# Table of Contents

Policy Changes .......................................................................................................................... 3  
  Library Hours  
  Transcript Fees  
  Financial Aid – Refunds and Repayment  
  Requirements for Admission  
Omissions .................................................................................................................................... 4  
  University Learning Outcomes  
Corrections .................................................................................................................................... 5  
  Academic Calendar  
  University Research  
  College of Science and Health  
    Administration  
    Faculty by Program  
    Academic Unit Leadership  
Curriculum Changes .................................................................................................................. 12  
  College of Science and Health – General Education  
Mervyn M. Dymally School of Nursing ....................................................................................... 13  
  Requirements for Admission .................................................................................................. 19  
    Entry Level Master of Science in Nursing  
    Associate Degree in Nursing (AD N) to MSN  
    MSN Specialties  
    Post-Master Certificate (PMC)  
    International Applicants and Applicants with a Foreign Degree  
Curriculum of Study .................................................................................................................. 26  
    Entry Level Master of Science in Nursing (ELM)  
    Clinical Nurse Leader (CNL)  
    Family Nurse Practitioner (FNP)  
    Advance Nurse Education (ANE)  
    PMC-ANE  
    PMC-FNP  
    AD N to MSN-FNP  
Course Descriptions .................................................................................................................. 40  
  Faculty ...................................................................................................................................... 45
Policy Changes

Library Hours – Updated

Hours*
Monday- Thursday ............... 8:00 a.m. – 9:00 p.m.
Friday ................................ 8:00 a.m. – 6:00 p.m.
Saturday ................................ 9:00 a.m. – 4:45 p.m.
Sunday ................................ 10:00 a.m. – 3:00 p.m.
*Extended hours during Final Exam weeks will be posted.

Transcript Fees – Updated

Transcript Fees*
Online Fee for each request ............ $ 2.25
Each Transcript ................................ $ 2.00
Rush Processing ................................ $ 9.00
FedEx Overnight Shipping ............... $30.00
*Fees subject to change.

Financial Aid – Refunds & Repayment

Students who withdraw from the University, or drop courses after the Add/Drop period, may be expected to repay a portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources. Students also may be required to pay the unjustified portion of assistance that was directly disbursed to them.

Requirements for Admission

All applicants to Charles R. Drew University must submit the following documents to satisfy minimum admission requirements:

1. A University admissions application, which can be downloaded from http://www.cdrewu.edu/admissions/apply-now.

2. A non-refundable application fee.
   a. $35 for Associate and Bachelor Degree Programs
   b. $75 for Master of Public Health (MPH)
   c. $100 for Master of Science in Nursing (MSN)

3. Official high school transcripts as evidence of high school graduation, or official GED high school equivalency certificate (for undergraduate programs).

4. Official college transcripts as evidence of a Bachelor degree (for graduate and post-baccalaureate programs)

5. Official academic transcripts from all colleges or universities attended (This requirement applies to transfer students and applicants to graduate programs).

6. Personal Goal Statement (Not required for applicants to the Life Sciences Bachelor program)

7. Three (3) Completed Recommendation Forms (Not required for applicants to the Life Sciences bachelor program)

8. Official SAT/ACT test scores (for undergraduate programs, if Associate Degree has not been earned).

9. Official GRE test scores (for graduate programs).

Note: Transcripts are considered official if forwarded directly to the University by the institutions attended. Official transcripts can also be delivered in person in an unopened envelope marked official across the seal of the envelope by the previous institution’s Registrar’s Office. All official documents become the property of Charles R. Drew University and cannot be re-issued to applicants. Incomplete applications and supporting documents are retained for only one year from the date of submission.
Omissions

University Student Learning Outcomes
What Students Can Demonstrate Upon Graduation
Charles R. Drew University of Medicine and Science

O1: Demonstrate excellence in their chosen field of study.
O2: Evaluate, use and/or conduct research.
O3: Demonstrate compassion and cultural sensitivity, with a special commitment to serving diverse and underserved populations.
O4: Demonstrate responsible, empathetic, and ethical professional behavior.
### Corrections

#### 2014-2015 Academic Calendar

<table>
<thead>
<tr>
<th></th>
<th><strong>FALL</strong></th>
<th><strong>SPRING</strong></th>
<th><strong>SUMMER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>July 21 – Aug. 1</td>
<td>Nov. 10 – 26</td>
<td>Apr. 13 – 24</td>
</tr>
<tr>
<td>Registration: Continuing Students</td>
<td>Aug. 4 – 22</td>
<td>Dec. 1 – Jan. 9</td>
<td>Apr. 27 – May 8</td>
</tr>
<tr>
<td>Registration: New Students</td>
<td>Aug. 15</td>
<td>Jan. 5 – 9</td>
<td>TBD</td>
</tr>
<tr>
<td>Discover CDU</td>
<td>Aug. 11 – 12</td>
<td>Dec. 15 – 16</td>
<td>TBD</td>
</tr>
<tr>
<td>Semester Classes Begin</td>
<td>Aug. 25</td>
<td>Jan. 12</td>
<td>May 18</td>
</tr>
<tr>
<td>Late Registration ($50 Late Fee) and Add/Drop Period</td>
<td>Aug. 25 – Sept. 5</td>
<td>Jan. 12 – 23</td>
<td>May 18 – 29</td>
</tr>
<tr>
<td>Student Census</td>
<td>Sept. 12</td>
<td>Jan. 30</td>
<td>June 6</td>
</tr>
<tr>
<td>Withdrawal Deadline</td>
<td>Oct. 10</td>
<td>March 9</td>
<td>July 10</td>
</tr>
<tr>
<td>Spring Break (campus open, no classes)</td>
<td>—</td>
<td>March 23 – 27</td>
<td>—</td>
</tr>
<tr>
<td>Final Exams (COSH)</td>
<td>Dec. 8 – 12</td>
<td>May 3 – 8</td>
<td>Aug. 10 – 14</td>
</tr>
<tr>
<td><em>School of Nursing</em></td>
<td>Dec. 5 – 10</td>
<td>May 3 – 8</td>
<td>Aug. 10 – 14</td>
</tr>
<tr>
<td>Final Grades Due</td>
<td>Dec. 19</td>
<td>May 15</td>
<td>Aug. 21</td>
</tr>
<tr>
<td>Degree Conferral Date</td>
<td>Dec. 31</td>
<td>May 22</td>
<td>Aug. 31</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>—</td>
<td>June 2</td>
<td>—</td>
</tr>
</tbody>
</table>
A Message from the Interim Executive Vice President for Research and Health Affairs

Dear CDU Faculty, Staff, Students and Community,

As the Interim EVP for Research and Health Affairs, I warmly welcome you all. Over many years of significant effort from talented faculty, dedicated staff, aspiring students and incredible community champions, CDU’s research enterprise has grown to address several areas of health disparities through a multi-pronged translational research approach.

In our short history, our research teams have made a difference in our community in areas ranging from Cancer Health Disparities research, HIV/AIDS research, and Cardiometabolic research to name a few. In addition, CDU has trained and will continue to train highly competitive and award winning students and trainees; including undergraduate, graduate, medical students, as well as fellows and junior faculty in performing multi-faceted translational research on health disparities. The efforts of our research have garnered numerous national and international recognition, awards and competitive grant funding from National Institutes of Health (NIH), the Department of Defense (DOD) and other national sources. CDU continues to be one of the highest funded private non-profit academic institutions.

I invite you to spend some time learning about our research accomplishments, training and research opportunities, and ongoing research activities. Our overarching goal is to create programs aimed at understanding behavioral, ethnic, cultural and scientific reasons that contribute to health disparities and how it impacts our underrepresented and underprivileged populations. I am very proud of our numerous accomplishments and look forward to future success in addressing the needs of our community. I strongly encourage you to become engaged in one of our research centers, and join the CDU team in our mission to eliminate health disparities.

Sincerely,

Jay Vadgama, PhD
Interim Executive Vice President for Research and Health Affairs
Professor of Medicine
Charles R. Drew University of Medicine and Science
Unversity Research

Charles R. Drew University of Medicine and Science performs high quality research that focuses on key health disparities issues. The University has had tremendous growth in research with an increase in its annual research funding. Charles R. Drew University now ranks in the top 50 Private Research Universities as rated by the Center for Measuring University Performance. NSF analysis reported US scientific publishing was flat from 1992-2001 despite increased research funding. The #1 institution in the country in publication growth over this period among the top 200 institutions by level of NIH funding was Charles R. Drew University with a 127% increase (the U.S. average is <1%). Since 2011, the top American research universities, are defined as those with at least $40 million in annual federal research expenditures, and these tend to sustain high levels of performance and maintain their relative position within the marketplace over time (The Top American Research Universities, 2011). CDU has earned the honor of being in this group. Furthermore, among the the group of HBCU’s and minority institutions across the US, CDU is the leading minority serving institution with the most federal funding. CDU is the only HBCU/Minority serving institution listed under top universities with over $40M in federal funding. In 2009, CDU ranked 146 among all universities with federal funds over $40 million per year. The current endowment assets from research is over $70M.

Among all institutions with over $40M in Federal Research, CDU showed a 30.8% increase in constant dollars from 2000 to 2009. In this regard, CDU has performed better than many larger institutions including several top rated private and public institutions.

The Charles R. Drew University Research Enterprise is dedicated to closing the gap on health care disparities among underserved and ethnic minority populations and so much more. The important work done by our researchers brings attention to health issues and diseases that disproportionately affect minorities and the poor. Diabetes, hypertension, cancer, reproductive health, chronic kidney disease, neuropsychiatric disorders and HIV/AIDS are just a few of the areas where Charles R. Drew University researchers, faculty and staff members make a difference. Our nationally and internationally renowned researchers are breaking new ground, integrating research advances into the basic sciences and setting new standards in healthcare disparities research for underserved communities.

Research Centers and the Life Sciences Institute

The various research centers play an important role in the growth and development of medical research with a focus on health disparities at Charles R. Drew University. These center grants funded for research, education and training, treatment, and community partnerships in Cancer, Cardio-Metabolic, HIV/AIDS provide excellent opportunities for all of our students to engage in state-of-the art research studies and thereby enrich their career growth while at CDU. The Life Sciences Institute (LSI) formally known as MSI (Medical Sciences Institute) was established in 2005, it now boasts an endowment of over $70 million and continues to serve as a major resource for recruitment and retention of outstanding research faculty while sustaining research infrastructure. In partnerships with research centers, the LSI provides new pathways to research discoveries at Charles R. Drew University through creating innovative research teams and re-engineering the clinical research enterprise in a highly structured system. Doing so improves opportunities for the recruitment and retention of junior and senior researchers who pursue NIH funding for desperately needed research that has the greatest potential for reducing health disparities throughout the world.

Research Centers and Contact Links

- **RCMI Infrastructure for Clinical & Translational Research (RCTR)/Accelerating eXcellence In Science (AXIS)**
  - [http://axis.cdrewu.edu/](http://axis.cdrewu.edu/)
- Charles R. Drew University/UCLA Comprehensive Cancer Center
- The Clinical and Translational Sciences Institute in partnership with UCLA
  - [http://www.cisi.ucla.edu/](http://www.cisi.ucla.edu/)
- RCMI Translational Research Network (RTRN)
  - [http://rtrn.net/](http://rtrn.net/)
- The Charles R. Drew University/UCLA Excellence in Partnerships for Community Outreach, Research on Health Disparities and Training (EXPORT) Center
  - [http://www.cdrewu.edu/page/1116](http://www.cdrewu.edu/page/1116)
- Charles R. Drew University Center for AIDS Research, Educational Services, HIV Identification, Prevention and Treatment Services
  - [http://chips.ucla.edu/](http://chips.ucla.edu/)
- The Center for Health Improvement of Minority Elderly in partnership with UCLA
  - [http://www.chime.ucla.edu/](http://www.chime.ucla.edu/)
Minority Biomedical Research Support for Continuous Research Excellence (MBRS-Score) [http://www.cdrew.edu/page/1075]

Biomedical Informatics [http://www.cdrew.edu/page/1402]

Research Partnerships

- University of California, Los Angeles (UCLA) – Since its inception, the University has conducted numerous collaborative research projects with UCLA.
- NCI – funded CDU-UCLA Cancer Center Partnership to Eliminate Cancer Health Disparities in Minority and Underserved Populations. Our mission is to design and conduct basic, clinical, applied, translational and prevention research programs directed toward reducing cancer incidence, morbidity and mortality in the underserved communities, which face cancer health disparities in Service Planning Area (SPA) 6 region of Los Angeles.
- The Center to Eliminate Cancer Health Disparities was established through the Division of Cancer Research and Training in 2009 through a grant from the National Institute of Health. Numerous research projects are currently being conducted by the Center’s faculty and staff, including basic laboratory research, community outreach and engagement and clinical trials activities.
- RAND – Both RAND and UCLA are strong research partners with the University. The depth and breadth of these collaborations have accelerated during the last 10 years, with most activities focused on health disparities work. Additionally, these collaborations have created an environment where senior scientists have committed to supporting the development of junior faculty at Charles R. Drew University.
- Community Ties and Partnerships – The University has a number of strong partnerships and collaborations with community organizations and successfully engages surrounding communities in participatory-driven research. This work includes over 100 ongoing partnerships including programs to communicate research-based information to increase public awareness of health issues; efforts to improve the transfer of evidence-based knowledge to community-based healthcare providers; supporting, enhancing and actively engaging in ongoing and new community-based participatory research efforts, with a range of partners, including the South Central Family Health Center, the Nickerson Gardens Housing Project and the Oasis HIV Clinic, among others. Several of the Research Centers, including the CDU/UCLA Cancer Center Partnership, AXIS and CTSI have dedicated Cores/Units for Community Partnered Research and activities.

Contact Info
Interim Executive Vice President for Research and Health Affairs
Charles R. Drew University of Medicine and Science
1731 East 120th Street, Los Angeles, CA 90059
Phone: 323-563-4853; Email: jayvadgama@cdrewu.edu

CDU Faculty and Research Profiles:
[https://profiles.cdrew.edu/Profiles/Search.aspx]
College of Science and Health

Administration

Ronald Edelstein, EdD
INTERIM DEAN

DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

Monica Ferrini, PhD
ACTING CHAIR, HEALTH AND LIFE SCIENCES

Candice Goldstein, PhD, CADC-II
CHAIR, GENERAL STUDIES

Eugene Hasson, MS, RT (R)
DIRECTOR, RADILOGIC TECHNOLOGY PROGRAM

Sondos Islam, PhD, MPH, MS
INTERIM DIRECTOR, URBAN PUBLIC HEALTH PROGRAM
COLLEGE OF SCIENCE AND HEALTH

Faculty by Program

Dean’s Office
Ronald Edelstein, EdD, Interim Dean

Department of Health & Life Sciences
Monica Ferrini, PhD, Associate Professor, Acting Chair
Jorge N. Artaza, PhD, MS, Associate Professor
Victor Chaban, PhD, MSCR, Associate Professor
Thomas R. Magee, PhD, Assistant Professor
Franklin Ow, PhD, Adjunct Assistant Professor
Suzanne Porszasz-Reisz, PhD, MSCR, Associate Professor
Enrico Rodrigo, PhD, Assistant Professor
Wayne Taylor, PhD, Associate Professor
Alan Khuu, Adjunct Assistant Professor

Department of General Studies
Candice Goldstein, PhD, CADC-II, Chair
Harold Abramowitz, MFA, Assistant Professor
Thomas R. Magee, PhD, Assistant Professor
Enrico Rodrigo, PhD, Assistant Professor
Wayne Taylor, PhD, Associate Professor
Linda Towles, MA, Adjunct Instructor

Radiologic Technology Program
Eugene Hasson, MS, RT,(R), Program Director
Louis Armstead, BS, RT,(R), Adjunct Instructor

Urban Public Health Program
Sondos Islam, PhD, MPH, MS, Associate Professor, and Interim MPH Director
Bita Amani, PhD, MHS., Assistant Professor
Cynthia Davis, MPH, Assistant Professor
Mohsen Bazargan, PhD, Professor
Nina Harawa, PhD, MPH, Associate Professor
Fred Dominguez, MD, MPH, Assistant Professor
Yasser Aman, Dr.PH, Adjunct Assistant Professor
Cynthia Gonzalez, MPH, PhD, Assistant Professor
Bachelor of Science, Life Sciences

Acting Department Chair: Monica Ferrini, PhD
Location: W.M. Keck Building
Telephone: 323-563-5962
Website: http://www.cdrewu.edu/cosh/prog/LS

Post-Baccalaureate Certificate in Pre-Medicine

Acting Chair: Monica Ferrini, PhD
Location: W.M. Keck Building
Telephone: 323-563-5962
Website: http://www.cdrewu.edu/cosh/programs/graduate

Urban Public Health, MPH

Interim MPH Director: Sondos Islam, PhD, MPH, MS
Location: W.M. Keck Building, Room 225
Telephone: (323) 563-5890
Website: http://www.cdrewu.edu/cosh/programs/graduate/urban-public-health
Curriculum Changes

College of Science and Health
General Education
Course Discontinued

PHILOSOPHY

**PHL 112 - Logic and Critical Reasoning**
Introductory course in logic and critical reasoning. Examines basic logical concepts, including formal and informal logic—reasoning, deduction, argument, proposition, induction, truth, and fallacy. Satisfies Division of General Studies critical thinking requirement.

Units: 3

College of Science and Health
Radiologic Technology

<table>
<thead>
<tr>
<th>Professional Course Curriculum (50 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAD 102 Introduction to Radiologic Technology**</td>
</tr>
<tr>
<td>RAD 103 Radiographic Positioning I w/Lab</td>
</tr>
<tr>
<td>RAD 104 Radiographic Positioning II w/Lab</td>
</tr>
<tr>
<td>RAD 105 Methods of Patient Care</td>
</tr>
<tr>
<td>RAD 106 Radiographic Positioning III w/Lab*</td>
</tr>
<tr>
<td>RAD 107 Introduction to Radiography Physics</td>
</tr>
<tr>
<td>RAD 112 Principles of Radiation Exposure I*</td>
</tr>
<tr>
<td>RAD 113 Principles of Radiation Exposure II*</td>
</tr>
<tr>
<td>RAD 120 Clinical Practicum I</td>
</tr>
<tr>
<td>RAD 130 Clinical Practicum II*</td>
</tr>
<tr>
<td>RAD 140 Clinical Practicum III*</td>
</tr>
<tr>
<td>RAD 209 Radiographic Positioning IV w/Lab*</td>
</tr>
<tr>
<td>RAD 215 Advanced Radiographic Procedures*</td>
</tr>
<tr>
<td>RAD 216 Principles of Radiation Exposure III*</td>
</tr>
<tr>
<td>RAD 217 Sophomore Seminar II &amp; Certification Preparation</td>
</tr>
<tr>
<td>RAD 220 Clinical Practicum IV*</td>
</tr>
<tr>
<td>RAD 230 Clinical Practicum V*</td>
</tr>
<tr>
<td>RAD 240 Clinical Practicum VI*</td>
</tr>
</tbody>
</table>

** Program requirement must be completed in residency.
* Transfer of this professional course is not accepted
* Required for program completion

<table>
<thead>
<tr>
<th>General Education Courses (36 Units)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 English Composition* (**A)</td>
</tr>
<tr>
<td>COM 111 Public Speaking (**A)</td>
</tr>
<tr>
<td>BIO 120 Introduction to Anatomy &amp; Physiology* (**B)</td>
</tr>
<tr>
<td>MTH 121 Elementary Algebra or higher* (**B)</td>
</tr>
<tr>
<td>CPU 125 Information Literacy and Computer Applications* (**B)</td>
</tr>
<tr>
<td>ART/HUM ART or Humanities* (**C)</td>
</tr>
<tr>
<td>HIS 141 U.S. History* (**D)</td>
</tr>
<tr>
<td>POL 141 United States Government* (**D)</td>
</tr>
<tr>
<td>COM 231 Spanish for Healthcare Professionals* (**E)</td>
</tr>
<tr>
<td>PHE 250 Community Health Issues* (**E)</td>
</tr>
<tr>
<td>PHE 255 Sophomore Health Seminar &amp; Capstone* (**E)</td>
</tr>
<tr>
<td>COM 113 Medical Terminology*</td>
</tr>
</tbody>
</table>

* Program Prerequisite required

(*A) Fulfills University GE requirements in Category A
(*B) Fulfills University GE requirements in Category B
(*C) Fulfills University GE requirements in Category C
(*D) Fulfills University GE requirements in Category D
(*E) Fulfills University GE requirements in Category E

For a complete listing of general education requirements, see “General Education” in the Catalog.
Mervyn M. Dymally School of Nursing

History

At a time when millions of inner-city citizens are suffering from vast health inequities and few clinical care options, the need for innovative, comprehensive medical education and clinical care has never been greater. California consistently ranks 49th or 50th nationwide in the number of registered nurses per capita, with 30% fewer nurses than the national average. The federal Health Resources and Services Agency (HRSA) estimates that by the beginning of the second decade of the 21st century, California will need more than 42,000 additional nurses to meet demand, which it describes as “a target that more than likely will not be met because of the inability of the current nursing education program to prepare sufficient numbers of professionals.” In particular demand are health-care providers with expertise working with a highly diverse, low-income communities. California is one of the most racially, ethnically, and culturally diverse states in the U.S., with a significant number of residents living without health insurance (6.3 million in California compared to 45 million for the rest of the U.S.). At the same time, California’s nurse workforce is not culturally diverse; the majority of registered nurses in California are Caucasian women.\(^1\)

The South Los Angeles area surrounding CDU has the highest concentration of racial/ethnic minorities and is the most socioeconomically disadvantaged community in Los Angeles County. The university’s service area is 60 percent Hispanic/Latino, 25 percent African American, 12 percent non-Hispanic/Latino White, and 5 percent Asian American. Nearly 32 percent of the population in South Los Angeles lives below the federal poverty level and nearly 46 percent have less than a high school education. The median age is 25.6 years, with a median family income of $17,597. Compared with Los Angeles County overall, this area has significantly fewer physicians and hospital beds per capita and a significantly greater overall age-adjusted mortality rate, with high rates of serious chronic and acute health problems recognized by the National Institutes of Health (NIH) as national priorities. In South Los Angeles, diabetes rates are 44 percent higher than elsewhere in the county, hypertension rates are 24 percent higher, HIV/AIDS rates are 38 percent higher and asthma rates are 11 percent higher.

To tackle the growing demand for nurses who can provide health care in South Los Angeles and similar communities across the nation and throughout the world, Charles R. Drew University opened the Mervyn M. Dymally School of Nursing\(^3\). This new

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\(^1\) The percentage of Hispanics/Latinos residing in California is more than double that of those residing in the rest of the United States (35.2 percent versus 14.4 percent). Of the uninsured individuals residing in California, 54 percent are Hispanic/Latino (Hispanic/Latino Coalition for a Healthy California, 2007).

\(^2\) Based on 2000 data, following Caucasians, Asian Americans constitute the second largest ethnic group of RNs working in California, at 11 percent of the workforce, followed by 4 percent African American and 3.6 percent Hispanic.

\(^3\) The CDU School of Nursing was named after Mervyn Malcolm Dymally, a California Democratic politician of mixed Indo- and Afro-Trinidadian heritage who has served in the California State Assembly, the California State Senate, as Lieutenant Governor of California, and in the U.S. House of Representatives. He has been a recognized supporter of Charles R. Drew University and of the community for many years.
institution aims to improve the diversity and cultural sensitivity in the nursing workforce and develop nurses leaders and educators who will achieve excellence in patient care in the often-challenging urban health care settings.

Following the initial approval for the Master of Science in Nursing (MSN) program granted in June 2009 by the California Board of Registered Nursing (BRN), a nationwide search for the founding dean of the School of Nursing was conducted. In January 2010, Dr. Gloria J. McNeal, PhD, MSN, ACNS-BC, FAAN was appointed Founding Dean. The state-of-the-art, $43 million Life Sciences Research and Nursing Education (LSRNE) Building was officially opened August 2010, and houses the Mervyn M. Dymally School of Nursing (MMDSON), which is located on the north side of the first floor of the building. The first cohort of entry level master’s students was enrolled in the Fall 2010 semester. Five full-time and one part-time faculty members were hired to begin the curriculum of instruction. To enhance course offerings, the faculty agreed to develop content for the family nurse practitioner (FNP) curriculum of study. Approval for the new course offerings was obtained by the CDU Academic Senate. Six additional faculty holding advanced practice nursing credentials were hired and the first cohort of FNP students was admitted in January 2011. Students enrolled in the first cohort of the entry level master’s program graduated in June 2012, and the first cohort of FNP students graduated December 2011.

The Mervyn M. Dymally School of Nursing (MMDSON) designed and implemented a highly successful recruitment plan. From a beginning cohort of 18 entry level master’s students in Fall 2010, the program has grown exponentially. With the support of the California Endowment a recruitment video has been widely disseminated, and Time Warner Cable was commissioned to produce several commercials that were aired over local cable networks. Enrollment currently stands at more than 300 students. To be eligible for enrollment into the nursing programs, students must hold a baccalaureate degree to meet minimum requirements; however, the majority of enrollees have exceeded that requirement having earned master or doctoral degrees in a variety of fields.

With the growth in the student body, there has also been a similar rate of growth in the MMDSON faculty. From a small beginning group of six dedicated faculty, MMDSON now has 17 full-time faculty and 22 part-time faculty, of which many either have a doctoral degree or are enrolled in a doctoral program. MMDSON has been awarded over $2.2 million in extramural funding for its Song Brown, Robert Wood Johnson Foundation (RWJF), Department of Labor, and National Institute of Health (R25) grant submissions. Following the initial approval granted by the California Board of Registered Nursing, MMDSON then applied for national certification with both the Accreditation Commission for Education in Nursing (ACEN) and the Commission on Collegiate Nursing Education (CCNE).

A partnership has been established with the UCLA School of Nursing, whose faculty and students utilize the simulation lab for student learning experiences. In addition, the UCLA School of Nursing Center for Population Studies is housed on the second floor of Life Sciences Research and Nursing Education Building. Future expansion of the partnership will include joint course offerings and faculty and student exchanges.

An additional partnership has been established with the Los Angeles County Department of Health Services, in collaboration with Worker Education & Resource Center, to provide an educational opportunity for County nurses to earn the family nurse practitioner credential. The first cohort of County nurses enrolled in the Fall 2012 semester.
Mervyn M. Dymally School of Nursing

Administration

Shirley Evers-Manly, PhD, M.S.N., R.N.
INTERIM DEAN, MERVYN M. DYMALLY SCHOOL OF NURSING

Irene Benliro M.S.N., A.P.N., FNP-C
DIRECTOR, FAMILY NURSE PRACTITIONER TRACK
ASSISTANT PROFESSOR

Ebere Ume, PhD, R.N.
DIRECTOR ENTRY LEVEL MASTERS TRACK
ASSISTANT PROFESSOR

Cheryl Kemp, M.S.
DIRECTOR, STUDENT AFFAIRS
SCHOOL OF NURSING

Sylvia Jones M.S.N., R.N, PHN
CLINICAL COORDINATOR
INSTRUCTOR

Maria Jhocson M.S.N., R.N.
CLINICAL COORDINATOR
FAMILY NURSE PRACTITIONER TRACK
ASSISTANT PROFESSOR
A Message from the Interim Dean

Welcome to the Mervyn M. Dymally School of Nursing (MMDSON).

The faculty and staff at MMDSON are pleased to invite you to enroll in our Master of Science in Nursing (MSN) Program. As you embark upon your new career in nursing, you will find that being a student in the MSN program is both challenging and stimulating.

The School of Nursing is an integral part of Charles R. Drew University of Medicine and Science, a major research institution dedicated to teaching, scientific discovery and community enrichment in South Los Angeles and abroad.

Our intensive program is designed to prepare graduates to provide excellent care with compassion to the underserved and to be leaders in their respective professions. Currently, we offer three specialties to the completion of the MSN degree: the Clinical Nurse Leader (CNL), Family Nurse Practitioner (FNP) and the Advanced Nurse Educator. Our Entry Level Master of Science Program (ELM) is a pre-licensure program designed for individuals without a nursing background to study in preparation for obtaining a RN license.

We strongly believe in the ability of informed, well-managed and broadly supported scientific inquiry to complement academic scholarship while producing new knowledge that advances the profession of nursing. Our location in Los Angeles, California’s thriving Movie, Information Technology and Aerospace Space Industries as well as culturally diverse neighborhoods, places the School of Nursing within walking distances of several celebrated international institutions. At the same time, we are surrounded by many communities that are disproportionately plagued by preventable disease such as Cancer, Hepatitis C, Diabetes and Childhood Obesity.

Our faculty is changing the face of the nursing workforce, mentoring tomorrow’s nurse clinicians, educators and scientists. Our future goal is to conduct pioneering and transformational research on the health and psychosocial issues faced by our patients. Working together with CDU President Dr. David Carlisle and the Board of Trustees, we are committed to meeting our nation’s growing need for a highly skilled and compassionate nursing workforce that mirrors the population that we serve. Whatever your specialty, we are confident that we will prepare the best nurses anywhere.

To that end, Charles R. Drew University MSN graduates will be prepared to improve health and quality of life for individuals through excellent healthcare, transforming the health of underserved communities.

In closing, we welcome you to join our passion and move your career with purpose.

Shirley Evers-Manly, PhD, MSN, RN
Interim Dean
Mervyn M. Dymally School of Nursing
Mervyn M. Dymally School of Nursing

Mission Statement
To advance the science and art of nursing by conducting nursing research and providing nursing students with education that emphasizes the health status of underserved communities, for the purpose of enabling graduates to provide evidence-based nursing care with dignity, respect and compassion to all nursing clients.

The first dimension of the mission is to provide graduate level nursing education to individuals who are entering practice at the master’s degree level. Graduate level student nurses will build on their previous undergraduate education to develop professional accountability and critical thinking. Students will learn and understand nursing theories, principles, concepts and research. Ultimately, they will acquire the ability to select and apply nursing theories, principles, concepts and research to the delivery of quality nursing care.

The second dimension of the mission focuses on contributing to nursing science through research. Research promotes excellence in nursing science. The nursing faculty at Charles R. Drew University actively engages in conducting research on nursing-related phenomena and disseminating the findings in forums including scientific meetings and publications that embody the emphasis on evidence-based practice and contribution to nursing science. Collaborative research with scientists and clinicians at Charles R. Drew University and other scientific communities, locally, regionally, and internationally are encouraged. Although not conducting research as part of the curriculum, nursing students will be exposed to research concepts and studies that advance public health. Upon completion of the program, students will have the ability to improve health outcomes through applied research in various health settings.

The third dimension of the mission is to expand in the program offerings to include doctoral level curricula of study, joining faculty and students in the development of research questions and interventional solutions in meeting the healthcare needs of underserved communities.

The fourth dimension of the mission is to address healthcare disparities worldwide. Faculty and students will participate in faculty-student exchange programs in partnerships with schools of nursing throughout the nation and the world, to develop global immersion experiences designed to address healthcare disparities around the globe.

The nursing program is committed to preparing highly qualified nurses to provide quality nursing care to clients from diverse backgrounds in a multi-cultural society, paying attention to the underserved who present with special needs. The emphasis on evidence-based practice underscores the Program’s focus on education, research and practice.

The MMDSON currently offers one degree program leading to the Master of Science in Nursing, (MSN) and three specialty options, Clinical Nurse Leader (CNL), Family Nurse Practitioner (FNP), and Advanced Nurse Educator (ANE); and a Post MSN Certificate Program. The School also offers the Entry Level Master’s (ELM) Program.

Accreditation
The Master of Science in Nursing Program at Charles R. Drew Mervyn M. Dyamally School of Nursing is accredited by the Commission on Collegiate Nursing Education.

One Dupont Circle, NW, Suite 530
Washington, DC 20036, (202) 887-6791
www.aacn.nche.edu/ccne-accreditation

The Nursing Entry Level Master’s (ELM) Program is approved by the Board of Registered Nursing (BRN).

The California Board of Registered Nursing
1747 North Market Boulevard, Suite 150
Sacramento, CA 95834
www.rn.ca.gov

The Senior Commission of the Western Association of Schools and Colleges (WASC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
www.wascweb.org

Graduates of the MSN Program with the FNP specialty are eligible to take a certification exam from either the American Nurses Credentialing Center (ANCC) to earn the FNP-BC credential; or take a certification exam through the American Academy of Nurse Practitioners (AANP) to earn the NP-C credential.

Graduates who complete the pre-licensure segment of the ELM program are eligible to sit for the NCLEX-RN exam and apply for the Public Health Certificate issued by the California Board of Registered Nursing.
Graduates who complete the CNL specialty are eligible to sit for the CNL certification examination with the American Association of Colleges of Nursing (AACN).

Graduates of the Advanced Nursing Education program are eligible to sit for the Certified Nurse Educator (CNE) examination with the National League for Nursing.

**Terminal Objectives**

The MSN Program and terminal objectives are leveled to the expected competencies of a master’s level nurse clinician.

The ELM program is for individuals with a bachelor degree in another field, who want to pursue nursing. This program provides nursing students an opportunity to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for licensure as a registered nurse. Students graduating from the ELM program will be able to assume the role of a direct provider of care, nursing administrator or nursing faculty member.

The (CNL) is a generalist nursing role developed by the American Association of Colleges of Nursing. The CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. The FNP curriculum prepares the registered nurse to provide primary care services in a variety of clinic and community-based settings. The ANE will prepare students to teach a new generation of nurses. Competencies for this specialty were derived from the NLN Nurse Educator standards and the Masters Essentials for Professional Nursing Practice. The coursework will prepare students to become knowledgeable nurse educators ready to teach in diverse settings.

These programs are designed for Registered Nurses (RNs) who possess a bachelor or Master of Science in Nursing, have a current RN license and wish to move into nursing education. Students will learn all the essential skills and knowledge needed. This program includes a practicum requirement in nursing education.

The MSN Program of study contains a strong foundation in the physical and social sciences and builds upon previous learning experiences in philosophy, arts and humanities. The curriculum also integrates recent and evolving trends in health care with a particular emphasis on learning related to: economics, environmental science, epidemiology, genetics, gerontology, global perspectives, informatics, organizations and systems, and communication. Graduates will be eligible to apply for post-master’s study and to pursue educational preparation at the doctoral level.

Upon the completion of the MSN Program, the student will be able to:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
2. Apply the nursing process to all levels of practice using the steps of assessment, diagnosis, outcomes identification, planning, interventions and evaluation.
3. Demonstrate competent practice as a master’s prepared registered nurse in a variety of settings.
4. Implement health promotion and disease prevention strategies for population-based practice that incorporates systems, the community, individuals and families.
5. Communicate effectively using oral, written, and technological skills in clinical, educational and professional settings.
6. Demonstrate ethical nursing practice to improve professional nursing practice, the work environment and influence improvement in healthcare.
7. Advocate for the patient’s rights, healthcare policies and finance systems that promote, preserve and restore individual and public health.
8. Provide leadership in collaborative efforts with interdisciplinary and intradisciplinary teams, thus providing a broad approach to complex patient care and community problems.
9. Demonstrate a spirit of inquiry and critically analyzes data, research findings, and other evidence to advance nursing practice, initiate change, and promote quality health care.
10. Formulate a professional philosophy that incorporates a commitment to human values and lifelong learning.
11. Provide leadership in collaborative efforts with other disciplines to improve professional nursing practice, the work environment and influence improvement in healthcare.
Curriculum
The MMDSON curriculum is based on the philosophy and conceptual framework for the University and the School of Nursing MSN Program. The Smith and Bazini-Barakat (2003) public health nursing practice model provides the theoretical framework for the curriculum. The model captures three phases of health and illness in which nurses are involved, including: 1) primary, 2) secondary and 3) tertiary prevention.

The programs consider the recommendations presented by the following:
- American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice, and Essentials of Master’s Education for Advanced Practice Nursing (2011);
- The Quality and Safety Education for Nursing (QSEN) Competencies;
- The National Organization of Nurse Practitioner Faculties (2012);
- The National League of Nursing Education Competencies Model (2010); and
- The California Board of Registered Nursing.

Theory and clinical practice are concurrent in the following nursing areas: medical-surgical and geriatric, maternal/child, and psychiatric/mental health nursing. Integrated curriculum content also includes the following topic areas: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition, pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

Independent/Directed Study
Independent/directed study allows individualized coursework to be designed and tailored to meet a student’s particular needs. Enrollment in independent/directed study courses requires prior program approval. The student may not be required to be on campus while completing the work. Independent/directed study courses involve supervised independent study and/or research in a subject area proposed for in-depth study. Courses may comprise special study, directed readings and/or directed research structure as determined by the instructor and student at the time of the initial proposal.

Independent study courses are open to eligible students. A maximum of eight units are permitted, unless individual program guidelines specify otherwise. Permission of the instructor is always required.

The Academic Community

Community Service and Service Learning
The intent of the MMDSON’s community service and service learning requirement of 60 hours is to fulfill the mission of the University. The community service learning will also provide students with an opportunity to apply the theories and competencies learned in their core and program courses to the real needs of the community.

To facilitate achievement of these community service learning goals, volunteer experiences must be conducted in a setting or with a population that meets at least one of the following criteria: 1) low income; 2) medically disadvantaged, underserved or under-represented; or 3) other special populations or communities as defined by course requirements (e.g., hospice patients, victims of domestic violence, students with special learning needs, etc.).

Requirements for Admission
Admission is a competitive process in which each student’s entire application is individually reviewed. The applicant’s previous academic record, i.e., Grade Point Average (GPA) and performance on the Graduate Record Exam (GRE) are used to identify the student’s potential in fulfilling the CDU mission, and the ability to succeed in this fast-paced rigorous program.

Entry Level Master of Science in Nursing (ELM)
All applicants to the ELM program must satisfy the following minimum application requirements.

1. Submission of the online University Application and a non-refundable $100 application fee.
2. An earned baccalaureate (or higher) degree from a regionally accredited college/university or the equivalent of a U.S. bachelor degree from a regionally accredited college/university based on a University approved foreign credential evaluation.
3. Official academic transcripts from all previous colleges and/or universities attended. Transcripts will be considered
official if forwarded directly to the University Admissions Office (do not send to the Department Chair) by the institutions attended, or if hand-delivered, with official seal intact. All official documents become the University’s property. Failure to complete the application or to provide accurate and authentic documents may result in the denial of admission.

4. Completion of 9 pre-requisite courses; English, Sociology, Psychology, Nutrition, Human Anatomy with a lab, Human Physiology with a lab, Microbiology with a lab, Statistics and Speech/Communication (see specific qualifiers below).

5. An absolute cumulative GPA of 3.0 is required;

6. Graduate Record Exam (GRE) taken within last five years of application date.

7. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, http://www.toefl.org). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.

8. The applicant’s goals must be congruent to those of the MMDSON, the University and the applicant’s chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU’s website so that they can clearly indicate to the admissions committee that they are a good fit with the program.

9. Three (3) recommendations using the recommendation forms found on the CDU Application website, http://www.cdrewu.edu/Admin/ApplyNow. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: a. relationships with work (paid or voluntary) associates, b. work competence, c. communication and interpersonal skills with persons of diverse backgrounds, d. leadership skills or potential, and e. values, ethical standards, responsibility and initiative.

10. Computer proficiency is required (especially word processing and internet/web skills).

**ELM Required Pre-requisites and Qualifiers**

All science prerequisites must be completed within 7 years of initial application submission.

- English Composition (3 units)
- Sociology (3 units)
- Psychology (3 units) Qualifier – Introductory psychology, general psychology and developmental psychology are acceptable
- Nutrition (3 units) Qualifier – Eligible courses must include the life-span of the human
- Human Anatomy w/ lab (4 units)* Qualifier – If anatomy and physiology are combined, a minimum of 8 semester units will be acceptable
- Human Physiology w/ lab (4 units)* Qualifier – If anatomy and physiology are combined, a minimum of 8 semester units will be acceptable
- Microbiology w/ lab (4 units)*
- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, statistics, patients and populations, etc. are acceptable
- Speech/Communication (3 units)** Qualifier – Group communication, storytelling, debate, interviewing, etc. are acceptable

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case basis).

All science prerequisites must be completed with a grade of “B” or better (a grade of “B-” or lower is not acceptable).*

All coursework from non-US institutions must be evaluated for U.S. equivalency by an approved
foreign credential evaluation service. University approved evaluation services are listed under International Students section of this Catalog.

English Composition may be taken outside the U.S. in countries whose native language is English.

Will accept Spanish for Speech/Communication**.

**ASSESSMENTS AND EXAMINATIONS**

Upon acceptance, ELM students will be required to take the HESI entrance exam prior to the first day of class.

**Associate Degree in Nursing (ADN) to MSN**

All applicants to the ADN to MSN program must satisfy the following minimum application requirements.

1. Submission of the online University Application and a non-refundable $100 application fee.
2. An earned associate degree in nursing and a baccalaureate or master’s degree in a general discipline other than nursing.
3. Official academic transcripts from all previous colleges and/or universities attended. Transcripts will be considered official if forwarded directly to the University Admissions Office (do not send to the Department Chair) by the institutions attended, or if hand-delivered, with official seal intact. All official documents become the University’s property. Failure to complete the application or to provide accurate and authentic documents may result in the denial of admission.
4. Completion of both Nutrition and Statistics classes prior to entering the program (see specific qualifiers below).
5. An absolute cumulative GPA of 3.0 is required; however, the minimum GPA requirement may be waived on a case by case basis.
6. Graduate Record Exam (GRE) taken within last five years of application date.
7. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, http://www.toefl.org). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
8. The applicant’s goals must be congruent to those of the MMDSON, the University, and the applicant’s chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU’s website so that they can clearly indicate to the admissions committee that they are a good fit with the program.
9. Three (3) recommendations using the recommendation forms found on the CDU Application website, http://www.cdrewu.edu/Admin/ApplyNow. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: a. relationships with work (paid or voluntary) associates, b. work competence, c. communication and interpersonal skills with persons of diverse backgrounds, d. leadership skills or potential, and e. values, ethical standards, responsibility and initiative.
10. Computer proficiency is required (especially word processing and internet/web skills).
11. Licensure as a registered nurse in California (and home state of residence). Out-of-state students will not be permitted to start clinical rotations without a CA RN license.

**ADN to MSN Required Pre-requisites and Qualifiers**

- Nutrition (3 units) Qualifier – Eligible courses must include the life-span of the human.
- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, statistics, patients and populations, etc.

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case
All coursework from non-US institutions must be evaluated for U.S. equivalency by an approved foreign credential evaluation service. University approved evaluation services are listed under International Students section of this Catalog.

Master of Science in Nursing (MSN) Specialties (ANE, CNL and FNP)

All applicants to the ANE, CNL and FNP Specialties must satisfy the following minimum application requirements.

1. Submission of the online University Application and a non-refundable $100 application fee.
2. An earned baccalaureate (or higher) degree from a regionally accredited college/university or the equivalent of a U.S. bachelor degree from a regionally accredited college/university based on a University approved foreign credential evaluation.
3. Official academic transcripts from all previous colleges and/or universities attended. Transcripts will be considered official if forwarded directly to the University Admissions Office (do not send to the Department Chair) by the institutions attended, or if hand-delivered, with official seal intact. All official documents become the University’s property. Failure to complete the application or to provide accurate and authentic documents may result in the denial of admission.
4. Completion of one prerequisite course: Statistics.
5. An absolute cumulative GPA of 3.0 is required; however, the minimum GPA may be waived on a case by case basis.
6. Graduate Record Exam (GRE) taken within last five years of application date.
7. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, http://www.toefl.org). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
8. The applicant’s goals must be congruent to those of the MMDSN, the University, and the applicant’s chosen specialty. The applicant’s goals must be congruent to those of the MMDSN, the University, and the applicant’s chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU’s website so that they can clearly indicate to the admissions committee that they are a good fit with the program.
9. Three (3) recommendations using the recommendation forms found on the CDU Application website, http://www.cdrewu.edu/Admin/ApplyNow. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: a. relationships with work (paid or voluntary) associates, b. work competence, c. communication and interpersonal skills with persons of diverse backgrounds, d. leadership skills or potential, and e. values, ethical standards, responsibility and initiative.
10. Computer proficiency is required (especially word processing and internet/web skills).
11. Licensure as a registered nurse in California (and home state of residence). Out-of-state students will not be permitted to start clinical rotations without a CA RN license.
12. A minimum of one year of work experience as a registered nurse is desired.

Master of Science Specialties Required Prerequisites and Qualifiers

- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, Statistics, patients and populations, etc. are acceptable.

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case basis).

All coursework from Non-US institutions must be evaluated for U.S. equivalency by an approved foreign credential evaluation service.
University approved evaluation services are listed under International Students section of this Catalog.

**Post Master Certificate (PMC) Program**

All applicants to the PMC program must satisfy the following requirements.

1. Submission of the online University Application and a non-refundable $100 application fee.
2. An earned Master of Science in Nursing (MSN) degree from a regionally accredited college/university or the equivalent of a U.S. master degree in nursing from a regionally accredited college/university based on a University approved foreign credential evaluation.
3. An absolute cumulative GPA of 3.0 is required; however, the minimum GPA may be waived on a case by case basis.
4. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, http://www.toefl.org). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
5. The applicant’s goals must be congruent to those of the MMDSN and the University. The applicant’s goals must be congruent to those of the MMDSON, the University, and the applicant’s chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU’s website so that they can clearly indicate to the admissions committee that they are a good fit with the program.
6. Three (3) recommendations using the recommendation forms found on the CDU Application website, http://www.cdrewu.edu/Admin/ApplyNow. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: a. relationships with work (paid or voluntary) associates, b. work competence, c. communication and interpersonal skills with persons of diverse backgrounds, d. leadership skills or potential, and e. values, ethical standards, responsibility and initiative.
7. Computer proficiency is required (especially word processing and internet/web skills).
8. Licensure as a registered nurse in California (and home state of residence). Out-of-state students will not be permitted to start clinical rotations without a CA RN license.
9. A minimum of one year of work experience as a registered nurse is desired. The 3.0 GPA requirement may be waived on a case-by-case basis.

**Admission Requirements for International Applicants & Applicants with a Foreign Degree**

1. Completion of a nursing bachelor degree, if available in the country of origin, or the equivalent of a U.S. bachelor degree in nursing from a regionally accredited college/university based on a University approved foreign credential evaluation.
2. Note: non-U.S. (and/or non-English) transcripts must be submitted for evaluation; please refer to the International Students Policy of this Catalog for more information regarding University approved foreign credential evaluation agencies.
3. Scholastic record comparable to that reflected by a 3.0 Grade Point Average.
4. Completion of one prerequisite course: Statistics
5. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, http://www.toefl.org). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score. Consult with Nursing Student Affairs for any questions on TOEFL examinations and scoring.
6. International students need to be licensed in their country of origin. If they are going to perform direct patient care activities locally, they will need to obtain California registered nurse licensure before the start of a clinical rotation.
7. One year of recent work experience as a registered nurse is desired, related to the prospective field of study.
8. Computer proficiency is required, (especially word processing and internet/web skills).

**PLEASE NOTE:** Admission requirements are only for California State Board of Registered Nursing. Other State Boards of Registered Nursing FNP certification requirements may be different.

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**International and Foreign Applicants Required Pre-requisites and Qualifiers**

- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, Statistics, patients and populations, etc. are acceptable.

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case basis).

All coursework from Non-US institutions must be evaluated for U.S. equivalency by an approved foreign credential evaluation service. University approved evaluation services are listed under International Students section of this Catalog. (exceptions may be made on a case-by-case basis).

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**Entry Level Master of Science in Nursing (ELM)**

**Program Description**

This is a three-year program leading to a Master’s of Science in Nursing degree. The first year of the CDU ELM program consists of courses that provide the foundation for safe nursing practice while immersing students in a variety of classroom, hospital and community based experiences.

Courses are sequenced from simple to complex so that students are able to build upon prior learning as they progress through the program.

Through a series of designed learning activities, students are able to learn how to care for patients and their families within a supportive environment that promotes the spirit of inquiry and application of research to nursing practice. The second year of the program provides coursework in nursing research, issues/theory, community health and a final clinical immersion experience in a preceptored course where students can further develop the professional RN role through patient care experiences at the point of care, delegation, prioritization of care, interdisciplinary communication, and team management. Students are eligible to sit for the NCLEX-RN licensing exam after year 2, semester 1. After passing the NCLEX-RN students may continue into specialty of their choice.

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**Clinical and Program Requirements**

The pre-licensure curriculum requires students to complete 945 hours of clinical practice. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

Prior to taking clinical courses, students must satisfy all prerequisites and submit important documents for instructor verification. Students must provide documentation of all the requirements listed on the
ELM Clinical Requirements form located in the MMDSON Student Handbook.

These requirements include uploading into the Certified Background portal the following information:

- Complete physical examination
- Drug screening
- Health insurance, private or through the University
- Annual CPR certification
- Training in universal precautions and blood borne pathogens
- Training in HIPAA requirements
- Annual PPD/2 step process or chest x-ray if positive
- Immunity status: Hepatitis B titer series, Rubeola, Rubella & Varicella
- Annual Flu vaccine, if required by clinical site

All students will be required to complete a criminal background check before starting their first clinical lab/practicum. Some agencies also require live scan fingerprinting in addition to background checks. A positive criminal record shall not automatically disqualify a student from continuing in the program. If a record of criminal activity is revealed through the background check, the student shall be counseled by the Program Director regarding their continuation in the program and implications for licensure.

In addition to the above, students may be required to provide additional documentation as required by specific agencies. Students must complete the clinical agency orientation before starting a clinical rotation. Students must complete all required clinical documentation in a timely manner or they will not be allowed to progress in the cohort.
# Entry Level Nurse Program

## Curriculum of Study

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
<th>Clinical Hours</th>
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<tbody>
<tr>
<td><strong>Year 1 Semester 1</strong></td>
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<tr>
<td>NUR 516</td>
<td>Pathophysiology</td>
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<td>NUR 511</td>
<td>Fundamentals of Nursing and Care of Older Adults</td>
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<td>NUR 520</td>
<td>Physical Assessment</td>
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<td>Concepts of Professional Nursing</td>
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<td><strong>Year 1 Semester 2</strong></td>
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<td>NUR 512</td>
<td>Medical Surgical Nursing</td>
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<td>NUR 621</td>
<td>Advanced Nursing Theory</td>
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<td>NUR 510</td>
<td>Pharmacology</td>
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<td><strong>Year 1 Semester 3</strong></td>
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<td>NUR 513</td>
<td>Maternal Child/Pediatrics Nursing</td>
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<td>NUR 642</td>
<td>Cultural Diversity</td>
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<td>NUR 515</td>
<td>Community Health Nursing</td>
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<td>NUR 618</td>
<td>Adv. Medical/Surgical</td>
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<td>Perspectives in Nursing Issues</td>
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<tr>
<td>NUR 517</td>
<td>Psychiatric Mental Health</td>
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<tr>
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</table>

After passing the NCLEX-RN, students identify a specialty area for completing the MSN degree.

## Post-Licensure

See Specialty Curriculum of Study pages for Advanced Nurse Education (ANE), Clinical Nurse Leader (CNL) and Family Nurse Practitioner (FNP) for required course and clinical units.
Clinical Nurse Leader (CNL) Specialty

Overview
This master’s degree-prepared clinician puts evidence-based practice into action to ensure that patients benefit from the latest innovations in care delivery. The CNL evaluates patient outcomes, assesses cohort risk and has the decision-making authority to change care plans when necessary. The CNL is a leader in the health care delivery system, and the implementation of this role will vary across settings (American Association of College of Nursing [AACN], 2005). The MMDSON courses will prepare students to design, implement and evaluate client care by coordinating, delegating and supervising the care provided by the interdisciplinary health care team. The CNL role is not one of administration but rather a provider and manager of care for individuals and groups. The graduates, in the role of clinical nurse leader, will provide comprehensive care for patients in the hospital and the community, manage the work environment, engage in case management and other graduate-level nursing functions, as well as teach and precept nursing students. Success is achieved when students meet or exceed the program outcomes and fulfill their personal and professional goals for their career and stage of life.

Role and Qualifications
Graduates of this specialty are prepared at the generalist level to assume the CNL role at the point of care. The CNL is responsible for the comprehensive clinical management of individuals, families and communities across the continuum of care in a variety of clinical settings, including virtual environments. The CNL designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner, as a key member of an interdisciplinary team of healthcare professionals.

Clinical and Program Requirements
The MSN program requires that students complete 630 hours of leadership practice in the CNL specialty. In addition to actual clinical hours, students will spend studying, preparing and completing assignments, usually triple the amount of time devoted in class or role activities, depending on the time necessary to complete assignments and meet individual objectives.
## Specialty: Clinical Nurse Leader
### Curriculum of Study

<table>
<thead>
<tr>
<th>Course No.</th>
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<th>Clinical Hours</th>
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Family Nurse Practitioner Specialty (BSN to MSN)

Overview
The Family Nurse Practitioner (FNP) Master of Science in Nursing Specialty prepares advanced practice nurses to manage the care of individuals and families across the lifespan. The specialty is designed for nurses holding baccalaureate degrees, who are interested in completing course requirements leading to a graduate degree in nursing. Graduates of this program are eligible to sit for the FNP national certification examinations through the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP).

Clinical and Program Requirements
The MSN program requires that students complete 645 hours of clinical practice in the FNP specialty. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

Role and Qualifications
Graduates of this specialty assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner. The emphasis of this specialty is on meeting the healthcare needs of underserved populations.

Curriculum
The 51-credit FNP Master of Science in Nursing Specialty, which is completed through full-time or part-time study in preceptored clinical settings provides a flexible, executive-education format. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

The FNP specialty is a 4 semester full-time program with opportunity for part-time enrollment. The program begins each semester in the Fall, Spring and Summer. Students may transfer a maximum of 12 units for courses completed at an accredited four year academic institution. Clinical experiences are offered in a variety of clinical settings, where students work in preceptored settings to acquire clinical skills in structured environments designed to ensure that all students will satisfy the 645 clinical hours required to complete the program.

The FNP graduate is prepared to deliver care as a member of a healthcare team and to improve the availability of culturally relevant primary healthcare in underserved populations. Graduates possess the ability to evaluate the health status of an individual, diagnose and treat acute illness, manage chronic diseases, deliver preventive care and counsel individuals on psychosocial problems in collaboration with a supervising physician.
## Specialty: Family Nurse Practitioner
### Curriculum of Study

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<th>Clinical Hours</th>
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<td>Primary Care of Adults &amp; Aged</td>
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<td></td>
<td>NUR 628</td>
<td>Health Management &amp; Systems</td>
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<td></td>
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<td><strong>12</strong></td>
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<td>Semester 4</td>
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<td>Perspectives in Nursing Issues</td>
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<td></td>
<td>NUR 633</td>
<td>FNP Practicum</td>
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<td>Advanced Epidemiology and Biostatistics for Nursing</td>
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</tbody>
</table>

*NUR 610, 616 and 620 may be transferred from an accredited four-year university.*
**Advanced Nurse Education (ANE) Specialty**

**Overview**
Charles R. Drew University of Medicine & Science, Mervyn M. Dymally School of Nursing (MMDSON), is committed to the responsibility of preparing a diverse cadre of future nursing faculty. Skilled nurse-educators are in demand to train not only student nurses but also practicing nurses, consumers, patients and others. When you pursue the nurse education track, you will be ready to fill this important and growing role in health care.

- Develop a sound foundation that prepares graduates to sit for the national certification exam.
- Gain a strong foundation for doctoral studies or for career advancement.

Graduates of the MMDSON MSN program in nursing education fill many positions in universities, community colleges, government agencies and clinical facilities. Graduates from this nursing specialty can be employed at these and many other institutions.

**Role and Qualification**
The MSN Nurse Education Specialty will prepare students to teach a new generation of nurses. Competencies for this specialty were derived from the NLN Nurse Educator standards and the Masters Essentials for Professional Nursing Practice. The coursework will prepare students to become knowledgeable nurse educators ready to teach in diverse settings.

**Clinical and Program Requirements**
This program requires students complete 135 clinical hours of practice in the ANE specialty. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

The **Advanced Nursing Education Specialty (ANE)** prepares advanced practice nurses to become knowledgeable nurse educator ready to teach in diverse settings. The ANE Program is designed for Registered Nurses (RNs) holding a Bachelor of Science in Nursing who wish to move into nursing education. Students will learn all the essential skills and knowledge needed. This program includes a practicum requirement in nursing education. Graduates of this program are eligible to sit for the NLN Certified Nurse Educator (CNE) examination.

**Curriculum**
The 43-credit Advanced Nurse Education Specialty which is completed through full-time or part-time study in preceptored clinical settings provides a flexible, executive-education format. All clinical courses are offered as immersion practicum experiences, conducted in faculty-approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study. The program begins each semester in the Fall, Spring and Summer. All coursework is completed over 4 semesters. Students may transfer in course credit for courses completed at an accredited academic institution in accordance with the School of Nursing’s Transfer Credit Policy.
## Specialty: Advanced Nurse Education
### Curriculum of Study

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Units</th>
<th>Clinical Hours</th>
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</thead>
<tbody>
<tr>
<td><strong>Year 1 Semester 1</strong></td>
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</tr>
<tr>
<td>NUR 516</td>
<td>Pathophysiology</td>
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<tr>
<td>NUR 511</td>
<td>Fundamentals of Nursing and Care of the Older Adult</td>
<td>6</td>
<td>135</td>
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<td>NUR 520</td>
<td>Physical Assessment</td>
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<tr>
<td>NUR 500</td>
<td>Concepts of Professional Nursing</td>
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<tr>
<td>NUR 512</td>
<td>Medical Surgical</td>
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<td>225</td>
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<td>NUR 621</td>
<td>Advanced Nursing Theory</td>
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<td>NUR 510</td>
<td>Pharmacology</td>
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<td><strong>Year 1 Semester 3</strong></td>
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<tr>
<td>NUR 513</td>
<td>Nursing of culturally diverse families Maternal Child/Pediatrics</td>
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<td>Educational Theories</td>
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<td>Evaluation Methods in Nursing Education</td>
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<td>Curriculum and Instruction</td>
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<td>NUR 635</td>
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<tr>
<td>NUR 625</td>
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<td>Advanced Epidemiology and Biostatistics for Nursing</td>
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**Total Program Credits**
- **Total Units / Clinical Hours**
  - 77
  - 945

*NUR 610, 616 and 620 may be transferred from an accredited four-year university*
Post Master Certificate - Advance Nurse Education

Post Master Certificate Overview/ Advanced Nursing Education (PMC-ANE) prepares advanced practice nurses to become knowledgeable nurse educators ready to teach in diverse settings. The ANE Specialty is designed for Registered Nurses (RNs) holding a Master of Science in Nursing who wish to move into nursing education. Graduates of this program are eligible to sit for the NLN Certified Nurse Educator (CNE) examination.

Curriculum

The 40-credit specialty, which is completed through full-time or part-time study in preceptored clinical settings provides a flexible, executive education format. The following course sequence is required for this curriculum of study. The PMC-ANE specialty is a 4 semester full-time program with opportunity for part-time enrollment. The program begins each semester in the Fall, Spring and Summer. Students may transfer in course credit for courses completed at an accredited academic institution in accordance with the School of Nursing’s Transfer Credit Policy.
# Post Master Certificate – Advanced Nurse Education

## Curriculum of Study

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<td>Evaluation Methods in Nursing Education</td>
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*NUR 610, 616 and 620 may be transferred from an accredited four year university.*
Post Master Certificate – Family Nurse Practitioner

This FNP certificate program prepares master-degreed nurses to manage the care of individuals and families across the lifespan. This specialty is designed for nurses holding master degrees in nursing who are interested in completing course requirements leading to the FNP certification. Graduates of this program are eligible to sit for the FNP national certification examinations through the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners (AANP).

Role and Qualifications
Graduates of this specialty assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner. The emphasis of this program is on meeting the healthcare needs of underserved populations. Applicants must meet with the Director of Student Affairs to discuss specific program objectives.

Curriculum
The 33-credit Post Master Certificate specialty, completed through part-time study in preceptored clinical settings, provides a flexible, executive-education format in which the theoretical content of all courses is taught one weekend session per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
## Post-Master Certificate – Family Nurse Practitioner
### Curriculum of Study

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<td>NUR 630</td>
<td>Primary Care of Adults &amp; Aged</td>
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<td>Health Promotion/Disease Prevention</td>
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*NUR 610, 616 and 620 may be transferred from an accredited four year university.*
ADN to MSN-FNP Program

Role and Qualifications
Graduates of this specialty assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner. The emphasis of this program is on meeting the healthcare needs of underserved populations.

Curriculum
The 58-unit FNP Master of Science in Nursing Specialty, which is completed through full-time or part-time study in preceptored clinical settings, provides a flexible, executive-education format in which the theoretical content of all courses is taught one-weekend sessions per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study.
## ADN to MSN (FNP Specialty) Curriculum of Study

<table>
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<tr>
<th>Course No.</th>
<th>Course Title</th>
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<td>NUR 616</td>
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<td>NUR 610</td>
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Total Semester Units 12

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Total Semester Units 11

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Total Semester Units 12

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Total Semester Units 12

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Total Semester Units 11

Total Program Units 58

Total Clinical Hours 720

*NUR 610, 616 and 620 may be transferred from an accredited four year university.*
### Mervyn M. Dymally School of Nursing
#### Course Curriculum

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<td>Fundamentals of Nursing and Care of the Older Adult</td>
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<td>NUR 512</td>
<td>Medical Surgical</td>
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<td>NUR 513</td>
<td>Nursing of Culturally Diverse Families Maternal Child/Pediatrics</td>
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<td>Evaluation Methods in Nursing Education</td>
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<td>NUR 629</td>
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<td>NUR 642</td>
<td>Understanding Race/Ethnicity and Cultural/Diversity in Health and Illness</td>
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Course Descriptions

**NUR 500 Concepts of Professional Nursing**  
*2 Units*  
This course provides an overview of the professional nursing role within the healthcare environment, including nursing theory and evidence-based nursing practice. Highlights of the influence of culture and professionalism. Pre-requisite: ELM admission; Co-requisites: NUR 511, 516, and 520

**NUR 510 Pharmacology**  
*3 Units*  
Presents core drug knowledge, pharmacotherapeutics, and pharmacodynamics. Emphasizes drug classification by categories affecting various body systems. Pre-requisite: ELM admission; Co-requisites: NUR 511, 520

**NUR 511 Fundamentals of Nursing and Care of the Older Adult**  
*6 Units*  
Concepts of physiological integrity, psychosocial integrity and effective care environments, and health promotion/maintenance are examined. This course focuses on beginning competencies required for care of adult and older adult clients with acute and chronic health problems. Pre-requisite: ELM admission; Co-requisites: NUR 500, 516, and 520.  
**135 clinical hours**

**NUR 512 Medical Surgical Nursing**  
*8 Units*  
This course provides nursing theory and care of adult and older adult clients with medical-surgical health alterations. Includes diagnostic and therapeutic nursing interventions relevant to medical surgical alterations. Emphasizes the nursing process and critical thinking to manage acute and chronic medical-surgical, remedial, supportive and rehabilitative problems. Pre-requisites: NUR 500, 511, 516, and 520 all with grade of “B” or higher; Co-requisites: NUR 510 and 521.  
**225 clinical hours**

**NUR 513 Nursing of Culturally Diverse Families Maternal Child/Pediatrics**  
*8 Units*  
Students will apply the nursing process in the care of diverse and multicultural women, newborns, children and their families. Emphasis is placed on the integration of theory from nursing and related fields including genetics/genomics, growth and development, standards of clinical practice, evidence-based care, communication, family systems, and critical thinking in planning and providing care. Pre-requisites: NUR 510, 511, and 512 all with grade of “B” or higher; Co-requisites: NUR 521.  
**225 clinical hours**

**NUR 515 Community Health Nursing**  
*5 Units*  
Theories of epidemiology, community health, and nursing are synthesized to help students facilitate the adaptation process of clients, families, and communities to attain and maintain optimal health. Emphasis is placed on family healthcare, assessment of community health needs, advocacy and collaborative role. Pre-requisites: NUR 510, 511, 512, 513, 514, 516, 520, 523, and 525 with a grade of “B” or higher; Co-requirements: NUR 526 and 527.  
**90 clinical hours**

**NUR 516 Pathophysiology**  
*3 Units*  
This course covers principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across the lifespan. Pre-requisites: None; Co-requisites: NUR 500, 511, and 520.

**NUR 517 Psychiatric Mental Health**  
*4 Units*  
This course provides psychiatric/mental health nursing including scope of practice, roles and responsibilities, and social, political, and economic issues related to mental health/illness. Relevant theories and evidenced-based research. Pre-requisites: NUR 500, 510, 511, 512, 513, 516, 520, 521, and 522; Co-requisites: NUR 525 and 528.  
**90 clinical hours**
NUR 520 Physical Assessment
4 Units
This course focuses on health assessment for professional practice. Basic knowledge and skills necessary to perform assessments including interviewing, history taking, and foundational physical assessment skills are required. Emphasizes developmental and culturally competent assessment skills and ability to recognize deviations from normal across the lifespan. Pre-requisite: ELM admission; Co-requisites: NUR 510 and 516. 45 clinical hours

NUR 610 Advance Pharmacology
3 Units
This course expands students’ knowledge of clinical pharmacology to provide a sound basis from which to engage in prescriptive drug management. Pharmacodynamics, pharmacokinetics and pharmacotherapeutics of drug classes are explored through a variety of teaching-learning methodologies, including seminar discussion, problem-based case study presentations, focused readings, and web-based exercises. Co-requisites: NUR 516 and 520.

NUR 616 Advance Pathophysiology
3 Units
This course provides the pathophysiologic principles and concepts essential for performing advanced clinical assessments, differential diagnoses, and therapeutic decision making. Describes the disordered physiology and clinical consequences resulting from common disease processes. Analyses of the biophysical rationale for selecting and interpreting data used in the management of plans of care throughout the life span will be presented. Seminar discussions focus on alterations in normal functions of major organ systems. Through problem-solving exercises and case studies, students are encouraged to recognize the pathophysiologic basis of clinical findings associated with disease processes. This course serves as an essential link between the basic sciences and clinical management.

NUR 618 Advanced Medical Surgical
5 Units
Provides nursing theory for the care of adult and older adult clients with complex health alterations; includes diagnostic and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Emphasizes the importance of collaboration, accountability, and advocacy in the leadership role. 135 clinical hours

NUR 619 Education Residency
(Clinical Internship)
6 Units
This preceptored patient care clinical course builds on the knowledge and skills obtained in the nursing curriculum. Students will synthesize clinical management, assessment, and interpretation of diagnostic data of complex health care problems seen in the tertiary care setting. Students will work closely with bedside clinical nurses as they transition to the role as a professional practicing nurse Pre-requisite: completion of all pre-RN licensure clinical courses with grades of “B” or higher. 225 Clinical hours

NUR 620 Advance Physical Assessments
4 Units
This course presents information that expands the student’s knowledge base related to current health patterns across the lifespan. In addition, faculty will facilitate the students’ acquisition of advanced skills in the collection of subjective data and the performance of an adult physical and mental status examination. Students interpret data acquired through the assessment of adults and the results of laboratory and diagnostic tests. 45 clinical hours

NUR 621 Advanced Nursing Theory
3 Units
This course provides a study and critique of the organization and development of nursing knowledge. Students will discuss and compare concepts and theories from nursing, humanities, and science with emphasis on their significance to the practice of professional nursing across the lifespan. Pre-requisites: NUR 510, 511, 516, and 520; Co-requisite: NUR 512, 521, 530, and 531.

NUR 622 Education Theories
3 Units
This course explores major research-based theories of adult learning and knowledge development in nursing. These theories will
be examined for their utility across a variety of settings and/or levels of education. Utilization of the evidenced-based teaching-learning and electronic communication will be explored. The course will analyze specific learning theories which address the needs of multicultural learners.

**NUR 623 Evaluation Methods in Nursing Education**  
3 Units  
This course focuses on testing, measurement, and evaluation methods in nursing education. It is designed to prepare nurse educators to implement student and program assessment strategies. Various modalities for assessment, testing, validating, and evaluating learning will be examined. Principles of test construction, item analysis, clinical evaluation, and program outcomes will be explored. Prerequisite: NUR 622

**NUR 624 Curriculum and Instruction**  
3 Units  
This course is designed to introduce students to the components of educational program processes. Classic and contemporary philosophies, theories, and research on the development of nursing education programs will be analyzed. Principles of program design, development of a teaching syllabus, assessment of nursing education and staff development are the key concepts of this course. Prerequisite: NUR 622 (concurrent)

**NUR 625 Practicum in Nursing Education**  
3 Units  
This is the student’s first practicum experience to analyze the role and function of nurse educator in the academic and clinical settings. This course provides the student with a guided experience in development and implementation of the syllabus, course modules, testing, and measurement. The practicum will focus on nurse educator planning, developing, implementing, and evaluating methods of instruction. Prerequisites: NUR 622, 623; Concurrent: NUR 624.

**NUR 626 Education Residency**  
3 Units  
This is a continuation of NUR 625. Under supervision of a nurse educator/administrator students design, implement and evaluate educational plans based on the chosen practicum site. The role of the nurse educator in higher education, staff development in the health care environment and community setting is analyzed. Prerequisites: NUR 622, 623, 624, and 625 with grades of “B” or higher. 90 clinical hours

**NUR 627 Advanced Epidemiology and Biostatistics for Nursing**  
3 Units  
This course presents core epidemiology and biostatistics knowledge and skills that can be used to draw practical conclusions regarding data pertaining to nursing and patient care. Students will become acquainted with the epidemiological and biostatistical concepts in theory and in practice. Students will develop the basic skills necessary to use epidemiological and biostatistical knowledge and methods as the basis for health practice. Pre-requisites: NUR 510, 520, 516, 621, 628, 631, and 632 with a grade of “B” or higher; Co-requisites: NUR 633 and 635

**NUR 628 Health Management and Systems**  
3 Units  
Healthcare delivery for populations is examined as a multidisciplinary system of dynamic interactions among human and social systems, concerned with healthcare delivery, quality and costs. The management of urban health systems addresses structure, process and outcomes of health services including costs, financing, organization, outcomes and accessibility of care. Pre-requisites; NUR 510, 511, 512, 520, 521, 530, and 531 with a grade of “B” or higher; Co-requisites: NUR 513, 522, and 532

**NUR 629 Residency/Internship II**  
8 Units  
This course builds on the concepts from Residency I. The students participate in supervised practicum experiences within a multidisciplinary setting with a focus on the application of the CNL role. Students will design a planned change project which reflects skills necessary for the application, design, implementation, and evaluation of an outcome-
based practice model. Pre-requisite: completion of all pre-RN licensure clinical courses with grades of “B” or higher.

360 clinical hours

NUR 630 Primary Care of Adults and Aged
6 Units
The focus of this course is the development of clinical decision-making skills needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis and treatment of common acute and chronic illnesses. Through assigned readings, lectures, class discussion, case studies, and supervised practicum in multicultural practice settings, the student will begin the process of developing sound clinical judgment as a primary care provider. Pre-requisites: NUR 610, 616, and 620.

180 clinical hours

NUR 631 Health Promotion Disease Prevention
3 Units
This course provides an introduction to the description and analysis of characteristics of health promotion disease prevention interventional strategies across a variety of environmental settings. The development of modern population centers will be explored with an emphasis on the interactions among population growth, disease (infectious, epidemic, etc.) and public health measures (water supply, sanitation, food purity, and handling). The significance of these characteristics to strategic health care planning, policy formation, health promotion, and disease prevention will be discussed from a public health conceptual framework.

NUR 632 Primary Care of Women and Children
6 Units
This course will prepare advanced practice nursing students to deliver primary care to women and children within the context of family. This course builds upon the knowledge of primary care obtained in the adult health core theory and practicum courses. The focus of the course will be on methods of health promotion/disease prevention, and assessment and management of common health problems in infants, toddlers, school age children, adolescents, and women from menarche through to the climacteric. Class content will include the direct care provider role in a primary care setting. Health education methodologies and counseling strategies pertinent to a pediatric primary care practice will be explored and intervention strategies developed. Supervised clinical practice with expert primary care clinicians provides the student with opportunities to practice to cognitive and psychomotor skills necessary to provide obstetric, gynecologic and pediatric primary care. Pre-requisite: NUR 630.

180 clinical hours

NUR 633 FNP Practicum
8 Units
This course prepares advanced practice nursing students to deliver primary care services within a variety of supervised clinical practice settings. Students will have the opportunity to investigate the inter-relationships among various socioeconomic, legal, and political factors which impact the structure and function of healthcare delivery systems. Students will be assisted to perform the advanced practice roles of manager, clinician, educator, researcher and consultant in the provision of primary care services across the lifespan to underserved populations. Students will participate in the development of joint protocols, scientific research and development, community service activities and professional endeavors. The purpose of this course is to enable the student to operationalize the role of the family nurse practitioner in the care of individuals, families and communities. Pre-requisites: NUR 630 and 632.

240 clinical hours

NUR 635 Nursing Research
3 Units
This course examines concepts and issues related to evidence-based practice. The course focuses on the development and refinement of the directed project/research proposal. The proposal includes problem/purpose statements, literature review, measurement tools, work plan, timeline, method and evaluation (analysis/synthesis) plan.
**NUR 639 Perspectives in Nursing Issues**  
3 Units  
This course provides an analysis on socioeconomic trends and issues affecting nursing and health care. Bioethics, healthcare legislation, public policy and roles of professional organizations are examined. Nursing leadership tasks are explored in relation to group dynamics, values clarification, and ethical decision making. Pre-requisites: NUR 513, 522, 523, and 531; Co-requisite: NUR 514.

**NUR 642 Understanding Race/Ethnicity and Cultural/Diversity in Health and Illness**  
3 Units  
This course provides culturally sensitive approaches to providing nursing care. Focuses on socio-cultural factors and health disparities that influence health and illness and explores that impact in the use of health care resources. Pre-requisites: Admission and NUR 521; Co-requisites: NUR 528 and 532.
Mervyn M. Dymally School of Nursing

Faculty

Shirley Evers-Manly, PhD, MSN, BSN, RN
Interim Dean, School of Nursing

Felino Aquino, MSN, RN
Assistant Professor, School of Nursing

Jack Azad, MD
Assistant Professor, School of Nursing

Arvella Battick, MSN, RN
Instructor, School of Nursing

Patricia Bridewell, MSN, RN
Instructor, School of Nursing

Adora Canlas, MSN, RN
Assistant Professor, School of Nursing

Rosemary Carandang, MSN
Assistant Professor, School of Nursing

Victor Chaban, PhD, MSCR
Associate Professor, School of Nursing

Nona Day, MSN, RN
Instructor, School of Nursing

Dale Ello, MSN, RN
Assistant Professor, School of Nursing

Carol DeLilly, Ph.D, RN
Instructor, School of Nursing

Tavonia Ekwegh, DNP, RN
Instructor, School of Nursing

Arlene Fabian, MSN, RN
Assistant Professor, School of Nursing

Anne Grace Guzman, MSN, NP
Assistant Professor, School of Nursing

Angela James, MSN, RN
Instructor, School of Nursing

Maria Recanita Jhocson, MSN, RN
Assistant Professor, School of Nursing

Sylvia Jones, MSN, RN, PHN
Clinical Coordinator & Instructor, School of Nursing

Emelyn Lao, MSN, RN
Assistant Professor, School of Nursing

Nanette Leonardo, MSN, RN
Assistant Professor, School of Nursing

Romar Lingad, MSN, FNP-BC
Assistant Professor, School of Nursing

Nicole Monk, PNP, CNS, RN
Instructor, School of Nursing

Rochelle Moralde, MSN, RN
Assistant Professor, School of Nursing

Irene Mosqueda-Benlirio, MSN, ANP, FNP-C
Director of FNP Track & Assistant Professor
School of Nursing

Walter Penniman, MSN, RN
Instructor, School of Nursing

Magda Shaheen, PhD, MPH, MS
Associate Professor, School of Nursing

Alna Portugal, MSN, RN
Assistant Professor, School of Nursing

Ester Quito, MSN, RN
Assistant Professor, School of Nursing

Carmela Reyes, MSN, RN
Assistant Professor, School of Nursing

Jeanette Reyes, MSN, RN
Assistant Professor, School of Nursing

Ruby Reyes, MSN, RN
Assistant Professor, School of Nursing

Mariles Rosario, MSN, RN
Assistant Professor, School of Nursing
Poy Sakjirapong, MSN, RN
Instructor, School of Nursing

Jose Santos, MSN, RN
Assistant Professor, School of Nursing

Peter Tom, PharmD
Assistant Professor, School of Nursing

Reynalda Tria, MSN, RN
Assistant Professor, School of Nursing

Ebere Ume, PhD, MSN, RN
Director of ELM Track & Assistant Professor
School of Nursing

Kena Williams, MSN, RN, FNP-C
Instructor, School of Nursing