



BSN PROGRAMS
STUDENT HANDBOOK

2025 - 2026

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CHAIR'S WELCOME

December 5, 2025

Dear BSN Nursing Students,

Welcome to the **Cal State East Bay Nursing Department**, we're so glad you're here! The faculty and staff are excited to get to know you and support you as you begin this incredible journey into the nursing profession.

You each bring unique experiences and perspectives that enrich our learning community. Nursing is as much about human connection, understanding and empathy as it is about clinical skill. As you move through the program, we encourage you to **stay curious, ask questions, listen deeply, and be open to new ideas and diverse viewpoints**. These interpersonal skills are just as important as our evidence-based practices, and they'll help shape you into the kind of nurse every patient deserves.

We're proud to be part of a profession that champions equity, mental wellness, and social justice. At East Bay, we've worked hard over the past decade to build a more inclusive and compassionate nursing workforce. That means learning to recognize bias, examining our own assumptions, and practicing empathy every day. We will frequently ask you to reflect on your thoughts and actions in order to build these habits; they make us better caregivers and better people.

This year is especially exciting, as we launch the brand-new **College of Health**, which brings Nursing together with the departments of Public Health, Social Work, Speech Language and Hearing Sciences, and Kinesiology. This new structure creates amazing opportunities for collaboration and innovation across disciplines. It's a historic moment, and you're part of it!

We're also preparing for our next accreditation review in February 2026 by the **Commission on Collegiate Nursing Education (CCNE)** and the **Board of Registered Nursing (BRN)**. In our last CCNE reviews, we earned the highest possible accreditation level for our BSN and MSN programs, 10-year approvals! We are proud of our strong track record and commitment to excellence. You'll be hearing more from us as we get ready for the next visit, and we'll let you know how you can help!

Beyond accreditation, there's a lot to be excited about:

- We've **tripled** the number of summer and winter intersession internships for pre-licensure students
- We are offering a total of **six full-tuition scholarships** to 3 Hayward and 3 Concord students this year, a value of approximately \$16,000, thanks to a generous philanthropist family who believe Cal State East Bay Nurses are the best in the region.
- We are preparing to launch an updated BSN curriculum that will provide students with even more hands-on experiential learning opportunities than ever before.
- We've initiated **concurrent enrollment pathways** with Los Medanos and Chabot Colleges, and hope to add Ohlone College in fall 2026.
- Thanks to a new spring enrollment cycle, our post-licensure (ADN-RN to BSN) program continues to grow and support working nurses on their path to advancement.

Despite the challenges higher education is facing across the country, and tight budgets across the CSU system, Cal State East Bay Nursing remains strong and focused on student success. Our partnerships with regional healthcare providers are thriving and philanthropists are eager to support the excellent work of the nursing department, College of Health, and the university.

We're thrilled you've chosen to join us. You're not just starting a degree, you're stepping into a respected, life-changing profession. We look forward to learning with you, cheering you on, and watching you grow into the amazing nurse you're meant to be.

Here's to an exciting and successful 2025–2026 academic year!

All the best,

A handwritten signature in black ink that reads "Monika Eckfield". The signature is written in a cursive, flowing style.

Monika Eckfield, RN, PhD, PHN
Professor and Nursing Department Chair

STUDENT AFFIRMATION FORM

We welcome you to the department and profession of nursing. As members of this esteemed community as well as Cal State East Bay, it is vital that we individually hold ourselves accountable and collectively support each other in embodying particular values and ethics. Given the gravity and responsibility of the roles we play in the lives of so many, we put forth the program values and provisions of the [ANA Code of Ethics](#). These form the backbone of your professional conduct and guide your interactions.

Your journey as a nursing student is not merely about acquiring technical skills and knowledge but also internalizing these values and ethical standards. We outline guidelines and expectations consistent with these values and ethics, including: expectations around academic integrity, privacy and confidentiality, and the culture of our nursing programs. We will continue to revisit the values, ethics, and behaviors in this document throughout the program. By acknowledging and embracing these responsibilities, you set a foundation for a rewarding and impactful career in nursing and contribute positively to the profession as a whole.

I understand that as a nursing student I am not only a member of the Cal State East Bay community but also a member of a profession. As such, I recognize that it is my responsibility to uphold the core values of nursing as well as the nursing profession's Code of Ethics outlined here.

CSUEB Nursing Program: [Core Values](#)

Caring	Communication & Collaboration		Critical Thinking
Evidence Based Practice	Professional Behaviors	Safety	Social Justice

Provisions of the [American Nurses Association Code of Ethics](#)

Provision 1	The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.
Provision 2	A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.
Provision 3	The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.
Provision 4	Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.
Provision 5	The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.
Provision 6	Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affect nursing care and the wellbeing of nurses.

Provision 7	Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.
Provision 8	Nurses build collaborative relationships and networks with nurses, other healthcare and non-healthcare disciplines, and the public to achieve greater ends.
Provision 9	Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.
Provision 10	Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

Please initial to affirm the following:

- _____ I acknowledge that as a nursing student, I have a responsibility to act in a manner consistent with the essential attributes of the profession.
- _____ I will conduct myself in a manner that exhibits professional values and is in accordance with the [American Nurses Association \(ANA\) Code of Ethics for Nurses](#).

Privacy and Confidentiality

- _____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients, or their family members that is disclosed to me in my capacity as a Cal State East Bay nursing student. In addition, I agree not to inappropriately disclose confidential information about my agency or institution that is disclosed to me in my capacity as a Cal State East Bay nursing student. I will adhere to [HIPAA guidelines](#).
- _____ I will not take photos or record videos inside any hospital or non-hospital clinical environments under any circumstances.
- _____ I will not discuss or post information, photos, or videos that include patients or family members or that take place in a patient care area, including but not limited to a hospital room or someone's home.
- _____ I will not discuss or post any information, photos, or videos about faculty, peers, or any clinical facility on any electronic venue (i.e. Facebook, Instagram, Twitter, cellphones, etc.). Nor will I leave/save any patient, family, faculty, clinical facility, or student information on any open-access desktop or hard drive. Please refer to the [Photo release form in this handbook]

Academic Integrity

- _____ I will maintain and uphold the academic integrity policy of the Department of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism (including self-plagiarism), cheating, stealing or copying another's assigned work, or lying about any situation.
- _____ I will not submit work generated solely with Artificial Intelligence (AI) as my own. I understand creative AI is a tool and will utilize the tool as allowed by my instructor(s). If I use generative AI, I will do so responsibly, ensuring it does not replace my effort or learning, and I will acknowledge its use.

- _____ I understand that quizzes and examinations are confidential and I will not share questions or answers with other students. Nor will I be a party to disseminating confidential test information to current or future students.
- _____ I will not access, utilize, nor share test banks intended for faculty use.
- _____ I will not take any portion (questions and answers) of examinations or quizzes for my own use nor will I post these materials in any form on public websites, applications, or social media platforms, regardless of privacy and sharing settings.
- _____ I will not view assignments prepared by other students unless the instructor explicitly deems this acceptable and will only do so in accordance with standards provided by faculty.
- _____ I will sign my own papers and other documents and will not sign any other student's name to anything, including class rolls.
- _____ I will not allow any student access to any of my coursework for the purpose of copying.
- _____ I will report any potential or actual breach of exam information to course faculty.
- _____ I will cooperate in the event that the department is investigating a breach in nursing student conduct.
- _____ I have read and agree to abide by the Department of Nursing's Social Media Policy and the [National Council of State Boards of Nursing's "A Nurse's Guide to the Use of Social Media"](#)

Culture and Climate of Our Nursing Programs

- _____ I recognize that I am a guest and will conduct myself with humility and empathy when interacting with everyone in clinical settings, during community events and activities for Community Engagement courses, in classrooms, skills and simulation labs, in person, virtually, and via email and text. Community members do not exist merely for my learning and are deserving of dignity, respect, and care.
- _____ Consistent with the ANA Code of Ethics, if I witness harm, experience harm, or hear about harmful behavior towards another classmate, faculty member, client/patient in a clinical setting, or community members in Community Engagement activities, I will notify the faculty member.
- _____ I will bring concerns to faculty in a manner consistent with the Chain of Communication outlined in this handbook.
- _____ If I enact harm, I will engage in the process of self-reflection, apology, and reparative action to make things as right as possible. I recognize that I do not have to do this alone and can contact faculty for support.
- _____ I will strive to help create a safe and brave learning environment, where cooperation takes precedence over competition. I will be mindful of how my actions (body language, words, etc.) influence my classmates and program faculty.
- _____ I understand that behaviors that are not consistent with these student affirmation statements are grounds for discipline under the rules of the Department of Nursing as well as the University's Student Conduct, Rights, and Responsibilities.

The Student Handbook

- _____ I have read the Nursing Student Handbook. I am aware that it contains information on topics including (but not limited to) program description, program requirements, and policies on student conduct, and academic performance. I am aware that it describes communication procedures for student concerns and resources available to me in my student role.

- _____ I have been informed that information contained in the Nursing Student Handbook covers my rights and responsibilities as a nursing student at Cal State East Bay. I have been informed that it is incumbent on me to read and apprise myself of the information contained in the Handbook.
- _____ I agree to uphold the federal civil rights law included in the Health Insurance Portability and Accountability Act (HIPAA) and adhere to the University's [Standards for Student Conduct](#).
- _____ I understand that any violation of the University Policy on Academic Dishonesty, Standards of Student Conduct, or any section of this signed Student Affirmation form may result in disciplinary action and/or declassification from the nursing program.

Student's Signature: _____

Student's Printed Name: _____

Date: _____

(Dec. 2025)

CAL STATE EAST BAY'S BACCALAUREATE NURSING PROGRAM INFORMATION

Mission Statement

Cal State East Bay BSN Program Mission

The mission of the baccalaureate nursing program at Cal State East Bay is to prepare professional nurses committed to lifelong learning and excellence in the art and science of nursing practice in the many settings where we contribute to the health of communities.

The nursing program supports and reflects the university's mission of innovative learner-centered teaching, experiential learning, collaboration, and community-engaged learning to contribute to a just, equitable, inclusive, and environmentally sustainable world. We value a diverse nursing student body and socially inclusive practitioners of nursing who are equipped to provide high-quality care and have a transformative influence on nursing practice, healthcare environments, and the health of our community. (2025)

Program Description

The Department of Nursing offers an undergraduate program that leads to the Bachelor of Science degree with a major in Nursing. There are two concentrations within the major: the Pre-Licensure concentration and the Post-Licensure concentration.

Cal State East Bay Nursing Core Values

Cal State East Bay Nursing affirms and practices the following Core Values:

I. CARING is essential to the practice of person-centered nursing, and we treat all we serve with sensitivity, respect, and empathy. We affirm the provision of holistic care through therapeutic relationships directed toward health, comfort, and well-being.

II. COMMUNICATION AND COLLABORATION require accountability, honesty, integrity, and respect for all participants in care. We practice shared decision-making with each other and with all we care for and with.

III. SAFETY is of utmost importance to the practice of nursing and comprises various components. We strive to prevent physical and emotional harm to patients, clients, their families, and our colleagues while delivering high-quality care. We also practice cultural humility and strive to promote cultural safety through the recognition that social, historical, political, and economic circumstances create power differences, which shape health and health care encounters. We promote theoretical and clinical preparation where taking personal responsibility, reporting adverse events, and promoting system-wide approaches to error prevention are part of our culture. We are committed to holistic, collaborative, and equitable approaches so all individuals feel safe.

IV. CRITICAL THINKING is a multidisciplinary and interprofessional approach that is essential to nursing and is a self-reflective and purposeful approach to learning and clinical practice. We value the ability to make connections between patient (individual, group, community) data and evidence-based knowledge, leading to appropriate clinical interventions for patients.

V. EVIDENCE-BASED PRACTICE asks that we design, implement, and evaluate care for individuals, groups, families, and communities in a way that is attuned to the dynamic landscape of emerging knowledge, evidence, and recommendations from nursing science and various related disciplines. The integration of current research, clinical evidence, and patient/family preferences guides nursing practice and clinical decision making.

VI. PROFESSIONAL ATTITUDES AND BEHAVIORS are vital to the practice of nursing through which we earn and build trust. We believe that **professional attitudes** include the understanding that patients and clients are experts and our partners in care. **Professional behaviors** expected of nursing students and nurses are aligned with the [American Nurses Association \(ANA\) Code of Ethics for Nurses \(2025\)](#) and include thoughtful and responsive communication as well as accountability and ethical conduct. As professionals, we model accountability and ethical conduct. We practice humility and lifelong learning for the advancement of nursing.

VII. SOCIAL JUSTICE (theory, practice, and outcomes) embodies health equity, anti-racism, and active approaches to address social, economic, political, historical, and environmental injustices. It is our professional responsibility to address systems of oppression, as these are the root causes of health inequities. (2025)

Program Learning Outcomes

Students graduating with a B.S. in Nursing from Cal State East Bay will:

1. Synthesize knowledge from the natural sciences, behavioral sciences and the humanities with current nursing knowledge and theory to deliver nursing care;
2. Provide safe, compassionate nursing care to diverse populations;
3. Use critical thinking and communication skills to develop partnerships with clients and other health care professionals;
4. Demonstrate responsibility and accountability for design, delivery, and evaluation of client care;
5. Demonstrate professional behaviors in interactions with individuals, families, colleagues, and the community.

(May 2014)

Nursing Program Philosophy Statement

California State Law Requirement

California Code of Regulations, section 1424(a) states that BRN-approved pre-licensure nursing programs shall have “a written statement of philosophy and objectives that serves as a basis for curriculum structure. Such statement shall take into consideration the individual difference of students, including their cultural and ethnic background, learning styles, goals, and support systems. It shall also take into consideration the concepts of nursing and man in terms of nursing activities, the environment, the health-illness continuum, and relevant knowledge from related disciplines.” [CCR 1424(a)]

Cal State East Bay Nursing Program Statement of Philosophy

The philosophy of the Cal State East Bay Baccalaureate Nursing Program is grounded in a belief that students enter nursing education with unique cultural and ethnic backgrounds, learning preferences, goals, and support systems that enrich the learning community and shape their development as professional nurses. We view nursing as a holistic, evidence-informed, and person-centered practice that integrates caring, communication, collaboration, safety, critical thinking, and social justice to promote health across the human lifespan. Our philosophy reflects an understanding of “person”—represented by individuals, families, groups, and communities—as dynamic beings in constant interaction with their internal and external environments, navigating the health–illness continuum within social, historical, political, and environmental contexts. We affirm that nursing practice, behaviors and attitudes are strengthened by knowledge drawn from the natural and behavioral sciences, the humanities, and related disciplines, enabling students to synthesize evolving evidence with compassionate care. As educators, we are committed to creating supportive and inclusive, learner-centered environments that foster professional integrity, accountability, lifelong learning, and transformative influence on healthcare systems. Through these beliefs, we provide the philosophical foundation for a curriculum that prepares graduates to deliver safe, equitable, culturally responsive, and collaborative nursing care in diverse and evolving healthcare settings.

(Dec 2025)

Department of Nursing Position Statement on Anti-Racism

Cal State East Bay's (CSUEB) Department of Nursing acknowledges that structural racism is a reality in our society, institutions of higher education, health sciences, and healthcare. This acknowledgment requires that we apply the principles of anti-racism to dismantle the negative and divisive impact of racism in all forms in our program including, but not limited to, admission policies, program curricula, and priorities of our committees. We recognize that anti-racism in nursing education will positively impact the experiences and wellness of communities beyond our program. Therefore, CSUEB Department of Nursing holds a commitment to diversity, equity and inclusion in a manner that prepares our graduates to personally and collectively contribute to a future where health equity is a reality.

CSUEB's Department of Nursing resolves to:

- Nurture and maintain a culture and environment of accountability where students, staff, and faculty can work and learn free from racism and any accompanying forms of oppression including, but not limited to, sexism, transphobia, ableism, and ageism.
- Contribute to a more diverse and inclusive nursing education and workforce pipeline
- Value lived experiences of learners and colleagues when considering various charges and priorities of committees, boards, and curricular planning
- Uphold a commitment to full engagement and respect in learning settings (classroom, skills lab, clinical, field days, etc.)
- Systematically design, introduce, and integrate learning materials, clinical evaluations, pedagogical approaches, and learning experiences consistent with anti-racism and cultural humility.
- Encourage research and service activities that put anti-racism into practice.
- Maintain an oversight committee that ensures that our stated intentions are put into action, are effective, transparent, and are adapted as needed.

(May 2021)

NURSING DEGREE PROGRAMS

PRE-LICENSURE CONCENTRATION: Pre-Licensure Program Roadmap

(Simulation Integrated into each Practice Course) **Approved Curriculum as of June 1,2025**

	Semester 1	Units
NURS310	Foundations of Professional Nursing	2
NURS311	Nursing Interventions 1	1
NURS314	Mental Health and Psychiatric Nursing	2
NURS315	Mental Health and Psychiatric Nursing Practice	2
NURS312	Health Assessment	2
NURS313	Health Assessment Lab	1
NURS316	Clinical Pathophysiology	3
NURS317	Community Engagement Nursing 1 (Diversity Overlay for series 1-4)	1
	Total Semester Units	14
	Semester 2	
NURS320	Nursing Care of Adults 1	2
NURS321	Nursing Interventions 2	1
NURS323	Nursing Care of Adults 1 Practice	4
NURS322	Aging in Health and Illness	2
NURS326	Pharmacology for Nursing Practice	2
NURS327	Community Engagement 2	1
*HDEV380	UD-D Lifespan Human Development (letter grade)	3
	Total Semester Units	15
	Semester 3	
NURS410	Maternity Nursing	2
NURS411	Maternal Newborn Nursing Practice	2
NURS412	Pediatric Nursing	2
NURS413	Pediatric Nursing Practice	2
NURS414	Legal Issues in Nursing Practice	1
NURS415	Transitions of Care	1
NURS417	Community Engagement 3	1
*NURS477W	UD-C History and Trends in Nursing (Diversity Overlay) (University Writing Requirement)	3
	Total Semester Units	14
	Semester 4	
NURS420	Nursing Care of Adults 2	2
NURS421	Nursing Care of Adults 2 Practice	4
NURS422	Evidence-Based Practice and Nursing Research	2
NURS423	Leadership in Nursing	2
NURS427	Community Engagement 4	1
	UD-B Upper Division Science (combine with Sustainability Overlay)	3
	Total Semester Units	14
	Semester 5	
NURS450	Community Health Nursing (Social Justice Overlay)	2
NURS451	Community Health Nursing Practice	2
NURS452	Preceptorship Synthesis	1
NURS453	Preceptorship Practicum	4
NURS ELE	Elective	2
	Total Semester Units	11
	SEMESTER UNITS FOR MAJOR	68

Pre-Licensure Program Roadmap: Curriculum Update

In Fall 2025, the Department of Nursing submitted curricular updates for approval by the University. Upon approval, students will follow these roadmaps.

Roadmap for Pre-licensure Bachelors in Nursing

Admitted Fall 2025 (Hayward)

Fall 2025	Semester 1	Units
NURS 310	Foundations of Professional Nursing	2
NURS 311	Nursing Interventions 1	1
NURS 312	Health Assessment	2
NURS 313	Health Assessment Lab	1
NURS 314	Mental Health and Psychiatric Nursing	2
NURS 315	Mental Health and Psychiatric Nursing Practice	2
NURS 316	Clinical Pathophysiology	3
NURS 317	Community Engagement 1 [Seminar]	1
	Total Semester Units	14
Spring 2026	Semester 2	Units
NURS 320	Nursing Care of Adults 1	2
NURS 321	Nursing Interventions 2	1
NURS 322	Aging in Health and Illness	2
NURS 323	Nursing Care of Adults 1 Practice	4
NURS 326	Pharmacology for Nursing Practice	2
NURS 327	Community Engagement 2 [Seminar]	1
HDEV 380	*Upper Division (UD)-4 (D) Lifespan Human Development (letter grade)	3
	Total Semester Units	15
Fall 2026	Semester 3	Units
NURS 410	Nursing Care of the Childbearing Family	2
NURS 411	Nursing Care of the Childbearing Family Clinical	2
NURS 412	Nursing Care of Infants, Children, and Adolescents	2
NURS 413	Nursing Care of Infants, Children, and Adolescents Clinical	2
NURS 318	Evidence-based Practice and Quality Improvement	2
	UD-5 (B) + Sustainability Overlay OR UD-3 (C) + Diversity Overlay	3
	Total Semester Units	13
Spring 2027	Semester 4	Units
NURS 420	Nursing Care of Adults II	2
NURS 421	Nursing Care of Adults II Clinical	3
NURS 424	Semester 4 Simulation	1
NURS 425	Community/Public Health Nursing +Social Justice (SJ) Overlay	2
NURS 426	Community/Public Health Nursing Clinical +SJ Overlay	2
NURS 365W	**Care Coordination in the US Healthcare System UWR	3
	Total Semester Units	13
Fall 2027	Semester 5	Units
NURS 443	Preceptorship Synthesis	2
NURS 453	Preceptorship Practicum	4
NURS 454	Semester 5 Simulation	1
NURS 364	Nursing Leadership and Innovation	3
	UD-3 (C) + Diversity Overlay OR UD-5 (B) + Sustainability Overlay	3
	Total Semester Units	13
	Semester Units for Major	68

*If HDEV 380 is taken for UD-4, it must be taken in semester 2

**Care Coordination in the US Healthcare System fulfills University Writing Requirement (UWR)

Roadmap for Pre-licensure Bachelors in Nursing

Admitted Spring 2026 (Concord)

Spring 2026	Semester 1	Units
NURS 310	Foundations of Professional Nursing	2
NURS 311	Nursing Interventions 1	1
NURS 312	Health Assessment	2
NURS 313	Health Assessment Lab	1
NURS 314	Mental Health and Psychiatric Nursing	2
NURS 315	Mental Health and Psychiatric Nursing Practice	2
NURS 316	Clinical Pathophysiology	3
	Total Semester Units	13
Fall 2026	Semester 2	Units
NURS 320	Nursing Care of Adults I	2
NURS 323	Nursing Care of Adults I Clinical	2
NURS 321	Semester 2 Lab	1
NURS 325	Semester 2 Simulation	1
NURS 326	Clinical Pharmacology	2
NURS 318	Evidence-based Practice and Quality Improvement	2
HDEV 380	<i>*Upper Division (UD)-4 Lifespan Human Development (letter grade)</i>	3
	Total Semester Units	13
Spring 2027	Semester 3	Units
NURS 410	Nursing Care of the Childbearing Family	2
NURS 411	Nursing Care of the Childbearing Family Clinical	2
NURS 416	Semester 3 Simulation	1
NURS 412	Nursing Care of Infants, Children, and Adolescents	2
NURS 413	Nursing Care of Infants, Children, and Adolescents Clinical	2
NURS 418	Collective Health [Seminar]	2
	<i>UD-5 + Sustainability Overlay OR UD-3 + Diversity Overlay</i>	3
	Total Semester Units	14
Fall 2027	Semester 4	Units
NURS 420	Nursing Care of Adults II	2
NURS 421	Nursing Care of Adults II Clinical	3
NURS 424	Semester 4 Simulation	1
NURS 425	Community/Public Health Nursing + <i>Social Justice (SJ) Overlay</i>	2
NURS 426	Community/Public Health Nursing Clinical + <i>SJ Overlay</i>	2
NURS 365W	Care Coordination in the US Healthcare System <i>UWR</i>	3
NURS ELE	Elective	2
	Total Semester Units	15
Spring 2028	Semester 5	Units
NURS 443	Preceptorship Synthesis	2
NURS 453	Preceptorship Practicum	4
NURS 454	Semester 5 Simulation	1
NURS 364	Nursing Leadership and Innovation	3
	<i>UD-3 + Diversity Overlay OR UD-5 + Sustainability Overlay</i>	3
	Total Semester Units	13
	Semester Units for Major	68

*If HDEV 380 is taken for UD-4 (D), it must be taken in semester 2

**Care Coordination in the US Healthcare System fulfills University Writing Requirement (*UWR*)

BSN PROGRAM

Semesters 1 & 2: General Information and Course Catalog Descriptions

I. Theory and Lab Courses

NURS 310, 311, 312, 313, 321: Foundations of Professional Nursing, Nursing Interventions 1 & 2, Health Assessment & Health Assessment Lab

The first theory courses in the major are Nursing 310 and Nursing 312. Basic social/behavioral frameworks used by nurses are introduced in the lecture courses. Health assessment skills are taught in the laboratory. Finally, Semesters 1 & 2 Interventions are laboratory courses in which basic techniques of nursing practice are taught. These courses will lay a foundation for concepts and skills necessary to planning and delivering patient care.

NURS 320, 322, 323: Nursing Care of Adults 1 and Practice

Nursing care delivery for adult individuals, their families, and communities who are experiencing acute and chronic illnesses in a variety of settings.

NURS 314, 315: Mental Health and Psychiatric Nursing and Practice

This lecture and clinical practice course provide students with experience assessing the mental health of clients, developing patient centered nursing plans of care, implementing interventions, and evaluating client outcomes. Emphasis is on the development of therapeutic relationships.

II. Course Catalog Descriptions

([Click here](#) for full course descriptions and student learning outcomes from the University Catalog)

NURS 310 Foundations of Professional Nursing (3 units) This course is designed to introduce the student to the profession, practice, and discipline of nursing. Introduction to contemporary issues in nursing include theories, concepts, and principles used in the development and delivery of nursing care.

NURS 311 Nursing Interventions I (1 unit) Introduction to the student to the basic interventions necessary to provide safe nursing care.

NURS 312 Health Assessment (2 units) Introduction to theories needed for application of the nursing process with emphasis on skills useful in data gathering and analysis for completing a health assessment. Normal and abnormal physical, social, and cultural structure and function are explored.

NURS 313 Health Assessment Lab (1 unit) This laboratory course is designed to introduce students to health and physical assessment skills needed to provide safe and effective nursing care in all healthcare settings across the life span.

NURS 314 Mental Health and Psychiatric Nursing (2 units) Mental health is an integral part of an individual's well-being. This course focuses on mental health and psychiatric concepts, the relationship between mental and physical health, and the nursing diagnoses and interventions to address mental health needs of clients.

NURS 315 Mental Health and Psychiatric Nursing Practice (2 units) This clinical practicum provides students with experience assessing the mental health of clients, developing patient centered nursing plans of care, implementing interventions, and evaluating client outcomes. Emphasis is on the development of therapeutic relationships.

NURS 316 Clinical Pathophysiology (3 units) This course focuses on mechanisms of disease, pathophysiologic concepts and processes with emphasis on commonly occurring acute and chronic conditions and their clinical management.

NURS 317 Community Engagement I (1 unit) This seminar course is focused on the delivery of culturally inclusive community-based healthcare, selected issues in primary care and health promotion. The course includes both in-class sessions and field experience in a community health facility or elder health site.

NURS 320 Nursing Care of Adults I (2 units) Focus on nursing care delivery for adult individuals, their families, and communities who are experiencing acute and chronic illnesses.

NURS 321 Nursing Interventions II (1 unit) Introduction to complex interventions necessary to provide safe nursing care.

NURS 322 Aging in Health and Illness (2 units) Explore theories of aging, health problems common in the aging individual, and knowledge and skill acquisition needed to care for these patients.

NURS 323 Nursing Care of Adults I Practice (4 units) This clinical practicum course provides students with nursing practice experience in a variety of settings, including simulation.

NURS 326 Pharmacology for Nursing Practice (2 units) Basic principles of pharmacotherapeutics and characteristics of major drug groups with an emphasis on treatment indications and nursing implications.

NURS 327 Community Engagement II (1 unit) Seminar focused on delivering culturally inclusive, community-based health care and on disparities in chronic care and health care outcomes. Includes both in-class sessions and field experiences in community health facilities and facilities serving older adults.

Semesters 3 & 4: General Information and Course Catalog Descriptions

I. Theory and Practice Courses

NURS 410, 411: Maternity and Newborn Nursing and Practice

These courses examine concepts related to the care of antepartal, intrapartal, postpartal and neonatal patients and families. The focus is developing knowledge, skills, and attitudes for evidence-based maternity nursing. The clinical practicum helps students apply concepts related to the care of antepartal, intrapartal, postpartal and neonatal patients and families. The focus is application of knowledge, skills, and attitudes for evidence-based maternity nursing practice.

NURS 412, 413: Pediatric Nursing and Practice

These courses are designed to provide essential knowledge in the design and delivery of care and integration of the growth and development principles, health promotion, disease prevention, and recuperative care to the child with acute and chronic illnesses and their families. The practicum is designed to provide the student with clinical experience in nursing care and management of the pediatric patient and their families with complex medical and surgical health care needs, including simulation experience.

NURS 420, 421: Nursing Care of Adults 2 and Practice

These courses focus on nursing care of adult patients, and their families who are experiencing complex acute and chronic illness requiring medical and surgical interventions. The clinical practicum offers students experience in providing nursing care to adult patients, and their families, with complex illnesses in acute care settings, including simulation experience.

Clinical Requirements

A. Healthcare facilities for clinical practice courses are located throughout the Bay Area.

B. Equipment and uniforms

- Full uniform is expected of each student. (See “Professional Appearance Guidelines”). Each agency may have slightly varying regulations. Helpful items are: stethoscope, small notebook for pocket, and pen with black ink.
- If you visit an agency at other than assigned clinical times (example: for preparation), you must be dressed in clean, neat, conservative clothing. A white lab jacket is to be worn and your Cal State East Bay name badge and/or facility badge must be affixed.

II. Course Catalog Descriptions

([Click here](#) for full course descriptions and student learning outcomes from the University Catalog)

NURS 410 Maternity Nursing (2 units) This course examines concepts related to the care of antepartal, intrapartal, postpartal and neonatal patients and families. The focus is developing knowledge, skills, and attitudes for evidence-based maternity nursing.

NURS 411 Maternal Newborn Nursing Practice (2 units) This course applies concepts related to the care of antepartal, intrapartal, postpartal and neonatal patients and families. The focus is application of knowledge, skills, and attitudes for evidence-based maternity nursing practice.

NURS 412 Pediatric Nursing (2 units) This course is designed to provide essential knowledge in the design and delivery of care and integration of the growth and development principles, health promotion, disease prevention, and recuperative care to the child with acute and chronic illnesses and their families.

NURS 413 Pediatric Nursing Practice (2 units) This course is designed to provide the student with clinical experience in nursing care and management of the pediatric patient and their families with complex medical and surgical health care needs, including simulation.

NURS 414 Legal Issues in Nursing Practice (1 unit) Legal issues in nursing and health care, including the Registered Nurse as client advocate. An overview of the American governmental system, California Nursing Practice Act, and relevant areas of civil and criminal law will be included.

NURS 415 Transitions of Care (1 unit) Key concepts of the transitions of care framework and related content on health care history, financing, care settings, nursing case management and coordination of care.

NURS 417 Community Engagement III (1 unit) Seminar focused on delivering culturally inclusive, community based healthcare and on disparities in health outcomes for families and children. Includes both in-class sessions and field experiences in schools or community health facilities serving women, children and families.

NURS 420 Nursing Care of Adults II (2 units) Nursing care of adult patients, and their families, who are experiencing complex acute and chronic illness requiring medical and surgical interventions.

NURS 421 Nursing Care of Adults II Practice (4 units) This clinical practicum course provides students with experience in providing nursing care to adult patients, and their families, with complex illnesses in acute care settings, including simulation experience.

NURS 422 Evidence-Based Practice and Nursing Research (2 units) This course focuses on appraisal and integration of research evidence, evaluation of outcomes, development of evidence-based practice, and critique of quantitative and qualitative healthcare research with an emphasis on research utilization.

NURS 423 Leadership in Nursing (2 units) Leadership and management theories and their application to healthcare issues and nursing practice.

NURS 427 Community Engagement IV (1 unit) Delivery of culturally inclusive, community-based healthcare and selected issues of disparities in health outcomes for adults with chronic or complex illness. Includes both in-class sessions and field experiences in settings serving adults with complex healthcare needs.

NURS 477W History and Trends in Nursing (3 units) History of nursing and health care in the United States. Intersections with race, gender, and class in the professionalization of nursing. Connections between history and present-day challenges in the nursing profession. This course fulfills the University Writing Requirement.

NURS 490 Independent Study (1-4 units)

Students may apply no more than 12 units of Independent study in the major department and 8 units in other departments toward a baccalaureate degree.

Semester 5: General Information and Course Catalog Descriptions

I. Theory and Practicum Courses

NURS 450, 451: Community Health and Practicum

These courses focus on the exploration and application of population-focused approaches to community health promotion, disease prevention and integration of complex concepts in community health systems and policies. The focus is to promote health equity by addressing social determinants of health through the application of the nursing process. Students are assigned in clinical groups to a specific clinical agency. The clinical groups meet two days a week. Students need a means of transportation to visit the homes of assigned clients. Dress: Conservative Street clothes.

NURS 452, 453: Preceptorship Synthesis and Practicum

The Preceptorship Synthesis is designed to assist the student in critical thinking, decision making, team building, and correlating theory and practice with an emphasis on assuming the role of the professional nurse. It assists students in making the transition from the academic to the professional work world. In the seminar course, students participate in a weekly on campus class activities designed to assess clinical competence and prepare for the NCLEX-RN Licensing Examination.

The capstone practicum is a precepted experience in the clinical setting. Emphasis is placed on guided independence in professional nursing practice with integration, synthesis and application of research and leadership. In the Preceptorship Practicum course, the student will complete 180 hours consisting of two 12-hour or three 8-hr shifts per week which are spent in a clinical setting with a RN Preceptor over an 8 week period for half the Semester. A faculty liaison meets regularly with the student and Preceptor at the clinical facility. Students are advised not to take other classes concurrently with preceptorship. Many agencies have rotating shifts, which make it difficult to schedule other classes. A reduction in employment responsibilities is also advised.

Details of the preceptorship application procedure and clinical placement are distributed to students during informational meeting for incoming senior level students.

II. Course Catalog Descriptions

([Click here](#) for full course descriptions and student learning outcomes from the University Catalog)

NURS 450 Community Health Nursing (2 units) This course explores population-focused approaches to community health promotion, disease prevention and integration of complex concepts in community health systems and policies.

NURS 451 Community Health Nursing Practice (2 units) This course applies concepts related to health promotion and disease prevention at the individual, family, community and systems levels. The focus is to promote health equity by addressing social determinants of health through the application of the nursing process.

NURS 452 Preceptorship Synthesis (1 unit) This discussion course is designed to assist the student in critical thinking, decision making, team building, and correlating theory and practice with an emphasis on assuming the role of the professional nurse.

NURS 453 Preceptorship Practicum (4 units) this capstone practicum is a precepted experience in a clinical setting. Emphasis is placed on guided independence in professional nursing practice with integration, synthesis and application of research and leadership.

Senior Preceptorship Specialty Placement Policy

The Preceptorship (NURS 452 and 453) is an intensive clinical experience that integrates nursing knowledge gained in all previous coursework. It assists students in making the transition from the academic to the professional work world. In the Preceptorship Practicum course, the student will complete 180 hours consisting of two 12-hour or three 8-hr shifts per week which are spent in a clinical setting with an RN Preceptor over an 8-week period for half the Semester.

Most students will be placed in a med/surg/tele preceptorship. These preceptorships give students the broadest exposure to a variety of nursing experiences and best help prepare them to be generalist novice nurses. Students who have demonstrated a strong grasp of the nursing process and who have performed exceptionally in clinical and didactic classes, may request a specialty placement. Specialty placements include: ICU, OR, ER, L&D, postpartum, pediatrics, psych, and similar.

The consideration of student placement in a clinical specialty area is complex and should encompass an overall evaluation of academic performance; review of the students' proficiency in time management, patient safety, professional communication, prioritization, and clinical decision-making; and input from the clinical faculty and content expert who supervised and worked with the student in the specialty. Prior to applying, students are encouraged to seek feedback from faculty and/or other nurses to discuss their strengths and areas of growth to help clarify choices.

I. Criteria

Senior preceptorship in a specialty area will be based on the following (**all** criteria must be met to be considered for a specialty placement):

1. A minimum 3.5 Grade Point Average (GPA) in nursing program courses (cumulative).
2. A minimum 3.0 GPA in each semester completed in the nursing program.
3. Final or current Grade of B+ or higher in the specialty course most closely related to the specialty requested (example: MS 2 for an ICU placement, maternity for a L&D placement, etc.)
4. No failures in any NURS prefix course
5. [Personal Statement](#) (maximum 250 words)
6. Feedback from the Clinical faculty and content expert who supervised and worked with the student in the specialty via the [Clinical Performance Feedback Form for Preceptorship in a Specialty Area](#)
7. Recommendation from the specialty area clinical team lead

II. Process:

1. Students will carefully review criteria and will submit an application for a senior preceptorship in a specialty area, which will include a personal statement and the identification of their previous clinical instructor.
2. The Preceptorship Placement Coordinator will provide the clinical team leads with a list of students who applied for preceptorship in a specialty area. These team leads are:

- a. Mental Health and Psychiatric Nursing care: Mental health and Psychiatric nursing course instructor
 - b. Maternal, women's health (postpartum, Labor and Delivery): Maternal, women's health course instructor
 - c. Pediatric nursing care (pediatric med/surg, PICU, NICU): Pediatrics nursing course instructor
 - d. Adult specialties (critical care, perioperative nursing, Emergency): Nursing Care of Adults II course instructor
3. Clinical team leads will contact student clinical instructors to fill out the Clinical Performance Feedback Form
 4. Personal statements will be read by the Preceptorship Placement Coordinator and the Clinical Team Lead.
 5. Clinical Team lead approves placement or does not approve placement.

There is a possibility that the number of qualified students for a certain specialty area exceeds the number of preceptorship spots granted to the school, or medical centers may rescind previously granted spots. If this occurs, the qualified students will enter a lottery for the positions.

Note: Preceptorship placements take careful consideration of the time and effort of the medical center to provide a safe learning environment with qualified preceptors, and clinical partners are relying on academic partners to bring forth students to the specialty areas who are practice-ready. This complex process follows a series of steps that are taken between the medical center and the Preceptorship Placement coordinator of the nursing program.

- Students may not seek out their own placements. Doing so will disqualify them from receiving a specialty placement.
- Students may not lobby individual faculty to intercede on their behalf. Doing so will disqualify them from receiving a specialty placement.
- Students may not contact hospitals to secure a placement. Doing so will disqualify them from receiving a specialty placement.
- Students will solely communicate with the preceptorship placement coordinator, who will then communicate with the hospital. Not following this protocol will result in disqualification from consideration for a specialty placement.

(Nov. 2023)

Human Development Requirement

Description:

Students must complete a course in Lifespan Human Development as part of their course requirements for the nursing major.

Policy:

Students must successfully complete a course in Lifespan Human Development prior to entering semester 3 of the nursing program. Students can meet the Lifespan Human Development requirement in one of the following ways:

1. Complete a Lifespan Human Development course at another institution. Such course must be approved by the Department of Nursing and be at least the equivalent of three semester units. If

the student chooses this option, the student will need to complete an alternate Upper Division Social Sciences “D” course (UD-D) to meet the Cal State East Bay GE requirement. OR

2. Complete HDEV 380 at Cal State East Bay.

Procedure:

1. Student transcripts will be reviewed with the student during their first advising appointment during Semester 1.
2. If the student has completed a Lifespan Human Development course, the faculty advisor will determine if the course is approved by the Department of Nursing using the Approved Lifespan Human Development course list. If it is an approved course the student record will be updated to reflect that this requirement has been met.
3. If the Lifespan Human Development course is not on the Approved Lifespan Human Development course list, the student will be asked to provide a copy of the Lifespan Human Development course description and/or syllabus for review. The course and/or syllabus and request for review and approval will be forwarded to the department Chair. If the course meets the content requirement, the department Chair will notify the faculty advisor who will then update the student’s record to reflect this requirement has been met. The faculty advisor will notify the student that requirement has been met and that the student will need to complete an alternate UD-D course to meet the Cal State East Bay GE requirement.
4. The chair will add the newly approved course to the Approved Lifespan Human Development course list.

(May 2019)

Nursing Electives

NURS 301 Nutrition and Medical Nutrition Therapy (3 units) Introduction to the sources and functions of nutrients, health disorders caused by lack or excess of nutrients, and nutritional needs across the lifecycle. Concepts of medical nutrition therapy and the basics of nutritional assessment will be introduced.

NURS 491 Environmental Health Nursing (2 units) This course explores how the environment impacts our health and how we impact the environment. Emphasis is put on medical waste/sustainability, climate change and environmental justice, and the role of the nurse in mitigating and responding to environmental health issues.

NURS 492 Global Health Nursing (1 unit) Overview of global health in nursing. Students will have the opportunity to read, interpret and evaluate concepts in global health to increase their knowledge, skills, and attitudes regarding global health.

NURS 493 Nursing Research in Global Health (1 unit) Overview of global health nursing research. Students will read, interpret and evaluate global health research publications. Emphasis on women and infant health issues and critical analysis of research.

NURS 494 Essentials of Critical Care Nursing (2 units) Medical and nursing management of adult patients with multiple, complex medical and surgical diagnoses in various types of critical care units.

NURS 495 Palliative Care in the Community (2 units) Concepts of palliative and hospice care. Students participate in collaboration and practice with a service partner to provide quality, interpersonal care to end-of-life patients and their families in the community.

NURS 496 Introduction to Healthcare Informatics (1 unit) Survey of health care informatics issues and the technologies used in nursing practice, research, and administration.

NURS 497 Current Issues in Professional Nursing (1 unit) Discussion of a variety of current issues in nursing using Quality and Safety Education in Nursing as a framework. May include: violence in the workplace, opportunities in research and service, current research projects, healthcare needs of vulnerable populations.

(June 2017)

Additional Electives

Courses approved as Nursing electives include all of the NURS prefix electives and the following: (Click on the course links for full course descriptions and student learning outcomes from the University catalog)

1. [PH 110](#) Introduction to Health Systems & Social Determinants of Health (3 units)
2. [PH 115](#) Human Health and Wellness (3 units)
3. [PH 270](#) Investigating Disease Outbreaks and Epidemics (3 units)
4. [PH 327](#) Genes and Human Health (3 units)
5. [PH 435](#) Life Course Perspective on Health (3 units)
6. [PHIL 212](#) Nursing Ethics (3 units)
7. [HDEV 311](#) Infant and Child Development (4 units)
8. [HDEV 312](#) Adolescence and Emerging Adulthood (4 units)
9. [HDEV 322](#) Adult Development and Aging (4 units)
10. [KIN 162](#) Nutrition and Performance (3 units)
11. [KIN 461](#) Exercise and Well-Being (3 units)

(June 2025)

LVN-BSN PATHWAY

Program Requirements

The LVN-BSN Pathway is part of the Pre-Licensure Program. The pathway is offered to any applicant with extensive medical knowledge and/or experience in the following field: Licensed Vocational Nurse (LVN).

Students graduate from this program with a Bachelor of Science in Nursing Degree and are eligible to take the RN license exam. The pathway is five semesters long, the same length of time as the Pre-Licensure program.

If you are an LVN and are admitted to the Pre-Licensure program, please read about "Credit for Previous Education/Experience."

I. Prerequisite Courses (28 semester units)

- 1) BIOL 270, 271, 230 (12)
- 2) CHEM 161 or 165 (4)
- 3) COMM 100 or 104 (3)
- 4) ENGL 102 (3)
- 5) STAT 100 (3)
- 6) A course in Critical Thinking such as PHIL 100 (3)

II. Non-Nursing Courses (12 semester units)

- 1) PSYC 100 (3)
- 2) ANTH 100 (or 130) or SOC 100 (3)
- 3) HDEV 380 (3)
- 4) HIST 477W (3)

III. Nursing Courses* (59 semester units)

- 1) Semester 1 & 2: NURS 310, 311, 314/15, 312/13, 316, 317, 321, 322, 320/323, 326, 327 (26 semester units)
- 2) Semester 3 & 4: NURS 410/11, 412/13, 414, 415, 417, 420/21, 422, 423, 427 (22 semester units)
- 3) Semester 5: NURS 450/51, 452/53 + NURS elective(s) (11 semester units)

Total Semester Units for B.S. degree = 120

POST-LICENSURE CONCENTRATION

ADN/RN-BSN Program

Program Requirements

****All Policies and Procedures in the Student Handbook apply to Post-Licensure students. ****

I. Prerequisite Courses (28 units)

1. BIOL 270, 271, 230 (12)
2. CHEM 161 or 165 (4)
3. COMM 100 or 104 (3)
4. ENGL 102 (3)
5. STAT 100 (3)
6. A course in Critical Thinking such as PHIL 100 (3)

II. Non-Nursing Courses to be completed prior to or concurrently (12 units)

1. PSYC 100 (3)
2. ANTH 100 (or 130) or SOC 100 (3)
3. HDEV 380 or other approved lifespan / human development course (3)
4. NURS 477W (3)
5. any additional lower division GE will need to be completed prior to graduation III. Proof of completion of NCLEX exam (15 upper division units)

IV. NURS prefix courses (26 upper division units)

V. Upper Division GE (9 upper division units)*

*See Progression Guide next page.

Total units for B.S.N. degree = 120 (including up to 70 transfer units)

Post-Licensure Program Course Progression Guide

Post-Licensure Program = 35 units (26 NURS prefix units and 9 GE units)

Add 1-2 courses from list below each semester in addition to NURS classes. Do not exceed 17 units. It is highly recommended to take these courses when your unit load is lightest.

1. HIST 477W/ NURS 477W (3) major requirement
2. HDEV 380 (3) major requirement
3. Upper Division Science (GE Area UD-B) (3) not required for 2nd Bachelors

Post-Licensure Concentration: Full-Time Option Roadmap for Fall 2025 start

Below is the roadmap for full-time enrollment for incoming students fall 2025

Fall 2025 Start Intensive Option Roadmap Post-Licensure Program		
Fall 2025		
Course	Units	Notes
NURS 316: Clinical Pathophysiology	3	Online
OR	OR	
NURS 450: Community Health Nursing	2	Online; Meets Social Justice Overlay
AND	AND	
NURS 451: Community Health Nursing Practice	2	This is in person at a clinical site
NURS 422: Evidence-Based Practice and Nursing Research	2	Online; Offered Fall Only
NURS 477W: History and Trends in Nursing	3	Online; Meets UD-3 & Diversity Overlay
OR	OR	
NURS 365: Care Coordination in the US Healthcare System	3	Online
NURS 364: Nursing Leadership and Innovation	3	Online
HDEV 380: Lifespan Human Development	3	approved community college lifespan development course, in this case, student should take any UD-4 GE in place of HDEV 380; UD-4 not required for second bachelor's students
OR		
UD-5 GE with Sustainability Overlay	3	Online; Not required for 2nd bachelor's students
Total Units:	14-15	
Spring 2026		
Course	Units	Notes
NURS 316: Clinical Pathophysiology	3	Online
OR		
NURS 450: Community Health Nursing	2	Online; Meets Social Justice Overlay
AND		
NURS 451: Community Health Nursing Practice	2	This is in person at a clinical site
NURS 499: RN Capstone Project	3	Online; Offered Spring Only
NURS 477W: History and Trends in Nursing	3	Online; Meets UD-3 & Diversity Overlay
OR		
NURS 365: Care Coordination in the US Healthcare System	3	Online
NURS 361: Health Promotion	2	Online
NURS 362: Health Promotion Lab	1	Online
HDEV 380: Lifespan Human Development	3	approved community college lifespan development course, in this case, student should take any UD-4 GE in place of HDEV 380; UD-4 not required for second bachelor's students
OR		
UD-5 GE with Sustainability Overlay	3	Online; Not required for 2nd bachelor's students

Post-Licensure Concentration: Part-Time Option Roadmap for Fall 2025 start

Below is the [roadmap](#) for part-time enrollment for incoming students fall 2025

Fall 2025 Start Part-Time Option Roadmap Post-Licensure Program		
Fall 2025		
Course	Units	Notes
NURS 316 : Clinical Pathophysiology	3	Online
OR		
NURS 450: Community Health Nursing	2	Online; Meets Social Justice Overlay
AND		
NURS 451: Community Health Nursing Practice	2	This is in person at a clinical site
NURS 422: Evidence-Based Practice & Nursing Research	2	Online; Offered Fall Only
HDEV 380: Lifespan Human Development	3	Online; Meets UD-4 GE; Can be replaced with an approved community college lifespan development course, in this case, student should take any UD-4 GE in place of HDEV 380; UD-4 not required for second bachelor's students
OR		
UD-5 GE with Sustainability Overlay	3	Online; Not required for 2nd bachelor's students
OR		
UD-3 GE with Diversity Overlay	3	Online; Not required for 2nd bachelor's students
Total Units:	8-9 units	
Spring 2026		
NURS 316: Clinical Pathophysiology	3	Online
OR		
NURS 450: Community Health Nursing	2	Online; Meets Social Justice Overlay
AND		
NURS 451: Community Health Nursing Practice	2	This is in person at a clinical site
NURS 361: Health Promotion	2	Online
NURS 362: Health Promotion Lab	1	Online
HDEV 380: Lifespan Human Development	3	an approved community college lifespan development course, in this case, student should take any UD-4 GE in place of HDEV 380; UD-4 not required for second bachelor's students
OR		
UD-5 GE with Sustainability Overlay	3	Online; Not required for 2nd bachelor's students
OR		
UD-3 GE with Diversity Overlay	3	Online; Not required for 2nd bachelor's students
Total Units:	8-9 units	

Fall 2026		
NURS 364: Nursing Leadership & Innovation	3	Online
NURS 365W: Care Coordination in the US Healthcare System	3	Online
Total Units:	6 units	
Spring 2027		
NURS 499: RN Capstone Project	3	Online
HDEV 380: Lifespan Human Development	3	an approved community college lifespan development course, in this case, student should take any UD-4 GE in place of HDEV 380; UD-4 not required for second bachelor's students
OR		
UD-5 GE with Sustainability Overlay	3	Online; Not required for 2nd bachelor's students
OR		
UD-3 GE with Diversity Overlay	3	Online; Not required for 2nd bachelor's students
Total Units:	6 units	

Post-Licensure Concentration: Roadmap starting Spring 2026

Spring 2026 Start Three-Semester Post-Licensure Roadmap		
Spring 2026		
Course	Units	Notes
NURS 316: Clinical Pathophysiology	3	Online
OR	OR	
NURS 450: Community Health Nursing	2	Online; meets Social Justice overlay
AND	AND	
NURS 451: Community Health Nursing Practice	2	This is in person at a clinical site
NURS 364: Nursing Leadership & Innovation	3	Online
HDEV 380: Lifespan Human Development	3	Online; Meets UD-4 GE; Can be replaced with an approved community college lifespan development course, in this case, student should take any UD-4 GE in place of HDEV 380; UD-4 not required for second bachelor's students
UD-5 GE with Sustainability Overlay	3	Online; Not required for 2nd bachelor's students
	OR	
UD-3 GE with Diversity Overlay	3	Online; Not required for 2nd bachelor's students
Total Units:		12-13 units
Fall 2026		
Course	Units	Notes
NURS 316: Clinical Pathophysiology	3	Online
OR	OR	
NURS 450: Community Health Nursing	2	Online; meets Social Justice overlay
AND	AND	
NURS 451: Community Health Nursing Practice	2	This is in person at a clinical site
NURS 422: Evidence-Based Practice and Nursing Research	2	Online; prerequisite to NURS 499
NURS 365W: Care Coordination in the US Healthcare System	3	Online
UD-3 GE with Diversity Overlay	3	Online; Not required for 2nd bachelor's students
OR	OR	
UD-5 GE with Sustainability Overlay	3	Online; Not required for 2nd bachelor's students
Total Units:		11-12 Units
Spring 2027		
Course	Units	Notes
NURS 361: Health Promotion	2	Online
NURS 362: Health Promotion Lab	1	Online
NURS 499: RN Capstone Project	3	Online
Total Units:		6 units

Post-Licensure Capstone Project

The capstone course (NURS 499) is taken in the spring for Intensive students and in the fall or spring of Year 2 for Part-time students. It can be taken only after completing NURS 422 (required prerequisite) and NURS 364 (strongly recommended).

If students are working as an RN by the time this class begins, they may develop a project at their place of work, approved by both instructor and manager. If students are not yet working as an RN, they will complete a project to satisfy class requirements through volunteer experience. Students are responsible for making all of the arrangements.

At the end of the term, students will present their project to classmates.

Some detail and suggestions for the project:

Through this opportunity, students can develop a new role or analyze their work/volunteer setting for learning activities in collaboration with agency staff and course faculty. They will write a project proposal and implement the project on-site.

Suggested activities include: development of clinical pathways; development of quality management tools; preparation of staff and/or client educational materials; educational presentations; professional practice committee service; interdisciplinary collaboration; participation in regulatory agency evaluation. Students can work with a manager, CNS, educator, or researcher to develop an educational, quality improvement, leadership, or research project. Course faculty and the student's manager must approve the project.

If not yet working as an RN, students can volunteer at any healthcare organization such as a clinic, blood bank, homeless shelter, nursing school, or local hospital in the education department.

Cal State East Bay BSN PROGRAM

STUDENT POLICIES AND PROCEDURES

General Information

The faculty has prepared policies and procedures by which many activities in the Nursing Program are governed. They are presented in this section of the student handbook for your information and reference. If a policy is developed or amended during the school year, students will be notified by announcements in class and distribution of it. The date the new/amended policy takes effect also will be announced and described in the written version.

Nursing Student Health Documentation

During your study in the Nursing program, you will visit partner facilities that mandate students meet certain health requirements. In order to comply, we must have your current health documentation on file when you start the program.

1. *It is the student's responsibility to keep track of all the listed requirements and to submit proof of **currency** throughout the program.* The Department and partner facilities have the right to decline your participation if you are not in compliance with any requirement. For approval to participate in the Nursing program, electronically submit these items by the deadline to the nursing office:

I. Health-Related Items and Renewal Requirements

1. BLS CPR Certification
2. First Aid Certification - Pre-Licensure students upon entry only - renewal **not** required
3. TB clearance - renew annually
4. Flu vaccination - renew annually
5. Health Insurance
6. Physical Exam-upon entry
7. MMR (Rubeola, Rubella, Mumps) titer proving immunity
8. Varicella titer proving immunity
9. Hep B titer proving immunity
10. Tdap immunization- renew every 10 years
11. Additional requirements based on unique facility-specific requests
 - a. N95 Mask Fitting & Clearance

II. Department Requirements

1. Clear Background Check (Through dept. designated agency only)
2. Negative Drug Screening (Through dept. designated agency only)
3. Signed Student Handbook Affirmation Page
4. HealthStream Modules – Pre-Licensure students only, renew annually
5. Additional (Non-Health Related) forms: Sigma Consent Form, Photo Release Form

For Post-Licensure Students only, in addition to above:

1. Proof of California RN License: must be submitted by August 30 of Year 1 for Intensive students and by August 30 of Year 2 for Part-time students
2. Program Status Contract

(April 2018)

Essential Functions

There are essential functions or abilities necessary for admission and progression in the complex discipline of nursing at Cal State East Bay. To matriculate or progress in the nursing curriculum, students must be able to perform all of the essential functions. **These essential functions include, but are not limited to:**

I. Critical Thinking

A student must demonstrate critical thinking ability sufficient for clinical judgment.

1. Make effective clinical decisions.
2. Identify cause and effect relationships with clinical data.
3. Develop nursing care plans.
4. Perform math calculations requisite to safe dosage calculations and medication administration.
5. Read, synthesize, analyze, evaluate, and integrate material in the classroom and the clinical setting.

II. Professional-Ethical Conduct

A student must possess the ability to reason morally and practice nursing in a professional and ethical manner.

1. Demonstrate integrity, honesty, responsibility, and tolerance.
2. Abide by professional standards of practice.
3. Deliver compassionate care to all patient populations.

III. Interpersonal Skills

A student must demonstrate appropriate interpersonal abilities while interacting with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.

1. Communicate effectively and sensitively with other students, faculty, staff, patients, families, and other professionals.
2. Demonstrate willingness and ability to give and receive feedback.
3. Develop mature, sensitive, and effective relationships with clients.
4. Establish trust and rapport with clients and colleagues

IV. Communication

A student must have the ability to clearly communicate in oral and written forms, and to effectively interpret communication with others.

1. Effectively communicate nursing actions.
2. Appropriately interpret client responses.
3. Initiate health teaching.
4. Demonstrate accurate nursing documentation.
5. Accurately report patient information to members of the health care team

V. Mobility and Stamina

A student must possess sufficient gross and fine motor skills and endurance to provide safe and effective nursing care in all health care settings.

1. Perform basic life support, including CPR.

2. Function in an emergency situation.
3. Safely assist a patient in transfers
4. Calibrate and use equipment.
5. Perform treatments and procedures.
6. Apply pressure to stop bleeding.
7. Manipulate diagnostic instruments to adequately perform all aspects of a physical assessment.
8. Sit, stand, and move about in patient environments for 12-hour periods.

VI. Tactile

A student must have sufficient tactile ability to perform a physical assessment of a patient and to perform procedures necessary for nursing care.

1. Perform palpation and other functions necessary for a physical exam.
2. Assess texture, shape, size, and vibration.
3. Note temperature changes in skin and equipment.
4. Perform therapeutic functions (e.g., inserting a urinary catheter or IV, change dressings, give medications).

VII. Auditory

A student must have sufficient auditory ability to effectively monitor and assess health needs of patients.

1. Hear cries for help.
2. Hear alarms on equipment and overhead codes.
3. Hear auscultatory sounds using a stethoscope.
4. Hear and interpret verbal communication from patient
5. Communicate over the telephone.

VIII. Visual

A student must possess visual ability for observation and assessment necessary in nursing care.

1. Observe patient responses (e.g., changes in skin color, grimaces).
2. See drainage on dressings and note characteristics of body fluids.
3. Note fluid levels in collection devices, syringes and infusion devices.
4. Read gauges that monitor patient progress (e.g., sphygmomanometer).
5. Discriminate colors for diagnostic purposes.
6. Assess movements of patients.
7. Observe patient behavior (e.g., in rehabilitation or psychiatric facilities).

IX. Behavioral-Emotional Health

A student must possess the emotional health required for full use of his or her intellectual abilities, the exercise of good judgment, and the prompt completion of all responsibilities attending to the care of patients.

1. Maintain mature, sensitive, and effective relationships with patients, students, staff, faculty, and other professionals under even highly stressful situations.
2. Demonstrate empathy for the situations and circumstances of others and effectively communicate that empathy.
3. Be willing to examine and adjust behavior when it interferes with productive individual or team relationships.

4. Prioritize competing demands.
5. Function in stressful circumstances.
6. Separate own needs and experiences in order to maintain objectivity and client centered care.
7. Adjust to changing circumstances.
8. Plan effectively and complete all assigned duties carefully.
9. Communicate over the telephone.

(Dec. 2013)

Delivery Of Health Care: Student Rights and Responsibilities

- I. Students have the right to know their patients' diagnoses/suspected diagnoses in a timely fashion in order to make an appropriate nursing care plan and to take necessary precautions to minimize the risk of contracting or spreading disease. In settings where specific patient assignments are made at the beginning of the clinical shift, learning activities are designed to prepare students for types of conditions that they are likely to encounter prior to their arrival in the setting.

Although the student is not expected to take life-threatening risks in caring for clients, it is not acceptable to abandon any client based on age, religion, gender, ethnicity, or sexual orientation.

- II. **Skills Performance in Semester 1-4 Clinical Agencies Policy**

1. Students are expected to have been checked off on assessment and psychomotor skills in Health Assessment and Intervention courses before performing them in clinical agencies.
2. Generally, for skills that have been checked off, faculty will observe students performing them for the first time.
3. With faculty consent, agency staff may be allowed to observe the first performance of skills that have been checked off. Faculty must be consulted as these situations arise.
4. Faculty may elect to guide a student through a skill which has not been checked off.
5. Agency staff may NOT guide students through a skill that has not been checked off.
6. Students may OBSERVE those treatments/activities which they have yet to complete in the skills lab with faculty, patient, and staff consent.
7. Failure to follow these guidelines will be considered unsafe practice and can lead to a NC grade in the course.

This policy applies to ALL students including those who hold LVN licenses or CNA certification. The Rationales are:

- Completing a treatment or skill on a patient without sufficient preparation constitutes a patient safety issue. Doing so needlessly exposes the patient to risk of injury. Such conduct also needlessly exposes the student and the nursing program to liability.
- Completing a treatment or skill on a patient without sufficient preparation constitutes a BREACH OF PROFESSIONAL ETHICS in that all nurses (including students) are obliged to refuse to give care for which they are unprepared and therefore potentially unsafe.

In the context of the Cal State East Bay Nursing Program, "sufficient preparation" is defined as the requirements for skills outlined in the Interventions 1 and 2 courses and syllabi.

Accommodations for Students With Disabilities or Accessibility Needs

The Department of Nursing follows the Cal State East Bay nondiscrimination policy, and students requesting accommodations in the classroom or in clinical internship placements should communicate with the [Accessibility Services](http://www20.csueastbay.edu/af/departments/as/) (AS) office. It is to the student's advantage to meet with their Accessibility Services counselor prior to the start of term in order for AS and the Nursing Program to collaborate on reasonable accommodations. Students requesting accommodations must demonstrate their ability to meet the **Essential Functions**. For more information see the Accessibility Services web page at:

<http://www20.csueastbay.edu/af/departments/as/>

If, after admission to the nursing program, a student develops a physical or mental disability that limits his/her ability to meet the Essential Functions, it is the student's responsibility to bring this information to the attention of the clinical faculty before they begin the clinical course. If unable to meet the course objectives, the student will not be allowed to participate in clinical activities. The student must provide documentation from their provider prior to returning to clinical which states that the student is able to meet the Essential Functions.

Sample Physician's Statement Form can be found in Appendix.

University Policy on Academic Dishonesty

As a member of the academic community, students are expected to act with integrity and avoid plagiarism and other forms of cheating. By enrolling in CSUEB courses, students agree to uphold the standards of academic integrity described at [CSUEB Academic Dishonesty Policy](#).

Artificial Intelligence

Regarding the [Ethical and Responsible use of Artificial Intelligence \(AI\)](#), the following University Guidelines apply:

1. Integrity

AI tools must support learning, not serve as a shortcut to evade academic responsibilities.

Any AI-generated content must be properly credited—passing off AI work as your own is academic misconduct.

2. Transparency

You must explicitly disclose when and how AI tools were used in your work.

Failure to follow institutional AI disclosure rules may result in academic penalties.

3. Accountability

AI-generated information is not always accurate—you are responsible for verifying its correctness.

You alone are accountable for the originality and quality of your submissions.

4. Fairness

Using AI to gain an unfair advantage over peers is unethical and unacceptable.

AI should aid your learning, not replace critical thinking, problem-solving, or collaboration.

5. Respect for Privacy

Never input sensitive, personal, or confidential data into AI tools.

Violating privacy or misusing AI in group work is a serious offense and may have consequences.

Click [here](#) for comprehensive AI Guidelines.

(June 2025)

Nursing Program Policy on Academic Integrity and Student Conduct

Society has entrusted nurses and other health care professionals with the comfort and safety of its most vulnerable people. Therefore, the nursing profession requires people of absolute integrity.

When a student is found to have violated the above academic standards in a Nursing prefix course, depending upon the circumstances of the situation, one or more of the following actions may be taken:

1. A warning
2. A requirement that work be resubmitted under qualified conditions and with a possible grade penalty
3. A requirement that an exam be retaken under qualified conditions and with a possible grade penalty
4. An adjustment in the grade of an assignment
5. An adjustment in the grade for a course. Grade adjustments include the possibility of assigning a non-passing grade. The use of grades to address questions of academic integrity is at the sole discretion of the faculty.

In addition to the University Policy on Academic Dishonesty, students are expected to engage in responsible behaviors according to the [Standards for Student Conduct](#) by the Student Conduct, Rights & Responsibilities Office.

Any violation of the University Policy on Academic Dishonesty, Standards of Student Conduct, or any section of the signed Student Affirmation form may result in disciplinary action and/or declassification from the nursing program.

(May 2020)

Program Declassification

A student may be declassified (dismissed) from the nursing program for a range of reasons, including, but not restricted to, unprofessional conduct; unsafe behaviors; failure to maintain professional standards; behavioral issues that interfere with the learning of others; failure to make progress toward the degree or program as set forth by the University and program policies; failure to successfully complete required components of the program such as fieldwork or practicum courses; failure to meet grade requirements to maintain good standing in the program and/or University; and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected.

Examples of unsafe behaviors may include, although not limited to, the following:

1. Purposeful falsification of a client record
2. Blatant disregard of client confidentiality
3. Denying responsibility for one's own deviation from standard practice
4. Act or threat of intimidation, harassment, or physical aggression
5. Actions, which places the client or others in physical or emotional jeopardy
6. Abusive behavior toward clients, faculty, staff, or colleagues
7. Failure to disclose actions that place the client or others in physical or emotional jeopardy
8. Ignoring the need for essential information before intervening
9. Other behaviors deemed unsafe by the nursing faculty

The major department must initiate the declassification request with support from the department/program chair and college dean or designee. Requests are submitted to the [Office of Academic Programs and Services](#) for final action and official notification to the student and the [Office of the Registrar](#). The [Office of Academic Programs and Services](#) will also determine if the student should also be academically or administratively disqualified from the University. Unless the declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to enroll in courses within another major/department.

Nursing Progression Policies

The Nursing Program faculty have established policies regarding student progression from one course/level to the next. The faculty have also set limits on the number of “D” or “NC” grades earned to maintain enrollment in the program (see below). The intent of this policy is to assure student readiness for more complex courses and responsibility and to facilitate a successful transition from school to employment.

Nursing Course Grading Policy

Graded nursing coursework will use the following grade scale where a grade of C- or higher is considered passing. Rounding method is not used for overall nursing course percentage.

Course percentage associated with assigned course grade:

93 – 100	A
90 – 92	A
87 – 89	B+
83 – 86	B
80 – 82	B
77 – 79	C+
73 – 76	C
70 – 72	C
67 – 69	D+
63 – 66	D
60 – 62	D
59 and below	F

(June 2018)

Nursing Course Progression

Policy:

Courses with a NURS prefix must be successfully completed or challenged in the proper sequence. “Successful completion” means earning a C- or better or CR in NURS prefix courses or an approved equivalent course. Students who earn two failing grades, defined as lower than C- or a NC, in NURS prefix courses will be declassified from the nursing program. Students who withdraw from a NURS prefix course must follow the University’s withdrawal policy and procedure and must successfully complete the course before progressing. Students who receive an Incomplete in a NURS prefix course must follow the University’s incomplete policy and procedure and may need to successfully complete the course before progressing.

Procedure:

I. Nursing Theory and Clinical courses must be completed concurrently. See “Repeating Theory and Clinical Policy and Procedure”.

II. Nursing courses without an accompanying clinical course must be completed at Cal State East Bay unless the instructor, with approval from the Department Chair, has identified an equivalent course offered at another institution. Not all nursing courses will have an equivalent course outside of Cal State East Bay.

1. This applies to courses repeated due to course failure or course withdrawal.
2. Upon failure or withdrawal from a course, the instructor will advise the student on their options for retaking the course.

III. Substitutions

Certain Nursing course requirements or electives may be considered successfully completed if a pre-approved substitute course was taken prior to starting the nursing program. Students will not receive in-residence or upper division course credits for approved substitute courses. Students should consult with their nursing major advisors who have a list of pre-approved courses.

Substitutions are currently allowed for these courses:

1. NURS Nursing elective: NURS 301 (3) Nutrition and Medical Nutrition Therapy
2. HDEV 380 (3): Lifespan Human Development (see Human Development Requirement Policy and Procedure)
3. NURS 316 (3): Clinical Pathophysiology (for students in Post-Licensure Program only, if it was taken as a stand-alone course)

IV. Students seeking credit for previous learning and/or experience for a NURS prefix course are to follow the “Credit for Previous Learning and/or Experience Policy and Procedure”.

V. Incomplete

Students who receive an Incomplete (I) grade in a NURS prefix course follow the University policy on incomplete courses.

1. Consistent with Cal State East Bay policy, “an “I” must normally be made up within one calendar year immediately following the end of the term during which it was assigned. This limitation prevails whether or not you maintain continuous enrollment. You may not repeat a course in which you currently have an incomplete grade.”
2. If the course is required for progression in the Nursing program, additional conditions may apply, including an earlier completion date for required work.
3. Instructors will specify the work needed for completion and as part of the contract with the incomplete grade submission. When the required work is completed and evaluated, the instructor will submit a change of grade form and a final academic grade will be recorded. If the student does not complete the work within the allowed time limit, the grade will be recorded as an “IC” (See University Catalog Grading and Academic Standards: [Incomplete](#)).

Re-entering the Clinical Nursing Sequence

I. A written request for readmission to the clinical nursing sequence must be submitted by email or on paper to the Chair of the Department of Nursing. Requests are to be dated and include current contact information. In order to facilitate a decision based on sufficient background, a brief history including dates and reason for leaving the program should be included. This must be done by the end of the Add/Drop period of the semester prior to the semester the student intends to return. Check the University calendar.

II. A student who withdraws or interrupts the clinical nursing sequence due to a health-related concern must present evidence (e.g., doctor's letter) that their current health status is satisfactory to physically and/or emotionally care for patients in any clinical setting. The final decision for re-entry into the nursing sequence will rest with the Steering Committee of the Nursing Program.

III. While every effort will be made to support a student's re-entry, there may be a delay due to the limited availability of clinical nursing placements, and a returning student may not be able to re-enter during their requested semester. First priority for re-entry will be given to students who withdrew from the course. Second priority will be given to those students who did not pass the course. The student must meet all new requirements in effect upon return to clinical nursing courses.

IV. Students who allow more than one semester to lapse in their enrollments in nursing courses may require a remediation plan at the discretion of the Nursing Steering Committee if they reenter the nursing program. Students will meet with incoming faculty to determine the need for content remediation prior to the beginning of the course. The student must meet all new requirements in effect upon their return to clinical nursing courses.

(April 2021)

Repeating Theory and Clinical Policy and Procedure

Description:

The BRN requires theory and clinical courses to be completed concurrently.

Policy:

If completion of a concurrent theory and clinical course results in a failure of one of the courses, the student must repeat the failed course and the concurrent course.

Procedure:

- I. The student must repeat the failed course and be enrolled, for a grade, in the concurrent course*
- II. All grades will be submitted and noted on the University transcript. All grades will be calculated into the overall University GPA.
- III. Only the first passing grade will be counted towards the Nursing major GPA and in fulfillment of any other Nursing program policies or requirements.
- IV. Students will enroll, space available, in the repeated courses per nursing program policy

V. The student will be responsible for any fees associated with the repeated courses
 *Please note that in Semester 2, there are two theory courses, NURS 320 and NURS 322, which are linked with the clinical course, NURS 323. Failure in NURS 323 requires concurrent enrollment in both NURS 320 and NURS 322. Failure in NURS 320 or NURS 322 requires concurrent enrollment in NURS 323 and the failed theory course only.

(May 2019)

Credit for Previous Learning and/or Experiences

Policy:

The Nursing Department adheres to the CSU Chancellor's Executive Order 1036, which outlines the policy for awarding baccalaureate credit for a) demonstrated learning, knowledge, or skills acquired through experience, and b) formal instruction in non-collegiate settings.

Students with special studies or experiences, such as working as a LVN (LVN to BSN Pathway) or applicable military service, may have already achieved the learning objectives of certain courses and may request to receive credit by examination, also referred to as a "challenge exam". If the exam is passed, the student will have met the course requirement. They will receive units recorded as "credit by examination" that will count as units toward graduation, but not be included in GPA calculations. No credit earned by examination may be used to satisfy the requirement of 30 semester units in-residence at Cal State East Bay. Students may not petition for credit by examination for NURS-prefix clinical courses or their concurrent theory courses.

Procedure:

- I. Students who request to receive credit for a nursing-prefix course by examination must present documentation of their experience to the Assistant Director (AD; if in the pre-licensure BSN program) or the Post-Licensure Coordinator (PLC; if in the post-licensure BSN program) or their designee, at least six weeks before the start of the course. Communication well in advance of the start of the term is required in order to adhere to the guidelines set forth by the university.
- II. Student's documentation may include transcripts and syllabi that demonstrate prior course work, documentation of formal instruction in non-collegiate settings (either military or civilian), examples of assignments that meet course objectives, proof of work experience, and/or other materials, documents and evidence for consideration.
- III. The AD, PLC, or designee will assess the student's documentation in the context of the program's mission and degree objectives. If the AD or PLC finds that the student has sufficient experience, then they will contact the faculty of record for the course the student wishes to challenge.
- IV. The faculty of record assesses the student's documentation in the context of the course's student learning outcomes and makes the decision whether or not the student may take a challenge exam.

If the request for a challenge exam is approved:

- Students *must not* register for the course they are challenging.
- The faculty of record shall provide the student, at a minimum, a copy of the syllabus that states the student learning objectives and lists the course textbook and/or other learning materials used in the course. Faculty may provide additional study materials

at their discretion. Course items will be provided to the student no less than two weeks before the start of the semester.

- Students must complete the challenge exam before the first week of the semester and before the registrar's "Add with Instructor Permission" period ends (check the University schedule, dates may vary).
- Students have only one opportunity to pass the challenge exam.
- Students must pass the exam with a 70% or higher.
- If the student scores below 70% on the challenge exam, they must register for the course.
- Students may petition to challenge more than one course, not to exceed 24 units total toward their baccalaureate degree.
- Students who pass the challenge exam will receive "credit by examination" on their transcript.
- Department office staff will oversee the petition process that is required to earn credit by examination. The department will submit the results to the office of the registrar by the fifth week of the semester.

If the request for a challenge exam is not approved, the faculty of record will notify the student and the AD or PLC or their designee in writing at least two weeks before the start of the semester. The written notification will identify the reason the request was denied and a copy will be kept by the department for auditing and evaluation purposes.

Post Licensure Program Course Substitution or Credit by Examination:

Cal State East Bay Department of Nursing recognizes that some students entering the Post-Licensure Program may have completed similar coursework in their Associate Degree in Nursing (ADN) program. Post-licensure students who completed a stand-alone Pathophysiology course prior to beginning the nursing program and who wish to have the course approved as a substitute for NURS 316 should refer to the Nursing Course Progression Policy and Procedure.

Post-licensure students have the opportunity to receive credit by examination (challenge exam) for the following courses:

NURS 316 (3): Pathophysiology

(April 2021)

Credit For Community Service

The purpose of this policy is to outline the procedure for nursing students wishing to receive academic credit for community service outside the scope of their regular studies.

- I. Credit will be awarded on a basis consistent with the CSU standard of 1 unit of credit per 30 hours of time on task (including direct preparation time). In the case of credit for community service; preparation to contact time should not be greater than 10 hours preparation time to each 20 hours of contact time in the actual service.
- II. Credit may be accumulated over a time period greater than one term but not longer than three. In the case of long-term accumulation of hours towards Community Service credit(s) the student must arrange the scope of the service to be completed with the

- faculty of record at the beginning of the undertaking and prior to the term chosen for actual receipt of the credit(s).
- III. It is the student's responsibility to select/contact a Nursing faculty person willing to oversee their Independent Study in Community Service and set up a timeline for completion at the outset of the project. The student will submit to the faculty of record a written plan outlining the "Who, What, Where, When and How" of their Community Service Project including specific "behavioral objectives" to be completed. The plan outline will also include a schedule for student/faculty meetings as appropriate to the project, but not less than twice a term.
 - IV. Community Service credit will be considered for any structured time volunteered for the benefit of others inside or outside the school for which the student did not otherwise receive school credit or monetary compensation.
 - V. Examples of community service include (but are not limited to) clinics, hospitals, churches, health fairs, community "runs" or "bike rides" and service in organizations such as EBSNA, CSU Associated Students or Nu-Xi Chapter of Sigma Theta Tau International Nursing Society
 - VI. Any "unusual" areas of service that cannot be clearly discerned as community service in scope will be presented by the faculty of record to the Cal State East Bay Nursing Faculty for consideration.

(May 2000)

Students will reach out a faculty to oversee this, and the student will enroll in NURS 490 Independent Study.

Lines of Communication and Procedures

For Grade Disputes and Other Academic Concerns

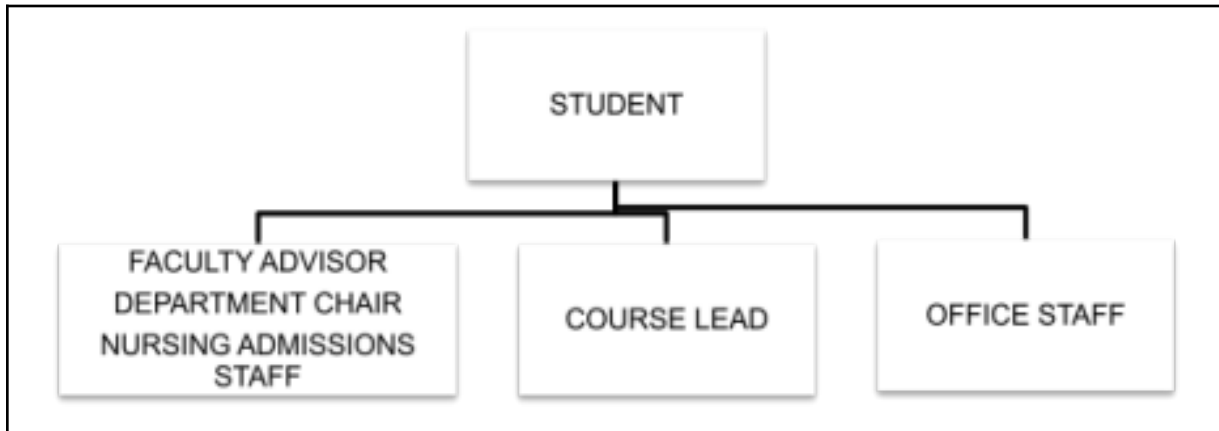
Grade disputes and other academic concerns are initially discussed between student and instructor. In addition, students may choose to consult with their Faculty Advisor who can help by clarifying the issue, and provide information on how to proceed in order to resolve concerns.

Most concerns can be resolved between the student and their instructor. If the matter is still unresolved, (and it is a clinical course), the Clinical Course Lead* should be consulted. For non-clinical courses, and any unresolved clinical matters, issues should be brought to Department of Nursing Chair. If there are still unresolved issues, the student will then be directed to the Dean of the College of Health, who may send the issue back to the department chair for reconsideration, or refer the student to the University [Grade Appeal and Academic Grievance Committee](#), where they may request a [formal review](#).

*The Clinical Course Lead is the lead faculty for clinical courses. The Student Success Committee, which is composed of the Department Chair, Assistant Director, and the Chair of the Student Affairs Committee, may be utilized as a resource to students and faculty at any time.

STUDENT SUCCESS COMMITTEE	GRADE APPEAL AND ACADEMIC GRIEVANCE COMMITTEE
	DEAN, COLLEGE OF HEALTH
	CHAIR, DEPARTMENT OF NURSING
	FACULTY ADVISOR and/or CLINICAL COURSE LEAD
	INSTRUCTOR
	STUDENT

For Routine Student Business-Contact Sources



Pre-Nursing Students:

General Advising

Nursing students:

Program Planning.

Course Equivalency

Determination

Graduation Evaluation

Planning for preceptorship

Withdrawal from course.

Request for incomplete.

Special test arrangements

Scheduling issues

Graduation procedures

RN Licensure procedures. .

Add/Drop courses

Program requirements

Advising

All registered students in the nursing major are assigned a faculty advisor. Students are responsible for obtaining advice from their assigned Faculty Advisors on a regular basis. Advising lists are posted on the Department bulletin board, Department website, and in Bay Advisor.

General advising may include: program planning, course equivalency determination, graduation evaluation, planning for preceptorship, withdrawal from course, request for incomplete, special test arrangements, scheduling issues, graduation procedures, RN licensure procedures, add/drop courses, general advising re: program requirements, or information about the university policy and procedures.

- Students should contact their advisor to schedule a meeting time during their advisor's stated office hours. If the office hours are inconvenient, usually a mutually agreed upon time can be scheduled. If such a time cannot be worked out, the Department will allow the student to select an advisor whose office hours are compatible with the student's schedule.

The faculty recommend that students also seek General Education (GE) information from department Academic Advisors. The Canvas website is another resource for updates in University requirements. In this way students will keep abreast of University requirements.

Student Retention

Description:

The faculty have developed a pathway to identify students at risk of failing nursing theory courses. The pathway provides guidance to assist students in identifying the nature of their academic concerns. The students and their advisor then develop an appropriate plan for correction of these identified problems.

STUDENTS AT RISK FOR FAILURE:

The majority of student attrition results from failure in nursing theory courses. Those students identified as being at risk of failing are as follows:

1. Students who have failed a previous nursing course.
2. Students who have received a 70% or lower on their first examination in a nursing theory course.
3. Students who fail Clinical Pathophysiology.

RETENTION ADVISING: Nursing Program Faculty provide advising for the student at risk. Faculty from each level serve as Retention Advisor for their respective courses. The purpose of retention advising is to:

1. Identify and contact students at risk of failing.
2. Help students to identify the problems hindering their success in the nursing major.
3. Encourage and develop student responsibility for problem solving.
4. Help students to develop a plan to correct the identified learning needs.
5. Provide assistance and guidance as needed to carry out the remedial plan.
6. Monitor subsequent behavior and academic success, as needed.

ADVISING ASSISTANCE: While it is the advisor who guides the analysis of the students at risk's academic problems, the student is expected to take significant responsibility for the identification of the problems and planning for their amelioration. Steps in the advising process are as follows:

- I. Problem identification begins with test analysis. During this process, students review their exams with their instructor and each incorrect item is identified by them. The student is asked to categorize in writing each incorrect item according to the cause of the error using the following categories:
 1. Insufficient knowledge due to lack of thorough preparation.
 2. Lack of understanding of the content.
 3. Inability to apply knowledge to a clinical vignette.
 4. Failed to understand the question by virtue of language problems.
 5. Misread the question.
 6. Marked unintended answer.
 7. Unknown.
 8. Other (as specified by the student).
- II. Secondary Analysis: The student then tabulates his/her errors and looks for content areas and types of questions which constitute specific or consistent problems for him/her. Possible causes for each problem must then be identified by the student. For example, if most items are missed because of insufficient study then the student, with the help of the advisor, will explore this area for the reason(s) or cause(s) for the student's insufficient study.
- III. Amelioration Plan: Each student's corrective plan will vary according to student need. Here are some common problems presented by students:

1. Some students report that they are easily distracted.
 2. Other students may seek advising because they need more time to complete an exam.
 3. The student may be studying in an inappropriate setting. For example, the student may benefit from studying on campus rather than at home.
 4. A student may be primarily an auditory learner and might benefit from taping lectures or taping readings and then re-hearing them.
 5. Some students report trouble retaining the implications of information. In some cases, recording potential examination questions while studying allows review before an upcoming exam.
- IV. Non-academic stressors often impede achievement and must also be assessed. A grade of "Incomplete" may be considered if a student needs more time to successfully complete a theory course in which successful passage has been jeopardized due to temporary, non-academic stressors.

Grading and Response to Clinical Performance: Academic Improvement Plan

Academic Improvement Plans (AIP) are useful written tools for faculty and students to complete together when there is an academic-related behavior or skill that would benefit from clear documentation of the issue, the corrective actions, and how improvement will be monitored and demonstrated. An AIP can be created at any time during the semester, but ideally early enough for the student receive supportive feedback and to have time to demonstrate improvement.

1. Concerning behaviors in the clinical setting, skills lab, and simulation: If a clinical instructor observes any behavior of concern in the clinical setting, they should first consult the student handbook for guidance on whether the behavior warrants an AIP.

The following are behaviors that shall result in an Academic Improvement Plan being given but are not limited to:

- Any situation in which the student's behavior represents a substantial performance deficiency for a student at that program level.
 - Any student behavior prompting the clinical instructor to have major concerns about the student's ability to meet the clinical objectives.
2. Consultation with the Course Lead: After identifying the issue, the clinical instructor should quickly contact the course lead and consult with them about the observed behavior. This ensures alignment on the next steps and ensures the course lead is aware of the issue early in the process. Course leads are available as a resource to students who need guidance as to the program's policies and procedures. Course leads and faculty advisors are available as a resource to students who are having academic problems in the program, including in clinical.
 3. Completion of the AIP Form: After consultation, the clinical instructor should complete the AIP form detailing the student's behavior and the agreed-upon improvement actions. The blank AIP form can be found [here](#).
 4. Review the AIP form with the student: The clinical instructor should then review the AIP form with the student, explaining the concerns and the necessary improvements. Once the AIP form is reviewed, both the clinical instructor and the student must sign it to confirm understanding and agreement to the plans
 5. Submission of the AIP Form: The signed AIP form should be converted into a PDF format.

6. The clinical instructor will then email the PDF form to the following recipients: Course Lead, Nursing Advisor, Appropriate Program Coordinator (BSN, PLP, MSN), Assistant Director
7. The Assistant Director will file the AIP form in the student's file.
8. The Steering Committee* will review individual AIP forms, and the appropriate program coordinator will follow up on this with the course lead.

The purpose of including the course lead, program coordinator, and assistant director in the communication is to streamline the reporting process, enabling a collaborative, team-based approach to addressing issues rather than a linear reporting system.

*The Steering Committee is composed of the Department Chair, Assistant Director, and the coordinators of the Pre-Licensure, Post-Licensure, and MSN Programs

(Oct 2024, Dec 2025)

University Policy on Alcohol and Other Drugs

[The California State University, East Bay Policy on Alcohol and Other Drugs](#) serves the entire University community and provides clear, consistent and constructive guidelines for the responsible use of alcohol and other drugs. These rules and regulations are consistent with the overall commitment to a comprehensive alcohol and other drugs education program by the California State University system. All individual campus organization policies shall be consistent with the University policy on alcohol and other drugs.

California State University, East Bay provides a variety of counseling, treatment, and educational programs to identify and help those who abuse alcohol and other drugs. On campus services: [Student Health & Counseling Services](#)

Instructors are responsible for, and have the authority to take immediate action with regard to an impaired student's conduct and performance in the clinical setting. All clinical site policies supersede those of California State University East Bay.

In the event of known or suspected intoxication the instructor will:

1. Remove the student from the patient care assignment.
2. Report the situation to the Unit Manager and follow the facility's immediate procedure.
3. Remain with the student until they are certain the student has safe transportation.

Professional Appearance Guidelines

The purpose of these guidelines is to establish standards for Cal State East Bay nursing students. The dress requirements are standardized to meet requirements of the institutions we use and to establish the presence of our students. Students are expected to dress in a manner that is professional in style and appropriate to the clinical setting. Additionally, any agency specific guideline may supersede the Cal State East Bay Professional Appearance Guidelines.

I. Clothing:

Standard Cal State East Bay uniform: Students will wear a white tunic and dark grey scrub pants or skirt—tailored conventional style. A long- or short-sleeved white tee-shirt may be worn under the tunic.. No brightly colored undergarments that are visible thru the white tunic are allowed.

Uniforms may be purchased at any store or site that offers the approved colors. As a guideline the most commonly purchased scrub brands and color code for the appropriate shade of grey is provided below. If students are not sure, they should check with clinical faculty before the purchase. If an incorrect shade of grey pants is purchased without prior approval, students will be asked to purchase the correct shade.

Uniform Brand	Color Code
Cherokee	PWTW, PWTB
Barco	STEEL

Clothing must be clean, pressed, mended and professionally appropriate. Students may not wear suggestive attire, jean style pants, capris, shorts, leg warmers or athletic clothing. Sweaters, jackets, vests or hooded sweatshirts are not to be worn while in contact with patients.

Footwear:

When in the Cal State East Bay Standard Uniform shoes must be white, or black, or dark grey, and be clean, and polished if appropriate. Footwear must be flat, closed-toe and closed-heel shoes. They must provide safe and secure footing, offer protection against hazards, and be quiet for the comfort of patients. Hosiery should be in accordance with agency policy. Sandals or heels are not permitted.

II. Exceptions to the standard Cal State East Bay uniform policy outlined in section I:

- Pediatric rotation: Appropriate print scrub tops may be worn.
- Psychiatric rotation: Colored scrub tops or business casual clothing may be worn.
- Community Health rotation: Business casual clothing may be worn.
 - Denim jeans, T-shirts, shorts, sporty clothes, dressy or formal attire are not permitted.
- Preceptorship rotation: Scrub attire in accordance with agency dress code guidelines may be worn.

III. Hygiene and Grooming:

Cleanliness is more than a matter of appearance; it is also a matter of health and safety.

Students must be clean and free of offensive body odor during clinical, including the odor of tobacco.

- Hands must be washed regularly.
- Nails should be well groomed and less than ¼” from the tip of the finger. Artificial nails or nail polish are not permitted.
- No strong scents may be worn (i.e., lotions, hair products, perfume, aftershave, deodorant).
- No chewing gum while at the clinical agency.

IV. Hair/Jewelry/Adornment:

Hair must be clean and neat. Bright, artificial hair color is not permitted. For safety and hygiene, hair that is shoulder length or longer must be tied back/up. Side burns, mustaches, beards and other facial hair must be neatly trimmed, shaped and clean. All jewelry worn while on duty must be safe, unobtrusive and inoffensive to patients, family, visitors, colleagues and faculty. This includes items worn in body piercings and earrings. Tattoos may need to be concealed.

V. Name Pins, IDs, and Emblem Patches:

Students are required to wear the Cal State East Bay Nursing name pins and carry their Cal State East Bay photo ID during all clinical rotations. Clinical facilities may also require a separate ID badge obtained during clinical orientation.

When a white tunic is the required top, an arm emblem patch is also required. The **emblem patch** is to be sewn on the left upper sleeve of the tunic, approximately two finger widths from the top seam. The Cal State East Bay Nursing name pins and emblem patches are available for purchase from the Pioneer Bookstore (University Bookstore).

VI. Equipment:

Students will be required to have the following equipment with them during clinical rotations:

- Wrist watch that counts seconds
- Stethoscope with a diaphragm and a bell
- Black ball point pen
- Penlight
- Small notebook that can be placed into a pocket to free hands for work.
- Recommended equipment may include: clipboard, fanny pack, bandage scissors or hemostat

(May 2014)

Social Media Policy

The Cal State East Bay Department of Nursing recognizes that communication via social media is integral to reaching audiences important to the university, including current students, prospective students, faculty, staff, alumni, local communities, and other stakeholders. Student participation on social media is guided by University policy. Many students use social media platforms that include but are not limited to Facebook, Twitter, Snapchat, blogs, podcasts, YouTube, LinkedIn, Vine, Instagram, Pinterest, Whisper, and Yik Yak. These allow for the exchange of ideas but must be utilized responsibly and must not violate patient confidentiality or professional behavior. Sharing sensitive and confidential

information is governed by the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) and professional nursing standards.

- I. Any statements and/or photos placed on a social media site should reflect positively on oneself, fellow classmates, the University and clinical sites. Prior written consent* is required before taking or posting student photographs and video, faculty photographs and video, or College events on social media sites and the Cal State East Bay Website. The Department of Nursing adheres to the American Nurses Association (ANA) Social Media Policy.
- II. The use of electronic and other devices is only appropriate if authorized by faculty. This applies to theory courses and clinical placements. Personal phone conversations, texting, or social networking are not allowed while in patient/client areas or in the classroom. If a student is responding to an emergency phone call or text, the student must leave the classroom or clinical area as deemed necessary.
- III. Use of personal cellular phones and other electronic devices may or may not be permitted by clinical agencies. Students are expected to adhere to clinical agency policies regarding the use of personal electronic devices. Clinical agencies may require students to sign an attestation form in support of their policies on use of electronic devices and/or social media.
- IV. The following example is how the Social Media Policy might be applied: During a pediatrics rotation, a nursing student treated a young boy with diabetes. As the boy was getting ready to leave the hospital, the student nurse used their cell phone to take his picture and then posted it on their Facebook page, along with comments about the bravery he displayed while receiving insulin injections. A few days later, the student nurse was expelled from her nursing program for violating federal privacy laws ([link](#)).
- V. Refer to the [NCSBN's A Nurse's Guide to the Use of Social Media, Your Rights Under HIPAA](#), the ANA's [principles for social networking](#), and the U.S. Department of Health and Human Services' [health information privacy page](#).
- VI. Cal State East Bay Photographic Release Form can be found in Appendices.

Photography and Videography Policy

Students and faculty are not permitted to use any photography inside hospitals or non-hospital clinical facilities under *any* circumstances.

The people we care for have the right to confidentiality, privacy, and a safe space to heal. We protect the rights of others by keeping cameras out of all healthcare settings.

If a student violates any nursing program or clinical site policy and a HIPAA violation has occurred, it would be grounds for dismissal from the program.

(Feb. 2024)

Communicable Disease Policy

In order to make appropriate student clinical assignments, the following are required:

- varicella titer
- rubella immunization or positive titer
- rubeola immunization or positive titer
- positive mumps titer
- Hepatitis B titer showing immunity
- PPD or chest x-ray

Student/faculty who are Hepatitis B carriers may not be restricted from clinical experiences by the University. They will be counseled by the Department Chair regarding precautions.

There is an enhanced risk of occupational acquisition or transmission of infectious diseases by students/faculty infected with HIV and/or who are otherwise immunosuppressed.

If there is a problem of a communicable disease nature in a clinical assignment, the clinical instructor, in consultation with Coordinator and the Department Chairperson will determine, on an individual basis, whether the student can adequately and safely perform patient care duties, and will suggest changes in work assignments, if and when indicated.

Standard Precautions will be used in the Nursing Skills Lab and in all clinical agencies. A more stringent policy of a clinical agency will supersede this policy.

Criminal Background Check Policy

Description:

The Joint Commission on Accreditation of Healthcare Organizations (JCAHO) Accreditation Manual for Hospitals 2004 introduced a new standard (Human Resource Standard HR 1.20) requiring employees, students, and volunteers to undergo a criminal background check before providing health care services. In addition, a search of the Department of Health & Human Services (DHHS) Office of the Inspector General exclusions database (sanction search) must be performed as part of the background check process to identify students excluded from participation in Federal Healthcare Programs. Exclusion is based on any of the following: convictions for program-related fraud, patient abuse, state licensing board actions, or default on Health Education Assistance loans.

Students applying to the Post-Licensure Program must have an unencumbered, unrestricted RN license, as determined by the Board of Registered Nursing.

All Nursing students must complete a criminal background check and drug screening as a prerequisite for enrollment in the Cal State East Bay Nursing Program. The background check includes the following categories:

1. 7-year county criminal search with maiden/alias names (unlimited counties/names)
2. Nationwide healthcare fraud and abuse scan
3. Nationwide criminal record indicator with sex offender index and alias names
4. Nationwide Patriot Act
5. Social security alert
6. Resident history trace

Students receive information about the background check process after receiving their admit letter. Background checks are performed by an agent designated by the Department of Nursing. Background checks performed by this agent ONLY will be accepted. Students must register with and pay fees to the designated background check agent.

Results of the background check and drug screening are electronically reported directly to the Department of Nursing. If a student is not “clear” and “negative,” the files are reviewed by the Nursing Admissions Coordinator and Chairperson of the Department to determine eligibility for admission and/or enrollment in the Nursing Program.

(July 2014)

Clinical Attendance During Union Strikes Policy

No Cal State East Bay student is permitted to be on site at a clinical agency during a nurse union strike. During a nurse union strike, clinical faculty will arrange alternate assignments.

During union strike activity, other than a nurse strike, students may or may not participate at clinical site(s) on a case-by-case basis after consultation with clinical placement coordinator, hospital educator, and at the discretion of the clinical instructor.

The intent of this policy is to:

1. Protect students from exposure to a physically unsafe environment associated with strike activities.
2. Protect students from a compromised learning environment in which changes in the number and type of staff may jeopardize patient safety.

(July 2015)

Reporting Emergencies and Earthquake Procedures

[Emergency Management](#)
[Earthquakes](#)

AlertMe

AlertMe, Cal State East Bay’s emergency notification system, is activated to contact you when there is an immediate threat to safety or health affecting the campus community. The system utilizes phone and email information that you provide in [MyCSUEB](#).

Keep Your Emergency Contact Information Current

It is important that your emergency contact information with Cal State East Bay is current in the event the campus needs to contact your loved ones if you have an emergency. Emergency contact information can be updated in [MyCSUEB](#).

Assembly Areas:

[Hayward Assembly Area Locations Map](#)
[Concord Assembly Area Locations Map](#)

Student E-mail Policy

- I. University use of e-mail:
E-mail is considered an official method for communication at Cal State East Bay because it delivers information in a convenient, timely, cost effective, and environmentally aware manner. Furthermore, it ensures that students can be accessed through a standardized channel by faculty and other staff of the University as needed.
- II. Redirecting e-mail:
Students may elect to redirect (auto forward) messages sent to their Horizon official student e-mail address. Students who redirect e-mail from their official address to another address (such as AOL, Yahoo, Hotmail) do so at their own risk. Having e-mail lost as a result of redirection does not absolve a student from the responsibilities associated with communication sent to his or her official e-mail address. The University is not responsible for the handling of e-mail by outside vendors or unofficial servers. Privacy of confidential information may be compromised by redirecting the Horizon account (see sections below on Authentication for confidential information and Privacy).
- III. Expectations about student use of e-mail:
The University will send communications to students via their official Horizon e-mail account. Students are responsible for the consequences of not reading in a timely fashion University-related communications sent to their official Horizon student e-mail account. Students are expected to check their e-mail on a frequent and consistent basis in order to stay current with University-related communications. Students have the responsibility to recognize that certain communications may be time-critical. "I didn't check my e-mail" or e-mail returned to the University with "Mailbox Full" or "User Unknown" are not acceptable excuses for missing official University communications delivered via e-mail. The University recommends checking Horizon e-mail daily, but at a minimum of twice per week. Note: Accessibility Services is available to provide email access accommodations on an as needed basis for students with disabilities.
- IV. Privacy:
Users should exercise extreme caution in using e-mail to communicate confidential or sensitive matters, and should not assume that e-mail is private and confidential. It is especially important that users are careful to send messages only to the intended recipient(s). Particular care should be taken when using the "reply all" command during e-mail correspondence. All use of e-mail will be consistent with other University policies, and local, state, and federal law, including the Family Educational Rights and Privacy Act of 1974 (FERPA).
- V. Educational uses of e-mail:
Faculty will determine how electronic forms of communication (e.g., e-mail) will be used in their classes, and will specify their requirements in the course syllabus. This Student E-mail Policy will ensure that all students will be able to comply with e-mail-based course requirements specified by faculty. Faculty can therefore make the assumption that students' official @horizon.csueastbay.edu accounts are being accessed, and faculty can use e-mail for their classes accordingly. This type of e-mail service allows the student to conduct collaborative work efforts and share information with students, professors, and other individuals regardless of time and/or geographic boundaries.

Because of this open freedom, and the possibility of conversing with individuals that the student may have never met, students should conduct themselves in an appropriate manner during their communications.

- VI. Students should remember that every e-mail message sent from their Horizon accounts carries Cal State East Bay's name, and all communications should reflect that.
- VII. The following Web sites contain more information about University policy:
[Non-discrimination/ Harassment Policies and Procedures](#)
[Acceptable Computer Use Policy](#)

Infection Control and Standard Precautions

The following information is from the CDC website from 2024. All data are current guidelines, regulations or policies of the CDC (www.cdc.gov).

Standard Precautions are used for all patient care, and are based on a risk assessment and make use of common sense practices and personal protective equipment use that protect healthcare providers from infection and prevent the spread of infection from patient to patient.

Standard Precautions include:

1. [hand hygiene](#)
2. [use of personal protective equipment](#)
3. [safe injection practices](#)
4. [safe handling of potentially contaminated equipment or surfaces in the patient environment](#)
5. [respiratory hygiene/cough etiquette](#)
6. ensuring appropriate patient placement

Transmission-Based Precautions

In addition to consistent use of Standard Precautions, [additional precautions](#) may be warranted:

Guideline for Isolation Precautions

Updates to Guideline

Transmission Based Precautions:

Contact Precautions
 Droplet Precautions
 Airborne Precautions

Steps to Follow After Exposure to Blood Borne Pathogens

For laceration or puncture, encourage bleeding:

- Wash the exposed area immediately
- For eyes, nose, and mouth: flush with saline for 5 – 10 minutes.
- Report the incident immediately to faculty appropriate personnel within the agency, and consult a doctor.
- Complete an injury report for agency and Cal State East Bay.
- Seek appropriate evaluation and follow-up.

This includes the following:

1. Identification and documentation of the source individual when feasible and legal
2. Testing of the source individual's blood when feasible and consent is given.
3. Making results of the test available to the person(s) health care provider.
4. 4. Collection and testing of blood of exposed health care provider (with consent).
5. Post-exposure prophylaxis, if medically indicated (e.g., hepatitis B vaccine for HBV, or zidovudine--or recommended--for HIV)
6. Medical counseling regarding personal risk of infection or risk of infecting others.

(May 2014)

Student Injury Policy

Injury Reporting

Quick Guide — What to Do If You Are Injured (Clinical, Skills Lab, Simulation)

If the situation is life-threatening, call **911** or the facility's emergency number immediately.

For Students

Follow these steps promptly:

1. Notify your instructor (or preceptor or faculty liaison) immediately.
2. Follow the instructor's directions for medical evaluation. You may be sent to the facility's Emergency Department or Occupational/Employee Health, per agency policy and current public health guidance. Students are not covered by Workers' Compensation and must use personal insurance or Student Health Services.
3. Complete the Non-Employee Accident/Injury Report Form [non-employee incident form](#) within 24 hours. Your instructor will assist you.
4. Report the injury, no matter how minor, within 24 hours to your clinical instructor, course lead, program coordinator, assistant director, or nursing office manager.
5. Submit the completed form within 24 hours to the course lead, program coordinator, assistant director, or nursing office manager.
6. Do not return to clinical/lab/simulation until cleared by a healthcare provider and your instructor.

For Faculty

When a student injury occurs:

1. Ensure safety and first aid; follow the site/agency incident policy.
2. Notify the unit/charge manager or supervisor at the clinical site (if the incident occurs in the clinical setting). Please also notify the course lead immediately.
3. Direct the student to the facility's Emergency Department or Occupational/Employee Health as required by site policy.
4. Assist the student in completing the Non-Employee Accident/Injury Report Form [non-employee incident form](#) (you may complete and submit on the student's behalf when appropriate).
5. Verify all fields are complete and submit within 24 hours to the course lead, program coordinator, assistant director, and nursing office manager.
6. Document notifications and actions taken. Participate in debrief and prevention planning as needed.

Program Follow-Up

- The Assistant Director will save the file in the departmental system, contact the student and faculty for support and follow-up, and convene a debrief with involved parties if needed. The Assistant Director will submit the report to Risk Management, nursing office manager, HUB team, and, if necessary, contact Environmental Health & Safety (EHS).

Risk Management Notification

- After the injury is reported, Risk Management will be notified by the Assistant Director/Program Coordinator for official processing and follow-up.

Resources

1. Non-Employee Accident/Injury Report (Form Fields) [non-employee incident form](#)

2. Email Templates

○ **Student → Instructor (Immediate Notice)**

Subject: URGENT: Injury during clinical/lab/simulation on [date]

Hello [Instructor Name],

I experienced an injury/exposure today at [time] in [location].

Brief details: [one-sentence description]. I am following first aid/site policy now. Please advise next steps.

Thank you. — [Name], [netID], [Course]

○ **Instructor → Program Contacts (Within 24 Hours)**

Subject: Injury Report – [Name], [Course], [Date]

Team,

An injury/exposure was reported by [Name] on [date/time] at [location].

Brief summary: [2–3 lines].

Medical evaluation: [yes/no, site].

Attached is the Non-Employee Accident/Injury Report Form. Please proceed with risk-management submission and tracking.

— [Instructor Name]

(Dec 2025)

RN Licensure Graduation Procedure

- I. Board of Registered Nursing RN Licensure packets will be distributed to Pre-Licensure students by the Department Office. A group meeting will be scheduled in Fall or Spring depending on the cohort. The purpose of the meeting will be:
 - To orient students to the licensure procedure
 - To distribute and assist students in completing the paperwork
 - Inform students of documentation which must accompany application for licensure
- II. Post-Licensure students can print out necessary paperwork related to the Public Health Nursing Certificate from the Board of Registered Nursing website and drop it off in the Department Office for processing, once BSN degree is conferred and appears on transcripts.
- III. Taking Boards As A Graduate Or Non Graduate
 1. Students may choose to take the Board exam as graduate or non-graduate
 2. In order to be eligible to take Boards as a non-graduate, students must have completed all course work required by the nursing major (all courses listed on your major check sheet) before taking the test. It is important for students to understand that taking the NCLEX after completing the LVN 30-unit option means that your license to practice nursing may not be recognized in all 50 states.
 3. Taking Boards as a graduate requires the official graduation date to occur before the Boards exam date. Therefore, it is imperative that students file for graduation by the deadline dates posted online in the schedule of classes. Also please refer to the section A Graduation Procedure, under "Student Checklist" section of the online class schedule.

*
- IV. Cost
 1. The Board of Registered Nursing charges a fee to evaluate a student's eligibility to take the exam (this fee includes the charge for the optional Interim Permit). Once the Board determines a student to be eligible to take the exam, the student will pay a registration fee to the Test Center.
 2. Students will also be reminded periodically to see Nursing Advisors about their progress through the major and degree requirements.

STUDENT RESOURCES and SERVICES

Mid-Year Check-In Survey

Description:

The purpose of this survey is to provide an opportunity for Cal State East Bay nursing students, in all programs, to anonymously share their perspectives about their learning experiences. This serves as one method for students to participate in program governance. The department's Student Affairs Committee administers the survey and summarizes and shares results with faculty, staff, and students. The general findings will inform the Student Affairs Committee, and department at large, of opportunities to support students' best learning. This survey is not meant to take the place of course evaluations, nor is it meant to address crisis situations.

Policy:

In an effort to systematically provide an opportunity for students to share facilitators and barriers to their best learning, the Student Affairs Committee will administer a mid-year survey. Findings will inform faculty, staff, and students of positive experiences, concerns, and opportunities for improvement and/or departmental support. This will also provide a way to evaluate improvements over time.

Procedure: The Student Affairs Committee will send an email to all enrolled nursing students at least once in the academic year. The survey will remain open for approximately two weeks; a reminder email will be sent before the survey closes. Members of the Student Affairs Committee will summarize the results and present them in a variety of ways. These may include a brief presentation during faculty meetings for each program, EBSNA meetings, and/or dialogue sessions with students in the various programs. The Student Affairs Committee will present a report for faculty, staff, and student discussion on previous actions taken in response to previous surveys and recommendations, along with new recommendations for next steps to address student concerns and needs.

(February 2025)

Student Affairs

- I. **The East Bay Student Nurses Association (EBSNA)** contributes to the student's professional identity and professional involvement.

Goals of the organization are to:

1. Establish a professional network among students, faculty, and alumni.
2. Reduce fragmentation and provide consistency for student concerns.
3. Integrate the theories and processes of professional nursing into extracurricular activities.

EBSNA is part of the California Nursing Students' Association (CNSA). Students will be oriented to CNSA and invited to participate during orientation to the clinical nursing program. There are two EBSNA Chapters, one active on each campus: Hayward and Concord. They each have their own set of officers and run their Recognized Student Organization.

- II. **The Department of Nursing Student Affairs Committee** consists of at least three faculty members and student representatives.

- i. The functions of the committee:

1. Serve as a liaison and support for the East Bay Student Nurses Association (EBSNA).

2. Assist department leaders with orientation sessions for prelicensure BSN, post-licensure BSN, and MSN programs.
3. Provide a forum for students to share feedback, suggestions, and concerns regarding academic programs and policies.
4. Create and bring action plans to address student concerns to the larger faculty group.
5. Work on diversity and inclusion initiatives such as outreach, mentoring, and retention.
6. Ensure the BSN and MSN Nursing Student Handbooks accurately reflect current policies and procedures.

Meetings are held monthly, as needed, and include open comment periods for student input. Meeting dates and times will be announced at the beginning of every semester.

- III. **The Student Success Committee consists of the** Department Chair, Assistant Director, and the Chair of the Student Affairs Committee. The purpose of the Student Success Committee is to create clear pathways toward success for students who are encountering academic and/or behavioral challenges affecting their progress through the nursing program. Faculty may refer any issue to the Student Success Committee. Students may self-refer.
- IV. **Career Education:** This is available through the [Career Empowerment Center](#). In addition to providing service for preparation of resumes and helping students prepare a professional file, jobs are listed for professional nursing students. Further information can be obtained at SA 2300, 510-885-2789.
- V. **Associated Students, Inc. (ASI):** [Associated Students Incorporated](#) serves the students and Cal State East Bay community through the operation and sponsorship of programs and services established to meet the needs of students, striving for student engagement, and success.
- VI. **Student Center for Academic Achievement (SCAA)**
The [Student Center for Academic Achievement](#) (SCAA) is a university-wide comprehensive learning center serving and employing students from all colleges. SCAA serves as a one-stop shop for academic support services on the 3rd floor of the CORE Building. SCAA provides academic skills coaching as well as subject tutoring and writing tutoring for courses across the curriculum.

Accessibility Services

[Accessibility Services](#) offers academic accommodations to qualified individuals with temporary or permanent disabilities. Nursing students most often consult with Accessibility Services because of a learning disability which requires academic support services and/or alternative test-taking arrangements.

Information For Students Serving as Representatives to Nursing Faculty Meetings

The Nursing Program Faculty invites student representation at regular meetings. Although you do not have voting privileges, your input can significantly affect the decision-making process.

Your role as a student representative is to contribute your unique perspective to the discussions at hand, as well as serving as a spokesperson for your peers. In order to facilitate the gathering and reporting of information from and to your peers, a limited amount of class time is available for you to present committee issues. If the gathering or reporting of information consumes more time than allotted, you will have to continue this process outside of class time.

Meetings are scheduled once a month and typically are held on the first Thursday of each month. However, the schedule for meetings is subject to change from term to term as may be required by unforeseen events.

If circumstances preclude you from attending, it would be helpful if you could arrange for an alternate student to represent you. Please feel free to request that any student item of concern be placed on the agenda with a short statement of purpose. A lead-time of three days for doing this is appreciated, but it is acceptable for items to be added to the agenda at the time of the meeting.

You will be excused from those portions of the meeting which may be confidential in nature.

Sigma Theta Tau Nu-Xi At Large Chapter

Sigma, formerly known as Sigma Theta Tau International, is an international nursing honors society founded in 1922. The society represents excellence in nursing which is reflected in the achievements of individual members and by the accomplishments of its collective chapters. Sigma's mission is to advance world health and celebrate nursing excellence in scholarship, leadership, and service. Sigma's vision is to be the global organization of choice for nursing. For decades, most full-time faculty at Cal State East Bay Nursing have been Sigma members, as have many of our students at or upon graduation.

Sigma's Nu Xi At-Large Chapter, henceforth Nu-Xi, was established in 1992. Nursing programs from Cal State East Bay, Samuel Merritt University, and Holy Names University worked collaboratively to establish an official chapter to serve the East Bay Nursing Community. Members of the Nu-Xi Chapter have various professional opportunities including: the ability to collaborate with a variety of accomplished nurse members who live and work throughout the East Bay region; potential participation in national and international conferences hosted by Sigma, and exclusive access to Sigma's job boards. The Nu-Xi Chapter has been recognized for its exemplary accomplishments by Sigma in various ways, including but not limited to being honored with Sigma's prestigious Chapter Key Award.

At Cal State East Bay, nursing faculty will determine which students have met the high standards consistent with being invited to join Sigma. If you are among those students, Cal State East Bay will forward your contact information to Sigma so that you may receive a formal induction invitation. Your address will only be shared with Sigma if you have given the nursing department permission to do so.

The criteria for induction into the Nu-Xi Chapter of Sigma changes periodically, since it is governed by Sigma's international by-laws. Historically, the requirements to be inducted have included the following:

1. For Undergraduate Nursing Students: completed at least half (>50%) of the nursing curriculum; a cumulative nursing GPA in the top 35% of the class (with at least a 3.0 GPA); and meet academic integrity standards.
2. For an MSN/Graduate Nursing Student must have: completed at least one fourth (>25%) of the nursing curriculum, have achieved academic excellence (at schools where a 4.0 grade point average system is used, this equates to at least a 3.5).

Cost And Financial Aid

Tuition and Fees

Tuition and fees are based on residency status, class level (undergraduate, graduate, doctorate or credential) and the number of enrolled units. Tuition and fees are *subject to change*.

For any updates to cost and tuition after this academic year, please see the [Cost of Attendance](#) link from the Financial Aid, Prospective Students web page.

Estimated Tuition and Fees for Full-time Students

The following table illustrates the tuition and fees for full-time students for two semesters:

Type of Student	Estimated Tuition and Fees
Undergraduate	\$ 7,993
Graduate / Second Bachelor	\$ 17, 599
Western Undergraduate Exchange (WUE)	\$ 11, 218
Non-Resident (U.S. and International)	\$ 18, 649

Additional costs may include housing, books, supplies, lab and course fees, transportation, meals, and miscellaneous personal expenses. Additional graduate professional fees may be applied to certain business degree courses. Tuition and fees are subject to change by the Trustees of the California State University without advance notice.

Western Undergraduate Exchange (WUE) is a program for students with residency in an eligible western state or commonwealth. Students in this program can enroll in classes at 150% of California resident tuition and fees. A WUE Participation Agreement Form is required.

Financial Aid

Cal State East Bay offers students grants, loans, scholarships and other financial aid each year. Check the [Pioneer Scholarships](#) page as a first step.

To apply for other forms of aid, visit Financial Aid, Prospective Students, [Apply for Aid](#) and submit a Free Application for Federal Student Aid (FAFSA) or Dream Application.

Malpractice Insurance

- I. A In California, no student nurse is “under” his or her nursing instructor’s license. Every student nurse is directly liable for his or her acts or omissions that cause harm or injury. This means that a patient or the patient’s legal representative can file a Civil Medical Malpractice lawsuit against CSU and student nurses who were in the vicinity of the incident or at the time of the incident. Even if you don’t have patient care responsibility, you could be included as a party in a lawsuit as a result of your role on the health care team. The court will decide who is liable.
- II. B Students enrolled in Nursing, Allied Health, Social Work, or Education credentialing programs of the CSU who also perform community service or volunteer work for academic credit are covered by the Student Professional Liability Insurance Program (SPLIP). This is a “claims-made” policy. Coverage is only provided for claims arising from Professional Services which are rendered or Incidents which occurred during the Policy Period. The National Student Nurses Association (NSNA) recommends that students obtain an occurrence liability policy for incidents that occurred during the policy period, but the claim may be filed after the student nurse has graduated. For further information, go to [Nurses Service Organization](#).

APPENDIX

Sample Physician's Statement Form

The following statement can be printed for use by your physician to document your ability to return to clinical:

Dear Physician:

There are minimum entry level qualifications required for professional nursing practice for students in the nursing program at California State University, East Bay (CSUEB).

_____ is a student in the Cal State East Bay Undergraduate Nursing program and should provide you with a copy of the **Essential Functions for Nursing Practice**. Please complete the following:

To the Chair of the Nursing Department:

_____ (Student name) has been under my care for a Medical Condition on _____ (date/s). I have reviewed the Essential Functions for Nursing Practice and certify that:

1. The student is capable of performing Cardiopulmonary Resuscitation without limitations.

Yes/No (circle one)

Comments:

2. The student may return to clinical practice with no limitations.

Yes/No (circle one)

Comments:

Physician's Name

Physician's Signature

Date

Cal State East Bay**Photographic Release Form**

Please initial in the spaces below what uses of photographs of you, you are consenting to, and sign at the end of the release form. Photos will only be used in the ways you consent to. Your name will not be identified in these photos

1. ___Photographs can be reviewed by the designated individual or individuals.
2. ___Photographs can be used for project illustration (i.e., yearbook).
3. ___Photographs can be used for promotional materials, such as brochures or fliers.
4. ___Photographs can be used for classroom presentations.
5. ___Photographs can be used for academic conference presentations.
6. ___Photographs can be used for fundraising presentations/proposals.
7. ___Photographs can be used for newspaper or magazine publication.
8. ___Photographs can be posted on a web site for promotional purpose

NAME_____

SIGNATURE_____

DATE _____

(*This form can be individualized to the occurrence.)

Student/Non-Employee Injury Report Form

For student injuries, read procedure, download, and [fill out this form](#). This is an example of the form.



Risk Management & Internal Control
25800 Carlos Bee Blvd., SA 1600
Hayward, California 94542
(510) 885-2250

Student / Non-Employee Injury Report

Instructions: Please complete, sign and forward to Risk Management & Internal Control.

PERSONAL INFORMATION		
Full Name and Net ID of Injured Party Name: _____ NetID: _____	Phone Number: () () ()	
Address of Involved Party Address: _____	City & State: _____	Zip Code: _____
DETAILS OF ACCIDENT/INCIDENT		
Date and Time of Accident/Incident Date: _____ Time: _____		
Reported Incidence To (instructor or staff name) Name: _____ Dept: _____ Ph#: _____		
Location where accident/incident occurred: _____		
If occurred during a class, give Class Identification and Name of Instructor: _____		
Please describe accident/incident: _____ _____ _____		
Were there injuries? If so, describe the nature and extent of Injuries: _____ _____ _____		
Did injuries require medical care? If yes, give location, name of treating physician and medical finding Name: _____ Facility & Location: _____ Medical Finding: _____		
Were there witnesses? If yes, provide names, addresses, and phone numbers. _____ _____ _____		
Was personal property damaged? If yes, attach a description and value of the property. _____ _____ _____		
Signature of Injured Party or Reporting Party: _____		Date: _____
Case # (if UPD investigated): _____		

Cal State East Bay Pre-Licensure Nursing Program (BSN)

Academic Improvement Plan (AIP)

Student _____ Course _____ Date _____

Faculty _____

General Area(s) of Concern:	Specific Event/Behavior Description of Event (include dates)	Action Plan
<p>[Note: stated <i>general</i> areas of concern may include but not be limited to problems with: specific student competencies/objectives listed in the clinical syllabus, nursing ANA ethics guidelines, QSEN competencies (Safety, EBP, teamwork & collaboration, patient centered care, QI, informatics), or professionalism.]</p>		
		<p>Follow Up Details (especially if other than during routine evaluation)</p>
<p>Student Comments:</p>		

Attach additional documents/summaries if necessary.

Student Signature _____ Date _____

Note: The student's signing the form indicates having received the information. See student handbook for more details.

Instructor Signature _____ Date _____

CC: Course Lead, Program Coordinator (Pre-licensure BSN, PLP, or MSN)

CC: Student File