



Charles R. Drew University of Medicine and Science



Student Handbook

2022- 2023

1748 EAST 118TH STREET, LOS ANGELES, CALIFORNIA 90059

WWW.CDREWU.EDU

A PRIVATE UNIVERSITY WITH A PUBLIC MISSION



Section I

Accreditation Statements

The Mervyn M. Dymally School of Nursing (MMDSON) is accredited by the following accreditation commissions: The **Master/Post Master of Science in Nursing, Bachelor of Science Nursing (BSN), RN-BSN** programs at Charles R. Drew University Mervyn M. Dymally School of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE).

655 K Street NW, Suite 750

Washington, DC 20001, (202) 887-6791 www.aacn.nche.edu/ccne-accreditation

The **Doctor of Nursing Practice, Master/Post Master of Science in Nursing, BSN and RN-BSN** programs at Charles R. Drew University Mervyn M. Dymally School of Nursing are accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)

985 Atlantic Avenue, Suite 100

Alameda, CA 94501 www.acwasc.org

The **Master/Post Master of Science in Nursing, Bachelor of Science Nursing and RN-BSN** Programs are also approved by California Board of Registered Nursing (BRN).

1747 North Market Boulevard, Suite 150

Sacramento, CA 95834 www.rn.ca.gov

Graduates of the **Family Nurse Practitioner Program (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 Association of Nurse Practitioners (AANP) to earn the NP-C credential.

Graduates of the **Psychiatric Mental Health Nurse Practitioner (PMHNP)** specialty are eligible to take a certification exam from the American Nurses Credentialing Center (ANCC) to earn the PMHNP-BC credential.

Persons who complete the **Prelicensure BSN and ELM** programs are eligible to sit for the NCLEX-RN exam.

Graduates of the **BSN and ELM programs** can apply for the Public Health Certificate issued by the California Board of Registered Nursing. Graduates of ELM program who complete the CNL specialty are eligible to sit for the CNL certification examination with the American Association of Colleges of Nursing (AACN).

The Board of Registered Nursing requires that any pre-licensure program offer a 30-unit Licensed Vocational Nurse option. Anyone interested in this option should contact the School of Nursing for more detail.

"An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (<http://bppe.ca.gov/>), tel. no. 916-431-6959 and fax. no. 916-263-1897."



Table of Contents	Page
Section I	2
Accreditation Statement	2
Key Telephone Numbers	6
Welcome- Message from the Dean	7
History of the University	8
About CDU: Vision, Mission, and Values	8
Mervyn M. Dymally School of Nursing	10
Philosophy Statement	11
Programs Terminal Objectives	12
BSN Program Objectives	12
MSN/PMC Program Objectives	13
LVN to RN 30-Unit Option	14
Policy & Procedure: Challenge/Advanced Placement for Military-Trained Healthcare Personnel	15
Section II	17
Curriculum	17
Clinical and Academic Policies	17
Faculty Role	17
Student Role	17
Advising	18
Preparation and Clinical Requirements	18
Health and Immunization Policy Standards and Requirements	19
Health Requirements for Incoming Students	19
Transportation	20
Equipment	21
Clinical Lab	21
Dress Code	21
Standards of dress for campus and classroom, skills & simulation lab setting	21
Standards of Dress for Clinical Setting	21
Standards of Practice	23
Unsafe Clinical Practice	23
Injuries during Clinical Practicums	23
Email Etiquette	24
Section III	25
Academic Requirements	25
Attendance	25
Tardiness	25
Leave Class Early Policy	25



Table of Contents	Page
Examination policy	26
Grading Criteria	26
Assessment Testing and Remediation: ATI-NCLEX-RN Preparation	27
Promotion	30
Program Progression Policy	30
Repeating Courses	30
Retention	31
Transferring credits	31
Challenge Exam Procedure	32
Graduation	33
Calculations of Units	34
Dismissal	35
Readmission	35
Former Students in Good Standing	35
Former Students on Probation	35
Former Students Who Were Dismissed	35
Grievance Policies, Procedures and Resolutions for students	36
Academic Grievance Process	36
Non-Academic Grievance	37
Preliminary Steps in a Non-Academic Complaint/Grievance	37
Formal Steps in Filing a Non-Academic Complaint/Grievance	37
Confidentiality	38
Withdrawals	38
Medical Withdrawals	38
Student Support Services	39
Non-Discrimination Policy	39
Disability and Accommodations- Americans with Disability Act Accommodation (ADA)	40
Lactation Room	41
Tutoring services	41
Student Learning and Skills Center (SLSC)	41
Student Education and Services Center (SESC)	41
Impaired Student and Policies	41
Board of Registered Nursing Statement	41
Student Rights to Program Records	44
Section IV	45
Academic Integrity	46
Classroom Civility	46
Professional Standards	46



Table of Contents		Page
Student Code of Conduct		46
Section V		47
Student Participation		47
Committees		47
Evaluations		47
Community Service		47
Student Organizations		48
Additional Resources		48
Guidelines on Living Healthy		49
Standards for Care		49
Student Representatives		49
MMDSON Line of Chain of Command		50
Appendix A: Health Form		51
Appendix B: Success contract template		60
Appendix C: Midterm warning letter		
Appendix D: Bullying		61
Appendix E: Student Code of Conduct Form		69
Appendix F: Student Handbook and Function Rules Acknowledgement Form		71
Appendix G-1 American Nurses Association, Code of Ethics for Nurses 2016		72
Appendix G-2: National Student Nurses' Association, Code of Academic and Clinical Conduct		75
Appendix H: Essential Functions for Admissions and Matriculation		77
Appendix I: Confidentiality/security acknowledgement Form (HIPAA)		81
Appendix J: Confidentiality Agreement and Consent to Video		82
Appendix K: FERPA		84
Appendix L: NCLEX Preparation and Readiness Plan Agreement		86



This Handbook provides information for Nursing students at Charles R. Drew University of Medicine and Science. The handbook contains important information regarding policies and procedures specific to BSN, MSN/PMC and DNP Programs. All students are required to read the Handbook and adhere to the stated policies and procedures. Students must sign the Student Handbook Acknowledgement distributed during orientation and return it the same day. For questions and clarifications regarding these policies and procedures, please contact the Office of Student Affairs at (323) 568- 3317. In addition to the policies and procedures stated in the MMDSON Handbook, students are required to comply with all University policies found in the University Catalog. **Please note all policies and procedures are subject to change.**

Key Telephone Numbers

Mervyn M. Dymally School of Nursing	Phone	FAX
General Information	(323) 568-3301	(323) 568-3389
Office of the Dean	(323) 568-3371	(323) 568-3389
Director, Doctorate of Nursing Practice	(323) 568-3313	(323) 568-3389
Director, Entry Level Master	(323) 568-3329	(323) 568-3389
Director, Family Nurse Practitioner	(323) 568-3374	(323) 568-3389
Director, Psychiatric Mental Health Nurse Practitioner	(323) 568-3301	(323) 568-3389
Director, BSN	(323) 568-3329	(323) 568-3389
Director, RN-BSN	(323) 568-3329	(323) 568-3389
Director, of Student Affairs	(323) 568-3307	(323) 568-3389
Student Affairs Coordinator	(323) 568-3317	(323) 568-3389
Clinical Coordinator	(323) 568-3314/3316	(323) 568-3389
Simulation Coordinator	(323) 568-3372	(323) 568-3389
Simulation Lab Technician	(323) 568-3325	(323) 568-3389
Executive Assistant to the Office of the Dean	(323) 568-3371	(323) 568-3389
ELM Program Coordinator	(323) 568-3316	(323) 568-3389
FNP Program Coordinator	(323) 568-3311	(323) 568-3389
PMHNP Program Coordinator	(323) 568-3301	(323) 568-3389
DNP Program Coordinator	(323) 568-3301	(323) 568-3389
BSN Program Coordinator	(323) 568-3328	(323) 568-3389
RN-BSN Program Assistant	(323) 568-3328	(323) 568-3389
CDU Health Sciences Library	(323) 563-4869 Cobb Building	
Student Learning and Skills Center (Tutors)	(323) 568-3323 LSRNE Building	
Student Education and Services Center	(323) 563-9351 Keck Building	
Office of Enrollment Services Admissions, Financial Aid	(323) 563-4839	
Registration and Records	(323) 563-4856 Cobb Building	
Helpdesk (http://www.cdrewu.edu/IS/Helpdesk)	(323) 563-4990 Cobb Building	
Main Campus Number	(323) 563-4800	
Office of Public Safety	(323) 563-4918	



Welcome!

Dear Students,

I am excited and honored to be named Dean of the Mervyn M. Dymally School of Nursing. I look forward to working with each of you and my colleagues to exemplify the university and school's mission. In doing so, we will reflect on and relish past successes and envision transformative achievements in the future. The School of Nursing is committed to facilitating student success while they are reaching their educational goals. Students will be prepared for the future after receiving an excellent education, skillful knowledge for practice, and focused evidence-based research. All these attributes are needed in a dynamic healthcare environment to foster equity, diversity, and inclusion for communities in need of healthcare. It is a priority to cultivate a sense of caring and belonging through intentional community engagement for improved healthcare outcomes.

The Mervyn M. Dymally School of Nursing is a bright beacon of endless opportunities and possibilities in healthcare for diverse communities. We offer an array of nursing programs that will equip future nurses to meet the needs of populations we are passionate about and committed to serving. Please visit our website, www.cdrewu.edu, for program information.

Sincerely,

Dr. Gail Washington, DNS, PHN, RN, FAAN

Dean of the Mervyn M. Dymally School of Nursing (MMDSON)



History of the University

Charles R. Drew University of Medicine and Science is a private nonprofit, nonsectarian, minority-serving medical and health science institution established in 1966. Its mission is to help society's poorest communities, starting with its home in Watts-Willowbrook section of South Los Angeles. The University, which continues to serve as the only academic health sciences center for the area's 1.5 million residents, is the only designated minority-serving health Sciences University in a county of more than 10 million people, 70 percent of whom are from minority communities.

The University Today

Charles R. Drew University of Medicine and Science (CDU) maintains an academic focus that emphasizes a primary care approach to both health care and community relations. Guided by its mission, CDU continues to promote community-based programs in the context of a collaborative model for teaching, research and service.

About CDU: Our Vision, Mission and Values

Vision

Excellent health and wellness for all in a world without health disparities.

Mission

Charles R. Drew University of Medicine and Science is a private non-profit student-centered University that is committed to cultivating diverse health professional leaders who are dedicated to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement.

Values

Community

At CDU, community encompasses historically underserved, under resourced, and underrepresented groups such as those in South Los Angeles and around the world that are impacted by health disparities. As a value, "community" is the binding spirit that inspires and drives our unique approach in preparing health professionals dedicated to social justice and health equity.

Leadership

At CDU, we hold ourselves accountable and define our collective and individual responsibility as a catalyst for change necessary to reduce and eliminate health disparities. As a value, "leadership" means we embrace our role as a pioneer in health education and research.

Excellence

At CDU, excellence is the highest quality performance in our operations, interactions, activities, and service to our community. Excellence invokes the desire to challenge and transcend the status quo. As a value "excellence" represents the transformation we seek in ourselves and in our students, faculty, and staff.



Diversity

At CDU, diversity is defined by the multiple perspectives and ideas, plurality of cultures, variety of ethnicities, and differences in individuals within our communities. As a value, “diversity” represents a quintessential element of humanity and social justice for all.

Integrity

At CDU, integrity is the strength of character necessary to remain true to our values even in the face of adversity. As a value, “integrity” is conducting trustworthy, ethical, and respectful education, research, clinical, and other services in our committed engagement with underserved communities.

Compassion

At CDU, compassion is empathy for the plights and predicaments of disadvantaged populations. As a value “compassion” propels us to hear the voiceless, compel us to advocate for the oppressed, and obliges us to seek relief for the deprived.



Mervyn M. Dymally School of Nursing

To tackle the growing demand for nurses who can provide healthcare 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 in the Fall of 2010. This new institution aims to improve the diversity and cultural sensitivity in the nursing workforce and develop nursing leaders and educators who will achieve excellence in patient care in the often-challenging urban healthcare settings.

MMDSON Mission: Contributing to nursing science through research which promotes excellence in nursing science. Charles R. Drew University nursing faculty actively engage in conducting research on nursing-related phenomena and disseminating the findings in forums including scientific meetings and publications embodies 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 is encouraged.

MMDSON Vision: Create a learning environment that contributes to “Excellent Nursing Care for all in a World Without Health Disparities.” The school’s conceptual model of practice historically has been based on the Neuman Systems model for prevention interventions and the total patient approach. As time evolved the Roy Adaptation Model (RAM) was integrated as well as the Watson Theory of Caring. Concepts and Advanced Nursing Theory Masters Essentials courses are integrated into the curriculum to achieve understanding in the philosophy and science of nursing.

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 with special needs. The emphasis on evidence-based practice underscores the program to focus on education, research, and practice.

The first dimension of the mission is to provide undergraduate and graduate level nursing education to individuals who are entering practice at the master’s degree level. The graduate level student nurse 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.

NP graduates will develop collaborative relationships with other healthcare providers, design and implement the plan of care, and will be accountable for improving clinical outcomes and care processes in a quality, cost effective manner.

The second dimension of the mission focuses on contributing to nursing science through research which promotes excellence in nursing science. Charles R. Drew University nursing faculty actively engage in conducting research on nursing-related phenomena and disseminating the findings in forums including scientific meetings and publications embodies 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 is encouraged.



The third dimension of the mission is to expand the program offerings to include doctoral level curriculum of study. This would involve 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 MMDSON currently offers a degree program for Registered Nurses to achieve their Bachelor of Science in Nursing professionals (Prelicensure BSN & RN-BSN) and a degree program leading to the Masters of Science in Nursing, (MSN) with the following specialties, Entry Level Masters (ELM), Family Nurse Practitioner (FNP) and Psychiatric Mental Health Nurse Practitioner (PMHNP). Post Masters Certificates are offered in the FNP and PMHNP specialties.

Graduates from the RN-BSN and MSN programs will function as generalists or specialists in their management of individual, families/groups, and community health and illness situations. All graduates will be able to assess an array patients to anticipate risks, design and implement care, oversee care delivery and patient outcomes, delegate responsibilities knowing they are responsible for the outcomes, oversee patient care delivered by staff on a daily basis, and direct and manage nursing care units.

Philosophy Statement

The Bachelor, Master and Post Master of Science in nursing programs at Charles R. Drew University of Medicine and Science (CDU) are guided by the philosophy embodying the mission statement and goals of the parent institution. The philosophy captures: 1) Nursing as an art of caring, 2) Clients of nursing, 3) Nursing students, and 4) Nursing faculty who teach in the program. The art of nursing operates in an interdisciplinary environment and the CDU Nursing program embraces interdisciplinary learning.

Nursing captures clinical practice, education, research, consultation, leadership, management, and service to the profession in local, national, and global environments. Nursing involves individuals and groups like families, organizations, and communities as its clients. From a holistic perspective, the profession of nursing considers the human being and the interaction which the physical environment has with the human being in health and illness states. Nursing actions must therefore include health promotion, maintenance, intervention, treatment, rehabilitation, and restorative and palliative care. A bachelor, master, post master's level prepared nurse provides comprehensive care of the patient that encompasses the responsibility and accountability for continuity of care across the health and illness continuum.

Nursing research is both an applied and basic science. In the development of nursing science, nursing research has actual or potential human responses to illness as its core goal. Guided by ethical/moral standards that consider the perspectives of the nursing client, health care provider, and health care system within the larger society, nursing has a social mission that captures the right and responsibility to provide health care to all clients regardless of disease status, gender/sex, race, socioeconomic status, religion, or culture. Using findings of nursing research, nurses provide leadership in health policy through advocacy for clients, families, and communities.

Providing client-centered nursing care involves working with complex individuals who exist in relationship to others in their families and community. The complexity of the individual involves biological, behavioral, emotional, social,



cultural, and spiritual dimensions. Each client reflects a unique combination of these dimensions that interacts actively with the environment. Each nursing client is an autonomous decision maker and also has a set of values and knowledge about themselves that are relevant and essential to successful health care outcomes. Therefore, each nursing client has a right and a responsibility to participate collaboratively with the nurse and other health care professionals in their care. Each person's set of values and knowledge must be taken into consideration when working with a nursing client.

Successful nursing students are active learners who bring unique traits to the professional practice of nursing such as gender differences, cultural diversity and various ethnic background experiences. Student nurses learn relevant theories, acquire necessary practice skills/competencies, and are socialized into the profession of nursing. There is increasing complexity and sophistication in the learning and socialization of the student as they advance in their course of study. The nursing student learns to apply acquired knowledge, skills, and professional attitudes in their practice at all levels as a student or a professional nurse and that may involve education, administration, and research.

Although students have the right and responsibility to participate in their own learning, faculty members have the right and responsibility to structure the teaching/learning environment to facilitate student learning. In addition to individual academic counseling, faculty use one-on-one, small-group formats, and use of internet technology to assist students in meeting individual and programmatic learning goals.

Programs Terminal Objectives

BSN Program Objectives

The Bachelor of Science in Nursing (BSN) is an education program who wish to obtain a Bachelor's degree in the professional field of nursing. This BSN program includes coursework and behavioral objectives that focus on the development of the nurse's role as a global practitioner, researcher, and leader.

Upon completion of the Bachelor of Science in Nursing (BSN) program, graduates will be able to:

1. Demonstrate a commitment to a lifelong learning plan for professional development.
2. Demonstrate cultural and spiritual competences in providing care and working with other healthcare professionals from diverse cultures and spiritual backgrounds.
3. Demonstrate ethical and professional nursing roles, values, social justice and human dignity.
4. Demonstrate knowledge of current nursing trends to form interdisciplinary collaborative relationships that improve professional nursing practice and the quality of healthcare within local and global communities.
5. Design competent, patient centered professional nursing care for individuals, families and populations across the health continuum in a variety of community based settings and institutions, emphasizing patient safety and quality.
6. Implement elements of health promotion and disease prevention in planning and providing care for individuals, families and populations.
7. Implement leadership strategies that support and promote professional nursing practice.



8. Integrate effective communication, informatics, and information literacy skills for professional nursing practice.
9. Integrate use of political regulatory processes to impact healthcare systems, clinical practice and quality improvement policies.
10. Use evidence-based practice and research findings in provision of professional nursing practice.

MSN/PMC Program Objectives

The MSN program and terminal objectives are designed to meet the core competencies of the Advanced Practice Nurse. The ELM track allows pre-licensure nursing students 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 track will be able to assume the role of a direct provider of care, nursing administrator, or nursing faculty.

The NP curriculum prepares the registered nurse to provide primary care services in a variety of clinic and community-based settings. The MSN curriculum contains a strong foundation in the physical and social sciences as well as builds upon previous learning experiences in philosophy, the 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/PMC 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 intra-disciplinary and interdisciplinary teams, thus providing a broad approach to complex patient care and community problems.
9. Demonstrate a spirit of inquiry and critically analyze 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.

LVN to RN 30-Unit Option

The 30 unit option (Non-Graduate) program is a four-semester program for the applicant with a valid California Vocational Nurse license, who wishes to quickly meet the requirements to take the NCLEX-RN examination as a non-graduate.

This specialized option aims to prepare students to become licensed as a Registered Nurse. All individuals who select this option to be a Registered Nurse may not be eligible for licensure in states other than California and may have difficulty applying to a college/university for an advanced degree (e.g. BSN, MSN). In addition, LVNs in this option will not be able to change their status as a 30 unit option RN with the Board of Registered Nursing after licensure. Licensure as a Registered Nurse via the 30 unit option has no restrictions on registered nursing practice within California. Please note, this option does not lead to conferral of a Master of Science in Nursing degree at Charles R. Drew University of Medicine & Science.

We seriously encourage all applicants, including LVNs who are interested in the Nursing Programs (i.e. 30 unit option) to attend a Nursing Information Session during one of our CDU Discover Days to discuss prerequisites, general education requirements, assessment tests, and the application/selection process. Applicants may also make an appointment with the Counseling Department at 323-563-4839 to discuss individual situations.

General Education Requirements

The Mervyn M. Dymally School of Nursing recognize that general education courses are not required for the LVN to RN student, but strongly recommends that students complete general education courses before admission to the selected nursing program.

LVN to RN 30-Unit Courses

Number	Course Title	Credits
MIC 223	Applied Microbiology	6.0
NUR 516	Pathophysiology	3.0
NUR 520	Physical Assessment	2.0*
NUR 510	Pharmacology	3.0
NUR 512	Medical Surgical	6.0



NUR 517	Psych/Mental Health Nursing	5.0
NUR 619	Leadership Management (Capstone)	5.0
Total		30

*Students in this option will complete 2 units of the NUR520: Physical Assessment course.

The Mervyn M. Dymally School of Nursing – Entry Level Master’s program is approved by the California Board of Registered Nursing.

Policy & Procedure: Challenge/Advanced Placement for Military-Trained Healthcare Personnel

Individuals who have held Military Healthcare Occupations, may achieve advanced placement (AP) into the 1st semester of the Entry Level Master’s (ELM) Nursing program, and be exempt from Nursing NUR 511-Fundamentals, with documentation of education and experience qualifying them for the specific for a Registered Nurse occupation and upon successful completion of the AP challenge exam, AP skills competency assessment, and dosage calculation exam.

Policy:

1. Applicants must meet all the application requirements of the ELM program, including completion of the designated prerequisites and hold a Bachelor degree from a regionally accredited college/university.
2. Applicants must pass TEAS Exam with a Minimum of 75% overall cumulative and individual module score (includes module, submodule and subsection scores 75% minimum requirement)
3. Acceptance of military challenge students into the ELM program is contingent upon space availability.
4. Military challenge students who are unable to meet the above AP criteria for entry into the First Semester of the program and be exempt from Nursing NUR 511-Fundamentals, may remediate and repeat the AP exam and/or skill competency assessment, and/or the dosage calculation exam. If the student is unsuccessful after the second attempt on any of these challenge exams, the student need to take the NLN, Fundamentals Challenge Exam. Upon successfully passing the NLN, Fundamentals Challenge Exam, the student gains priority enrollment into NUR 500-Nursing Concepts, NUR 516-Pathophysiology and NUR 520-Physical Assessment based on space availability. The candidate’s experience will be evaluated so that credit for skills and/or experience can be awarded.

Procedure:

Interested candidates must request an appointment with the Director of Student affairs at Mervyn M. Dymally School of Nursing at least one semester prior to the application period to discuss eligibility requirements for the ELM program.

1. Applicants who may be eligible for advanced placement include those individuals who have satisfactory completed education and experience for the following:
 - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
 - b. Army Health Care Specialist (68W Army Medic)
 - c. Air Force Independent Duty medical Technician (IMDT 4N0X1C)



2. Applicants applying for transfer credit must submit, the following materials verifying education and experience to the Director of Student Affairs at School of Nursing:
 - a. CDU Transfer Credit Evaluation Petition
(<http://docs.cdrewu.edu/assets/students/files/Registrar%20Transfer%20Credit%20Petition.pdf>)
 - b. Transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience
2. After a review of the applicant's documentation, and upon determination that the applicant has met the educational and experiential requirements, as well as the additional nursing program admission requirements, the student will be invited to take an AP challenge exam, a skills competency assessment, and a dosage calculation exam.
3. Advanced placement will be granted if the applicant meets minimum requirements and is based on space availability.

Resources

Applicants may use the following resource to evaluate the equivalency for transferable units:

American Council on Education. The Military Guide: About the Guide to the Evaluation of Educational Experiences in the Armed Services. <https://www.acenet.edu/Programs-Services/Pages/Credit-Transcripts/military-guide-online.aspx>



Section II

Curriculum

The curriculum is based on the philosophy and conceptual framework for the University and the School of Nursing program, and considers the recommendations presented in the California Board of Registered Nursing, American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice and Master's Essentials of Nursing Practice (2011). The vision of MMDSON is to create a learning environment that contributes to "Excellent Nursing Care for all in a World Without Health Disparities." The school's conceptual model of practice historically has been based on the Neuman Systems model for prevention interventions and the total patient approach. As time evolved the Roy Adaptation Model (RAM) was integrated as well as the Watson Theory of Caring. Concepts and Advanced Nursing Theory Masters Essentials courses are integrated into the curriculum to achieve understanding in the philosophy and science of nursing.

Clinical and Academic Policies

Faculty Role

All School of Nursing faculty will have doctoral and/or master's degrees related to their field of nursing practice. In addition to being master educators and professional mentors for students and colleagues, they serve as facilitators, instructors, role models and resource persons in their particular area of expertise.

Faculty is responsible for teaching and evaluating students according to the course objectives and the students' performance of the learning activities for a particular outcome. Clinical instructors evaluate the student's performance in the clinical setting.

As academic advisors faculty members are responsible for creating and maintaining an interactive, supportive environment, encouraging open communication. Faculty advisors are to provide students with information and resources to promote academic success. The faculty advisor must stay informed of current and changing rules,



regulations, and program requirements. Faculty advisors should refer students to campus services relevant to their individual needs.

The School of Nursing Dean, Directors, and Assistant Directors administer the nursing program. They are responsible for scheduling courses and overseeing the contractual arrangements with the affiliated clinical sites. Together, with the course faculty, they implement and interpret policies and procedures pertaining to the academic component of the curriculum.

Student Role

Our students are adults seeking educational opportunities that meet their own goals and build on their previous personal and professional experience.

Advising

Students enrolled in the MMDSON are assigned a faculty member for advisement on academic matters and personal development. This advisor serves as the student's first line of communication in addressing professional, academic and personal issues. Students are required to meet with their advisor during their academic program. Additional advising may be arranged throughout the semester as needed, as we recognize that our students present diverse learning styles, motivation and experience.

Nursing students are expected to schedule and keep academic advising appointments. Students must communicate openly and honestly with their faculty advisor regarding educational goals and academic performance. Nursing students must maintain a professional relationship with their faculty advisor by arriving on time to their advising appointment. Students are expected to take responsibility of their program progression by staying abreast of program requirements and campus deadlines.

It is expected that students be self-directed and internally motivated to pursue a nursing degree. They should maintain a file with relevant academic materials and follow through with their faculty advisor's recommendations.

This nursing program is designed to encompass learning strategies that meet the needs of our students through needs assessment, activities, and evaluation of outcomes.

Curriculum, course descriptions, clinical hours, and credit values for each program is located at CDU catalog: <https://www.cdrewu.edu/registrar>

Preparation and Clinical Requirements

The DNP, MSN, PMC and BSN degrees and PMC require students to complete clinical hours as follow:

- Pre-licensure BSN: 1082 hours
- RN-BSN: 90 hours
- ELM: 1059 hours
- MSN-FNP: 645 hours
- PMC-FNP: 645 hours
- MSN-PMH: 630 hours



- PMC-PMH: 630 hours
- DNP: 540 hours

In addition to actual clinical hours, students will spend additional hours studying, preparing, and completing assignments which will on average take triple the amount of time spent in class or for role activities. ELM students need to complete 60 hours of volunteer community service prior to graduation.

Prior to taking clinical courses, students must satisfy all pre-clinical requirements, submit important documents to clinical coordinator/program assistant and upload required documents through CastleBranch.

Pre-clinical requirements include:

- Students are randomly selected for each clinical rotation
- Students may not request changes unless there is a documented disability
- All lab results and required clinical documents must be uploaded to CastleBranch
- If students documents are not uploaded to CastleBranch within two weeks of the start of the program, annually, and as prompted by CastleBranch, students will be unable to start clinical with their cohort
- University liability insurance (provided)
- Health insurance; private or through the University
- Annual PPD/2 step process; QuantiFERON gold blood test and/or or chest x-ray if positive
- Immunity status: hepatitis B titer series, Rubeola, rubella & varicella
- Annual seasonal flu vaccine
- Drug screening
- Annual CPR certification and hospital fire safety card
- Training in universal precautions and blood borne pathogens
- Training in HIPAA requirements
- Annual re-testing as appropriate
- COVID-19 Vaccination proof

All students will need to have a clear criminal background check within a month of being accepted into the program in order to start the program. All students will be required to complete a criminal background check before starting their first clinical lab/practicum. Some agencies also require lives can 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 Director of the Program regarding their continuation in the program and implications for licensure. The students are responsible to maintain updated clearances. Charles R. Drew University of Medicine and Science policy requires that all students receive a COVID-19 and Influenza vaccinations. A medical exemption may be granted upon request. For more information refer to [Return to Campus | Charles R. Drew University of Medicine and Science \(cdrewu.edu\)](https://cdrewu.edu)

NOTE: Individuals who have been convicted of any crime, whether misdemeanor or felony, may have difficulty obtaining a license to practice as a Registered Nurse in the State of California, as well as other states. The definition of conviction includes a plea of no contest as well as pleas or verdicts of guilty. All questions regarding licensure should be directed to the California Board of Registered Nursing at: <https://www.rn.ca.gov/> and P: (916) 322-3350.

Some agencies may require random drug screening as a pre-requisite for admittance into a clinical practicum. In addition, 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.**

Health and Immunization Policy Standards and Requirements

Enrollment and continued enrollment of accepted students to the School of Nursing is conditional, based on the results of certain laboratory tests and fulfillment of immunization requirements in order to determine their ability to perform all essential functions.

Health Requirement for Incoming Students

The Health Policy applies to every student matriculated or enrolled full-time or part-time in a CDU School or program, including joint and collaborative programs with other institutions.

All students accepted in a CDU educational program are required to produce complete documentation including immunization records prior to the start of the semester. Students who are accepted late into a CDU educational program may complete their health requirements by late registration.

Students lacking required documentation are excluded from class and/or clinical.

Students are required to have their Mantoux (PPD) testing or QuantiFERON gold blood test done within three (3) months of matriculation or enrollment. Additionally, students are required to show completion of their COVID-19 vaccination series (completion of 2 doses of Pfizer/Moderna or 1 dose of Johnson & Johnson) and booster.

No exceptions.

Acceptable documents serving as evidence of previous immunization and/or immunity include any of the following:

- a) An official school immunization record or copy thereof from any primary, secondary, undergraduate, graduate, or health professions school, or previous employment
- b) A record from any public health department
- c) A medical history form summarizing prior immunizations signed by a licensed physician, Certified Nurse Practitioner, or Certified Clinical Nurse Specialist
- d) A report of serology testing of immune status is required for the following: measles, mumps, rubella, hepatitis B

If there is any contrary indication to immunization, an official letter should be submitted to the clinical coordinator.

A student may be exempted from any required immunizations or test if the student submits a bona fide written signed statement explaining how immunization conflicts with his or her religious beliefs. Failure to receive this immunization or testing does not prevent fulfillment of the requirements of the academic program; however the student may be required to acknowledge in writing (via waiver form) that he or she was informed of the value of immunizations and has knowingly declined to have such immunizations for religious or other reasons. The University shall provide



reasonable accommodations to those students whose religious beliefs conflict with requirements of the academic program.

A student may be exempted from any required immunizations or test if he/she has a medical contraindication for that immunization. Conditions comprising valid medical contraindications to vaccine administration are those set forth in the most recent recommendations of the Immunization Practices Advisory Committee (ACIP) published periodically by the Centers for Disease Control and Prevention. Such students must present a written statement from a physician licensed to practice medicine in the United States or a foreign country stating that a specific immunization is medically contraindicated, and giving the reasons for and duration of this contraindication. This written physician's statements shall become part of the student's immunization record and shall be reviewed annually to determine whether this exemption shall remain in effect for the next year. When a medical contraindication no longer exists, the student must comply with the immunization requirements. The University shall provide reasonable accommodations to those students whose medical condition contraindicated immunizations so long as failure to be immunized will not prevent the student from fulfilling the requirements of the academic program. Students should be informed of the immunization and testing requirements prior to matriculation or enrollment. Please see Appendix A for "Student Health Form".

Transportation

Students must provide their own transportation to clinical agencies. Clinical sites are located throughout Los Angeles and surrounding counties. Therefore, students need to plan in advance to ensure they are able to reach these locations safely.

Equipment

Students must come prepared to the clinical and skills labs with the following required clinical equipment: bandage scissors, wristwatch with second hand, stethoscope, name badge, penlight, black writing pens and calculator. Some of the above items will be provided to each student by the school.

Clinical Lab

Students are required to attend clinical/skills lab adhering to the dress code below. Failure to comply will constitute an absence for the clinical/lab day and may result in an inability to meet course requirements.

Dress Code

Students enrolled in the MMDSON are expected to maintain an appearance that is consistent with the highest professional standards and that projects an image of cleanliness, competence and professionalism. Identification badges must be worn at all times while on campus including Skills and Simulation lab and off Campus during clinicals and official school events.

Standards of dress for campus and classroom, Skills & Simulation lab setting

Prelicensure BSN and ELM students

CDU approved black scrub bottom and CDU approved T-Shirt and white or black closed toe shoes

DNP, NP & RN-BSN students

Business casual attire with clinical lab coat or scrubs with lab coat and closed toe shoes of any color (e.g. running shoes)

* No spaghetti straps, shorts or exposing midriffs.

* Hats and hoodies are not permitted in the classroom.



Standards of dress for the clinical setting

Pre-licensure BSN & ELM students

CDU Approved clinical jacket with CDU Approved white scrub top, CDU approved black bottom and white closed shoes. (Wearing the clinical jacket is mandatory) The uniforms must be clean and wrinkle free at all times.

NP & RN-BSN students

Business casual attire with clinical lab coat or scrubs with lab coat and closed toe shoes of any color (e.g. running shoes)

Below is the basic dress code for clinical settings, skills and simulation lab days; however, specific dress codes may vary with the clinical agency. Students should confirm appropriate dress code with their clinical instructor.

1. All students are to wear the pre-selected uniforms which must be worn in:
 - Clinical settings
 - Skills/simulation lab
 - Home visits (Check with clinical instructor)
2. The uniforms must be clean and wrinkle free at all times.
 - Undergarments are to be white or tan/skin color, with a modest style (ELM only)
 - The fit must allow full range of motion to conduct patient care
3. Knee to mid-calf length black skirts. Unpatterned white stockings for clinical and Unpatterned black stockings must be worn with a skirt for clinical.
4. The MMDSON name badge and a picture ID name badge must be worn at all times when in the campus, clinical, skills and simulation lab.
5. An agency name/ID badge must be worn if provided/required by assigned clinical agency.
6. Shoes with enclosed toes (cleanable/shine able, no cloth shoes, no clogs).
7. Nylons or socks are worn, they must be white or neutral-shade. No fancy patterns or other colors are allowed.
8. Jeans, sweats/jogging suits, shorts, tank tops or open-toe shoes are not permitted on campus, clinical, Skills & Simulation lab areas.
9. **Required equipment:** black pen, small note pad, watch with a second hand, and stethoscope.
10. **Jewelry:**
 - Rings are to be one flat band ring only, no stones, no ridges
 - Watch with a second hand
 - Only one pair post-type earring per ear lobe, no other piercings allowed (e.g., facial, tongue, nose, etc.) that are visible
 - No necklaces/bracelets (except Medical Alert bracelet)
 - No hooped earrings



10. **Hair:** for students

- Must be off the collar
- Appear clean, neatly trimmed and arranged
- Hair in a neat bun, secured so that hair does not fall forward when the head/neck is flexed or when the student leans forward in the performance of tasks
- Facial hair should be freshly shaven/neatly trimmed facial hair, short hair (off collar), no spiked hair
- Head coverings should not be worn in the clinical setting, except for the purpose of religious observance. In such cases, for reasons of infection control, a freshly laundered head covering must be worn each clinical day, with the ends of the covering securely fastened so they do not dangle over the patient
- No Bandannas

11. No scented deodorants, colognes/perfumes/after shave products or fabric softeners

12. Make-up should be applied with moderation in amount and color

13. Fingernails must:

- Natural, clean and short
- No polish of any kind
- No acrylic, gel, or any false materials on nails

14. No false eyelashes in the clinical setting

15. Visible tattoos must be covered at all times while in the clinical area

16. Chewing gum is not permitted in the classroom, clinical, Skills & Simulation lab areas.

NOTE: Failure to comply with the dress code guidelines will result in unprofessional behavior contract and it may lead to dismissal from the course and/or may lead to possible expulsion from the program.

Standards of Practice

Strict adherence to the American Nurses Association Standards of Clinical Nursing Practice and Code for Nurses is required of all nursing students. Additionally, nursing students who are Registered Nurses are held accountable to the California Nurse Practice Act for Registered Nurses. Failure to comply with these professional standards will result in review and action by the School of Nursing and could result in the student's dismissal from the nursing program.

Unsafe Clinical Practice

A student who demonstrates clinically unsafe nursing practice that jeopardizes the patient's or family's physical or emotional welfare may be dismissed at any time from the clinical area. Unsafe clinical practice is defined as any behavior determined by faculty to be actually or potentially detrimental to the patient or health care agency. Unsafe clinical practice includes behaviors related to physical or mental health problems, use of alcohol, drugs, or chemicals and lack of preparation for clinical. If a student is deemed to be impaired and additional drug test may be required immediately. Students must submit to a drug test within 24 hours of the incident. If the student refuses to take a drug test, the refusal to testing would result in dismissal from the program.

The clinical instructor has the right to dismiss a student immediately from the clinical area for behavior that, in the instructor's professional judgment, is deemed to be unethical, unsafe, impaired or professionally inappropriate in the



clinical setting. The clinical instructor will notify the Program Director, clinical coordinator and the lead faculty immediately of the incident and any action that must be taken at that time.

Students who are dismissed from their clinical placement will receive a grade of an “F” and will be required to repeat the course. Students who must repeat a course will not be allowed to progress with the cohort. **Ultimately, students may be dismissed from the program for egregious unethical, unsafe or unprofessional behavior in a clinical course.**

The faculty member will identify and document the student’s unsafe clinical practice, advise the student regarding their performance and plan strategies for addressing the deficiencies. A student will be permitted to return to the clinical area following completion of the Clinical Learning Contract, which outlines the strategies for addressing the deficiency. Please see Appendix B for “Success contract Form”. Faculty will complete a Success Contract for the student. The student’s advisor will receive a copy of the success Contract. Failure to comply with the success Contract may result in suspension or dismissal from the clinical site/MMDSON program.

Injuries during Clinical Practicums

Students incurring a physical injury or needle-stick injury during a clinical rotation must (1) report the incident to the clinical facility, and (2) complete an incident/accident report. The incident form needs to be turned to Program Director and SON student affairs office immediately. Please see Appendix B for “Success contract Form”.

Email Etiquette

All students should check their CDU email on a regular/daily basis and are required to use their CDU email address for all communication. When writing an email to a professor or professional staff member, students must use proper email etiquette. Email etiquette refers to appropriate and respectful communication. Here are some guidelines for students to use.

- When contacting a professor or staff member, use your school email so that your name can be identified and your email will not go into the spam folder.
- The subject line of your email should be brief, clear and referring to the topic that your email will encompass.
- Address your instructor or staff member properly by using the appropriate title and last name. (e.g. Professor XXX, Dr. XXX or Mr./Mrs. XXX).
- Write a clear and concise message by stating your question, problem, or concern by being specific and detailed. Refrain from using all capital letters and any abbreviations or slang words. Use standard punctuations, capitalization, spelling and grammar throughout the body of the email.
- Always make sure to proof read your messages prior to sending out the email.
- In emails, always express your gratitude. Create a proper email signature which includes your full name, email address, phone number, program, and cohort number. The e-mail signature should be distinct and separate from the main body of the e-mail.



- Allow adequate time for the faculty or staff member to respond. Always thank them for answering as you are confirming that you have received their reply.
- Don't forget to attach any electronic documents if needed and reread for any ambiguities or typos.

Just a reminder, emails are never private and can serve as official records!!!

Section III

Academic Requirements

Attendance

Students must comply with the attendance policy of the University outlined in the CDU Catalog and also provided in each course syllabus. Attendance in all nursing courses is conducive to the learning experience of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. Therefore, attendance at all classes is expected. MMDSON policy states that attendance is required for at least 90% of all clinical and theory courses; if attendance falls below 90%, the course grade may be lowered one course grade for every class session missed or the student may need to repeat the course. All absent sessions need to be made up to reach 100% of class & clinical time. It is expected that students will arrive on time for class. Absence from clinical for more than one session must be made up and could result in clinical failure, thus a failure in the class.

All clinical absences are required to be made up in the Clinical Setting or via simulation at faculty and administration decision. Excessive absence from Class/clinical sessions may result in the inability to meet course objectives and failure of the course. Absenteeism from a class/clinical day that is due to unavoidable and serious reason is acceptable. In such circumstances, the student must advise his/her instructor immediately and make arrangements to complete course requirements.

Absences must be reported to the instructor prior to the scheduled class /clinical/skills/simulation labs time. Students are responsible for making up any skills and clinical/simulation lab hours before the next scheduled skills/Simulation lab or clinical rotation. If the time missed is longer than 2 weeks (for example, 10% of the required clinical experience), the student will be required to repeat the course. Students who must repeat a course will not be allowed to progress with the cohort. Students can only fail one course in the program.



Tardiness

Regular class/clinical attendance is a student obligation and the student is responsible for all the work including test and written work of all class meetings. No right or privilege exists that permits a student to be late from any given class meeting except instructor excused absences (illness, family emergencies). If student must arrive late, needs to do so quietly and not disrupt the class. Students who are going to be late for any reason must notify their instructor prior to the normal starting time.

Students arriving late for an examination, quiz, or other activity may be denied admission to class at the instructor's call until after the activity is over.

Leave Class Early Policy

Student should not leave class early unless it is an absolute necessity. If student knows in advance he will need to leave class early, sit near an exit and inform the instructor prior to the start of class.

Chronic tardiness and or leaving class early may adversely affect your course grade and may cause you to receive a grade of an F.

Examination Policy

Students are strongly advised to attend all classes. Students who are absent from a regularly scheduled examination will receive a grade of "0" zero as their examination grade. To avoid a zero, students must notify the faculty member administering the examination or course coordinator of the absence within 24 hours prior to the scheduled examination. Only urgent occurrences (i.e. Death in the immediate family or illness of the student) will be accepted as a reason for absence upon submitting the documentations. Make up exams will be administered with proof of the urgency (i.e. Signed note from the treating practitioner), and at the discretion of the faculty. Final examinations are administered according to the established schedule; changes are permitted at the discretion of teaching faculty.

All belongings including but not limited to backpacks, books, notebooks, coats, cellular phones, smart devices of any kind (e.g. smart Watches, smart Glasses), hats, caps and personal property may be required to be placed in a designated area or collected as directed by the instructor before writing an examination.

Grading Criteria:

To pass each nursing course, MSN/PMC and Prelicensure BSN students must obtain a cumulative grade of 80% (B) for courses and RN-BSN students must obtain a cumulative grade of 76% (C+) (Please see chart below). Students must pass the assigned "pass/fail" components of each course and must complete all clinical hours where required. Grading criteria per School of Nursing standards is listed below:

Grading criteria/scale per School of Nursing standards are listed below:

RN-BSN

A 94% or above = 4.0

A- 90-93% = 3.67

Outstanding mastery of the subject: excellence evident in preparation for and attendance in class sessions, curious and retentive mind, unusual ability to analyze and synthesize material, with a positive attitude making productive contributions to the learning community in classroom

B+ 86-89 % = 3.33

Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude

B 80-85% = 3.00



Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude

B- 78-79% = 2.67

Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude

C+ 76-77 % = 2.33

Average or typical student in terms of attendance, preparation, time management, inconsistent test taking, and attitude

Any Grade lower than C+ is considered a fail in a clinical/non-clinical course.

Prelicensure BSN/MSN/PMC/DNP

A 94% or above = 4.0

A- 90-93% = 3.67

Outstanding mastery of the subject: excellence evident in preparation for and attendance in class sessions, curious and retentive mind, unusual ability to analyze and synthesize material, with a positive attitude making productive contributions to the learning community in classroom

B+ 86-89 % = 3.33

Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude

B 80-85% = 3.00

Above average student in terms of attendance, preparation, time management, mostly consistent in test taking, and attitude

Any Grade lower than B is considered a fail in a clinical/non-clinical course.

Assessment Testing and Remediation: ATI-NCLEX-RN Preparation

ATI Activities & Assessments (20% of course grade): The Mervyn M. Dymally School of Nursing (MMDSON) at Charles R. Drew University of Medicine and Science partners with Assessment Technologies Institute ® LLC/ATI Nursing Education to assist students with acquiring critical reasoning skills and building nursing content knowledge essential for nursing practice and NCLEX-RN success and support the Prelicensure (ELM and BSN) curriculum at SON.

ATI review modules (textbooks), and Online learning activities (practice, targeted and predictor exams) are included into the Prelicensure nursing curriculum. Using the ATI educational materials, the nursing knowledge and critical thinking and reasoning skills of the students will be enhanced and strengthened.

The Prelicensure program will use ATI practice and proctored exams to evaluate the student's progress in the Prelicensure nursing program. All students in the Prelicensure Program will participate in the ATI active learning, testing, and remediation opportunities.

ATI Testing Calendar

ATI Exam	Prelicensure BSN	ELM	Course
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Fundamentals	Semester 1 (NUR421)	Semester 1 (NUR511)	Fundamentals
Pharmacology	Semester 2 (NUR427)	Semester 2 (NUR510)	Pharmacology
Medical-Surgical	Semester 2 (NUR428)	Semester 2 (NUR512)	Medical-Surgical I
Nutrition	Semester 2 (NUR430)	Semester 2 (NUR546)	Geriatrics
Obstetrics	Semester 3 (NUR436A)	Semester 3 (NUR513A)	Nursing Care of Mother & Infant
Pediatrics	Semester 3 (NUR436B)	Semester 3 (NUR513B)	Nursing Care of Children
Mental Health	Semester 3 (NUR435)	Semester 3 (NUR517)	Nursing Care of Mental Health Clients
Community Health	Semester 4 (NUR417)	Semester 4 (NUR515)	Public Health
Leadership	Semester 4 (NUR450)	Semester 4 (NUR618)	Advanced Medical Surgical Nursing
RN Comprehensive Predictor	Semester 5 (NUR452)	Semester 5 (NUR619)	Leadership
<u>NCLEX Focused Preparation</u>			
Live Review Session	Semester 5 (NUR452)	Semester 5 (NUR619)	Leadership/Residency I
ATI Capstone Predictor Form A	Semester 5 (NUR460)	Semester 5 (NUR542)	NCLEX Prep Course – During Week 1/2
ATI Capstone (10 weeks)	Semester 5 (NUR460)	Semester 5 (NUR542)	NCLEX Prep Course
ATI Capstone Predictor Form B	Semester 5 (NUR460)	Semester 5 (NUR542)	NCLEX Prep Course – Week 11
Virtual ATI	Semester 5 (NUR460 - Week 12 & Continuing)	Semester 5/6 (NUR619 & 629)	Residency I for BSN/Residency II for ELM

ATI Proctored Exams: Fundamentals, Pharmacology, Medical Surgical, Nutrition, Obstetrics, Pediatrics, Mental Health, Community Health, Leadership		
Area	Occurrence	Details



Practice Assessments (Both Form A & B)	Due/Submitted on Blackboard Course by Week 7	Scoring: 80% or higher **Students will not be allowed to take the ATI Proctored exam if the Practice Assessments are not submitted. Students will earn a failing grade for their ATI Proctored exam.
Proctored Assessment Attempt #1	Week 8	<p>Level 3 Achieved</p> <p>Receive 20% & no remediation necessary</p> <p>Level 2 Achieved</p> <p>Minimum of five-hour mediation /focused review prior to Attempt #2</p> <p>Level 1/Below Level 1 Achieved</p> <p>Minimum of ten-hour remediation /focused review prior to Attempt #2</p>
Proctored Assessment Attempt #2	Week 9	<p>Level 3 Achieved</p> <p>Receive 20% & no remediation necessary</p> <p>Level 2 Achieved</p> <p>Minimum of five-hour mediation /focused review prior to Attempt #2</p> <p>Level 1/Below Level 1 Achieved</p> <p>Minimum of ten-hour remediation /focused review prior to Attempt #2</p>
Proctored Assessment Attempt #3	Week 12 for Summer/ Week 12-14 for Fall/Spring	<p>Level 3 Achieved</p> <p>Receive 20% & no remediation necessary</p>



		<p>Level 2 Achieved</p> <p>Receive 5%</p> <p>Level 1/Below Level 1</p> <p>Receive 0%</p>
<p>Continue to the next clinical course if Benchmark Level 3 is not attained but achieves at least an 80 % course grade.</p> <p>The goal is for students to achieve Level 3. Students who achieve Level 3 will not need to do remediation. Students who do not achieve level 3 on attempts #1 and #2 will do remediation and will be placed on a “success contract”.</p>		
<p>ATI Proctored Exams: Comprehensive (40% of course grade)</p>		
Area	Occurrence	Details
Practice Assessments (Both Form A & B)	Due/Submitted on Blackboard Course by Week 7	<p>Scoring: 80% or higher</p> <p><small>**Students will not be allowed to take the ATI Proctored exam if the Practice Assessments are not submitted. Students will earn a failing grade for their ATI Proctored exam.</small></p>
Proctored Assessment Attempt #1	Week 8	<p>Level 3 Achieved</p> <p>Receive 40% & no remediation necessary</p> <p>Level 2 Achieved</p> <p>Minimum of five-hour mediation /focused review prior to Attempt #2</p>



		<p>Level 1/Below Level 1 Achieved</p> <p>Minimum of ten-hour remediation /focused review prior to Attempt #2</p>
Proctored Assessment Attempt #2	Week 9	<p>Level 3 Achieved</p> <p>Receive 40% & no remediation necessary</p> <p>Level 2 Achieved</p> <p>Minimum of five-hour mediation /focused review prior to Attempt #2</p> <p>Level 1/Below Level 1 Achieved</p> <p>Minimum of ten-hour remediation /focused review prior to Attempt #2</p>
Proctored Assessment Attempt #3	Week 12 for Summer/ Week 12-14 for Fall/Spring	<p>Level 3 Achieved</p> <p>Receive 40% & no remediation necessary</p> <p>Level 2 Achieved</p> <p>Receive 0%</p> <p>Level 1/Below Level 1</p> <p>Receive 0%</p>
<p>Continue to the next clinical course if Benchmark Level 3 is not attained but achieves at least an 80 % course grade.</p>		



The goal is for students to achieve Level 3. Students who achieve Level 3 will not need to do remediation. Students who do not achieve level 3 on attempts #1 and #2 will do remediation and will be placed on a “success contract”.

NUR460/NUR542 (ATI Capstone)		
Area	Occurrence	Details
ATI Capstone Form A	Week 1/2	No grades delivered at this time
ATI Capstone	<ul style="list-style-type: none"> • Fundamentals • Medical Surgical • Pharmacology I • Pharmacology II • Medical Surgical II • Maternal Newborn • Nursing care of Children • Mental health • Leadership and community health 	<p>Length: 7 weeks</p> <p>*Each area is worth 8%. Must achieve at least 70% on each capstone assessment to receive full points.</p> <p>*Additionally, students must show completion of Pre-Assessment Quiz, Assessment, Focused Review, Post Study Quiz, & Post-Assessment Assignment for each area*</p>



ATI Capstone Form B	<ul style="list-style-type: none">Week 11/12	<p>Receive 70% or Higher</p> <p>Receive 20% & no remediation necessary</p> <p>Receive 60%-69%</p> <p>Receive 5%</p> <p>Receive Below 60%</p> <p>Receive 0%</p>

Throughout the course of the semester, faculty will assign quizzes and case studies for students to complete, in preparation for the Specialty Exams. Course faculty will determine dates and quizzes are to be completed. Immediately upon completion of the quizzes, students should review the rationale for each question and determine areas needed to review in preparation for the Specialty Exam. performance on the proctored assessment may adversely affect a student's grade.

Promotion

Graduate and prelicensure BSN students must obtain a cumulative grade of 80% (B) in all nursing courses and maintain a grade point average of 3.0 to progress in the program. They must pass the assigned "pass/fail" components of the course and must complete all clinical hours. RN-BSN students must obtain a cumulative grade of 76% (C+) to complete the program.

Clinical rotation and supporting theory components are offered in the same semester. The clinical and theory components of a course must be passed independently of one another to progress to the next course. Students who are failing clinical components, but are receiving a passing grade in the theory, will receive an "F" for the entire course. Students will be dismissed from the class at any time they fail the course. **Students can only fail one course during the academic program and the course may only be repeated one time. A student who fails more than once in a courses or a clinical component may not continue in the nursing program.**

Program Progression Policy



A student who receives a failing grade in clinical or didactic (Less than 80% for graduate students and prelicensure BSN students and less than 76% for RN-BSN students) will not be allowed to enroll in any other subsequent course until they have repeated and successfully passed that course. Again, please note that students must successfully pass both the didactic and clinical components of the course in order to receive a passing grade. Failing a course in most cases will result in a delay in the student's progression through the program as all courses are not taught each semester. The student must attempt to retake the course the next time it is scheduled to be offered. A student can only repeat ONE course (clinical or non-clinical) during the program.

Students who have failed a course are not able to progress with their original admission cohort. They will only be allowed to return to the program on a space availability basis. We do not guarantee clinical space will be available the semester in which the student can repeat the course. Current enrolled students in good academic standing who are progressing with their admission cohort will have priority for clinical placement. Criteria such as GPA, and prior clinical performance will be used to decide which students are allowed to repeat a course using the available clinical spaces.

Students should seek guidance related to progression in the program from the Office of Student Affairs. It is also highly recommended that students consult directly with their program director, faculty and faculty advisor to seek assistance for tutorial services available in the school. Students should also review the MMDSON repeat course policy below. Effective Implementation date: Summer 2016

Repeating Courses

Only one course may be repeated where a substandard grade (less than a B for graduate and prelicensure BSN students, Less than C+ for RN-BSN student) is earned. All courses attempted and grades earned at Charles R. Drew University will appear on the student's permanent academic record and the grades will be averaged for GPA calculation.

If a student is unable to complete course requirements due to unforeseen events, she or he may petition her or his instructor for an incomplete (I) grade. If the "I" is not removed in one semester, the "I" grade will automatically be changed to a fail "F" grade.

Please note the University's requirements for receiving "I" grade:

Requirements: The "I" symbol signifies that 75 percent of the course has been completed and satisfactory progress in the class up to that point has been made; however, all required coursework will not be completed in the prescribed time period due to unforeseeable, emergency and justifiable reasons. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for the removal of the Incomplete must be stated on this form. If all work is not completed within one year of the grade assignment, the grade will automatically convert to "F" or "NC" (for No Credit courses).

Retention

An undergraduate student is subject to academic probation if a cumulative GPA of at least 2.5 (C+) is not maintained. A graduate student is subject to academic probation if a cumulative GPA of at least 3.0 (B) is not maintained. A listing



of students subject to probation is reviewed each semester by the Registrar's Office, who will then evaluate transcripts to identify students on academic probation. If a student does not, or cannot, raise their cumulative GPA to 3.0 (for Prelicensure BSN/MSN/PMC) and 2.5 (for RN-BSN) by the completion of the next regular semester, that student will be subject to disqualification and removed from graduate standing, and prevented from further enrollment in the University.

Students experiencing academic/clinical difficulty will obtain a Success Contract with their advisor or faculty to identify problem areas and develop a strategy to achieve academic/course requirements. Please see Appendix B for "Success contract Form". The Academic Alert letter may also be used at mid-term to warn a student that if academic performance does not improve, the student will likely earn a poor grade or be in danger of failing. Please see Appendix C for "Mid-term Warning letter".

Students can also seek tutoring assistance in the Learning Resource Center (LRC) located in LSRNE room N103.

Transferring Credits

Graduate students may be able to transfer a limited number of course units (up to 12 units) in meeting the requirements for a MSN and Post Master's degree. Prelicensure BSN student may be able to transfer 48 credits in, compared to RN-BSN students that can transfer in up to 84 credits. These courses must be approved prior to substitution of a student's study plan. While credits MAY be transferred before commencing the program, once in the program, only in an extraordinary situation would an advisor approve credit transfer, e.g. if the School is unable to offer the course. Institutions frown upon external courses and credit transfer in general because of degree integrity. The use of transfer credits in the student's study plan is subject to the following criteria:

- Must be completed before entry into the program. No course substitution request will be approved if taken during the program.
- Each course must have been taken at a regionally or nationally-accredited college or university
- Be acceptable for credit toward a graduate degree at the institution where the course was taken
- Have been completed with a grade of B or better (a grade of "C" or higher for RN-BSN students)
- Not have been used in meeting the requirements for another earned degree
- The student must have left the previous school in good academic standing
- Have been completed within the last 7 years.

Transfer Procedure

If a student wants to transfer courses in from a previous institution, the student must

1. Complete the "Transfer Credit Petition Evaluation Petition Form"
(<http://docs.cdrewu.edu/assets/students/files/Registrar%20Transfer%20Credit%20Petition.pdf>)
2. Attach a detailed course description and syllabus for the course
3. Submit the official transcript from the institution where the course was taken
4. Submit all documents to the Director of Student Affairs



5. The Director of Student Affairs will review documents for completeness and forward them to the relevant lead faculty/content expert for review of course content to determine appropriateness of the substitution and make recommendation to approve or deny the request.
6. The faculty will return the form with their recommendation to the Director of Student Affairs who will forward it to the Program Director for a final decision.
7. The final decision will be communicated to the student through the Director of Student Affairs office.

Challenge Exam Procedure

BSN and ELM faculty and/or advisors are responsible for explaining and following the procedure listed below:

1. The student is directed to speak with the course Faculty of Record (FOR) at least one month prior to the beginning of class. The FOR will clarify the specific requirements and process for challenging a BSN and ELM course.
2. The FOR determines whether the student has adequate knowledge and preparation of the subject matter to challenge the course. Prior course work must be part of preparation for nursing or another health profession (e.g. dentistry, psychology, pharmacy, medicine, physical therapy).
3. If the student is determined to be eligible to challenge the course, the student and faculty member agree on a date and time for the examination. The schedule must allow adequate time for course enrollment if the student is not successful in the challenge.
4. The student obtains the form, "Petition for Credit by Examination" on the Office of Registration and Records website. The student completes the "Student" section and the FOR completes the "Instructor" section of the form.
5. Faculty provides the student with the following documents as preparation for the examination:
 - Course outline
 - Detailed course objectives
 - Bibliography and textbook list
 - Style and format of the examination
6. The examination for credit shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives.
7. Once the examination is completed and graded, the student is informed of the grade. If the grade earned is passing, the student can then decide whether they wish to take the class or accept the exam grade as their final grade for the course. Students who fail the challenge exam are required to take the course.
8. If the student successfully passes the exam, the FOR notifies the Office of Student Affairs (OSA). The student brings the form to OSA for completion of the form.
9. The student then brings the completed form to the Registrar's Office and pays the required fee.



10. Students who successfully challenged the course must include the course on the study list.

Graduation

Degree Audit: Students who have successfully completed all of the requirements for BSN and MSN degrees and PMC certificates must make an appointment with their advisor and Director of Student Affairs.

Graduation Application: All graduating students must complete a graduation application within the filing period deadlines obtained by the Office of Registration and Records. To complete this form, student must review his/her completed coursework in the CDU student portal and determine work completed, work in progress, and coursework that must still be completed in order to meet all graduation requirements. Once this information is obtained, meet with your Adviser/Program Director/MMDSO Dir. Of Student Affairs to complete a degree audit report and a plan to complete all requirements on time. Student will then submit the form to MMDSO to get it signed off by Adviser/Program Director/MMDSO Dir. Of Student Affairs after which it will be submitted to the Office of Registration and Records for further processing.

Graduation Clearance: All graduating students must complete a clearance form and receive appropriate departmental signatures before receiving their degree. Furthermore, students who have received financial aid must have an exit interview with the financial aid administrator. Students will be advised as to the status of their loans, the repayment amount, payment schedule, their rights and responsibilities, and truth in lending laws. This clearance procedure should be initiated 30 days prior to the last day of school before graduation. Any student who has not met their financial obligations to the University will not receive degree verification or transcripts from the University.

Faculty Approval of Candidates for Graduation: The verified list of candidates for graduation is sent to the program director by the Registrar and must be confirmed by the faculty of each program. Upon confirmation by program faculty, the list is submitted to the Dean for review, approval, and submission to the Registrar. The Registrar then submits the verified list of candidates for graduation to the executive vice president for approval from the Board of Trustees. Students who will complete all graduation requirements by the end of the spring semester or summer semester will be permitted to walk in the June commencement ceremony of that same year.

G.P.A. Requirement: Achievement of a minimum overall G.P.A. of 3.0 (for Prelicensure BSN/MSN/PMC) and 2.5 (for RN-BSN) on a 4.0 scale.

Total units required are as follows:

- BSN: 124 units
- RN-BSN: 36 units
- ELM: 81 units
- FNP-MSN: 51 units, PMC-FNP: 39 units



- PMHNP-MSN: 59 units, PMHNP-PMC: 47 units
- DNP: 40 units

Calculation of Units

The course of instruction shall be presented in semester units under the following formula:

I. One (1) hour of instruction in theory each week throughout the semester

II. Three (3) hours of clinical practice each week throughout the semester. With exception of an initial nursing course that teaches basic nursing skills in a skills lab, 75% of clinical hours in a course must be in direct patient care. 25% of clinical hours will be in simulation

3 hours of the following = 1 unit:

Clinical Experience/Patient Contact, Conference, Field work, Independent Study Lab

1 hour of the following = 1 unit:

Lecture (CDU) reckons that for each hour of lecture, the student will work 3 - 5 hours.

3 hours of the following = 1 unit:

Clinical Experience/Patient Contact (e.g. 9 hours of clinical contact time = 135 hours)

Conference, Field work, Independent Study, Lab, Seminar (For every hour of seminar contact time, include three hours of student preparation time. (i.e. 3 hours of contact time = 45 hours of seminar). Web-based course work, Workshops, and Projects.

Dismissal

In addition to dismissal for academic reasons, students can be dismissed from the University for violation of any of the following University policies:

- Professional Standards
- Academic Integrity Policy
- Impaired Student Policy
- Adverse Clinical Background Finding

Dismissal from the program is the most extreme form of sanction for violation of these policies, but less extreme sanctions may be employed if warranted.



Readmission

Readmission will be based on the current admissions policies. Candidates for readmission must meet current Program requirements. Policies related to the readmission of former students are outlined below:

Students seeking readmission should contact the Office of Admissions at least one semester prior to their intended return. Students dismissed from the University for Academic Reasons must wait out one semester before they can re-apply and receive approval from the Dean's Office. Students participating in an approved planned educational leave do not have to re-apply for readmission.

Students who have been absent for two or more semesters prior to the semester of return must apply for readmission unless they are on an approved leave of absence. Returning students will be subject to all the requirements and regulations printed in the catalog for the year of readmission.

Former Students in Good Standing

With approval of the Program Directors and the Dean, students who previously left the University in good standing may be readmitted, providing academic coursework in the interim period has not altered the student's scholastic status. If a student has attempted coursework at another institution during his/her absence from Charles R. Drew University, official transcripts of that coursework must be submitted to Charles R. Drew University Office of Admissions for consideration in the readmission process.

Former Students on Probation

Students on probation at the close of their last semester remain on probation if readmitted. If a student has attempted coursework at another institution during his/her absence from Charles R. Drew University, official transcripts of that coursework must be submitted to Charles R. Drew University Office of Admissions.

Former Students Who Were Dismissed

The readmission of a previously dismissed student is by special action only. Readmission action is based upon evidence that the causes of previous low achievement have been removed. This evidence may include grade reports or official transcripts of work completed at other institutions during the student's absence. Students who have been dismissed for ethical or behavioral reasons will not be readmitted.

To Re-apply, students should:

1. Complete and submit a Readmission Application (available in the Office of Enrollment).
2. Include a non-refundable application fee.
3. Include official transcripts of any coursework attempted during absence from Charles R. Drew University.

Grievance Policies, Procedures and Resolutions for Students

Charles R. Drew University has policies that have been established to resolve student problems and issues in a fair and impartial manner. The University's main priority is to help students learn while maintaining high academic and ethical standards. Grievances related to sexual harassment, racial harassment, bullying, or discrimination against the



disabled shall be pursued in accordance with University policies specifically relating to these items. (see CDU Catalog, P. 64). Please see Appendix D for “Sexual Harassment and Bullying.

The purpose of the procedures for Academic Grievances is to find an equitable solution to a problem at the lowest possible level. It is important to understand that grievances are not the same as disagreements. One cannot grieve an assigned grade, for example, if one merely disagrees with the grade.

All grades are based on accurate, objective and quantifiable scores, supported by grading rubric criteria (with a corresponding breakdown of percentages). It remains the primary responsibility of the graduate student to clarify the basis of grades for their assignments, reports, papers, etc. with their professor/instructor. Please note that the grading criteria are located in each and every course syllabus and it is reviewed by the student’s instructor during the orientation of the course.

Academic Grievance Process

An academic grievance relates to academic issues associated with the course, classroom or clinical instruction during the course of the semester. As a prerequisite to filing a grievance, a student must meet with the involved faculty member within three (3) school/business days after an incident occurs. The student and faculty member shall discuss the dispute in an attempt to resolve the matter. The student must represent himself/herself during the grievance process.

If following the discussion with the faculty member, the student continues to believe that the student has not been dealt with fairly; the student may submit a written statement of the complaint to the MMDSON Director of Student Affairs.

To prepare a written grievance, the student shall:

(It is the responsibility of the student to move the process forward through each step)

1. Identify the exact nature of the complaint and provide dates and locations of relevant incidents.
2. Identify the names of the witnesses or persons who have personal knowledge relating to the complaint.
3. Submit a grievance along with any available written documentation or evidence that is relative to the complaints/grievances to the Director of Student Affairs.
4. The student will meet with the faculty member and/or Course Coordinator and the Director of Student Affairs within three (3) school/business days of submission of the written grievance. If the grievance is not resolved, the grievance moves to the next step. The Director of Student Affairs will notify the MMDSON Dean of the student’s decision to move the grievance forward.
5. The Student Affairs Committee will meet within five (5) school/business days of a request for a review of the student’s grievance appeal. The committee chair will notify the MMDSON Dean of the committee’s decision. The Dean will notify the student and involved faculty member of the decision.
6. The student or the involved faculty member may appeal the decision of the Student Affairs Committee in writing to the Dean within two (2) school/business days following notification of the decision. The Dean will render a decision on the appeal within three (3) school/business days from receipt of the appeal.



7. The grievance process ends with the decision of the Dean of MMDSON.

The academic grievance process is generally instituted before the end of the semester; therefore, every effort should be made to complete the grievance process prior to the start of the next semester.

Non-Academic Grievances (from students)

Academic Matters are not involved in non-academic grievance. Examples of these include sexual harassment, or discrimination based on a protected class such as race or disability. Any employee, student or stakeholder who feels aggrieved on any non-academic matter related to dealings with CDU may use the applicable policy and procedure to seek resolution.

Preliminary Steps in a Non-Academic Complaint/Grievance

The student will meet with the Director of Student Affairs to discuss the grievance within five (5) school/business days. This is not a requirement if the complaint pertains to discrimination/harassment based on race, sex/gender, disability or other protected basis. (See below) If the Director of Student Affairs is the source of the grievance, then the MMDSON Dean will assign another person to the committee.

If the grievance is deemed to be legitimate, the Director of Student Affairs and the MMDSON Dean will discuss a resolution with the student within five (5) school/business days of meeting with the Director of Student Affairs.

Formal Steps in Filing a Non-Academic Complaint/Grievance

Within five (5) school/business days of meeting with the Director of Student Affairs, the student will submit documentation in writing of the unresolved complaint to the Director of Student Affairs who will inform the MMDSON Dean.

The Student Affairs Committee will review the student's complaint and make a recommendation. The committee will meet within five (5) school/business days of a request for a review of the student's grievance appeal. The committee chair will notify the MMDSON Dean of the committee's decision.

The Director of Student Affairs will notify the student and involved faculty of the decision. The student shall have the right to appeal the decision in writing to the Dean within two (2) school/business days of the decision. The dean will render a decision on the appeal within ten (10) school/business days from receipt of the appeal. The grievance process ends with the decision of the Dean, which will be final.

Confidentiality

Throughout the entire procedure, from the filing of a formal complaint to final resolution, all information related to a grievance must be kept confidential. Once a final decision has been made and implemented, the original copy of the Grievance Form will be placed in the official, confidential Grievance File in the Office of SON and will be maintained for a minimum of five (5) years.

Please see Appendix B for "Success contract template".

Withdrawals



The grade “W” indicates that a student withdrew from a class during the period scheduled on the school calendar. In order to withdraw from a course or program a student needs to meet with their advisor, Program Director and the Director of Student Affairs to fill out the university withdrawal or course add/ Drop forms. The form needs to be submitted to the director of student affairs. The forms are available on the website and the Office of Registration and Records. After the deadline to withdraw from a course, a student may request permission to be allowed to withdraw from all of her/his classes for a medical emergency or extraordinary circumstance. Students cannot withdraw from any course for reasons of poor performance or a failing grade.

Medical Withdrawals

Permission to drop courses for health reasons must be requested in writing and certified by the student's physician. Requests of this nature must be presented to the MMDSON Director of Student Affairs prior to the final examination. Under no circumstances will a medical withdrawal be considered after the final examination has been taken. If a medical withdrawal is approved, the student will receive a grade of “W” for each course after the withdrawal date and before the last day of the term.

Student Support Services

Academic Resource Center: The Academic Resource Center (ARC) is interested in every student reaching his or her full potential. All students can participate in recurring ARC workshops and meet one-on-one with the Learning Specialist to receive academic coaching.

Research Support and Resources: Charles R. Drew University recognizes the importance of independent research opportunities and efforts for students during their collegiate career. CDU and the Division of Student Affairs aims to encourage students in undertaking such endeavors by consolidating available research opportunities within the university and surrounding area to be readily available to students.

Student Housing: Collegiate Housing Services (CHS) is a comprehensive, full-service student housing company dedicated to the coordination of all aspects of a college’s housing needs. CHS provides a full range of on and off campus housing services to students. For more information, please see <http://housingservices.com/schools/ca/cdula/losangeles/>

Non-Discrimination Policy

Charles R. Drew University of Medicine and Science prohibits discrimination and harassment in its programs or activities on the basis of race, color, national or ethnic origin, ancestry, sex including pregnancy or childbirth (and related medical conditions), gender, gender identity, gender expression, sexual orientation, age, religion, marital



status, physical or mental disability, medical condition, military or veteran status, or any other personal characteristic protected by university policy, federal or state law. This policy applies to the University's programs and activities both on and off-campus, including those outside of the United States. The University will not retaliate, nor permit retaliation against any person who reports or participates in an investigation or other university process addressing allegations of discrimination or harassment.

Reports of Discrimination or Harassment (not based on sex/gender under title IX) can be reported to the campus Director of Student Services (323) 357-3631 or StudentServices@cdrewu.edu. Complaints regarding faculty or staff may be directed to the Director of Human Resources (323) 563-9318 or hrdept@cdrewu.edu. Inquiries or complaints can also be made to the University's Compliance, EEO and Diversity Officer at (323) 357-3684, or on campus in COBB 242.

Title IX Reports

Reports that pertain to sex/gender discrimination or sexual harassment, including assault, intimate partner violence or stalking should be made to the Title IX Coordinator by email at titleix@cdrewu.edu or telephone (323)357-3684 or on campus in COBB 242. Alternatively, if you are unable to report a concern to the Coordinator or the individual in this role is the subject of your complaint, please report the matter to the Dean, Mervyn M. Dymally School of Nursing at Deliasantana1@cdrewu.edu and 323-568-3304

Disability and Accommodations- Americans with Disability Act Accommodation (ADA)

Charles R. Drew University of Medicine and Science (CDU) and Mervyn M. Dymally School of Nursing provides equal access and opportunity to its students and does not discriminate on the basis of disability in all of its courses, programs and activities. The institution is committed to providing appropriate services and reasonable accommodation for students with physical or mental disabilities consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act, and the Americans with Disabilities Amendments Act of 2008. Students seeking an accommodation, or for inquiries, please refer to <https://www.cdrewu.edu/students/Accommodations> for the reasonable accommodations process. You may also contact Dr. Candace Goldstein, Disability Services Coordinator, by email at candicegoldstein@cdrewu.edu or telephone at (323) 357-3635.

MySafeCampus Alert Line:

Any report of discrimination or harassment can be made to the University's compliance alert line **MySafeCampus** at www.mysafecampus.com or telephone: **(800) 716-9007**

Reports to **MySafeCampus** can be anonymous. However, anonymous reports may not prompt an investigation or enable the University to initiate some other redress of the matter if insufficient information is provided, anonymity is not permitted under a procedural process, or anonymity creates a significant impediment to the resolution process.

You may also contact the U.S. Department of Education regarding disability, Title IX and other anti-discrimination issues at Office for Civil Rights, United States Department of Education (415) 486-5555 or www.ed.gov. See the



University Catalog for additional information related to Title IX and other anti-discrimination rights and responsibilities.

Charles R. Drew University of Medicine and Science (CDU) provides equal access and opportunity to its students and does not discriminate on the basis of disability in all of its courses, programs and activities. CDU is committed to providing appropriate services and reasonable accommodation for students with physical or mental disabilities consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, Title III of the Americans with Disabilities Act, and the Americans with Disabilities Amendments Act of 2008. (See Catalog P. 47)

The Charles R. Drew University of Medicine and Science, Mervyn M. Dymally School of Nursing is committed to providing equal access to all of its programs, services, and activities for students with disabilities. Students seeking an accommodation or for inquiries, please refer to www.cdrewu.edu/stu/Reasonable for the reasonable accommodations process and forms. You may also contact Dr. Candace Goldstein, Disability Services Coordinator, available in person in Keck 201, by email at candicegoldstein@cdrewu.edu or (323) 357-3635.

You may also contact the U.S. Department of Education regarding disability, Title IX and other anti-discrimination issues at:

Office for Civil Rights
United States
Department of Education
50 Beale Street, Suite 7200
San Francisco, CA. 94105 P:(415) 486-5555 www.ed.gov

See the University Catalog for additional information related to Title IX and other anti-discrimination rights and responsibilities.

Lactation Room

In support of students actively breastfeeding, a lactation room is available at school of Nursing. Mamava application from any app store (Google or Apple Store) needs to be downloaded. An account needs to be created. The nearest lactation pod (Charles R. Drew university) needs to be selected. The door can be unlocked by the user needs to make sure to lock the door once inside.

Tutoring Services

The MMDSON has tutors who support students in need of tutorial services in the Mervyn M. Dymally School of Nursing. For more information please visit: <https://www.cdrewu.edu/Students>.

Student Learning and Skills Center (SLSC)

The SLSC is dedicated to helping all students experience maximum intellectual development and personal growth. Students are encouraged to call and make an appointment as needed for tutoring. The SLSC is located in the LSRNE building, and students may also take advantage of the University LRC located in the Keck building.

Student Education and Services Center (SESC)



The SESC is dedicated to helping students experience maximum intellectual development and personal growth for students enrolled in any of the academic programs offered by the College of Medicine (COM), College of Science and Health (COSH) and the Mervyn M. Dymally School of Nursing (MMDSON), located in the Keck Building. Students are encouraged to call and make an appointment as needed for tutoring or assistance with testing.

Impaired Student and Policies

The MMDSON follows the guidelines established by the Board of Registered Nursing related to Impaired Nursing Students:

Board of Registered Nursing Statement

IMPAIRED NURSING STUDENTS GUIDELINES FOR SCHOOLS OF NURSING IN DEALING WITH THE MATTER OF NURSING STUDENTS IMPAIRED BY ALCOHOLISM, DRUG ABUSE, AND EMOTIONAL ILLNESS.

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness, the California Board of Registered Nursing recognizes that:

- a. These are diseases and should be treated as such;
- b. Personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in her or his care;
- c. Nursing students who develop these diseases can be helped to recover;
- d. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
- e. Confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral.

Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed [or losing their license] to practice nursing in the State of California.

As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.



Optimal health is an important factor in safely achieving academic and clinical performance requirements. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic and clinical performance. Substances which may impair student performance include legal drugs (prescription and over-the-counter), illegal drugs, alcohol, and other chemicals. The potential risk to self and others is unacceptable. Therefore the policies stated below will be implemented as necessary. The policies are consistent with the Board of Registered Nursing Guidelines of 11/84. Confidentiality will be strictly maintained at all times.

Policy: A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom or clinical setting. It is in violation of the law, and of university regulations to obtain, possess, prescribe, administer to self or to another person any controlled substance or patient medications not prescribed by a physician.

Assessment: The student shall be removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of the self or of others. These behaviors may include:

- Physical impairment
- Mental or emotional impairment
- Impaired judgment and/or disruptive actions
- Inconsistent behavioral patterns

Procedure: When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken:

- a. The student shall be excluded from the classroom/clinical.
- b. The instructor shall immediately report the incident to the MMDSON Dean, Director and Director of Student Affairs.
- c. The student shall immediately report to MMDSON Dean, Director and Director of Student Affairs for investigation pursuant to university regulations.
- d. The student shall be referred for further professional assessment and or drug screening if deemed necessary.
- e. The drug screen must be completed the same day or no more than 12 hours from the time of the incident at the student's own cost. The student shall be given a referral form indicating the impaired behaviors which led to the classroom/clinical exclusion. This form must be signed by a health care professional, indicating clearance, and returned to the instructor before the student may be readmitted to the nursing classroom.
- f. The professional assessment shall be performed by someone other than a member of the Charles R. Drew University faculty.
- g. The instructor shall call the student's emergency contact person for transport from the campus if, in the instructor's judgment, the student is incapable of driving safely.



Dismissal from the Program as an Impaired Student: If the student is believed to be impaired, and therefore a danger to the self or to others, and refuses to submit to further professional assessment, the student will be dismissed from the Nursing Program. The student may also be subject to suspension or expulsion from other university programs in accordance with the university rules and regulations. If the student submits to further professional assessment and is found to be impaired, and therefore a danger to self or others, the student will be dismissed from the Nursing Program and required to provide proof of having received professional treatment prior to re-entry.

Readmission to the Program after Dismissal for Impairment: After a minimum period of six months from the time of dismissal, the student may petition for readmission to the Nursing Program. The requirements for readmission are:

1. The student shall submit a petition to the Dean, School of Nursing.
2. The student shall provide proof of active participation in a recognized treatment program on a regular basis and evidence of rehabilitation and/or recovery at the time of petition for re-entry.
3. The student may be required to participate in on-going rehabilitation treatment as a condition of readmission.
4. If admitted to the Nursing Program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment as a condition of readmission.
5. Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the Nursing Program.
6. Readmission is on a space-available basis.
7. A second documented incident of impaired behavior will result in permanent dismissal from the Nursing Program.

Student Rights to Program Records

The University Registrar's Office maintains all transcripts and grades. Official and/or unofficial transcripts can be requested from this office.

The Family Educational Rights and Privacy Act of 1974 allow current and former students to inspect and review unrestricted official records, files, and data directly related to them.

The statutes consider certain materials as outside the definition of "educational records" and thus, not open to inspection. The statute also specifies who may have access to the student's record or information therein.

1. Current or former students who want to review their records shall provide, in writing, permission to allow access to restricted portions of their records.
2. Program departments will give students an opportunity to review their files.



3. Students have the right to correct any inaccurate or misleading entries or to insert a written explanation clarifying the contents of the student record. Student records contain information on the student's progress, evaluations, test results, and grades, which become a permanent part of the student's file. Grades are added to the student's file at the end of each semester. Students may request, in writing, copies of their permanent record excluding third party documentation.

Section IV

Academic Integrity

Expectation: Both the MMDSON and the University expect academic integrity in all projects, papers, examinations, and assignments.

Definitions: Academic Integrity: The maintenance of academic integrity and quality education is the responsibility of each student at Charles R. Drew University. Cheating or plagiarism in connection with an academic program is an offense for which a student will be expelled, suspended, or given another disciplinary action.

Academic dishonesty diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. Academic dishonesty includes:

Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

- Students completing any examination should assume that external assistance (e.g. books, notes, calculators, and conversations with others) is prohibited unless specifically authorized by the instructor.
- Students may not allow others to conduct research or prepare work for them without advanced authorization from the instructor.
- Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.



- Students must not sign the attendance form for students who are absent and not attending class.

Fabrication: Intentional falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty: Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.

Plagiarism: To steal or pass off the words or ideas of another as one's own, or to use without crediting the source.

Any incident of violation of the Academic Integrity Policy may be handled by a faculty member or may be treated as a judicial action. Documentation of a violation and any resulting discipline may be placed in the student's file.

Cheating, plagiarism, fabrication and facilitating academic dishonesty will result in a grade of an "F" for that assignment plus permanent probation for all student(s) involved and it may lead to a possible failing grade and/or expulsion from the program.

Safe Assign: A plagiarism prevention tool that detects unoriginal content in students' papers by identifying areas of overlap between submitted assignments and existing works. All papers will be submitted through Safe Assign to ensure that no portion of the paper has been plagiarized. After a paper has been processed, an assessment report will be available that will show the percentage of text in the submitted paper that matches existing sources.

Classroom Civility

This term refers to behavior a reasonable person would view as substantially or repeatedly interfering with the conduct, instructions and education of the a class.

Examples include:

- Repeatedly leaving and entering the classroom or clinical area without authorization
- Making loud or distracting noises
- Using cellular phones and or other electronic devices during the class or clinical area
- Coming to class under the influence of alcohol or a controlled substance other than prescription medicine
- Eating and drinking in the classroom or clinical area
- Using a computer in class or other technology on activities not related to the class or clinical area

Professional Standards

Integrity is of utmost importance in upholding the standards of professional and personal conduct. It includes being accountable for one's own conduct as well as assuming responsibility for the professional behavior of one's colleagues within the profession. Assuming responsibility for the professional behavior of one's colleagues means exemplifying integrity oneself, encouraging colleagues to be honest and responsible, and refusing to ignore or cover up breaches of integrity such as cheating stealing or falsifying records. The process of becoming a professional begins by integrating these core values into one's everyday life.

Professional standards are to be maintained. A student who demonstrates unprofessional behavior or behavior which indicates unsafe practice or improper classroom behavior (online and in person) may be denied progression or may be dismissed from the program.



Student Code of Conduct

Students in this professional program should not only demonstrate appropriate professional and ethical behaviors but should also expect such behaviors from fellow students. Professional conduct, dress, classroom behavior, and respect are expected in all courses in the curriculum. The student code of conduct assumes adherence to the rules and regulations of MMDSON. Each student is held accountable for maintaining personal integrity and, to the best of their ability, the integrity of the MMDSON community.

Please see Appendix E for the “Student Code of Conduct and the Student Acknowledgement Form” and Appendix G for Student Handbook and Function Rules Acknowledgement Form

Section V

Student Participation

Committees

Elected student representatives are expected to be present and participate actively during regular faculty meetings.

The Chair of the committee may ask students to excuse themselves should the meeting topics include confidential or sensitive information.

Potential student representatives will be required to submit an application to include the following:

- Committee of interest
- Plan for communication both to and from the students represented
- Goals/Objectives for participating in MMDSON Committees
- Student representatives will be selected using specific criteria.
- During their term of representation, the students are expected to: Represent the views of peers and not their own interests or views, maintain integrity by acknowledging the confidentiality of some committee business, and attend all meetings as scheduled. (This may include phone conference calls if available and appropriate)



Student members have voting privileges. Alternates may be designated, as required. Each of these committees are made up of both students and faculty. Meetings are held once a month. Students will be advised each semester when and where the meetings will be held.

Evaluations

Clinical Site Evaluations: At the completion of each course, each student will be asked to complete a confidential Clinical Site Evaluation Form for each site attended.

Course Evaluations: At the completion of each course, each student will be asked to complete a Confidential Course Evaluation Form for each course.

Faculty Evaluations: At the completion of each course, each student will be asked to complete a Confidential Faculty Evaluation Form for each faculty member to whom they have been assigned.

Community Service

ELM students are required to participate in 60 community service hours prior to graduation. Prelicensure BSN students are required to participate in 50 community service hours prior to graduation. Opportunities are available for students to participate in community programs through the MMDSON and the University.

Student Organizations

Charles R. Drew University Student Government (CDUSG) is a student led organization comprised of student leaders from various allied health programs within Charles R. Drew University of Medicine and Science (CDU). CDUSG encourages freedom of scholarship, preserves and encourages student rights, promotes a unified and cohesive student body, and maintains forums to discuss student views. See more at:

<https://www.cdrewu.edu/students/CDUSG>

National Student Nurse's Association (NSNA): One of the most well-known opportunities available for fellow nursing students is the National Student Nurse's Association (NSNA), an organization that was founded in 1952 intending to mentor nursing students and contribute to their professional development. At the Mervyn M. Dymally School of Nursing, every Entry Level Master's in Nursing student is automatically enrolled as a member and receives a plethora of membership benefits such as an annual subscription to Imprint, the NSNA official magazine, career assistance, mentorship opportunities etc. Additionally, the association offers awards and representative positions to students that present exceptional leadership skills. Through the Office of Student Affairs, student officers are elected for the following positions: President, Vice President, Secretary, Treasurer, Legislative Representative, Breakthrough to Nursing Representative, Student Affairs Committee Representative, and Academic Program Committee Representative. Thus, students are able to further exercise their leadership skills that will be useful in their clinical practice and other career opportunities they pursue in the future, relating to healthcare. <http://www.nsna.org/>

Additional Resources

Nursing students should take time to visit the following websites:



- Nursing Practice Act – which includes links to the Business and Professional Code of California and Title 16, California Code of Regulations <http://www.rn.ca.gov/npa/npa.htm>
- California Board of Registered Nursing: www.rn.ca.gov
- Sigma Theta Tau International Nursing Honor Society Web Link www.nursingsociety.org
- National Organization of Nurse Practitioner Faculties www.nonpf.com/
- Western Institute of Nursing (WIN) www.winursing.org
- Gerontological Society of America www.geron.org
- American Assembly Men in Nursing <http://aamn.org>

References and Resources:

American Nurses Association (ANA): Code of ethics for nurses and interpretive statements. Retrieved 2016, from: <https://anacalif.memberclicks.net/assets/Events/RNDay/2016%20code%20of%20ethics%20for%20nurses%20-%209%20provisions.pdf>

Please see Appendix G-1 for the “American Nurses Association, Code of Ethics for Nurses 2016” and Appendix G-2 for the “National Student Nurses’ Association, Code of Academic and Clinical Conduct”

Guidelines on Living Healthy

See the Centers for Disease Control and Prevention website for more detailed information and guidelines on living healthy: <http://www.cdc.gov/HealthyLiving/>.

Health Insurance Portability and Accountability Act (HIPAA) and the Patient Self Determination Act

See the National Institutes of Health (NIH) training site for an introduction to legal issues in clinical research, including content on HIPAA and the Patient Self Determination Act presented by Valerie H. Bonham, Office of the General Counsel, NIH on December 11, 2006: <http://www.nihtraining.com/cc/ippcr/current/downloads/Bonham121106>

Standards of Care

See this site for information on the “standard of care”:

https://www.jointcommission.org/standards_information/standards.aspx

Student Representatives

The purpose of the cohort representative role is to provide a conduit for exchange of information, questions, and concerns from the student group perspective. It also provides input, as needed from the student perspective on agenda items when solicited by the faculty assembly. This representative role offers an opportunity for participation



as a student leader, which could be reflected in the student's resume and portfolio. Consequently, it is anticipated that such opportunities would be made available on a rotating basis.

Their peers at the start of each academic year elect student representatives. A minimum of two (2) representatives for each cohort will be elected by the mid-point of the first semester. In the beginning of the second year of the program, the cohort will then have the opportunity to elect two (2) new cohort representatives. This will provide opportunities for leadership roles to additional students. These representatives are in addition to the cohort officers.

The role and responsibilities of student representatives include, but are not limited to the following:

- Represent the entire cohort at the general nursing faculty/staff assembly by attending monthly meetings, currently the first Wednesday of each month.
 - If invited to the faculty subcommittee meetings, at least one representative must attend.
- Solicit, compile, and report feedback from the cohort to the nursing faculty on topics of concern.
 - Reports should reflect positive feedback as well as address concerns or situations that may warrant improvement or change within the student roles/responsibilities.
 - Feedback regarding situations of concern or dissatisfaction should be accompanied with recommended solution(s) for improvement.

The student representative's role is not to be the voice for an individual student's situation, grades, or concerns. A student with an individual concern should approach the appropriate course faculty member and/or their advisor for assistance. The student representatives must focus on the concerns of the cohort as a whole and contributions to enhancing the learning experience within the academic (SON) system or infrastructure.

MMDSON Line of Chain of Command

What do a student do if they have a problem with the course work or course instructor?

1. First scheduling a meeting to talk with the course instructor didactic or clinical instructor about the issue
2. An unsuccessful meeting will lead to scheduling a meeting and follow up with the Assistant Director and Director of Student Affairs
3. If Still Unsuccessful, the student will need to schedule a meeting and follow up with the Program Director and Director of Student Affairs



4. If No success then the student need to schedule a meeting with the Dean and provide the evidence of the previous discussions with faculty & Directors

5. Lastly if still there is no success or resolution to the problem then the student can schedule a meeting with Dean of Student Affairs.

Please note, if a student does not follow the line of chain of command, they will be referred to the appropriate steps to resolve the issue. This chain of command will mirror what a student will experience as a working nurse in the real world.



Appendix A: Health Form

Mervyn M. Dymally -School of Nursing

1748 East 118th Street, Los Angeles, CA 90059 Phone 323-568-3302 Fax 323-568-3389

Dear MMDSON Student:

CDU requires that each new student submit written documentation regarding his or her health status. The purpose for these state requirements is to prevent outbreaks of vaccine-preventable communicable diseases among CDU students; to prevent or reduce the risk of transmission of vaccine-preventable and other communicable diseases between CDU students and patients and other persons at CDU and CDU-affiliated health care units. Enclosed you will find the University Student Immunization and Health requirements as well as the forms - **Part I and Part II** - which need to be completed by your health care provider to better assist you in complying with these requirements. This policy shall apply to every student matriculated or enrolled full-time or part-time in a CDU School or program. If you are submitting records for the first time, please submit your entire health record in one envelope to assure that health information is received and accurately processed prior to the beginning of the semester. All student health information must include your name, and social security number. Also enclosed in this package is information on Meningitis. The California State Required Meningitis Awareness Disclosure Form must be returned. Please be certain that all information is printed legibly.

All Health Records and CPR card should be submitted at the new student orientation.

Thank you in advance for submitting complete and timely records.

Submit/Mail records to the following address:

CDU-Mervyn M. Dymally School of Nursing

1748 East 118th Street

Los Angeles, CA 90059



Health Requirement For Incoming Students:

The Health Policy applies to every student matriculated or enrolled full-time or part-time in a CDU School or Nursing.

All students accepted in a CDU educational program are required to produce complete documentation including immunization records prior to the start of the semester. Students who are accepted late into a CDU educational program may complete their health requirements by late registration.

Students lacking required documentation are excluded from class and/or clinical, and are not permitted to register for any other classes until all requirements have been met.

Students are required to have their tuberculosis skin testing done within three (3) months of matriculation or enrollment. No exceptions.

Acceptable documents serving as evidence of previous immunization and/or immunity include any of the following:

- a) an official school immunization record or copy thereof from any primary, secondary, undergraduate, graduate, health professions or other school;
- b) a record from any public health department;
- c) a medical history form summarizing prior immunizations signed by a licensed physician, Certified Nurse Practitioner.
- d) a report of serology testing of immune status.

A student may be exempted from any required immunizations or test if the student submits a bona fide written signed statement explaining how immunization conflicts with his or her religious beliefs and if failure to receive this immunization or test does not prevent fulfillment of the requirements of the academic program. The student may be required to acknowledge in writing (via waiver form) that he or she was informed of the value of immunizations and has knowingly declined to have such immunizations for religious reasons. The University shall provide reasonable accommodations to those students whose religious beliefs bar requirements of the academic program.

A student may be exempted from any required immunizations or test if he/she has a medical contraindication for that immunization or test and if failure to receive this immunization or test does not prevent fulfillment of the requirements of the academic program. Conditions comprising valid medical contraindications to vaccine administration are those set forth in the most recent Recommendations of the Immunization Practices Advisory Committee (ACIP) published periodically by the Centers for Disease Control and Prevention. Such students must present a written statement from a physician or a nurse practitioner licensed to practice medicine in the United States stating that a specific immunization is medically contraindicated, and giving the reasons for and duration of this contraindication. This written provider statement shall become part of the student's immunization record and shall be reviewed annually to determine whether this exemption shall remain in effect for the next year. When a medical contraindication no longer exists, the student must comply with the immunization requirements. The University shall provide reasonable accommodations to those students whose medical condition contraindicated immunizations so long as failure to be immunized will not prevent the student from fulfilling the requirements of the academic program. Students should be informed of the immunization and testing requirements prior to matriculation or enrollment.



CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE - MERVYN M. DYMALLY SCHOOL OF NURSING
Health Tracking and Immunization Form

Part I - STUDENT: please complete all information

(Last) (First)

DATE OF BIRTH _____

ADDRESS: _____
(Street) (City) (State) (Zip code)

TELEPHONE #: (_____) _____ EMERGENCY TELEPHONE # : _____

Email address: _____

PERSONAL MEDICAL HISTORY: Please check any of the following conditions which apply to you:

Allergies: Yes ___ No ___ . If yes, please specify: _____

Are you taking any Medications? Yes ___ No ___ . If yes, please specify meds taken: _____

Previous Hospitalizations or Illness: Yes ___ No _____. If yes, please specify: _____

Mental Health Disorders: Yes ___ No ___ . If yes, please specify: _____

Neurology Disorders: Yes ___ No _____. If yes, please specify: _____
____ Seizures/ Convulsions ____ Fainting spells ____ Black-outs ____ Other: _____

Cardiovascular Disorders: Yes ___ No _____. ____ Heart Murmur ____ Chest pain ____ Rheumatic Fever ____
High BP ____ Irregular Heart Beat. Other heart conditions: _____

Respiratory Disorders: Yes ___ No _____. ____ Asthma ____ Chest Infections ____ Bronchitis ____ Other: _____

Eyes, Ears, Nose and/or Throat Disorders: Yes ___ No _____. If yes, please specify: _____

Skin Disorders: Yes ___ No _____. If yes, please specify: _____

Gastrointestinal Disorders: Yes ___ No _____. If yes, please specify: _____

Endocrine Disorders: Yes ___ No _____. If yes, please specify: _____



Part II - PHYSICAL EXAMINATION: to be completed by your health care provider. ALL SECTIONS MUST BE COMPLETED.

Age _____ Sex _____ Height _____ Weight _____ BP _____ Pulse _____ Urine Dip _____ Hb _____
 Eyes: Vision R 20/ _____ L20/ _____ Corrected vision R20/ _____ L20/ _____ Color vision/ blindness? _____
 Ears: Hearing _____ Type of test _____

NORMAL:

Findings

- | | |
|---|-----------|
| _____ 1. Head/Neck | 1. _____ |
| _____ 2. Eyes | 2. _____ |
| _____ 3. ENT | 3. _____ |
| _____ 4. Ears-General | 4. _____ |
| _____ 5. Ocular Motility (Associated parallel movements) | 5. _____ |
| _____ 6. Lungs and Chest (include breasts) | 6. _____ |
| _____ 7. Cardiovascular System, Peripheral Vascular System | 7. _____ |
| _____ 8. Gastrointestinal System, Abdomen and Viscera | 8. _____ |
| _____ 9. Back Strength/Extremities | 9. _____ |
| _____ 10. Endocrine System | 10. _____ |
| _____ 11. Neurologic, General Mood and Attitude | 11. _____ |
| _____ 12. Reflexes | 12. _____ |
| _____ 13. Skin | 13. _____ |
| _____ 14. Genitourinary/ Anus and Rectum/ Reproductive (as indicated) | 14. _____ |

Ability to lift and carry up to 50 lbs Yes No _____
 Ability to exert up to 100 lb force or push/pull Yes No _____
 Ability to bend/stoop/squat/crawl Yes No _____

REQUIRED IMMUNIZATIONS

IMMUNIZATION RECORD

VACCINATIONS: (results of blood test (titers) done must accompany this form)	<u>1st dose</u> <u>Mo/Da/Yr</u>	<u>2nd dose</u> <u>Mo/Da/Yr</u>	<u>3rd dose</u> <u>Mo/Da/ Yr</u>	<u>Booster</u> <u>Mo/Da/Yr</u>	<u>Titer:</u> <u>enclose</u> <u>copy of titer</u>
MMR (2 Doses) or titers					
Measles (live virus) (proof of 2 doses) or titers					
Mumps (1 dose)					
Rubella (1 dose)					
Tdap (one dose Tdap, then Td booster every 10 years)					
Hepatitis B (3-dose series) <u>and</u> titer (1 month wait) after 3 dose series to prove immunity)					
Varicella (chickenpox) (if titers neg. 2 doses of Varivax vaccine-1-2 months apart.) or positive titer.					
Seasonal flu vaccine (1 dose annually)					

TB SKIN TEST: Note: 2 step or QuantiFERON Gold required for new students who have never had a PPD

#1 DATE: ____/____/____ RESULTS: NEG. () ****POS. () INDURATION

#2 DATE: ____/____/____ RESULTS: NEG. () ****POS. () INDURATION

OR QuantiFERON Gold DATE: _____ RESULTS NEG () ****POS () other _____

****if positive, Chest X-ray DATE: _____ RESULTS: _____ (ATTACH COPY OF X-RAY REPORT)

Was INH Therapy Recommended? Yes () Start date: _____ Completed date: _____ If

INH not recommended WHY? (BCG vaccine cannot be a reason why INH therapy was not started)

Provider Signature: _____ Date of exam: _____

Provider Office Stamp or Printed Address: _____ Telephone: _____



CDU POLICY ON IMMUNIZATION/HEALTH REQUIREMENTS

To be compliant with the university's policies incoming students ***MUST*** meet the following requirements. The purpose for these requirements is to prevent outbreaks of vaccine-preventable communicable diseases among CDU students; to prevent or reduce the risk of transmission of vaccine-preventable and other communicable diseases between CDU students and patients and other persons at CDU and CDU-affiliated health care units.

This policy applies to ***every*** student matriculated or enrolled full-time or part-time in a CDU School or program, including joint and collaborative programs with other institutions. All forms must be submitted by the deadline

- ***HISTORY AND PHYSICAL EXAM:*** All students must undergo a complete History and physical within six (6) months prior to first class *and at annual or other appropriate intervals thereafter if indicated by Initial findings.*
- ***TUBERCULOSIS (TB):*** Each student must undergo ***QuntiFERON blood test or two-step TB skin testing*** using the **Mantoux method** (5 tuberculin units of purified protein derivative (PPD) injected intradermally) within three (3) months prior to first class.

Students with a **history of BCG (Bacille Calmette-Guerin) vaccination** ***are not*** exempt from the TB requirement because there are no data to indicate that these individuals experience an excessively severe reaction to PPD testing, and because anyone with a history of BCG and a positive PPD test result is considered infected with TB and is treated accordingly. Students with a history of a **positive (+) PPD test** must document the following: **a chest x-ray report and history of preventive therapy for TB infection according to published CDC guidelines.**

- ***IMMUNIZATION REQUIREMENTS:***

MEASLES-MUMPS-RUBELLA (MMR)

All Students must document proof of immunity to measles, mumps, and rubella prior To first class.

Immunity can be proven by:

- a) serology (laboratory) evidence of immunity to ***EACH*** disease,

or



b)documentation of receipt of **two (2)** doses of *measles vaccine*.

This requirement may be met by **two** doses of live-virus MMR (measles-mumps-rubella) vaccine.

TETANUS-diphtheria (Td)

Students must document a completed primary *series of tetanus and diphtheria toxoid immunizations* and received a Tetanus and diphtheria *booster* within the last ten (10) years.

VARICELLA (CHICKENPOX)

Students **must**, prior to start of class, receive 2 doses of varicella vaccine 4 to 8 weeks apart or prove immunity to varicella-zoster virus via serology.

HEPATITIS B

All Students ***must show documented proof of immunity to hepatitis B prior to the start of class.***

Immunity can be proven by:

a) Three (3) dose series of hepatitis B vaccine **and** b) documentation of hepatitis B serology by titer.
If you are receiving hepatitis B for the first time then: *One dose must be taken prior to the first day of class.

INFLUENZA VACCINE

Students are required to have a flu vaccine each year during the fall season with the current influenza vaccine.

COVID-19 VACCINE

Students are required to show completion of their COVID-19 vaccination series (completion of 2 doses of Pfizer/Moderna or 1 dose of Johnson & Johnson) and 2 boosters. the COVID-19 bivalent booster is a student requirement by November 1st, 2022.



NOTIFICATION OF RIGHTS UNDER FERPA

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

- (1) The right to inspect and review their education records within 45 days of the date that an appropriate University official receives a written request for access.

Students shall submit to the Dean or other appropriate University or school official written requests that identify the record(s) they wish to inspect.

- (2) The right to request the amendment of education records that the student believes is inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They shall write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- (3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University or acting in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); an administrator or faculty member from an institution with which CDU has an academic or clinical affiliation who has legitimate educational interest; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student is, seeks, or intends to enroll.

CDU reserves the right to release directory information without prior written consent of a student unless notified in writing to the contrary. The following items are considered by CDU as Directory Information: name, date and place of birth, addresses (including electronic), phone numbers, filed(s) of study or program(s), dates of attendance, participation in officially recognized activities, degrees, awards and honors received, previous schools attended, photographs, internship, residency or other post-completion placements.

- (4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:



Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-460

California State Required Meningitis Awareness Disclosure Form

To be completed by student

California law requires that universities make an increased effort to educate students about the risk of Meningococcal disease or “Meningitis”. Although the incidence of Meningitis is relatively rare, about one case per 100,000 persons per year, studies done by the CDC and American College Health Association (ACHA) found that the cases of Meningococcal disease are three to four times higher among college freshman that live in the dormitories/residence halls. The Meningococcal vaccine is effective against the four kinds of bacteria that cause about two thirds of the Meningococcal disease in the United States.

What is Meningococcal Meningitis?

Meningococcal meningitis is a potentially fatal infection caused by the bacterium *Neisseria meningitidis* that causes inflammation of the membranes surrounding the brain and spinal cord.

How is Meningitis Spread?

Meningitis is spread by direct contact with infected individuals. The bacterium is present in respiratory secretions and can be spread by coughing or sneezing. It is also spread by sharing eating utensils, water bottles, cigarettes and kissing. Social factors such as smoking, excessive alcohol consumption and bar patronage also increase the chance that a person will contract meningitis from an infected individual.

Is There a Vaccine For Meningitis?

There are two vaccines available that are 85% to 100% effective in preventing four kinds of bacteria that cause about 70% of disease in the U.S. Menomune, the Meningococcal polysaccharide vaccine (MPSV4) has been available since the 1970s. Menactra and Menveo, are the Meningococcal conjugate vaccines (MCV4,) that were licensed in 2005 and 2010 respectively. Both vaccine types work well and are safe with generally mild side effects such as redness and pain at the injection site lasting up to two days. Immunity develops within 7-10 days after vaccination and lasts approximately 3-5 years. The Menactra/Menveo vaccine is the preferred vaccine for people 11-55 years of age and is expected to give better, longer-lasting protection and should also be better at preventing the disease from spreading from person to person.

What Are The Symptoms of Meningitis?

Cases of Meningitis peak in late winter and early spring, overlapping the flu season. Symptoms can easily be mistaken for the flu. These symptoms may include high fever, rash, vomiting, severe headache, neck stiffness, lethargy, nausea and sensitivity to light. If a student has two or more of these symptoms at one time, they should seek health care immediately. Meningitis progresses rapidly and can lead to shock and death within hours of the first symptoms if left untreated.

If you have any questions regarding the meningitis vaccines please contact your healthcare provider or call Student Health Services at 909-448-4619. More information can be found at the CDC website (www.cdc.gov) or the ACHA website (www.acha.org).

The Menomune or Menactra Vaccine for *Neisseria meningitidis* is available at the University of La Verne Student Health Center. We will keep this confidential as part of your medical record in accordance with HIPAA. Please indicate your preference and acknowledgement of this information by signing below:

Please mark one of the boxes, then sign below.

☐ I have received the Menactra Vaccine. Date ____/____/____

☐ I have received the Menomune Vaccine. Date ____/____/____

☐ I have received a Meningococcal vaccine but do not know which one. Date ____/____/____ (Hib meningitis vaccine does NOT qualify)

☐ I have read the provided information and do not want to receive either vaccine. (Initial) _____

Student Signature

Student Name (Please Print Clearly)

Date



Appendix B: Success contract template



Learning Contract () Grievance () Incident Report () Unprofessional Behavior ()

Student: _____ Date: _____ Email: _____
 Phone Number: _____ Class/Cohort: _____ Faculty: _____
 Advisor: _____ Clinical Issue () Didactic/Theory Class () Others/Specify: _____ / _____

Student deficiency/Behavior/Observation (short summary)

Has this behavior/incident occurred before? YES () NO () N/A ()

Faculty Assessment:	Plan (Goals & Objectives):	Timeline	Goals Met (Yes or No)

* Failure to meet the goal(s) may lead to failure the course.

Faculty Signature _____ Date _____

Student Signature: _____ Date _____

Explanation of Goal not Met:

PROGRESS EVALUATION:

Date: _____

Decision: Progress to Next level () Further remediation () Drop from Course/Program

Faculty Signature _____ Date _____

Student Signature: _____ Date _____



Appendix C: Mid-term Warning Letter

Date _____

Name _____

Address _____

City, state, zip code _____

Re: Mid-term Warning

Dear _____

A review of your grades for the course entitled NUR _____ - _____; indicates that your _____ semester grade is _____%, which falls below the required 80% (B) and places you on warning at mid-term. A mid-term warning is assigned to any MMDSON graduate student obtaining a grade average below 80% (B) in any given semester. This applies even if the overall cumulative GPA is above that required by the program by the end of that semester. According to policy, if a student fails to receive the required GPA by the end of the next semester of enrollment, the student may be dismissed from his or her program of study. Students who are on academic warning for more than one (1) semester may be dismissed from their program of study. Please make an appointment with your academic advisor to review and discuss your scholastic standing in the MSN Program.

Sincerely,

cc: Registrar
Academic Advisor
Student File
Faculty
Learning Resource Center

CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE

Mervyn M. Dymally School of Nursing
1748 East 118th Street Los Angeles California 90059
t 323 568-3302 f 323 563 4891 w www.cdrew.edu
Pioneering in Health and Education

Revised on: 11/28/11



Appendix D: Bullying

Bullying

The University has a zero tolerance policy for harassment, bullying, violent acts or threats of violence against staff, students, faculty, visitors, independent contractors, suppliers, and others doing business with the University. In addition, the University prohibits its staff, students, faculty, visitors, independent contractors, suppliers, and others doing business with the University from harassing Employees. The University is committed to providing a workplace, learning, study, and social environment free of harassment and bullying and which is healthy, conducive to productivity, comfortable, where the rights and dignity of all members of the campus community are respected. This includes staff, students, faculty, and visitors to the University.

The University expects all members of the university community to treat each other with respect, courtesy and consideration. All members of the university community have the right to expect professional behavior from others. See University Catalog/Student Code of Conduct.

A. DEFINITIONS

Bullying is defined as mistreatment of a person that is deliberate, violates another person's dignity, creating an intimidating, hostile, degrading, humiliating, or offensive environment for someone, hurtful and repeated, repeated oppression, usually psychological of a less powerful person by a more powerful person or group of persons and that prevents the person from performing his or her job (refer also to CDU – APM I.E. 00410 Violence in the Workplace and CDU – Faculty Manual Revised 2011 I. Workplace Violence).

Harassment is when a person subjects another to or engages in unwanted and unwarranted conduct which has the purpose or effect of violating that other's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for that other person. Harassment may involve repeated forms of unwanted and unwarranted behavior, but a one-off incident can also amount to harassment (refer also to CDU – APM I.E. 00410 Violence in the Workplace)

Harassment on the grounds of sex (including gender re-assignment), race, religion or belief, disability, sexual orientation or age may amount to unlawful discrimination [1] (refer to CDU – APM I.E. 00400

Harassment may also breach other legislation and may in some circumstances be a criminal offence, e.g. under the provisions of the Protection from Harassment Act 1997.

Reasonable and proper management instructions administered reasonably, or reasonable and proper review of a member of staff's or a student's work and/or performance will not constitute harassment or bullying.



Behavior will not amount to harassment if the conduct complained of could not reasonably be perceived as offensive. The intention or motives of the person whose behavior is the subject of a complaint is not conclusive in deciding if behavior amounts to harassment or bullying. Bullying can take many forms and can include but are not limited to:

- Slander
- Offensive comments or body language
- Name Calling
- Yelling
- Comments about appearance or lifestyle
- Insulting, abusive, embarrassing, teasing, or patronizing behavior or comments
- Verbal threats or intimidation
- Unfair, humiliating, intimidating, and/or demeaning criticism
- Ignoring
- Open hostility and/or aggression
- Physical threats/assaults
- Hitting, punching, shoving
- Deliberately undermining a competent person by overloading with work
- Unreasonable work assignments
- Menial task assignments
- Gossiping
- Spreading rumors
- Leaving people out on purpose; isolating from normal work or study, conversations, or social events
- Publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive pictures, language, or other materials



- Unwanted physical contact, ranging from an invasion of space (personal or otherwise) to a serious assault
- Breaking up friendships
- Cyberbully: using the internet, mobile phones or other digital technologies to harm others.

Many of these examples of behavior may occur through the use of the Internet, email, social networking sites, or telephone. All of the examples above may amount to bullying, particularly when the conduct is coupled with the inappropriate exercise of power or authority over another person. Being under the influence of alcohol, illegal drugs or otherwise intoxication is not an excuse for harassment, and may be regarded as an aggravating feature.

B. RETALIATION

Charles R. Drew University prohibits retaliation against any employee or person for bringing a complaint of discrimination, bullying, or harassment pursuant to this policy. This policy also prohibits retaliation against a person who assists someone with a complaint of discrimination, bullying, or harassment, or participates in any manner in an investigation or resolution of a complaint of discrimination, bullying, or harassment.

Retaliation occurs where a person is subjected to detrimental treatment because she or he has, in good faith, made an allegation of bullying or harassment, or has indicated an intention to make such an allegation, or has assisted or supported another person in bringing forward such an allegation, or participated in an investigation of a complaint, or participated in any disciplinary hearing arising from an investigation.

The University seeks to protect any member of the university community from retaliation arising as a result of bringing a complaint or assisting in an investigation where they act in good faith. Retaliation is a form of misconduct which may itself result in a disciplinary process.

C. COMPLAINTS

Information regarding applicable policies and procedures for resolving complaints of discrimination, bullying, and harassment and for pursuing available remedies is available in HR, Students Affairs, or Academic Personnel (refer to CDU – APM I.E. 00640 Grievance and Complaint Process, CDU – Faculty Manual Revised 2011 VIII Faculty Grievance and Complaints, and University Catalog 2011-2012 Complaint Process).

D. MALICIOUS COMPLAINTS



If a complaint is judged to be malicious; or if the complainant knew or could reasonably have been expected to know that the complaint was unfounded, disciplinary action may be taken against the complainant; however, such action will not be taken if a complaint, which proves to be unfounded, is judged to have been made in good faith.

E. CONFIDENTIALITY

All information concerning allegations of bullying and harassment must and will be treated in the strictest confidence and breaches of confidentiality may give rise to disciplinary action. All parties involved in a complaint (including any witnesses who may be interviewed as part of any investigation) should maintain the confidentiality of the process.

PROCEDURE I.E. 00405 Bullying and Anti-Harassment

For the purposes of this procedure, “harassment” is taken to include bullying and victimization. Incidents of harassment that occur within the University environment will normally be dealt with under the appropriate University procedure.

The references in this procedure to the “Department Head” should be taken to mean the head of the department, department chairman, head of division, head of a school, or their equivalent or the person to whom any of these has formally delegated his/her responsibility.

A. COMPLAINTS INVOLVING STUDENTS

1. Complaints of bullying or harassment against students which arise within the University environment will normally be dealt with under the appropriate University and student policy and procedures.
2. Other complaints of bullying or harassment against students may be considered by the Provost’s Office.
3. Advice may be sought from the Provost’s Office if the subject of the complaint is a student.

B. COMPLAINTS INVOLVING UNIVERSITY STAFF

1. Any complaints against University staff relating to supervision will be dealt with under University policy and procedures.
2. The procedure below applies in all cases where the person who is the subject of the complaint is a member of University staff on campus (refer to CDU – APM I.E. 00640 Grievance and Complaint Process).

C. COMPLAINTS INVOLVING UNIVERSITY FACULTY



1. Any complaints against University faculty relating to college teaching or supervision will be dealt with under University and faculty policy and procedures.
2. The procedure below applies in all cases where the person who is the subject of the complaint is a member of University faculty on campus (refer to CDU – Faculty Manual Revised 2011 VIII. Faculty Grievance and Complaints).

D. COMPLAINTS INVOLVING VISITORS TO CAMPUS

1. Any complaints against University visitors will be dealt with under University policy and procedures.
2. The procedure below applies in all cases where the person who is the subject of the complaint is a University visitor on campus.

E. INITIAL ACTION

An individual who feels that she/he is being harassed in the course of their University activities such as work, studies, or university leisure activities may want to approach the person in question to explain what conduct she/he finds upsetting, offensive or unacceptable and ask that person to refrain from that behavior. Such an informal approach may be all that is required to resolve the issue. The University does not wish to be prescriptive as to the form of any such action that the complainant or the person who is the subject of the complaint may wish to make.

If the complainant is unable or reluctant to approach the person the complaint is directed to, she/he may approach his/her immediate supervisor, departmental administrator, department head or equivalent to ask for help in achieving a resolution of the problem. Human Resources, Students Affairs, Provost's Office, Office of the Dean, Academic Affairs, or Public Safety will also be available to advise and assist.

F. COMPLAINTS PROCEDURE

1. If informal action does not succeed in resolving the situation, or would not be appropriate given the nature of the complaint, the complainant should make a written complaint to his/her department head or,
2. If the complainant feels it is not appropriate to approach that person, they should consult the department head.
3. If any of the parties considers that the department head has a conflict of interest in the complaint, the complaint may be referred to the head of division.
4. In cases where it is not immediately clear to whom a complaint should be addressed, advice and/or complaint filed with:



- a. Human Resources
 - b. Student Affairs
 - c. Office of the Dean
 - d. Provost's Office
 - e. Academic Personnel
 - f. Public Safety
5. The complainant should set out as clearly and succinctly as possible:
- a. The nature of the behavior that she or he is concerned about;
 - b. The effect of this behavior on him/her; and
 - c. The resolution she/he is seeking.
 - d. Dates and details of any witnesses to any incidents referred to in the complaint, together with any documentary evidence.
 - e. Explain what attempts, if any, have been made to resolve the difficulties and the outcome she/he is seeking.
6. A copy of all written complaints should be sent to the Chief Human Resources Officer, Public Safety, and the Risk Manager for information.

Every effort will be made to achieve a prompt resolution to the complaint – the aim being to conclude the complaint within a reasonable period of time. Both the complainant and the person who is the subject of the complaint will be expected to co-operate with the University in achieving that result.

There may be circumstances in which an aggrieved party is not willing, or able, to make a formal complaint but the department head considers that the implications for the aggrieved person or others actually or potentially affected are serious. In this case, the department head will consult the:

1. Chief Human Resources Officer in the Department of Human Resources (Staff and Faculty),
2. Chief Operating Officer in the Office of the President (Staff, Students, and Visitors),
3. President in the Office of the President (Staff, Faculty, Students, and Visitors), or



4. Provost in the Office of the Provost (Students and Faculty) who may initiate an investigation and make a decision of further action on the basis of such evidence as is available.

G. ACTION BY THE DEPARTMENT HEAD ON RECEIPT OF A COMPLAINT

On receipt of a complaint, the department head (or his/her nominee) will in consultation with Human Resources or Office of the Provost take such steps as she/he thinks necessary or appropriate to understand the nature of the complaint and the outcome sought including:

1. Informing the person against whom a complaint has been made of the allegations against him/her;
2. Meeting separately with the complainant and the alleged;
3. Speaking to other relevant people on a confidential basis; and /or
4. Obtaining further relevant information.
5. The department head will then decide how to proceed and will inform the parties in writing.
6. She/ he may make such inquiries as are necessary to determine the complaint, or may commission an investigation.

H. INVESTIGATION

The purpose of an investigation is to establish the relevant factual evidence in connection with the allegation(s) made by the complainant. As a general rule, the investigator should not have had previous involvement with the issues in the case. The investigation should be concluded as soon as is reasonably practicable.

1. The investigator will prepare a report and make recommendations on possible courses of action.
2. The department head will inform the complainant and the person who is the subject of the complaint in writing of the conclusions she/he has reached having reviewed the evidence, including any investigation report of the action the department head intends to take; and of the reasons for any such action.
3. The head of department will also inform any other parties who have been asked to participate in an investigation that the investigation has been concluded.

I. POSSIBLE OUTCOMES OF A COMPLAINT



Depending on the nature of the complaint and the evidence found, including the findings of any investigation report, the department head, in consultation with Human Resources or the Provost's Office, will either:


1. Take no further action, other than, where appropriate, implementing or suggesting steps that would help to restore reasonable working relationships between the parties. This approach will usually be appropriate where the claim(s) of bullying or harassment are considered to be unfounded and where there is a continuing relationship between the parties.
2. Initiate resolution of the issues (e.g. by requiring that certain individuals undergo specific training or implementing practical arrangements to improve working relationships).
3. If a successful resolution is achieved the case will be closed, but the situation will be monitored for an appropriate period. This approach will usually be appropriate where the evidence does not support a claim of harassment but it is clear that either party has demonstrated behaviors that are likely to lead to further issues between them if unresolved or, alternatively that there are structural issues within a department that require management attention.
4. Institute disciplinary proceedings where the department head is reasonably satisfied that there is sufficient evidence to support allegations of bullying or harassment of a sufficiently serious nature as to merit disciplinary action. Such proceedings may include investigatory leave, suspension, termination, and/or expulsion from the University.
5. In rare cases disciplinary action may be instituted against the complainant if the department head is satisfied that the complaint of bullying or harassment is unfounded and not made in good faith.

Applicability: All Staff, Faculty, Students, and Visitors

1. Harassment and bullying may occur not only on grounds of characteristics or perceived characteristics of the recipient of the behavior but also on grounds of the characteristics or perceived characteristics of a person associated with him or her.



Appendix E: Student Code of Conduct Form

	<p>Mervyn M. Dymally School of Nursing (MMDSON)</p> <p>Charles R. Drew University of Medicine and Science</p> <p>STUDENT CODE OF CONDUCT</p> <p>STUDENT ACKNOWLEDGEMENT FORM</p>
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We, the students of the School of Nursing at Charles R. Drew University, believe that professional behavior plays an important role in our ethical development as nurses. We are committed to demonstrating professional behavior in our roles both inside and outside of the School of Nursing.

Learning, teaching, and scholarship form the core of the academic community. In universities, these academic pursuits rely on reasoned discussion among students and faculty, respect for the learning and teaching processes, and intellectual honesty in the quest for knowledge. MMDSON students are called upon to commit themselves to furthering the academic achievement of the community by demonstrating conduct based on principles of responsibility, honesty, and respect for themselves, their fellow students, their patients, and MMDSON consistent with the American Nurses Association's Code of Ethics. The student code of conduct assumes adherence to the rules and regulations of MMDSON. Each student is held accountable for maintaining personal integrity and, to the best of their ability, the integrity of the MMDSON community. To accomplish these goals, students acknowledge and affirm the following Code of Conduct:

- 1) Respect for the high ideals and rigorous standards of the academic life and professional responsibility
- 2) Honesty in all academic and personal endeavors
- 3) Respect for the generally accepted standards of the nursing profession, including its principles of confidentiality
- 4) Adherence to the rules and regulations of MMDSON
- 5) Conduct befitting an exemplary member of the MMDSON community
- 6) Commitment to behavior that appropriately represents the prestigious institution which we attend Examples:
 - Silence all phones and electronic devices before lectures begin
 - Avoid using laptop computers for purposes other than educational reasons pertaining to class
 - Raise hands when appropriate during lecture and wait to be called on before speaking
 - Refrain from personal conversations and comments during lectures
- 7) Assume responsibility for our own actions and are committed to personal growth into a professional role.

Examples:



- Avoid all acts of discrimination
- Offer constructive feedback to faculty, staff, and other students
- Conduct oneself in a manner that fosters trust among peers, faculty, staff, and the wider community
- Examine and discuss questions of interest and freely express opinions without judging others
- Document and seek guidance from clinical setting that provide opportunities for further reflection and personal growth and utilize opportunities to enhance their communication and critical thinking skills
- Contribute to the development of the professional nursing curriculum

8) We are committed to enhancing and preserving the health of the community through education and awareness
Examples:

- Advocating for the nursing profession in the greater community
- Support access to health resources for each other and for all members of the community
- Promote and develop an environment that respects human rights, values and choices, including cultural and spiritual beliefs

I have read and understand that I am responsible for the information and contents contained in this handbook and will abide by the policies set forth here.

Print Name _____

Date _____

Signature _____

Date _____



Appendix F: Student Handbook and Function Rules Acknowledgement Form



Mervyn M. Dymally School of Nursing student Handbook and Function Rules Acknowledgement

My signature below attests that I understand and agree to the Statements of Responsibility and have reviewed over the students' orientation guidelines:

- I am responsible for the information and contents contained in SON student handbook and will abide by the policies set forth here _____. (student initials).
- I am required to wear CDU picture ID name badge at all times; when in the clinical area or on campus. I must also wear an agency name/ID badge if provided/required by my assigned clinical agency _____. (student initials).
- I am responsible for all communications exchanged between my CDU email and I'm aware that I am required to check my CDU email on a regular/daily basis. (Refer to Email Etiquette section in student Handbook for further information) _____. (student initials).
- I am aware of my obligation to uphold regular class/clinical attendance and that I am solely responsible for all the work put forth, including tests and written assignments for all my class meetings _____. (student initials).
- All courses must be taken in sequence as the program curriculum _____. (student initials). A Student must follow the sequence of the curriculum otherwise the student will be administratively withdrawn from the courses at any time of the semester and the student will be responsible for any consequences. Not following the sequence policy may lead to a dismissal from the program.
- NP students may encounter preceptor fees when they enter clinicals, which is not included in tuition fee _____. (student initials).
- Clinical preceptorship hours and guidelines are in the E-Medley rubrics & guidelines in all students Clinical Core courses syllabi.
- I am expected to maintain an appearance that is consistent with the highest professional standards and that projects an image of cleanliness, competence and professionalism _____. (student initials).

Standards of dress for campus and classroom, Skills & Simulation lab setting

Prelicensure BSN – Nursing Direct & ELM students

CDU approved black scrub bottom and CDU approved T-Shirt and closed toe shoes of any color except white (e.g. running shoes)

RN-BSN, NP & DNP students

Business casual attire with clinical lab coat or scrubs with lab coat and closed toe shoes of any color (e.g. running shoes)

Standards of dress for the clinical

Prelicensure BSN – Nursing Direct & ELM students

CDU Approved clinical jacket with CDU Approved white scrub top, CDU approved black bottom and white closed shoes. (Wearing the clinical jacket is mandatory) The uniforms must be clean and wrinkle free at all times.

Prelicensure BSN-PreNursing, RN-BSN, & NP students

Business casual attire with clinical lab coat or scrubs with lab coat and closed toe shoes of any color (e.g. running shoes)

- I am aware that I'm required to maintain a respectful and courteous behavior to everyone at all time _____. (student initials).
- I have discussed any physical and/or Physiological impairments with the Program Director/Director of student affairs prior to start of the semester. If I require any accommodation in order to satisfy these standards, I agree to request accommodation promptly in writing and understand that the Student Disability Services Coordinator will evaluate the reasonableness of the accommodation before acting on the request. _____. (student initials).
- I am aware that outside responsibilities such as employment are not considered acceptable excuses for a student's inability to meet any curricular requirements. _____. (student initials).

I understand and agree to perform to the standards of all the above content.

Student Name (Printed) _____ Program: _____

Signature: _____ Date: _____



Appendix G-1 American Nurses Association, Code of Ethics for Nurses 2016

Provision 1 The nurse practices with compassion and respect for inherent dignity, worth and unique attributes of every person.

- 1.1 Respect For Human Dignity
- 1.2 Relationships with Patients
- 1.3 The Nature of Health
- 1.4 The Right to Self-Determination
- 1.5 Relationships with Colleagues and Others

Provision 2 The nurse's primary commitment is to the patient, whether an individual, family group, community or population

- 2.1 Primacy of the Patient's Interests
- 2.2 Conflict of Interest for Nurses
- 2.3 Collaboration
- 2.4 Professional Boundaries

Provision 3 The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

- 3.1 Protection of the Rights of Privacy and Confidentiality
- 3.2 Protection of Human Participants in Research
- 3.3 Performance Standards and Review Mechanisms
- 3.4 Professional Responsibility in Promoting a Culture of Safety
- 3.5 Protection of Patient Health and Safety by Acting on Questionable Practice
- 3.6 Patient Protection and Impaired Practice

Provision 4 The nurse has authority, accountability, and responsibility for nursing practice: makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

- 4.1 Authority, Accountability, and Responsibility
- 4.2 Accountability for Nursing Judgments, Decisions, and Actions
- 4.3 Responsibility for Nursing Judgments, Decisions, and Actions



4.4 Assignment and Delegation of Nursing Activities or Tasks

Provision 5 The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

5.1 Duties to Self and Others

5.2 Promotion of Personal Health, Safety, and Well-Being

5.3 Preservation of Wholeness of Character

5.4 Preservation of Integrity

5.5 Maintenance of Competence and Continuation of Professional Growth

5.6 Continuation of Personal Growth

Provision 6 The nurse, through individual and collective effort, establishes, maintains , and improves the ethical environment of the work settings and conditions of employment that are conducive to safe, quality health care.

6.1 The Environment and Moral Virtue

6.2 The Environment and Ethical Obligation

6.3 Responsibility for the Healthcare Environment

Provision 7 The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

7.1 Contributions through Research and Scholarly Inquiry

7.2 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards

7.3 Contributions through Nursing and Health Policy Development

Provision 8 The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

8.1 Health Is a Universal Right

8.2 Collaboration for Health, Human Rights, and Health Diplomacy

8.3 Obligation to Advance Health and Human Rights and Reduce Disparities

8.4 Collaboration for Human Rights in Complex, Extreme, or Extraordinary Practice Settings



Provision 9 The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.

9.1 Articulation and Assertion of Values

9.2 Integrity of the Profession

9.3 Integrating Social Justice

9.4 Social Justice in Nursing and Health Policy



Appendix G-2: National Student Nurses' Association, Code of Academic and Clinical Conduct

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments.

The Code of Academic and Clinical Conduct is based on an understanding that to practice nursing as a student is an agreement to uphold the trust society has placed in us. The statements of the Code provide guidance for the nursing student in the personal development of an ethical foundation and need not be limited strictly to the academic or clinical environment but can assist in the holistic development of the person. As students are involved in the clinical and academic environments we believe that ethical principles are a necessary guide to professional development. Therefore within these environments we:

- Advocate for the rights of all clients.
- Maintain client confidentiality.
- Take appropriate action to ensure the safety of clients, self, and others.
- Provide care for the client in a timely, compassionate, and professional manner.
- Communicate client care in a truthful, timely, and accurate manner.
- Actively promote the highest level of moral and ethical principles and accept responsibility for our actions.
- Promote excellence in nursing by encouraging lifelong learning and professional development.
- Treat others with respect and promote an environment that respects human rights, values, and choice of cultural and spiritual beliefs.
- Collaborate in every reasonable manner with the academic faculty and clinical staff to ensure the highest quality of client care.
- Use every opportunity to improve faculty and clinical staff understanding of the learning needs of nursing students.
- Encourage faculty, clinical staff, and peers to mentor nursing students.
- Refrain from performing any technique or procedure for which the student has not been adequately trained.
- Refrain from any deliberate action or omission of care in the academic or clinical setting that creates unnecessary risk of injury to the client, self, or others.
- Assist the staff nurse or preceptor in ensuring that there is full disclosure and that proper authorizations are obtained from clients regarding any form of treatment or research.
- Abstain from the use of alcoholic beverages or any substances in the academic and clinical setting that impair judgment.
- Strive to achieve and maintain an optimal level of personal health.



- Support access to treatment and rehabilitation for students who are experiencing impairments related to substance abuse and mental or physical health issues.
- Uphold school policies and regulations related to academic and clinical performance, reserving the right to challenge and critique rules and regulations as per school grievance policy.



Appendix H: Essential Functions for Admission and Matriculation



MERVYN M. DYMALLY SCHOOL OF NURSING

CHARLES R. DREW UNIVERSITY OF MEDICINE SCIENCE

The CDU policy is that no program or activity administered by the University shall exclude from participation, admission, treatment, employment, or deny benefits to or subject to discrimination any qualified individual solely by reason of his or her physical handicap. "Qualified individuals" are those persons who, with reasonable accommodations, are capable of performing the essential functions of their professional position in accordance with CDU policy, applicable laws and regulations.

There are requisite essential functions for the practice of nursing at the graduate level, which must be met by candidates and students. These essential functions are set forth in writing to guide the Admissions Committee in their consideration of any candidate or student. The graduates of all programs must possess the following:

1. Knowledge, skills and attitudes to function in diverse clinical settings and perform within their scope of practice;
2. Functional use of sensory and motor functions to permit them to carry out the activities in the areas listed below;
3. Ability to consistently, quickly, and accurately integrate all information received by whatever sense(s) employed and they must have the intellectual ability to learn, integrate, analyze and synthesize data;
4. Under all circumstances, a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary means that a candidate's or student's judgment must be mediated by someone else's power of selection and observation. Therefore, ordinarily the use of an intermediary in the clinical setting is not permitted. Clinical decision making and exercising clinical judgment are essential functions of the role of student and candidate.



The candidate and student for the graduate degree must have abilities and skills in five distinct areas: observation; communication; motor; conceptual, integrative and quantitative; and behavioral and social. The following five attributes are described as:

1. Observation:

Candidates and students must be able to acquire a defined level of information in both the clinical and basic sciences. Such information is presented via demonstrations, experiences, lectures and small-group teaching exercises. Gaining such information will require the candidate to be able to observe material at a distance and close-at-hand (such as slides and overhead projections), and organisms and structures through a microscope. In the clinical sciences, candidates will be required to observe a patient accurately at a distance and close- at- hand and to interpret radiographs and other graphic image or digital or analog representations of physiological phenomenon (such as EKG's). The observation and information acquisition noted above will require candidates to have functional and visual, auditory and somatic sensations, enhanced by the functional use of other sensory modalities.

2. Communication:

Candidates and students must be able to communicate effectively with patients, faculty, and colleagues. The candidate must be able to directly communicate with patients and family members and to elicit a health history. They should be able to hear but accommodation is available and may be permitted for some disabilities in this area. Candidates and students must be able to read.

3. Motor:

Candidates and students are required to possess motor skills sufficient to directly perform palpation, percussion, auscultation, and other basic diagnostic procedures. They should have sufficient motor function such that they are able to execute movements reasonably required to provide general bedside care and emergency treatment to patients. Examples of general bedside care include assistance with activities of daily living, ambulation, range of joint motion exercises, and grooming. Examples of emergency treatment are cardiopulmonary resuscitation, the application of pressure to stop bleeding and opening of an obstructed airway.

4. Intellectual, Conceptual, Integrative and Quantitative:

These abilities include measurement, calculation, reasoning, analysis, and synthesis. Candidate and students must have the intellectual capability to improve their knowledge based on standard textbooks, conferences, lectures, clinical experiences, current scholarly literature and journals. They must also possess the capability to appropriately evaluate clinical circumstances - problem solving and critical thinking is necessary. In addition, candidates and students should be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures.



5. Behavioral and Social:

Candidates and students must possess the emotional health required for full utilization of intellectual abilities and the exercise of good judgment. They must show evidence of mature and sensitive relationships with patients. Candidates and students must be able to tolerate physically demanding workloads, adapt to changing environments, and display flexibility to function in rapidly changing clinical settings. Compassion, integrity, ethical standards, concern for others, appropriate appearance and hygiene, interpersonal skills, interest and motivation are all personal qualities that will be assessed during the admission process and throughout the educational progression through the curriculum.

Health and Immunization Policy Standards and Requirements

Enrollment and continued enrollment of accepted students to the School of Nursing is conditional, based on the results of certain laboratory tests and fulfillment of immunization requirements in order to determine their ability to perform all essential functions.

Disability Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact CDU's Student Disability Services. More information can be found on the CDU website student affairs link, services and reasonable accommodations for students with disabilities at <https://www.cdrewu.edu/stu/Reasonable>.

Candidates and students are advised to consult the Office of Student Services for further information and /or specific advice.

Essential Functions for Admission and Matriculation Form

I have read and understand the essential functions.

By signing this document I acknowledge that I have been given a copy of the essential functions. If I require any accommodation in order to satisfy these standards, I agree to request accommodation promptly in writing and understand that the School of Nursing will evaluate the reasonableness of the accommodation before acting on the request.



Print Name _____

Signature _____

Date _____



Appendix I: Confidentiality/security acknowledgement Form (HIPAA)



Mervyn M. Dymally School of Nursing

Charles R. Drew University of Medicine and Science

Confidentiality/Security Acknowledgement Signature Page

By my signature below, I acknowledge that I understand the Mervyn M. Dymally School of Nursing Confidentiality/ Security Policy regarding The Health Insurance Portability and Accountability Act (HIPAA)

Print Name:

Signature:

Date:



Appendix J: Confidentiality Agreement and Consent to Video Form



CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO

During your participation in a simulated clinical experience (SCE) at the Mervyn M. Dymally School of Nursing Simulation Center (MMDSONSC), you will be both an active participant in simulated scenarios and an observer.

The objective of the SCE program is to enhance nursing education and clinical practice. A SCE is designed to challenge nursing students' response and judgment in a high stress environment.

Students are expected to keep all events, procedures, and information used in conjunction with the Patient Simulation Center (PSC) strictly confidential. This includes patient history information obtained prior to the actual simulation experience, as well as information obtained and used in the pre and post conferences. Students are not to share information about their simulation experience with other students.

By signing this agreement, you agree to follow the rules and guidelines of the Simulation Center and maintain strict confidentiality regarding both yours and others performance, whether seen in real time, on video or otherwise communicated to you. Failure to maintain confidentiality may result in unwarranted and unfair defamation of character of the participants.

You will be discussing the scenarios during debriefing, but we believe that "All that takes place in the simulation environment – stays in the simulation environment!" Due to copyrights, and to maintain optimal simulation experiences for the other learners who will be following you in the center, you are to maintain strict confidentiality regarding the specific scenarios, as well as what happened during the simulation experience. A breach of confidentiality may result in loss of privileges at MMDSONSC.

_____ I have read and received a copy of the Simulation Center Guidelines and will comply with the rules and guidelines of the Simulation Center.

_____ I agree to maintain strict confidentiality about the details of the scenarios, participants, and performance of any participant(s).

_____ I authorize the Mervyn M. Dymally School of Nursing Simulation Center (MMDSONSC) staff to video record my performance during clinical simulation experience (CSE).

_____ I authorize the MMDSONSC staff to use the video recording(s) for purposes including, but not limited to: debriefing, faculty review, educational, research, public relations, advertisement, promotional, and/or fund raising activities.

_____ Student's Print Name	_____ Student's Signature	_____ Date
Sign in the presence of (Faculty)	_____ Faculty's Signature	_____ Date



CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO

Print Name

Date

CONFIDENTIALITY OF INFORMATION

During your participation in courses at the MMDSONSC, you will likely be an observer of the performance of other individuals in managing medical events. It is also possible that you will be a participant in these activities. Due to the unique aspects of this form of training, you are asked to maintain and hold confidential all information regarding the performance of specific individuals and the details of specific scenarios. By signing below, you acknowledge to having read and understood this statement and agree to maintain the strictest confidentiality about any observations you may make about the performance of individuals and the simulation scenarios.

AUDIOVISUAL DIGITAL RECORDING

I am hereby informed that there is continuous audiovisual digital recording in rooms in the MMDSONSC. I consent to continuous audiovisual digital recording while I am in the simulation center. I understand that, unless authorized by me, I will not be specifically identified and that the recordings will be shown only for educational, research, or administration purposes. No commercial use of the audiovisual recordings will be made without my written permission.

RELEASE FOR STILL PHOTOGRAPHS AND VIDEOTAPES

I authorize faculty and administrators of the MMDSONSC to publicly show still photograph (slides or prints) and/or videotapes depicting me during the course of training at the MMDSONSC. I understand that, unless otherwise approved by me, I will not be specifically identified, and that the photographs will be shown only for educational, research or administration purposes. No commercial use of the photographs (slides or prints) and or videotapes will be made without my written permission.

I have read all of the above and agree to the terms under confidentiality of information and audiovisual digital recording.

Signature

Date

Witness Signature

Date g



Appendix K: FERPA

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford students certain rights with respect to their education records. They are:

(1) The right to inspect and review their education records within 45 days of the date that an appropriate University official receives a written request for access.

Students shall submit to the Dean or other appropriate University or school official written requests that identify the record(s) they wish to inspect.

(2) The right to request the amendment of education records that the student believes is inaccurate or misleading. Students may ask the University to amend a record that they believe is inaccurate or misleading. They shall write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University or acting in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); an administrator or faculty member from an institution with which CDU has an academic or clinical affiliation who has legitimate educational interest; a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the University discloses education records without consent to officials of another school in which a student is, seeks, or intends to enroll.



CDU reserves the right to release directory information without prior written consent of a student unless notified in writing to the contrary. The following items are considered by CDU as Directory Information: name, date and place of birth, addresses (including electronic), phone numbers, filed(s) of study or program(s), dates of attendance, participation in officially recognized activities, degrees, awards and honors received, previous schools attended, photographs, internship, residency or other post- completion placements.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue, SW Washington, DC 20202-4605



Appendix L: NCLEX Preparation and Readiness Plan Agreement

Application for Licensure –This process can be accessed on the California Board of Registered Nursing website (BRN) at <http://www.m.ca.gov/> and clicking on the link entitled “Licensing and Examination”. After receiving your RN license, students can apply for Public Health Nurse Certification.



NCLEX PREPARATION AND READINESS PLAN AGREEMENT

I
Name: _____ Cohort: _____ Date: _____
Address: _____ Phone: _____
Personal Email: _____ CDU Email: _____

At/after the last week of the NCLEX Review program, all students will be required to participate in the following:

1. ATI Capstone Seminar within the Residency II course.
2. ATI Live Review 3-day on campus
3. Comprehensive Predictor Exam and Virtual ATI Coaching until achieve “Greenlight” status.
4. Complete an Exit Survey for the ELM program.
5. The SON will provide a \$300 reimbursement when the student:

Application registration process to be done online (Breeze website), a one-time payment of **\$300.00** to start the process. Once payment is made send the following to the ELM program Assistant for reimbursement.

- a. Receipt as attachment.
- b. Reimbursement/Refund Form as attachment (mark the reimbursement box).

Achieve ATI “greenlight” status indicating 96% chance of passing NCLEX-RN Exam

Provide your test date to the ELM Program Assistant prior to taking the NCLEX exam

Take NCLEX while “greenlight” status is active

Pass NCLEX on your first attempt.

NOTE: You will receive a written approval email from the ELM Program Assistant, it will include instructions on how to submit the required documents to the Registrar, **before** you can apply for your ATT.

I have read, understand and agree to the above specified plan of action to help me be successful in the NCLEX Examination

Signature: _____ Date: _____