the face while performing normal nursing duties. Long hair must be tied back. Plain barrettes or combs are allowed. Neatly trimmed mustaches and beards are acceptable when the style is not extreme.

Make-up: Make-up should appear fresh and natural. Excessive make-up is not acceptable.

Nails: Nails should be kept clean and smooth. If polish is used, it should be colorless, natural finish. Nail polish should be unchipped and without adornment. Fingernail length should not exceed beyond the tip of the finger. Acrylic or other types of artificial nails are not permitted.

Perfume: Because of close contact with staff, patients, and visitors, the use of perfume and after-shave lotion is not appropriate.

Sunglasses: Sunglasses are a block to interpersonal communication and should not be worn. Transition lenses or those with a transparent tint are acceptable.

Jewelry: Only one small ring, class ring, or wedding band/set is acceptable. A small ring is defined as the same size or smaller than a class ring. Necklaces and neck chains may be worn inside uniforms. Very large or long dangling earrings are not appropriate. Watches and nursing school class pins may be worn.

Hygiene: Personal hygiene plays a major role in professional appearance. All students should pay particular attention to bathing regularly, ensuring absence of body and mouth odor and a neat and clean appearance. Gum chewing is not allowed.

Medical Exception: Any request for exception(s) to the appearance code for medical reasons must be signed by your personal physician or appropriate specialist. It is then given to the Director of the School of Nursing and must be updated annually.

Body Piercing: Students may have no more than two visible piercings and those must confirm to the clinical agency’s dress code.

Other Policies

Electronics: Cell phones and pagers must be turned-off while in lecture courses. No cell phones may be turned-on in clinical rotations except for community health and community-based activities and then only with the consent of the instructor.

Classroom Visitors: Children and other uninvited guests are not permitted in the classroom at any time.

E-mail Addresses: Students must use their university e-mail address for all e-mail university communication.

Add/Drop or Leave of Absence: Any student dropping a course after the first week of the class or requesting leave of absence must sign the appropriate form available in the School of Nursing Administration Office before obtaining the signature from the director or the director's designee.

Testing Accommodations for Students with Disabilities

It is the responsibility of the student to be familiar with and follow the policies and procedures of the office of students with disabilities (OSD) for informing faculty members of the need for accommodation and making accommodation arrangements. Students must inform instructors of the need for testing accommodations before any testing begins in a nursing course. Student must take OSD arranged examinations prior to, or on the date the examinations are scheduled to be given in the classroom.

Petitions

General Academic Petition for Undergraduate Requirements

General Academic Petition for Undergraduate Requirement form for submission is available in the School of Nursing Office and in the Nursing Advisement Office. These petitions are used to request a waiver of requirements not related to the major, e.g., general education. Usually, petitions for substitution for general education courses will be submitted by a principal advisor in the College of Health Human Services Advisement and Outreach Center (CHHS AOC). Petitions are submitted to the nursing counselor. Petitions are reviewed and forwarded to the appropriate school/department for consideration. A copy of the petition with the committee's decision is mailed to the student and to the nursing school. This process usually takes 4 to 6 weeks.

Petitions to Exceed Usual Study Load: "Excess Unit Petition"

Students who wish to take more than 18 units must submit a waiver of study-load limit petition and have it approved prior to registration. Forms are available and are processed in the CHHS Advisement and Outreach Center, FA 238. Petitions for Nursing School Requirements

These petitions are used to request variances of nursing school requirements. They are available from the school office. If course substitutions from other institutions are being petitioned, a photocopy of the course description from the University Catalog must be attached. Course syllabi, objectives and outlines must be attached for petitions involving nursing courses. Petitions should be submitted to the nursing school. They are reviewed and sent to the appropriate committee(s) for evaluation. Once acted upon, a copy of the petition with the committee's action is mailed to the student. This process may take several weeks depending on the schedule of committee meetings.

Other Petitions

For other petitions, refer to the University Catalog, “**Petition for Wavier of Regulations.**”

Credit by Examination

Students in good scholastic standing and registered in at least one other course during the quarter in which Credit by Examination (CBE) is to be taken, may request permission to receive such credit. If a student wishes to earn such credit for a nursing class, he/she must obtain the Request for Permission to Receive Credit by Examination form from the nursing office. Policies and procedures for credit by exam are stated on this form as well as in the University Catalog.

Students may seek Credit by Examination (CBE) for a nursing course after meeting the prerequisites for the course listed in the University Catalog. The director will receive the request for CBE and will direct the student to the appropriate faculty member. It is advisable to contact the director early in the quarter to initiate the CBE process. When a clinical lab is being challenged, one may need to challenge the quarter the course is being offered, because a clinical practicum may be required.

When a student submits the form requesting CBE to the faculty member, written documentation that the student has had relevant clinical experience/theoretical knowledge that prepare for challenging the course shall be submitted. Information to include in the documentation:

- (1) Rationale for challenging the course
- (2) Clinical/work experience background including roles and responsibilities
- (3) Other pertinent previous learning experience.

Students may request and obtain, from the instructor who will administer the CBE, a copy of the following: course outline, the course objectives, bibliography and textbook list, and description of the style and format of the exam. The exam will be designed to evaluate knowledge and/or skills needed to meet the course objectives. Courses completed by CBE are graded according to the same criteria as other nursing courses and the student receives a letter grade. Students who do not successfully complete the exam may petition to retake it or enroll in the course.

Application for State Board Licensing Exam

Application forms are available in the Nursing Advisement Office.

If you wish to apply for an interim permit (IP) to work while licensure is pending, you should complete the application two months prior to graduation by April 15.

If you will not be completing all of your required course work for graduation by the end of spring quarter, do not apply early. Wait until two months before the end of your expected quarter of graduation.

It is possible to apply to take the NCLEX examination as a non-graduate, i.e. when you have completed all the nursing requirements, but have not received your degree. This is not advisable, because many states do not allow reciprocity for such licenses, and your license will always indicate that you were a non-graduate, even after you do complete the degree.

Your application is a legal document. Prepare it carefully. Do not cross out or use “white out”. Write legibly.

There are two parts to the application:

1. It is your responsibility to send directly to the BRN in Sacramento, CA:
 - 1.1 Application for NCLEX exam
 - 1.2 Application for IP if desired
 - 1.3 Fingerprint Card
 - 1.4 Personal Data Card
 - 1.5 Required Fee

2. School of Nursing/University Responsibility: Forward the following to the BRN, Sacramento, CA after the student has submitted the paperwork to the Nursing Advisement Office.
 - 2.1 Individual candidate roster form (sent one month prior to graduation.)
 - 2.2 Request for transcript (BRN Form).
 - 2.3 Transcript order form (CSULA document). This document must be completed by the student and processed by the Cashier’s Office prior to submitting it to the advisement office.

Complete all of the identifying information on both forms. The Nursing Advisement Office keeps a log of forms received and forwards it to the Records Office, Adm. Bldg. 409, and to the BRN, Sacramento, CA. Questions may be addressed to that office at (323) 343-4730.

Note: If you have taken course work at other institutions which are part of your nursing program (general education or nursing courses), you must send a BRN Transcript Request form to each of those schools.

The graduation office must post your degree before the CSULA transcript request can be processed. This takes 4 to 6 weeks after grades for your final quarter are posted. This cannot be sent in advance because your transcript must indicate your BSN degree. After the degrees have been posted, the transcript request will be forwarded to the Records Office to have the official transcript attached and sent to Sacramento, CA.

Public Health Nursing Certificate

Cal State L.A. nursing graduates are eligible for the Public Health Nursing Certificate issued by the California State Department of Health Services. Students must apply for the certificate after receiving RN licensure. Information packet and applications can be obtained in the nursing office. The following must be sent to the Board of Registered Nursing:

- A completed Public Health Nurse Certification application.
- An application fee of \$75.00, which is considered an earned fee and not refundable.
* WRITTEN OUT TO THE BOARD OF REGISTERED NURSES (BRN).
- Evidence of a permanent California RN license which is current, clear and active. (A temporary license or interim permit is not acceptable.)
* A COPY OF YOUR RN LICENSE AND YOUR CALIFORNIA DRIVERS' LICENSE OR CALIFORNIA I.D.
- Documentation regarding educational background
- ONE SET OF "OFFICIAL" TRANSCRIPTS.

Dealing with Academic Difficulty

Permission to Repeat a Nursing Course

Permission to repeat a nursing course is not automatic and students abide by a permission process. Students who earn less than a grade of "C-" in any required nursing course must submit a justification statement for permission to repeat the course. A justification to repeat a nursing course form is available in the Nursing Advisement Office. Prior to writing the justification statement for permission to repeat a course, the student must meet with the course faculty and the nurse counselor to set-up a remediation plan and identify any conditions placed upon the student. Justification forms must be submitted to the nurse counselor by the last instructional day of the following quarter. Repeating a course is always on a space available basis. Students will be informed in a written letter from the Nurse Counselor, or the Chairperson of the Petitions Committee, regarding the outcome of submitted petitions for repeating a course (Implementation Spring 2005). If one repeats a nursing theory course only, the next clinical lab will be on a space available

basis. This assures priority for students who are progressing as scheduled. Students who fail a nursing course may repeat that course only once. Students with three nursing course failures may not continue in the nursing program.

Probation

If the cumulative CSULA GPA falls below a grade of "C" (2.0), a student is placed on academic probation, meaning that there is a grade point deficiency. The CHHS Advisement and Outreach Center will contact such students and offer guidance and support through workshops and individual counseling.

Nursing majors on probation may not register in nursing courses. Students on probation must withdraw from nursing courses the next quarter and may not progress in nursing courses until the grade point deficiency is made up by successfully completing courses with grades above "C".

Disqualification

Students who do not improve their grades after being placed on probation will ultimately be disqualified. Disqualification occurs when a specific number of deficiency points are accumulated, depending on the student's class level. Most students who are disqualified are eligible for immediate reinstatement. First time reinstatements to the university are initiated in the CHHS Advisement and Outreach Center. The College Principal Advisor will consult with the School of Nursing as necessary. The Dean of the College of Health and Human Services must approve petitions for reinstatement. Once approved, the form must be submitted to the Records Office, Adm. Bldg. 409, before the end of the third week of the quarter following disqualification.

All nursing majors on academic probation and those who have been disqualified must meet with the nurse counselor. Reinstatement to the University does not necessarily include reinstatement in the nursing program.

Support Services

The School of Nursing sponsors a formal academic support program for students. The program consists primarily of tutorial assistance and academic/or personal counseling. The nursing counselor directs the support program.

Nurse Counselor

The counseling component of the support program consists of academic and personal guidance. Although the nurse counselor is not involved in routine advisement, she does advise students having difficulty with academic scheduling, students on probation and those disqualified from the university and/or nursing program. Students with potential or actual problems are referred to the nurse counselor by faculty or staff. The nurse counselor works very closely with the faculty and staff, assisting students with academic difficulty and/or experiencing personal and family problems. However, students with on-

going or more complex personal problems are referred to the Student Health Center for continuing professional assistance.

M.E.N.T.O.R. Program: Multi-Ethnic Team of Role Models

A student-to-student academic support program has been developed to assist basic students in the transition to the nursing major. The second and third year nursing students, and some alumni, provide one-to-one mentoring as well as study skills, midterm, and final exam review workshops. The program aims to help students develop effective study skills, promote teamwork, and establish a communication network among the students in the basic nursing program. In cooperation with the nurse counselor and other faculty members, mentors plan workshops and other activities to meet identified student needs. University Tutorial Assistance

University Tutorial Assistance

The University Tutorial Center, Library Palmer Wing South: Room 1039 provides support in the form of study and test-taking skills workshops as well as tutoring in specific general education courses. Assistance is provided in individual and group sessions depending upon availability of tutors and resources. Students using tutorial services pay no fee, but the tutors are paid by the university.

Tutorial assistance for nursing courses is coordinated by the nurse counselor. Any student experiencing academic difficulty in nursing should meet with the faculty member teaching the course during office hours, but may also contact the nurse counselor for tutorial assistance.

Child Care

The Anna Bing Arnold Children's Center provides quality child care for the children of Cal State L.A. students, faculty, and staff. The center offers a developmental preschool program for children from 2 1/2 to 5 years of age and an after school and evening program for children to age 8. The Centers' preschool hours are from 7:30 a.m. to 5:30 p.m., Monday through Friday. The after-school and evening program is open from 3:30 p.m. to 8:30 p.m., Monday through Thursday during fall, winter and spring quarters. Children are admitted to the program at the beginning of each quarter. Space is limited, so early application is encouraged. The center is located across the street from the northwest corner of parking lot F. Please visit the center for more information or call (323) 343-2470.

Career Development Center

Counselors are available to assist with resume preparation, job interview skills and job search strategies. The Career Development Center is located just north of the Student Health Center. Please visit the center for more information or call (323) 343-3237.

Financial Aid, Scholarships and Grants

For immediate access to complete and up-to-date information visit the web site:

www.calstatela.edu/finaid.

Students in need of financial assistance in the form of loans or grants should apply directly to Center for Student Financial Aid, Student Affairs Bldg. 124.

The major source of information about scholarships is the Scholarship Office, Student Affairs Bldg. 118. All interested students should, annually in April, submit a University Scholarship Application to that office. In general, but not exclusively, scholarships are offered to students with a GPA of 3.0 or better.

Certain nursing scholarships are awarded on the basis of that application. Others require a separate application at varying times of the school year. The School of Nursing Faculty Scholarship Coordinator is responsible for announcing availability of nursing scholarships and coordinating selection of the recipients of many scholarships.

Students with special financial needs may consult the scholarship coordinator for information about scholarships.

Information Resources

Students are responsible for being aware of the latest policies, course changes, and related vital information posted on the Nursing Advisement bulletin board on the fourth floor, Simpson Tower, or on the nursing web site. It is important to check the bulletin board throughout the quarter. Information about learning and employment opportunities can also be found on the fourth floor nursing school bulletin board and in the Career Development Center.

CSULA NIS Computer Account

The key in obtaining access to computer software applications, library searches, full text retrieval of current publications, electronic mail as well as all the resources of the Internet is the **CSULA NIS Computer Account**. With an NIS account, students will be able to take advantage of the extensive computer network connecting the university.

You will need an NIS account in order to use any of the computer labs on campus. Computer labs are available seven days a week.

How to apply: Go to the ITS Desk located in John F. Kennedy (JFK) Library South, Palmer Wing Information Center. Present your student ID card and fill out a brief form. You will receive a user ID and password and a personal E-mail account. An account is automatically created for you when you register for your classes but you must go to the ITS office to receive your ID and password.

University GET System

See the Schedule of Classes for information about the University GET System and web site <http://get.calstatela.edu>

Student Activities

Students are eligible to participate in the many student activities available on campus. There is an extensive array of clubs, interest group, councils, and committees for student life. Interested students should contact the University Student Union, King Hall D150.

Student Government

By being enrolled at Cal State L.A., all students belong to the Associated Students Inc. (ASI), and may wish to become involved in its activities.

Alpha Tau Delta (ATD)

Alpha Tau Delta is a professional fraternity for nursing. ATD is a social and academic organization with service emphasis. Through the Cal State L.A. chapter, students have the opportunity to share information about the field of nursing and to participate in local service projects. Students, who wish more information should leave their name, address and telephone number in the ATD mailbox at the nursing administration office.

California Nursing Student Association (CNSA)

The Cal State L.A. Chapter of the National Student Nurses' Association is an organization with membership open to all enrolled nursing majors. CNSA's goal is to promote nursing professionalism. Emphasis is placed on an awareness of issues and trends in nursing, development of leadership skill, and participation in the decision making process that affects nursing students. Interested students should leave their name, address, and telephone number in the CNSA mailbox on the fourth floor at the nursing administration office.

Sigma Theta Tau

Sigma Theta Tau is an international nursing honor society. Undergraduate students are eligible for membership in Sigma Theta Tau after completion of NURS 300/301 eligibility requirements include a minimum 3.0 GPA and ranking in the upper 35% of the class.

School Committees

Peer Mentor Program

Ethical Practices: Department of Consumer Affairs, Board of Registered Nursing: Guide for Schools of Professional Nursing on Registered Nursing

Schools of professional nursing as a guide use the following statements to establishing and following educationally ethical practices:

1. In recruitment activities, objectivity and accuracy of presentation should be the goal. The school is directly responsible for all individuals involved in the recruitment and admission process. These individuals should be careful to present information concerning their own institution that is unambiguous. They shall avoid giving questionable or derogatory information about competing schools or about other types of nursing education programs.
2. The school bulletin or university catalog shall provide accurate information about admission requirement, cost of the program and curriculum.
3. The school bulletin or university catalog shall contain information regarding the refund policies of the school and shall provide for refund of a substantial portion of tuition payments to students who withdraw within a reasonable period of time following admission to the program.
4. The provisions of the Civil Rights Act shall be adhered to.
5. All instructional and administrative clerical personnel with access to confidential information shall respect the confidential nature of such information.
6. The school bulletin or university catalog of the school shall contain policies regarding promotion and graduation, and these shall be in writing, policies regarding grounds for dismissal of a student from a school. All students facing dismissal, and the parents or guardians of students who are minors, shall be given the opportunity to discuss reasons for this action with faculty representatives and the school administrative officers, according to the school's due process procedure for student grievances.
7. No student shall be prohibited from graduation and making application for the licensing examination, providing that the student has met all school requirements and all qualifications specified in Section 2736, Nursing Practice Act for the State of California.
8. The faculty of the school of nursing shall endorse and teach ethical practices in keeping with the American Nursing Association CODE FOR NURSES.
9. If research is undertaken on human subjects by faculty and/or students enrolled in the nursing program, appropriate measures shall be used to ensure the protection of the

rights and safety of individuals involved as subjects in the research. Whenever any tests are administered, written consent shall be secured, or, when appropriate, the written consent of parents or guardian.

10. The counseling program shall incorporate provisions for tutorial/remedial services for students who will benefit from these services in order to achieve career goals. Opportunities to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation should be provided to foreign or out-of-state graduates of registered nursing programs who lack certain educational courses to meet California Licensure requirements.

Cal State L.A. Policy for Students Suspected of Substance Abuse while in a Clinical Agency

Faculty may remove from the clinical area any student who appears to be functioning inappropriately because of suspected substance abuse. Dependent upon the degree and type of behavior, faculty may refer the student to the University Student Health Center, the Emergency Room, or Employee Health Center of the clinical agency. The faculty member may then notify the Coordinator of Student Discipline in writing or verbally, citing Title 5, California Code of Regulations, Section 41301A. The school will request from the Health Center a written recommendation stating when the student will be permitted to return to class. The clinical agency may report the student to civil authorities.

Students who are found to be functioning in a clinical agency under the influence of drugs, alcohol, or other chemicals may be dismissed from the course, the School of Nursing, and California State University, Los Angeles. Furthermore, the abuse of drugs, alcoholic beverages or other chemicals can prevent one from receiving licensure as a Registered Nurse, or result in loss of licensure, in addition to criminal and civil censure.

Policies and Procedures for Student Grievance

1.0 Definition of a Grievance:

A grievance is a formal complaint by a student arising out of an alleged action of the university and/or faculty, administrators and/or officers of the university, such action being alleged by the student to be unauthorized and/or unjustified and to adversely affect the status, rights, or privileges of the student, including actions based on race, color, religion, sex, sexual orientation, national origin, age, handicap (as defined in Section 504 of the Rehabilitation Act of 1973), or veteran status. The student shall have the right to use this grievance procedure for redress of grievances, including, but not limited to, grievances arising from alleged denial of rights guaranteed in this statement.

1.1 Rationale for Policies and Procedures:

The policies and procedures described below apply to grievances filed at the school level. The School of Nursing Student Grievance Procedures is congruent with the procedures established by the University at the College level. These procedures are fully described in the *Eagle Guide*.

These policies and procedures have been developed to include adequate safeguards to protect the rights of all concerned parties and to insure that grievances are handled fairly. However, no rule, regulation, or policy should substitute for open, honest communication; nor should any grievance procedure take the place of negotiating in good faith. The grievance procedure described herein is but one channel for solving problems. It is the least desirable method, but may become a necessary method for solving problems. It should not be used to avoid the personal communication that is necessary to the academic process.

1.2 Initiating the Grievance Procedure:

The student who decides to initiate a formal grievance shall take the following steps, in order. At any stage in the grievance proceedings, a student has the right to withdraw that grievance. Grievance proceedings shall immediately terminate. However, if the grievance is continued, the burden of proof shall be on the student.

1.2.1 Step One:

If possible, the student should seek to resolve the grievance informally by meeting with the concerned party to attempt to resolve the problem through open communication and understanding. If these informal attempts fail to resolve the problem, the student shall have the right to initiate the formal grievance procedure. If that person cannot be reached by reasonable efforts, if the nature of the grievance is such that an informal meeting is not possible or if informal consultation with the concerned party does not resolve the problem, then the student may then proceed to step two.

1.2.2 Step Two:

If the basis for possible grievance is an action by a professor, the student must first meet informally with the school director. The director's role at this stage shall be that of mediator. This stage of the grievance process shall be considered informal and the involved parties are strongly encouraged to participate and cooperate with the director's attempts to resolve the dispute. If, after ten working days, a resolution satisfactory to the disputing parties is not found, the director or coordinator shall meet with and so inform the student. If the student chooses to file a formal grievance, the student must then transmit a written statement of grievance to the director of the school. The notification must be made prior to the last day of classes of the first quarter following the quarter in which the alleged action occurred. If the alleged action is a continuing one rather than a single event, the notification must be made no more than one calendar year after the beginning of the situation on which the grievance is to be based.

1.2.3 Format for Grievance Statement:

In order to facilitate the adjudication of a grievance, written statements of grievance should include the following information:

1. Acknowledgement of receipt and understanding of the School's Student Grievance Policies and Procedures.
2. Names and positions of person(s) against whom the grievance is filed.
3. Causes of action: What right has been denied, and/or what harm has been done.
4. Facts: What evidence supports the grievance allegation? How may this be verified?
5. History: What steps have previously been taken to remedy this situation? List dates of conferences with the individual(s) involved and school director. Briefly describe efforts which have been made to resolve the grievance through the informal process.
6. Remedy: What solution, if any, does that student want to the grievance?
7. Identification: Name, signature, address, telephone, and student identification (CIN) number of student making the grievance.

1.2.4 Burden of Proof:

The aggrieved should realize the burden of proof is on him/her and that the person(s) against whom the grievance is filed will receive a copy of the statements. If the grievance is based upon alleged improper academic evaluation, the student bears the burden of proof to demonstrate to the Student Grievance Committee that said evaluation has clearly been prejudiced or capricious.

2.0 School Policies and Procedures Governing Grievance Process:

- 2.1 The rights and privileges of students and faculty involved in a grievance shall be protected by the policies and procedures approved by the College of Health and Human Services and the University.
- 2.2 The school director, in writing shall notify the individual against whom the complaint has been made, of the charge and that a School Grievance Committee will be established.
- 2.3 A hearing shall be held if the committee feels there is a **prima facie** case, and if the maker of the grievance requests it, by the person against whom the grievance is lodged, or by the committee itself.
- 2.4 Each party shall have the right of meeting with the committee to discuss the matter in detail at a scheduled meeting. Each party shall be notified in writing of this right and of the time and place of scheduled meetings relating to the complaint.

- 2.5 Any hearing shall be closed to persons who are not party to the grievance and considered confidential, although either party to the dispute may bring witnesses for purposes of testimony and/or an advisor with prior notification to the committee and the other party. Witnesses may only be present for their testimony. No party may be advised at any hearing by any person who is admitted to practice law before any state or federal court.
- 2.6 After the committee has completed its charge and the committee's recommendation is sent to the aggrieved and the school director, records pertaining to the grievance shall be kept in the office of the school director for two years. School records shall then be destroyed.
- 2.7 No materials or information shall be placed in any student's academic files or records which relate to a grievance filed by the student or any other student.
- 2.8 Electronic tape recording or written transcriptions may be used to record hearings, only if agreed to in writing by both parties. Such recordings or transcriptions must be placed under the closest security. These records may not be made available to any persons other than the grievant, the faculty member, and the hearing committee, and then only in a specially supervised place. Copies of tapes or transcriptions are expressly forbidden.
- 2.9 No meeting, hearing, or other deliberation, whether formal or informal, shall be conducted by the committee with less than a quorum present. A quorum shall consist of a majority or more of the voting membership of the committee. A simple majority of the committee members present shall be required to carry a vote.
- 2.10 The school director will respond in writing within 15 campus working days of the initiation of the grievance. The school director, at the request, with good cause, of the School Grievance Committee may extend for a reasonable period of time that is the 15-day response time. The school director shall notify the parties to the grievance of such an extension.
- 3.0 Grievance Committee:
- 3.1 Function:
- It is the charge of the Grievance Committee to find facts, and recommend to the school director remedies to the grievance if the finding of facts shows the allegations to be valid.
- 3.1.1 A standardized format, in accordance with the University for presenting written reports by the committee to the school director

shall be used. Copies are available to the committee from the school director's office.

3.2 Membership and Selection Procedures:

3.2.1 Membership: Each student grievance ad hoc committee shall consist of one student and two faculty members. No member shall be personally involved in the controversy. Service as a member of the student grievance ad hoc committee shall be considered part of the normal and reasonable duties of the faculty.

3.2.2 Faculty Selection: Faculty members shall be selected, by lot, the school director from the pool of all available probationary and tenured faculty teaching the quarter the grievance committee must initiate a meeting. If it is anticipated, the committee will need to meet over another quarter, the pool will consist of faculty on both quarters.

3.2.3 Student Selection: Students shall be selected from a pool of no less than 5 members from student names submitted by faculty to the Baccalaureate Program Committee, with student permission, at the beginning of fall and spring quarters. Names shall remain in the pool for two quarters. No member will be required to repeat service until other available members in the pool have served.

3.3 Functions of the School Director, Grievance Committee Convener and Grievance Committee Chairperson.

3.3.1 School director (or associated director in his/her absence): Is responsible for coordinating the overall grievance process.

Issues the Student Grievance Policies and Procedures document to the student.

Records the date(s) of the conference with the aggrieved.
Accepts the student's signed written statement (see 1.2).

Initiates the Student Grievance Committee, designates one faculty to serve as the school director's designee and convener for the initial meeting and notifies the convener of the names of the other faculty member and student.

Forwards a copy of the signed written grievance to the committee chairperson via the convener.

Notifies the aggrieved and the respondent that a committee has been established.

Requests in writing that the concerned party (ies) make pertinent information available to the chairperson of the Student Grievance Committee, and forwards a copy of the request to the committee chairperson.

Receives the written recommendations of the committee.

- 3.3.2 Committee Convener: Shall be elected at the initial meeting and shall schedule all subsequent meetings.
Accepts only written-signed grievances referred by the school director through the committee convener.

Submits the committee's written recommendation to the school director within the school director's deadline (see 2.10).

4.0 College Level Grievance Procedure:

If the student or person against whom the grievance was filed is not satisfied with the results of step two, or if the grievance is against the chair of a school, the student must next transmit a written statement of grievance to the appropriate college dean, who shall apprise all parties concerned of procedures at this level. This written notification by the student or by the person against whom the grievance was filed must be made within ten (10) working days after the student receives the chair's written response on step two. In cases where the chair does not respond within the period specified in step two, the initiation of step three must be made within ten (10) working days of the time the chair was required to respond. In addition to this written notification, the student may consult with the college dean in person.

The college dean shall refer the grievance to a committee established at the college level, which will recommend action to the dean. This committee shall be elected by procedures developed by the school. It shall include at least one student member with voting privileges for each two or fewer faculty or administrative members with voting privileges. In no case shall any member of this committee be a faculty member or student from the same school as the grievant.

Appendix A - Academic Honesty

(Senate: 7/25/00, 7/27/04, 10/23/07; President: 2/5/01, 11/24/04, 11/29/07; Editorial Amendment: 8/01)

Preamble

The University in its quest for truth and knowledge embraces honesty and integrity. These fundamental values must not be compromised. The trust and respect among professors, students and the society need to be vigilantly protected. Cheating and plagiarism can be neither justified nor condoned as this would destroy the ideals and purposes of higher education. Students enter the University to gain the knowledge and tools necessary for participation in society. Academic integrity is one foundation for a society based on trust and honesty. Therefore, the University takes seriously its responsibility for academic honesty.

I. Cheating

At Cal State L. A., cheating is defined as the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. The following examples are intended to be representative, but not all-inclusive:

(a) Examinations/Tests Administered by Faculty or the University

- Copying from another student's paper
- Employing signals to obtain answers from or provide answers to others
- Stealing or arranging for the theft of an examination
- Knowingly reviewing an unauthorized copy of an examination
- Using lecture notes or textbooks during an examination when prohibited
- Possessing crib notes at the location and during the time of the examination
- Having someone else take an examination in your place
- Feigning illness or telling falsehoods to avoid taking an examination at the scheduled time
- Claiming falsely that you took an examination at the scheduled time
- Storing and/or accessing course subject matter in a calculator, computer or recording device, without authorization from the instructor, when such instruments are otherwise permitted to be used during an examination period

- Utilizing calculators and/or other learning aids forbidden by the instructor
- Obtaining assistance in answering questions on a take-home examination, when such action is specifically prohibited
- Attempting to use or using bribery to obtain an undeserved grade
- Changing an answer on a graded test and claiming the student's response to the question was incorrectly marked wrong

(b) Papers/Reports, Laboratory/Homework

- Copying the work of other persons in whole or in part and claiming authorship
- Submitting a paper obtained from a any source that provides research/term papers
- Using a ghost writer to compose a paper and claiming authorship
- Claiming an assigned share of a team report, toward which insufficient or no contribution was made
- Lying about the reason for not submitting a report on time
- Pretending to have submitted a paper to an instructor
- Stealing another student's report and submitting it as one's own work
- Submitting the same term paper to two or more different instructors for credit in their courses without their prior permission
- Inventing, falsifying, or altering data for a research survey or laboratory experiment
- Misrepresenting the authorship of an experiment or exercise
- Depending upon others to complete laboratory assignments or homework when instructions call for independent work
- Sabotaging someone else's laboratory work or other exercise
- Fabricating bibliographic references

II. Plagiarism

At Cal State L. A., plagiarism is defined as the act of using ideas, words, or work of another person or persons as if they were ones own, without giving proper credit to the original sources.

The following examples of plagiarism are intended to be representative, but not all-inclusive:

- Failing to give credit via proper citations for others' ideas and concepts, data and information, statements and phrases, and/or interpretations and conclusions
- Failing to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or a part thereof
- Paraphrasing the expressions of thought by others without appropriate quotation marks or attribution
- Assembling parts from various works and submitting the synthesis or single paper as one's own creation
- Representing another's artistic/scholarly works, such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own

III. Misrepresentation

Knowingly furnishing false academic information to a University official, faculty member, or campus office is subject to discipline for academic dishonesty.

IV. Collusion

Any student who intentionally helps another student perform any of the above acts of cheating, plagiarism or misrepresentation is subject to discipline for academic dishonesty.

V. Consequences and Sanctions

Violations of academic honesty have a dual aspect, constituting both a breach of ethics and a form of academic non-performance. Hence the consequences of violating this policy may fall into two categories. Addressing the violation as an academic matter does not preclude the imposition of further administrative sanctions.

Academic Consequences:

Faculty have the right to establish the standards by which the academic performance of students will be evaluated, including the consequences of students not meeting some portion or all of the academic requirements of a course through acts of cheating, plagiarism, misrepresentation or collusion. These consequences may include but are not limited to assigning a lowered grade, zero or "F" on an individual assignment, or lowering the student's grade or assigning an "F" in the course. Faculty may alternatively permit the student to repeat an assignment/test or complete and submit additional assignments. Furthermore, before these consequences can be effective, the faculty

member must have verified instances of academic dishonesty by personal observation and/or documentation. In such cases, if a student denies the charges, an instructor shall not assign a grade until the case is resolved or impose any other negative consequences. In all cases the violation should be reported to the University Judicial Affairs Officer using the Academic Dishonesty Allegation form.

Administrative Sanctions:

In addition to academic consequences, the University can impose administrative sanctions. As stipulated in Executive Order 970, Student Conduct Procedures, among other places, cheating, plagiarism, misrepresentation or collusion, in connection with an academic program or campus may warrant, but are not necessarily limited to,

- Expulsion
- Suspension
- Probation
- Withdrawal of a degree
- A lesser sanction

Repeat offenders will receive particular consideration for administrative sanctions.

VI. Reporting Procedures

For the purposes of reporting allegations of academic dishonesty, the term "reporting party" includes probationary, tenured and temporary faculty, librarians, and persons in academic administrative positions, counselors, coaches, and administrators of testing centers. Teaching assistants, graduate assistants and staff should report allegations of academic dishonesty to their authorized university supervisor. Allegations shall be made against individual students rather than groups of students.

When a reporting party suspects that a student has committed an academically dishonest act, it is the reporting party's responsibility to take the following steps:

1. The reporting party must first carefully consider the evidence of the apparent dishonesty. A perception, which is not supported by reasonable evidence, will not suffice. Examples (not necessarily comprehensive) of evidence sufficient to pursue action are:

- Documentation regarding the source of text which the student has used without proper attribution or has attempted to represent as his/her own work
- A demonstrably marked difference in the writing style of the student, as compared to his/her work on previous assignments

- Testimony from others regarding a student's use of dishonest means to fulfill the assignment at hand
- Firsthand observation of the student engaging in a dishonest act, in a situation in which the student cannot effectively deny that the act took place
- Admission by the student that he or she undertook a dishonest act in fulfillment of the assignment at hand
- A suspicious degree of similarity in work done by different students

Reporting parties are encouraged to discuss any perception of dishonesty and the evidentiary basis for an action with the University Judicial Affairs Officer prior to discussing perceptions of wrongdoing with the affected student.

2. When satisfied that a reasonable evidentiary standard has been met and as soon as possible after discovering the alleged violation, the reporting party should arrange an office conference in order to inform the student of the allegations and of the due process rights (see the Academic Dishonesty Allegation form). At the conference, the student should be informed of the supporting evidence and the consequences and procedures regarding academic dishonesty.

3. Although the student may elect to make a decision at the office conference, the student shall be informed by the reporting party that he or she may have five (5) business days to inform the University Judicial Affairs Officer whether he or she agrees to the charges of academic dishonesty proposed by the reporting party or whether he or she requests a hearing.

4. If the student agrees to the allegations of academic dishonesty, the Academic Dishonesty Allegation form signed by the student and the reporting party will be filed with the University Judicial Affairs Officer for informational purposes. This information may be used for administrative sanctions.

5. In cases when the student does not agree to the allegations of academic dishonesty, the student should sign the section of the Academic Dishonesty Allegation form requesting a hearing. The form and all supporting documentation from both the student and the reporting party shall be forwarded to the Judicial Affairs Officer.

- All notes and discussions between the reporting party and the student will remain confidential as outlined in section 8 of this document.
- A report of academic dishonesty cannot be filed more than one year after discovery and no more than seven years after the alleged violation.
- The reporting party shall not assign a grade or score until the case is resolved or impose any other negative consequences.

In cases where the student fails to attend the scheduled conference to discuss the alleged dishonesty, or when the alleged dishonesty is detected at the close of the quarter and the reporting party has not been successful in a good-faith effort to contact the student, an Academic Dishonesty Allegation form describing the alleged incident and documents supporting the allegation shall be sent to both the student and the University Judicial Affairs Officer by the reporting party. The reporting party shall not assign a grade or score until the case is resolved or impose any other negative consequences.

In cases where the reporting party cannot, for serious and compelling reasons, participate in any one or more parts of the above process, the department/division chair or school director shall represent the reporting party.

Due Process:

It is incumbent upon the academic community that students are assured of fair and equitable treatment. To that end, students have the right to due process and procedural safeguards, fair determination of facts, and sanctions justified by the evidence and appropriate to the seriousness of the offense.

For purposes of this policy, the Academic Dishonesty Allegation form shall be the statement of charges against the student. If the student does not agree with the charges, he or she should so indicate on the Academic Dishonesty Allegation form. Consequently, the University Judicial Affairs Officer will conduct an investigation of the charges and decide on their merit. The burden of proof lies with the reporting party. If the Judicial Affairs Officer determines that the charges have merit, he or she will determine the appropriate administrative sanctions and confirm the academic consequences proposed by the reporting party. Except in extraordinary circumstances, the Judicial Affairs Officer will notify the reporting party in writing of the determination of the charges within 60 days. Except in extraordinary circumstances, the Judicial Affairs Officer will notify the student in writing of the determination of the charges, the academic consequences, and the administrative sanctions within 60 days. The student may appeal the determination, the academic consequences, or the administrative sanctions by requesting a hearing as described in E.O. 970.

VII. Finality of the Academic Dishonesty Process

Once a determination of academic dishonesty has been made and notwithstanding any other University policy or regulation, a student does not have the right to file a grade grievance challenging a course grade on the grounds that the charges of academic dishonesty were unwarranted. A student may pursue a grade grievance in a course in which an academic dishonesty charge was made provided that the grievance is based on issues other than the charges of academic dishonesty or if the allegation of academic dishonesty was not upheld.

Notwithstanding any other University policy or regulation, and unless significant new evidence is discovered, the decision and findings of fact following a hearing, or the

admission of cheating, plagiarism, misrepresentation, or collusion by a student, made in accord with this policy, shall be deemed conclusive as to any subsequent investigation or hearing arising from or relating to the same events.

VIII. Confidentiality

When a reporting party alleges an incident of cheating, plagiarism, misrepresentation or collusion that reporting party is expected to arrange an informal conference with the student, advise the student of the allegation(s) as well as supporting evidence thereof, and provide the student with a copy of the Academic Dishonesty Allegation form so that the student may become fully apprised of the allegation(s). Regardless of the number of students involved, each student shall be met with individually. The student will also receive a copy of the University policy documents and procedures. All parties to these and all subsequent deliberations regarding incidents of cheating, plagiarism, misrepresentation or collusion have the right to expect that such deliberations will occur in a setting of strictest confidentiality.

Concomitant with this right of confidentiality is the obligation of all parties to refrain from any discussions of these issues regarding cheating, plagiarism, misrepresentation or collusion outside of the informal and formal conferences and meetings as outlined elsewhere in this document. Confidentiality shall be maintained unless a legitimate need to know is established by the department/division chair or school director in order for the faculty to complete their responsibilities as University employees or in any legal action, and in a manner consistent with the Family Educational Rights and Privacy Act (FERPA) (Student Records Administration - 011, Sec 5.8) and any other applicable law. The department/division chair or school director may consult with, or request documentation of a student's history of academic dishonesty from the Judicial Affairs Officer, and may apprise individual faculty of the student's history on a strict need to know basis. Violators of this principle of confidentiality are themselves subject to university disciplinary action.

In the matter of student records and according to Federal and State privacy laws, students have the right to protections against improper disclosure of personal information. However, it is permissible for transcripts of student academic records to contain information regarding a student's academic status including such disciplinary actions as suspension or expulsion. Being a temporary action, suspension may be expunged from the record upon the student's reinstatement.

Threats/Retaliation:

Any threats or acts of retaliation against any member of the faculty or staff as a consequence of implementing this policy on Academic Honesty will be cause for disciplinary action under section 41301, Title 5, California Code of Regulations, in addition to civil and criminal liabilities.

IX. Evaluation of Academic Performance

Nothing in this policy is intended to limit a reporting party's ability to assign a grade to a student in a course based solely on the reporting party's individual determination of the extent to which the student achieved the objectives of the course whether or not the reporting party files a report regarding the student's honesty.

Appendix B - Student Conduct

Inappropriate conduct by students or by applicants for admission is subject to discipline as provided in Sections 41301 and 41302 of Title 5, California Code of Regulations. These sections are as follows:

41301. Standards for Student Conduct.

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community must choose behaviors that contribute toward this end. Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

(a) Student Responsibilities

Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and to contribute positively to student and university life.

(b) Unacceptable Student Behaviors

The following behavior is subject to disciplinary sanctions:

(1) Dishonesty, including:

(A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.

(B) Furnishing false information to a University official, faculty member, or campus office.

(C) Forgery, alteration, or misuse of a University document, key, or identification instrument.

(D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries

- (2) Unauthorized entry into, presence in, use of, or misuse of University property.
- (3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- (4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- (5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- (6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- (8) Hazing, or conspiracy to haze, as defined in Education Code Sections 32050 and 32051:

"Hazing" includes any method of initiation or pre-initiation into a student organization, or any pastime or amusement engaged in with respect to such an organization which causes, or is likely to cause, bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm, to any student or other person attending any school, community college, college, university or other educational institution in this state; but the term "hazing" does not include customary athletic events or other similar contests or competitions

A group of students acting together may be considered a 'student organization' for purposes of this section whether or not they are officially recognized. Neither the express or implied consent of a victim of hazing, nor the lack of active participation while hazing is going on is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

- (9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- (10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- (11) Theft of property or services from the University community, or misappropriation of University resources.

(12) Unauthorized destruction, or damage to University property or other property in the University community.

(13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.

(14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

(15) Misuse of computer facilities or resources, including:

(A) Unauthorized entry into a file, for any purpose.

(B) Unauthorized transfer of a file.

(C) Use of another's identification or password.

(D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.

(E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.

(F) Use of computing facilities and resources to interfere with normal University operations.

(G) Use of computing facilities and resources in violation of copyright laws

(H) Violation of a campus computer use policy.

(16) Violation of any published University policy, rule, regulation or presidential order

(17) Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.

(18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.

(19) Violation of the Student Conduct Procedures, including:

(A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.

(B) Disruption or interference with the orderly progress of a student discipline proceeding.

(C) Initiation of a student discipline proceeding in bad faith.

(D) Attempting to discourage another from participating in the student discipline matter.

(E) Attempting to influence the impartiality of any participant in a student discipline matter.

(F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.

(G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.

(20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

(d) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030 and 89035, Education Code. Reference: Sections 66450, 69813 et seq. and 89030, Education Code. Reference: Sections 66300 and 66450 et seq. Education Code.

41302. Disposition of Fees: Campus Emergency; Interim Suspension.

The President of the campus may place on probation, suspend, or expel a student for one or more of the causes enumerated in Section 41301. No fees or tuition paid by or for such student for the semester, quarter, or summer session in which he or she is suspended or

expelled shall be refunded. If the student is readmitted before the close of the semester, quarter, or summer session in which he or she is suspended, no additional tuition or fees shall be required of the student on account of the suspension.

During periods of campus emergency, as determined by the President of the individual campus, the President may, after consultation with the Chancellor, place into immediate effect any emergency regulations, procedures, and other measures deemed necessary or appropriate to meet the emergency, safeguard persons and property, and maintain educational activities.

The President may immediately impose an interim suspension in all cases in which there is reasonable cause to believe that such an immediate suspension is required in order to protect lives or property and to insure the maintenance of order. A student so placed on interim suspension shall be given prompt notice of charges and the opportunity for a hearing within 10 days of the imposition of interim suspension. During the period of interim suspension, the student shall not, without prior written permission of the President or designated representative, enter any campus of the California State University other than to attend the hearing. Violation of any condition of interim suspension shall be grounds for expulsion.

Note: Authority cited: Sections 66300, 66600, 89030, 89031 and 89035, Education Code. Reference: Sections 66017, 66300, 66600, 69810-69813, 89030, 89031, 89700, Education Code; and Section 626.2, Penal Code. Authority Cited: Sections 66300, 66600, 89030, 89031 and 89035, Education Code. Reference: Sections 66017, 66300, 66600, 69810-69813, 89030, 89031, 89700, Education Code; and Section 626.2, Penal Code.

Appendix C - Student Grievance Procedures

(Senate: 1/23/68, 11/9/71, 7/15/75, 10/5/77, 2/27/79, 3/11/80; 5/13/80, 12/2/80, 3/2/99; President 3/26/68/, 11/18/71, 12/31/75, 11/1/77, 3/8/79, 6/23/80, 12/9/80, 4/30/99; Editorial Amendment: 9/00)

It is believed by the makers of this statement that adequate safeguards have been included to protect the rights of all concerned parties and to insure that grievances are handled fairly. However, no rule, regulation, or policy should substitute for open, honest communication; nor should any grievance procedure take the place of negotiating in good faith. The grievance procedure described herein is but one channel for solving problems. It is the least desirable method, but may become a necessary method for solving problems. It should not be used to avoid the personal communication that is necessary to the academic process. Information regarding procedures for filing a grievance may be obtained from the Office of the Vice President for Student Affairs

Purpose:

The purpose of the Student Grievance Policy and Procedure is to enable students to seek redress for complaints or grievances (referred to as "grievances") that allegedly resulted

in injury to the student. A grievance arises from any alleged unauthorized or unjustified act or decision by a member of the faculty, staff, and/or management employee who adversely affects the status, rights, or privileges of a student.

Policy:

The Student Grievance process is intended to resolve grievances that are not addressed by more specific policies or investigative processes. It applies to existing University policy and is not a vehicle to change existing or create new University policy.

Definitions/Responsibilities:

- a. **Appropriate Administrator** - The Vice President of the Division (or the Division Vice President's designee) in which the named employee works. In the case of a faculty employee, the dean of the appropriate college may be the appropriate administrator. The appropriate administrator will work with the named employee and the student to attempt to resolve the grievance to the satisfaction of both.
- b. **Appropriate Supervisor** - The immediate superior to whom the named employee reports on the date of the action or event being grieved. For purposes of this Grievance Procedure, a faculty employee's appropriate supervisor is his/her department/division chair or school director. The appropriate supervisor will work with the named employee and the student to attempt to resolve the grievance to the satisfaction of both.
- c. **Business Day** - All days of the week, excluding Saturdays, Sundays, and days on which California State University, Los Angeles is closed.
- d. **Committee** - The University Student Grievance Committee. The Committee, through its panel, will conduct grievance hearings, deliberate, and issue findings of fact and recommendations for action fairly and expeditiously.
- e. **Coordinator** - The Coordinator of the Committee. The Coordinator shall be a University administrator, appointed by the President. The Coordinator shall serve at the pleasure of the President, with no set term of office. The Coordinator shall serve as Chair for and advise the Committee and any panels on rules and procedures. The Coordinator shall not vote and the Coordinator shall remain neutral on the merits of the grievance. The Coordinator will select panels from the Committee, chair, coordinate, and monitor the activities of the panels, schedule hearings, and meet with the Committee and panels as necessary. The Coordinator will ensure that grievances are processed in accord with this Grievance Procedure and assist students in submitting grievances to the Committee.
- f. **Faculty Unit Employee** - An employee who is a member of Bargaining Unit 3 at the University.
- g. **Grievance** - A complaint by a student, which is not subject to another investigation process, that a named employee has treated the student unfairly or has violated the

California State University, Los Angeles policy, resulting in an injury to the student. Grievances may not be brought against the University President under this procedure.

h. **Investigation Process** - Any grievance resolution process, formal investigation process, or discipline process administered by the University, other than the student grievance process, which more appropriately and effectively resolves the issues raised in the student's grievance.

i. **Management Employee** - An employee with management/supervisory responsibilities working under the Management Personnel Plan (Title 5, Article 2.2).

j. **Named Employee** - An employee of the California State University, Los Angeles (including a faculty unit employee) who is the focus of the student's grievance. The named employee will attempt, when possible, to resolve the grievance informally with the student.

k. **Panel** - A subset of the Committee assigned to consider a grievance, consisting of one faculty member, one student, and one President's appointee. The Coordinator may serve as an advisory, non-voting member of the panel.

l. **President** - The President of California State University, Los Angeles. The President will consider timely appeals of the President's Designee's decision, consult with other persons as necessary, and issue decisions on appeals and corrective orders.

m. **President's Designee** - A management employee designated by the President.

n. **Student** - A person who, at the time that the event or action which is the subject of the grievance occurred, was a continuing undergraduate or graduate student, or enrolled in an Extended Education or Open University course.

o. **Vice President** - The Vice President of the division of the University in which the named employee works.

Informal Grievance Resolution:

Because timely resolution of complaints or grievances is in the best interests of students, faculty, administration, and the University as a whole, all parties are expected to actively seek resolution to these complaints or grievances within the time frame and through the procedures set forth by this policy. Although they are informal, the first three steps of the grievance process must be completed within ninety days of the event/action (or the last date of a related series of events/actions) upon which the grievance is based, unless the student and the appropriate administrator enter an extension of time in writing. All parties have the responsibility to make themselves aware of these procedures and act in a manner which allows the process to work efficiently and fairly.

Step One- Discussion with Named Employee:

Before commencing any formal proceedings under the Student Grievance Process, a student should normally attempt to discuss with the named employee the student's concerns or complaints about the named employee's conduct. This may not be possible in all cases, particularly if the student believes that he/she is or will be the victim of discrimination, harassment, or retaliation. Barring these concerns, however, the student should make the effort to speak to the named employee.

A student is not required to discuss his/her grievance with the named employee and may proceed directly to step two. However, the panel may consider unwarranted avoidance of the named employee in evaluating the credibility of the student's grievance and the severity of the named employee's conduct.

If the grievance is resolved at step one, no further action under this policy will be taken.

Step Two-Discussion with Appropriate Supervisor:

If the grievance is not resolved at step one, the student should discuss it with the appropriate supervisor. This discussion is a prerequisite to preceding to steps three and four. The appropriate supervisor's role at this stage is that of mediator. The appropriate supervisor shall reasonably attempt to mediate a resolution to the grievance. This stage of the grievance process shall be considered informal and the involved parties are strongly encouraged to participate and cooperate with the appropriate supervisor's attempt to resolve the dispute. If the named employee is a unit three employee, the supervisor may consult an appropriate department/division/school committee that has been designated by the department/division/school to hear student grievances. This department/division/school committee shall recommend a resolution to the Supervisor who will share this information with the student and the employee. If the appropriate supervisor or named employee believes that the student did not reasonably attempt to resolve the grievance, the panel may consider this in evaluating the credibility of the student's grievance and the severity of the named employee's conduct.

If the grievance is resolved at step two, no further action under this policy will be taken.

If the appropriate supervisor is the named employee against whom the student has grieved, the student may bypass step two and proceed directly to step three.

Step Three- Discussion with the Appropriate Administrator:

If the grievance is not resolved at step two, the student should discuss it with the appropriate administrator. This discussion is a prerequisite to proceeding to step four. The appropriate administrator shall reasonably attempt to mediate a solution to the grievance. If the appropriate administrator believes that the student or named employee did not reasonably attempt to resolve the grievance, the panel may consider this in

evaluating the credibility of the student's grievance and the severity of the named employee's conduct.

If the grievance is resolved at step three, no further action under this policy will be taken.

If the appropriate administrator is the named employee against whom the student has grieved, the student may bypass steps two and three and proceed directly to step four.

Committee Formation Procedures:

The committee shall consist of nine members, each serving a one-year term commencing on July 1. Three members shall be students, three members shall be unit three faculty, and three members shall be staff employees.

Student members shall be appointed by the governing board of the Associated Students, no later than April 15 of each year. No more than one student in any major may be appointed. To be eligible for appointment, a student must have completed at least two quarters at the University and at the time of appointment be in good academic standing. Within five business days of appointing student members, the Associated Students shall notify the President of their names and majors.

Faculty shall be appointed by the Nominations Committee of the Academic Senate no later than April 15 of each year. No more than one faculty member may be appointed from any college. To be eligible for appointment, a faculty member must be tenured or tenure-track. The faculty member may not be on sabbatical, a difference-in-pay leave, or be serving a terminal year during his/her year of service. Within five business days of making appointments, the Nominations Committee shall notify the President of the names and departments of the selected faculty members.

Staff members shall be appointed by the President no later than April 15 of each year.

If, for any reason, a committee member leaves the committee, the appropriate appointing authority shall replace him/her as soon as possible. If the departing member is on one or more panels that have not completed their cases, the coordinator shall select an alternate panel member by lot.

Formal Grievance Resolution: Step Four - Presenting Grievance to the Committee:

Within one hundred days of the event/action (or the last date of a related series of events/actions) upon which the grievance is based, a student must complete an approved grievance form and present it to the coordinator if he/she desires formal review of the grievance, notwithstanding any action taken by the appropriate administrator. If the student and the appropriate administrator had entered an extension of time in writing permitting the first three levels of the grievance process to be completed in more than ninety days, then this deadline for completing an approved grievance form shall be automatically extended by the same number of days as set forth in the extension

document. The student shall have first completed the informal processes, in a time and manner that will permit the timely filing of the grievance form.

The coordinator shall assist the student in submitting allegations and identifying physical evidence and witnesses on the grievance form. The coordinator shall determine whether findings have been made as to facts alleged in the grievance through another investigation process and obtain a copy of such findings if they exist and are not confidential.

Within five business days of receiving a grievance, the coordinator shall select a panel from the committee.

The coordinator shall select by lot a panel of three members, consisting of one member each from three groups of appointees. If a panel member can not serve because of unavailability, conflict of interest, or other reason beyond his/her control, a replacement shall be selected by lot from that panel member's group.

For purposes of panel selection, a conflict of interest exists for a potential panel member if he/she is:

- a. the named employee against whom the grievance is brought;
- b. a student who was in the class that is a subject of the grievance;
- c. a witness to any of the events that are the subject of the grievance or the named employee's response;
- d. a parent, child, grandparent, grandchild, sibling, first cousin, spouse, ex-spouse, son-in-law, daughter-in-law, brother-in-law, sister-in-law, niece, nephew, or domestic partner of, or who has cohabited with the student or the named employee; and
- e. from the same department or unit as the named employee.

A panel member who has conflict shall immediately notify the coordinator, so that a replacement may be selected. A knowing failure to disclose a conflict of interest shall be grounds for disciplinary action against the panel member by the University and shall be grounds for permanent removal of the individual from the committee.

Within five business days of selecting a panel, the coordinator shall notify the student, in writing, that he/she has received the grievance and that the panel has been formed. The names of the panel members shall be provided in the notice. A copy of this policy and procedure shall also be included with the notice.

Within two business days of selecting the panel, the coordinator shall notify the named employee, in writing, that a grievance has been filed against him/her. The notice shall include a copy of the completed grievance form and the names of the panel members.

The notice shall inform the named employee that he/she has ten business days in which to deliver to the coordinator a written response to the grievance and that no facts, physical evidence or witnesses will be permitted at the hearing if they are not identified in the written response. A copy of this policy and procedure shall be included with the notice.

A student or named employee must notify the coordinator, in writing, of any objections to a member of the panel within five business days of receiving notice of the panel members' names. Objections to the composition of the panel must be based on at least one of the grounds set forth in the section on conflict of interest. The coordinator shall immediately contact the panel member in question. If the panel member denies that a conflict exists, the coordinator shall decide whether a conflict exists, within five business days of receiving the objection. If the panel member is removed or admits a conflict, a new panel member shall be selected and all parties shall be notified in writing of the replacement within five business days.

If the coordinator receives written findings made in another investigation process stemming from the same events/actions as the grievance prior to a decision by the panel, and those findings are not confidential, he/she shall give copies of the findings to the panel, the student and the named employee within five days.

Within five business days of receiving the response from the named employee, the coordinator shall give a copy of the response to the student.

Initial Consideration of Grievance:

Within five business days of selecting the panel, the coordinator shall provide each panel member a copy of the completed grievance form. The panel members shall meet with the coordinator within five business days after the coordinator provides the grievance form to the panel to discuss the allegations, determine, based on the preliminary information available at that point, whether a case for misconduct has been stated, and notify the coordinator of its conclusion in writing. For the purposes of this policy a potential case for misconduct exists only if:

- a. the alleged conduct, if true, would constitute unfair treatment or a violation of policy by the named employee against the student, and
- b. a hearing on the allegations would reasonably permit the panel to determine the truth or falsity of the facts alleged.

The named employee's response is not relevant and shall not be considered by the panel members at this stage. Similarly, findings from another investigation process shall not be considered at this stage. A panel member may not abstain from voting on whether or not a case for misconduct exists.

If the panel concludes that a case for misconduct does not exist as to one or more allegations, the coordinator shall provide the written conclusion and a copy of the

grievance to the President's Designee within five business days of receipt, of the conclusion from the panel. Within five business days of receipt, the President's Designee shall adopt the panel's conclusion as to the allegations in question and notify the student in writing or reject it in whole or in part and direct the panel to conduct a hearing. If the President's Designee directs the panel to hear the grievance as to the allegations in question, he/she shall identify in writing those allegations for which he/she believes a case for misconduct exists, and provide a copy to the coordinator.

If the panel concludes that a case for misconduct exists in some or all of the allegations, the panel shall identify in writing those allegations and provide a copy to the coordinator.

Within five business days of receiving a decision to conduct hearing, the coordinator shall provide a copy of the decision to the student and the named employee and schedule a hearing date no later than 20 business days after his/her receipt of the decision. The hearing may be scheduled on a later date only for extraordinary reasons, which shall be limited to the availability of the student, the named employee, a panel member, or a witness deemed by a majority of the panel as material to the hearing. A person is available unless he/she is legally required to be elsewhere or has previously planned travel or activity that will make him/her physically unavailable. If the coordinator subsequently receives a directive from the President's designee to conduct a hearing on other allegations, the coordinator shall provide a copy of the directive to the panel, the student, and the named employee.

If the coordinator believes that multiple grievances are sufficiently related, he/she may schedule a single hearing in which all related grievances shall be presented provided the named employee approves. Where such grievances have been assigned to different panels, the coordinator shall choose one of these panels by lot to hear the grievances. Within five business days of selecting the panel, the coordinator shall notify in writing the affected students, employees, and panel members of the consolidation and provide the names of the panel members in writing to the affected students and employees. The coordinator shall send copies of the grievance forms to the panel members.

Grievance Hearing:

The coordinator shall provide to the student and named employee written notice of the date, time, and location of the hearing, at least ten business days before the date of the hearing. Shorter notice may be provided only if all parties to the hearing have agreed to accept shorter notice. The coordinator shall include with the notice to the President's Designee or panel's identification of pertinent allegations.

It is the duty of the student and the named employee to provide notice to and secure attendance of their witnesses at the hearing.

No person who is or ever has been licensed to practice law may participate in the hearing process, unless that person is the student, the named employee, a panel member, or a witness. A student or named employee may be represented by any other person. The

representative may assist in the presentation of evidence and arguments to the panel, but may not also be a witness. The panel may receive legal advice from the University Legal Counsel regarding procedural or legal questions, but not about the merits of the grievance.

The burden of proof in a hearing rests with the student, who must prove that it is more likely than not that the alleged actions/events occurred and that they constituted unfair treatment or a violation of policy.

Each party shall provide all evidence necessary to support his/her claims or defenses. In instances where relevant evidence is in the custody of another student or named employee, the party who wishes to use the evidence may ask the panel to order that person to provide it to the panel prior to the hearing. The panel shall have the authority to order any University employee or student to appear and/or produce evidence. No University employee employed by the Campus Police shall be required to appear and/or produce evidence if doing so is not permitted by law or recognized public policy.

The panel shall, where necessary, delete or obscure appropriate portions of evidence to protect the privacy of non-parties.

The student and the named employee may be present at all times during the hearing. The hearing shall be closed to all persons except the student, the named employee, their respective representatives, the witness who is presently testifying, the coordinator, the student's support person, and the panel members. The hearing shall proceed only when all three panel members are present.

The formal rules of evidence shall not govern grievance hearings. However, the rules set forth in this section are necessary to ensure that evidence offered at a hearing is appropriately received and considered.

Prior to the hearing, the coordinator shall give to each panel member a copy of the named employee's response to the grievance and any relevant findings made in another investigation process. Unless the panel deems it necessary to accommodate the schedules of witnesses, the panel shall receive all other evidence in the following order:

- a. The student shall present all evidence in support of the grievance. The student is limited to presenting evidence that is referred to in or relevant to the allegations made in the grievance form.
- b. The named employee shall present all evidence refuting the allegations. The named employee is limited to presenting evidence that is referred to in or relevant to the allegations and defenses raised by the named employee in the response to the grievance form.
- c. The student shall present all evidence that rebuts the named employee's evidence that does not simply restate the student's earlier evidence.

d. The named employee shall present all evidence that rebuts the student's rebuttal evidence that does not simply restate the named employee's earlier evidence.

Evidence that is solely about the character of a student, named employee, or witness shall not be permitted. This shall not preclude evidence that, for reason other than character, bears on the credibility of a student, named employee, or witness, or tends to show a relevant trait or practice.

Hearsay statements may be considered, but the panel should consider the existence or lack of corroborating evidence and the reason for the absence of the person to whom the statement is attributed.

Cross-examination of witnesses shall not be permitted. However, panel members may ask questions of any witness. A student or named employee may, at the conclusion of a witness' testimony, request that the panel ask other questions of the witness. The panel may honor or disregard such requests.

To expedite a hearing, the student and named employee may agree to the existence of any fact. Where possible such agreements should be entered onto the record at the beginning of the hearing. The panel shall consider proven all facts for which there are such agreements.

Either party may object to evidence at the time it is introduced on the ground that it is impermissible under the grievance procedure. The panel shall rule on all objections.

The panel may record the hearing. Such recording shall exist solely for use by the panel while making its findings of fact and recommendations, and shall be used for no other purpose. Recordings will be destroyed five years after the conclusion of the hearing.

Decision of the Presidents Designee:

Within ten business days after the hearing concludes, the panel shall deliberate and make findings of fact in writing. The panel shall convey its findings and any recommendations for remedial action in writing to the President's Designee. The findings shall summarize the testimony of each witness, identify each piece of physical evidence presented during the hearing, and describe how the panel made its findings. Copies of all documents placed in evidence shall be included.

In making its findings, the panel shall defer to and adopt any relevant findings made in an earlier investigation process, unless the evidence presented at the hearing clearly compels a different finding.

Within five business days of receiving the panel's findings and recommendations, the President's Designee shall issue a written decision. The decision shall state whether each finding has been accepted or rejected. The President's Designee shall accept each finding made by the panel unless he/she concludes that no evidence was presented that, if true,

would support a finding. The President's Designee may adopt, reject, or modify any recommendation by the panel. The President's Designee shall address his/her decision to the student, with copies to be sent to the named employee, the coordinator, and the appropriate administrator. Absent a timely appeal, the President's Designee's decision shall be final.

Appeal Procedures:

The student or named employee may appeal the President's Designee's decision. The student or named employee must deliver a written appeal to the President within ten business days of the receipt of the President's Designee's decision.

Appeals may be taken only for the following reasons:

- a. The grievance was not submitted in a timely manner at step four.
- b. A panel member had a conflict of interest and was not removed after an objection was raised in a timely manner.
- c. A panel member had a conflict of interest that was discovered subsequently to the time during which objections could be made.
- d. The procedure set forth in this grievance procedure was not followed, to the detriment of the appealing party.
- e. A panel member was biased against the appealing party.

The letter shall describe in detail the facts that support one or more of the reasons set forth in this section. Appeals based on bias must state facts that, if true, indicate bias.

The President may make inquiries of any person he/she believes has information relevant to the appeal, and shall issue a written decision rejecting or accepting the appeal within fifteen business days of receipt of the appeal. The President's decision shall be addressed to the appealing party, with copies to be sent to the other party, the coordinator, and the appropriate administrator.

If the President rejects an appeal, the President's Designee's decision is final.

If the President concludes that the appeal is meritorious, he/she shall refer the matter back to the level at which the error occurred, with corrective instructions. If a panel member was biased or in conflict, the instructions shall include an order to assign a new panel. The grievance shall proceed from the level to which it was referred.

General Guidelines:

Any decision or action by a panel is, unless otherwise indicated, made by majority vote.

If the date to take some action under this policy falls on a day that is not a business day, the action may be taken on the next following business day. The date on which an action is to take place may also be extended by the coordinator, the President's Designee, or the President, as deemed necessary to the fair consideration of a grievance.

Except as necessary to process a grievance, the coordinator and the members of the committee shall maintain strict confidentiality as to all grievance matters and materials.

No student or named employee, or witness should suffer adverse academic or employment consequences as a result of attendance at a grievance hearing, provided he/she has given prior notice of his/her anticipated absence from class or work to his/her instructor or supervisor. The coordinator shall certify, upon request by any person, the date(s) and time(s) during which that person participated in a grievance hearing. Supervisors and instructors are required to excuse any absence that is so certified, instructors shall permit a student to turn in work or take test at an alternate time if necessary to accommodate the student's appearance at the grievance hearing.

All documents that are required to be sent to a student, or named employee are deemed received on the date that a document is personally delivered or faxed, or two days after it is placed in the mail.

The President or President's Designee may consult any person in performing their duties and may delegate their duties to any management employee who is not the subject of the grievance.

The student or named employee may have a support person present at all levels of review, including the grievance hearing.

Organizations Affected: All University Departments.

APPENDIX D - California State University, Los Angeles School of Nursing Student Retention and Remediation Plan

The School of Nursing at California State University, Los Angeles (CSULA), in an effort to effectively address the full range of issues that affect students' academic success in college has developed a retention and remediation plan. Five proactive goals have been identified and actions to facilitate student success, retention and matriculation are provided. These goals and actions will result in cumulative gains in learning and development during existing and subsequent years of the college experience.

Goal 1: To provide comprehensive academic support for our diverse nursing students

Actions:

1. A mandatory orientation to the Nursing program is conducted semi-annually for new incoming basic nursing students before classes begin. Students are provided with basic information about course readings, dress codes, information about University academic support programs, policies and procedures, etc. This program is held on the Wednesday before classes began.
2. The University provides an orientation program before each academic quarter that includes assistance with online registration, financial aid, and academic advisement.
3. The School of Nursing assigns students to academic advisors upon admission to the nursing program. Students are encouraged to meet with their *academic advisor*, individually or in groups at least once during the 10-week academic quarter.
4. The School of Nursing provides academic and personal support by their *academic advisor*.
5. Faculty, teaching courses that have at risk students collaborates with *nurse counselor* to discuss and identify student needs for learning assistance.
6. Student assistance is available in the Student Nursing Learning Center on a daily basis throughout the quarter by a faculty member or mentor during posted hours.
7. Exam preparation and individual remediation are available to students in the Student Learning Center by faculty or mentors when requested.
8. The University Tutorial Center provides, on request, a complete student self-assessment inventory on learning styles or habits that may be used for improving student's academic performance.
9. Collaboration is maintained with the University Tutorial Center to provide tutorial sessions and inform students of available study skills workshops for time management, textbook reading, note taking, and test taking.
10. Other University students support available to students include: The Writing and Testing Centers, PALS Peer Mentoring Program, student organizations, Computing Resources, Student Computer Training, Cross Cultural Centers, and Associated Students, Inc.
11. Counseling for Personal Concerns. Students can be referred by faculty to certified mental health counselors in the Student Health Center as well as for physical health problems provide by a physician and Nurse Practitioners.

12. Scholarship Programs. The University offers many scholarships and the application process is fairly simple. The School of Nursing also offers scholarships provide by nursing organizations or by health care institutions.

13. “Enhancing the Transfer Experience” project, funded by the U.S. Department of Education to the Office of the Dean of Undergraduate Studies, provides Academic Advisement training for Faculty and Staff.

14. Disability-Related Testing Accommodations for Nursing Students are referred to the Office for Students with Disabilities (OSD) on campus. Students with verified permanent disabilities are provided appropriate disability-related services, including test accommodations.

Goal 2: To facilitate collaboration and role modeling among students

Actions:

1. Cooperative learning in the form of group projects and presentations are used as valuable learning activities and is used in all nursing courses. Peer Mentors are assigned to incoming students and assist with acculturation into the role of nursing student.

2. Peer tutoring is provided individually or in groups on a routine basis in the Student Learning Center.

3. Student Peer Mentors, based on student feedback and interest, provide workshops several times during each quarter.

4. An Annual Research Day, in conjunction with The Honor Society of Nursing, Sigma Theta Tau, recognizes student accomplishments and research. Students have an opportunity to showcase their work with poster presentations.

5. Alpha Tau Delta (nursing Fraternity, STAT News (quarterly newspaper); Student Nurse’s Association (SNA) and the Nightingale Nursing Society which has a Webpage are mechanisms for students to stay engaged with peers and faculty. This is a means of collaboration between students as well as a means of support by Peers. A faculty member serves as their sponsor.

6. The Nursing Alumni Association provides programs that are often attended by faculty and nursing students, scholarship money and of course faculty serves as “role models”.

Goal 3: To develop, implement, and maintain a peer support system

Actions:

1. Peer /mentor support is provided for all nursing students.
2. Peer mentors participate in the orientation for basic nursing students. In coming students are given the opportunity to meet Peer Mentors and to interact with them in a group session. Students are encouraged to interact with Peer Mentors and seek assistance as needed while in the nursing program.
3. Peer support/mentors are assigned individually to students and are also available in the Student Nursing Learning Center throughout the quarter.
4. Ethnically diverse peer/mentors are actively recruited to meet the needs of our diverse student body.
5. Active ongoing recruitment of Peer support groups will be initiated to provide students with emotional support and social engagement.

Goal 4: Facilitate collaboration among Secondary Schools, Community Colleges, School of Nursing and the University.

Actions:

1. HHS 101 or HHS 301, an Introduction to Higher Education transition course, is required of all students to provide orientation to college life. .
2. Students are recruited through Career Day and other outreach programs either on campus or at the Community Colleges. The University Office of Student Recruitment and Outreach organizes many such programs.
3. Academic alliances through articulation and matriculation for all nursing students.
4. Faculty and Staff at CSULA, the College of Health and Human Services and the School of Nursing collaborate each academic year, in the fall and spring to welcome, recognize, and celebrate new nursing students.
5. The University Office of Student Recruitment and Outreach provides a general University orientation to interested students.
6. Faculty and Graduate Students to do outreach at High Schools and Community Colleges. Prospective students have the opportunity to learn about nursing and get guidance about a specific major. This interaction gives the student(s) someone to correspond with at the University.

7. Special campus visits to different programs such as the Nursing Program, are organized by the “Office of Outreach and Recruitment” project, so that prospective students are welcomed before transferring.

Goal 5: Facilitate remediation and support for students who are unsuccessful or at risk in specific courses or on the NCLEX exam.

Actions:

1. A student is considered to have failed a course if they receive a C- or lower grade. If there is a risk of failure at midterm, the faculty should email the nurse counselor. The faculty can initiate remediation or work with the nurse counselor for remediation.
2. Faculty notifies the student and the nurse counselor of course failure before grades are posted for the quarter. Faculty provides the counselor with recommendations for course remediation.
3. Students are required to make an appointment with the nurse counselor to discuss plans for remediation and matriculation.
4. Students are allowed to remain in the nursing program with two failures in two different courses. The third failure, however, requires the student to withdraw from the nursing program and obtain career counseling from the University Career Center. If the student fails the same course twice they must withdraw from the nursing program. They are not given a third chance to repeat the same course.
5. All students who leave the SON whether in good standing or unsuccessful academically, will make an appointment with the Nurse Counselor for an exit interview?
6. Upon obtaining NCLEX pass/fail notification, the Director of Nursing will send a letter to the unsuccessful applicant to offer SON resources and remediation.

Useful Web Sites

1. CSULA Home Page: www.calstatela.edu
This provides links to many useful sites, either from the opening page or after clicking on Web Site Map.
2. GET (Golden Eagle Territory): <http://get.calstatela.edu>
3. Schedule of Classes: Go to home page, click on web site map, and click on Schedule of Classes, Scroll down, both current and subsequent quarter course offerings are indexed by school and by day/time.
4. Eagle Guide University Student Handbook: Go to home page, click on web site map, and click on Eagle Guide.
5. University Catalog: Go to home page, click on web site map, and click on Catalog.
6. Centers:

Writing Center: www.calstatela.edu/centers/write_cn
Tutorial Center: www.calstatela.edu/centers/tutorctr
Testing Center: www.calstatela.edu./centers/testctr

7. *John F. Kennedy (JFK) Library*: Access direct from Cal State L.A. home page or www.calstatela.edu/library/index.htm

The library has links to many resources, including the library catalog, numerous databases, guides to searching the internet and manuals for using APA publication style.

8. *Financial Aid and Scholarships*: Go to home page, click on web site map, click on Financial Services or www.calstatela.edu/univ/finaid.
9. *Campus Directory*: You may access directly from CSULA home page or www.calstatela.edu/univ/directry/ This site contains the university telephone directory and links to the school and faculty web pages.
10. *School of Nursing*: www.calstatela.edu/dept/nursing