# *Charles R. Drew University of Medicine and Science*

## 2017-2018

## Effective January 6, 2018

The University Catalog addendum has been produced to transition from the existing University Catalog, effective Fall 2017 through Summer 2018 to the next published catalog, to be effective Fall 2018 through Summer 2019. The next catalog will be delivered for Fall 2018.

This addendum contains only updates that have been approved, effective January 6, 2018. It does not contain information that has remained unchanged since the last edition of the catalog.

## TABLE OF CONTENTS

# University Policy Updates

## Transcripts

Unofficial Transcripts: Current students have access to their unofficial transcript via the University's Self-Service student information system, *MyCDU*. Unofficial transcripts are not available for alumni.

Official Transcripts: Official transcripts can be ordered online using our transcript-printing partner Parchment. The website is: https://exchange.parchment.com/send/adds/index.php?main_page=login&s_id=978swtkUSMsFJsfR.

Standard processing is five business days. Expedited processing (next business day) is available for an additional fee. Overnight shipping via FedEx is also available for an additional fee.

| Transcript Fees* | |
|---|---|
| Electronic Transcript | $6.00 |
| Transcript by mail w/ Postage (Domestic) | $8.50 |
| Transcript by mail w/ Postage (International) | $11.00 |
| Transcript for pick-up | $6.00 |
| Additional rush processing fee | $4.00 |
| FedEx Overnight (Domestic) | $31.00 |
| FedEx Overnight (International) | $53.50 |

*Fees subject to change

## Grade Definitions

**Credit/No-Credit Courses (CR/NC)**

Upon successful completion of a credit/no credit course, the student earns the specified number of units and the transcript will show "CR" (which indicates a "C" grade or better for Undergraduate; indicates a "B" grade or better for Graduates). If the student's work is unsatisfactory, the transcript will show "NC" (which indicates a "D" grade or below for Undergraduate; indicates a C grade or below for Graduates). All units of "CR" will be counted in fulfillment of curriculum requirements, but will not be used in computation of GPA.

**Pass/Fail (Pass/Fail)**

Some courses are designated only as Pass/Fail. Upon completion of the course, a student will earn either a "Pass" or "Fail"

**Pass**: Students who take a course with the Pass/Fail grading will earn a "Pass" if they successfully complete the course with the equivalent of a "C" or higher. The "Pass" is not weighted in the student's GPA, but credits will be earned.

**Fail:** Students who complete a Pass/Fail course with the equivalent of a "C-"or lower, will earn a *"Fail^"* on their transcript. The *"F^"* is not weighed in the student's GPA, and no credits are earned.

## Student Health Insurance

In keeping with the University's mission to eliminate health care disparities by providing access to and delivery of healthcare services, Charles R. Drew University requires that all full-time students maintain adequate personal health insurance coverage during their entire educational career at the University.

Students who maintain adequate healthcare insurance through other sources may apply for a waiver of CDU's Student Health Insurance from the University's insurance provider.

| Undergraduate | Fall 17 | Spring 18 | Summer 18 | Graduate | Fall 17 | Spring 18 | Summer 18 |
|---|---|---|---|---|---|---|---|
| Student | $601 | $690 | $503 | Student | $885 | $1008 | $744 |
| Spouse | $601 | $690 | $503 | Spouse | $885 | $1008 | $744 |
| Per Child | $601 | $690 | $503 | Per Child | $885 | $1008 | $744 |

## Program-Specific Fees

## College of Science & Health

**Master of Health Science Physician Assistant**

Professional Program-Specific Fee (per semester) ..... $425

**Master of Public Health Program**

Study Abroad Fee for MPH 584 Global Health Studies: Cuban Health Model (non-refundable) ..... $3,000

## Mervyn M. Dymally School of Nursing

**Bachelor of Science, Nursing**

Professional Program-Specific Fee (one-time) ..... $500

## Financial Aid

Financial Aid awarded to students are based on the accuracy of information supplied by and obtained about the student. Therefore, **under awards** (student receiving less financial aid than qualified for) or **over awards** (student receiving more financial aid than qualified for) may sometimes occur. The University reserves the rights to rectify errors immediately they are detected either by increasing student awards in the case of under awards or decreasing student future awards or obtaining refunds in the case of over awards.

## Application Requirements

### HESI

All applicants to Charles R. Drew University's Entry Level Master's program are required to take the HESI A2 Exam. Test results must be less than two years old at the time of application to the Nursing program.

### Associate of Science of Radiologic Technology

The Radiologic Technology program educates entry-level radiologic technologists who assist in providing high quality healthcare with excellence and compassion by producing diagnostic images through the knowledge and application of radiologic science.

**Application Requirements:**

- $50 application fee
- Official transcripts from all schools attended
- Minimum GPA of a 2.5 on a 4.0 scale
- Complete all prerequisite courses with a grade of "C" or better prior to matriculation. All science courses must be taken within (7) years of the submission of application.

  - Medical Terminology (3 units)
  - Anatomy and Physiology (4 units w/lab)
  - Elementary Algebra or higher (3 units)
  - English Composition (3 units)
  - Introduction to Computers (3 units)

- Three (3) Letters of Recommendation (academic/professional) - *Recommendation form is required*
- **Personal Goal Statement:**
  - Please explain why you would like to become a student at Charles R. Drew University of Medicine & Science. How does the completion of a degree at CDU offer you an opportunity to serve an underserved community?
  - Statement must be 1-2 pages typed (double-spaced, maximum 500 words)

**For International Students:**

We do not require a separate application or additional fee, and you should be prepared to meet all of the admissions requirements as outlined above.

Application Requirements for all applicants submitting coursework outside of the USA:

- Official Test of English as a Foreign Language (TOEFL) scores must be submitted prior to any offer of acceptance
  - All international applicants whose first language is not English must take the TOEFL
  - A minimum total score of 80
  - The scores must be sent directly from the Educational Testing Service (ETS) to the office of Enrollment Management (admissionsinfo@cdrewu.edu)
  - Only the Internet Based Test TOEFL exam will be accepted

- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)
  - World Education Services (WES)
  - Josef Silny & Associates (JSA)
  - Global Credential Evaluators (GCE)
  - International Education Research Foundation (IERF)
  - Academic Credentials Evaluation Institute (ACEI)
  - American Association of Collegiate Registrars and Admission Officers, International Education Service (AACRAO IES)

If you need assistance with immigration (I-20 form, F-1 visa, SEVIS, etc.), our Office of International Affairs will be able to assist you. You can contact CDU's Primary Designated School Official (PDSO) & Director, Office of International Affairs Dr. Lejeune Lockett lejeunelockett@cdrewu.edu or 323-357-3458

## Bachelor of Science in Biomedical Sciences

The Bachelor of Science (BS) degree in Biomedical Sciences prepares students for entry into graduate and professional programs in medicine, osteopathic, podiatry, optometry, physical therapy, physician assistant, pharmacy or dentistry. In addition, the BS program prepares students for masters and doctoral programs, scientific research, and employment in biomedical laboratories and/or biotech companies.

**Application Requirements:**

- $50 application fee
- Official transcripts from all schools attended (completion of High School Diploma or GED Equivalent)*
- Minimum GPA of a 2.5 on a 4.0 scale
- Official SAT or ACT exam scores*
- For Freshmen Students:
    - (1) year of High School laboratory sciences in either biology, chemistry, or physics
- For Transfer Students:
    - Completion of Intro Chemistry & Intro Biology or equivalent

* Waived if Associate Degree has been earned

**For International Students:**

We do not require a separate application or additional fee, and you should be prepared to meet all of the admissions requirements as outlined above.

Application Requirements for all applicants submitting coursework outside of the USA:

- Official Test of English as a Foreign Language (TOEFL) scores must be submitted prior to any offer of acceptance
    - All international applicants whose first language is not English must take the TOEFL
    - A minimum total score of 80
    - The scores must be sent directly from the Educational Testing Service (ETS) to the office of Enrollment Management (admissionsinfo@cdrewu.edu)
    - Only the Internet Based Test TOEFL exam will be accepted
- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)
    - World Education Services (WES)
    - Josef Silny & Associates (JSA)
    - Global Credential Evaluators (GCE)
    - International Education Research Foundation (IERF)
    - Academic Credentials Evaluation Institute (ACEI)
    - American Association of Collegiate Registrars and Admission Officers, International Education Service (AACRAO IES)

If you need assistance with immigration (I-20 form, F-1 visa, SEVIS, etc.), our Office of International Affairs will be able to assist you. You can contact CDU's Primary Designated School Official (PDSO) & Director, Office of International Affairs Dr. Lejeune Lockett lejeunelockett@cdrewu.edu or 323-357-3458

## Bachelor of Science in Radiologic Science

The Bachelor of Science degree in Radiologic Science is a one year advanced program designed for the professional development of registered radiologic technologists at the entry level or working technologist level.

**Application Requirements:**

- $50 application fee

- Must have an Associate of Science degree in Radiologic Technology (JRCERT Accredited)
- Provide proof of active American Registry of Radiologic Technology license
- Official transcripts from all schools attended
- Minimum GPA of a 2.5 on a 4.0 scale
- Three (3) Letters of Recommendation (academic/professional) - *Recommendation form is required*

**For International Students:**

We do not require a separate application or additional fee, and you should be prepared to meet all of the admissions requirements as outlined above.

Application Requirements for all applicants submitting coursework outside of the USA:

- Official Test of English as a Foreign Language (TOEFL) scores must be submitted prior to any offer of acceptance
    - All international applicants whose first language is not English must take the TOEFL
    - A minimum total score of 80
    - The scores must be sent directly from the Educational Testing Service (ETS) to the office of Enrollment Management (admissionsinfo@cdrewu.edu)
    - Only the Internet Based Test TOEFL exam will be accepted

- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)

    - World Education Services (WES)
    - Josef Silny & Associates (JSA)
    - Global Credential Evaluators (GCE)
    - International Education Research Foundation (IERF)
    - Academic Credentials Evaluation Institute (ACEI)
    - American Association of Collegiate Registrars and Admission Officers, International Education Service (AACRAO IES)

If you need assistance with immigration (I-20 form, F-1 visa, SEVIS, etc.), our Office of International Affairs will be able to assist you. You can contact CDU's Primary Designated School Official (PDSO) & Director, Office of International Affairs Dr. Lejeune Lockett lejeunelockett@cdrewu.edu or 323-357-3458

## Bachelor of Science in Urban Community Health Sciences

The Bachelor of Science in Urban Community Health Sciences (UCHS) program aims to prepare undergraduate students for the public health workforce and/or advanced education in the health sciences such as public health or health-related fields such as urban planning and public policy. Grounded in the understanding that structural and social inequalities impact health outcomes in historically disadvantaged and under-resourced communities, the UCHS program determines that the next generation of health scholars and practitioners deserve a rich educational foundation that integrates theoretical and applied public health and social justice knowledge.

**Application Requirements:**

- $50 application fee

- Official transcripts from all schools attended (completion of High School Diploma or GED Equivalent)
- Minimum GPA of a 2.0 on a 4.0 scale
- Personal Goal Statement**:**
    - Please explain why you would like to become a student at Charles R. Drew University of Medicine & Science. How does the completion of a degree at CDU offer you an opportunity to serve an underserved community?
    - Statement must be 1-2 pages typed (double-spaced, maximum 500 words)

* For Transfer Students, no more than 60 semester units or 90 quarter units of approved transferable credit

**For International Students:**

We do not require a separate application or additional fee, and you should be prepared to meet all of the admissions requirements as outlined above.

Application Requirements for all applicants submitting coursework outside of the USA:

- Official Test of English as a Foreign Language (TOEFL) scores must be submitted prior to any offer of acceptance
    - All international applicants whose first language is not English must take the TOEFL
    - A minimum total score of 80
    - The scores must be sent directly from the Educational Testing Service (ETS) to the office of Enrollment Management (admissionsinfo@cdrewu.edu)
    - Only the Internet Based Test TOEFL exam will be accepted
- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)
    - World Education Services (WES)
    - Josef Silny & Associates (JSA)
    - Global Credential Evaluators (GCE)
    - International Education Research Foundation (IERF)
    - Academic Credentials Evaluation Institute (ACEI)
    - American Association of Collegiate Registrars and Admission Officers, International Education Service (AACRAO IES)

If you need assistance with immigration (I-20 form, F-1 visa, SEVIS, etc.), our Office of International Affairs will be able to assist you. You can contact CDU's Primary Designated School Official (PDSO) & Director, Office of International Affairs Dr. Lejeune Lockett lejeunelockett@cdrewu.edu or 323-357-3458.

## Master of Health Science, Physician Assistant

The PA Program recruits students who believe in the importance of sharing medical knowledge to benefit the global community, and will provide students with the skills necessary to become exemplary medical

providers. Students will learn and acquire clinical skills in a variety of healthcare settings and will obtain experience in disease management, disease prevention and health promotion.

**CASPA**

All applications for the PA program must be submitted through the centralized application system CASPA. The CDU PA Program requires that all VERIFIED CAPSA applications must be received by January 15 through the on-line Centralized Application Service for Physician Assistants (CASPA) program. The Charles R. Drew PA application cycle opens annually in April & closes in January.

Applications are reviewed once VERIFIED by CASPA and all required documents have been submitted. It is the applicant's responsibility to confirm completion of the application by viewing his or her on-line CASPA application. Please do not contact the PA Program to determine completeness.

The CDU PA Program utilizes a rolling admission process. This means that those who complete their applications first (verified CASPA application, including a statement letter and three reference letters), are considered for early interviews and admission decisions. Interviews for invited applicants are scheduled from October through mid-to late January, depending on space availability. Therefore, we encourage applicants to submit their applications early in order to be considered for early interviews and decisions. Because of our rolling admissions schedule, those who apply early in the admissions cycle are more likely to be interviewed than those who apply later.

**Application Requirements:**

- A Bachelor (BS/BA) degree from a regionally accredited Institution
- Official Transcripts from all regionally accredited institution or evidence of a U.S. equivalent baccalaureate degree based on a foreign credential evaluation must be provided.
- **Academic prerequisite completion deadline**: Complete all prerequisite courses prior to May 30th of the application year. I.E. applicants applying for the Fall term starting in August would have to complete all pre-requisite courses by May 30th of the same year.

    - General Biology with lab (8 units): Must be in mammalian or human biology
    - Microbiology with lab (4 units)
    - Human Anatomy with lab (4 units)*
    - Human Physiology with lab (4 units)*
    - General Chemistry with lab (8 units)
    - Introduction to Statistics or Biostatistics (3 units)
    - College Algebra or higher (3 units)
    - English Composition (6 units)
    - Behavioral Sciences (Psychology, Sociology, Anthropology) (6 units)
    - Medical Terminology (3 units)

    **Combined Human Anatomy and Physiology: acceptable in place of separate Anatomy and Physiology courses but must include lab and equal a total of (8 units)*

Prefer

- Cumulative & Science GPA of a 3.0
- Academic Prerequisite GPA of a 3.0
- Basic or Advanced Nutrition
- Organic or Biochemistry: upper level chemistry courses with lab are preferred and count toward general chemistry requirement of (8 units)
- Spanish (3 units)

- No more than (2) prerequisites pending at time of application

Academic prerequisite completion timeline: Completion of all courses within (7) years preceding application to the program

**For International Students:**

We do not require a separate application or additional fee, and you should be prepared to meet all of the admissions requirements as outlined above.

Application Requirements for all applicants submitting coursework outside of the USA:

- Official Test of English as a Foreign Language (TOEFL) scores must be submitted prior to any offer of acceptance
    - All international applicants whose first language is not English must take the TOEFL
    - The TOEFL requirement may be waived for applicants with Master's or Doctoral degrees from an accredited US institution.
    - A minimum total score of 100 and a speaking score of 26 will be a prerequisite for entry into the program
    - The scores must be sent directly from the Educational Testing Service (ETS) to the office of Enrollment Management (admissionsinfo@cdrewu.edu)
    - Only the Internet Based Test TOEFL exam will be accepted
- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)

    - World Education Services (WES)
    - Josef Silny & Associates (JSA)
    - Global Credential Evaluators (GCE)
    - International Education Research Foundation (IERF)
    - Academic Credentials Evaluation Institute (ACEI)
    - American Association of Collegiate Registrars and Admission Officers, International Education Service (AACRAO IES)

If you need assistance with immigration (I-20 form, F-1 visa, SEVIS, etc.), our Office of International Affairs will be able to assist you. You can contact CDU's Primary Designated School Official (PDSO) & Director, Office of International Affairs Dr. Lejeune Lockett lejeunelockett@cdrewu.edu or 323-357-3458

## Enhanced Post Baccalaureate Certificate Program in Pre-Medicine

The CDU Enhanced Post Baccalaureate Certificate Program in Pre-Medicine is a structured, comprehensive program designed to assist students, both career changers and GPA enhancers, in successfully gaining admission into medical school.

PostBacCAS
CDU has switched to a new centralized application system for the 2018-2019 application cycle. All applications & supporting materials should be completed & submitted through PostBacCAS.

2018 Application Cycle - Important Dates & Deadlines:

- Application Opens – January 1, 2018
- Application Closes – March 30, 2018
- Interviews – April – May, 2018
- Notifications of Acceptance – May 1 - May 31, 2018
- Program Start – August 2018
- Program End – August 2019

Eligibility Requirements:

1. Applicants who have not previously applied to medical school
2. Maximum of one (1) previously unsuccessful medical school entry attempt

**Application Requirements**:
All application materials must be received through PostBacCAS by 11:59 PST on or before the application deadline

- A Bachelor degree from a regionally accredited college/Official transcripts from all regionally accredited post-secondary schools attended
- Demonstrated interest in community service, particularly with regards to underserved communities
- Minimum cumulative GPA of a 3.2 or higher
- Minimum science GPA of a 2.8 or higher
- Complete all prerequisite courses:
    - One (1) year of college level English, Literature, or Writing courses (2 semesters or 3 quarters)
    - One (1) year of calculus or calculus + statistics (2 semesters or 3 quarters)
- Three (3) Confidential Letters of Recommendation
    - (2) Letters of recommendation from academic instructors
    - (1) Letter of recommendation form an individual who has worked with you in a clinical or community service capacity
- Professional 2”x2” photo
- Curriculum Vitae
- Mini Essay Questions
- Personal Goal Statement:
- Interview:
    - Selected applicants will be invited to continue the application process by participating in a n in-person or virtual interview (selected applicants will be contacted by phone or email).

For International Students:

We do not require a separate application or additional fee, and you should be prepared to meet all of the admissions requirements as outlined above.

Application Requirements for all applicants submitting coursework outside of the USA:

- Official Test of English as a Foreign Language (TOEFL) scores must be submitted prior to any offer of acceptance
    - All international applicants whose first language is not English must take the TOEFL
    - A minimum total score of 80

  - The scores must be sent directly from the Educational Testing Service (ETS) to the office of Enrollment Management (admissionsinfo@cdrewu.edu)
  - Only the Internet Based Test TOEFL exam will be accepted

- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)

  - World Education Services (WES)
  - Josef Silny & Associates (JSA)
  - Global Credential Evaluators (GCE)
  - International Education Research Foundation (IERF)
  - Academic Credentials Evaluation Institute (ACEI)
  - American Association of Collegiate Registrars and Admission Officers, International Education Service (AACRAO IES)

If you need assistance with immigration (I-20 form, F-1 visa, SEVIS, etc.), our Office of International Affairs will be able to assist you. You can contact CDU's Primary Designated School Official (PDSO) & Director, Office of International Affairs Dr. Lejeune Lockett lejeunelockett@cdrewu.edu or 323-357-3458

# College of Science and Health

## History

The first allied health programs at Charles R. Drew University preceded the establishment of the current College of Science and Health with the implementation of MEDEX physician assistant and radiologic technology programs in cooperation with UCLA and Harbor General Hospital. Creation of a College of Science and Health (then the College of Allied Health) was first proposed in 1975 when a number of allied health programs were being developed in response to expanded clinical needs of the surrounding urban population. In 1983, Charles R. Drew University's Board of Directors consolidated existing programs and authorized creation of the College of Science and Health. In 1987, the State of California's Office of Private and Post-Secondary Vocational Education granted Charles R. Drew University's College of Science and Health a license to offer a Bachelor of Science for primary care physician assistants and an Associate of Science degree in medical record technology. Since 1988, a wide range of programs have been added and that year Charles R. Drew University conferred the first Bachelor's degree for the physician assistants. In April 2005, the College was renamed the College of Science and Health to reflect these and future additions. In 2011 Charles R. Drew University completed the teach-out phase of the bachelor's degree physician assistant program. In 2014 Charles R. Drew University started the process of developing a Master of Health Science Physician Assistant program, and in March 2016 the ARC-PA granted Accreditation – Provisional status to the Charles R. Drew University Physician Assistant Program. The inaugural class of the PA Program matriculated in August 2016. In August 2016 the College of Science and Health received approval from the WASC Senior College and University Commission (WSCUC) for the new Master of Science in Biomedical Sciences Program, and the inaugural class matriculated August 2016. In 2017, the College received approval from the WSCUC for a new Bachelor of Science in Urban Community Health Sciences (UCHS) Program and a new Bachelor of Science in Radiologic Science (BSRS) Program. The inaugural classes for both programs matriculated August 2017.

# Academic Program Policies and Curriculum Updates

## CDU Advantage Institutional Learning Outcomes (ILOs) Curriculum Requirement

### Policy Statement

The CDU Advantage is a distinct and defining characteristic of Charles R. Drew University of Medicine and Science education, from undergraduate to graduate degrees. The CDU Advantage is a set of curricular and educational experiences imbedded in courses and academic programs of the University. Hence, the CDU Advantage describes the common features and experience of ALL Charles R. Drew University students upon graduation. Through a variety of course and non-course-based experiences, students must complete at least one experience in each of the following five domains: a) Excellence in Specialized Knowledge and Research, b) Social Justice, c) Global-International Experience, d) Community and Experiential Education, and e) Health Policy.

### Criteria for Developing Student Competence

Each CDU Advantage experience (see Table 1.) will provide opportunities for students to develop competence through the:

- Application of specialized research knowledge to advance their knowledge of and professional service toward *excellent health and wellness for all in a world without health disparities*;
- Understanding and appreciation of human and cultural diversity that leads to the application of the principles of social justice in the context of health equity;
- Appreciation of the global dimension of health equity and understanding of the intersections of social determinants of health between local, national, and global communities;
- Understanding of community based social determinants of health and the application of principles of community engagement through experiential education in underserved and under-resourced communities; and
- Understanding of the influence of policy on the dynamics of health equity and the application of policy reforms to transform health systems and experience.

### Curricular Guidelines

- All students must satisfy the CDU Advantage curriculum requirement as part of the degree completion for any associate, baccalaureate, or graduate degree.
- Students must have academic experiences in all five domains of the CDU Advantage curriculum and the experiences must be completed while enrolled at Charles R. Drew University.
- The CDU Advantage curriculum requirement must meet existing university regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects, memoranda of affiliation/understanding with community partners).
- The requirement may be fulfilled through course or non-course experiences (for example, travel abroad).
- If a CDU Advantage designated course meets curricular requirements in other categories (i.e., diversity, general education, writing intensive), the student is eligible to receive credit for fulfilling the requirements in all applicable categories.
- For non-course options, students must obtain prior approval for the experience from a faculty supervisor and academic program director.

- If a unit does not approve a non-course experience for CDU Advantage credit, a student may appeal the decision by submitting a letter-of-appeal to the dean's office in the student's degree-granting College/School.

**CDU Advantage ILO Domain Definitions**

The CDU Advantage Institutional Learning Outcomes (ILOs) involve learning experiences in each of the following domains: a) Excellence in Specialized Knowledge and Research, b) Social Justice, c) Global-International Experience, d) Community and Experiential Education, and e) Health Policy. The domain definitions and examples of activities are provided to assist in guiding the selection and development of appropriate learning experiences.

1. **Specialized Knowledge and Research**
   Appreciation of empirical facts and their roles in an organized society. Knowledge demonstrated through a practical understanding of facts, information, and skills acquired within a specialized field of study. Subject-matter expertise is elevated when research methods are used to inquire into professional practice. The research approach can be primary, secondary or tertiary. It can be applied, descriptive, experimental, and inferential to name a few.

2. **Social Justice**
   Understanding of human and cultural diversity and power distribution that shapes human experiences. An exercise of informed decision-making to assure human rights protection, equal access to liberties, and resources. The use of intellectual and ethical reasoning skills to interpret information and ideas that promote social fairness for disenfranchised groups.

3. **Global-International Experience**
   Understanding of health disparities and consequently health professions as a transnational phenomenon. Deliberate engagement in activities that foster an integration of knowledge, skills, and comparative analysis to promote an appreciation for and understanding of diverse global cultures, customs and traditions, and their implications for wellness.

4. **Community and Experiential Education**
   An umbrella term describing teaching methods which utilize deliberate and purposeful community engagement to advance student knowledge, skills, values, and promote the public good. Activities may include hands-on, real-world learning experiences such as service-learning, practicum, clerkships, residency, and laboratory experiences to name a few.

5. **Health Policy**
   Understanding and appreciation of human experiences as a direct consequence of social policy. Health policy refers to laws, regulations, and actions that are undertaken to achieve community health outcome goals within a society. Activities undertaken to advance student knowledge of how policies are derived, developed, assessed, and reformed with a socio-political-economic environment.

**Examples of CDU Advantage Curricular Activities** (*These examples are not restrictive but are meant to give a general idea about possible options within each domain of CDU* Advantage Curriculum).

**Specialized Knowledge and Research Examples**
Translational Research
Community-Based Research
Field Research
Lab Research
Oral History Research
Health Behavior Research
Thesis Research Project

**Social Justice Examples**
Analysis of social disadvantage and race
Analysis of human diversity and health equity
The role of civil and human rights organization
Human rights Advocacy Project
Attend/Plan Town-Hall Meetings

**Global International Experience Examples**
Study and service abroad
Infusion of global content into course content
Comparative analysis of cross-borders' health disparities
Promotion of global cultures and understanding
Analysis of interconnectedness of cross-borders' health issues

**Community and Experiential Education Examples**
Community Development
Community Engagement With Public And Nonprofit Organizations
Community-Based Research
Service-Learning
Community-Based Assessments
Career/Professional Internship
Clerkship
Clinical Fieldwork/Practicum/Research
Independent Study
Practicum/ Internships/ Field Experience/Fellowships
Residency Experience
Service-Learning

**Health Policy Examples**
Policy Analysis
Issue/Policy Brief
Position Paper
Policy Proposal
Political/Legislative Meeting/Hearing
Political Speech
Public Policy Research
Research publications
Organization of group activities to promote, protest, and change health policies on behalf of the under-resourced communities

**Table 1.**
**Charles R. Drew University of Medicine and Science**
**CDU Advantage Domains and Institutional Learning Outcomes (ILOs)**

| **CDU Advantage Domains** | **CDU Advantage ILOs*** <br> The CDU Advantage ILOs builds student knowledge, skills, and attitudes in five domains. Hence, upon graduation from CDU, students will progressively be able to: |
|---|---|
| Excellence in Specialized Knowledge and Research | **Develop specialized knowledge, research methods and ethics to advance wellness in under-resourced communities.** <br> ***Undergraduate****:* <br> *Lower Division*: ***Apply*** theories, research methods and ethics to investigate a problem or a question pertinent to under-resourced communities in a chosen field of study. <br> *Upper Division*: ***Analyze*** a problem or a question pertinent to under-resourced communities in a chosen field of study. <br> ***Graduate Level****:* ***Design and conduct*** research using various methods, concepts, ethics and theories pertinent to under-resourced communities in a chosen field of study. |
| Social Justice | **Evaluate the principles of social justice and leadership within the context of cultural diversity.** <br> ***Undergraduate****:* <br> *Lower Division*: ***Apply*** social justice and leadership theories within the context of cultural diversity. <br> *Upper Division:* ***Analyze*** social justice and leadership theories to engage diverse community issues. <br> ***Graduate Level****:* ***Design and implement*** a project using principles of social justice and leadership within the context of cultural diversity. |
| Global-International Experience | **Evaluate the intersection of social determinants of health on health disparity at the local, national and global level.** <br> ***Undergraduate****:* <br> *Lower Division*: ***Apply*** social determinants of health models to explore health outcomes in local, national, and global communities. <br> *Upper Division*: ***Analyze*** social determinants of health models to engage in local, national, and global communities. <br> ***Graduate Level*: *Design and plan*** a project that offer solutions to local, national, or global health challenges. |
| Community and Experiential Education | **Evaluate the principles of community engagement through experiential education in under-resourced communities.** <br> ***Undergraduate****:* <br> *Lower Division*: ***Apply*** knowledge and skills learned from service experience with CBOs to develop and propose solutions to relevant issues. <br> *Upper Division*: ***Analyze*** underlying issues pertinent to under-resourced communities through engagement with at least one Community-Based Organization (CBO) serving under-resourced communities. <br> ***Graduate Level****:* ***Design and plan*** a project that applies knowledge, values and skills gained in the classroom to address community wellness. |
| Health Policy | **Evaluate the influence of policy on the dynamics of health and health systems.** <br> ***Undergraduate****:* <br> *Lower Division*: ***Apply*** policy models to explore the impact of policy decisions on health and health systems. <br> *Upper Division*: ***Analyze*** how policies influence health and health systems. <br> ***Graduate Level****:* **Evaluate *and propose*** a policy using principles of policy development to advance health promotion initiatives. |

Task Force Members: Drs. Islam (Chair), Kandakai, Gonzalez, Ferrini, Partlow, and Mr. Abramowitz.
*Informed by the Lumina Foundation Degree Qualifications Profile (DQP), available at https://www.luminafoundation.org/resources/dqp

## ASSOCIATE OF SCIENCE, RADIOLOGIC TECHNOLOGY

**Program Director: Eugene Hasson, MS, RT, (R)**
**Location: W.M. Keck Building**
**Telephone: (323) 563-5835**

The Associate of Science degree program in Radiologic Technology serves as the foundation for a Bachelor of Science degree in medical imaging technology and/or health sciences. It is designed to prepare the student for employment as an entry-level radiologic technologist after 21 months of didactic, clinical and professional education. The program also provides the necessary prerequisite courses for a Bachelor of Science degree in the Radiologic Science Program at CDU.

The primary duties of a radiologic technologist include operating imaging equipment, ensuring radiation safety from unnecessary exposure for the general public and themselves. Technologists perform clinical procedures to produce X-ray studies for the diagnosis and treatment of injury and disease. Other duties include HIPPA compliance, financial stewardship, protection of patient rights and maintaining medical records. Technologist also positions the patients, determining safe technical factors, process images and assist in the performance of advanced imaging procedures and initiating basic life support techniques as necessary.

Radiologic technologists provide patient services using imaging equipment as directed by physicians. Professional competence requires that radiologic technologists apply knowledge of anatomy, physiology, positioning, radiographic technique and radiation protection to produce body images. Radiologic technologists must exercise independent judgment and critical thinking skills in the performance of imaging procedures and must be able to communicate effectively with patients, other health professionals and the general public. Graduates are eligible to practice as radiologic technologists after successful completion of certifying examinations and approval (ARRT, CRT and Fluoroscopy).

Professional courses are arranged and must be completed in sequence. Progression toward and completion of the Associate Degree requires the attainment of a minimum grade of “C” in all professional courses.

**AS Degree Program Goals and Program Student Learning Outcomes**

Goal #1: Graduate students who will be clinically competent.

Student Learning Outcomes:

Program Specific Requirements

- Minimum 2.5 GPA
- Completion of Medical Terminology with a “C” or better from a regionally accredited college/university prior to the start of the program.
- Equipment & Supplies Fee $300 (one-time)
- Annual Clinical Fee $1,000

Applicants with convictions must complete an Ethics Review Pre-application through ARRT before entering the program.

Program prerequisite Course

*Medical Terminology 3

* This course may be taken in an optional pre-term summer session.

**Professional Course Curriculum (50 Units)**

RAD 102 Introduction to Radiologic Technology 2
RAD 103 Radiographic Positioning I w/Lab 3
RAD 104 Radiographic Positioning II w/Lab 3
RAD 105 Methods of Patient Care 2
RAD 106 Radiographic Positioning III w/Lab 3
RAD 107 Introduction to Radiography Physics 3
RAD 112 Principles of Radiation Exposure I 2
RAD 113 Principles of Radiation Exposure II 2
RAD 120 Clinical Practicum I 2
RAD 130 Clinical Practicum II 3
RAD 140 Clinical Practicum III 4
RAD 209 Radiographic Positioning IV w/Lab 3
RAD 215 Advanced Radiographic Procedures 3
RAD 216 Principles of Radiation Exposure III 2
RAD 217 Sophomore Seminar II & Certification Preparation 5
RAD 220 Clinical Practicum IV 4
RAD 230 Clinical Practicum V 4

**General Education and Capstone (34 Units)**

ENG 111 English Composition (*A) 3
COM 111 Public Speaking (*A) 3
BIO 120 Introduction to Anatomy & Physiology w/Lab (*B) 4
MTH 121 Elementary Algebra or higher (*B) 3
ILR 101 Information Literacy and Research Methods (*B) 1
CPU 125 Intro to Computer Applications (*B) 2
ART/HU M ART or Humanities* (*C) 3
HIS 141 U.S. History (Pre Civil War) (*D) 3
SOC 141 Sociology (*D) 3
COM 231 Spanish for Healthcare Professionals (*E) 3
PHE 250 Community Health Issues (*E) 2
PHE 255 Sophomore Health Sem & Cap. (*E) 1
COM 131 Introductory Spanish (UE) 3

**REMEDIATION POLICY**

Remediation plans, although not a component in every course, may be implemented to assist students who are struggling to succeed in a course and in the program. Remediation also helps students improve skills necessary for success.

Students who are below 75% (“C”) at the mid-point of the semester are required to complete a remediation plan. The remediation plan addresses the course objectives, program objectives, and/or policies for which the student must demonstrate acceptable improvement if deemed appropriate by a faculty member.

Specific details regarding a student's individual remediation plan are determined by the program faculty. Failure by the student to successfully complete a prescribed remediation plan will result in failure to earn a passing grade for the course and/ or denial of readmission to the program. Refer to course syllabus for specific remediation policy details.

Students failing to earn a passing grade of 75% ("C" or better) in all professional courses are not allowed to continue in the program.

**Transfer and Returning Students**
Please see University Policies section of this Catalog for admission requirements and procedures.

**Misdemeanor or Felony Disclosures**
In the event that an applicant has been convicted of a crime, licensure may be denied. This is determined by the Ethics Committee of the American Registry of Radiologic Technologists.

An individual who has been involved in a criminal proceeding or who has been charged with or convicted of a crime, other than juvenile convictions, must file a pre-application with the ARRT prior to program admission. This will determine their eligibility for certification and registration. A charge or conviction of, a plea of guilty to, or a plea of nolo contendere (no contest) to an offense which is classified as a misdemeanor or felony constitutes a conviction for ARRT purposes. This procedure may enable the individual who has been involved in a criminal proceeding or has a criminal conviction to avoid any delays or possible ineligibility in processing an Application for Examination that is made at the time of graduation from an approved program. Information is available at https://www.arrt.org/Ethics/.

All applicants must complete a background check at their expense. A conviction does not automatically disqualify an applicant. Each case will be reviewed separately. A disclosure notice must also be completed.

**Admission to the Program**
Admission to the program is highly selective and the number of students accepted will depend on the number of clinical site openings. Admission will also depend on an objective and subjective interview.

## BACHELOR OF SCIENCE, RADIOLOGIC SCIENCES

**Program Director: Eugene Hasson, MS, RT, (R)**
**Location: W.M. Keck Building**
**Telephone: (323) 563-5835**

The Bachelor of Science Degree in Radiologic Science offers the certified technologist, from a JRCERT recognized programs, the opportunity to complete the BS degree in one year (3 semesters) at CDU. Courses are offered to accommodate the working adult.

**Admission Requirement**
- A one-page essay describing interest in the Bachelor of Science degree
- Three letters of recommendation.
- Associate degree from a Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited program.
- Overall minimum GPA of 2.5 or above.
- Must have certification from the American Registry of Radiologic Technologists (ARRT). Applicants who are eligible to take the ARRT examination for certification but who have not had the opportunity to do so are given provisional status for one semester. Eligibility to continue is subject to student's obtaining certification.

It should be understood that the University will not sign or validate registry documents of students who obtained their training in another program.

**Appeals**
Any applicant who does not meet the entrance requirements may write a letter of appeal to the Radiologic Technology Appeals Committee stating why the applicant feels the application should be reconsidered. Please refer to the Appeal of Admission's Decision section of the Catalog. Send the appeal to: Attn: Office of Enrollment Management Charles R. Drew University of Medicine and Science 1731 E. 120th St. Los Angeles, CA 90059.

**Grievance Policy**
The Grievance Policy with a timeline is stated in the University Catalog and is also located in the student policy and procedure manual.

**General Information**
All Radiologic Science courses must be completed with a minimum grade of "C" (75% or better) before the student can enroll in subsequent semester courses. One hundred and Twenty - (120) units are required to complete the Bachelor of Science Degree.

**Professional Course Curriculum (8 Units)**
RAD 400 Cross Section Anatomy 2
RAD 401 Principles of Magnetic Resonance Imaging 3
RAD 402 Principles of Computed Tomography 3

**General Education and Capstone (34 Units)**
ENG 112 Critical Thinking and Text Analysis 3
MTH 126 College Algebra 3
POL 141 United States Government 3
PSY 141 General Psychology 3
NTR 220 Principles of Nutrition 3
NUR 403 Culture, Spirituality and Health 3 (UE: Undergraduate Elective)
PSY 351 Human Development 3
PHE 352 Health Dynamics and Cultural Diversity 1
ENG 314 Writing for Healthcare Professionals 3
COM 315 Cross Cultural Communication in Healthcare 3
PHE 450 Global Health Senior Seminar 1
PHE 451 Research Methods 3
***** Degree requirements are subject to change.

## GENERAL STUDIES DEPARTMENT

**Associate of Science (A.S.)**

Unrestricted Elective Requirement: Completion of one lower or upper-division three unit elective course. An unrestricted elective is any course a student wishes to complete for credit toward a degree other than those courses taken that fulfills specific general education, core curriculum and program curriculum requirements. This is a residency requirement and cannot be transferred.

**Bachelor of Science (B.S.)**

Unrestricted Elective Requirement: Completion of two lower or upper-division three unit elective course (6 units total). An unrestricted elective is any course a student wishes to complete for credit toward a degree other than those courses taken that fulfills specific general education, core curriculum and program curriculum requirements. This is a residency requirement and cannot be transferred.

## Course Listing

**Division of General Studies**

GEN Genetics

## MASTER OF PUBLIC HEALTH (MPH) IN URBAN HEALTH DISPARITIES

| Course # | Course Title | Units |
|---|---|---|
| MPH 502 | Racial and Ethnic Disparities in Health | 3 |
| MPH 511 | Principles of Epidemiology | 3 |
| MPH 512 | Principles of Biostatistics | 3 |
| MPH 513 | Program Planning and Evaluation | 3 |
| MPH 521 | Environmental Determinants of Health | 3 |
| MPH 522 | Social and Behavioral Theories in Public Health | 3 |
| MPH 523 | Health Policy and Management | 3 |
| MPH 524 | Community Engagement in Public Health | 3 |
| MPH 526 | Health Communication and Data Visualization | 3 |
| MPH 527 | Race, Cultural Competency and Health | 3 |
| MPH 581 | Research Methods | 3 |
| MPH 590 | Applied Practice Experience (APE) | 3 |
| MPH 595 | Integrative Learning Experience (ILE) | 3 |

## BACHELOR OF SCIENCE, URBAN COMMUNITY HEALTH SCIENCES

**Program Student Learning Outcomes/Competencies**

1. Explain the public health history, philosophy, values, concepts and functions across the globe and in society.
2. Use evidence-based approaches, including methods and tools of public health data collection and research methods, to assess the health status and quality of life of local, national and global urban communities.
3. Discuss the relationship between health, human rights, leadership and community engagement in advancing health equity and social justice across culturally diverse local, national and global urban communities.
4. Describe the science of primary, secondary and tertiary prevention in population health, including health promotion & screening.
5. Explain the behavioral, social, structural, environmental, biological, political and economic determinants of health and how they impact human health and health disparities.
6. Apply basic principles of community health program planning, implementation, assessment and evaluation.
7. Describe the organization, structure and function of healthcare and public health systems across local, national and global settings.
8. Describe the multiple dimensions of the US policy-making process, their impact on community health, including the roles of leadership, ethics and evidence.

9. Communicate audience appropriate public health content, research, and practice using cultural humility approaches, in writing, oral presentation and use of social media.

**Requirements for the Major (120 units)**

Of the 120 units required for the Bachelor of Science (BS) degree in Urban Community Health Sciences (UCHS), 64 units of General Education courses are required (refer to the General Education section for core requirements for a BS degree); the UCHS major requires 56 lower and upper division courses.

64 units General Education courses
50 units UCHS courses (12 units Lower Division courses, and 38 units Upper Division courses)
6 units of elective courses (GE or UCHS electives)
Total: 120 units

Successful completion of the major requires a minimum C (2.0) overall grade point average.

## Curriculum

| Lower Division UCHS Courses | | |
|---|---|---|
| **Course #** | **Course Title** | **Units** |
| UCHS 101 | Introduction to Public Health | 3 |
| UCHS 201 | Introduction to Urban Community Health Sciences | 3 |
| UCHS 202 | Health Disparities, Equity & Social Justice | 3 |
| UCHS 203 | Fundamentals in Community Health Education | 3 |
| **Upper Division UCHS Courses** | | |
| UCHS 300 | Introduction to Global Health | 3 |
| UCHS 301 | Introduction to Epidemiology | 3 |
| UCHS 302 | Theoretical Principles of CH Behavior | 3 |
| UCHS 303 | Comparative Health Systems | 3 |
| | Elective 1 | 3 |
| UCHS 305 | Community Health Communication | 3 |
| UCHS 306 | Community-Based Participatory Research Methods | 3 |
| UCHS 307 | Domestic & Global Community Health Internship | 3 |
| UCHS 400 | Program Planning and Evaluation | 3 |
| UCHS 401 | Health Policy and Leadership | 3 |
| UCHS 402 | Ethnic Studies in Urban Community Health Sciences | 3 |
| UCHS 405 | Community Food Systems and Health Disparities | 3 |
| | Elective 2 | 3 |
| UCHS 404 | Cross Cultural Issues and Identity Formations | 3 |
| UCHS 406 | Applied Community Health Education | 2 |
| | **Total Units for Degree Completion** | **120** |

*Please see the General Education (GE) section for required and elective GE courses and their descriptions.*

**Internship and Research Requirement** Students are required to complete a global or domestic internship during the summer of Year 3 that will be designed to apply the theories, frameworks and research methods learned in the classroom.

**Community Service Requirement** Through service, students will develop an understanding of the needs of the community and experience the joy of making a difference in the lives of those in need. Students must complete a minimum of 100 hours of community service. Students are encouraged to discuss their options with their faculty advisor.

# Updated Course Descriptions

***GEN 100 – Introduction to Genetics, Genes and Genomes***
This course is designed for students interested in the science of genetics and Genomes. The course provides a basic background in genetics, Genes, and Genomes, with a laboratory component. The course will cover the basic Mendelian Inheritance, and analysis of genetic outcomes. Application of results to general principles will be emphasized.
Units: 1

***RAD 112 - Principles of Radiation Exposure I***
Provides introductory knowledge and understanding of X-ray exposure technique as correlated with practical application. It provides an introduction to PACS and digital radiography. Develops the capability to devise and revise a technique based on sound principles and practices. It discusses basic math and algebra formulas. Basic fundamentals concerned with the production, analysis, and recording of radiographic images are included in this course. Understanding density, contrast, detail and distortion as well as their interrelationships will be emphasized. Subject matter will include mAs, kVp, distance relationships, geometric image formation, grids, beam limiting devices, and filtration. Laboratory assignments are included.
**Unit**: 2

***RAD 120 - Clinical Practicum I***
Designed to introduce the student to the clinical setting and exposure to departmental organization; patient flow, and digital imaging; observation in various sections of the radiography department. It requires assigned students to assist in various patient care and departmental functions and perform examinations under direct supervision.
**Unit:** 2

***UCHS 101 Introduction to Public Health (3 units)***
This course provides foundational knowledge of public health's historical contributions and functions, including key concepts to understand factors that impact community health. In addition, this course introduces essential tools for assessing health outcomes in order to frame questions, analyze underlying causes, brainstorm solutions, and critically analyze evidence-based public health.

***UCHS 201 Introduction to Urban Community Health Sciences (3 units)***
Even throughout its continuous evolution, the dynamic and timely discipline of Urban Community Health Sciences has central tenets to which it stays faithful. In this introductory course, we will review enduring priorities and defining features of the field by discussing the populations served, methods used, and practices prioritized.

***UCHS 202 Health Disparities, Equity and Social Justice (3 units)***
This course will explore health disparities, examine social determinants of health, and understand multi-level strategies at reducing poor health outcomes within a public health context founded in social justice. As an introductory course, we will examine, address, and respond to health disparities for the achievement of health equity.

***UCHS 203 Fundamentals in Community Health Education (3 units)***
The purpose of this course is to explore the history, philosophy, and theoretical foundations of the professional practice of community health education. Through a number of engaged and active learning experiences, students will develop the skills necessary to develop, structure and communicate health education content in a variety of settings.

***UCHS 300 Introduction to Global Health (3 units)***
This course introduces students to key challenges and proposed solutions to global health disparities that

impact health and wellbeing. The course covers the social determinants of health and the impact of global politics, economics, social norms, health beliefs, cultures, traditions and practices that impact global health inequities.

***UCHS 301 Introduction to Epidemiology (3 units)***
This course offers introductory conceptual understanding in the science of epidemiology. Principles of epidemiology include measures of disease occurrence, common sources and types of data, and important study designs. Basic and more advanced methods are covered as appropriate, with applications to community health.

***UCHS 302 Theoretical Principles of Community Health Behavior (3 units)***
This course introduces students to the behavioral, social, cultural, and environmental theories influencing community health behaviors, and their application in community health promotion programs. Students will explore, critique and recommend the application of the theories covered, in community health promotion programs targeting culturally diverse underserved populations.

***UCHS 303 Comparative Health Systems (3 units)***
This course provides students with a comprehensive analysis of the health care delivery system and the public health system and services. It covers identification of health problems and potential solutions related to health service delivery, health care reform, and trends in issues, policy, financing, regulation, and technology in U.S. and globally.

***UCHS 305 Community Health Communication (3 units)***
This course introduces students to the design of effective health communication strategies. Students will obtain the knowledge and skills to develop and communicate appropriate information and materials to audiences in a variety of settings. Emphasis will be placed on the application of health communication strategies, methods, and tools to convey and disseminate messages, research, and programs.

***UCHS 306 Community-Based Participatory Research (CBPR) Methods (3 units)***
This course provides an overview of the fundamental understanding needed for conducting research with community under a community-based participatory research (CBPR) framework to familiarize students with the tenets of this methodology. Discussions will include the role of community engagement within the context of participatory action research, partnerships, and knowledge dissemination.

***UCHS 307 Domestic & Global Community Health Internship (3 units)***
This is a supervised field experience/internship in community health that provides students the opportunity to gain practical experience and apply competencies gained from academic coursework. Students complete 150 hours (50 hours/unit) of an internship which enables them to gain a hands-on experience in a community health setting.

***UCHS 400 Introduction to Program Planning and Evaluation (3 units)***
This course provides students with the knowledge and skills to plan, develop, and evaluate public health programs and interventions for the improvement of community health and quality of life specifically focusing on culturally diverse urban communities burdened with disease, using a social ecologic framework and the PRECEDE-PROCEED Approach.

***UCHS 401 Health Policy and Leadership*** **(3 units)**
This course examines the U.S. policy making processes as they affect the health of individuals and populations. Students gain an understanding of the institutional frameworks that shape health policy and the policymaking process. Students also examine and apply principles and theories of leadership to advocate for social justice and health equity across diverse urban populations.

***UCHS 402 Ethnic Studies in Urban Community Health Sciences***
This course will review the racial ideologies underwriting the historical formation and uses of race and culture throughout the world, and the use of race and culture as categories central to urban community health

sciences. Structural roots of social injustice and critical discourses of race that enhance our understandings of power and privilege will be emphasized.

***UCHS 403 Geographic Information Systems & Environmental Health Impacts (3 units)***
This elective course introduces students to Geographic Information Systems through a basic understanding of geospatial theories, methods, and technologies, with a special emphasis on environmental health impacts. Students will be able to locate, process, analyze and communicate basic geographic information and environmental factors that impacts the health of urban communities using geo-spatial tools and techniques.

***UCHS 404 Cross Cultural Issues and Identity Formations (3 units)***
Community is a complex, multilevel set of peoples, organizations, and values, interwoven and bound by relationships and identities. This course provides students with an understanding of shared struggles across diverse populations through critical reflection and social justice scholarship. We will examine culture and community through inquiry on identity formations and the historical present.

***UCHS 405 Community Food Systems and Health Disparities (3 units)***
This course introduces the systems thinking approach to understanding how food systems influence health and health disparities among vulnerable populations. The model describes how a series of broad system factors such as food supply, food affordability, food environments operate in communities to affect disparities in dietary patterns of minority underrepresented populations.

***UCHS 406 Applied Community Health Education (2 units)***
This course prepares students to sit for the Certified Health Education Specialist (CHES) exam, a competency-based exam that measures the knowledge and skills in the seven areas of responsibility for health education specialists. A CHES-certified instructor will review key principles, concepts, and techniques in health education to prepare students to successfully complete the CHES exam.

***MPH 584 Global Health Studies-The Cuban Health System Model***
This is a Credit/No Credit course. This elective study abroad, global health studies course exposes students to the Cuban integrated health system. The course utilizes experiential learning, and as such the majority of the instruction take place in Cuba where students receive first hand instruction from those who work within the Cuban health system and are served by it, including faculty in the Cuban School of Public Health, experts in the health field, community members, and patients. This course requires faculty approval. This course has a study abroad fee of $3,000.
**Units: 3**

***MPH 590 Applied Practice Experience (APE)***
*Formerly Public Health Practicum*
This is a Credit/No Credit, hands-on course which transitions students from an academic to a practice mindset. Students demonstrate the attainment of at least five (5) public health competencies through an applied practice experience in a public/private urban health setting, culminating in a written report, and a portfolio with at least two (2) deliverables.
**Units: 3**

***MPH 595 Integrative Learning Experience (ILE)***
*Formerly Culminating Experience (CE)*
This is a Credit/No Credit course. Students complete a culminating ILE that demonstrates synthesis of the foundational public health and emphasis-specific competencies. Students, in consultation with their faculty advisor, select the competencies appropriate to the student's educational and professional goals during the last semester prior to graduation, on which their ILE will be based. The student produces a high-quality written product, which includes a reflection on and evidence of the competencies attained, and presents a poster of the ILE product in an open forum format.
**Units: 3**

## COSH Faculty by Program

Department of Health and Life Sciences:
Thomas R. Magee, PhD, Associate Professor

Department of General Studies:
Enrico Rodrigo, PhD, Associate Professor

Urban Public Health Program:
Nina Harawa, PhD, MPH, Professor

Radiologic Technology Program (323) 563-5835
Eugene Hasson, MS, RT, (R), Assistant Professor, Program Director

Noel Rollon, BS, RT, (R), Clinical Coordinator, Instructor

Michael Zetina, BS, RT (R), CRT (CT)