



CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE



*To conduct education,
research and clinical services
in the context of community
engagement to train health
professionals who promote
wellness, provide care with
excellence and compassion,
and transform the health of
underserved populations*



University Catalog

2011 — 2012

University Catalog 2011 - 2012

CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE

Catalog Statement

The provisions of this catalog reflect information available as of the date of publication. The provisions of this catalog are subject to change and do not constitute an irrevocable contract between any student and Charles R. Drew University of Medicine and Science. Policy updates will be posted on the website and made available to students via email.

ACCREDITATION

Charles R. Drew University of Medicine and Science is accredited by the Senior Commission of the Western Association of Schools and Colleges (WASC: 985 Atlantic Avenue, Suite 100; Alameda, CA 94501; (510) 748-9001) and is approved by the Postsecondary Commission, California Department of Education. WASC granted Charles R. Drew University its regional accreditation in 1995.

Charles R. Drew University is approved by the State of California Council for Private Postsecondary and Vocational Education to grant a Doctor of Medicine degree in cooperation with the Board of Regents of the University of California.

The Liaison Committee on Medical Education (LCME) accredits the Drew/UCLA Medical Education Program through the UCLA School of Medicine.

The College of Science and Health programs are accredited by the following agencies:

- Commission on Accreditation of Allied Health Education Programs in collaboration with the:
 - Commission on Accreditation for Health Informatics and Information Management
 - American Society of Health System Pharmacists (ASHP)
 - Joint Review Committee on Education in Radiologic Technology (JRCERT)

The Mervyn M. Dymally School of Nursing was granted initial approval by California Board of Registered Nursing (BRN). The School has been advanced to Candidacy Status by the National League for Nursing Accrediting Commission which is the first step in the process leading to national accreditation.

VETERANS ADMINISTRATION

Charles R. Drew University is approved for the training of veterans and eligible persons by the California State Approving Agency for Veterans Education (CSAAVE) under the provisions of Title 38, United States Code. Veterans and dependents are required to comply with VA regulations in regards to required class attendance and acceptable academic progress.

NON-DISCRIMINATION POLICY

Charles R. Drew University does not discriminate on the basis of creed, ethnicity, color, sex, religion, national origin, marital status, sexual orientation, mental or physical disability or age in any of its policies, practice or procedures.

EFFECTIVE CATALOG DATES

This catalog is in effect from fall semester 2011 through summer semester 2012.

DISCLAIMER STATEMENT

Charles R. Drew University reserves the right to modify policy and adjust requirements and standards as described in this publication at any time, without prior written notice.

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Charles R. Drew, MD (1904 - 1950) **A Life Committed to Excellence**



Charles R. Drew University of Medicine and Science is named in honor of a most distinguished African American surgeon whose research and groundbreaking accomplishments in the collection and storage of blood plasma became the foundation and model for today's system of blood donation and preservation.

Charles Richard Drew's life was characterized by a strong commitment to excellence. He won a scholarship to Amherst College, Massachusetts, after attending Dunbar High School in Washington, D.C., where he had been voted most popular boy, and best all-round athlete in his senior year. At Amherst, he excelled in athletics, winning the Pentathlon trophy all four years, and the Mossman trophy for the athlete bringing greatest honor to the school.

Charles R. Drew was an athletic coach and biology teacher at Morgan College, Baltimore, before going on to medical school at McGill University in Canada, where he graduated with his Doctor of Medicine and Master of Surgery degrees in 1933. He was an Alpha Omega Alpha scholar at McGill, and winner of the J. Francis Williams Fellowship in Medicine, awarded on the basis of a competitive examination given annually to the top five students in the graduating class.

Dr. Drew returned to Washington D.C. to do a residency in surgery at Freedmen's Hospital (later Howard University Medical Center). A Rockefeller Foundation Fellowship took him to Columbia-Presbyterian Medical Center, where his exhaustive research provided the background for his doctoral thesis: *Banked Blood: A Study in Blood Preservation*. He was the first African American to earn the postgraduate Doctor of Science in Medicine (M.D. Sc.) degree.

At the outbreak of World War II, Charles R. Drew provided crucial assistance to the war effort in Britain by developing and directing a successful blood collection and storage project in response to a request from his former McGill professor, Dr. John Beattie. The "Blood for Britain" program was an organization of several hospitals involved in uniform procedures of recruiting donors, collecting blood, and processing and supplying plasma to the British Red Cross. Thousands of lives were saved on the battlefield through the new storage techniques, and Charles R. Drew was subsequently appointed Director of the first American Red Cross blood bank, establishing an effective program for the U.S. Armed Forces. He later resigned the post to protest the military's practice of maintaining segregated blood banks.

Charles Drew returned to Howard in 1941 to head the department of Surgery, and in 1944 became chief of staff at Freedmen's Hospital. That year, he was awarded the SPINGARN medal by the NAACP for his "outstanding work in blood plasma." Charles R. Drew's pioneering work had earned him several honorary degrees and appointments on national scientific committees. On his way to a scientific meeting in Tuskegee in 1950, Charles Drew died in an automobile accident from severe injuries sustained at the wheel of his car.

Dr. Charles Drew left behind a wife, four children, and a legacy of deep compassion and devotion to excellence and civil liberties for all.

A Message from the President

Dear Students, Faculty, and Staff,

Welcome to Charles R. Drew University of Medicine and Science. These pages contain the University's catalog of courses that lead to graduation, taught by an impressive faculty that is dedicated to every single student's success. Consider this University home, an academic home with a unique history and a distinct mission.

The mission here just doesn't exist on paper. It lives in the hearts of those who teach here, who work here and who study here. It springs out of the teaching, research, and clinical practice that occur here.

This calling prepares students to heed our mission of helping underserved populations who depend upon our graduates for providing health services they cannot afford. The mission compels us to reach out to underserved populations with dedication, kindness, patience and caring, while using the latest research and clinical practice techniques. Through this undertaking, our success is measured.

Born from the ashes of the Watts riots in the mid-1960s, Charles R. Drew University is the only one in the U.S. dually designated as a historically black graduate institution and as a Hispanic-Serving Health Professions School. It fills a void in an area that desperately requires medical attention. South Los Angeles residents are more likely to suffer from diabetes, kidney or heart disease, high blood pressure than anywhere else in the county, and choose from fewer doctors for treatment.

This lack of medical services helps explain why the courses outlined in this catalog, and the education offered at this University, are so critical. The mission does not stop outside our doors, as the University serves local, national, and international communities.

A wide range of students, diverse through gender, race, and ethnicity, are drawn to this University. Please look around and notice why Charles R. Drew University represents the future of health care in Los Angeles. It's multicultural unlike any other graduate institution in Southern California.

Students are embraced here, making Charles R. Drew University more than home. It's family.

Welcome to the family.

David M. Carlisle, M.D., Ph.D.
President
Charles R. Drew University of Medicine and Science



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University Overview

The University Mission

The mission of the Charles R. Drew University of Medicine and Science is:

To conduct education, research and clinical services in the context of community engagement to train health professionals who promote wellness, provide care with excellence and compassion, and transform the health of underserved communities.

History of the University

Charles R. Drew University is a private, nonprofit, nonsectarian, minority-serving medical and health science institution established in 1966. The University (then a “postgraduate medical school”) was conceived during planning discussions in 1963. However, real progress to establish the University was not made until the McCone Commission cited poor health status and diminished access to healthcare among the major factors fomenting the 1965 civil unrest in Watts. Charles R. Drew University, which continues to serve as the only academic health sciences center for the area’s 1.5 million people, 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. Defined as a Minority Serving Institution by the Office of Civil Rights, the University’s College of Medicine (COM) is recognized by the Department of Education under subsection (a), Title III B Section 326 as a Historically Black Graduate Institution (HBGI). The University is a charter member of the Hispanic Serving Health Professions Schools, a national nonprofit dedicated to improving the health of Hispanic people through research initiatives, training opportunities, and academic development. In its over 35 years of enrolling students, the University has made enormous contributions to health care in the nation by graduating over 400 physicians, 2,500 physician assistants, 2,500 physician specialists, and numerous other health professionals—almost all from diverse communities who went on to serve underserved communities.

Charles R. Drew University maintains an academic focus that emphasizes a primary care approach to both healthcare and community relations. Guided by its mission, Charles R. Drew University continues to

promote community-based programs in the context of a collaborative model for teaching, research and service.

Diversity as a University Value

The University values cultural diversity in its faculty, staff and student body, as well as in its academic programs. The evolution of the University demonstrates its unique ability to create and carry out educational methods that accommodate a variety of learning styles. As a result of the demographic changes in the underserved communities, the range of knowledge and skills necessary to provide effective healthcare services to these communities has increased enormously. The challenge for the University has been to increase awareness and to recruit, educate and retain a diverse student body. Consequently, the University has implemented strong academic programs to meet the increasing and changing educational needs of current and potential students.

The University believes that knowledge and compassion are essential for success in a multicultural institution. Therefore, development of a curriculum that includes courses focusing on multicultural issues affords an educational opportunity for our students to learn about themselves as well as about other groups and cultures. This approach to education enables our students to better appreciate themselves and the differences and commonalities of other groups and cultures.

The University seeks to respond to the future needs of a diverse student body and changing community by identifying and committing specific resources to preparation, recruitment, and retention of interested students.

Learning Resources and Academic Support Program

A number of campus facilities support students in their ongoing learning activities, researchers in the pursuit of new knowledge, and faculty in the development of innovative, enriching course offerings. Linked under the banner, "Learning Resources," these units include the CDU Health Sciences Library, the University Learning Resources Center, the College of Science and Health's Student Education and Services Center, and the Faculty Research and Curriculum Development Center.

Health Sciences Library

The Health Sciences Library, located on the first floor of the W. Montague Cobb Medical Education Building, is 4,400-square-foot information and study center. The library maintains a comprehensive specialized collection of materials in the health sciences, including print and electronic journals, print and electronic books, non-print media, and electronic resources for use by University faculty, staff, and students.

The library is the primary information resource for the University and supports faculty, students, and staff by providing materials, access to resources, instruction in the use of these resources, and an environment that fosters teaching, research, and life-long learning.

Mission Statement

Our mission is to provide exemplary health information resources and services that are essential for the provision of quality educational, research, and clinical services for faculty, students, staff, community and its affiliates. Further, the library is charged with the constant re-evaluation of its holdings and services to ensure that it meets the mission of the University.

The Collection

The scope of the library's collection supports the educational programs in the College of Medicine, the College of Sciences and Health and the School of Nursing. The CDU Health Sciences Library contains more than 47,500 books, which includes 7,500 print and over 44,000 electronic books, and more than 33,000 volumes of bound journals. The library currently subscribes to over 7,900 electronic journals, 34 health sciences resources and 1,600 audiovisual resources.

Services

Reference Services: A reference librarian is available weekdays from 8 a.m. to 5 p.m. The reference desk is located in the main reading room.

Literature Searches: The librarians will consult with users to help locate needed information in the medical literature. Results from a librarian-mediated search will usually within the same day. Librarians can also assist with citation verifications for manuscript.

The Library's Web Pages: The library's Web pages host a variety of health information resources, such as PubMed, CINAHL, Dynamed, MDConsult, Access Medicine, and Psych Info. In addition, each educational program has a specialized section on the webpage. The website also provides access to more than 7,900 full-text online health sciences journals; more than 44,000 electronic books; clinical decision support tools, including Evidence Based Medicine databases, and bibliographic software. Resources on the library's website are available automatically on the University campus and also at home via remote access. The library website is located at the following URL: <http://library.cdrew.edu>.

Remote Access: Library users can access the Library's resources off campus. Instructions on how to access the library's proxy server are available at the library circulation desk.

Interlibrary Loan: The library can obtain books and copies of articles from other libraries as needed for registered users. A request form is available online or at the circulation desk. Users are encouraged to check the library's online catalog prior to submitting a request.

Library Computers: Seventeen computers are available featuring the Microsoft Office productivity software, Endnote citation management software, statistical software and access to the library's electronic resources through high-speed Internet connectivity.

Photocopy and Printing: All printing is completed by using the University's print management system. The cost for photocopying and printing is 10 cents per page. Print cards can be purchased from a vanda-card machine and the initial cost is \$1.00.

Audio/Visual Collections: The library has an extensive collection of audiovisual materials; including electronic access to videos, videocassettes, CD-ROMs, audiotapes, and DVDs. These materials are listed in our catalog, and equipment to view these media is available in the library.

Presentation Equipment: A number of laptop computers, digital and video cameras, slide, overhead and LCD projectors are available for checkout to registered borrowers. To be sure that one of these systems is available, a reservation should be made in advance with the circulation desk, (323) 563-4869.

Wireless Connectivity: The library is equipped with wireless internet access for faculty, students, staff, and guests. Instructions on how to connect to the wireless network are available at the circulation desk.

Conference Room: The library houses 2 group study rooms that can be reserved by calling 323-563-4869. Other study areas are available. Inquire at the circulation desk.

Patrons

The library extends borrowing privileges to the students in the College of Medicine, the College of Science and Health, the School of Nursing, faculty, administration, and staff of Charles R. Drew University. In addition, it is a Resource Library for healthcare providers in the community, high school and college students, and community residents who may need access to health information.

Honor System

All books and journals checked out from the library are given a due date. Patrons not returning materials by the due date are subject to a three-week suspension of all library privileges. The library works with a collection agency to retrieve items and charges from long-term delinquent borrowers.

Renewals

For each item checked out from the library, patrons are permitted one renewal, either in person or by telephone on or before the due date. To renew materials by telephone, please call (323) 563-4869.

Circulation

Books (limit: 4) for 21 days; Bound Journals (limit: 4) for 14 days; Videos (limit: 2) for 7 days and Audio Materials (limit: 4) for 7 days.

Hours

Monday- Thursday	8:00 a.m. – 8:00 p.m.
Friday	8:00 a.m. – 6:00 p.m.
Saturday	9:00 a.m. – 4:45 p.m.

Extended hours are posted. The library is open approximately 65 hours per week.

University Learning Resource Center

The Charles R. Drew University Learning Resource Center (LRC) is the focal point for the University's educational technology programs. The LRC facilities include a computer lab, educational technology classroom, and a variety of classroom and meeting spaces. The LRC is equipped with computer and media hardware, and a variety of software for education, research, publication, and Blackboard.

Learning Resource Centers

There are 3 Learning Resource Centers (LRC) at CDU. These sites are used for instruction, online examinations and independent study.

The LRC staff provides assistance with audiovisual setups, classroom technical assistance, Blackboard assistance and poster printing. In addition, training on the use of health information resources is available to all students, faculty and staff. Please call the circulation desk (323-563-4869) to schedule an orientation or information literacy session.

The Cobb Building LRC facilities include:

- Computer Laboratory (Cobb 185): A general computer lab with 16 workstations, laptop connections, a laser printer, flatbed and film scanners, a film printer, and SmartBoard LCD projection system. The LRC also has a videoconferencing unit and a portable PA system.
- Educational Technology Classroom (Cobb 183): A computer classroom with 15 computer workstations, a SmartBoard-LCD projection system, instructor podium, document camera, and classroom control software.
- Wireless classroom is available in Cobb 189.

The LRC computers have a variety of medical education software, including basic science tutorials, case based learning, patient simulations, exam preparation, publication and presentation, and data analysis. A wide variety of online reference resources are also available in the CDU Health Sciences Library. For further information, call (323) 563-9351 or (323) 563-9354.

Student Education and Services Center

Complimentary learning resources in the College of Science and Health are located in the Student Education and Services Center (SESC) in the Keck Building. The SESC offers help, at no cost, to any student or staff member who desires to improve and build his/her academic skills.

The SESC offers:

- Computer-assisted instruction in mathematics, writing, reading, and other curriculum supported subjects;
- Free tutoring in most subjects for both individuals and small groups;
- Academic skills building workshops scheduled throughout the academic year;
- Instructional video tapes and computer disks available for use both at home and in the center;
- Internet access and Web-based learning programs.

Government (CDSG) Office.

Computer Assisted Instruction (CAI)

The SESC utilizes Plato, a program that helps students improve proficiency in mathematics, reading, English grammar, and in a number of other general education subject areas. Plato provides a series of lessons that specifically address individual needs. Students may be recommended by instructors, or they may use the Plato Program diagnostic tools to determine which of their skills require work.

Additional supplemental instruction programs are available to accompany courses that are taught in the College of Science and Health. Students enrolled in the Medical Spanish classes use audio tapes and CDs on a regular basis to accompany their classroom assignments. The SESC also has a variety of media in various subject areas, including study skills techniques, available for student use. College of Science and Health faculty members also place materials on reserve in the center for students in specific classes.

Study Skills Workshops

Study Skills Workshops are available for students, faculty, and staff and are scheduled throughout each semester. Goal Setting and Time Management, Memory and Concentration, Note-Taking Systems, and Test-Taking Techniques have been the subjects of recent workshops.

Tutoring

Group tutoring is available and can be facilitated by a faculty member or peer. In addition to being aided by a tutor, students in group study settings gain the opportunity to practice what they learn while they work together, teaching each other and learning from each other.

One-on-one tutoring is available when the need has been diagnosed by either the tutor coordinator or the faculty of a specific program. Both peer and professional tutors are available to assist students in one-on-one study sessions.

The Student Education and Services Center contains:

- 24 workstations in the learning center, a Smart Board-LCD projection system, used by both classrooms and individuals;
- Check-out system for various equipment for classroom use;
- 9 computers located in the Career Center provide additional access to technology;
- 3 small group study rooms with computer access;
- Computer software programs that accommodate varying study needs.
- The SESC also houses the Charles Drew Student

The Student Education and Services Center hours are:

Monday – Thursday	8:00 a.m. to 9:00 p.m.
Friday	8:00 a.m. to 5:00 p.m.
Saturday	9:00 a.m. to 3:00 p.m.

SESC staff can be contacted by visiting the center at these hours or by calling for assistance at (323) 563-5934.

Faculty Research and Curriculum Development Center

The Faculty Research and Curriculum Development Center (FRCDC) is located on the first floor of the W. Montague Cobb Medical Education Building, inside the University Learning Resources Center. This is a separate area, designed exclusively for faculty to have access to cutting-edge technology that will aid them in instruction and research.

The purpose of the center is to enrich the overall educational experience by equipping faculty members with computer technologies and skills and to provide faculty with facilities for conducting and reporting research.

Equipped with desktop computers and other media tools, the FRCDC allows faculty to explore and develop technology-based learning/instructional materials with direct application to the teaching and learning process. Faculty members receive one-on-one, hands-on training that is tailored to their specific needs. The training is designed to enhance their particular classroom experience and field of study.

The FRCDC works with faculty members to put a portion of their course and testing materials online. This makes content available both on- and off-campus students via the Internet. The onsite staff aids in the construction of online courses and trains faculty members to post their own materials.

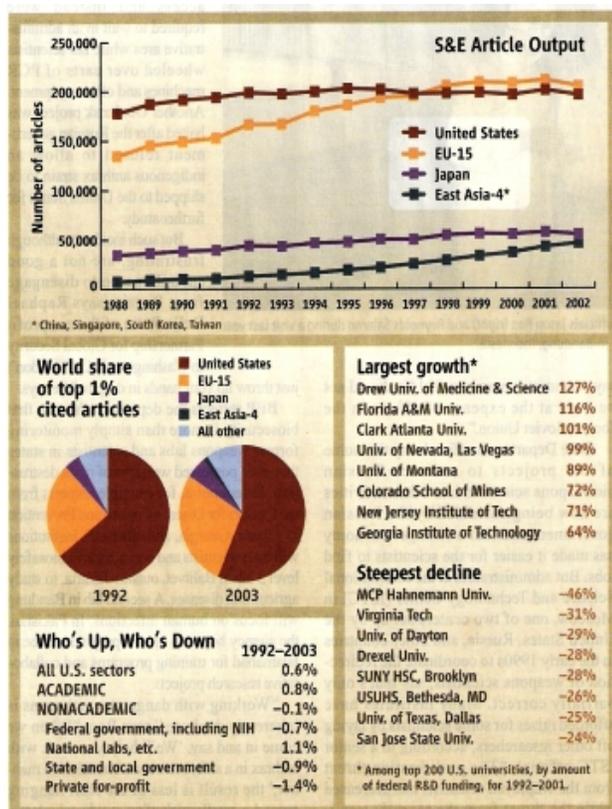
The center also aids faculty research efforts through the development of research enhancement tools, such as online collaboration spaces, survey systems, and data sharing systems.

In addition to training, the center provides support to faculty, emphasizing courseware development, web strategy, and multimedia issues. Onsite support is available for Blackboard, and Turning point.

To contact the FRCDC, please call (323) 563-4869.

University Research

Charles R. Drew University of Medicine and Science performs high quality research that focuses on key health disparities issues. The University has had tremendous growth in research with an increase in its annual research funding from \$5.7 million in 1998 to \$399 million in 2011. Charles R. Drew University now ranks in the top 7% for the level of funding from over 3,000 NIH-funded institutions and in the top 50 Private Research Universities as rated by the Center for Measuring University Performance. A recent NSF analysis (figure 1) reported US scientific publishing was flat from 1992-2001 despite increased research funding. The #1 institution in the country in publication growth over this period among the top 200 institutions by level of NIH funding, was Charles R. Drew University with a 127% increase (the U.S. average is <1%).



NSF Report

* *Top American Research Universities, 2006*. p14. Accessed July 26, 2007 at <http://mup.asu.edu/research2006.pdf>; *Science, 2007*; vol. 317, p. 582.

The Charles R. Drew University Research Enterprise is dedicated to closing the gap on health care disparities among underserved and ethnic minority populations and so much more. The important work done by our researchers brings attention to health issues and diseases that disproportionately affect minorities and the poor. Diabetes, hypertension, cancer, reproductive health,

chronic kidney disease, neuropsychiatric disorders and HIV/AIDS are just a few of the areas where Charles R. Drew University researchers, faculty and staff members make a difference. Our nationally and internationally renowned researchers are breaking new ground, integrating research advances into the basic sciences and setting new standards in healthcare disparities research for underserved communities. In July 2007, the University was awarded a \$19 million NIH-NCRR grant over 5 years to lead a Research Centers in Minority Institutions (RCMI) Translational Research Network to reduce health disparities and strengthen the research capacity of each of the 18 partner institution across the consortia.

Life Sciences Institute

The Life Sciences Institute (LSI) plays a significant role in the future of medical research at the Charles R. Drew University. Established in 2005, it now boasts an endowment of \$35 million serving as a starting point for the next phase in growth for the Charles R. Drew University Research Enterprise by providing researchers with support previously unavailable at the University. The LSI provides new pathways to research discoveries at Charles R. Drew University through creating innovative research teams and re-engineering the clinical research enterprise in a highly structured system. Doing so improves opportunities for the recruitment and retention of junior and senior researchers who pursue NIH funding for desperately needed research that has the greatest potential for reducing health disparities throughout the world.

Research Centers

- Biomedical Information
- Charles R. Drew University Center for AIDS Research, Educational Services
- HIV Identification, Prevention and Treatment Services
- The Center for Health Improvement of Minority Elderly in partnership with UCLA
- The Charles R. Drew University/UCLA Excellence in Partnerships for Community Outreach, Research on Health Disparities and Training (EXPORT) Center
- The Clinical and Translational Sciences Institute in partnership with UCLA
- Charles R. Drew University/UCLA Comprehensive Cancer Center
- Minority Biomedical Research Support for Continuous Research Excellence (MBRS-SCORE)
- Charles R. Drew University/UCLA Reproductive Science Research Center
- RCMI Translational Research Network (RTRN)
- RCMI Infrastructure for Clinical and Translational Research (RCTR)/Accelerating eXcellence In Science (AXIS)

Research Partnerships

- *University of California, Los Angeles (UCLA)* – Since its inception, the University has conducted more than 70 collaborative projects to date numerous collaborative research projects with UCLA.
- *RAND* – Both RAND and UCLA are strong research partners with the University. The depth and breadth of these collaborations has accelerated during the last 10 years, with most activities focused on health disparities work. Additionally, these collaborations have created an environment where senior scientists have committed to support the development of junior faculty at Charles R. Drew University.
- *RCMI-funded institutions* – The newly funded RCMI Translational Research Network (RTRN), led by the Charles R. Drew University represents a groundbreaking effort to integrate clinical, biomedical, and behavioral researchers with providers and community leaders into novel geographic and ethnically diverse research partnerships.
- *Community Ties and Partnerships* – The University has a number of strong partnerships and collaborations with community organizations and successfully engages surrounding communities in participatory-driven research. This work includes over 100 ongoing partnerships including programs to communicate research-based information to increase public awareness of health issues; efforts to improve the transfer of evidence-based knowledge to community-based healthcare providers; supporting, enhancing, and actively engaging in ongoing and new community-based participatory research efforts, with a range of partners, including the South Central Family Health Center, the Nickerson Gardens Housing Project, and the Oasis HIV Clinic, among others.

Contact Info:

Office of Research Administration	
11705 Deputy Yamamoto Pl., Ste B	
Lynwood, CA 90262	323-249-5702
Office of Sponsored Programs	323-563-5999

Contact Info:

Office of Research	
11705 Deputy Yamamoto Pl., Ste B	
Lynwood, CA 90262	323-249-5702
Medical Sciences Institute	323-249-5714
RCMI	323-563-5911
Office of Grants and Contracts	323-563-5843
Office of Research Administration	323-563-5990

University Policies

Academic Dishonesty

Defined as any academic act which intentionally violates the trust upon which the pursuit of truth is based. The sections that follow illustrate key areas in which academic dishonesty should be watched for and eliminated:

- Examination Behavior: During didactic training, any behavior that involves external assistance is considered academically dishonest, unless expressly permitted by the instructor. Specific violations that are considered unacceptable during an examination include communicating in any way with another student during the examination, copying material from another student's examination, and using unauthorized notes or other devices during an examination.
- Fabrication: Any intentional falsification or invention of data or of a scholastic citation in an academic exercise is considered a violation of academic integrity. Acts of fabrication include altering existing data and resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.
- Plagiarism: The appropriation and subsequent passing off of another's ideas or words as one's own is plagiarism. If the words or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practices. Any use of a direct quotation must be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing. If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgment must be made; a footnote or proper internal citation must follow the paraphrased material.
- Other Types of Academic Dishonesty: The following activities are also considered violations of the University's academic integrity policy: submitting a paper written by or obtained from another, using a paper or essay in more than one class without the instructor's express permission, obtaining a copy of an examination in advance without the knowledge and consent of the instructor, using another person to complete homework assignments or take home examinations without the knowledge and/or consent of the instructor, altering academic records, using electronic devices to perform coursework or during an in examination without the express permission of the instructor.

Academic Integrity

As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining a productive environment. Faculty have the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the University may flourish in an open and honest way. Students share responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce these academic standards.

Attendance

1. Instructors shall take attendance throughout the term, commencing on the first day of class and continuing throughout the term, by verifying that the students in attendance in class appear on the official class roster.
2. The Office of Registration and Records provides up-to-date class rosters via MyCDU Self-Service portal. Rosters can be printed, downloaded to Excel, or viewed online in MyCDU.
 - a. On an interim basis, the Registrar will provide printed or electronic class rosters to the Deans' Offices for distribution to instructors as follows:
 - i. First Day of Classes (Monday of Week 1)
 - ii. Second Week of Classes (Monday of Week 2)
 - iii. End of Add/Drop/Late Registration period (Monday of Week 3)
 - iv. At Census (Monday of Week 4)
3. Students attending class and not appearing on the roster as of the Week 3 Roster above must be sent to the Office of Registration and Records to determine their status and eligibility to enroll in class.
4. All students attending class as of the Census date must appear on the official class roster. No student shall be permitted to attend class who does not appear on the Census Roster.
5. Instructors may use discretion in determining the most efficient manner to take attendance (i.e. sign in sheet, roll call, etc.).
 - a. Students not appearing on the official class roster shall be informed that they are not officially enrolled in class and must take appropriate steps to become enrolled or must stop attending class.
 - b. Attendance in virtual, asynchronous or self-paced classes will be determined by submission of required assignments by the due dates. A student would be considered absent if an assignment is not received by the due date.
 - c. Students' attendance shall be recorded in the Attendance feature of MyCDU Portal.
 - i. Such report must be made within 72 hours of the class meeting.
 - ii. The Registrar will follow up with instructors who report students as being absent as an initial step to commencing the Administrative Drop process.
6. The instructor shall have the authority to execute an Administrative Drop for any student who is absent three (3) or more consecutive class meetings without instructor approval. The student must make every effort to dialog with the instructor regarding his/her absence.
 - a. Prior to filing an Administrative Drop, the instructor will contact the Retention Coordinator.
 - i. The Retention Coordinator will attempt to contact the student regarding their absences.
 - ii. The Retention Coordinator will inform the instructor and the registrar of the outcome of contact with the student.
 - b. The instructor may forward the Administrative Drop form to the Office of Registration and Records.
 - i. If the Administrative Drop will be processed as follows:
 1. Within the first two (2) weeks of the term, the student will

- be dropped without record of enrollment.
2. After week two (2) and before the published deadline to withdraw, a grade of “W” shall be recorded on the student’s record.
 3. After the published deadline to withdraw, the grade of “U” shall be recorded on the student’s record.
- ii. In each of the above instances, the Last Date of Attendance as reported by the instructor shall be recorded on the student’s record and will be used by the Financial Aid Office to calculate any required repayment of aid as per Federal regulations.

Vacations

The University does not have regularly scheduled vacations for faculty or students. Vacations may be taken during semester breaks and during the spring break.

Holidays

The University observes nine holidays each year. Students on clinical rotations may occasionally observe a different holiday schedule. Students on clinical rotation may be required to make up holiday time and are asked to check their respective program policy regarding holidays.

Sick Leaves

Students who are absent three or more days due to illness may be required to present a doctor’s statement to their instructor documenting the illness and the expected date of return. Students MUST make contact with the instructor prior to the third day of absence or risk being administratively dropped from the class. The doctor’s note becomes part of the student’s file. Students are responsible for the material covered during the period of their illness and must make up all days in clinical rotation missed as a result of their illness.

Tardiness

Tardiness by students is discouraged in both didactic courses and on clinical rotations. Each instructor will determine a class tardiness policy and make this policy known to each class by recording it in the course syllabus.

Leave of Absence

A leave of absence may be granted through the individual academic programs for personal, medical, or military purposes. Normally, only one leave of absence per student is allowed. To petition for a leave of absence, a student must meet with the Program Director and complete the Leave of Absence Form (available in the Office of Registration and Records). Conditions of the leave of absence are handled by the individual program with review by the Dean. Students must be in good academic and professional standing to be considered for a leave of absence.

A student’s return to the program earlier than the time indicated is contingent upon space availability and scheduling in the program. Extensions of leave will be reviewed and approved by the individual program. Exceeding leave time without an approved extension cancels any guaranteed permission to return.

It is the student’s responsibility to make arrangements regarding their financial aid and student account. Students must meet with the Office of Financial Aid to understand the potential financial implications of the leave of absence.

Catalog Rights

Students pursuing a degree or certificate must meet the curriculum requirements for the program as outlined in the catalog in effect at the time of admission or re-admission to Charles R. Drew University. Students are responsible for knowing program requirements. Students may graduate under the general education requirements and graduation requirements in effect at the time of their admission as long as they have maintained continuous enrollment, or under the requirements in effect from the time continuous enrollment is established and maintained. Continuous enrollment is defined as enrollment in the fall, spring, and summer (where applicable) semester of each academic year.

Compliance with Regulations

When students register for courses at Charles R. Drew University, they are agreeing to abide by University, College, and Program regulations. Although many of these regulations are set forth in this University Catalog, more information can be obtained from the program offices and the Office of Registration and Records.

Confidentiality

No information pertaining to student performance presented at a program or committee meeting or in a counseling session will be discussed or divulged outside the respective program committee membership. This prohibition includes information of a non-academic and personal nature and all deliberation and details of committee voting.

Deadlines for Admission and Financial Aid

1. Prospective students submit appropriate application for admission in accordance with the priority deadline or recommended application deadline published in the CDU catalog, on the CDU website and/or print media.
2. All applicants are encouraged to apply for federal financial aid at the time they apply for admission to an academic degree program or as early as January 1st of each year.
3. To be considered for federal financial aid, applicants must submit a FAFSA (Free Application for Federal Student Aid) online at www.fafsa.gov. In order to access personal information on the www.fafsa.gov site and to sign the FAFSA online, applicants must first obtain a PIN# (a 4-digit number that is used in combination with the Social Security Number, name, and date of birth to identify the applicant as someone who has the right to access his/her personal information on the www.fafsa.gov site.)
4. Timeline for federal aid processing of prospective students who submit an Application for Admission to CDU by the *priority deadline*.

December 1st: Priority Deadline for Submitting Application for Admission

February 1st:

- Office of Admissions mails early acceptance letters for fall semester of the same calendar year.
- Student applies for federal financial aid online at www.fafsa.gov. The priority deadline to apply for federal financial aid is April 1st. Students who submit a FAFSA and all required documents, and meet the eligibility criteria, by April 1st will be considered for SEOG and CDU Scholarships.

March 1st: Deadline for returning Intent to Enroll

Note: Financial Aid award letters will be mailed within 2 to 3 weeks from receipt of all required financial aid documents.

5. Timeline for federal aid processing of prospective students who submit Application for Admission to CDU by *recommended application deadline*.

March 1st: Recommended Deadline for

Submitting Application for Admission

April 1st:

- Office of Admissions mails acceptance letters for fall semester of the same calendar year.
- Student applies for federal financial aid online at www.fafsa.gov. The deadline to apply for federal financial aid is July 1st. Students who submit a FAFSA and all required documents, and meet the eligibility criteria, by July 1st will be guaranteed a financial aid award in time for the start of classes.

May 1st: Deadline for returning Intent to Enroll

Note: Financial Aid award letters will be mailed within 2 to 3 weeks from receipt of all required financial aid documents.

Note: All applications for admission received after the recommended application deadline will be considered on a rolling admissions basis.

6. Only complete application files will be forwarded to the academic department for admission consideration.

- a. Application files completed after the published deadline will be forward to the academic department as they are completed and will be considered for acceptance on a space-available basis. If the cohort is filled, accepted applicants will be placed on a waiting list.
- b. Applicants who do not complete their application file within the one-year application period will be required to re-apply by submitting updated application materials along with the required non-refundable application fee.

7. The academic department's admissions review committee will have up to three (3) weeks to review application files and conduct interviews (if applicable).
8. Once the review process is completed, the admissions decision will be communicated to the Office of Admissions with a completed Admissions Decision Form.

- a. For applicants who are accepted or provisionally accepted to an academic degree program, the Office of Admissions will mail acceptance letters, along with the Intent to Enroll form, information regarding financial aid, registration, and orientation, and any other documents required by the academic department. Acceptance packets will be mailed within 4 to 5 business days of receiving admissions decisions from the academic department.
- b. For applicants who are denied, the Office of Admissions will mail letters of denial within 4 to 5 business days of receiving decisions from the academic department.

Disciplinary Procedures

Procedures for handling alleged violations of the academic integrity policy are the responsibility of each of the University's colleges. These procedures are outlined in the colleges' respective student handbooks.

Disability

The University does not discriminate on the basis of disability in granting admission, access, or employment in its programs and activities. The Americans with Disabilities Act of 1992, as amended, and the regulations adopted thereunder prohibit such discrimination. Accepted applicants must have abilities and skills of different varieties, including observational, motor, conceptual, integrative, quantitative, behavioral, and social.

Drug-Free Workplace and University

Charles R. Drew University recognizes drug dependency (including addiction to controlled or prescription drugs, over-the-counter medications, alcohol, or tobacco) as an illness and a major health problem. The University also recognizes drug dependency as a potential health, safety, and security problem within the campus environment.

The objective of the University's policy is to provide a drug-free, healthful, safe, and secure campus and work environment.

Each new employee and student is provided a copy of this policy during initial orientation, and a written reminder of this policy is distributed annually to each employee and student. All employees and students are required to abide by the terms of this policy.

Family Educational Rights and Privacy Act (FERPA)

Charles R. Drew University of Medicine and Science is committed to meeting the provisions established in the Family Educational Rights and Privacy Act (FERPA), which protects the rights of students who are enrolled or

who were previously enrolled in the University.

Annual Notification

The University will notify currently enrolled students of their rights under FERPA by publishing a notice in the University Catalog, and on the Charles R. Drew University website.

Disclosure of Education Records to Student

A. Procedure of Students to Inspect Their Education Records

To inspect or review an education record, a student must submit a written request to the Registrar. If students wish to inspect their student conduct records, the written request must be submitted to the Dean of their respective college or school. The student must sign the request; describe the specific records to be reviewed; and must set forth the name under which the student attended the University, the student's ID number, and the student's last date of attendance. Proper picture identification must be presented before the documents may be reviewed. The custodian of record, or designee, may waive the requirement for a written request. For example, the custodian of record for the student account may waive the requirement for a written request when the student requests a copy of the current bill.

Some student records may no longer be retained and therefore, the file may not exist for the student to inspect.

B. Right of University to Refuse Access

C. The University reserves the right to refuse permission to the inspection and review of:

- Financial statements of the student's parents;
- Confidential letters and confidential statements of recommendation placed in the education record before January 1, 1975, if the student has waived his or her right to inspect and review those letters and statements, and the letters and statements relate to the student's admission to an educational institution, application for employment, or receipt of an honor or honorary recognition; or
- Confidential letters and confidential statements placed in the education record after January 1, 1975 for which the student has waived the right of access in writing for admission, employment, or receipt of an honor or honorary recognition, except when these documents have been used for any purpose other than that for which they were

originally intended; and

- Documents excluded from the FERPA definition of education records (such as those listed in the “Definitions” section above.)

D. *Refusal to Provide Copies*

The University reserves the right not to provide copies of transcripts it has received from other education institutions. It also reserves the right to deny copies of the Charles R. Drew University transcripts if the student has an unpaid financial obligation to the University.

E. *Request for Copies*

If health reasons or extreme distance from the University prevents the student from inspecting the education record, then copies of the specific education record requested will be mailed to the student. The student must pay all copying expenses in advance of the release of the record. The requirement of a written request will not be waived in these circumstances.

Disclosure of Education Records to Other Than the Student to Whom the Record Pertains

A. Disclosure of Education Records to University Officials

The University will disclose information from a student’s education records to University officials who have a legitimate educational interest in the records.

A University official has a legitimate educational interest if the official is:

- Performing a task or service specified in the official’s position description or contract;
- Performing an instructional task directly related to the student’s education;
- Performing a task related to the discipline of a student;
- Performing as a faculty advisor, Program Director or dean; (this pertains exclusively to access to the student’s academic records);
- Providing a service or benefit relating to the student, including, but not limited to, health care, counseling, job placement, financial aid, or health and safety emergency.

B. Disclosure to Others

Charles R. Drew University may disclose information from a student’s education records to other than University officials only with written consent of the student, *except*

- To officials of another school where the student seeks or intends to enroll;
- To certain authorized government representatives;
- In connection with the student’s financial aid request or award and the information is necessary for certain purposes set forth in the regulations;
- To organizations conducting studies for or on behalf of the University;
- To accrediting organizations to carry out their accrediting function;
- To comply with a judicial order or lawfully issued subpoena and the University has made reasonable effort to notify the student of the order or subpoena in advance of compliance;
- To appropriate parties in a health or safety emergency;
- To victims of crimes of violence or of a non-forcible sex offense who requests the final results of a disciplinary review process held by the institution against the perpetrator on account of the crime or offense.
- In connection with the University’s obligation to respond to a request from military recruiters made under the Solomon Amendment.

C. Records of Requests for Disclosure to Individuals Other Than the Student or University Officials

A record will be maintained of all requests for access to and disclosures of information from the education records of each student except as stated below. The record will indicate the name of the party making the request, any additional party to whom it may be disclosed and the party’s legitimate interest in requesting or obtaining the information. The record may be reviewed by the student. A record of disclosures does not need be kept if those disclosures were made to the student, a University official with legitimate educational interests, a party with written consent from the student, or a party seeking directory information.

D. Directory Information

The University designates the following items as directory information:

- Student's name
- University assigned e-mail address
- Major field of study
- Dates of attendance
- Full-time or part-time status
- Degrees, awards, and honors received
- Dates degrees conferred
- Participation in officially recognized activities.

Directory information may be released without prior written approval unless notified in writing by the student that all information is to be held in confidence by the University. Requests to withhold directory information should be sent in writing to the Registrar. The student's records will be kept confidential until the student requests in writing that the confidentiality hold be removed.

E. Challenge and Correction of Education Records

Students have the right to ask to have education records corrected that they believe are inaccurate, misleading, or in violation of the privacy or other rights of the student. The following are the procedures for correcting the records.

- a. The student must request an informal discussion of the questionable item with the custodian of record, who will determine whether to comply.
- b. If the student is not satisfied with the result and still wishes to have the record corrected, the student must submit a written request for a change in the education record. This written request must state why the education record is inaccurate, misleading or violates the privacy or other rights of the student. This request must be given to the Provost. The Provost will then forward the request to the appropriate University designee for review.
- c. Upon receipt of the request, the University designee shall obtain a written statement from the records custodian that explains why the request for the change in the education record was denied at the informal stage.
- d. After a review, the University designee will notify the student whether or not the University will comply with the requested change. If not, the designee will notify the student of the right to a hearing to challenge the information believed to be inaccurate,

misleading, or in violation of the student's rights. A copy of this communication will be sent to the Provost.

- e. Upon receiving a written request for a hearing, the Provost, or designee, shall arrange for a hearing within thirty (30) working days after receipt of the request. The student shall be notified at least fifteen (15) working days in advance of the date, time and place of the hearing. The right to a hearing does not include any right to challenge the appropriateness of a grade determined by an instructor. The Provost's Office can apprise students of the appropriate process for challenging a grade.
- f. The Provost shall appoint a hearing officer to conduct a hearing. The hearing officer shall be a disinterested party; however, the hearing officer may be an official of the University. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. In accordance with University policy, attorneys will not be permitted to attend the hearing.
- g. The hearing officer will submit a written decision to the Provost based on the evidence presented at the hearing. The Provost's Office will communicate the decision in writing to the student within fifteen (15) days after the hearing.
- h. If the University's decision is that the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the record will be amended accordingly and the student will be notified in writing by the Provost of the amendment.
- i. If the University's decision is that the challenged information is not inaccurate, misleading, or in violation of the student's right of privacy, the Provost will inform the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as that record is maintained, and the statement will be disclosed whenever the University discloses the portion of the record to which the statement relates. The hearing officer's decision is final.

F. Compliance with FERPA

A student has 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 for the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave. SW
Washington, DC 20202-4605

Maximum Time to Degree Completion

Charles R. Drew University requires students to complete all degree or certificate program requirements within specific time limits in order to be eligible to graduate. Students who do not complete degree or certificate requirements within required time limits, which are based on their degree or certificate level, will be administratively withdrawn from the University.

These time limits are the outside dates for completion and do not supersede the obligation to maintain satisfactory academic progress throughout the student's program of study. Time limits for degree and certificate programs are outlined in this policy. Time limits for University degree and certificate programs are as follows:

Degrees and Certificates	Maximum Time for Completion
Associate Degree	4 years
Bachelor Degree	8 years
Master Degree	4 years
Graduate Certificate	3 years

Student Conduct

The Office of Academic Affairs continually reviews student policies and regulations to ensure that they reflect changes in basic University practice and policy, and to recommend modifications as warranted by a changing student environment. Included in the office's review are the regulations pertaining to the student conduct system which is administered by the Office of Academic Affairs presiding in coordination with the Offices of Student Affairs in the respective colleges.

The Office of Student Affairs for each college reviews all matters relating to student conduct and academic integrity. A complete description of the student conduct system is printed in the Student Handbook.

Sexual Harassment

Charles R. Drew University views sexual harassment as a violation of Title VII of the Civil Rights Act of 1964. Sexual harassment will not be tolerated at the University. Such conduct is outlined as follows:

- Unwanted or offensive sexual flirtations, touching, advances, or propositions.
- Verbal abuse of a sexual nature.
- Unwanted or offensive graphic or suggestive comments about an individual's dress or body.
- Sexually degrading words to describe an individual.
- The display of sexually suggestive objects or pictures in the workplace.

If any student or employee encounters conduct believed to be inconsistent with University policy, he or she is urged to report the information immediately to the University's Human Resources Office at (323) 563-5827.

The University's policy also prohibits all forms of harassment which are based on a person's ethnicity, age, physical or mental disability, sexual orientation, or any other basis prohibited by federal, state, or local law.

Student Responsibility

Students admitted into Charles R. Drew University assume an obligation to behave in a manner compatible and consistent with the function of the University as an educational institution. The following sections outline the University's expectations relating to student responsibility and performance, which should be taken to include academic integrity as well as professional and ethical behavior.

- Students must uphold the rules and regulations regarding examination behavior, fabrication, plagiarism, and other types of academic dishonesty as described above.
- Students must refrain from obstructing or disrupting teaching, administration, or other University activities, including the work of the University's public service functions.
- Students must work with the institution in discouraging negative behavior among peers by informing classmates of appropriate conduct and behavior.
- Students must conduct themselves with the professionalism expected of clinicians dealing with patients, families, colleagues, other health care workers, and the public.
- Students must respect patient confidentiality and adhere to the standards of record keeping.

University Student Life

The University strives to satisfy the needs and interests of its students by ensuring that the learning atmosphere is conducive to their social, cultural, and spiritual growth. The University endeavors to serve the educational and personal needs of its students by committing to the concept that an educational institution exists for the purpose of assisting the individual student in the learning process. The realization and development of a sense of local community, state, national, and international responsibility is also central to student life at Charles R. Drew University.

Student Government/Activities

Charles R. Drew University offers a variety of campus opportunities for student involvement and leadership development, ranging from informal groups in which students share common interests to formal and organized participation in elective government.

The Charles Drew Student Government (CDSG) provides opportunities for students in social, service, curricular, and special interest programs. CDSG elects officers each year to serve on the Student Council to represent the general student population. Regularly enrolled students of the University are encouraged to participate.

Student Government Election

The Charles Drew Student Government (CDSG) sponsors a campus-wide student government election during the Spring Semester for the upcoming school year. All currently enrolled students who are in good standing are eligible to participate in the CDSG election.

Eligibility Requirements for CDSG Candidates:

Candidates for an elected office must complete the required nominating application and meet the eligibility requirement as stated in the CDSG By-Laws before candidacy is approved by the Office of Student Education and Services.

CDSG Officers

The CDSG Executive Council consists of nine elected student leaders: President, Vice-President, Secretary, and Treasurer as well as 5 additional members from the student body and Student Affairs' committee. The nine-member CDSG Executive Council and each program's two student representatives make up the Legislative Council for the Charles Drew Student Government.

Counseling Services

Students are encouraged to seek the personal and academic counseling services provided for them while attending the University. As a fundamental and integral

part of the educational process, emphasis is placed on assisting students to grow and to accept responsibility for their own actions.

Recognizing that each student is unique, the primary responsibility of the counseling service is to respect students' individuality, ensure confidentiality, encourage development, and foster an environment in which students can attain academic success.

The overall goal of the counseling service is to promote personal, educational, and professional growth to individuals within the student body and the surrounding community. The services provided include:

- New student orientation
- Academic counseling
- Personal counseling
- Transfer information
- Career assessment
- Special services for disadvantaged and disabled students

New Student Orientation

The orientation process acquaints students with University and college programs, services, facilities and grounds, academic expectations, and institutional procedures. All students entering the University are required to participate in orientation. The University will make reasonable efforts to ensure that all students are provided with the opportunity to participate in the orientation process.

Admissions Information

Admission to CDU degree programs is a competitive process in which each student's entire application packet is individually reviewed. In selecting students, each program considers evidence of the applicant's integrity, discipline, compassion, and academic ability. Documentation of academic preparation, personal achievement, and letters of recommendation are given careful consideration in the determination of an applicant's eligibility. Additionally, each program's admissions committee takes into consideration all evidence to suggest that applicants are capable of completing the curriculum in the specified time and will be able to achieve the programs required levels of competence.

Prospective students are encouraged to contact or visit the campus for admissions and academic program information. The Office of Admissions offers information sessions, campus tours, and individualized counseling appointments. For more information, contact:

Office of Admissions
Charles R. Drew University of Medicine and

Science
1731 East 120th Street
Los Angeles, California 90059
Tel. No. 323-563-4838
E-mail: admissionsinfo@cdrewu.edu

Prospective students to the Mervyn M. Dymally School of Nursing (MMDSON) are encouraged to contact the MMDSON at:

Office of Student Affairs for the Mervyn M. Dymally School of Nursing (MMDSON)
Charles R. Drew University of Medicine and Science
1731 East 120th Street
Los Angeles, California 90059
Tel. No. 323-563-3301
E-mail: mmdson@cdrewu.edu

Application Deadlines

Applications for admission are reviewed on a rolling basis. Priority application deadlines are provided in the University policy on Deadlines Regarding Application for Admission and Financial Aid

Requirements for Admission

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

1. A University admissions application, which can be downloaded from <http://www.cdrewu.edu/admissions/apply-now>.
2. A non-refundable application fee.
 - a. \$35 for Associate and Bachelor Degree Programs
 - b. \$75 for Master of Public Health (MPH)
 - c. \$100 for Master of Science in Nursing (MSN)
3. Official high school transcripts as proof of high school graduation, or official GED high school equivalency certificate for undergraduate and certificate programs.
4. Official college transcripts as proof of a Bachelor degree for graduate or post-baccalaureate programs.
5. Official academic transcripts from all previous colleges or universities attended (for transfer students).
6. Personal Goal Statement.
7. Three (3) Recommendations.
8. Official SAT/ACT test scores.

9. Official GRE test scores.

Note: Transcripts are considered official if forwarded directly to the University by the institutions attended. Official transcripts can also be delivered in person in an unopened envelope marked official across the seal of the envelope. All official documents become the property of Charles R. Drew University and cannot be re-issued to applicants.

Program-Specific Admissions Requirements

Some academic programs may call for an additional application and have additional admissions requirements. Refer to the program section of this catalog for additional admission requirements specific to each degree program.

Pre-enrollment Examinations

Applicants who are offered admission to undergraduate degree programs in the College of Science of Health are required to take examinations in three fundamental academic skill areas: writing, reading, and mathematics.*

* Results from these tests are used for placement. Applicants who have completed equivalent coursework to satisfy the general education requirement for college mathematics and English with a "C" grade or better must submit official transcripts for evaluation and approval of course equivalency.

Applicants who are offered admission to the Mervyn M. Dymally School of Nursing graduate degree programs are required to take examinations in several fundamental academic skill areas: writing, reading, science, and mathematics.**

** Results from the HESI and TEAS tests are used for assessment and evaluation of student academic ability and level of achievement.

Transfer Students

Charles R. Drew University awards transfer credit earned at regionally accredited colleges and universities. Transfer credit is accepted only when the course is applicable toward academic program requirements for a Charles R. Drew University degree or certificate.

Transfer credits earned at other colleges and universities are not included in the Charles R. Drew University grade point average (GPA) computation. However, transfer units will be counted in the total units earned to meet academic program requirements.

Only courses with a "C" grade or better are transferable to undergraduate degree programs. For graduate programs, only courses with a "B" or better are transferable. Official transcripts are required.

A maximum of 63 units can be transferred from an accredited institution toward a Charles R. Drew University's bachelor degree. The maximum transfer

credit acceptable for the associate degree is up to 50% of the total units required for the program. A maximum of 12 units can be transferred toward the Master of Science degree in Nursing or the Master a Public Health degree in Urban Public Health.

As part of the admissions process, the Office of Admissions will conduct a transfer credit evaluation at the time of application and courses may be transferred only upon written approval from the Registrar.

College Level Examination Program (CLEP)

Charles R. Drew University accepts credit by examination from the College Board via the Advanced Placement Examinations (AP) and the College Level Examination Program (CLEP). Scores must be sent directly to Charles R. Drew University in order to be evaluated for credit. A total of 20 units can be granted for successful performance on CLEP examinations.

Admissions Process

Request for information and application forms (by mail, telephone, website, or walk-in):

- Applications, correspondence and requests for general information about the College of Science and Health degree programs will be processed by the Office of Admissions.

Office of Admissions
Email: admissionsinfo@cdrewu.edu
Tel: (323) 563-4838

- Applications, correspondence and requests for general information about the Mervyn M. Dymally School of Nursing degree programs will be processed by the MMDSON Office of Student Affairs.

Office of Student Affairs, MMDSON
Email: mmdson@cdrewu.edu
Tel: (323) 568-3301

- For admission to the joint CDU/UCLA MD program, please refer to the College of Medicine Admissions' section of this catalog.

Completed applications must be submitted prior to or on the final filing date along with the required non-refundable application fee. Applications sent by mail must be postmarked by the filing deadline.

Many programs have rolling admissions deadlines. Please contact the Office of Admissions for details.

Note: Application form(s) received without appropriate fee(s) and/or required documentation are not official and will

not be processed.

Notification of Admission

Candidates will be evaluated for admission after all of the required application materials have been submitted. Each candidate will receive notification in writing of admissions decision.

Commitment Deposit

Accepted students to undergraduate and graduate degree programs in the College of Science and Health are required to submit a \$250 non-refundable commitment deposit to reserve a seat in the incoming class.

Accepted students to the Mervyn M. Dymally School of Nursing graduate degree programs are required to submit a \$100 non-refundable commitment deposit to reserve a seat in the incoming class.

The commitment deposit is non-refundable and is applied to toward the student's tuition upon registration in classes.

Conditional Admission

Conditional admission and registration may be granted on a case-by-case basis to a limited number of applicants. Conditionally admitted students must satisfy the terms of their admission by the end of their first term or admission may be rescinded and further registration prohibited.

For the Mervyn M. Dymally School of Nursing graduate degree programs, conditionally accepted students must satisfy the terms of their admission by the end of their second term or admission may be rescinded and further registration prohibited.

Conditionally admitted students are eligible for a one-term disbursement of financial aid.

Appeal of Admissions Decision

If an applicant does not concur with a decision regarding his/her admission, an appeal may be submitted in writing to the Dean of the College of Science and Health (for undergraduate and graduate degree programs in the College of Science of Health) or the Dean of the Mervyn M. Dymally School of Nursing (for graduate MSN programs) for further review and consideration.

International Admissions

Charles R. Drew University is approved by the US Department of Homeland Security to admit International F-1 visa students. The University welcomes applications from international students.

1. International students must submit an admissions application, application fee, and all requisite admissions requirements. See Requirements for Admissions section of this catalog.

2. Applicants must present documentation of academic preparation equivalent to that of a U.S. high school diploma (for undergraduate degree programs) or U.S. baccalaureate or higher degree (for graduate degree programs). The documents must be official and authentic, signed and sealed by the respective institutions from which the applicant received the graduation certificate or degree.
3. Applicants must present an official transcript of all post-secondary work; including year-by-year records for each college or university attended (indicating the number of lecture and laboratory hours per week for each course), grades received for each subject, and official documents that indicate the degree awarded with the title and date conferred.
4. International transcripts must be translated and evaluated for U.S. equivalence by one of the approved organizations listed below:
 - a. World Education Services (WES)
 - b. International Education Research Foundation (IERF)
 - c. Academic Credentials Evaluation Institute (ACEI)
 - d. American Education Research Corporation (AERC)
5. Applicants whose native language is not English must present evidence of competency in English by taking the Test of English as a Foreign Language (TOEFL). Official TOEFL results must be sent directly to the Office of Admissions or the Office of Student Affairs of the Mervyn M. Dymally School of Nursing (for MSN applicants).
6. International students are ineligible for federal financial aid and are required to present proof of financial support.

Admission for Non-Matriculating Students

A Non-Matriculating Student is a student who enrolls in a course offered by Charles R. Drew University without being accepted into a degree program in order to:

- Meet credentialing requirements of a state licensing agency
- Meet graduation requirements for another University or for continuing education
- Take course(s) of general interest
- Meet prerequisite course requirement(s)

Enrollment as a non-matriculated student is contingent upon space availability and scheduling. To enroll as a non-matriculated student, prospective students must

complete the Application for Non-Matriculated Enrollment and pay the appropriate application and student activities fee. Specific course approval must take place prior to the beginning of each semester. An interview is required prior to application and registration in clinical courses.

Students must submit additional application requirements as specified by respective tracks before being considered.

Deferment of Admission

Students who wish to defer their admission must request deferment in writing. Deferred admission may only be granted for one year to officially admitted students who have paid the non-refundable confirmation deposit (see Commitment Deposit section of this catalog). Conditionally admitted students may not defer their admission. If the deferred student does not enroll at Charles R. Drew University within the deferral period, then the student must reapply.

Readmission of Former Students

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 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 Dean or Admissions Committee, students who previously left the University in good standing may be readmitted, providing academic work 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. The University will not consider a student for readmission until one semester of non-attendance has passed and all recommended conditions of readmission have been fulfilled. 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 generally not be readmitted. Special conditions may apply.

To re-apply, students should:

1. Complete and submit a Readmission Application (available in the Office of Admissions).
2. Include a non-refundable application fee of \$50 made payable to Charles R. Drew University.
3. Include official transcripts of any coursework attempted during absence from Charles R. Drew University.

Registration

The Office of Registration and Records manages registration on MyCDU, the University's self-service student information system. Procedures are explained to students during orientation and in materials supplied by the Office of Registration and Records. Students who register late will incur a late fee. Students are encouraged to be familiar with MyCDU self-service system in order to reach their academic goals with ease and efficiency. The following is the Registration Sequence:

- Submit a tuition deposit. (New Students)
- Meet with your advisors to select the appropriate courses. (New students are registered during new student orientation activities.)
- Register for courses during the Registration Period (see Academic Calendar).
- Pay tuition and all other fees for the semester.

Registration is complete when all financial obligations are satisfied.

Adding/Dropping Courses

During the academic semester, students may add or drop courses within the Add/Drop periods detailed in the academic calendar. Courses may not be added or dropped

after the Add/Drop deadline. To add or drop a course, the student must use MyCDU, the online Student Portal, and the change must be approved by the Academic Advisor. If a student is unable to submit registration changes online, s/he must visit the Office of Registration and Records to add or drop a class. Students are responsible for managing their registration within published deadlines. Failure to drop a course in the manner outlined will otherwise result in a failing grade.

Cancelled Classes

Classes may be cancelled at the discretion of the University. Students enrolled in a cancelled class will be permitted to enroll in other open classes. Cancellation of classes can occur through the end of the second week of the term. Students who have a course or courses cancelled by the University because of low enrollment are eligible for a full refund of tuition paid for those classes.

Course Withdrawal

It is the student's responsibility to withdraw from courses. Students may withdraw from a course during the "withdrawal period" (see Academic Calendar). When students withdraw from a course within the time period specified in the academic calendar, a grade of "W" will be entered. Course withdrawal will not be official until the completed Withdrawal Form has been processed by the Office of Registration and Records. The withdrawal must be approved by the Academic Advisor and processed by the Registrar before the published deadline. Failure to complete the withdrawal process will result in the assignment of a failing grade. Withdrawal forms are available from the Office of Registration and Records.

University Withdrawal

Under exceptional and documented circumstances, a student may request a complete withdrawal from the University. If approved, the student will receive a grade of "W" for each course after the withdrawal date and before the last day of the term. Questions about the academic impact of withdrawal should be directed to the Program Director. Students withdrawing from the University must complete the formal withdrawal process. A petition form must be obtained from the Office of Registration and Records and the process completed before leaving the University.

When a student who received Federal Title IV financial aid withdraws from the University, the unearned portion of these awards may be returned to Federal Title IV financial aid programs. Charles R. Drew University returns any unearned portion of financial aid in accordance with federal guidelines. See the Financial Aid Office for more information.

Students who withdraw from the University and decide to return at a later date must reapply for admission under the degree requirements in effect at the time of readmission. See Readmission policy.

Concurrent Enrollment

Transfer credit is accepted only when the course is applicable toward academic program requirements for a Charles R. Drew University degree. Petitions for Concurrent Enrollment are available in the Office of Registration and Records. Petitions must be authorized by the Program Director and are subject to the University transfer, residency, and academic load policies. Students who register at other institutions and who have not obtained advance approval may not be able to receive credit for the concurrent enrollment.

Auditing Courses

Students must file an application in the Office of Registration and Records to obtain permission to audit a course. All audit requests must be filed by the add deadline as published in the Academic Calendar and students must submit the audit fee. No credit or grade will be given for audited classes. Audited courses cannot be repeated for a grade by registering for the course in a

subsequent semester and paying the full tuition and fees. Auditor status cannot be changed to credit status. Non-matriculated students may audit courses with approval of the Program Director and the instructor. Non-matriculated students are required to pay the corresponding tuition and fees.

Enrollment Certification

Certification of Enrollment letters will be provided to students who do not have a financial obligation to the University upon the student's written request. Forms are available in the Office of Registration and Records. Issuance of Certifications of Enrollment may take up to five business days.

Note: No academic records will be released to any CDU student or alum who has a financial obligation to the University.

* Fees subject to change. Contact the Office of Registration and Records or Office of Finance for current fees.

University Services

Campus Alert System (Everbridge)

Charles R. Drew University's alert system enables emergency response team members to communicate with students, staff, and faculty in minutes by sending a message via a number of contact methods—including email, text messaging, and cell phones. Everbridge Aware for Campus Alerts will only be used during emergencies and for system testing. This is a free service to members of the Charles R. Drew University's community. Standard rates apply for cell phone and SMS messages. To receive emergency alerts from Charles R. Drew University Everbridge Aware for Campus Alerts system, please sign up by following these instructions:

1. Access any internet browser on any computer.
2. go to
<https://www.everbridge.net/nns/pub/Login.jsp?destination=?NewUserAction0.do>
3. Enter your authorization code
4. Follow the simple instructions to enter your contact information

Crime Statistics / Clery Report

Under the Federal "Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act," the Charles R. Drew University Public Safety Unit must annually distribute statistics on the reported occurrences of the following offences:

- Murder
- Sex Offences
- Non – Forcible (incest and statutory rape)
- Aggravated Assault
- Burglary
- Motor Vehicle Theft
- Arson
- Hate Crimes, including larceny, theft, simple assault, intimidation, and destruction of property (where there is evidence of victim selection base on actual or perceived race, gender, sexual orientation, ethnicity, or disability)
- Arrests or persons referred for campus disciplinary action for liquor violations, drug abuse violations and weapon possession.

CRIME STATISTICS FOR CHARLES DREW UNIVERSITY			
	2007	2008	2009
Homicide	0	0	0
Rape	0	0	0
A. Forcible	0	0	0
B. Non-forcible	0	0	0
Robbery	1	0	0
Aggravated Assault	0	0	0
Burglary	0	1	0
Motor Vehicle Theft	0	0	0
Larceny	0	0	1
Drug /Alcohol	0	0	1
Offenses with Weapons	0	0	0
Hate Crimes	0	0	0

Lost and Found

The University's Lost and Found file is located at the information booth in the Lobby of Cobb Building. Found items can be turned in to the on-duty safety and security officer for safekeeping.

Officers will return lost articles to those who can describe the article and are willing to sign a receipt. Items will be held for a minimum of 90 days.

Parking

Conveniently located surface parking lots provide parking for students and visitors on campus on 120th Street, and adjacent to the campus on 118th Street.

Public Safety

Safety for faculty, employees and students is provide by the University's Office of Public Safety. For additional information, please contact the Office of Public Safety, located in the lobby of the Cobb building.

Student Health

Students are responsible for their own routine health maintenance and chronic health care. For medical emergencies, service is available at the Family Medicine at the MLK-Multi-Ambulatory Care Center (MACC).

Student Identification

Photo identification badges are issued by the Office of Registration and Records during orientation. Students must wear the University I.D. badges while on the University campus. In clinical settings, students should refer to the specific requirements of their program. Duplicate identification badges will be provided to students for a \$10.00* replacement fee. For re-admitted students, there will be \$5.00* fee to re-issue a student identification badge.

Transportation

The Los Angeles Metropolitan Transit Authority (MTA) has routes throughout the entire Los Angeles metropolitan area during the day and evening. Registered students showing proof of enrollment can obtain student bus and Metrolink passes at a discount rate.

Tuition and Fees

Students can expect to pay the following tuition and fees established by the institution*:

One-time Student Activities Fee	\$100
Undergraduate Per Unit Tuition	
Associate Degree and Lower Division Certificate Programs	\$375
Bachelor Degree and Upper Division Certificate Programs	\$468
Graduate per unit Tuition	\$750
Late Registration Fee	\$50
Readmission Fee	\$50
Radiologic Technology Program Fees	
Equipment & Supplies Fee	\$300
Annual Clinical Fee	\$1,000

*Tuition and Fees are subject to change.

Refund Policy

Refund Policy

Courses Dropped on:	Expected Refund:
Week 1 — Week 2	100 percent refund
Week 3 — Week 7	Based on days attended
After the 7th week	No refund

Refunds and Repayment: Students who drop below half time enrollment may be expected to repay a portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources. Students also may be required to pay the unjustified portion of assistance that was directly disbursed to them.

Students who completely withdraw from the University must give written notification to the Registrar and Program Advisor and Office of Financial Aid and complete all withdrawal procedures to be eligible for any refunds.

A refund, if applicable, will be calculated based upon the Federal refund methodology also known as the Return to Title IV (R2T4). Financial aid refunds are calculated on a per diem basis (days attended at time of withdrawal) for withdrawals up through the 60% point in time for each semester. After 60% of the semester has elapsed, there is no refund calculation for federal aid programs. Non-refundable fees are excluded from the refund calculation. Calculated refunds are returned to the appropriate aid programs. Students should contact the Office of Financial Aid to discuss the impact of withdrawing from courses on their financial aid eligibility.

If a student has been awarded financial aid, the financial aid programs from which the funds are disbursed will be refunded in accordance with federal regulations.

Refunds will be mailed to the student's permanent home address as soon as the required withdrawal forms have been processed.

Refund Procedure

The refund amount is apportioned back to the individual financial aid programs in a priority sequence, paying back all that was disbursed from one program before paying back the next program.

Financial Aid

Charles R. Drew University is committed to providing information and guidance in obtaining financial aid resources. Financial aid includes grants, scholarships, loans, and part-time employment. The University offers a combination of these types of aid from various sources in an award package. Financial aid is awarded based upon financial need. Eligibility for financial aid is established through the Free Application for Federal Student Aid (FAFSA). An application for financial aid does not affect a student's eligibility for admission.

How to Apply for Financial Aid

Students must complete the FAFSA online at www.fafsa.gov and complete the FAFSA application. The school code for Charles R. Drew University is 013653

The Financial Aid Office maintains the right to request additional information as required to process students' application, including income verification, tax returns, non-taxable income certification, verification of non-filing of tax returns, verification of household size, number of family members in college, among others. Specific questions about financial aid should be referred to the Office of Financial Aid and Scholarships.

Eligibility

In order to receive financial assistance, students must meet the following criteria:

- Student must be enrolled or accepted for enrollment as a matriculated student in an eligible academic program.
- Student must be a United States citizen, a permanent resident, eligible non-citizen, a citizen of the Federated States of Micronesia, the Marshall Islands or a permanent resident of the Trust Territory of the Pacific Island (Palau).
- Student must be a graduate of an accredited undergraduate or graduate program, and hold a bachelor degree or higher awarded by an accredited institution of higher education.

Verification Policy

Federal verification requirements apply to the following programs:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Program (FSEOG)
- Federal Work Study Program (FWS)
- Federal Stafford Loan Program

Applications selected for verification by the federal processor will require additional documentation.

Types of Financial Aid Available

Federal Pell Grant: To be eligible, an applicant must be an undergraduate student and demonstrate financial need. The amount of the award, as determined by the Federal Pell Grant Program, is in most cases based on previous year's income and current asset information provided in the application.

Federal Supplemental Educational Opportunity Grant (FSEOG): To be eligible, an applicant must be an undergraduate student and demonstrate exceptional financial need. Pell Grant recipients with the lowest expected family contributions (EFCs) will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid.

State Grants: The State of California, through the California Student Aid Commissions (CSAC), sponsors several grant programs for undergraduate students. To qualify for any of the state-funded grants, a student must be a California resident and be attending (or planning to attend) an eligible school or college in California.

Cal Grants: There are three types of Cal Grants as described below: Cal Grant A, Cal Grant B, and Cal Grant C. A student can receive only one type of Cal Grant in an award year. Students must be registered in at least six units to be eligible. The deadline to apply for any Cal-Grant is March 2. Students applying for a Cal Grant must also file a G.P.A. Verification Form with CSAC by March 2, and a FAFSA application. The Financial Aid Office has complete information and forms.

Cal Grant A - Assists low and middle income students with tuition costs. To be eligible for a first-time Cal Grant A, a student may not have completed more than six semesters, or nine quarters, of college study and must be enrolled in at least six units of coursework.

Cal Grant B - This program provides a living allowance for entering college freshmen who come from very low-income families. This grant is intended for students who would be unable to attend college without such help. Awards are available only to students who have completed no more than one semester of full-time college work (16 semester units or 24 quarter units).

Cal Grant C - This grant is intended for students who want to train for specific occupations, vocations, or technical careers, but who do not have the financial resources to enter training programs. Programs may range in length from four months to two years. Students must demonstrate occupational achievement or aptitude in their chosen field.

Federal Work Study Program (FWSP)

The FWSP is a federal program that enables students to earn part of their financial aid award through part-time employment. To be eligible, a student must meet the eligibility requirements for federal financial aid and must maintain good academic standing while employed under the program. This program allows students to work a maximum of 20 hours per week. An academic year's work-study award may range from \$1,000 to \$3,000 depending on availability.

Educational Loans

Federal Stafford Loans: Subsidized Stafford loans are based on financial need, and interest accrued while the student is in school is paid by the federal government. Unsubsidized Stafford loans are available to students regardless of income and assets and interest starts to accrue immediately. Students are advised to speak with the financial aid office before applying for a subsidized and/or unsubsidized loan.

For any specific guidelines, please contact the Office of Financial Aid at 323-563-4824.

Shortly before graduating from or terminating enrollment at Charles R. Drew University, borrowers must receive exit loan counseling. The Financial Aid Office collects information about the borrower's permanent address, references, expected employment, and driver's license number. This information is forwarded to the lender.

Federal Parent Loans for Undergraduate Students (FPLUS): These loans are government-insured loans that are made to parents of dependent students. Parents may borrow FPLUS up to the cost of education minus other financial aid received during the years the dependent student is an undergraduate. Variable interest rate is adjusted annually, capped at 8.5 percent. There is no interest subsidy for this loan. Repayment begins within 60 days after the loan is fully disbursed.

PLUS Loans for Graduate and Professional Degree Students: Graduate and professional degree students are now eligible to borrow under the PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history, repayment begins 60 days after the date of the last disbursement of the loan, and has a fixed interest rate of 8.5 percent.

Private Loans: These loans are privately funded and are not based on need, so no federal formula is applied to determine eligibility. However, the amount borrowed cannot exceed the cost of education minus other financial

aid. Interest rates and repayment terms vary and are generally less favorable than those provided through the federal lending program. Private loans are used to supplement the federal programs when the cost of education minus federal aid still leaves unmet need.

Repayment

Repayment of Federal Stafford Loans (subsidized and unsubsidized) begins six months after either graduation or student's last date of at least half-time attendance. Repayment of Federal PLUS loans begins within 60 days of the last disbursement. Borrowers have the right to prepay their loans without penalty. Please check with your lender for any specific repayment plans.

Deferring Repayment: To defer repayment, students must:

- Study at least half time at an eligible school
- Attend an approved graduate program or rehabilitation training program
- Participate in a medical internship or residency program
- Be unemployed (up to three years)
- Show economic hardship (up to three years)

During periods of approved deferment, a Federal Subsidized Stafford Loan borrower does not need to make payments of principal, and the interest does not accrue. For the Federal Unsubsidized Stafford or FPLUS borrower, principal repayment may be deferred, but interest continues to accrue and is capitalized or paid by the borrower during that time.

Forbearance: A loan borrower or endorser may receive forbearance from their lender. The lender decides whether the borrower is willing but unable to make scheduled loan payments. Forbearance is the temporary cessation of payments, an extension of time for making payments, or the temporary acceptance of smaller payments than previously scheduled. Forbearance is granted to medical or dental interns or residents for limited periods of time.

Entrance and Exit Counseling: First-time subsidized or unsubsidized Federal Stafford Loan borrowers must receive pre-loan counseling. Shortly before graduating from or terminating enrollment at Charles R. Drew University, borrowers must receive exit loan counseling. The Financial Aid Office collects information about the borrower's permanent address, references, expected employment, and driver's license number. This information is forwarded to the lender.

Refunds and Repayment

Students who withdraw from the University may be expected to repay a portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and

fees is returned to the appropriate financial aid sources. Students also may be required to pay the unjustified portion of assistance that was directly disbursed to them.

Debt Management and Default Reduction

Charles R. Drew University is committed to helping students achieve sound financial planning and debt management. Information about loans, repayment options, and debt management strategies are available in the Financial Aid Office.

Financial Aid Disbursements

All financial aid is awarded for the academic year. It is applied for the semester for which the student has registered. If the student does not register, financial aid will be cancelled for the semester.

Satisfactory Academic Progress Policy

Policy Statement

To be eligible for federal and state financial aid, Charles R. Drew University students must meet and maintain both the quantitative (maximum time frame) and qualitative (academic standing) aspects of Satisfactory Academic Progress (SAP) as defined below:

Quantitative measures the number of completed units necessary to complete a program of study versus the number of attempted units (classes attempted but either failed or not completed (I, WP, SP, W or NC). For Students, attempted units cannot exceed 150% of the number of units scheduled to complete the course of study at Charles R. Drew University. If it is determined that a student cannot mathematically finish the program within the 150% time frame, he/she becomes ineligible for any further federal financial aid.

Qualitative measures a student's academic standing ensuring they are consistent with the requirements for graduation from a program. The qualitative aspect of SAP for Charles R. Drew University students is determined as follows:

Students not having more than six (6) units of the following grades at the time of SAP evaluation:

Incomplete (I), Work in Progress (WP),
Satisfactory Progress (SP), Withdrawal (W),
No Credit (NC)

Students must maintain a 2.0 cumulative grade point average. A student must earn the required number of units and be able to graduate in the prescribed amount of time. The process of monitoring all students' progress will occur once each semester. At any point if it is determined that the student has not met the requirements of SAP, the student will be placed on financial aid probation for the following term.

The financial aid SAP standards may be different than that of academic standards, which are required to remain

enrolled in the program and earn a degree. Where differences exist, the following standards set forth in this policy shall be used to determine eligibility for aid.

Student Status

Although an undergraduate student should enroll in a minimum number of units each semester for normal progress in the completion of degree requirements, Charles R. Drew University recognizes the federal regulation that states the minimum number of units for full-time undergraduate students must be enrolled in at least twelve (12) units. Satisfactory progress for each semester is based on the completion of no less than the number of units for which the student was funded (i.e. full-time, part-time). Satisfactory progress for the year is based on completion within a twelve-month period of the number of units for which the student was funded.

Number of units for which an undergraduate student must register, attempt and receive a grade:

- 12 units by the end of the semester to be full-time
- 6 units by the end of the semester to be half-time

Number of units for which a graduate student must register, attempt and receive a grade:

- 9 units by the end of the semester to be full-time
- 6 units by the end of semester to be half-time

Students must maintain a minimum half-time status in order to be eligible for federal financial aid.

Grading System

Please refer the section on Grading System in this catalog for the grading system and grade definitions used by the University in evaluating student performance in all courses.

All "Letter Grades" (A-F), "Withdrawal" (W) and No Credit (NC) grades will initially be calculated for all SAP evaluations. Although "Incomplete" (I) grades will not be calculated in the initial academic SAP evaluation, they will initially be calculated when evaluating SAP for funding purposes, as is the case with "Work in Progress" (WP) and "Satisfactory Progress" (SP) grades. Any student who receives an I, WP, or SP grade will be given up to one calendar year from the date on which it was assigned to submit any required coursework necessary to satisfy the completion of the class. If the prescribed requirements are not satisfied by the end of the calendar year, the student will be placed on financial aid probation for the following semester. If the I or WP grade is not updated to a final grade by the end of the second semester following the term in which it was received the student will be given a financial aid termination notice.

Students who accumulate more than six (6) units of “Incomplete” (I), “Withdrawal” (W) or “No Credit” (NC) grades on their transcript at any given time will be placed on financial aid probation and given up to one month, prior to the end of the subsequent semester to evaluate, rectify and submit any required coursework necessary to satisfy the University SAP requirements. If the student still maintains more than six (6) units of “Incomplete” (I), “Withdrawal” (W) or “No Credit” (NC) on their transcript by the end of the semester following the semester in which the “I” was received, the student will be given a financial aid termination notice.

Student will remain eligible for financial aid while on financial aid probation.

Financial Aid Probation and Termination

If it is determined that a student has an "I" grade, has more than six (6) units of "I", "SP", "WP", "W", or "NC", is failing to maintain a 2.0 cumulative grade point average during the courses attempted in a semester or has reached the graduation time limits, the Financial Aid office will proceed as follows:

- On the first non-consecutive occurrence, the student will be sent a financial aid SAP Probation Contract informing them that in order to continue receiving aid the following semester they must fulfill and sign the contract agreeing to achieve the requirements by the end of that semester
- On the second consecutive occurrence (while on probation), the student will receive a Termination Notice indicating that since they failed to meet the terms of the financial aid SAP contract they will not be eligible for aid (federal, state or institutional) the following semester or longer.

Appeals

Under extenuating circumstances, students may formally appeal both the financial aid probation and termination contract by submitting an Appeal Request form to the Financial Aid Director within thirty (30) days from the contract postmark (external) or date signed (internal). A Financial Aid Appeals Committee (FAAC), consisting of one staff member from the Financial Aid, Registrar's, and Finance office will review the contract, the students' official appeal, and any other supporting documentation needed to support their decision. Student appeals will be

handled on a case-by-case basis and can produce various results, based on the student's specific case. The Financial Aid director reserves the right to waive the FAAC process and expedite a decision. This will also be on a case by case basis.

Other Sources of Financial Aid

Additional kinds of aid are available from other sources, including, but not limited to:

- **Veterans Educational Benefits**
Matriculated veterans may be eligible for Veterans Educational Benefits. Veteran students should contact the Office of Admissions for details.

Under Title 38 of the US Code, Charles R. Drew University is approved for the training of veterans and other eligible persons. Information regarding eligibility for these programs may be obtained by calling (888) 442-4551 or by visiting www.gibill.va.gov. The Office of Registration and Records serves as the certifying official for Charles R. Drew University. Students should contact the certifying official prior to their first enrollment certification.
- **Vocational Rehabilitation Assistance**
For details, please contact your individual counselor.

If you are eligible for any of these benefits, you are encouraged to apply early as funds are limited. Contact the appropriate off-campus agency for more details.

Scholarships

Campus-Based Scholarships: As part of Charles R. Drew University's mission, the College of Science and Health (COSH) awards scholarships for academic performance and/or economic hardship. These scholarships were inspired by the struggles of Dr. Charles Drew, who experienced financial challenges that caused delays in his medical education.

Scholarship Funds are donated by various sponsors, who are interested in contributing to the educational accomplishment of students by providing monetary assistance and thus allowing students more time for their course work.

Selected applicants are notified by the Office of the Dean and receive their awards at an annual scholarship banquet attended by the sponsors.

Students are notified of scholarship submission dates and deadlines via scholarship campaigns organized by the Student Academic Affairs Committee.

Non-Campus-Based Scholarships: Throughout the year, the College receives announcements on scholarship opportunities offered to health students by different organizations.

Information regarding these scholarships may be obtained from the campus Financial Aid Office or Student Education Services Center.

Academic Policies

Academic Load

A full-time academic load for undergraduate and certificate students is defined as 12 units per semester.

A full-time academic load for graduate students is defined as 9 units per semester. Six units is considered part-time academic load for graduate students.

Undergraduate students enrolled in less than 12 units/semester are considered part-time students. Students may enroll for a maximum of 21 semester units if:

1. they have earned a minimum G.P.A. of 3.3 on all work pursued during the previous semester;
2. they have not received any grade less than a "C";
3. and they are recommended by their Program Director to the Dean.

Students must petition the Dean's Office to register for more than 21 units during any regular semester.

Course Load for Students on Academic Probation

Undergraduate or certificate students on initial scholastic probation, extended scholastic probation, or who are returning to the University after a period of absence caused by academic suspension will be allowed to pursue a maximum of 15 semester units during any semester until their cumulative G.P.A. has been restored to at least 2.0 on a 4.0 scale.

Course Load for Conditional Students

Students admitted conditionally will be permitted to register for one semester as full-time students.

Classification of Students

- Freshman Student: A student who has completed less than 30 units.

- Sophomore Student: A student who has completed 30 to 59 units.
- Junior Student: A student who has completed 60 to 89 units.
- Senior Student: A student who has completed 90 or more units.
- Non-Matriculating Student: A student who has been granted permission to enroll in a class(es) for a single semester without being accepted to a degree program.

Unit Requirement

Total units required for the Associate of Science, Bachelor of Science, and professional certificates vary by program.

Residence Requirement

Prior to receiving an Associate of Science degree, students must have completed at least half of the total units required for degree completion in their program in residence. Prior to receiving a Bachelor of Science degree, students must have completed a total of at least 63 units in residence (including at least half of these in the required major).

The residency requirement for Masters programs varies by program. See the Urban Public Health program or Nursing program sections of this Catalog for details.

Course Numbering System

Courses in the College of Science and Health are numbered according to the following system:

000-099	Academic Enhancement Courses (No baccalaureate credit toward degree or certificate)
100-199	Lower-division courses of freshman level
200-299	Lower-division courses of sophomore level
300-399	Upper-division courses of junior level
400-499	Upper-division courses of senior level
500-699	Graduate level courses

Grade Point Average (GPA)

The GPA is the total number of grade points earned divided by the total number of units attempted. Grades A through F and U are included in the computation of the GPA. Only coursework earned at Charles R. Drew University is included in the semester and cumulative GPAs.

Repeated Courses

Undergraduate students may repeat courses in which grades less than C were earned. Under no circumstances will additional units or GPA credit be given for repeated courses in which a C or higher was earned.

When a course is repeated, the units attempted, units earned, and grade points of first attempt are excluded from the GPA calculation. All courses attempted and grades earned at Charles R. Drew University will appear

on the student's permanent academic record.

Final Examinations

A final examination is required in each course during the scheduled examination period, except in those courses in which the program has previously determined that no examination will be given. Since the final examination week is part of the semester hour requirement, the period scheduled for final examinations is used either for the final examination in the course or as an instructional period.

Repeating Final Examinations

Excluding competency-based skills development courses, clinical learning courses, or courses in which there is no scheduled final examination, an undergraduate student achieving a final course grade of C- or lower can request one retake of the final course examination if both of the following conditions exist:

1. The student has achieved a passing grade (as determined by the criteria of the program of matriculation) for all coursework completed prior to the final course examination; and
2. The student has not been absent without valid and approved reasons from more than 25 percent of all scheduled class sessions.

Where the aforementioned conditions exist, the student will have the request granted if either of the following reasons are applicable:

1. The student has experienced personal illness (as documented by physician certification); or
2. The student has encountered family illness or extenuating circumstances (e.g., death in the family or financial hardship). The student must provide documentation to support the request.

Students must request re-examination in writing within seven days of grade posting. The re-examination will be administered to the student 15 days after receipt of the request. In all cases, the final course grade will be no higher than C.

University Grading System

The University generally uses a letter grade evaluation and reporting system based on a 4.0 grade point formula. Earned grades and grade points are awarded according to the following schedule:

A	Excellent	4.00
A-	Excellent	3.67
B+	Above Average	3.33
B	Above Average	3.00

B-	Above Average	2.67
C+	Average	2.33
C	Average	2.00
C-	Below Average	1.67
D+	Below Average	1.33
D	Below Average	1.00
D-	Below Average	0.67
F	Failure	0.00
U	Unauthorized Withdrawal	0.00
AU	Audit	No grade points
W	Withdraw	No grade points
I	Incomplete	No grade points
CR	Credit	No grade points
NC	No Credit	No grade points
SP	Satisfactory Progress	No grade points
RD	Report Delayed	No grade points
CE	Credit by Examination	No grade points
NCE	No Credit by Examination	No grade points

Grade Definitions

A, A-: The highest academic grade is reserved for accomplishment that is truly distinctive and demonstrably outstanding. It represents a superior mastery of course material and is a grade that demands a very high degree of understanding as well as originality or creativity as appropriate to the nature of the course. The grade may indicate that the student works independently with unusual effectiveness and often takes the initiative in seeking new knowledge outside the formal confines of the course.

B+, B, B-: A grade that denotes achievement considerably above acceptable standards. Good mastery of course materials is evident and student performance demonstrates a high degree of originality, creativity, or both. The grade may indicate that the student works well independently and often demonstrates initiative. Analysis, synthesis, and critical expression, oral or written, are considerably above average.

C+, C, C-: Indicates a satisfactory degree of attainment and is the acceptable standard for graduation from college (see specific program requirements for additional policies). It is the grade that may be expected of a student who gives to the work a reasonable amount of time and effort. This grade implies familiarity with the content of the course and acceptable mastery of course material; it implies that the student displays some evidence of originality and/or creativity, and works independently at an acceptable level and completes all requirements.

D+, D, D-: Denotes a limited understanding of the subject matter, meeting only the minimum requirement for passing the course. It signifies work which in quality and/or quantity falls below the average acceptable standard for passing the course. Performance is deficient in analysis, synthesis, and critical expression; there is little evidence of originality, creativity, or both.

F: Indicates inadequate or unsatisfactory attainment, serious deficiency in understanding of course material, and/or failure to complete requirements of the course.

Other notations included in official transcripts:

U: Unofficial withdrawal. Assignment of an unauthorized incomplete indicates that an enrolled student did not officially withdraw from a course and failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments, or course activities, or both were insufficient to make normal evaluations of academic performance possible. The “U” grade is equivalent to an “F” and will affect a student's G.P.A. as such. For a credit/no credit course, a grade of “NC” will be applied.

AU: Auditing a course means that the course instruction is undertaken but not for credit or a grade. Students auditing a course will receive “AU” (Audit) on the transcript only if they have attended regularly and participated according to the prior agreement with the instructor.

W: Approved withdrawal with penalty. A notation of “W” is entered on the academic record of the student who withdraws from a class within the time period specified in the academic calendar at the end of this catalog. A “W” grade is not counted in GPA calculations.

I: Incomplete: course work not completed. An incomplete grade indicates that course credit has been delayed. Please see the “Incomplete Policy” for further details.

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). If the student’s work is unsatisfactory, the transcript will show “NC” (which indicates a “D” grade or below). All units of “CR” will be counted curriculum requirements, but will not be used in computation of GPA.

SP: A satisfactory progress mark indicates that work in progress has been evaluated as satisfactory to date, but that assignment of a final grade must await completion of additional coursework and the end of the course, which may extend beyond the end of the term.

RD: Report Delayed is an interim designation used only by the Registrar when a delay in the reporting of a grade is due to circumstances beyond the control of the student. The “RD” must be replaced by the appropriate grade within 6 weeks. The “RD” is not included in calculations of grade point average.

Credit by Examination (CE)

For a student in good academic standing (cumulative G.P.A. 2.00) to receive credit for certain courses without registering for the course, the student, upon approval of the instructor and Program Director, must successfully pass the challenge examination for the course. This is done without enrolling in the course. If the student earns less than a “C” on the examination, a mark of “NCE” (no credit by examination) will be placed on the student’s academic record. The student will be required to enroll and take the course in a subsequent semester if it is a required course.

To be eligible for “CE”, students must have completed a minimum of nine units at Charles R. Drew University. The student applies for credit by examination during the first two weeks of the semester. Program courses are not subject to “CE”. A maximum of three units for certificate programs, six units for associate programs, and nine units for bachelor’s programs can be taken for “CE”. “CE” courses are not eligible for financial aid. Courses previously taken or audited cannot be challenged, nor may a student challenge the same course more than once. No credit is given when the purpose of an examination is to determine the proper level at which students should begin their academic studies (e.g., foreign language or mathematics assessment). Students who satisfy a course by challenge will receive the approved unit credit on their academic record and a mark of “CE”. Letter grades and grade points will not be given. Students who unsuccessfully challenge a course will receive a mark of “NCE” on their academic record, but “NCE” will not affect the G.P.A. A \$35 administrative fee will be charged by the Registration and Records Office for taking the challenge examination.

Grade Appeal

When a student considers a final course grade inaccurate, the student should confer with the instructor regarding the accuracy of the grade received within the first three weeks of the semester following receipt of the grade. At this time, the student and instructor must together review all class material pertinent to the grade for errors to be corrected. If the student is not satisfied, or if the instructor does not confer with the student within the first three weeks of the semester, the student should immediately contact the Dean and submit a written appeal consisting of a statement containing the factual reasons, and basis for the complaint, accompanied by any supporting documentation. The Dean will direct the appeal to the Student Academic Performance, Promotion and Judiciary Committee (SAPPJC) for a decision. The student has the right to appear before the committee, which includes student representation. The committee’s decision must be submitted to the Dean within the first five weeks of the semester. If the Dean does not favor the committee’s process or decision, an *ad hoc* committee can be appointed by the Dean to review the appeal and arrive at a decision. The *ad hoc* committee must reach a decision

within one week of receipt of the appeal. Its decision is final.

Grade Change

Once a grade has been submitted to the Office of Registration and Records, it can be changed only by the instructor of record, and only if the change is due to miscalculation or error, within one semester of initial grade submission. The change must be initiated by the instructor of record, using the Change of Grade form. The form must be signed by both the instructor and the Program Director, and brought to the Office of Registration and Records by the instructor. If the instructor of record is no longer employed by the University, the Program Director may act on his/her behalf. The change will be recorded on the student's official academic record.

Incomplete Policy

The designation of Incomplete (I) is to be used only when the student has not completed the course in question. It presumes extenuating circumstances (e.g., illness, accident) that have made the student unable to finish. An Incomplete is not to be used as a qualified pass or fail and is to be viewed as a non-prejudicial entry on the student's record. Completion of the course is determined by the instructor of record following discussion with the student. Only students in good academic standing and without professional issues can be awarded an incomplete grade for a course. An Incomplete, not removed by the end of the academic year in which the course began, will be converted to a "Fail." Exceptions to this rule due to serious, protracted illness or other documented extenuating circumstances may be granted by the Dean's Office upon petition by the student, to be submitted no later than 10 calendar days prior to the end of the academic year in which the incomplete record should have been reconciled. Instructors may assign an Incomplete only if the following conditions apply: 1) a student is justifiably unable to complete a defined portion of coursework after 75 percent of the course has been completed; 2) a student has made satisfactory progress in the class up to that point; and 3) the student has made prior arrangements with the instructor and signs an Incomplete Contract Form.

The Incomplete (I grade) is not calculated in the GPA. The student must arrange for completion of the required work with the instructor outside of the usual class time. Incompletes are removed when the final grade for the course is assigned by the instructor, on a Change of Grade form, and submitted to the Office of Registration and Records. Incompletes cannot be removed by repeating the course. If an incomplete is not removed within one year from the date of grade assignment, a failure (F) grade will be automatically recorded on the student's permanent academic record as the official grade for the course.

Independent/Directed Study

Independent/directed study allows individualized

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

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

Medical Withdrawals

Permission to drop courses for health reasons must be requested in writing and supported by the student's physician and Program Director. Requests of this nature must be presented to the student's Program Director prior to the final examination. Under no circumstances will a medical withdrawal be considered after the final examination has been taken.

Academic Probation

Students will be placed on academic probation if their G.P.A. for the semester is less than 2.00 on a 4.00 scale, or if their cumulative G.P.A., computed by the total of all courses undertaken, is less than 2.00 on a 4.00 scale. Please see the probation policies of each academic program for more details.

Dismissal

Students who fail to achieve the required academic standards while on academic probation will be dismissed. Students may appeal an academic dismissal and should discuss the preparation of such an appeal with their Program advisor. The Student Academic Performance, Promotion and Judiciary Committee (SAPPJC) reviews all appeals and makes final determinations unless the Dean disagrees with the process or decision. In such cases, the Dean may appoint an ad hoc committee to review the appeal. The decision of the ad hoc committee is final and the Dean will so inform the student in writing.

Students dismissed for ethical or behavioral reasons may not be readmitted. Special conditions may apply. Tuition and fees will be refunded according to the University refund policy.

Students who withdraw from the University while on academic probation will be automatically dismissed. Students who have been dismissed or who have withdrawn while on academic probation may not be readmitted as full-time students until they have been separated from the College of Science and Health for at least one semester.

Satisfying Requirements for Graduation

Students must receive a grade of C or better in all major courses to remain in good academic standing. A grade of C- is unsatisfactory for financial aid and program promotion. Although grades of C- and lower are included in the computed GPA, some programs may award no credit for courses in which the student receives a grade below C. See the program pages in this catalog for specific program policies.

All undergraduates must meet *the minimum* GPA requirement of 2.0 in order to earn a degree from Charles R. Drew University. However, some programs have additional requirements, see the corresponding program pages.

Transcripts

Academic transcripts will be provided to any Charles R. Drew University of Medicine and Science student upon the student's written request. Requests for official transcripts will not be process if the student has a financial obligation to the University. There is a \$4.00* charge for the first official transcript and a \$2.00* charge for each additional transcript requested at the same time. Transcript processing takes five business days. Students may request 24-hour next business day service for an additional fee per official transcript. Contact the Registration and Records Office for current fees and details. Unofficial transcripts are available to current students via MyCDU.

Academic Degree and/or Certificate

Academic degree and/or certificate will be issued to any Charles R. Drew University graduate upon verification of completion of degree requirements. Students must file the Degree Completion form and obtain all approvals prior to submission to the Registration and Records Office. Duplicate or replacement diplomas and certificates may be requested in writing from the Registrar. There is a fee charged for each duplicate diploma or certificate. Contact the Registration and Records office for complete details.

College of Science and Health Administration

Gail Orum, Pharm.D.
DEAN

Roslynn S. Byous, DPA, PA-C
ASSOCIATE DEAN OF ADMINISTRATION

DEPARTMENT CHAIRS AND PROGRAM DIRECTORS

Suzanne Porszasz-Reisz, Ph.D., M.S.C.R.
CHAIR, HEALTH AND LIFE SCIENCES

Candice Goldstein, Ph.D., CADC-II
CHAIR, GENERAL STUDIES

Monica Thurston, M.B.A., R.H.I.A.
DIRECTOR, HEALTH INFORMATION TECHNOLOGY PROGRAM

Eugene Hasson, M.S., R.T. (R)
DIRECTOR, RADIOLOGIC TECHNOLOGY PROGRAM

Sondos Islam, Ph.D., M.P.H., M.S.
DIRECTOR, MASTER OF PUBLIC HEALTH PROGRAM

History of the College of Science and Health

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. In 1988 Charles R. Drew University conferred the first bachelor degree for the physician assistants. Since then, a wide range of programs has been added.

In April 2005, the College was renamed the College of Science and Health to reflect the addition of health sciences programs, such as Life Sciences (formerly Biomedical Sciences) and other health disciplines, like Public Health.

The College of Science and Health

The College of Science and Health at Charles R. Drew University of Medicine and Science offers undergraduate degree programs leading to an associate or baccalaureate degree. A Master of Public Health (MPH) degree with a concentration in Urban Public Health is also offered. Additional Health Profession programs include: Health Information Technology (AS/Certificate), Bachelor of Science in Life Sciences [formerly Pre-Healing Arts] (BS), Radiologic Technology (AS), Post Baccalaureate in Pre-Medicine (Certificate).

The College of Science and Health provides students a solid science and liberal arts background, which enables graduates to bring a rich and informed sense of public responsibility to their careers as health care professionals or biomedical scientists. The educational experience is intended to produce first-rate clinicians, public health professionals, managers, and scientists who will commit to life-long learning.

In keeping with the Charles R. Drew University's mission, the goal of the College of Science and Health is to foster a dynamic educational climate that provides students with relevant educational experiences leading to both personal and professional growth. This environment is designed to enable students to attain their academic and professional goals, become competitive in the job market, and to become leaders in transforming the health of their communities.

Each of the College's undergraduate degree programs consists of a general education component, elective courses, and specified courses in the program. The general education component provides a base of knowledge in the fields of communication, humanities and arts, natural and social sciences, and citizenship responsibilities. Elective courses provide opportunities for students to gain additional exposure to a variety of fields.

Note: For MPH (graduate) academic policies, refer to academic policies contained in the Urban Public Health section of this catalog.

The College of Science and Health aims to be recognized not only as a leader in the educational preparation of health professionals and scientists, but also as a catalyst for public policy reforms in the healthcare system. Toward this end, the academic curricula of the College emphasize clinical and preventive medicine, competency-based education, and community-based practice. Its clinical programs are designed to graduate excellent and compassionate urban specialists who provide primary healthcare services to culturally-diverse, medically-underserved populations.

The College of Science and Health is committed to educating students who have grown up in medically underserved communities.

Academic Community

Students

Charles R. Drew University of Medicine and Science current student population reflects the shifts that have taken place in the community at large over the years. The University includes students from various areas of California, the United States, and nations around the world. These students represent various ethnic groups and speak many different languages. The University unequivocally supports equal access for students of all backgrounds.

Many are first generation college students and come from underprivileged communities. Because of their commitment to the University's mission, most of the University's graduates return to those communities to serve and to work.

Faculty

The Charles R. Drew University faculty are diligent in their commitment to providing quality education to their students and adjusting their teaching methods to accommodate diverse learning styles as well as the learning styles of the millennial learner. The College strives to recruit and retain faculty who appreciate the value and benefits of our student body's diversity. Charles Drew faculty and students will be able to take advantage of the latest in technology to deliver a dynamic curriculum in an environment that encourages critical thinking, self-reflection, and continuous analysis.

Community Service and Service Learning

The College's community service and service learning requirement is to provide students with an opportunity to apply the theories and competencies learned in their core and program courses to the real needs of the community, through service and service learning activities.

To facilitate achievement of these community service goals, learning experiences must be conducted in a setting or with population that meets at least one of the following criteria: 1) low income; 2) medically disadvantaged, underserved, or under-represented; or 3) other special populations or communities as defined by course requirements (e.g., hospice patients, victims of domestic violence, students with special learning needs, etc.). College programs ensure that proposed community service assignments are consistent with Charles R. Drew University's mission. Therefore, all students are to provide verification of the approved community service and service learning activity to the service learning coordinator.

Students enrolled in the College of Science and Health are required to complete a minimum number of community service hours. Prior to graduating, students in certificate programs must complete at least 25 hours of service; associate degree students must complete at least 50 hours of service; and bachelor degree students must complete 100 hours of service. The College and programs retain the authority to establish requirements for completion of the community service and service-learning component of the curriculum.

Community service and service learning hours are fulfilled when the fieldwork component and the appropriate course work (classes) that accompany this area of study have been completed.

Student Awards

The College of Science and Health has established the following standards for recognizing the achievement of its students with the following honors and awards. At the end of each fall, spring, and summer semester, the Office of Registration and Records recognizes matriculated students in excellent academic standing.

Dean's List: Undergraduate Students enrolled in 12 or more credit units in a semester or Graduate Students enrolled in 9 or more credit units in a semester with a grade point average of 3.50 or better in completed coursework are cited on the Dean's List.

Honor Roll: Undergraduate Students enrolled in 12 or more credit units in a semester or Graduate Students enrolled in 9 or more credit units in a semester with a grade point average between 3.00 and 3.49 and no grade lower than a C are eligible for the University Honor Roll. The student's 12 units may include a grade of Credit.

Graduation with Honors: The College of Science and Health recognizes academic accomplishments by awarding graduating students honors according to their cumulative grade point average. A designation of cum laude (with honors) indicates a cumulative GPA of at least 3.25. A designation of magna cum laude (with high honors) indicates a cumulative GPA of at least 3.5. A designation summa cum laude (with highest honors) indicates a cumulative GPA of at least 3.75.

- *Dr. Charles W. Buggs Award*: The College of Science and Health's highest award, named after the prominent microbiologist and first dean of the College of Science and Health at Charles R. Drew University, is presented to the graduate who has maintained the highest GPA throughout his or her training and has exemplified the personal characteristics of excellence and compassion.
- *Dr. Jack Mitchell Award*: Named after a community physician who was an early advocate of allied health education at Charles R. Drew University, this award is presented to the graduate who has demonstrated leadership among his or her peers in college and university activities and in the provision of health care to community residents.
- *Dr. Raymond Kivel Award*: This award, named for the medical director whose leadership garnered nationwide prominence for the MEDEX Physician Assistant Program, is presented to the graduating senior whose voluntary community service has demonstrated an extraordinary commitment to the delivery of health care in medically-underserved communities.
- *Dr. Mary McLeod Bethune Award*: Named in honor of the outstanding educator, whose life and legacy serves as an inspiration to all, this award is presented to the graduating student who has demonstrated the ability to persist in the face of adversity.

Honor Society

The Delta Chapter of the Epsilon Tau Sigma Honor Society of the National Society of Allied Health is located on the campus of Charles R. Drew University. The purposes of the society are:

1. To promote high standards of scholarship, academic achievement, and professionalism among allied health students at traditionally and historically Black colleges and universities.
2. To foster service to the masses of people who are ill, underprivileged, ill-housed, and impoverished—in our communities and abroad—through the application of health professions.
3. To strive always to live lives which exemplify and fulfill the tenets of the legacy of Mary McLeod Bethune.

To become eligible for active membership in the honor society, students must satisfy the following requirements:

1. The student must be an associate, baccalaureate or graduate degree candidate.
2. The student must have been enrolled in an allied health program for at least two consecutive semesters.
3. The student must have an overall cumulative GPA of 3.2 or better.
4. The student must be recommended by his or her Program Director, the Student Academic Performance Committee, and the Dean of the College of Science and Health.
5. The student must have shown capacity for leadership or achievement in his/her chosen allied health field.
6. The student must maintain a GPA of at least 3.0 in each semester after induction to the society.

Note: Various programs within the college are affiliated with honor societies, which are discipline specific.

Oath and Honors

This ceremonial occasion during which candidates for graduation are recognized for their academic achievement, clinical excellence, leadership, and service while attending Charles R. Drew University is held every

year prior to graduation.

Student Life

Academic Advising

Faculty advisors provide academic advice, support, and encouragement throughout the duration of the student's academic program. A faculty member from the student's designated program serves as the academic advisor throughout the student's career at the University. Faculty members serve as advisors to provisional students as well. Department of General Studies faculty members advise non-matriculated students.

Academic advising is a service provided to all students who need assistance selecting a program, scheduling classes, or seeking tutorial support and guidance in making certain they meet all graduation requirements. Students who utilize academic advisement services usually complete their educational goals in a timely manner and are unlikely to drop out of school.

Students may meet with their academic advisor by scheduled appointment or on a drop-in basis during office hours. Students entering degree programs will be assigned to a faculty advisor within the first week of enrollment. The student and faculty advisor jointly arrange meeting hours. For additional information about faculty advisor arrangements, contact the program of interest.

Clinical Education Center

The College's Clinical Education Center provides several new fully equipped physical examination classrooms and group study areas. For more information, call (323) 563-5928.

Student Activities & Organizations

The Office of the Dean sponsors and co-sponsors a number of events, activities and services throughout the school year. The purpose of these activities is to provide the students with an opportunity to develop leadership skills, special interests and cultural competency. A typical list of programs for the year might include Student Government Activities, cultural events, Program Awareness Day, Career Day and the Oaths & Honors ceremony.

Student Clubs and Organizations

All student clubs and organizations have oversight through the supporting academic departments or programs.

The Pre-Medical Society

The Pre-Medical Society is an organization with the purpose of helping students become better candidates for Medical School. The Pre-Medical Society hosts

workshops focused on writing personal statements, MCAT preparation and preparing for medical school interviews, and provides resources for research and volunteering opportunities focused on community outreach in accordance with the CDU's mission statement.

The Master of Public Health Student Association (MPHSA)

The MPHSA is a graduate student-led organization comprised of leaders from the Urban Public Health program, which promotes public health on campus and within the surrounding communities in South Los Angeles. The MPHSA promotes academic success and career development to contribute to the University's mission.

Academic Support

Student Education and Services Center (SESC) Staff

SESC Manager

Linda Towles (323) 563-9351

Retention Coordinator

Sasha Heard (323) 563-5886

Testing/Basic Skills Coordinator

Harold Abramowitz, M.F.A. (323) 357-3446

Audio Visual Technician

David Ramos (323) 563-9354 or (323) 563-3497

Academic Evaluation

Throughout their enrollment, students are evaluated in the following four areas: content knowledge, communication skills, technical skills, and professional behavior. Students may receive one or more of the four types of evaluation in any one semester. Individual course syllabi will outline the components of the final grade for each semester.

Content Knowledge

Students are given regular written examinations throughout the program. Exams are based on the stated objectives of the individual courses each semester. Questions are structured to approximate the scope and depth of the certifying/registration examination, where applicable. Exams are intended to evaluate specific facts as well as applied knowledge of the didactic materials. Mastery of didactic information is dependent on the integration of problem-solving techniques, deductive/inductive reasoning and critical thinking skills. Utilization of these strategies is also evaluated.

Communication Skills

This component measures a student's ability to collect pertinent data, for example, through patient interviews, and to convey health information to patients, clients, community residents, and other health professionals. Students are required to make formal presentations

throughout their training. These presentations may include patient group counseling, employees' in-service, student seminars, and medical rounds. To demonstrate competence in writing, students are required to complete case studies, essays, term papers, and journal abstracts.

Technical Skills

Depending on the requirements of their respective programs, students are required to demonstrate competency in varied types of measurements and examination procedures, as well as in laboratory techniques. Clinical skills may include anthropometric measurements, physical examination techniques, and equipment operation. All students must be able to operate a computer and to perform program specific tasks, such as word processing and database access.

Professional Behavior

Each student is expected to exemplify professional behavior with patients, faculty, fellow students, and other professionals. At the end of each clinical assignment, students in clinical programs are evaluated by their supervising clinical instructor on selected professional behaviors. These behaviors include, but are not limited to, attendance and punctuality, personal appearance, cooperation, ability to accept criticism, interpersonal relations, perseverance, initiative, and industry. Students should be aware that non-professional behaviors may lead to probation or dismissal from the University.

Use, possession, distribution or being under the influence of alcoholic beverages, illicit drugs or other controlled substances while on campus or in connection with college activities are prohibited.

Degree Requirements

Each undergraduate program of study leading to a degree must include the College's general education and core curriculum requirements as outlined below. Not all courses may be credited toward fulfillment of the general education and core curriculum requirements. Students must observe the following restrictions that apply to such units:

1. Basic skills courses (developmental and remedial level courses, such as pre-algebra and English fundamentals) cannot be applied toward the A.S. or B.S.
2. No professional course in the student's major program of study may be used to satisfy general education requirements.
3. Courses in which previous credit has been received may not be applied a second time.
4. In some cases, students may satisfy core requirements and general education elective requirements simultaneously, although doubling of credit value is not permitted.

Graduation Requirements

Associate of Science (A.S.) Degree

Terms regarding graduation requirements in the Associate of Science programs are detailed below:

Unit Requirement: Total units required for an A.S. vary according to the general education, elective, and program requirements.

Residence Requirement: Prior to receiving an A.S., students must have completed at least half of the total units required for degree completion in their program in residence.

G.P.A. Requirement: Achievement of a minimum overall G.P.A. of 2.0 on a 4.0 scale.

General Education Requirement: Completion of the general education requirements.

Program Requirement: Completion of requirements for the major.

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 fulfill specific general education, core curriculum, and program curriculum requirements. This is a residency requirement and cannot be transferred without prior written consent of the Department Chair or Program Director.

Graduation Check: Students who expect to receive degrees and/or certificates at the end of the academic year must make an appointment with the Office of Registration and Records for a graduation check. A graduation check may already be on file and a copy mailed to the student. This check must be complete two semesters prior to the proposed date of graduation.

Graduation Clearance: All graduating students must complete a clearance form and receive appropriate departmental signatures before receiving any degrees, certificates, or transcripts. 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 90 days prior to the last day of school before graduation. Any student who has not met the financial obligations to the University will not receive verification 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 Dean of Academic Affairs then submits the verified list of candidates for graduation for approval from the Board of Trustees. Students who will complete all graduation requirements by August 31 will be permitted to walk in the June commencement ceremony of that same year.

Bachelor of Science (B.S.) Degree

Terms regarding graduation requirements in the Bachelor of Science programs are detailed below:

Unit Requirement: Total units required for a B.S. vary according to the general education, elective, and major course requirements. Students should consult this catalog for specific degree requirements in the sections concerning general education and the individual programs of the University.

Residence Requirement: Prior to receiving a B.S., students must have completed a total of at least 63 units in residence (including at least half of these in the required major).

G.P.A. Requirement: Achievement of a minimum overall G.P.A. of 2.0 on a 4.0 scale.

General Education Requirement: Completion of the general education requirements.

Program Requirement: Completion of requirements for the major.

Unrestricted Elective Requirement: Completion of one lower and two upper-division three unit elective courses. An unrestricted elective is any course a student wishes to complete for credit towards a degree other than those courses taken that fulfill specific general education, core curriculum, and program curriculum requirements. This is a residency requirement and cannot be transferred from other institutions without prior written consent of the Department Chair or Program Director.

Graduation Check: Students who expect to receive degrees and/or certificates at the end of the academic year must make an appointment with the Office of Registration and Records for a graduation check. A graduation check may already be on file and a copy mailed to the student. This check must be complete two semesters prior to the proposed date of graduation.

Graduation Clearance: All graduating students must complete a clearance form and receive appropriate departmental signatures before receiving any degrees, certificates, or transcripts. 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 90 days prior to the last day of school before graduation. Any student who has not met the financial obligations to the University will not receive any verification 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 Dean of Academic Affairs then submits the verified list of candidates for graduation for approval from the Board of Trustees. Students who will complete all graduation requirements by August 31 are permitted to participate in the June commencement ceremony of that same year.

Master of Public Health (MPH)

Terms regarding graduation requirements in the Master of Public Health program are detailed below:

Unit Requirement: Total units required for MPH is 42 graduate seminar credit hours.

G.P.A. Requirement: Achievement of a minimum overall G.P.A. of 3.0.

Program Requirement: Completion of requirements for the major.

Graduation Check: Students who expect to receive degrees and/or certificates at the end of the academic year must make an appointment with the Office of Registration and Records and Services. A graduation check may already be on file and a copy mailed to the student. This check must be complete two semesters prior to the proposed date of graduation.

Graduation Clearance: All graduating students must complete a clearance form and receive appropriate departmental signatures before receiving any degrees, certificates, or transcripts. 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 90 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 verification 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 Dean of Academic Affairs who then submits the verified list of candidates for graduation for approval from the Board of Trustees. Students who will complete all graduation requirements by August 31 will be permitted to walk in the June commencement ceremony of that same year.

Course Listing by Prefix

Division of General Studies

ATH	Anthropology
ART	Arts
BIO	Biology
CHM	Chemistry
CLS	College Learning Skills
COM	Communication Skills
CPU	Computer Science
ECN	Economics
ENG	English
HIS	History
HSM	Health Services Management
HUM	Humanities
MIC	Microbiology
MTH	Mathematics
PHE	Public Health Education
PHY	Physics
POL	Political Science
PSY	Psychology
SOC	Sociology

College of Science and Health Programs

HLS	Health and Life Sciences
HIT	Health Information Technology
PAS	Primary Care Physician Assistant
RAD	Radiologic Technology
MPH	Master in Public Health

General Education

General education at Charles R. Drew University is structured to foster an educational climate that provides positive and lifelong educational opportunities for all students entering the University. The General Studies curriculum is designed to provide skills, information, inquiry methods, and intellectual values, and aims to:

- Introduce students to the richness and diversity of the various academic disciplines;

- Broaden students' intellectual perspectives as educated members of society; and
- Encourage students to develop commitments to and mutual respect for diverse groups

General Studies Curriculum

General Studies courses are approved by the College's Education and Academic Policy Committee and must satisfy the University's criteria for general education courses. Consistent with this criteria and the mission of the University, coursework in the general education program is designed to equip students with the fundamental tools for active lifelong learning and full participation in and engagement with their contemporary world. To this end, the intent of the Division of General Studies is to ensure that every student will develop and demonstrate understanding of and/or proficiency in the following areas:

- written and oral communication skills
- critical thinking
- quantitative analysis skills
- computer/information literacy
- science, and the process by which science concepts are developed, tested, and modified; and the reliability and limitations of scientific knowledge itself
- human and world cultures, philosophies, and issues, including the importance and capacity of the creative arts and humanities in addressing and expanding the concepts and principles of human compassion, communication, and understanding necessary for intercultural competence in a variety of contexts
- contributions of diverse groups of people to world development, in both the contemporary world and historically, as well as the importance and contribution inherent in the concept of cultural diversity
- political, ethical, and legal foundations and frameworks in both contemporary American culture and historically
- social responsibility and cultural understanding, especially in the context of service and service learning

In realizing the above goals for graduates of the Charles R. Drew University College of Science and Health, the Division of General Studies and College of Science and Health faculty have established program outcomes for the University's general education curriculum.

The General Studies Requirement

Those students who have tentatively decided on a major or who have declared their major should read the respective program statement to determine any particular general education courses that are required or suggested.

Depending on the program of study, students may either take general education courses concurrently with major coursework or complete general education requirements prior to entering the major. Some programs allow a limited number of general education units to also be counted towards a major. Although this does not lessen the total units required for the degree, it allows for those units to be used as electives. Electives are units needed beyond those taken to fulfill general education and major requirements. Students may take any elective courses for which they have the necessary prerequisites. No course may be repeated for elective credit unless stated in the course description.

Category A: Written and Oral Communication and Critical Thinking

A1. Written Communication: Courses such as English Composition (ENG 111) and expository writing focusing on the rhetoric and stylistics of various forms of essays, with emphasis on the development of unified, coherent, and clearly composed written discourse.

A2. Oral Communication: Courses such as Public Speaking (COM 111) or interpersonal communication focusing on understanding the process and experience of communication.

A3. Critical Thinking: Courses such as Principles of Argumentation (COM 210) or Logic and Critical Reasoning (PHL 112) emphasize the relationship between logic and language that explore concepts essential to identifying, analyzing, and evaluating arguments, with attention to deduction, induction, and common fallacies.

Category B: Natural Sciences, Mathematics, and Information Science

B1. Life Science: Biological science courses such as General Biology (BIO 124) and introductory courses in human genetics and physical or biological anthropology with laboratory components that emphasize the observation and description of organisms.

B2. Physical Science: Physical science courses such as General Chemistry (CHM 122) and Introductory Physics (PHY 126) with laboratory components emphasize analytic, quantitative, and qualitative investigation of matter.

B3. Mathematical Concepts and Quantitative Reasoning: Mathematics and quantitative reasoning courses, such as College Algebra (MTH 126).

B4. Computer Science: Courses such as Introduction to Computers (CPU 125) provide the foundation and skills in information science and computers via various assignments, problem solving and research, including word processing, spreadsheets, and database applications.

Category C: Arts and Humanities

C1. Fine and Performing Arts: Creative process and artistic activity coursework, such as Health and Creative Arts (ART 131) and other coursework including painting, sculpture, dance, creative writing, theater arts, photography, and filmmaking.

C2. Humanities: Courses emphasize the understanding of aesthetic, philosophical and cultural principles, such as Introduction to Humanities (HUM 231).

Category D: Social and Behavioral Sciences

D1a. Citizenship I: Courses in United States history (HIS 141).

D1b. Citizenship II: Courses in United States political systems (POL 141).

D2. World Societies and International Cultures: These courses consider individual cultures or multicultural experiences in an international context, such as cultural anthropology, ethnic studies, and cross-cultural communication.

D3. Social and Behavioral Science: These courses emphasize individual and human social behavior, such as courses in psychology, sociology, political science, economics, geography, and history.

Category E: Core courses in diversity, service and community health, which must be completed within the College of Science and Health.

E1a. Medical Spanish I: Courses in conversational Spanish that offer vocabulary and practical dialogues needed by people working in healthcare (COM 233).

E1b. Medical Spanish II: Continuation of Medical Spanish I (COM 234).

E2. Health Seminar and Community Service Learning: These courses involve actual voluntary service learning in underserved communities in an attempt to create within students a personal commitment to these communities. Community service hours must be completed prior to starting the health seminar. The health seminar portion of this course involves the integration of knowledge and skills to create an

awareness, sensitivity, and knowledge of the needs of underserved communities.

- E3. Community Health: Course in Community Health Issues that introduce students to the areas of community health including the medical, legal, and social aspects of areas such as substance abuse, communicable diseases, intentional injury, and death. Integrates Healthy People 2010 objectives and strategies for promoting health in underserved communities with all course objectives.

Category F: Interdisciplinary Approaches to Healthcare

- F1. Courses emphasize interdisciplinary approaches to understanding how we know the world with special attention to education and health care, emphasizing the human being as an integrated physiological, psychological, and social organism.

Checklist of General Education and Core Requirements for Associate of Science Degree (35 units)

Category A: Written and Oral Communication in Critical Thinking (6 units required)

Subject Area	Units	COSH Equivalent
A1	3	ENG 111
A2	3	COM 111

Category B: Physical Universe and Mathematical Concepts (10 units required)

Subject Area	Units	COSH Equivalent
B1/B2	4	BIO 120, or BIO 124, or CHM 122, or PHY 126
B3	3	MTH 121, or MTH 125, or MTH 126
B4	3	CPU 125

Category C: Arts and Humanities (3 units required)

Subject Area	Units	COSH Equivalent
C1	3	ART 131, or HUM 231, or HUM 232, or HUM 233

Category D: Social and Behavioral Science (6 units required)

Subject Area	Units	COSH Equivalent
D1a	3	HIS 141

D1b	3	POL 141 or
D2	3	ATH 142 or
D3	3	PSY 141, or SOC 141

Category E: Core Courses in Diversity (4 units required – must be completed in residency)

Subject Area	Units	COSH Equivalent
E1	2	COM 233
E2	1	PHE 255
E3	1	PHE 250

Checklist of General Education and Core Requirements for Bachelor of Science Degree (52 units)

Category A: Communication in the English Language and Critical Thinking (9 units required)

Subject Area	Units	COSH Equivalent
A1	3	ENG 111
A2	3	COM 111
A3	3	COM 210, ENG 112, or PHL 112

Category B: Physical Universe and Mathematical Concepts (14 units required)

Subject Area	Units	COSH Equivalent
B1	4	BIO 120, or BIO 124
B2	4	CHM 122, or PHY 126
B3	3	MTH 126
B4	3	CPU 125

Category C: Arts and Humanities (9 units required)

Subject Area	Units	COSH Equivalent
C1	3	ART 131
C2	3	HUM 231, or HUM 232, or HUM 233
C3	3	ART 131, or HUM 231, or HUM 232, or HUM 233

Category D: Social and Behavioral Science (12 units required)

Subject Area	Units	COSH Equivalent
D1a	3	HIS 141
D1b	3	POL 141
D2	3	ATH 142
D3	3	PSY 141, or SOC 141

Category E: Core Courses in Clinical Versatility (5 units required - must be completed in residency)

Subject Area	Units	COSH Equivalent
E1a.....	2	COM 233
E1b.....	1	COM 234
E2.....	1	PHE 450
E3.....	1	PHE 250

Category F: Interdisciplinary Approaches to Healthcare (3 units required)

Subject Area	Units	COSH Equivalent
F1.....	3	HUM 330, or HUM 335, or PHE 344, or PHE 352, or PSY 351

Some of the courses in the Program in Life Sciences count towards the G.E. required units, see the corresponding section of the catalog.

¹ - Fulfills GE requirement in Category A

² - Fulfills GE requirement in Category B

³ - Fulfills GE requirement in Category C

⁴ - Fulfills GE requirement in Category D

⁵ - Fulfills GE requirement in Category E

⁶ - Fulfills GE requirement in Category F

* By permission of the Instructor

General Education Course Descriptions

ANTHROPOLOGY

ATH 142 - Cultural Anthropology⁴

Provides an anthropological perspective of the human species through time and space by focusing on fieldwork studies from a variety of cultures.

Formerly: ANTH 142

Units: 3

ARTS

ART 131 - Health and Creative Arts³

Covers creative communication as expressed through poetry, song, drama, and visual media and as related to the influence on people's perception of themselves and their environment. Explores the extent to which these art forms benefit health and recovery.

Formerly: AH 131

Units: 3

BIOLOGY

BIO 025 - Human Anatomy Review and Medical Physiology

Provides a review of human anatomy from the chemical/cellular level to the formation of complex major

organ systems. Provides a comprehensive approach to medical physiology to enhance the student's knowledge of organ system integration. Designed to improve learning skills and developmental review, as well as to prepare students for pathophysiology.

Formerly: AP 025

Units: (None) CR/NC

BIO 120 - Introduction to Anatomy and Physiology²

Covers the origin of human organ systems, homeostasis, the function of major organ systems and selected diseases that affect each system. Equal consideration is given to anatomy and physiology. Covers current issues relevant to designated organ systems to enhance the students' knowledge of research and basic science contributions.

Formerly: AP 120

Units: 4 (3 lecture units, 1 lab unit)

BIO 124 - General Biology: Principles of Human Biology²

Provides a comprehensive study of the human body from the chemical/cellular level to the formation of complex major organ systems.

Units: 4 units (3 lecture units, 1 lab unit)

BIO 320 - Biochemistry

Studies the structure, properties, and metabolism of the constituents of biological systems (amino acids and proteins, carbohydrates, lipids, nucleic acids, and vitamins), the mechanism of enzyme action, ATP generation, information transfer, and the biochemical basis of disease.

Formerly: BCH 320

Prerequisite(s): BIO 120 or BIO 124

Units: 6 (4 lecture units, 2 lab units)

CHEMISTRY

CHM 100 - Basic Chemistry

Introduction to the fundamental concepts of chemistry, atomic theory, electron configuration, periodicity, bonding, molecular structure, reaction stoichiometry, gas laws, and changes in state in preparation for general and advanced classes in Life Sciences.

Prerequisite(s): H.S. Algebra, passed with a grade of B or better.

Units: 3

CHM 122 - General Chemistry²

Considers scientific notation, atomic and molecular structure, the periodic table, ionic and covalent bonds, chemical equations, chemical stoichiometry, mole concepts pH concepts, introduction to organic chemistry, and states of matter, solution, acids, bases, and salts.

Prerequisite(s): MTH 121

Units: 5 (4 lecture units, 1 lab unit)

COLLEGE LEARNING SKILLS

CLS 060 - College Reading and Learning Skills

Designed to teach reading comprehension skills by exploring and organizing information, taking notes to find main ideas and supporting details in textbooks and other reading materials. Study skills include listening, note taking, memory and concentration skills, test taking, and research skills. Progression in the course is through a series of instructor supervised workshops and computer-assisted instructional modules.

Prerequisite(s): Pre-enrollment reading examination.

Units: (None) CR/NC

CLS 300 – Information Literacy Skills for Lifelong Learning

Teaches future healthcare professionals how to identify, evaluate, and synthesize information so that they can remain current with rapidly evolving healthcare practices throughout their careers.

Units: 3

COMMUNICATION STUDIES

COM 111 - Public Speaking¹

Introduces the fundamental principles, skills, and applications of speechmaking, preparation for public speaking, organization of materials, and presentational techniques, as well as critical listening skills and speech analysis. Provides students with opportunities to deliver various speech types.

Units: 3

COM 113 - Medical Terminology

Emphasizes etymology of disease terms, nomenclature of medical and surgical procedures, use of prefixes, suffixes, word roots, combining forms, and plurality of medical terms.

Formerly: AH 113

Units: 3

COM 113S - Medical Terminology (Self-Paced)

Provides accelerated review of basic medical terminology with modules available from the instructor and a test at the end of each unit to be completed in one to 12 weeks. Intended to assist those studying medicine and health care and who have a need to review or increase their medical vocabulary. Restricted to students with a previous background in medical terminology. Available only in the summer prior to a student's fall entry.

Formerly: AH 113X

Units: 3

COM 131 – Conversational Spanish

Emphasizes basic sentence structure, pronunciation, and common vocabulary necessary to develop speaking and comprehension ability needed for conversations in Spanish about everyday topics. Also introduces reading and writing skills and the cultures of the Spanish-speaking world.

Units: 3

COM 210 - Principles of Argumentation¹

Studies argumentation as a form of critical reasoning by examining the nature of propositions, elements and structure of arguments, and forms and types of arguments concerning current issues in bioethics. Integrates these issues with the concerns of the health sciences professions.

Prerequisite(s): COM 111

Units: 3

COM 233 - Medical Spanish I⁵

Teaches appropriate conversational Spanish to develop a patient-physician relationship with clients. Studies the grammatical principles and sentence structures of realistic and practical dialogues in present situations that medical personnel encounter. Presents specific vocabulary and situations needed by those in the medical field.

Formerly: AH 233A

Prerequisites: COM 131, one year of high school Spanish, or one semester of college Spanish.

Units: 2

COM 234 - Medical Spanish II⁵

Continues COM 233 by focusing primarily on methods to take a medical history, perform physical examinations, and counsel patients in Spanish to enhance the patient-healthcare provider relationship.

Formerly: AH 233B

Prerequisite(s): COM 233

Units: 1

COM 315 - Effective Communication for Healthcare Professionals

Introduces the concepts and principles of effective communication as they are applied to communication within healthcare contexts. Emphasizes patient-professional relationships, focusing upon relationship building, barriers to effective communication, verbal and nonverbal behavior, cultural communication and ethics of communication.

Formerly: AH 315

Prerequisite(s): COM111

Units: 3

COMPUTER SCIENCE

CPU 125 - Introduction to Computers²

Designed for students to develop and demonstrate competency in the use of micro-computers. Includes a mixture of activities, including readings, discussions, surveys of available applications and their theoretical basis, hands-on demonstration, and independent study. Provides skills for computers in classroom assignments, problem-solving, patient care, research, and test preparation.

Formerly: AH 125

Units: 3

CPU 126 - Computer Theory and Application for Health Professionals

Designed to introduce students to the major concepts and applications of medical informatics. Includes history and evolution of information processing, elements of the computer system, input/output devices, computer files and databases, programming languages, data management, and ethical issues in computer technology. Teaches applications of computer technology in selected areas of study.

Formerly: AH 126

Prerequisite(s): CPU 125*

Units: 3 (2 lecture hours, 3 lab hours)

ECONOMICS

ECN 201- Macroeconomics

Overview of macroeconomic theory. Examines national accounting, levels of output and employment, money supply, government monetary and foreign exchange, and the international monetary system.

Units: 3

ECN 202- Microeconomics

Overview of microeconomic theory. Examines pricing, resource allocation, distribution, current domestic economic problems, international trade, and alternate economic systems.

Units: 3

ENGLISH

ENG 011 - English Fundamentals

Intensive review of basic English language skills through sentence structure, speech parts, phrases and clauses, punctuation, mechanics, and usage. Offered to students who require English grammar training as a prerequisite for English Composition (ENG 111). Develops students for college level English.

Prerequisite(s): Pre-enrollment writing examination.

Units: (None) CR/NC

ENG 012 - Introduction to the Essay

Prepares students for English Composition (ENG 111) through intermediate-level study and exercises in vocabulary (structure, semantics, and usage), sentence composition (syntax and style), paragraph development, and basic essay structure.

Prerequisite(s): ENG 011 or an appropriate score on the pre-enrollment writing examination.

Units: 3

ENG 024 – Expository Writing Workshop

Intensive review of college-level English writing skills through study and exercises in grammar, syntax, and mechanics; as well as practice in essay writing with a focus on purpose, organization, development and style. This workshop is offered to provisionally admitted students who are required to demonstrate junior-level writing competency for regular admission into the College of Science and Health Bachelor Degree

Programs.

Prerequisite(s): Pre-enrollment writing examination

Units: (None) CR/NC

ENG 111 - English Composition¹

Introduces the student to written discourse in the form of the essay. Reviews the stages of writing process and the stylistics involved in essay composition. Analyzes texts of various authors and teaches various types of essay composition.

Prerequisite(s): ENG 012 or appropriate score on the pre-enrollment writing examination.

Units: 3

ENG 112 - Critical Thinking and Text Analysis¹

This course is an intensive reading and writing course designed to develop the student's ability to think critically, analyze, synthesize, evaluate, and draw conclusions from complex information in a variety of forms and contexts. The primary source material for the course will be texts, that is, textual forms, including, but not limited to, written, cultural, artistic, and various media forms. As the advanced semester of composition, this course will allow students to continue to define their academic reading, writing, and research practice, and to expand upon their knowledge and understanding of fundamental communication theory. The course will also offer opportunities for students to work in collaborative settings in order to broaden their experience in determining effective models for critical and creative thinking, and problem solving.

Prerequisite(s): ENG 111

Units: 3

ENG 314 Writing for Health Care Professionals

Emphasizes professional writing and research methods for students in allied health. Requires students to select, develop, and produce individual and collaborative writing projects from planning through production. Includes organizational or public document projects, such as journal articles, newsletters, a series of health promotion pamphlets, a set of organizational policies and procedures, or a community-based research project culminating in formal proposals.

Formerly: AH 255

Prerequisite(s): ENG 111

Units: 3

HISTORY

HIS 141 - United States History⁴

Explores in survey form the roots of American civilization and culture by focusing on specific problems that have shaped the character, social, and political development of American society.

Formerly: HIST 141

Units: 3

HEALTH SERVICES MANAGEMENT

HSM 306 – Organization and Management of Healthcare Systems

Examines the administrative elements of health services management. Provides background, theoretical concepts, practices, and opportunities for the exploration and discussion of issues and problems in health services management. Provides a workable overall knowledge of health services management as well as particular insight into certain types of health systems.

Units: 3

HSM 311- Introduction to the U.S. Healthcare System

Provides an overview of the United States healthcare system, including topics in health policy, financing, organization, and the institutions of healthcare systems, medical practice, and access to care. Introduces students to the historical and traditional bases of programs, issues, and aspects of healthcare delivery system in the United States.

Units: 3

HSM 312 – Introduction to Health Services Management

Introduces management theories, practices, and organizational dynamics. Emphasizes the application of the theories to managing health services and healthcare institutions. Topics include ethical and legal considerations, organizational design and change, strategic planning, marketing, quality improvement, motivation, leadership, communication, and human resources.

Units: 3

HSM 405 - Critical Health Issues

Examines and evaluates current issues in the health care industry. Devotes particular attention to issues of community health, minority healthcare delivery, health care for the poor and the aged, the rising cost of health care, current state and federal legislation, and the legislative impact of voluntary and governmental health plans on minorities. Increases understanding of the medical, legal, and social aspects of health care, their impact and influence upon community health care, and particularly the healthcare delivery system for minority groups.

Units: 3

HSM 410 - Introduction to Managed Care

Provides an understanding of the health maintenance organization (HMO) under current pluralistic systems of health care and insurance, and the organizational forms of managed care. Examines the HMO as a health delivery system. Presents an overview of relevant terminology, concepts and issues including benefits packages and health insurance in the United States.

Units: 3

HUMANITIES

HUM 231 - Introduction to Humanities I³

Provides an integrated historical, aesthetic, and philosophic perspective on world cultures with readings of primary texts, such as oral traditions from the earliest civilizations, including persistent African traditions, through the European late middle ages.

Prerequisite(s): ENG 111

Units: 3

HUM 232 - Introduction to Humanities II³

Provides an integrated historical, aesthetic, and philosophic perspective on world cultures with readings of primary texts from the European Renaissance to the end of the second millennium.

Prerequisite(s): ENG 111

Units: 3

HUM 233 - Cultural Diversity in Contemporary Literature³

Surveys the literatures of various cultural groups as expressed through the texts and voices of representative writers and poets. Emphasizes contemporary ethnic literatures, as well as representative writing of diverse cultural and sub-cultural groups. Focuses occasionally on special topics presented by visiting scholars.

Prerequisite(s): ENG 111

Units: 3

HUM 330 - Medical Humanities I: Philosophy of Health

Provides a humanistic study of medicine and health care from the perspectives of traditional and contemporary philosophies. Approaches current medical thought and health care in terms of the historical, cultural, and intellectual formation of such concepts as illness, wellness, methods of discovery and knowledge, mind/body, scientific, and holistic views of reality.

Formerly: AH 330

Prerequisite(s): All GE Humanities requirement.

Units: 3

HUM 335 - Medical Humanities II: Literature & Medicine⁶

Provides a humanistic perspective of medicine and health care revealed through literary studies. Engages students in critical analyses and discussions of literary texts. Develops students' perspectives on the role of literature in the art of medicine through essays and creative writing. Available to all students to fulfill the upper division unrestricted elective requirement.

Formerly: AH 335

Prerequisite(s): All GE Humanities requirement.

Units: 3

MATHEMATICS

MTH 022 - Pre-Algebra

Reviews the fundamental concepts of arithmetic, geometry, and elementary algebra.

Units: (None) CR/NC

(no credit toward associate or bachelor degree)

MTH 121 - Elementary Algebra²

Designed to develop proficiency with mathematical skills, to expand understanding of mathematical concepts and to improve logical thinking.

Prerequisite(s): MTH 022 or appropriate score on the pre-enrollment mathematics examination.

Units: 3 (cannot be used for bachelor degree requirement)

MTH 125 - Intermediate Algebra²

Addresses concepts in Elementary Algebra (MTH 125) at a higher mathematical level. Provides an introduction to matrices and determinants and their applications to solving a system of linear equations, conic sections, nonlinear systems, inverse functions, exponential inverse, and logarithmic functions.

Prerequisite(s): MTH 121 or appropriate score on the pre-enrollment mathematics examination.

Units: 3 (cannot be used for bachelor degree requirement)

MTH 126 - College Algebra²

Reviews basic algebra concepts, linear and quadratic equations with applications, functions and their graphs, probability, matrices, and determinants.

Prerequisite(s): MTH 125 or appropriate score on the pre-enrollment mathematics examination.

Units: 3

MTH 130 – Pre-Calculus

Elementary function theory with graphing techniques and applications. Polynomials, rational functions, exponential functions, logarithms, and trigonometric functions will be studied in detail. The course will provide a solid foundation for the use of scientific and graphics calculators in problem solving.

Prerequisite(s): MTH 126 or approval of instructor.

Units: 3

MTH 230 – Calculus I

Introduction to derivatives, calculation of derivatives of algebraic functions, and applications of derivatives (approximations, curve plotting, related rates, maxima and minima), and indefinite integrals. Fundamental theorem of calculus. Differentiation and integration of sines and cosines.

Prerequisite(s): MTH 130

Units: 3

MTH 231 – Calculus II

Continuation of MTH 230 with respect to derivatives, calculation of derivatives of algebraic functions, and applications of derivatives (approximations, curve

plotting, related rates, maxima and minima), and indefinite integrals. Fundamental theorem of calculus. Differentiation and integration of sine and cosines.

Prerequisite(s): MTH 230

Units: 3

MICROBIOLOGY

MIC 223 - Applied Microbiology

Provides an introduction to the biology of microorganisms with emphasis on their roles in infectious disease, production and deterioration of goods in industry, agriculture, waste disposal, and production.

Prerequisite(s): BIO 124

Units: 6 (4 lecture units, 2 lab units)

PHYSICS

PHY 126 - Introductory Physics²

Emphasizes the presentation of Newton's laws of motion, work, and energy. Involves understanding of diverse forms of energy, focusing on the motion of particles and waves, electricity, and magnetism.

Prerequisite(s): *

Units: 4 (3 lecture units and 1 laboratory unit)

PHY 250 – General Physics I

Introductory calculus-based physics course. Topics include mechanics, work, momentum, heat, thermodynamics, and electrical fields.

Prerequisite(s): MTH 230

Units: 4 (3 lecture units and 1 laboratory unit)

PHY 251 – General Physics II

Calculus based physics course. Topics include wave motion, electrostatics, magnetostatics, electromagnetism, AC and DC circuits, and optics.

Prerequisites(s): PHY 250

Units: 4 (3 lecture units and 1 laboratory unit)

PHILOSOPHY

PHL 112 - Logic and Critical Reasoning

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

Units: 3

POLITICAL SCIENCE

POL 141 - United States Government⁴

Explores the American political tradition from the Colonial Period until today.

Formerly: POLS 141

Units: 3

PSYCHOLOGY

PSY 141 - General Psychology

Introduces psychology, including a brief overview of its history and various schools of thought. Focuses on the basics of human behavior, developmental psychology,

personality and adjustment, and social psychology. Includes the application of psychological principles to health and cross-cultural experiences. Provides an introduction to methods of psychological evaluations.

Formerly: PSYCH 141

Units: 3

PSY 351 - Human Development⁶

Describes human development from a physical, psychological, biological, anthropological, and sociological perspective from conception to death. Emphasizes the scientific method to describe and explain human development. Examines the influence of culture and the external environment. Discusses practical implications for allied health professionals.

Formerly: AH 351

Prerequisite(s): SOC 141 or PSY 141.

Units: 3

PUBLIC HEALTH EDUCATION

PHE 143 - Survey of Allied Health Professions

Provides a basic foundation for student inquiries into allied health occupations as career choices for the healthcare labor force. Develops skill in recognizing components of various options in the AHP.

Formerly: AH 143

Units: 3

PHE 250 - Community Health Issues⁵

Discusses issues in community health including the medical, legal, and social aspects of areas such as substance abuse, communicable diseases, intentional injury, and death. Provides an overview of lifestyle behaviors that influence attitudes, services, and personal and social issues related to health. Provides an overview of behavior change strategies to improve health status. Integrates Healthy People 2010 objectives strategies for promoting health in underserved communities.

Prerequisite(s): None

Units: 1

PHE 255 - Sophomore Health Seminar and Capstone

Students synthesize, integrate, and build upon their academic achievements from their general education coursework and service learning experiences with an emphasis on communication, critical thinking, understanding cultural diversity, and technical skill development.

Formerly: AH 252 and AH 255

Prerequisite(s): PHE 250

Units: 1

PHE 344 - Educational Methods for Allied Health Practitioners⁶

Provides an overview of theoretical concepts of learning, teaching, planning, implementing, and evaluating education experiences for individuals in various settings and at different stages in the life cycle.

Emphasizes the development of lesson plans, usage of audiovisual aids, and application of educational methods in practical settings.

Formerly: AH 344

Prerequisite(s): 3 units in social/behavioral science

Units: 3

PHE 352 - Health Dynamics and Cultural Diversity⁶

Examines cross-cultural views of health, disease, and medicine. Examines health behavior skills intended to facilitate behavior change in cross-cultural groups. Surveys strategies for promoting optimal care for patients and self in the clinical situation, and increasing awareness of health behaviors that can inhibit or enhance behavior change. Provides an overview of four modules: cultural and religious diversity and differences, the dynamics of helping relationships, violence and intentional injury, and interpersonal communication skills. Emphasizes promotion of optimal provider-patient relationships in the clinic and other medical encounters.

Formerly: AH 352

Prerequisite(s): SOC 141 or PSY 141

Units: 3

PHE 450 - Senior Health Seminar and Capstone

Students synthesize, integrate, and build upon their academic achievements from their general education course work and service learning experiences with an emphasis on communication, critical thinking, understanding cultural diversity, and technical skill development.

Formerly: AH 355 and AH 450

Prerequisite(s): PHE 250

Units: 1

PHE 451 - Research Methods

Presents students with various aspects of health-related research. Focuses on basic research design, proposal construction, data collection, statistical theory, and formal report writing. Aims to develop and/or enhance the student's ability to participate in and conduct basic research.

Formerly: AH 321

Prerequisite(s): CPU 125*

Units: 3

SOCIOLOGY

SOC 141 - Introduction to Sociology⁴

Introduces the study of self, socialization, and social interaction. Explores interpersonal relations, social roles, structure and social change, and culture.

Units: 3

SOC 240 - Urban Sociology

Examines organization of the modern city with an emphasis on: 1) the social problems of the modern industrial center; 2) comparisons of minority communities across cultures; 3) differential structure and process of

minority group life; and 4) analysis of trends in urban and suburban communities.

Prerequisite(s): SOC 141*

Units: 3

CERTIFICATE PROGRAMS

CLINICAL CODING SPECIALIST

Program Director: Monica Thurston, MBA, RHIA

Location: W.M. Keck Bldg.

Telephone: (323) 563-5888

This certificate program is part of a career ladder curriculum in which the first sixteen months are devoted to technical aspects of becoming a coding specialist. Students then may choose to exit with a certificate or to enter the health information technology degree option and complete the second year coursework for the Associate of Science degree in health information technology.

After successfully completing the program, students will receive a certificate of completion. Graduates are eligible to take the American Health Information Management Association's national examination for certification as a certified clinical coding specialist.

Accreditation

The HIT Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

Professional Course Curriculum (25 units)

HIT 100	Healthcare Delivery Systems	3
HIT 110	Legal and Ethical Aspects	2
HIT 115	Pathophysiology*	3
HIT 120	Basic Medical Coding*	3
HIT 125	Intermediate Medical Coding*	3
HIT 127	Billing and Reimbursement*	2
HIT 130	Fundamentals of Health Information	3
HIT 136	Introduction to Pharmacology	1
HIT 172	Application & Virtual Skill Lab I	1
HIT 175	Professional Practice Experience I*	1
HIT 220	Advanced Medical Coding*	3

Program Units **25**

General Education Course Requirements (11 units)

BIO 120	Anatomy & Physiology w/Lab	4
COM 113	Medical Terminology	3
CPU 125	Introduction to Computers	3
PHE 250	Community Health Issues	1

General Education Units **11**

* These courses require a prerequisite. See course descriptions to identify specific prerequisite

courses.

Note: Effective Fall 2011, the course HIT 120 Basic Medical Coding will be replaced with the ICD-10-CM course and an additional course, ICD-10-PCS will be added to the curriculum.

Community Service: 25 hours of service are required for graduation.

Note: Refer to the Health Information Technology Program for course descriptions.

Students entering the associate degree program must take the college reading, writing, and math assessment exams. The score received will determine the math and English class level in which a student may register.

ASSOCIATE OF SCIENCE PROGRAMS

HEALTH INFORMATION TECHNOLOGY PROGRAM

Program Director: Monica Thurston, MBA, RHIA

Location: W.M. Keck Building

Telephone: (323) 563-5888

The Health Information Technology (HIT) program prepares professionals who play a leading role in the effective management of health data and medical records in the healthcare delivery system. HIT professionals acquire the technical knowledge and essential skills of collecting, using, analyzing, coding, validating, storing, retrieving, and quality measurement and control of healthcare data. HIT professionals are employed in a variety of settings, such as hospitals, clinics, managed care organizations, physician office practices, home healthcare and long-term care agencies, correctional facilities, insurance companies, and state and federal agencies. HIT professionals assume a variety of job titles depending on their education, work experience, and place of employment. Common jobs held by HIT professionals include medical coders, clinical data specialists, compliance and security officers, patient information coordinators and health information managers, among others. A variety of emerging roles are developing as healthcare enterprises expand their reliance on information systems and technology.

After successful completion of the program, students will receive an Associate of Science in HIT. Students also will be eligible to write the national accreditation examination given by the American Health Information Management Association (AHIMA) and upon successful passing of this exam, receive the RHIT (Registered Health Information Technician) credentials.

Accreditation

The HIT Program is accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).

* These courses require a prerequisite. See course descriptions to identify prerequisite.

Professional Course Curriculum (37 units)

HIT 100	Healthcare Delivery System	3
HIT 110	Legal and Ethical Issues	2
HIT 115	Pathophysiology*	3
HIT 120	Basic Medical Coding*	3
HIT 125	Intermediate Medical Coding*	3
HIT 127	Billing and Reimbursement*	2
HIT 130	Fundamentals of Health Information Technology	3
HIT 136	Introduction to Pharmacology	1
HIT 172	Application Skills and Virtual Simulation Lab I	1
HIT 175	Professional Practice Experience I *	1
HIT 219	Computers and Technology in Healthcare	3
HIT 220	Advanced Medical Coding *	3
HIT 250	Statistics in Healthcare	2
HIT 260	Quality Improvement/Risk Management/Utilization	2
HIT 270	Management and Supervision	3
HIT 272	Application Skills and Virtual Simulation Lab II	1
HIT 275	Professional Practice Experience II*	1
Total Program Units		37

General Education Course Requirements (35 units)

BIO 120	Anatomy & Physiology w/Lab	4
COM 111	Public Speaking	3
COM 113	Medical Terminology	3
COM 233	Medical Spanish I	2
CPU 125	Introduction to Computers	3
Elective	Unrestricted Elective	3
ENG 111	English Composition *	3
HIS 141	U.S. History	3
MTH 121	Elementary Algebra *	3
PHE 250	Community Health Issues	1
PHE 255	Sophomore Seminar & Community Service Learning	1
	Social Science (See Catalog Category D GE Section)	3
	Humanities	3
Total General Education Units		35

Effective Fall 2011, the course HIT 120 Basic Medical Coding will be replaced with the ICD-10-CM course and an additional course, ICD-10-PCS will be added to the curriculum.

Community Service: 50 hours of service-learning are required for graduation.

COURSE DESCRIPTIONS

HIT 100 – Healthcare Delivery System

Introduces the history of the profession, its professional association, and ethics. Studies development, maintenance, and content of the health record, including its format and use in reference to voluntary accrediting bodies, and federal and governmental regulatory agencies. Includes related field trips to various facilities.

Units: 3 (3 hours lecture)

HIT 110 - Legal and Ethical Issues

Introduces the legal and ethical issues applicable to health information. Emphasizes confidentiality, liability, release of information, patient rights, subpoenas, consent for treatment, the court system, and federal and state regulations.

Units: 2 (2 hours lecture)

HIT 115 – Pathophysiology

Focuses on the disease process of the human body including major signs and symptoms accompanying specific diseases. Explores the degenerative, genetic, and pathogenic causes and effects on the body system. Emphasizes diagnostic laboratory treatments, including basic pharmacology.

Prerequisites: Anatomy & Physiology, Medical Terminology

Units: 3 (3 hours lecture)

HIT 120 – Basic Medical Coding

Introduces the concepts, principles, and applications of nomenclature and classification systems. Emphasizes use of ICD-9CM to distribute valid diagnostic and/or procedures for basic coding problems and the prospective payment system (PPS), including DRG. Provides hands-on experience utilizing computerized encoding systems.

Prerequisites: Anatomy & Physiology, Medical Terminology

Units: 3 (3 hours lecture)

HIT 125 – Intermediate Medical Coding

A continuation of HIT 120 with emphasis on the relationship of the Disease Process, Pharmacology, and Physician Documentation to coding. Introduces the concepts, principles, and applications of current procedural terminology (CPT) coding with an emphasis on inpatient and ambulatory code assignment. Includes manual and computerized hands-on experience with CPT coding and continued use of encoding systems.

Prerequisites: HIT120, Anatomy and Physiology, Medical Terminology

Units: 3 (3 hours lecture)

HIT 127 – Billing and Reimbursement

Introduces students to the principles and mechanics of insurance billing, using various coding systems for reporting healthcare services that will maximize optimal reimbursement. Discusses claim preparation of HCFA 1500 and UB04 for Medicare and other types of insurance benefits. Emphasizes data abstraction, coding, and DRG assignments.

Prerequisites: HIT120, HIT 125, Anatomy and Physiology, Medical Terminology

Units: 3 (3 hours lecture)

HIT 130 – Fundamentals of Health Information Technology

A continuation of HIT 100 to introduce the organization and functions of the health information management/medical record department in acute, psychiatric, long-term and ambulatory care facilities, home health, and hospice centers.

Units: 3 (3 hours lecture)

HIT 172 – Application and Virtual Simulation Lab I

Orients the student to hands-on application in the areas of documentation practices, critical analysis, problem-solving in case studies, review and data collection of actual patient records, classification of patient diagnoses and procedure, record retention and storage, review of various indices and multiple filing systems, and development of patient registries (admission, death, birth, and tumor) in accordance with accreditation standards and regulatory laws.

Units: 1

HIT 136 – Introduction to Pharmacology

Designed to meet the American Health Information Management Association (AHIMA) basic concepts in pharmacology requirement. Introduces routes of drug administration, measurement systems, drug chemistry types, generic names and brand names, drug usage, contraindications and precautions, drug interactions, and side effects. Discusses use of the physician desk reference (PDR) and other reference resources, along with drug classes as they relate to body systems, diseases, and conditions.

Units: 1 (1 hour lecture)

HIT 175 – Professional Practice Experience I

Introduces practical application using theory and knowledge of coding systems and other HIM functions at various healthcare facilities under designated staff supervision. Requires 64 hours of non-compensated practicum at the designated site.

Prerequisites: Anatomy and Physiology, Medical Terminology, HIT 120, HIT 125

Units: 1 (64 hours practicum)

HIT 219 – Computers and Technology in Healthcare

Introduces the various software applications available for the health information practitioner. Emphasizes the importance of computers in information systems, as well as the application of software such as DRG Grouper, chart analysis, the encoder, and statistics and revenue reimbursement systems. Provides hands-on application experience concentrating on software use and on creating a database inventory of all data components in the healthcare institution.

Units: 3 (3 hours lecture)

HIT 220 – Advanced Medical Coding

Provides the students with intermediate to advanced instruction in various medical coding systems used for reimbursement, reporting, and research. Includes coding guidelines for diagnostic and procedural coding of body systems and conditions. Focuses on sequence coding with diagnostic related group (DRG) assignment. Provides hands-on abstraction and data analysis from actual medical records and computerized groupers. Includes other software in the practical application experience.

Prerequisites: Anatomy and Physiology, Medical Terminology, HIT120, HIT125

Units: 3 (3 hours lecture)

HIT 250 – Statistics in Healthcare

Applies principles of health statistics foundations and research methods to be discussed. Emphasizes techniques for data collection, data analysis, and presentation of oral and written reports. Includes methodologies necessary to identify, prepare, and disseminate findings from research projects and on reporting of required patient-related data.

Units: 2 (2 hours lecture)

HIT 260 – Quality Improvement/Risk Management/Utilization

Emphasizes principles of the quality improvement process, including a framework for skills in collecting and analyzing data, reporting techniques, collection tools, data analysis, utilization of resource and risk management, and clinical pertinence standards.

Units: 2 (2 hours lecture)

HIT 270 – Management and Supervision

Introduces management of a health information department and the functions of departmental personnel. Introduces students to skills and techniques required for managing health information resources and staff,

including assessment of resources, problem-solving techniques, data security, planning and organizing concepts, effective communication, staff motivation and leadership abilities, health, safety, and fair employment acts and laws.

Units: 3 (3 hours lecture)

HIT 272 – Application and Virtual Simulation Lab II

This lab is designed to help students apply classroom knowledge in a practical setting that will allow them to practice professionalism, use skills required to function in HIM department and act independently to complete assigned projects in areas of reporting requirements, health statistical methodologies for various data collection and analysis, application of quality assessment and benchmarking techniques. Students will also prepare for certification exam using online computer testing software.

Units: 1

HIT 275 – Professional Practice Experience II

Orients students to various health information management and medical record departments. Requires students to rotate 96 hours through specialty areas in basic technical functions, policies and procedures of discharge analysis. Requires hands-on abstracting skills, medico-legal, and correspondence procedures. Provides quality improvement activities related to the institution and examines relationships between the supervisory/management team members. Includes alternate healthcare delivery facilities such as skilled nursing, ambulatory care, and outpatient surgery centers.

Prerequisite: Taken during the last semester of professional courses.

Units: 1 (96 hours practicum)

RADIOLOGIC TECHNOLOGY PROGRAM

Program Director: Eugene Hasson, M.S., R.T. (R)

Clinical Coordinator: Carmen Saunders, MBA, MAOM, R.T.(R)

Instructor: Victoria Cutler, MPH, CPT-1, CMA

Instructor: Enrico Rodrigo, PhD

Instructor: Louis Armstead, III, B.S., R.T. (R)

Location: W.M. Keck Building

Telephone: (323) 563-5835

Radiation Safety Officer: Edward Assanah

Medical Advisor: Janis Owens, M.D.

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

The primary duties of a radiologic technologist include operating imaging equipment and performing technical procedures to produce X-ray studies for the diagnosis and treatment of injury and disease. Other duties include positioning the patients, determining safe technical factors, maintaining patient records, image processing, assisting the radiologist in the performance of 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 public. Graduates are eligible to practice as radiologic technologists after successful completion of certifying examinations (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. *Didactic and clinical professional courses are designed in a manner consistent with the standards outlined by the American Society of Radiologic Technologists (ASRT).*

Students are required to wear a regulation uniform during clinical assignments. Students must provide their own transportation to all facilities and must be willing to travel 60 miles each way to the various clinical sites. Clinical site locations currently extend from Los Angeles County to San Bernardino County. Any student who misses 10% or more of the clinical portion of the program, in a given semester, is subject to dismissal pending faculty review.

All students are required to pass a physical exam before entering the program. If at any time before or after acceptance into the program, the student’s conduct or physical or emotional health is such that there is potential threat to the well being of patients, the applicant will be denied admission to, or be withdrawn from, the program. In addition to the policies and standards of Charles R. Drew University of Medicine and Science, College of Science and Health, the Radiologic Technology program has policies and requirements based on the professional standards and guidelines of their individual regulating state and national accrediting boards. These additional policies and requirements are listed in the policy and procedure manual handbook and are reviewed each semester with students during all professional courses. All program policies, including the pregnancy and radiation safety and protection policy, are in the Radiologic Technology Program Policies and Procedures Manual and

Radiologic Technology Program Handbook.

Program Student Learning Outcomes

The program learning objectives are constructed in a manner so that the didactic and clinical components are bridged together. Students are then expected to be able to synthesize the materials learned in the classroom and apply them accordingly in the clinical setting.

Program Goals

Goal 1: Students will be clinically competent.

Student Learning Outcomes:

- Students will pass the ARRT on the first attempt
- Students will apply accurate positioning skills
- Student will select appropriate technical factors

Goal 2: Students will be able to demonstrate communication skills.

Student Learning Outcomes:

- Students will demonstrate written communication skills
- Students will demonstrate oral communication skills
- Students will properly communicate with patients

Goal 3: Students will develop critical thinking skills.

Student Learning Outcomes:

- Students will evaluate radiographs for diagnostic quality
- Students will adjust procedures and techniques for various circumstances
- Students will demonstrate an understanding of the basic functions of radiographic equipment.

Goal 4: Students will develop and demonstrate professionalism.

Student Learning Outcomes:

- Students will practice radiation protection
- Students will provide competent patient care
- Students will produce high quality radiographs

Accreditation

The Radiologic Technology program is accredited by:

*The Joint Review Committee on Education in
Radiologic Technology (JRCERT)
20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
Tel: (312) 704-5300 Fax: (312) 704-5304
Website: www.jrcert.org*

Approval

The Radiologic Technology program is approved by:

*The State of California
Department of Public Health*

Radiologic Health Branch

MS 7610

1500 Capital Avenue, 5th Floor, Bldg 172

Sacramento, CA 95814-5006

Tel: (916) 327-5106

Website: <http://cdph.ca.gov/rhb>

Program Specific Requirements

- Minimum 2.0 GPA
- Supplemental Application and \$35 application fee.
- Program Fee \$300
- Annual Clinical Fee \$1,000
- Three Letters of Recommendation.
- Personal statement essay.
- Ability to lift 25 pounds without assistance
- Copy of immunization record showing vaccination against measles, mumps, rubella (MMR) and varicella or Titters, and Tetanus
- Hepatitis B vaccination
- Proof of a negative tuberculosis skin test or Chest X-ray if skin test is positive
- Proof of health-care insurance
- Pass a physical examination conducted by a licensed healthcare provider (applicants are responsible for covering any expenses for a physical examination)
- Visual and/or hearing impairments must be correctable with appropriate devices
- Completion of the following college-level courses from a regionally accredited college or university with a minimum grade of "C"
- Completion of Live Scan (Convictions may not disqualify applicant)

It is the responsibility of the applicant to verify receipt of all transcripts and completion of application file. Applications are reviewed in the order they are received.

Program Prerequisites (16 Units)

Anatomy and Physiology	4
Elementary Algebra	3
English Composition	3
Medical Terminology	3
Intro to Computers	3

And

Completion of ARRT Ethics Review Pre-Application (For eligibility, this is an early ethics review of violation(s) that must be reported.)

General Information

All radiologic technology courses must be completed with a minimum grade of "C" before the student can enroll in

the next semester course. Eighty-five (85) units are required to complete the Associate of Science Degree and 2000 hours of clinical practice. American Registry of Radiologic Technologist Rules of Ethics (ARRT)

They are mandatory standards of minimally acceptable professional conduct for all present Registered Technologist and Candidates. The Standard of Ethics can be viewed at www.rrt.org.

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*	3
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*	3
RAD 230	Clinical Practicum V*	3
RAD 240	Clinical Practicum VI*	3

General Education Courses (35 Units)

ENG 111	English Composition* ** (*A)	3
COM 111	Public Speaking* (*A)	3
BIO 120	Introduction to Anatomy & Physiology* ** (*B)	4,4
MTH 121	Elementary Algebra or higher** (*B)	3
CPU 125	Introduction to Computers* (*B)	3
ART 131	ART or Humanities* (*C)	3
or		
HUM 231		
HIS 141	U.S. History* (*D)	3
POL 141	Political or Social Science* (*D)	3
MAP 215	Laboratory Skills for Science and Health* (UE)	3
COM 233	Medical Spanish I* (*E)	2
PHE 250	Community Health Issues* (*E)	1
PHE 255	Sophomore Seminar & Community Service* (*E)	1
COM 113	Medical Terminology*	3

* Prerequisite required
** Program prerequisite
(UE) Unrestricted Elective
* Required for program completion
** Program prerequisite

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

** For a complete listing of General Education requirements, pick up a requirement sheet in the Counseling Center or see "Graduation Requirements" in the Catalog.*

ADDITIONAL INFORMATION

Counseling

The Radiologic Technology Counselors can assist students in planning course schedules, evaluating previous-completed general education courses, etc. Make an appointment through the Program Office, (323) 563-5835.

Transfer and Returning Students

Please see University Policies section of this Catalog for admission requirements and procedures.

Professional Behavior and Personal Conduct

Please see the Program Policy and Procedures Manual. If, at any time, the student's conduct, or physical or emotional health is such that she/he is a potential threat to the well-being of patients, the student will be dismissed. Information for Individuals Convicted of a Crime. 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.

COURSE DESCRIPTIONS

RAD 102 – Introduction to Radiologic Technology

Provides an introduction to the profession of radiologic technology. Discusses introduction to the clinical setting, radiologic services administration, basic radiation protection, patient interactions, and infection control. Discusses an overview of radiography, its role in the healthcare delivery system, and the history and future of the profession.

Units: 2

RAD 103 - Radiographic Positioning I w/lab

Designed to provide the student with the necessary concepts and practical experiences in basic standardized radiographic positioning of the upper limb, lower limb, and chest. This course also discusses radiographic terminology and considerations related to the production of quality radiographs.

Units: 3

RAD 104 - Radiographic Positioning II w/lab

Designed to provide the student with the necessary

concepts and practical experience in basic standardized radiographic positioning of the, pelvic girdle, bony thorax, and abdomen. This course also discusses radiographic terminology and considerations related to the production of quality radiographs.

Prerequisite(s): successful completion of all professional courses in the first semester

Units: 3

RAD 105 - Methods of Patient Care

Designed to acquaint the student with the necessary concepts of patient care. It includes the consideration of physical and psychological conditions. It describes routine and emergency patient care procedures. It also identifies the role of the radiologic technologist in patient education. This course also discusses aspects of death and dying. It discusses contrast media pharmacology and its practical use and includes certification in basic CPR.

Units: 2

RAD 106 - Radiographic Positioning III w/lab

Provides the necessary concepts and practical experience in basic standardized radiographic positioning of the skull, sinuses, petromastoid, and temporomandibular articulations. Discusses considerations related to the production of quality radiographs. This course also discusses radiographic terminology and considerations related to the production of quality radiographs.

Prerequisite(s): All RAD courses in the first year fall and spring semester

Units: 3

RAD 107 - Introduction to Radiography Physics

Introduces basic health physics and computational techniques required for further education in the radiologic technology. Topics include atomic physics, quantum mechanics, radioactivity, electromagnetism, X-ray production, X-ray interactions with matter, and a comparative survey of medical imaging techniques.

Units: 3

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, filtration, film, intensifying screens, and technique charts. Laboratory assignments are included.

Prerequisite(s): All RAD courses in the first fall semester

Units: 2

RAD 113- Principles of Radiation Exposure II

Continuation of RAD 112. This course continues to provide knowledge and understanding of X-ray exposure technique as correlated with practical application. This course also provides knowledge of factors that govern and influence the production and recording of radiographic images. It provides further knowledge of PACS and digital radiography, and fluoroscopy. It also demonstrates clinical applications of theoretical principles and concepts via laboratory assignments and discussion.

Prerequisite(s): All RAD courses in the first year fall and spring semesters

Units: 2

RAD 120 - Clinical Practicum I

Designed to introduce the student to the clinical setting and exposure to departmental organization; patient flow, analog 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.

Units: 2

RAD 130 - Clinical Practicum II

Designed to further develop student clinical skills under direct and indirect supervision.

This course further develops practical skills in patient care.

The student continues to accumulate hours and examinations required by the State of California Department of Health Services.

Prerequisites: All RAD courses in the first year fall semester

Units: 3

RAD 140 - Clinical Practicum III

Second year clinical course designed to continue developing skills in performing examinations under direct and indirect supervision. The student continues to develop positioning skills and making exposures using sound radiation protection decisions. Students must begin to demonstrate developing competency in radiographic procedures of patients with emergent and non-emergent conditions. The student continues to accumulate hours and examinations required by the State of California Department of Health Services.

Prerequisites: All RAD courses in the first year fall and spring semesters

Units: 3

RAD 209 - Radiographic Positioning IV w/lab

Provides study and laboratory demonstration in various anatomic positions necessary to demonstrate specific

anatomical parts for diagnostic evaluation with an emphasis on the vertebral column. Discuss medical terminology and considerations related to the production of quality radiographs.

Prerequisite(s): All RAD courses in the first year
Units: 3

RAD 215 – Advanced Radiographic Procedures

Designed to introduce and develop skills necessary to perform special procedures. This course will also develop skills necessary to perform procedures on patients with unusual conditions or pathologies. This course covers the contrast studies of the abdomen, liver, spleen, biliary tract, alimentary canal, and urinary system. It discusses fluoroscopy radiation protection. It also provides study and laboratory demonstration of various positions necessary to demonstrate specific anatomical parts for diagnostic evaluation. This course also discusses radiographic terminology and considerations related to the production of quality radiographs.

Prerequisite(s): All RAD courses in the first year and second year fall semester
Units: 3

RAD 216 – Principles of Radiation Exposure III

Designed to further develop theoretical knowledge of studies in X-ray production, emission, and interaction with matter and a recording medium. Introduces advanced fundamentals of radiation and radiation physics as it applies to humans and image receptors. It also provides study in radiation protection, radiation monitoring, and dosimetry. It also introduces the fundamentals of physics in mammography, fluoroscopy, and special procedures.

Prerequisite(s): All RAD courses in the first year
Units: 2

RAD 217 – Sophomore Seminar II & Certification Preparation

Designed for the student to review those subjects necessary for the successful completion of the American Registry of Radiologic Technologists (ARRT) certification examination, fluoroscopy, and/or the California Certified Radiologic Technologist (CRT) certification exams in radiography. Consists of lectures by guest and faculty. This course also permits the student to use simulated testing software to identify and eliminate their own personal areas of academic weakness before taking the certification examinations.

Prerequisite(s): All RAD courses in the first year and second year fall and spring semesters
Units: 5

RAD 220 - Clinical Practicum IV

Designed to continue develop advanced skills in performing examinations under direct and indirect supervision. The student continues to develop positioning skills and making exposures using sound radiation protection decisions. Students must demonstrate

developing competency in radiographic procedures of patients with emergent and non-emergent conditions.

Prerequisite(s): All RAD courses in the first year
Units: 3

RAD 230 - Clinical Practicum V

Designed to continue to develop advanced skills in performing examinations under indirect supervision. The student begins to master positioning skills and making exposures using sound radiation protection decisions. Students must begin to demonstrate mastery competency in radiographic procedures of patients with emergent and non-emergent conditions. This course enhances skills in procedures learned in prior clinical courses. It provides comprehensive experiences in closely related special imaging and therapeutic modalities to broaden knowledge of the profession.

Prerequisite(s): All RAD courses in the first year and second year fall semester
Units: 3

RAD 240 - Clinical Practicum VI

Designed to assess student mastery of all components of performing examinations on emergent and non-emergent patients using portable and stationary equipment. A final evaluation determines student competency before completing the program. The student continues to refine skills for entry-level employment.

Prerequisite(s): All RAD courses in the first year and second year fall and spring semesters
Units: 3

NOTE: This curriculum schedule was a correct representation of the program at the time of its preparation. The Radiologic Technology program has the right to modify its content at anytime with the approval of the Education & Academic Policy Committee and the Dean of The College of Science and Health. It is the University's responsibility to provide a curriculum, which fulfills all intra and extra institutional requirements. All potential graduates must pass program completion requirements prior to ARRT testing. A total of 50 hours of community service must be fulfilled for program completion. 2000 hours of clinical practice are required for program completion. Drew remains in compliance with all Laws and Regulations of The State of California Department of Public Health Radiologic Health Branch.

**BACHELOR OF SCIENCE
PROGRAMS**

**DEPARTMENT OF HEALTH AND LIFE
SCIENCES
Bachelor of Science, Life Sciences**

Chair: Suzanne Porszasz-Reisz, Ph.D., M.S.C.R

Location: W.M. Keck Building

Telephone: (323) 563-4834

Website: <http://www.cdrewu.edu/admissions/undergraduate/LifeSciencesPreMed>; Or http://www.cdrewu.edu/cosh/programs/undergraduate/Life_Sciences

The Bachelor of Science (BS) degree in Life Sciences has been created for students who have a high interest in pursuing careers in the health professions, such as dentistry, medicine, nursing, pharmacy, and physician assistant. The focus of the program is to prepare students for entry into graduate health professions schools through providing the requisite courses, graduate school admission examination preparation, and extracurricular activities to better prepare candidates for matriculation.

Life Sciences is the application of scientific knowledge to the practice of medicine and health care. It involves the multidisciplinary study of health and diseases, and particularly the biological and molecular sciences that constitute the foundation of modern medicine.

The Mission

The mission of the Department of Health and Life Sciences is to foster an environment conducive to the achievement of excellence in teaching and advising, research and scholarly activity, and service and outreach by its faculty, staff, and students. This will be accomplished by discovery, dissemination, and application of knowledge in the Life Sciences, and by educating and training undergraduate, graduate, professional, and post-graduate students.

Program Objectives

Students are immersed in a comprehensive program rarely offered at the undergraduate level in other colleges and universities, including:

- Increase the fundamental understanding of the natural sciences through the traditional pre-health professions courses: biology, chemistry, mathematics, and physics.
- Develop solid knowledge and practical laboratory skills in the sciences through courses in biochemistry, cell and molecular biology, immunology, anatomy and physiology, pharmacology and genetics, as required by the respective profession.
- Acquire an excellent liberal arts education through core University courses such as history, anthropology, logic and English.
- Gain experience in independent research projects supported by faculty members who are experts in their field.

Program Highlights

Small Class Size and Individualized Attention- Each year

a new class of up to 20 students are accepted into the program.

Mentored Research Experience — Students work on independent research projects with faculty skilled in mentoring young scientists. Faculty and students in the Department of Health and Life Sciences use state-of-the-art techniques in microscopy, computer imaging, electrophysiology, biochemistry, and molecular biology to investigate important problems in biomedicine.

Development of Strong Ethical and Leadership Qualities — In accordance with the University's mission, the Life Sciences program fosters and develops strong ethical values in students through leadership training and service to the community.

Preparation for Graduate and Professional School — The Life Sciences degree is designed to prepare students for post-baccalaureate programs in the various health professions.

Individualized Attention — Students will have the opportunity to work closely with professors and researchers in a small class environment. Students will also have ample opportunities to:

- Interact with academic counselors and departmental staff,
- Advance communication skills through special workshops,
- Receive personalized academic advisory, career exploration assistance, and graduate school interview preparation with Career Counselors.

Application

The Department of Health and Life Sciences accepts applications only once a year. See University Policy section in this Catalog for Application Deadlines.

Program Admissions Requirements

The Department of Health and Life Sciences accepts applications from freshman-level and transfer students. Students seeking a second baccalaureate degree will be considered on a case-by-case basis (see institutional guidelines regarding credit earned at other institutions, and also description of transfer contained in this catalog).

For the purpose of admission, applicants considered for freshman-level are students:

- still in high school, or
- have graduated from high school but have not earned more than 30 credits from any accredited college or university.

If students are attending a college summer session immediately after graduating from high school or have

completed college work while in high school, the University still considers them as freshman applicants.

Matriculation Requirements:

- Completion of the Application for Undergraduate Studies.
- Minimum grade point average (GPA) of 3.0 (on a 4.0 scale)
- Grade of B (or better) in at least three of the following secondary school courses: Biology, Chemistry, Physics, and Algebra
- Completion of Biology, Math, and English placement exams
- Passing score on Chemistry placement exam or completion of CHM 100 (or equivalent) with grade of "C" or better

Life Sciences Program Curriculum

Requirements for the Major (137 units)

Of the 137 units required for the Bachelor of Science degree in Life Sciences, the major requires 95 and additional general education and other University requirements total 42.

Successful completion of the major requires a minimum C (2.0) overall grade point average in all courses required for the major. At least 15 units of upper division course work that fulfills major requirements must be taken in residence (not to include courses graded CR/NC).

Lower Division Required Courses (50-58 units)

HLS 130ABL	General Biology w/Lab (*B)	5,5
HLS 140ABL	General Chemistry w/Lab (*B)	5,5
HLS 200	Leadership Seminar I (*F)	1
HLS 210ABL	Organic Chemistry w/Lab	4,4
MTH 130	Pre-Calculus (*B)	3
MTH 230	Calculus I	3
MTH 231	Calculus II	3
PHY 250L	General Physics I w/Lab	4
PHY 251L	General Physics II w/Lab	4
PSY 141	General Psychology (*D)	3
PHE 250	Community Health Issues (*E)	1

Upper Division Required Courses (38 units)

HLS 300L	Biological Chemistry w/Lab	4
HLS 302L	Cell Biology w/Lab	3
HLS 310ABL	Anatomy and Physiology w/Lab (*B)	4,4
HLS 320L	General Microbiology	4
HLS 400	Leadership Seminar II (*F)	1
HLS 401	Pharmacology	3
HLS 402L	Molecular Biology w/Lab	3
HLS 405L	Immunology w/Lab	3
HLS 410	Human Genetics	3

HLS 450	Ethical Issues in Research (*F)	1
HLS 490	Senior Seminar	1
PHE 450	Senior Health Seminar and Capstone (*E)	1
PHE 451	Research Methods/Stats	3

Other General Education Requirements (33 units)

ATH 142	Cultural Anthropology (*D)	3
ART 131	Health and Creative Arts (*C)	3
COM 111	Public Speaking (*A)	3
COM 233	Medical Spanish I (*E)	2
COM 234	Medical Spanish II (*E)	1
CPU 125	Intro to Computers (*B)	3
ENG 111	English Composition (*A)	3
HIS 141	US History (*D)	3
HUM 231	Intro to Humanities I (*C)	3
HUM 232	Intro to Humanities II (*C)	3
LOG 100	Principles of Logic (*A)	3
POL 141	US Government (*D)	3

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

Life Sciences Electives

A minimum of 9 units in Elective Courses must be taken for graduation. The purpose of these elective courses is:

- To build-up a background in one area of Life Sciences.
- To broaden the student's knowledge of Life disciplines and greatly enhance the academic preparation of individuals seeking future entry into human or veterinary medical, dental, or pharmacologic professional degree programs.
- To facilitate career advancement of individuals employed in the areas of life sciences research and general science education.

A list of available Life Sciences Electives can be obtained from the department during the registration period for each semester.

With departmental approval, students may register for elective classes at other institutions.

Students may enroll in HLS 299 or HLS 499 in any semester or during the summer. A maximum of 4 units of HLS 299 or HLS 499 may be counted as an elective course for graduation.

Research Requirement

By the time of graduation, students will be required to

provide evidence of satisfactory research experience. To fulfill this requirement:

- Students must complete a research proposal (as required in HLS 200).
- Students must successfully implement and complete a research project under the guidance of a faculty mentor over a minimum of 12 weeks or 480 hours equivalent (approximately 15 hours per week during the entire academic year).
- Students must present their research data in a poster session, give an oral presentation at a research symposium, and complete a written report (in lieu of a published manuscript)
- It is recommended that the students complete the research requirement during the summer between the second and third year.

Community Services 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, as part of the general education requirement, to participate in the graduation ceremony.

To fulfill this graduation requirement, the selection of community service projects must receive departmental approval. Students are encouraged to discuss their options with their advisor, no later than the first semester in their sophomore year.

COURSE DESCRIPTIONS

HLS 130ABL – General Biology with Lab

Introduction to the ecology, evolution, and diversity of life, covering all major groups of organisms from a phylogenetic perspective.

Prerequisite(s): High school biology and chemistry, each with a grade of “B” or better. To continue to the second semester of the course (e.g. HLS 130BL), a passing grade of “C” or better in HLS 130AL.

Units: 10

HLS 140ABL – General Chemistry with Lab

Introduction to the fundamental concepts of chemistry, atomic theory, electron configuration, periodicity, bonding, molecular structure, reaction stoichiometry, gas laws, acids and bases, thermodynamics, kinetics, organic molecules, and changes in state in preparation for advanced classes in Life Sciences.

Prerequisite(s): High School Chemistry with a grade of “B” or better, or CHM 100.

Units: 10

HLS 200 – Leadership Seminar I

This interactive course will explore, both through readings and various activities, the meaning of leadership in today’s scientific enterprise at the service of society.

Prerequisite(s): Sophomore standing.

Units: 1

HLS 210ABL – Organic Chemistry with Lab

Intermediate chemistry course dealing with structural and synthetic concepts of organic chemistry, atomic theory, electron configuration, bonding, molecular structure, stereochemistry, molecular identification by IR, Mass, & NMR spectroscopy, reaction stoichiometry, purification, and reaction pathways.

Prerequisite: HLS 140ABL or equivalent.

Units: 8

HLS 250L – Brain and Behavior

Introduction to neuroscience and multi-level frames of reference that put the brain in context. Cells and molecules, nervous system organization, interactions with other body systems, higher brain functions, health and disease.

Prerequisite(s): HLS 130ABL and PSY 141.

Units: 3

HLS 299 – Independent Study

Provides students an opportunity to apply knowledge and skills obtained in prior courses and to learn skills not specifically presented in the curriculum by working with a mentor.

Prerequisite(s): Approval of Department Chair.

Units: 1-4

HLS 300L – Biological Chemistry with Lab

Advanced molecular and biochemical course in biological chemistry, cellular metabolism, enzyme protein complexes, peptide bonds, carbohydrates, glycolysis and citrate cycle, respiration, photosynthesis, ATP energy, degradation and biosynthesis of lipids and amino acids, enzyme kinetics, nucleic acid base-pairing, DNA replication, mRNA transcription, and regulatory pathways.

Prerequisite(s): HLS210BL

Units: 3

HLS 302L – Cell Biology with Lab

This course is intended to help the student to develop an understanding of the cell as the basic biological unit. Emphasis is placed on ultrastructure, organization and function of cellular organelles, and the regulation of selected cell activities. Many other topics in cell biology will be addressed in subsequent courses.

Prerequisite(s): HLS 130ABL and HLS 210ABL

Units: 3

HLS 310ABL –Anatomy and Physiology with Lab

Introduction to anatomy and physiology for biomedical science students. Includes overview of all body systems,

structure and function of cells, tissues, and organs. Detailed survey of the integumentary, musculoskeletal, digestive, urinary nervous, endocrine, reproductive, circulatory, and respiratory systems.

Prerequisite(s): HLS130BL and HLS140BL.

Units: 8

HLS 320L – General Microbiology with Lab

Microbiology provides an overview of the diversity, genetics, physiology, and ecology of micro-organisms, focusing on what sets them apart from the plants and animals studied in most of the biology courses. It will provide the necessary background for upper-level courses such as bacterial genetics or immunology, and issues related to public health.

Prerequisite(s): HLS130BL and HLS140BL

Units: 4

HLS 400 – Leadership Seminar II

Leadership Seminar II will focus on implementation of skills discovered in Leadership Seminar I.

Prerequisite(s): HLS200

Units: 1

HLS 401 – Pharmacology

An introduction to the structure, mechanisms, pharmacokinetics, pharmacodynamics, therapeutic uses and adverse reactions of prototypic agents from the major categories of drugs.

Prerequisite(s): HLS302L

Units: 3

HLS 402L – Molecular Biology with Lab

A course designed to introduce the scientific theory of molecular biology and gene manipulation combined with experimental laboratory practice.

Prerequisite(s): HLS300L and HLS302L.

Units: 3

HLS 405L – Immunology with Lab

Immunology is a course designed to introduce the student to the Immune response, cellular and humoral, induction of immunity, detection of antibodies, principal serologic methods evaluation of immune response. It will address three sections: fundamental immunology, serology, and clinical immunology.

Prerequisite(s): HLS320L or equivalent and HLS302L.

Units: 3

HLS 410 – Human Genetics

Principles and methods of genetics as they relate to humans as individuals and in populations. This course covers the topics of human disease genes, cytogenetics, medical genetics, cancer genetics, and population genetics. In each section, principles are presented by way of illustration of particular human genetic diseases or conditions.

Prerequisite(s): HLS302L and HLS402L (or

concurrent registration)

Units: 3

HLS 435 – Neurobiology: Human Neuroanatomy

Neurobiology: Human Neuroanatomy is a course designed to introduce the student to the gross and microscopic structure of the human nervous system, its organizational aspects, classical lesions and deficits.

Prerequisite(s): HLS310BL or equivalent.

Units: 3

HLS 450 – Ethical Issues in Research

Exploration of ethical issues that arise while conducting biomedical research. Examination of ethical issues such as establishing guidelines for ethical research methods, understanding legal requirements for conducting biomedical research, considering subjects' cultural and/or religious backgrounds, and citing others' work. Includes guided practice in moral reasoning as it relates to research.

Prerequisite(s): Sophomore standing.

Units: 1

HLS 490 – Senior Seminar

Senior undergraduate students have the opportunity to expose to the important aspects of professional scientific practice before graduation and entry into the workforce. Some of the objectives are: 1) applying the scientific process, including designing experiments and testing of hypotheses; 2) using mathematics and statistics to evaluate scientific evidence; and 3) reading, understanding, and critically reviewing scientific papers and presentations.

Prerequisite(s): Senior standing; Approval of Department Chair.

Units: 1

HLS 499 – Research Project

Provides students an opportunity to apply knowledge and skills obtained in prior courses and to learn skills not specifically presented in the curriculum by working with a mentor on a particular research project of the student's choice.

Prerequisite(s): Junior standing; Approval of Department Chair.

Units: 1-4

**Post-Baccalaureate Certificate in
Pre-Medicine**

Chair: Suzanne Porszasz-Reisz, Ph.D., M.S.C.R.

Location: W.M. Keck Building

Telephone: (323) 563-4834

Website: <http://www.cdrewu.edu/cosh/programs/graduate>

Charles R. Drew University of Medicine and Science is one of the 55 institutions in the country offering a Post-baccalaureate Pre-medical program (see <http://services.aamc.org/postbac/>). The certificate program

is designed for "career changers" or "career enhancers." Career changers are individuals who have already earned an undergraduate degree, but lack the requisite science background to pursue matriculation to medical or other graduate health professions schools. Career enhancers are individuals who have the requisite science background, but need to improve the status of their candidacy through improved admissions exam scores, completion of upper division sciences, and enhancing the application packet. Our program gives college graduates and professionals the opportunity to take courses required for admission to medical, nursing, osteopathic, pharmacy, and dental schools.

The post-baccalaureate program at The Charles R. Drew University is integrated with the undergraduate curriculum in the University's Department of Health and Life Sciences. Our students enjoy the same intellectual energy, faculty attention and laboratory facilities as full-time undergraduates.

Program Objectives

The Charles R. Drew University recognizes that the United States is facing a severe physician shortage: the Health Policy Institute predicts that the deficit in physicians will reach 200,000 by 2020, and recommends that U.S. medical schools produce an extra 10,000 physicians per year over the next 15 years to meet the demand. Moreover it is the distribution of physicians relative to the nation's underserved populations that is of most concern (Congressional Hearings, May 2006). Therefore, the Post-baccalaureate Certificate Program aims to help address the problem of physician demand as well as distribution by increasing the number of those qualified to join the health professions.

The Post-Baccalaureate Certificate Program aims to provide individuals seeking to pursue a career in medicine and other health professions the opportunity to demonstrate academic excellence while mastering all elements of the premedical curriculum.

The program likewise aims to develop critical thinking and test-taking skills within a rigorous academic setting. Finally, our program seeks to optimize each student's likelihood of success through individualized programs of instruction combined with small class sizes and one-on-one attention. This Certificate Program will assist health professions candidates to

- Quickly comprehend, assimilate and utilize scientific information comprising medical school curricula.
- Prepare and score well on the Medical College Admissions Test (MCAT) and other health professions aptitude tests.

- Apply to medical school and other health professions schools with confidence, well-written essays, strong letters of recommendation and proven interviewing skills.
- Perform and compete well from day one upon entering the professional school of their choice.

In accordance with the University's mission, the Post-Baccalaureate Certificate Program challenges its students to become leaders in their field and in society. Strong ethical values are fostered and developed.

Program Highlights

Small Class Size- Each year a new class of up to 40 students are accepted into the program.

Individualized Attention- Students will have the opportunity to work closely with professors in a small class environment. Students will also have ample opportunities to:

- Interact with academic counselors and departmental staff
- Advance communication and test-taking skills through special workshops
- Receive personalized academic advisory, career exploration assistance, and medical school interview preparation with Career Counselors

Application

The Department of Health and Life Sciences accepts applications only once a year. See University Policy section in this Catalog for Application Deadlines.

Program Admission Requirements

The Department of Health and Life Sciences conducts a comprehensive review of all applications for certificate admission, involving an academic review and evaluation of personal achievements and life challenges.

Matriculation Requirements

- A Bachelor degree
- Official transcripts from all colleges attended and minimum overall grade point average (GPA) of 3.0.
- College of Science and Health admissions application and \$35 application fee.
- Three letters of recommendation, one of which must be from an academic source.
- Completion of Biology and Math placement exams

- Passing score on Chemistry placement exam or completion of CHM 100 (or equivalent) with grade of “C” or better.

Certificate in Pre-Medicine Curriculum

The core curriculum represents a logical sequence of science courses necessary for application to medical and other schools of advanced health studies. Nevertheless, the certificate program is flexible and tailored to suit each student's specific goals and background.

Individuals taking all of the basic science courses will usually spend two academic years (four semesters) completing the program. For those taking fewer courses, less time may be required.

Post-baccalaureate candidates may elect to take only the courses they require to achieve their goal; however, a Certificate of Completion will be awarded only to those students completing a minimum of 24 credits and achieving a cumulative G.P.A. of 3.2 or above.

Life Science Courses

HLS 130ABL	General Biology w/Lab	5,5
HLS 140ABL	General Chemistry w/Lab	5,5
HLS 210ABL	Organic Chemistry w/Lab	4,4
MTH 230	Calculus I	3
MTH 231	Calculus II	3
or UPH 502	Principles of Biostatistics	3
PHY 250L	General Physics I w/Lab	4
PHY 251L	General Physics II w/Lab	4

Upper Division Courses

HLS 300L	Biological Chemistry w/Lab	4
HLS 302L	Cell Biology w/Lab	3
HLS 310ABL	Anatomy and Physiology w/Lab	4,4
HLS 320L	General Microbiology w/Lab	4
HLS 401 or	Pharmacology	3
HLS 402	Molecular Biology w/Lab	3
HLS 405L	Immunology w/Lab	3
HLS 410	Human Genetics	3
HLS 450	Ethical Issues in Research	1

MCAT Preparation

Participation in the Charles R. Drew University MCAT Review Course is required. In addition, test-taking seminars are scheduled throughout the year and are designed to reduce test-taking stress as well as to raise scores.

Community Service

President John F. Kennedy once appealed to Americans: "Ask not what your country can do for you, ask what you can do for your country." Inherent in that theme is the idea that we shall all serve each other as fellow citizens; our communities cannot grow without our most sincere efforts to reciprocate. It is in this spirit that the community service requirement was launched. 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. The minimum graduation service requirement for the Post-Baccalaureate Certificate is 25 hours.

Course Descriptions

Please see the Life Sciences Bachelor degree pages.

GRADUATE PROGRAMS

Master of Public Health,

Urban Public Health

Program Director: Sondos Islam, PhD, MPH, MS

Location: W.M. Keck Building, Room 224

Telephone: (323) 563-5890

Website:

<http://www.cdrewu.edu/cosh/programs/graduate/urban-public-health>

Accreditation Status

As a new program, the Master of Public Health (MPH) in Urban Public Health at Charles R. Drew University of Medicine and Science (CDU) is currently in self-study mode as part of its application process for accreditation by the Council on Education in Public Health (CEPH).

Program Overview

Approximately half of the world's population lives in densely populated urban settings - and in the U.S., many of those living in urban settings come from underserved minority groups. For many of the underrepresented minorities living in these spaces, the urban setting presents a unique context of particular social and environmental factors informing health disparities. An urban public health program focuses on how health disparities originate and propagate within these settings.

Mission of the Urban Public Health Program

The mission of the Urban Public Health Program at Charles R. Drew University of Medicine and Science, College of Sciences and Health (COSH), is

“To improve the health of urban populations through graduate education of future public health practitioners, urban-relevant scholarship, and community service specifically targeting the determinants of health disparities in underserved

communities.”

The goals of the Urban Public Health program are:

1. To provide an exemplary education to public health graduate students from underserved and racially/ethnically diverse communities for careers in underserved urban health settings.
2. To promote the participation of MPH students and MPH faculty in health disparities research in urban community health issues.
3. To promote the participation of MPH students and MPH faculty in community health services that address health disparities in urban underserved populations, and to support the development of a well-trained and professional public health workforce.

Values of the Urban Public Health Program:

1. Social justice, cultural diversity, and the elimination of health disparities
2. Respect for all individuals and the communities in which they live.
3. Evidence-based practice: we value enhancing the curriculum through an active partnership between students, faculty, and the community in identifying authentic public health issues where students are involved in assessing and solving problems for the promotion of public health practice.
4. Excellence: we strive for the highest standard of performance by continually monitoring, evaluating and reviewing the program’s goals, objectives, and student learning outcomes.

Career Opportunities

Public health professionals have numerous career options within local, state, federal, and non-governmental health agencies; academic institutions; research organizations; health services organizations, and community advocacy organizations. Students who choose to pursue graduate education and training in urban public health at CDU will be prepared to address a wide range of urban health problems prevalent among the various ethnic groups, such as violence, substance abuse, mental illness, obesity, HIV/AIDS, and cardiovascular diseases, among others.

Program Objectives

1. Identify community health problems and ethnic/racial health disparities using epidemiological, biostatistical and community monitoring methods.
2. Appraise the literature to identify the risk/protective

factors influencing the health status of ethnically diverse populations.

3. Apply basic theories, concepts and models from a range of social, scientific and behavioral disciplines that are used in public health research and practice.
4. Identify and appraise public health programs, policy and advocacy processes for improving the health status of underserved urban populations.
5. Plan, develop and evaluate public health programs/interventions & policies responsive to the diverse cultural values and traditions of communities being served.
6. Apply principles of leadership and management that include the mobilization of community partnerships, to administer public health programs and solve health problems.
7. Inform and educate communities about the availability of and access to needed health services.
8. Demonstrate effective written and communication skills for public health practice that inform, educate and empower targeted audiences.

Curriculum

Currently, the MPH program is a cohort -based sequenced curriculum of 42 competency-based semester units that only accepts fulltime students for fall semester matriculation only.

The 42 hour curriculum is structured as follows:

Core MPH Courses

1. MPH 511 Principles of Epidemiology
2. MPH 512 Principles of Biostatistics
3. MPH 521 Environmental Determinants of Health
4. MPH 522 Social and Behavioral Theories in Public Health
5. MPH 523 Health Management and Systems

Urban Health Courses

6. MPH 501 Urban Public Health Overview
7. MPH 502 Racial and Ethnic Disparities in Health
8. MPH 513 Program Planning and Evaluation
9. MPH 524 Community Organization in Urban Settings
10. MPH 580 Systemic Review of Urban PH Studies

Strategies for PH Improvement Courses

11. MPH 520 Public Health Biology
12. MPH 525 Health Policy and Leadership
13. MPH 530 Public Health Seminar

Competency-Based Courses

14. MPH 590 Public Health Practicum (300 hours)
15. MPH 595 Culminating Experience (CE)

Time to Degree

The MPH program is a 5 semester, 42 units, cohort full-time program delivered exclusively in the evening (6-9pm), convenient for working adult students. Students receive an MPH degree upon satisfactory (80% score or better) completion of a minimum of 42 semester-credit hour program as described above (or the latest amendment available from the Program Director and posted on the Program Bulletin Board). Students are admitted to the program in the fall semester under a full-time cohort model.

Requirements for Admission

Admission is a competitive process in which each student's entire application is individually reviewed. In selecting students, the program carefully considers the applicant's responses to questions about "why public health as a career," and "why the Charles R. Drew program specifically," particularly with respect to the program's mission of improving the health of underserved populations in urban settings. The applicant's previous academic record, i.e., Grade Point Average (GPA) and performance on the Graduate Record Exam (GRE) are used to identify the student's potential in fulfilling the CDU mission.

All applicants to the Urban MPH program must satisfy the following minimum admission requirements.

1. University admissions application.
2. A non-refundable \$75 application fee.
3. An earned baccalaureate (or higher) degree from an accredited university.
4. Official academic transcripts from all previous colleges and/or universities attended. Transcripts will be considered official if forwarded directly to the University Admissions Office (do not send to the Program Directory) by the institutions attended or if hand-carried with official seal intact. All official documents become the University's property. Failure to complete the application or to provide accurate and authentic documents may result in denial of admission.
5. Graduate Record Exam (GRE) taken within last five years of application date. Applicants holding a graduate degree with a graduate GPA of 3.0 or higher may request waiver of the GRE requirement.
6. A personal essay describing the student's motivations and reasoning for applying to the UPH program at

CDU.

7. Three (3) letters of recommendation using the recommendation forms found on the Application website,
<http://www.cdrewu.edu/admissions/apply-now>

Transfer Students

Applicants may petition the transfer of MPH-relevant graduate coursework during the application process, or upon notification of acceptance into the program. Normally, the maximum number of units (credits) from other institutions that students will be able to transfer into the MPH Program is six (6) semester units. MPH courses taken at other institutions must be approved by the Program Director. Only units with a B grade or better will be transferable.

Admission Deadlines

See University Policies section of this Catalog for Deadlines Regarding Application for Admission and Financial Aid. Class sizes of approximately 15-20 students are admitted each fall semester. Applications for admissions are processed as they are received and applicants are encouraged to complete their application packets as soon as possible and not wait for the final deadline as the class may be filled.

Other Admissions Information

For all other admissions information including international applications, registration, appeal, tuition, financial aid and scholarship, refer to the criteria outlined in the University Policies section of this Catalog.

COURSE DESCRIPTIONS

Currently approved courses are listed below. Students should check with the UPH Program Director to determine availability of additional courses that have been approved and added after the publication of this catalog.

MPH 501 Urban Public Health Overview

The health of urban populations is examined as a system impacted by global/national trends, individual and societal factors, including private and public infrastructures, policies and markets. The contributions of multiple disciplines toward the amelioration of urban health problems are presented as a trans-disciplinary approach, reflecting on history and future projections.

Units: 3

MPH 502 Racial and Ethnic Disparities in Health

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved racial, ethnic or minority vulnerable populations as well as an analysis of research that describes, explains and examines variables influencing health disparities and intervention strategies to reduce these disparities.

Units: 3

MPH 511 Principles of Epidemiology

Principles of Epidemiology focuses on the study of the distribution and determinants of urban health issues through the use of vital statistics data. The course provides students with the necessary skills to investigate the epidemiology of diseases as well as to critique population-based studies in urban public health.

Units: 3

MPH 512 Principles of Biostatistics

Principles of Biostatistics introduces students to the statistical methods commonly used in public health research, including the appropriate uses and common misuses of health statistics. The course provides the students with the necessary skills to analyze interpret and critique urban public health research studies

Units: 3

MPH 513 Program Planning and Evaluation

Program Planning and Evaluation builds on previously-learned skills of epidemiology, biostatistics, and social and behavioral theories in public health. The course provides students with the necessary skills to plan, design, implement and evaluate public health programs for improving health in urban settings.

Units: 3

MPH 520 Public Health Biology

This course addresses the basic biologic principles in the definition, monitoring and promoting health or preventing disease. It introduces population biology and the ecological principles underlying public health. The course focuses on specific diseases of viral, bacterial, and environmental origin. It uses specific examples of each type to develop the general principles that govern interactions among susceptible organisms and etiologic agents.

Units: 2

MPH 521 Environmental Determinants of Health

Urban environmental factors, including social, physical and chemical factors are examined as determinants of health, with a particular emphasis on urban communities and strategies for reducing or eliminating ambient, workplace, and residential environmental threats.

Units: 3

MPH 522 Social and Behavioral Theories in Public Health

This course reviews the social and behavioral theories influencing health-related behavior, and their application in public health programs. Students are provided the skills to apply, critique and recommend theoretically-based public health programs targeting various urban ethnic groups

Units: 3

MPH 523 Health Management and Systems

Healthcare delivery for populations is examined as a multidisciplinary system of dynamic interactions among human and social systems, concerned with the delivery, quality and costs. The management of urban health systems addresses structure, process and outcomes of health services including costs, financing, organization, outcomes and accessibility of care.

Units: 3

MPH 524 Community Organization in Urban Settings

This course provides students with the knowledge and skills to empower underserved urban communities to address health disparities through community organization, capacity and coalition building, community-based participatory research, and transcultural communication.

Units: 3

MPH 525 Health Policy and Management

Health policy and leadership are studied as strategies for improving the health of urban populations through the creation and communication of shared visions for a changing future, and the championing of solutions to organizational and community challenges. An emphasis is placed on ethical choices, stewardship, equity, social justice and accountability.

Units: 3

MPH 530 Public Health Seminar

This course is designed to expose MPH graduate students to the breadth of public health via invited CDU faculty and guest lecturers. Guest lecturers will discuss current research in salient public health issues through the lens of health disparities

Units: 1

MPH 580 Systemic Review of Urban Public Health Studies

Students are provided with the knowledge and skills to develop research questions, formulate a plan for data collection, and conduct a systemic literature review of urban public health programs

Units: 3

MPH 590 Public Health Practicum

The practicum transitions student from an academic to a practice mindset. It requires the completion of 300 hours (100 hours for each credit hour) in a variety of public/private health settings. The practicum is offered in the summer semester after matriculation. The student, in collaboration with the work-site preceptor, identifies the public health skills from five domains, which will be applied during the practicum experience and used for the student's practicum-performance evaluation.

Units: 3

MPH 595 Culminating Experience (CE)

The CE is a Credit/No Credit course offered in the last semester before graduation. Students choose from the following four CE products that stem from research and practice involving a specific public health issue:

Units: 3

MPH 595(a): Capstone Project

The capstone project provides an opportunity to integrate technical and professional knowledge and management/leadership tools into a comprehensive and written report on prioritized urban public health issues from local, national, and global perspectives. Working as an interdisciplinary team, students prioritize, recommend interventions, and evaluation methods to an external decision-making body.

MPH 595(b): Thesis

Students apply methods of research to the study of urban public health issues culminating in a monograph embodying original research. The monograph is formally presented in a public forum to a thesis committee, and must be potentially publishable or have public health impact. Different kinds of thesis projects may include:

- *Empirical Paper:* This option involves a clear research question(s) possibly including a testable hypothesis, specific aims, methods, data analysis and discussion/conclusions. It should be considered for MPH students who 1) expect to be involved in primary research as part of their professional position, 2) wish to learn the research process, or 3) plan to pursue a doctoral degree.
- *Systematic Review of the Literature:* This type of thesis would present a careful analysis of a research question or a public health problem. For example, a systematic review of the literature might identify a specific public health question and explain how the question might be answered by further research based on the analysis of the primary literature rather than review papers.
- *Analysis of a Policy or Professional Practice Issue:* This option would be based on a topic important to public health practice and/or policy. It may take the form of a case study, policy analysis, historical or ethical inquiry. This option would review and synthesize literature relevant to the public health topic and apply the gained knowledge toward a practical solution or a recommendation for, support of, or a change in, practice and/or policy.

MPH 595(c): Grant Proposal

Addresses an urban public health problem, and includes a needs assessment of the target population, the goals of the proposed study, its methodology, how it will be performed in detail, including budget and timeline.

COLLEGE OF SCIENCE AND HEALTH FACULTY

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COLLEGE OF SCIENCE AND HEALTH FACULTY

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DEAN

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CHAIR, URBAN UNDERSERVED COLLEGE

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Chat Dang, M.D.
EMERGENCY MEDICINE

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FAMILY MEDICINE

Theodore Friedman, M.D., Ph.D.
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ORTHOPEDICS SURGERY

Jimmy Brown, D.D.S, M.D.
OTOLARYNGOLOGY

Hezla Mohamed, M.D.
PATHOLOGY

Richard D. Findlay, M.D.
PEDIATRICS

Curley Bonds, M.D.
PSYCHIATRY

Vacant
RADIOLOGY

Nand S. Datta, M.D.
SURGERY

History of the College of Medicine

Initially known as the Charles Drew Postgraduate Medical School, the Charles Drew College of Medicine was created to ensure that the Martin Luther King, Jr., Hospital would be able to provide high-quality service to the community, and to train professionals capable of providing care to similar underserved populations. Initial efforts were devoted to training specialists in medicine and providing continuing education for local healthcare providers. In 1968, the medical school received a Regional Medical Program (RMP) grant. The Watts/Willowbrook District Advisory Committee was formed and provided the forum for a professional community dialogue which helped to shape the school's Mission.

The school signed an affiliation agreement with the County of Los Angeles in 1971 and the first annual contract between the school and the county Department of Health Services was formalized. The relationship between the two entities became operational. When the hospital opened in 1972, responsibility for direction of the hospital's medical services was assigned to the Charles R. Drew University's Department Chairmen, each of whom was designated chief of the hospital's corresponding clinical service. At that time, employees of the Charles R. Drew University Postgraduate Medical School numbered a mere 109 people; 29 of these were full-time faculty and nine were Department Chairs.

In 1973, the school issued a three-volume "Master Plan Study" which provided the blueprint for the development the Charles R. Drew University over the next decade. The report focused on the creation of an infrastructure that would facilitate the physical growth of the campus as well as the creation of programs. These programs would emphasize community collaboration and seek to improve the health of residents in the neighboring Watts and Willowbrook communities. In that same year, the school boasted a total of 114 trainees; 74 were interns and residents and 40 were physician assistants.

In 1978, the Charles R. Drew University Post Graduate Medical School entered into an affiliation agreement with the University of California, Los Angeles, to develop a program for undergraduate medical education leading to conferment of the M.D. degree. Since its first students entered the program in the Fall of 1981, the program has graduated more than 550 students. The Charles R. Drew University has also expanded its offerings into areas of professional study and training closely related to medicine, beginning with the establishment in 1983 of the College of Science and Health.

On September 22, 2006, King/Drew Medical Center

(KDMC), formerly known as Martin Luther King, Jr., the primary clinical site for all American Council for Graduate Medical Education (ACGME)-accredited Charles Drew residency programs, lost its CMS accreditation and funding effective November 30, 2006. This development was coupled with the earlier loss of JCAHO accreditation in February 2005, which meant that KDMC was no longer meeting the ACGME Institutional Requirements relating to accreditation for patient care. Despite this series of setbacks which resulted in the University's decision to seek Voluntary Withdrawal of accreditation of all 15 University-sponsored GME programs, effective July 2007, the education of young physicians remain a critical element of the Charles R. Drew University mission to:

"Conduct education, research and clinical services in the context of community engagement to train health professionals who promote wellness, provide care with excellence and compassion, and transform the health of underserved communities"

The College of Medicine

Faculty of the Charles R. Drew University College of Medicine perform an enormous scope of work to fulfill the College's mission of education, patient care, research, and service in improving healthcare in underserved communities.

The College's faculty train 96 medical students in the CDU/UCLA Medical Education Program. College of Medicine faculty also conduct programs in Continuing Medical Education (CME) for faculty and community physicians. The Charles R. Drew University is one of only a dozen schools requiring medical students to complete a research thesis for graduation.

Faculty supervise approximately 31 community-based programs affiliated with Charles R. Drew University. These affiliated programs are central to the University's teaching. The community-based programs serve as clinical teaching sites, community service hubs, and demonstration projects for testing innovative methods of healthcare delivery, clinical care, and health services research.

The College of Medicine faculty are also responsible for teaching an array of pre-collegiate programs that make up the Charles R. Drew University Extended Science Pipeline Programs. Individual programs in which College faculty are involved include: Project Head Start, the Saturday Science Academy, the Post Baccalaureate, the Lincoln Drew Elementary Magnet School, and the King/Drew Medical Magnet High School. The pipeline concept has been endorsed by the American Association of Medical Colleges and various national commissions as a method for encouraging underrepresented populations to

pursue higher education and careers in healthcare. The Offices of the Dean in the College of Medicine are organized into the divisions of Student Affairs and Curriculum, Graduate Medical Education, Faculty Affairs (including Continuing Medical Education) Clinical Affairs, and Research. To implement its Mission, the College of Medicine has developed a five-year plan. The major goals and objectives are as follows:

COM Mission

The mission of the College of Medicine is to provide education, research, and clinical service in the context of community engagement in order to train physician leaders who promote wellness, who provide care with excellence and compassion and who are committed to transforming the health of diverse and underserved communities.

COM Vision

The vision of the College of Medicine is to establish a 21st century mission-based medical school recognized for academic excellence and for contributing to the health of the nation by producing physician leaders who improve health outcomes in diverse and underserved communities.

COM Goal

The College seeks to establish the premier mission-based medical school in the nation by building upon a 40 year history of mission-focused Graduate Medical Education and an effective and highly successful 30 year medical education partnership between CDU and UCLA. We seek to achieve our goal by developing and implementing innovative, high-performing programs that educate a diverse workforce and increase the pool of physicians who are both committed and uniquely trained to meet challenges and to provide high quality patient-centered, culturally-appropriate, evidence-based care to diverse populations and underserved communities.

COM Core Values

The core values and expectations embraced by the faculty, students, and staff of the College of Medicine are:

1. Excellence
2. Innovation
3. Leadership

These expectations speak to achievement and the pursuit of “greatness”.

4. Commitment
5. Perseverance
6. Discipline

These expectations speak to character and inner strength.

7. Compassion
8. Courage
9. Family

These values speak to honesty, integrity, accountability, and the commitment to each other that are right and necessary despite situations that are uncomfortable, unpopular or inopportune.

College Governance Committees

COM Faculty Executive Board

The Faculty Executive Board (FEB) is the faculty governance body of the College of Medicine. It meets bimonthly and meetings are open to all faculty members in the College. The FEB is comprised of elected faculty representatives from the clinical, teaching and research faculty. The College of Medicine also elects faculty representatives to participate in University governance through the Academic Senate.

Office of Medical Student Affairs and Curriculum

The Office of Medical Student Affairs and Curriculum provides academic, matriculation and personal support services to students in the CDU/UCLA Medical Education Program. These services include: academic counseling and scheduling, information regarding graduation and licensure requirements, and assistance and referrals for academic and personal needs. The office is also responsible for the administration of student admission and financial aid, in coordination with the UCLA Student Affairs Office.

General information about the Medical Education Program and Student Services can be obtained from the Office of Medical Student Affairs.

The associate dean for medical student affairs and the staff provide an environment in which the academic and personal needs of students are met on a daily basis. Matters of serious concern may be brought to their attention with assurance of strict confidentiality.

The office is open Monday-Friday, 8:00 a.m. to 5:00 p.m.

*Office of Medical Student Affairs
W. Montague Cobb Medical Education Building
Charles R. Drew University
1731 E. 120th Street
Los Angeles, California 90059*

General Information (323) 563-5956
Admissions (323) 563-4952

David Geffen School of Medicine at UCLA Student Affairs Office

The UCLA Student Affairs Office (SAO) is located in the UCLA Center for the Health Sciences, Room 12-109. UCLA staff is available to answer questions and provide assistance while students are on the campus.

Important telephone numbers at the UCLA office of Student Affairs include the following:

Student Affairs Office	(310) 825-6281
Financial Aid Office	(310) 794-1629

David Geffen School of Medicine at UCLA, Office of Academic Enrichment and Outreach

The Office of Academic Enrichment and Outreach focuses on supporting individual student performance. Attempts are made to identify and solve educational difficulties that students may be experiencing. Services offered include a pre-entry enrichment program (the Prologue Program), academic and personal advisement, tutorial assistance, and study and test-taking skills workshops. This office maintains a repository of National Board of Medical Examiners preparation materials. The Office of Academic Enrichment and Outreach may be contacted at (310) 825-3575.

Academic Programs

The CDU/UCLA Medical Education Program

The CDU/UCLA Medical Education Program was initiated in 1978, by joint approval of the Regents of the University of California and the Board of Directors of Charles R. Drew University of Medicine and Science, (known then as the Charles Drew Postgraduate Medical School). The charter class entered in August 1981 as candidates for the M.D. degree.

The Medical Education Program is especially designed to attract students who have an interest in addressing the concerns of underserved populations and who are prepared to do so with competence and compassion. Undergraduate medical students accepted into this program benefit from the best efforts of both the Charles R. Drew University and UCLA in a combined curriculum.

The Prematriculation Program

During the summer preceding the first year of study, students entering the Medical Education Program are required to attend a one-week pre-matriculation program. The purpose of the program is to orient students to the medical education curriculum, Charles R. Drew University and the surrounding community. The program emphasizes the development of specific learning skills such as critical thinking, problem solving, and study group interaction which are needed for successful

completion of the CDU/UCLA Medical Education Program.

First and Second Years

The first and second years of study are conducted chiefly at the David Geffen School of Medicine, at UCLA.

The block-based curriculum for years one and two has been designed to increase integration of normal human biology with disease processes and clinical skills from the first week of medical school onward. Basic science is taught in the context of its application with planned reiteration. Instruction is coordinated throughout sequentially taught blocks and is driven by cases and accomplished through lectures and discovery in small group discussions, laboratories and conferences. Several organ or disease process systems are grouped into each thematic block. In both years, thematic courses focusing on groups of organ systems are preceded by "foundations" blocks that teach scientific principles that underlie what follows. There is planned redundancy as well as progressive depth and expectations of competency. In a typical block, students concurrently study gross anatomy, the relationship of structure to function, common diseases that affect these systems, and the approach to examining and evaluating these systems. These are integrated by a weekly or biweekly progression of clinical problems.

Progress through this curriculum is evaluated on a pass/fail basis. Regular assessments during each course allow students to track their understanding and adjust study practices or emphasis as indicated. Since content is presented in an integrated format, assessments reflect this mode.

First Year (David Geffen School of Medicine, UCLA)

The following courses are taught in sequential order:

1. Foundations of Medicine
Pathologic processes, genetics, molecular and cellular biology, basic immunology, and critical appraisal.
2. Cardiovascular, Renal, & Respiratory Medicine I
Anatomy, pathology, physiology, biochemistry, genetics, clinical skills, imaging, and selected pathophysiologic mechanisms of these organ systems
3. Gastrointestinal, Endocrine, & Reproductive Medicine I
Anatomy, pathology, biochemistry, physiology, nutrition, clinical skills, genetics, and selected pathophysiologic mechanisms of these organ systems.
4. Musculoskeletal Medicine
5. Clinical Neurosciences I

Spring Break

2 weeks

A preceptor program is offered in which a faculty or house officer preceptor introduces the student preceptee to patient care on the wards and/or in the doctor's office. Interested students and preceptors are matched through the doctoring program, the UCLA Division of Family Medicine, and the UCLA Office of Medical Student Affairs.

Second Year (David Geffen School of Medicine, UCLA)

The courses of the second-year curriculum include foundations in pharmacology, microbiology, infectious diseases, cancer, and hematology; advanced topics in gastrointestinal medicine, nutrition, and reproduction; and advanced topics in cardiovascular, renal, and respiratory medicine.

Third Year Charles R. Drew University

The third year consists of 49 weeks of required clerkships; one week of Clinical Foundations and forty-eight weeks of clinical clerkships. All third year coursework must be completed before a student is allowed to take senior and elective courses. It is in the third year that most students decide their specialty.

Third Year Core Clerkships

All required clerkships are taken at Charles R. Drew University affiliates.

<u>Clerkship</u>	<u>Duration</u>
Clinical Foundations	1 week
Primary Care Continuing Clinic	Longitudinal
Radiology	Longitudinal

Track A Clerkships 24 weeks

Surgery Clerkship	12 weeks
General Surgery (6 weeks)	
Surgical Subspecialties (6 weeks)	
Pediatrics Clerkship	6 weeks
Obstetrics and Gynecology Clerkship	6 weeks

Track B Clerkships 24 weeks

Inpatient Medicine Clerkship	8 weeks
Psychiatry Clerkship	5 weeks
Neurology Clerkship	3 weeks
Ambulatory Medicine Clerkship	4 weeks
Family Medicine Clerkship	4 weeks

Total Required Weeks 49 weeks

Unscheduled Time

Winter Break	2 weeks
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Learning Objectives for Required Clerkships

Upon completion of the required clerkships, it is expected that the student will be able to demonstrate:

1. The ability to take an accurate, focused patient history, including psychosocial and family issues;
2. The ability to perform a complete or focused physical and psychiatric examination;
3. The ability to give a complete, accurate, and organized case presentation;
4. The ability to keep a complete, accurate, organized medical record;
5. Knowledge of common acute and chronic problems across age and gender;
6. A basic knowledge of gender and age-specific preventive health measures;
7. Interpersonal skills that enable the development of patient rapport;
8. The ability to use evidence-based medicine to solve clinical problems;
9. Knowledge of appropriate use of imaging modalities, including conventional radiography, ultrasound, CT, or MR imaging;
10. The ability to formulate a patient-centered management plan that incorporates the principles of prevention and health education;
11. Knowledge of, and sensitivity to, cultural and socioeconomic issues that impact patient care;
12. Knowledge and skills needed to provide cost effective and appropriate care;
13. Skills in life-long learning, including the ability to search computerized medical databases;
14. The ability to utilize other members of the health care team, including consultant physicians, nurse practitioners, nutritionists, and mental health professionals.

These learning objectives have been compiled by the Educational Policy and Curriculum Committee (EPC) in an effort to inform students of the expectations of their performance on clinical clerkships. The objectives apply to all the required third year clerkships.

Students can access detailed descriptions of required clerkships in the *Handbook of Courses for Third Year Students* published by the UCLA David Geffen School of Medicine Student Affairs Office or at: <http://www.medstudent.ucla.edu>. Students may also access course information on Angel, the online curriculum resource at the following URL: <http://www.medsch.ucla.edu/angel>.

Fourth Year: Urban/Underserved College (Charles R. Drew University)

Curricular revision at the UCLA David Geffen School of

Medicine has resulted in the development of smaller focused entities known as "Colleges" to enhance career advising and mentoring in addition to other defined activities. The fourth year of the CDU/UCLA Medical Education Program at Charles R. Drew University is known as the *Urban/Underserved College*.

One week of College Foundations and thirty (30) weeks of coursework are required for the fourth year. Of these, nine weeks are requirements of the Urban Underserved College. They are:

- 3-week, 300-level subinternship elective in Medicine
- 3-week, 400-level subinternship elective in Intensive/Critical Care
- 3-week, 300 or 400-level Senior Selective (approved listing can be obtained from OMSA)

The remaining 21 weeks may be spent in approved electives at any level. However, no more than 6 weeks may be spent in research or non-clinical electives. Up to 12 elective weeks may be arranged at other community medical centers and hospitals, also known as "away electives". Information on elective courses offered both at Charles R. Drew University and UCLA is available from the *Handbook of Courses for Fourth Year Medical Students* published by the UCLA David Geffen School of Medicine Student Affairs Office or at <http://www.medstudent.ucla.edu>.

Course	Duration
College Foundations	1 week
Medicine Subinternship	3 weeks
Intensive/Critical Care Subinternship	3 weeks
Senior Selective	3 weeks
Additional Electives	21 weeks

Total number of weeks required for the fourth year:	31 weeks
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Unscheduled Time	
Winter Break:	2 weeks
Vacation/interviewing	12 weeks

Elective Clerkships

The goal of the Elective Program is to broaden the medical education experience of the student. The fourth year provides the opportunity to investigate personal interests as well as gain exposure to subjects that you may not again have the time to experience after medical school. Elective clerkships may only be taken once the third year core clerkships are successfully completed. The maximum duration of an elective course for which you can receive credit is four weeks.

Electives are of three types: in-depth non-clinical electives, advanced clinical clerkships and sub-internship

or sub-internship/inpatient courses. Below are descriptions of the three types of electives. For more information, please refer to the *Handbook of Courses for Fourth Year Medical Students*.

In-Depth Non-Clinical Electives explore the basic sciences as well as the clinical aspects of an organ system and its disease states; or focus on a particular field of study.

In-Depth Non Clinical Electives do not count toward California licensing. No more than six weeks (6) of In-Depth Non Clinical Electives and Research Electives combined will be granted toward the 30 weeks of required course work for the fourth year.

Advanced Clinical Clerkships Electives (200 level) enable students to utilize and build on the fundamental information and skills acquired during required rotations from the third year. Courses are structured to increase students' depth of insight into complex medical problems and to stress development of intellectual and decision-making processes.

Sub Internship Electives (300 & 400 levels) are inpatient, emergency or outpatient clerkships that give students increased responsibility for decisions made for the total care of the patient. In general, the student will be expected to function at a first-year resident level.

Research Electives

In addition to clinical clerkships, research electives are also available and may be developed with mentors to meet special interests. Research sabbaticals may be arranged to accommodate a year of study at UCLA, an affiliated hospital, the National Institutes of Health, or any other appropriate institution. Fellowship and research opportunity information is available from the Office of Medical Student Affairs.

Medical Student Research Thesis Program (Longitudinal Experience)

All students in the CDU/UCLA Medical Education Program are required to complete a research project and research thesis. The goal of the research project/thesis is to address medical conditions commonly encountered in primary care practice. Students develop, design and implement a research project during their two-year longitudinal clinical experience.

Longitudinal Clerkships

Primary Care, PC011 (Third Year)

Primary Care, PC02 (Fourth Year)

Radiology (integrated in all rotations throughout the third year)

Scheduling

Students are responsible for scheduling their courses. Each student is provided with a scheduling packet

containing samples of forms and an outline of requirements.

Scheduling meetings are held by the UCLA Student Affairs Office and the Charles R. Drew University Office of Medical Student Affairs. The meetings outline the clerkship scheduling process. An introduction to the National Residents Matching Program is also provided at these meetings.

Scheduling Fourth Year Electives

CDU/UCLA Medical Education Program students receive priority for Charles R. Drew University electives. All Charles R. Drew University courses are offered "by arrangement."

The access of CDU/UCLA Medical Education Program students to electives published in the *Handbook of Courses for Fourth Year Medical Students* is equal to that of UCLA students, subject to a computerized lottery system.

To participate in non-UCLA system electives, students must ensure that all necessary forms are routed to the appropriate persons, e.g., course chair, faculty advisor, and Associate Dean of Student Affairs. These forms include the outside institution's own forms, as well as special "away elective" forms. In order for the Associate Dean of Student Affairs to accurately complete the paperwork, it will be necessary to provide documentation of an active personal health insurance plan and evidence of Rubella status (a record of immunization or result of a screening test). Upon receipt of all paperwork, the Office of Medical Student Affairs will complete the forms, retaining for the student's file the documentation of personal health insurance, rubella immune status, and other relevant information; and will then forward the completed application to the institution at which the elective will be taken.

An elective is not considered to be approved until all required signatures have been obtained.

Prior to starting the senior year, students are to complete an elective scheduling form outlining their proposed schedule. Each student is to discuss the schedule with the Associate Dean of Student Affairs.

Changes to a student's elective clerkship schedule may be accomplished by completing an add/drop form with the Charles R. Drew University Office of Medical Student Affairs. An appropriately completed and signed add/drop form must be provided to the Associate Dean of Student Affairs at least 30 days before the requested date of the addition or deletion of a course from a student's program.

Grading System

The CDU/UCLA Medical Education Program currently

has a strict pass/fail grading system for all four years.

Evaluations

There are three categories of evaluations: Student Evaluation of Clerkships and Faculty; Faculty and Resident Evaluations of Students; and Clerkship Director's Summative Evaluation and Grading.

Student Evaluation of Clerkships and Faculty

Medical students are responsible for providing evaluation as requested through the standardized evaluation system, "CoursEval". The data collected is used in the aggregate to evaluate courses, curricula, and faculty, and the data is reported back to Clerkship Directors for use in improving teaching and rotations. The time and tools are provided to the student for critiquing the instructional program, and it is incumbent on the student to provide the information for assessment. Constructive criticisms as well as positive recognition will be appreciated and the anonymity of the student is protected. The URL for the web-based program is <http://evaluation.medsch.ucla.edu/>. Students complete evaluation forms online upon completion of a given clerkship.

At the close of a clerkship, each student will receive an email reminder that he/she is required to complete the clerkship evaluation. Results of each clerkship rotation evaluation will be available to clerkship directors after they have completed and submitted the students' grades. The individual faculty evaluations will be given to the clerkship directors twice a year. This is done in order to protect the anonymity of the students.

The clerkship directors are responsible for providing feedback to faculty on the clerkship and on their individual evaluations. Students who do not complete the evaluations in a timely manner will receive reminders.

Students who are delinquent in completing their clerkship and faculty evaluations will be referred to the Office of Medical Student Affairs. Further penalty for not completing the evaluations will be determined by the Associate Dean for Medical Student Affairs.

Faculty and Resident Evaluation of Medical Students

Attending faculty, house staff, and fellows who have worked with medical students for one or more weeks must complete their evaluation of each student supervised and forward the completed evaluation form (via web-based system) to the appropriate Student Clerkship Coordinator. The Clerkship Director will use the comments to produce the Summative Evaluation and Grade Report.

Clerkship Director's Summative Evaluation and Grading of Medical Students

Clerkship Directors are responsible for providing students

with meaningful, written descriptions evaluating performance in the clerkship. All clerkship directors prepare and submit narrative descriptions for all students. A web-based evaluation program has been implemented. The URL is <http://ess.medstudent.ucla.edu/>. A login and password is assigned to clerkship directors and their coordinators by the UCLA Student Affairs Office upon completion of training on the system.

All performance evaluations must be submitted to the web-based system within six weeks of the conclusion of the clerkship. Evaluations may be reviewed via the web or in the OMSA.

Graduation Requirements

To be awarded the M.D. degree from the CDU/UCLA Medical Education program, the following are required:

- Successful passage of each year of the four-year medical school curriculum
- Annual recommendation for promotion by the Progress/Promotions Committee
- Passage of the USMLE Step 1, Step 2 CK and Step 2 CS
- Passage of a Clinical Performance Examination (CPX) at the end of the third year
- Completion of requirements of the 4th year Urban/Underserved College

Postgraduate Employment Opportunities (Internships and Residencies)

Most students make their choice of specialties during the third year. Except for some programs requiring "early matches" (e.g., neurosurgery, ophthalmology), interviews for internships and residencies are generally conducted during fall of the senior year. Students typically apply for these programs through the National Resident Matching Program (NRMP), more commonly known as "The Match." The NRMP application and matching process is coordinated through the Office of Medical Student Affairs by the Associate Dean of Medical Student Affairs. Students will be given an orientation to "The Match" in the spring of their junior year.

Graduates of the CDU/UCLA Medical Education Program enter into intern positions at institutions throughout the United States at the Postgraduate Year I (PGY-I) level.

Admissions and Fees

Overview

The CDU/UCLA Medical Education program seeks to provide an education in the scholarly and humane aspects of medicine and to foster the development of leaders who

will advance medical practice and knowledge in underserved areas of the United States and abroad. The admissions committee seeks to admit students who are best suited for the educational program and mission of the School. In particular, it looks for intelligent, mature, and highly motivated students who show promise in becoming leaders in medicine. The admissions committee also considers very carefully personal qualities necessary for the successful study and practice of humanistic medicine. These include integrity, professionalism, dedication to community service, scholastic accomplishments and potential.

The CDU/UCLA Medical Education Program admissions committee is committed to diversity by ensuring adequate representation of women and all minority groups with diverse interests and backgrounds. All applications are given careful consideration without regard to gender, race, age, religion, national origin, sexual orientation, or financial status. In evaluating candidates, the committee takes into consideration many factors including academic record, MCAT scores, record of activities and accomplishments, and recommendations from premedical committees and science teachers. The personal interview with one or more members of the admissions committee is an integral part of the selection process.

Students who are admitted into the program spend the first two years of medical school on the campus of UCLA at the David Geffen School of Medicine. World-renowned leaders in medical education have implemented an innovative preclinical curriculum ensuring a quality science foundation. The third year of medical education coordinated and supervised by Charles R. Drew University located in South Los Angeles approximately 17 miles from the Westwood campus. Students rotate through the various services including pediatrics, psychiatry, obstetrics/gynecology, surgery, Family Medicine and internal medicine at Charles Drew and UCLA affiliate sites.

A unique component of the CDU/UCLA Medical Education program is the longitudinal primary care clinical experience. Students in the third year spend one day bi-monthly at a primary care clinic located in an underserved area of Los Angeles. In addition, students are required to develop and implement a primary care research project, and produce a thesis with a faculty mentor that will be presented at the annual research colloquium just prior to graduation. The fourth year begins with a one-week orientation designed for students to hone their clinical skills and prepare for residency. A mentorship program in the fourth year allows the students to work closely with faculty to ensure appropriate career and academic guidance and successful completion of the research thesis.

Students successfully matriculating through the program are encouraged to pursue additional postgraduate training

or scholarly activity on the UCLA campus. Students may choose programs in either the Schools of Public Health or Business. Graduates of the CDU/UCLA Medical Education have also successfully completed joint MD/PhD degrees.

Academic Requirements

The following courses are required:

- One year of college English to include the study of English composition
- One year of college mathematics to include the study of introductory calculus and statistics
- One year of college physics, (with laboratory)
- One year of general biology (with laboratory)
- Two years of college chemistry to include the study of inorganic chemistry, quantitative analysis and organic chemistry (with laboratory)

The following courses are recommended:

- One year of foreign language (Spanish is highly recommended)
- Coursework in Humanities
- Coursework in Computer Skills

Preference shall not be given to undergraduate science majors over non-science majors. Applicants are urged to acquire a broad experience in the humanities, behavioral sciences, and social sciences in their college years, but they should follow their own interests whether in the arts or in the sciences. Prior research experience and conversational Spanish are highly recommended but not required.

High school and advanced placement courses do not fulfill these requirements. If an applicant has been excused from a required college-level course, another course at the same or higher level must be substituted. Applicants currently enrolled in a professional or graduate school must be in the terminal year of the degree program to be considered for admission to the first-year class. Post-Baccalaureate students are encouraged to apply.

Students must complete all premedical requirements before beginning the first year of medical study, although these requirements need not be completed at the time the application for admission is filed.

All students must take the Medical College Admissions Test (MCAT). Arrangements for taking the MCAT must be made directly with the MCAT Program Office, <http://www.aamc.org> or (202)-828-0690.

Applicants are strongly urged to take the MCAT in the spring of the year of application. Please refer to the AAMC web site for more information. The test must be repeated if, at the time of the application, more than three years have elapsed since it was taken.

Admissions Process

In order to be considered for admission to the CDU/UCLA Medical Education Program, all applicants are required to follow the procedures listed below:

1. Fulfill the academic requirements.
2. Submit an application through the American Medical College Admissions Service (AMCAS), Association of American Medical Colleges (www.aamc.org/amcas). Completed applications and supporting documents must be received by AMCAS no later than November 1 of the year preceding anticipated entry.
3. Take the Medical College Admissions Test (MCAT).

Selected applicants will be invited to submit a supplemental application and three letters of recommendation or a composite report from a professional advisory committee of the student's college or university. The deadline for receipt of this additional information is January 31 of the year in which entry is anticipated.

Selected applicants who are invited to submit and complete the supplemental application process will be invited for an interview with members of the admissions committee.

Refer to website (www.cdrewu.edu) for updated information.

Transfer Application

Admission is granted into the first year of the Medical Education Program only. The CDU/UCLA Medical Education Program does not accept transfer students.

Application Processing Fee

An application fee of \$60 is required for all applicants invited to submit a supplemental application. Fee waivers are granted only with approval of the Admissions Committee and a copy of the AMCAS fee waiver documentation must be submitted.

Registration

During the four years in the CDU/UCLA Medical Education Program, students are registered at University of California, Los Angeles, for a total of eight semesters and one summer session. Enrollment is distributed as follows:

First Year: Fall, Spring

Second Year: Fall, Spring
Third Year: Summer, Fall, Spring
Fourth Year: Fall, Spring

Annual Fees and Expenses

Tuition and fees of the CDU/UCLA Medical Education Program are determined by the Regents of the University of California and are subject to change without notice. Refer to the Registrar website: <http://www.registrar.ucla.edu/Fees> for updated information.

Refund Procedure

Prior to the first day of instruction, fees paid are refunded in full. After that, refunds are determined based on the number of weeks classes were attended. For more information including a schedule of refunds, refer to the registrar website at <http://www.registrar.ucla.edu/archive/refund/refund07-08.htm>.

Financial Aid

The David Geffen School Medicine Student and Resident Financial Services Office administers all financial aid for students of the CDU/UCLA Medical Education Program, regardless of their year in the program. Responsibilities of this office include the processing of all applications, assessment of student eligibility for financial aid, and awarding of financial aid.

Financial aid application forms are only sent to students accepted into the CDU/UCLA Medical Education Program.

In general, awards of both loan and scholarship funds are made on the basis of demonstrated financial need—that is, the difference between the standard costs of attendance at school and the student's resources from parents, spouse, and self. However, there are several awards which are made primarily on the basis of academic excellence. Awards are determined annually, and support in subsequent years is dependent on continued demonstration of financial need, availability of funds, and satisfactory academic progress as determined by the College of Medicine and by the appropriate promotion committee.

Details about financial aid are provided at the time of application, and supplemented by information posted by the David Geffen School of Medicine Student and Resident Financial Services Office on the following website: <http://www.medstudent.ucla.edu>.

The Office is located at the Center for the Health Sciences (CHS), Room 12-109, (310) 825-4181.

Medical students are eligible to receive need-based aid for the normative four-year length of the M.D. program. Up

to one year of additional aid may be granted to a student required to repeat course work, if a minimum of two-thirds of the normal academic load is carried. However, if a student is allowed to repeat a second year (or third semester), financial aid will not be provided during that specific year or semester.

Foreign nationals are generally not eligible for student aid. Such students may be required to submit letters explaining how they will finance their education.

Application Deadlines

There are no deadlines for entering first-year students. However, the sooner the forms are received, the sooner an award can be made. The process requires approximately six weeks from receipt of application to disbursement of a check.

After the first year, continuing students must reapply by the deadline date each year to receive full consideration for financial aid. When awards are made, the offer letter must be signed and returned immediately, in order to prevent any delay in processing and dispensing the awards.

Types of Aid Available

The UCLA David Geffen School of Medicine generally offers a combination of grants, scholarships, and loans to help finance a student's education. The ratio of scholarship to loan may vary from year to year depending upon the availability of funds and current regulations. Should a student be awarded a private scholarship, he/she is responsible for informing the Financial Aid Office immediately, with the name and address of the awarding entity. For complete information, go to the David Geffen School of Medicine Student and Resident Financial Aid Office website (<http://www.medstudent.ucla.edu>).

Emergency Loans

CDU/UCLA Medical Education Program students may take advantage of UCLA funds that are made available on the UCLA campus for emergency purposes. These loans provide from \$75 to \$300 for a short period of time (30-90 days) in order to help a student overcome temporary financial problems. Loans may be obtained in one day and are interest-free. Repayment of loans by the due date is a requirement for continued registration. There is a \$10 late fee for all loans repaid after the due date.

Extramural Funding

The following scholarships, fellowships, and grants are offered by agencies other than the University, but are coordinated through the Charles R. Drew University's Office of Medical Student Affairs. To apply for these funds, CDU/UCLA Medical Education Program students should obtain an application and/or letter of support from

the Associate Dean of Medical Student Affairs at Charles R. Drew University.

Association of Black Women Physicians (ABWP)

Minority medical students with demonstrable financial need are eligible for scholarships from this organization. Between eight and ten scholarships are awarded annually, the amount varying according to individual need. Winners are announced in mid-October at the time of the annual dinner dance of this organization.

Auxiliary to the Charles R. Drew Society Scholarship

This fund has been made possible by Los Angeles minority physicians, spouses, and friends through the Charles Drew Medical Society and Auxiliary. Minority medical students in the sophomore or junior year with demonstrated financial need and leadership /community involvement may apply by May 15 of a given year. Applications are disseminated by the Office of Medical Student Affairs each April.

National Medical Fellowships

National Medical Fellowships, Inc. is a nationwide private organization that provides financial assistance to minority medical students for their first two years. Eligibility is limited to minority students (African-Americans, Mexican-Americans, mainland Puerto Ricans, and Native Americans) who have demonstrable financial need and who are United States citizens. Application for these awards requires a Dean's letter in all cases.

Pfizer Award Scholarship

Pfizer presents two awards annually of \$12,500 to two minority students identified by the Charles R. Drew University Medical Student Awards Committee. The award is based upon academic performance and potential for biomedical research.

Student Awards

Students in the Medical Education Program are encouraged to learn and perform in a manner that is consistent with the University's Mission and are recognized for their achievements in the following categories of awards:

- *Dr. Charles Drew Award:* The College of Medicine's highest award, this honor is presented to the graduating student who, in the opinion of the faculty, has most exemplified a combination of compassion and academic excellence over all years of training. Winners of this award perform in a manner exemplary of the institution's Mission, as manifested in academic achievement in basic science and clinical coursework. Awardees also demonstrate compassion

in clinical service. The winner of this award is selected by the Awards Committee, with input from the senior class.

- *Dr. Mitchell Spellman Award:* This award, named for the first Dean of the College of Medicine, is presented to the graduating student who has demonstrated unique and noteworthy achievement, not necessarily in the field of medicine. The winner of this award is selected by the Awards Committee, with input from the fourth-year class.
- *Dr. Geraldine Burton-Branch Award:* Named for a physician who resides in the community served by the MLK Hospital, this award is presented to the graduating student who has demonstrated outstanding performance in the primary care course over the clinical years. The winner of this award is selected by the Awards Committee with input from the primary care faculty.
- *Dr. Carlos Juan Finlay Award:* This award, named after the Cuban physician who discovered the role of the *Aedes aegypti* mosquito in the transmission of yellow fever, is presented to the graduating student who has most exemplified excellence in community service or public health. The winner of this award is selected by the Awards Committee, with input from the fourth-year class.
- *Dr. Martin Luther King, Jr., Award (Silver Medal):* Named for the noted civil rights leader, this award is presented to the graduating student who has most exemplified peer support and advocacy. The recipient of this award is selected by the Awards Committee, based on nominations by the members of the fourth-year class.
- *Dr. Rebecca Lee Award:* This award, named for the first Black woman to receive the M.D. degree in the United States, is presented to the graduating student who has best exemplified excellent performance despite adverse circumstances. The recipient of this award is selected by the Awards Committee, with input from the senior class.
- *Departmental Awards:* Departments of the College of Medicine according to unique criteria established for each award.

Honor Society

Alpha Omega Alpha is the only medical honor society in the world. Its aims are the promotion of scholarship and research in medical schools, the encouragement of a high standard of character and conduct among medical students,

and the recognition of high attainment in medical science, practice, and related fields.

Election to Alpha Omega Alpha is a distinction that accompanies the physician throughout his/her career. Members can be elected as students, graduates, or faculty of an affiliated institution, or on an honorary basis because of their distinguished achievement in any field of medicine. Chapters elect undergraduate members from students in their last two years of medical school. Scholastic excellence is not the only criterion for election: integrity, capacity for leadership, compassion, and fairness in dealing with one's colleagues are considered to be of equal significance.

Students elected to the society are men and women who, in the judgment of the local chapter, have shown promise of becoming leaders in their profession. The number of students elected from any CDU/UCLA class may not exceed one-sixth of those expected to graduate for that year.

Professional Associations

Students at Charles R. Drew University participate in a wide variety of professional associations designed to broaden the scope of their collegial relationships and provide support for ongoing career development.

- *Latino Medical Student Association (LMSA)*
- *Student National Medical Association (SNMA)*
- *American Medical Student Association (AMSA)*

Academic Policies

Leave of Absence

A leave of absence may be requested and granted for academic, research or personal reasons, with the understanding that the student must arrange with the relevant course instructor to satisfactorily complete all work that is missed. A leave of absence may extend for one year. Examples of approved leaves include but are not limited to: pursuit of another degree such as a Master in Public Health or Business Administration, for research, illness, maternity/paternity leave, child-care, bereavement of family member, re-evaluation of career goals, financial difficulty or family issues. An Administrative Leave of Absence can also be initiated by Charles R. Drew University's Medical Student Promotions Committee. Examples of administrative leaves include, but are not limited to: Honor Code Infractions, noncompliance with health clearance requirements, nonpayment of tuition/fees, remediation (e.g. USMLE failure or unsatisfactory academic progress).

Leave of Absence Procedure

To request a Leave of Absence from the medical curriculum, complete a "Request for Leave of Absence Form" and submit it to the Charles Drew Office of Medical Student Affairs. If you have questions about filling out the form, please contact the Office at (323) 563-4888. The Associate Dean of Student Affairs will meet with you to discuss the reasons for your leave. Your request for a leave of absence will be considered immediately and you will receive a written response. Please be sure to include all of the information requested on the form, or review of your request may be delayed. If approved, the Leave of Absence request will be forwarded to the UCLA Student Affairs Office. Students are responsible for meeting with the Director of Student Affairs regarding withdrawal from courses or electives during their absence.

Students receiving financial aid are required to schedule an appointment with the UCLA Financial Aid Office upon taking a leave and upon returning to the curriculum. Decisions made with regard to a student's academic status are not made with consideration of financial aid policy. Deviations from the normal medical course sequence and course load may have an effect on a student's eligibility for financial aid. If a student is receiving aid, it is the student's responsibility to be familiar with the Satisfactory Academic Progress Policy (SAP), and to speak with the Financial Aid Office regarding his/her financial aid status.

Readmission must be requested by completing the "Return from Leave of Absence" form and is subject to approval in writing by the Associate Dean of Student Affairs.

Upon request, students who are unable to return to the University at the opening of any semester, or who are forced to discontinue their studies during the academic year for any reason, may be granted an approved withdrawal or leave of absence. This leave is not to exceed one year provided the student's academic record is satisfactory. Should such students desire to return to the University, they must request to do so by completing the "Request to Return From Leave of Absence" form. The Associate Dean of Medical Student Affairs will review and act upon the request.

Students are considered to have terminated their connection with the CDU/UCLA Medical Education Program if they withdraw without notice, fail to report after a leave of absence, or fail to register for any term within one month after the opening of the term unless a withdrawal or leave of absence has been approved.

Grading

It is the responsibility of course instructors to evaluate student performance at appropriate intervals and to communicate to students the quality of their work at the earliest possible time. Methods of evaluation may include

written or oral examination, written reports, demonstrations, or other means determined by the instructor.

Evaluations employ the letter grades of P (Pass) and F (Fail). A narrative description of each student's performance will also be prepared and employed in evaluation. A "letter of distinction" will be written for all students who exhibit a performance that is of extraordinary quality.

The designation of Incomplete "Inc" is to be used only when the student has not completed the course in question. It presumes circumstances of extenuation or mitigation (e.g., illness, unavoidable absence) that have made the student unable to finish. An Incomplete is not to be used as a qualified pass or fail and is to be viewed as a non-prejudicial entry on the student's record. The means by which the course is to be completed shall be determined by the course instructor following discussion with the student. An Incomplete not removed by the end of the academic year in which the course commenced will be converted to a "Fail". Exceptions to this rule due to serious, protracted illness or other extenuating circumstances may be granted by the Associate Dean of Student Affairs upon petition by the student, to be submitted no later than 10 calendar days prior to the end of the academic year in which the incomplete record should have been reconciled.

Disputed Grades

Students who believe that a grade has been assigned by criteria not directly related to performance in the course (including personal bias or discrimination on the basis of race, sex, or disability not pertaining to academic performance) may submit a written statement of appeal to the UCLA Senior Associate Dean for Student Affairs (for courses taken during the preclinical years) or to the Charles R. Drew University Associate Dean of Medical Student Affairs (for courses taken during the clinical years).

The written statement should include a detailed description of the complaint, including all relevant information. It must be signed by the person against whom the alleged miscalculation occurred and shall be submitted no later than 20 calendar days after the evaluation is posted or filed with the UCLA Student Affairs Office.

The Associate Dean for Student Affairs may, in his/her sole discretion, extend the submission time for a maximum of 15 additional calendar days for good cause shown. The appeal shall be heard, if practical, at the next Student Affairs Deans' Committee meeting, but in any event no later than 30 calendar days after the date the written notice of appeal is received. The student and the instructor or clerkship director involved shall be notified

of the date, time, and place in advance of the meeting, which they will be invited to attend, to present relevant information. A decision will be rendered by the Appeals Committee and communicated to the student and instructor or clerkship director in writing within 90 calendar days after the date the Committee has completed its investigation into the matter.

Professionalism

Students are expected to exhibit professional behavior throughout their medical school training. This behavior includes the student's ability to meet professional responsibilities, the ability to improve and adapt, and the ability to establish appropriate relationships with patients, families, and other members of the healthcare team. If a student is having trouble developing these required skills, the Clerkship Director/Course Chair will give feedback to the student and make suggestions for improvement. If the behavior is repeated or initially serious enough, the Clerkship Director/Course Chair will complete a *Physicianship Evaluation* and review it with the student. If the performance still does not improve enough to meet the standards of physicianship, then the evaluation form will be forwarded to the Associate Dean for Student Affairs.

Academic Promotion

Students who are in good academic standing will be advanced from one academic year to the next. It is the prerogative of the Promotions Committee to recommend remedial work for students whose overall performance seems weak to the majority of the Committee. Thus, status in any academic year presumes the successful completion of all work in the previous year. Advancement from one year to the next is determined by the appropriate Promotions Committee based upon grades for coursework, performance on the National Board of Medical Examiners examinations, and subjective factors indicating not only the student's mastery of academic material, but further demonstration of a professional attitude and the ability to assume responsibility for patient care. Instructors and Associate/Assistant Deans for Student Affairs work closely with students to institute remedial measures. It is the function of the Office of Medical Student Affairs to determine whether academic problems are related to financial or other personal concerns and to assist the student in every way possible.

Unsatisfactory Performance during the First and Second Years

A separate Promotion Committee consisting of the respective course chairs for that year's curriculum is convened for each of the medical school classes at the end of the academic year. If needed, a special promotion committee meeting may be convened at any time. It is the responsibility of the Promotion Committees to determine whether each student has progressed satisfactorily in all academic and clinical work. Recommendations by the

Promotion Committees are made to the Faculty Executive Committee (FEC) regarding promotion or other course of action. All Promotion Committees' recommendations are reviewed by, and are subject to approval by, the Faculty Executive Committee. Alternatives to promotion may be:

1. Repeating courses in which performance was unsatisfactory;
2. Repeating all courses for the year;
3. A definite period of leave of absence;
4. Dismissal.

The following have been established as necessary steps in the procedure for considering repetition of a year of study or for dismissal of a student for unsatisfactory academic performance or inadequate patient care. The student is informed that his/her academic standing is in question and is asked to meet with an associate or assistant dean of Student Affairs, who informs the student of the date, time, and place at which the Promotion Committee will meet. The student is invited to present his/her case prior to the deliberations of the Committee and is asked to be available for questions from the committee.

As soon as practical after the committee meeting, the student is informed verbally of its recommendation; written notification is subsequently sent. The student is allowed to inspect all of the material in his/her file related to academic performance and evaluation in accordance with the Family Educational Rights and Privacy Act and may read that portion of the minutes of the Committee responsible for the recommendation which pertains to him or her.

To appeal a recommendation of the Promotion Committee, the student must submit a written statement describing the specific reasons for appeal, including any special or mitigating circumstances that should be considered, and any other relevant information.

This statement should be signed by the student and submitted to the Office of Medical Student Affairs, UCLA David Geffen School of Medicine, Los Angeles, CA 90095-1720 no later than 15 calendar days after the Promotion Committee's recommendation is made known in writing to the student. An appeal will be considered only if based upon appropriate cause, such as allegations of procedural, personal bias (including, but not limited to, allegations of discrimination on the basis of race, sex, or disability) or specific mitigating circumstances contributing to the student's alleged unsatisfactory performance. An alleged error in academic judgment or evaluation will not be considered as an appropriate basis for appeal. The appeal will be heard, if practical, at the next monthly meeting of the FEC but, in any event, no later than the second regularly scheduled monthly meeting of the FEC after the date on which the written notice of appeal is submitted. The student will be notified

of the time, place, and date in advance of the meeting at which the appeal is considered.

The student is entitled to bring a representative to the FEC meeting to support his/her presentation. A decision will be rendered by the FEC and communicated to the student in writing within 15 calendar days of the date on which the appeal is heard. In the event of an adverse determination, the student has the option of final appeal to the Deans of the David Geffen School of Medicine at UCLA and Charles R. Drew University College of Medicine. Such an appeal must be in writing and must include a copy of the original grievance and all pertinent materials to date, such as a copy of the written notice of the FEC's decision, plus a signed statement by the student explaining the reason(s) he/she is appealing the decision. This statement must be submitted no later than 15 calendar days after the student has been notified of the FEC's decision. The final decision shall be made by the Dean of the David Geffen School of Medicine at UCLA after conferring with the Dean of the Charles R. Drew University College of Medicine. The student will be notified within 45 calendar days of the Deans' final decision.

Unsatisfactory Performance During Third and Fourth Years

All CDU/UCLA Medical Education Program students who have been promoted by the Second Year Promotions Committee at the David Geffen School of Medicine at UCLA will be accepted into the third year of the CDU/UCLA Medical Education Program. During the clinical years of the program, recommendations about students' promotion, graduation, progress, and dismissal are made by the Charles R. Drew University Medical Students Promotions Committee and the David Geffen School of Medicine at UCLA.

The purpose of this committee is to recommend criteria for promotion, dismissal, and graduation of medical students in the third and fourth years of the program and to recommend which students should be promoted, dismissed, and graduated. The Committee also monitors student progress through the third and fourth-year curricula, recommending remedial action when necessary. The above criteria will be uniformly applied to all students and shall be approved by the Charles Drew Faculty Council prior to implementation.

To fully discharge its responsibilities, the committee shall consider all information relative to each student's academic performance in the total curriculum of the CDU/UCLA Medical Education Program, including premedical, preclinical, required and elective coursework, performance on the USMLE Examination Step 1 and 2, and conduct as a professional. All such information, as well as discussion of the information shall be strictly

confidential.

Prior to its making any recommendation about a student, the student will be invited to appear before the committee in order that the recommendation may be based upon all possible information. The Associate Dean of Medical Student Affairs will inform the student of the committee's recommendation as soon as practical and the chair of the committee shall, within five working days, provide written notification outlining the next steps in the process including how to appeal the committee's action. The Associate Dean of Medical Student Affairs will confer with the Dean of the College of Medicine at Charles R. Drew University, providing him/her with all relevant information to date.

The student may appeal the decision to the Faculty Executive Committee at UCLA by submitting a written statement describing the specific reasons for appeal, including any special or mitigating circumstances which he/she feels should be considered and any other relevant information. Such statement should be signed by the student and submitted to the Office of Student Affairs, David Geffen School of Medicine at UCLA, Los Angeles, California 90095-1720. The student will be invited to appear at the meeting of the FEC at which his/her case will be considered and may appear with a representative.

In the event that the decision of the FEC is unfavorable, the student may, within 15 days of the decision, appeal directly to the Deans of the David Geffen School of Medicine at UCLA and the Charles R. Drew University of Medicine and Science. The UCLA Dean will make a final decision after conferring with the CDU Dean. The student will be notified within 45 calendar days of the Deans' final decision.

United States Medical Licensing Examinations(USMLE)

All students enrolled in the CDU/UCLA Medical Education Program are required to take and pass Step 1, Step 2 Clinical Knowledge (CK), and Step 2 Clinical Skills (CS) of the USMLE before a student is eligible to graduate.

Students must take Step 1 before beginning Clinical Foundations in their third year. Step 1 must be passed in order to advance to the fourth year. Failure of Step 1 may require removal from the clinical curriculum or the student may not be allowed to start the next rotation. The Associate Dean of Medical Student Affairs will meet individually with students who do not pass Step 1 of the USMLE to plan the best course of action. Failure of Step 1 on the third attempt will result in dismissal from the Medical Education Program.

Students must take the USMLE Step 2 CK examination by the date specified in the *Handbook of Courses for Fourth Year Medical Students*. If Step 2 CK is not

attempted by the deadline (usually the last day of December of the fourth year), credit will not be given for any course work completed after the deadline and before the examination. No retroactive credit will be given. Failure of Step 2 CK on the third attempt will result in dismissal from the Medical Education Program.

Students must take Step 2 CS examination by the date specified in the *Handbook of Courses for Fourth Year Medical Students*. The clinical performance exam (CPX) given at the end of the third year must be passed before taking the Step 2 CS.

The National Board of Medical Examiners offers self-assessment resources for medical students on its website: <http://www.nbme.org/>. In an effort to facilitate students' success on these examinations, Charles R. Drew University's Learning Resource Center offers Step preparation materials for student review. Additionally, the Office of Medical Student Affairs provides limited individual study skills counseling for its medical students. Please refer to the *Handbook of Courses for 4th-Year Medical Students* for more specific information on the USMLE policy.

Course Responsibilities during Board Review Programs

Since passing Step 1, 2 CK and CS of the USMLE is an institutional priority at CDU, any student may, by the decision of the Associate Dean of Medical Student Affairs, be relieved of course responsibilities in order to take part in an approved USMLE review course. The student so excused must complete coursework missed while completing a USMLE review course.

Student Life

Charles R. Drew University augments its programs of formal education through community service programs and organizations that provide student activities commensurate with the mission of the University and relevant to the work in which students will be engaged in their professional lives.

The University strives to see that the needs and interests of every student are met and that students are at all times in an atmosphere that is conducive to their social, cultural, and spiritual growth. The atmosphere must also be conducive to the realization and development of a sense of community, state, national, and international responsibility.

Student Health

Before registering at the University, students must show evidence that they have current immunizations, are free from communicable disease, and are physically fit to carry out university work. Copies of these documents must be submitted to the Office of Medical Student

Affairs and to the Student Affairs Office (SAO) at the David Geffen School of Medicine at UCLA.

Prior to starting the clinical years, all students are to provide licensed physician-documented evidence of freedom from infectious diseases. The evidence should be based upon physical examination, chest x-ray, tuberculin testing and other methods, as determined by the physician. Students are to consult their private physicians or the Arthur Ashe Student Health and Wellness Center in order to fulfill these requirements and are responsible for all fees not covered by insurance.

Health insurance coverage is required for all students. Proof of such coverage must be presented to the Office of Medical Student Affairs during registration. Students are responsible for their own routine health maintenance and chronic healthcare.

Medical Treatment

UCLA student health insurance is available to all medical students and may be purchased on the UCLA campus. This health insurance plan requires that the student receive care at UCLA.

When a student is injured while on rotations, he/she should report the injury to the nursing supervisor on the nursing unit and to his/her preceptor.

Counseling Services

Students are encouraged to make use of the personal and academic counseling services provided for them throughout their training. Individual appointments are scheduled for students enrolled in CDU/UCLA Medical Education Program through the Office of Medical Student Affairs at (323) 563-5956.

Identification Badges

There are several types of photo identification badges required of students in the CDU/UCLA Medical Education Program:

Charles R. Drew University photo identification issued during the Prematriculation Program upon completion of the Charles Drew portion of registration. (This identification indicates the student has met the requirements for UCLA Student Health Services and has provided evidence of a current health insurance policy or has signed a statement that he/she will participate in UCLA's Health Insurance Plan as of September of the current academic year.)

UCLA photo identification, issued by UCLA during first year orientation.

County of Los Angeles photo identification, issued at the start of the clinical years. This identification will not be issued until the student has provided the Office of Medical Student Affairs with evidence of current health

insurance coverage, verification of freedom from infectious disease, and an updated registration form.

Students must wear the appropriate identification badges whenever they are at Charles Drew affiliate hospitals or clinics, at the UCLA Center for the Health Sciences, or whenever they are in contact with patients.

Housing

For information, contact the following UCLA offices:

Housing Office	(310) 825-4491
Office of Residential Life	(310) 825-3401

Night Call Rooms

When on call during a clinical clerkship, the student should use the relevant department's 'night call' facilities, which are usually shared with house staff.

Liability during Assigned Travel

The responsibility for safe transportation from Charles R. Drew University or from students' homes to assigned clinical sites rests with the individual student. All drivers on public thoroughfares in the state of California are required to have car insurance.

Dress Code

A medical student is responsible to the public and to patients and should thus dress and act like a physician-in-training in all patient contact situations. Men are to wear a shirt and tie; women should be dressed in professional attire. All students should wear a short white coat with visible photo identification whenever they are in a clinic or hospital, with a preceptor, or with a patient in any professional capacity.

Student Government/Student Activities

Charles R. Drew University offers broad and diverse opportunities for student involvement and leadership development, ranging from informal groups in which students share common interests and enthusiasms to formal and organized participation in elective government. Students may choose to participate in student government at the program level, the college level, or by becoming active in the University-wide student organization, Charles Drew Student Government (CDSG).

Participation in University and College Governance

Third and fourth-year medical students who are in good academic standing are eligible to serve on College committees.

For each of the committees approved for student

membership, the 3rd and 4th year classes are each entitled to one representative and two alternates. Each class selects its representatives and alternates through a democratic process and submits the roster of selectees to the Associate Dean of Medical Student Affairs, who verifies that each person on the roster is in good academic standing. The slate of nominees is then presented to the College's Faculty Council, which has the right of final approval.

Student representatives will serve one-year appointments but may serve successive terms if appointed or elected. The following College committees are approved for student representation:

The *Educational Policy and Curriculum Committee* reviews and makes recommendations on educational policy and procedure and critiques the administration and curricula of all medical student education programs. Each department in the College is represented on the committee by one faculty member who may serve an unlimited number of consecutive two-year terms. The committee meets monthly.

The *Medical Student Admissions Committee* participates in the recruitment and selection of a medical student body that is committed to the University's mission and is motivated and capable of fulfilling the academic requirements of the CDU/UCLA Medical Education Program with, particular emphasis on its primary care curriculum. This committee develops, maintains, publishes, and distributes guidelines for medical student admissions which state the admission policies and procedures developed by the faculty according to its bylaws.

Any breach of confidentiality as a student member of either of these committees may be considered grounds for immediate dismissal from the committee.

College Policies

Attendance Policy

The attendance of all students is required at all regularly scheduled class sessions, laboratories, or clinical training sessions and will be used in assessing grades and meeting state requirements. All of the above stated experiences and training sessions are viewed as extremely important by the faculty and, therefore, participation in such sessions is expected of all students on an ongoing and regular basis. Students in the College of Medicine will adhere to specific attendance policies.

Compliance Statement

Charles R. Drew University of Medicine and Science, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972,

the Rehabilitation Act of 1973, and the Age Dissemination Act of 1975 does not discriminate on the basis of race, creed, color, national origin, mental or physical disability, age, or sex in any of its policies, practices, or procedures. The University is in compliance with Title VII of the Consumer Protection Act and the Privacy Act of 1974. This policy includes, but is not limited to, the University's offices and programs related to admissions, employment, financial aid, educational services, and activities.

Harassment

Charles R. Drew University is committed to providing a work and educational environment that is free of discrimination and unlawful harassment. The University seeks to prevent and prohibit misconduct on the campus, including sexual harassment or any other type of harassment by fellow students, staff, or faculty. Actions, words, jokes, or comments based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic will not be tolerated.

Any student who feels that he/she has been harassed should make it clear to the offending individual that such behavior is offensive and unwelcome. If the behavior continues, the incidents should be reported to the Associate Dean for Medical Student Affairs immediately.

Complaints and Grievances

Charles R. Drew University believes that the campus environment should be conducive to openly expressed and shared ideas that stimulate professional and personal knowledge and growth.

Students who have complaints against other students should report their complaints to the Director of Medical Student Affairs. Students who have a complaint against a staff member should report their complaints to the staff member's supervisor or Program Director. If the Director of Student Affairs, the supervisor, or the Program Director is unavailable, or if the student believes it would be inappropriate to contact one of those individuals, the student should immediately contact the Associate Dean of Medical Student Affairs. Students may raise concerns and make reports without fear of reprisal.

Honor Code

The students of the College of Medicine have adopted the following statement:

We, students of the CDU/UCLA Medical Education Program, being cognizant of the high ideals of the profession of medicine and of the part that honor and self-discipline play in the maintenance of such ethical standards, pledge ourselves to observe this fundamental code in our formative years that we may better uphold the honor code for which the profession of medicine has always been venerated.

1. *We will act at all times in a manner creditable to our school and future profession.*
2. *No un-permitted aid will be given or received for an examination, paper, or other assigned work.*
3. *It will be the responsibility of each student to uphold these ideals and aid in their enforcement.*

Further, we agree to the establishment of an Honor Council to review infractions of the above principles during our clinical years at Charles R. Drew University according to the preceding sections of the article.

During the preclinical years at the David Geffen School of Medicine at UCLA, the students of the CDU/UCLA Medical Education Program are bound by the Medical Code of Ethics as outlined in the Medical Student Honor Code. The Medical Student Honor Code is under the jurisdiction of the UCLA Medical Student Council. Further information regarding the Medical Student Honor Code at UCLA can be obtained from www.medstudent.ucla.edu/current/policies.

Nondiscrimination Policy

The Charles R. Drew University of Medicine and Science does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under, prohibit discrimination on the basis of sex in education programs and activities operated by the Colleges. Such programs and activities include the admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of the Colleges may be referred to the Registrar, who is assigned the administrative responsibility for reviewing such matters.

Student Code of Conduct

The Charles R. Drew University of Medicine and Science has an obligation to maintain conditions under which the College can carry out its primary function of teaching, research, and public service in accordance with the highest standards of quality and institutional integrity. The Office of Medical Student Affairs reviews all matters relating to student conduct and academic integrity.

In granting each student the M.D. degree, the faculty of the Charles R. Drew University College of Medicine endorses each student as having maintained the academic, moral, and ethical standards appropriate to the practice of medicine. It is the responsibility of the faculty to help each student recognize and correct any deficiencies before the M.D. can be granted. The formality of any such correction should vary in proportion to the gravity of the deficit.

To this end, every registered student and every instructor with an academic appointment has agreed to abide by the Student Code of Conduct and Academic Integrity guidelines. These guidelines provide the standard by which students, faculty, and administration are encouraged to take reasonable steps to prevent violations. If violations occur, however, they will be handled in accordance with the policies of the College of Medicine.

Procedures for Handling Problems of Conduct

During the first two years, the procedure for handling problems of conduct shall involve the UCLA Student Honor Council. The UCLA Student Conduct Code of Procedures and the UCLA Interim Student Conduct Policies and Student Discipline Procedures in Cases of Harassment, Sexual Harassment, Exploitation or Intimidation are the basis for the Medical School Procedures.

Disciplinary problems are to be differentiated from academic problems. Academic problems are cases of unsatisfactory progression or performance in academic and clinical courses, and may include incompetent, unprofessional, or unethical behavior. The review process for academic problems involves a Promotion Committee consisting of Course Chairs and Student Affairs Deans.

During the last two years, the procedure for handling problems in conduct shall involve the process outlined in the section entitled "Due Process for CDU/UCLA Medical Education Program Students."

Students are expected to comply with the code of conduct established by Charles R. Drew University. A student who is alleged to have engaged in conduct that is contrary to existing standards may be subject to general or specialized disciplinary processes. The procedures by which alleged violations of policies are adjudicated are covered by this code. Concerns regarding appropriate professional ethics and conduct are the responsibility of the Student Judiciary Committee. Potential applications of this due process procedure may include (but are not limited to):

1. Appealing a grade
2. Theft of or damage to any property of the Charles R. Drew University or its affiliates, or properties of others while at the institutions;
3. forgery, alteration, or misuse of University documents, records, keys, or identifications;
4. Physical abuse, threats of violence, or conduct that threatens the health or safety of any person at Charles R. Drew University or its affiliates;

5. Disorderly conduct while on Charles R. Drew University or affiliates property;
6. Use, possession, sale, manufacture, or attempted manufacture of narcotics, alcohol, or illegal drugs;
7. Obstruction or disruption of any teaching, research, administrative, or disciplinary procedures;
8. Unauthorized entry on Charles R. Drew University property or unauthorized use of equipment or resources;
9. Failure to comply with University officials or other public officials performing their duties;
10. Possession or use of explosives, dangerous chemicals, or deadly weapons on University property;
11. Misrepresentation of oneself or of an organization or posing as an agent of a program; Soliciting or assisting another in performing an act that would lead to expulsion, suspension, or probation pursuant to this code and performance standards;
12. Violating criminal laws, punishment may involve, but is not limited to, expulsion, suspension, or probation and is independent of any civil or criminal proceedings;
13. Dishonesty such as cheating, seeking or giving unpermitted aid on examination paper or other assigned work, plagiarism or knowingly furnishing false information to the University.

Due Process for CDU/UCLA Medical Education Program Students (clinical years of the program)

The following sections present a step-by-step approach to due process. The process may be activated at any entry point by a student, faculty member, or relevant committee.

Personal Communication

Whenever any faculty member (or relevant committee) believes that a student has demonstrated a deficit, the faculty member (or committee representative) shall approach the student in person as soon as practicable and inform the student of the deficit and of a proposed means for correcting it. If the deficiency can be corrected in a mutually satisfactory way, the matter need go no further. However, if the student or the faculty member is not satisfied with the results of such discussion, either may, after informing the other party, request an informal hearing by writing to the other, within 45 days of the personal discussion.

Informal Hearing

An informal hearing shall be held within 30 days of the written request for same in the presence of an impartial third party (an ombudsman). The ombudsman must be agreed upon by the student and the faculty member, and may not be the Dean of the College of Medicine. The purpose of the informal hearing shall be again to inform the student of the alleged deficit, to allow the student to present his/her version, and to work out, with the help and advice of the ombudsman a mutually satisfactory remedy. The informal hearing shall be held in private and no records kept. Any remedial plan devised shall be put into writing and placed in the student's file.

Formal Hearing

The purposes of a Formal Hearing are to provide a full and fair airing of the relevant evidence concerning a student's deficiency and to give the student a chance to present his/her version of the evidence and his/her views to a body with the authority to recommend action regarding the student. The following guidelines will apply:

1. Request for Hearing: Faculty, relevant committee, or student may request a formal hearing. The request must be in writing and must be made within 45 days of the informal hearing. The request must be addressed to the chair of the College of Medicine Faculty Council.
2. Hearing Body: The Medical Students Promotions Committee has jurisdiction for issues of progress, continuation, suspension, promotion, graduation, or dismissal. An ad hoc committee shall be formed for all issues other than those in the purview of the Medical Students Promotions Committee. An ad hoc committee is appointed by the Chair of the Faculty Council and consists of three faculty members with voting status, and two medical student advisors with nonvoting status.

Rules of Conduct

The student shall be given a written notice of the date and time of the formal hearing. Such written notice shall be received at least 10 days prior to the hearing, and shall contain a written copy of all rules and procedures to be followed:

- The student will be permitted to have an advocate of his/her choice present at the hearing.
- The hearing will be conducted before a quorum of the entire body, rather than a subcommittee thereof, which is to make a decision.
- The student will be given the opportunity to present any relevant evidence, including affidavits, exhibits, and oral testimony.
- The student will be presented with all evidence

against him/her, including academic grades and the reports and evaluations used in arriving at those grades.

- The student will be given the opportunity to question any witness who presents evidence against him/her at the hearing.
- Any recommendations resulting from the formal hearing shall be based solely upon the evidence presented at the hearing.
- The findings, decisions, and dispositions of the case shall be stated in writing by the chair of the hearing body, addressed to the chair of the Faculty Council.

Types of Decisions

The hearing body may find "for" the student--in such an event, method of intervention with the relevant faculty member and/or committee must be decided by the Faculty Council and the Dean of the College of Medicine. Or, the hearing body may find against the student and issue any of the following sanctions:

1. An Oral Warning: An oral statement, not to appear in the student's file
2. A Written Reprimand: For violation of specific University policies, including a notice to the student that continued or repeated violations of University policies may be cause for further disciplinary action
3. Probation: A written notice that a student is in danger of suspension or dismissal if specific conditions are not met by a certain time
4. Suspension: Termination of student status for a specific academic term, with reinstatement thereafter. Violation of the conditions of suspension during the period of suspension may be cause for further disciplinary action
5. Dismissal: termination of student status
6. Restitution: Reimbursement by the student for damage to any University affiliate property may be imposed either exclusively or in combination with other disciplinary action.

Business shall be conducted expeditiously and concluded within one month of the beginning of the formal hearing.

The decision of the hearing body shall be relayed to the Faculty Council, which shall uphold or overturn the decision of the hearing body. The student shall not be present at the Faculty Council meeting at which discussion takes place.

The Associate Dean of Medical Student Affairs shall

discuss all findings and recommendations with the Dean of the College of Medicine. The student may appeal to the Dean of the College of Medicine within 10 days of the decision of the hearing body.

The Associate Dean of Medical Student Affairs shall present to the UCLA Faculty Executive Committee the recommendations of the hearing body, the Charles Drew Faculty Council, and the Dean of the College of Medicine. The student shall be invited to attend the meeting of the UCLA Faculty Executive Committee at which his case is to be discussed and may be accompanied by counsel. The decisions of the Deans at Charles Drew and the David Geffen School of Medicine at UCLA are final.

COLLEGE OF MEDICINE FACULTY

FACULTY AT LARGE

Mervyn Dymally, PhD
Carmine Clemente, PhD*

DEPARTMENT OF ANESTHESIOLOGY

Chair: Kenneth Lewis, MD, Assistant Professor
Arciaga, Peregrina L., MD, Assistant Professor*
Ashley, Sharon, MD, Associate Professor
Braithair, Ferdinand E., MD, Assistant Professor*
Halajyan, Galust, MD, Assistant Professor
McKeeever, Rodney, MD, Assistant Professor
Shepperson, Ronald G., MD, Assistant Professor
Yumul, Roya, MD, PhD, Associate Professor*

DEPARTMENT OF EMERGENCY MEDICINE

Chair: Chat Dang, MD, Professor*
Nikakhtar, Nehzat, MD, Assistant Professor
Williams, Joanne, MD, Associate Professor

DEPARTMENT OF FAMILY MEDICINE

Chair: Lutful K. Akhanjee, MD, Assistant Professor*
Ani, Chizobam, MD, Assistant Professor
Bazargan, Mohsen, PhD, Associate Professor
Bernardez, Jorge, MD, Assistant Professor
Boshra, Zakaria, MD, Assistant Professor
Dominguez, Fred, MD, MPH, Assistant Professor
Edelstein, Ronald A., EdD, Associate Professor*
Farooq, Muhammad, MD, Assistant Professor*
Ghaly, Sabry, MD, Assistant Professor
Hindman, David W., PhD, Assistant Professor
Igbinoso, Felix U., MD, Assistant Professor
Marfisee, Mary M., MD, Assistant Professor
Sawyers, Carmella, MD, Assistant Professor

DEPARTMENT OF INTERNAL MEDICINE

Chair: Friedman, Theodore, MD, Professor*
Akhtar, Abbasi, MD, Professor*
Aranguri, Cesar E., MD, Assistant Professor*
Artaza, Jorge N., MD, Assistant Professor*
Asuncion, Merlyn, MD, Assistant Professor*
Calof, Olga, MD, Assistant Professor
Chaban, Victor, PhD, Associate Professor
Chillar, Ram K., MD, Associate Professor*
Davidson, Mayer B., MD, Professor*
Dhawan, Vinod, MD, Professor*
Echeverry, Diana M., MD, Assistant Professor*
Ferrini, Monica, PhD, Assistant Professor*
Funnye, Allen S. MD, FACP, Associate Professor*
Ganesan, Kalpana, MD, Associate Professor
Giannikopoulos, Ioannis, MD, Assistant Professor
Gonzalez-Cadavid, Nestor, PhD, Professor
Gupta, Ajay, MD, Associate Professor*

Hanna, Nancy F., MD, Assistant Professor*
Ho, Matthew H., MD, PhD, Associate Professor
Hsia, Stanley H., MD, Assistant Professor*
Iluore, Augustine, MD, Assistant Professor
Joaquin, Arnel M., MD, Assistant Professor*
Jones, Kevin, PhD, Assistant Professor
Kaushik, Vidya, MD, Associate Professor*
Kelly, A. Paul, MD, Professor*
Lee, Martin L., PhD, Professor
Lindstrom, Richard W., MA, Instructor
Liu, Yanjun, MD, PhD, Assistant Professor*
Lufty, Kabirullah, PhD, Assistant Professor*
Marks, George, MD, Assistant Professor
Martins, David S., MD, Assistant Professor*
Norris, Keith C., MD, Professor*
Oranusi, Victor A., MD, Assistant Professor*
Pervin, Shela, PhD, Assistant Professor
Porszasz-Reisz, Suzanne, PhD, Associate Professor*
Rajagopalan, Shobita, MD, Professor*
Rajavashisth, Tripathi, PhD, Professor*
Rajan, Singh, PhD, Assistant Professor*
Sinha-Hikim, Amiya, PhD, Associate Professor*
Storer, Thomas, PhD, Professor*
Tareen, Naureen, MD, Instructor
Taylor, Wayne, PhD, Assistant Professor*
Teruya, Stacey, EdD, Instructor
Uyenne, John A., MD, Assistant Professor*
Vadgama, Jaydutt, PhD, Professor*
Wu, Yanyuan, MD, Assistant Professor*
Yemofio, Francis, MD, Assistant Professor*
Yoshikawa, Thomas T., MD, Professor*
Zopey, Leena, MD, Assistant Professor

DEPARTMENT OF NEUROSCIENCE

Chair: Duc Duong, MD, Professor
Nelson, Lowell, MD, PhD, Associate Professor
Pitts, Frederick, MD, Professor
Yuan, Xiao-Quan, MD, Assistant Professor

LIFE SCIENCES INSTITUTE

Brown-Taylor, Didra, PhD, Assistant Professor
Brown-Bryan, Terry, PhD, Instructor*
Connor, Rosie M., MPH, Instructor
Davis, Cynthia C., MPH, Assistant Professor
Forge, Nell, PhD, Assistant Professor
Harawa, Nina, PhD, Assistant Professor*
Kermah, Dulcie, MPH, Instructor
Nicholas, Susanne, MD, PhD, Associate Professor*
Ogunyemi, Omolola, PhD, Associate Professor
Pan, Deyu, MS, Instructor
Smith, Kristin Y., MS, Instructor
Teklehimot, Senait, MPH, Instructor

DEPARTMENT OF OBSTETRICS/GYNECOLOGY

Chair: Sebhat Afework, MD, Associate Professor
Allen, Bruce, Jr., DrPH, Assistant Professor
Dantas, Zoetania, MD, Assistant Professor
Davidson, Ezra, MD, Professor*
Im, Samuel S., MD, Assistant Professor

DEPARTMENT OF OPHTHALMOLOGY

Chair: Richard Casey, MD, Assistant Professor*
Baker, Richard S., MD, Associate Professor*
Coleman, Anne L., MD, PhD, MS, Associate Professor
Dang, Yadavinder, MD, Assistant Professor
George, Sheba M., PhD, Assistant Professor
Powell, Cheryl, MD, Assistant Professor
Robinson, Paul L., PhD, Assistant Professor*
Shaheen, Magda A., MD, PhD, Assistant Professor*

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AND MAXILLOFACIAL SURGERY**

Chair: Joseph McQuirter, DDS., Assistant Professor
Calhoun, Colonya, DDS, Assistant Professor
Gowans, Reginald E., DDS, Assistant Professor

DEPARTMENT OF ORTHOPAEDIC SURGERY

Chair: Don Sanders, MD, Associate Professor
Washington, Eleby R., MD, Professor

DEPARTMENT OF OTOLARYNGOLOGY

Chair: Jimmy Brown, MD, Associate Professor*
Ghoneum, Mamdooh, PhD, Associate Professor*
Nishitani, Junko, PhD, Assistant Professor*
Williams-Smith, Lorraine, MD, Assistant Professor
Wolf, Kenneth, PhD, Professor*

DEPARTMENT OF PATHOLOGY

Chair: Hezla Mohamed, MD, FCAP, Associate Professor*
Elshimali, John Y., MD, Assistant Professor
Tolentino, Lucilene F., MD, Assistant Professor*
Yee, Brian, MD, Assistant Professor

DEPARTMENT OF PEDIATRICS

Chair: Richard Findlay, MD, Associate Professor*
Calmes, Daphne, MD, Assistant Professor*
English, Kerry L., MD, Associate Professor*

Note: Faculty rank as of July 1, 2009. Please contact College of Medicine, Faculty Affairs in writing for any additions, corrections or revisions.

* Denotes faculty with UCLA appointment.

Eugenio, Jasmine, MD, Assistant Professor
Green, Gloria Y., PhD, Assistant Professor
Lindsey, Glenda, MD, Assistant Professor*
Sababa, Lilian, MD, Assistant Professor
Tataw, David, PhD, Assistant Professor*
Warren, Betti Jo, MD, Professor Emeritus*
Zatulovsky, Mila, MD, Assistant Professor*

**DEPARTMENT OF PSYCHIATRY
AND HUMAN BEHAVIOR**

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Cooper, Joan, PhD, Assistant Professor
D'Angelo, Ernani, MD, JD, Assistant Professor*
Erickson, Lucy L., EdD, Assistant Professor*
Hilliard, Charles L., PhD, Assistant Professor
Kidwell, David, MD, Assistant Professor
King, Lewis, PhD, Professor*
Lee, Karen, MD, Assistant Professor
Longobardi, Paul, PhD, Associate Professor*
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Myers, Hector, PhD, Professor
Ortiz, Daniel J., PhD, Assistant Professor*
Paxton, Keisha C., PhD, Assistant Professor*
Pegolo, Giovanna, MD, Assistant Professor
Rendon, Angel, MD, Assistant Professor
Saxton, Ernestina H., MD, PhD, Professor
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Valencerina, Madeleine, MD, Assistant Professor
Zodkevitch, Rony, MD, Assistant Professor

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Sun, Julie K., MD, Assistant Professor
Surprenant, Edgar, MD, Associate Professor*

DEPARTMENT OF SURGERY

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Balasubramaniam, Subramaniam, MD, Associate Professor
Clemente, Carmine D., PhD, Professor
Mandal, Ashis, MD, Professor Emeritus*
Myint, Simon, MD, Assistant Professor

Mervyn M. Dymally School of Nursing

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INTERIM ASSISTANT DEAN FOR FACULTY AFFAIRS
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Mervyn M. Dymally School of Nursing

PROGRAM ADMINISTRATORS

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DIRECTOR, FAMILY NURSE PRACTITIONER TRACK
ASSISTANT PROFESSOR

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COORDINATOR, SIMULATION LABORATORY
INSTRUCTOR

Marcia Elliott, M.S.N., R.N.
INTERIM COORDINATOR, LEARNING RESOURCE CENTER
INSTRUCTOR

Mervyn M. Dymally School of Nursing

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INSTRUCTOR

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INSTRUCTOR

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INSTRUCTOR

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INSTRUCTOR

Nicole Monk, M.S.N., R.N., P.N.P.
INSTRUCTOR

Sujane Pak, M.S.N., R.N., C.N.M./W.H.N.P.
INSTRUCTOR

The Mervyn M. Dymally School of Nursing

Program Overview

In an effort to address the shortages of registered nurses and nursing faculty in the State of California, the Charles R. Drew University (CDU) Board of Trustees approved the concept for a School of Nursing as an additional yet integral entity equal with both College of Medicine and the College of Science and Health. The Master of Science in Nursing is the first of several programs planned for the School of Nursing to prepare nursing professionals to serve with excellence and compassion.

Mission Statement

The mission of the Charles R. Drew University Mervyn M. Dymally School of Nursing (MMDSON) Master of Science in Nursing Program is to advance the science and art of nursing by conducting nursing research and providing nursing students with education that emphasizes the health status of underserved communities, for the purpose of enabling graduates to provide evidence-based nursing care with dignity, respect and compassion to all nursing clients. The nursing program is committed to preparing highly qualified nurses to provide quality nursing care to clients from diverse backgrounds in a multi-cultural society, paying attention to the underserved who present with special needs. The emphasis on evidence-based practice underscores the Program's focus on education, research, and practice.

The MMDSON currently offers one degree program leading to the Master of Science in Nursing (MSN) credential and consists of two tracks: the Clinical Nurse Leader (CNL) Track and the Family Nurse Practitioner (FNP) Track. The CNL Track includes the curriculum of studies for Entry Level MSN (ELM), Bachelor of Science, Nursing (BSN) graduates, and Associate/Diploma RN graduates, who have a bachelor degree in another field. The MSN Program endeavors to fulfill the University and School mission statements, the MMDSON philosophy, and professional nursing standards of practice.
<http://www.cdrewu.edu/school-of-nursing/curriculum>

Graduates of the MSN Program will function as generalists or specialists in their management of individual, families/groups, and community health and illness situations. ELM graduates will be able to assess all 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. FNP 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. All MSN graduates will be able to lead and work in a variety of health care settings including acute, primary care, and community.

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

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

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

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

Philosophy

The Master of Science in Nursing Program at Charles R. Drew University of Medicine and Science (CDU) MMDSON is guided by the philosophy embodying the mission statement and goals of the University. 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 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, who has a set of values and knowledge that is 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 his or her care. The nurse understands that each person's set of values and knowledge must be taken into consideration when establishing the plan of care.

Successful nursing students are active learners who bring unique gender, cultural, and ethnic background experiences to the professional practice of nursing. 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 students as they advance in their course of study. Nursing students learn to apply acquired knowledge, skills, and professional attitudes in their practice at all levels. 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 internet technology to assist students in meeting individual and programmatic learning goals.

Terminal Objectives

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

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 member.

The FNP curriculum prepares the registered nurse to provide primary care services in a variety of clinic and community-based settings.

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

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

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
2. Apply the nursing process to all levels of practice using the steps of assessment, diagnosis, outcomes identification, planning, interventions, and evaluation.
3. Demonstrate competent practice as a master's prepared registered nurse in a variety of settings.
4. Implement health promotion and disease prevention strategies for population-based practice that incorporates systems, the community, individuals and families.
5. Communicate effectively using oral, written, and technological skills in clinical, educational, and professional settings.
6. Demonstrate ethical nursing practice to improve professional nursing practice, the work environment, and influence improvement

- in healthcare.
7. Advocate for the patient's rights, healthcare policies and finance systems that promote, preserve and restore individual and public health
 8. Provide leadership in collaborative efforts with interdisciplinary and intradisciplinary teams, thus providing a broad approach to complex patient care and community problems.
 9. Demonstrate a spirit of inquiry and critically analyzes data, research findings, and other evidence to advance nursing practice, initiate change, and promote quality health care.
 10. Formulate a professional philosophy that incorporates a commitment to human values and lifelong learning.

Provide leadership in collaborative efforts with other disciplines to improve professional nursing practice the work environment and influence improvement in healthcare.

Curriculum

The curriculum is based on the philosophy and conceptual framework for the University and the School of Nursing MSN Program, and considers the recommendations presented in the American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice, and Essentials of Master's Education for Advanced Practice Nursing.

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

The Academic Community

Community Service and Service Learning

The intent of the MMDSON's community service and service learning requirement is to provide students with an opportunity to apply the theories and competencies learned in their core and program courses to the real needs of the community, through service and service learning activities.

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

etc.).

The MMDSON Program ensures that proposed community service assignments further Charles R. Drew University's mission, and provides verification of the approved community service and service learning activity to the service learning coordinator. Students enrolled in the MMDSON are required to complete a minimum number of hours in community service. The MMDSON retains the authority to establish requirements for completion of the community service and service learning component. Community service and service learning hours are fulfilled when the fieldwork component and the appropriate course work (classes) that accompany the curriculum of study have been completed.

Application Deadlines

See University policy for Deadlines Regarding Application for Admission and Financial Aid.

Application and Admission Requirements

All applicants to the MMDSON must submit the following documents to satisfy minimum admission requirements:

- Online Application for Admission (available at <http://www.cdrewu.edu/admissions/apply-now>)
- \$100 Non-refundable Application Fee
- Proof of a bachelor degree, if not reflected on an official transcript for graduate or baccalaureate program
- Official academic transcripts from all previous colleges or universities attended. Transcripts will be considered official if forwarded directly to the MMDSON Office of Student Affairs by the institutions attended. Official transcripts can also be delivered in person in an unopened envelope marked official across the seal of the envelope. All official documents become the property of Charles R. Drew University and cannot be re-issued to applicants.

Admission to the MSN Program requires 30 semester/43 quarter prerequisite units. Students will be able to complete the prerequisites at Charles R. Drew University or credit will be given for equivalent coursework taken elsewhere. Program Course Prerequisites:

Communication Skills: English Composition/Speech (6 semester units or 9 quarter units); and related natural, behavioral and social sciences (24 semester units or 34 quarter units).

Course	Semester Units	Quarter Units
Anatomy (with lab)*	4	6
English Composition/Speech	6	9

Microbiology (with lab)*	4	6
Nutrition	3	4
Physiology (with lab)*	4	6
Psychology	3	4
Sociology	3	4
Statistics	3	4
Total	30	43

All science prerequisites must be completed within 7 years of initial application to the program.

Other admission criteria include:

- Bachelor degree from a regionally institution or its equivalent;
- Graduate Record Exam (GRE) scores (within 5 years);
- Grade point average (GPA) of 3.0 on a 4.0 scale;
- Three (3) letters of reference (two of which must be academic);
- Personal statement;
- RN licensure in the state of California for FNP track applicants.

NOTE: Once accepted into the MSN Program, students are required to maintain continuous enrollment in every fall, spring and summer semester from the beginning of the program of study until awarding of the degree. This policy is designed to eliminate the need for readmission to the University; to provide opportunity for continuous use of facilities, including the library; and, to assure the development of an integrated program, adequately supervised, and successfully completed within designated time limitations.

Unless granted an approved leave of absence, failure to register each semester is considered discontinued enrollment in the graduate degree program. In order to resume study, the student must reapply for admission to the University and to the degree program, and meet any changed or additional requirements approved in the interim.

Transfer Credit for MSN Program

Charles R. Drew University awards transfer credit earned at regionally accredited colleges and universities. Transfer credit is accepted only when the course is applicable toward academic program requirements for a Charles R. Drew University degree.

Students admitted with transfer credit cannot apply grades earned at other colleges to the Charles R. Drew University degree program for grade point average computation. However, transfer units will be counted in the total units required to meet academic program requirements.

Only units for courses with a “B” grade or better will be transferable. Official transcripts are required.

A maximum of 12 credits can be transferred from an accredited institution toward a Charles R. Drew University’s Master of Science degree in Nursing. As part of the admissions process, the Office of Student Affairs will conduct a transfer credit evaluation at the time of application and courses may be transferred only upon written approval from the Registrar.

Admission Process

- Request for information and applications forms (by mail, telephone, website, or walk-in).
- All applications, correspondence and requests for general information about the MMDSON will be processed by the Office of Student Affairs of the Mervyn M. Dymally School of Nursing.
- Application materials should be addressed to:

*Office of Student Affairs
Mervyn M. Dymally
School of Nursing
1748 East 118th Street
Los Angeles, CA 90059
Phone: 323-568-3301
Email: mmdson@cdrewu.edu*

- Submission of application materials along with the non-refundable application fee of \$100: (see Admission Requirements).
- Completed applications must be submitted to the Office of Student Affairs at the MMDSON prior to or on the filing date along with the non-refundable application fee. Applications sent by mail must be postmarked by the filing deadline.

Note: Applications received without appropriate application fee/or required documentation are not official.

Notification of Admission

Candidates will be evaluated for admission after all of the required application materials have been submitted. Each candidate will receive notification in writing of admissions decision.

Commitment Deposit

Accepted students are required to submit a \$100 commitment deposit to reserve a seat in the incoming class. The commitment deposit is non-refundable but is applied to the student’s tuition.

Conditional Admission

Conditional admission and registration may be granted on a case-by-case basis to limited number of applicants. Conditionally accepted students must satisfy the terms of their admission by the end of their second semester or

admission may be rescinded and further registration prohibited. Conditionally admitted students are eligible for a one-term disbursement of financial aid.

Deferment of Application

Students who wish to defer their admission must request deferment in writing. Deferred admission may only be granted for one year to officially admitted students who have paid the non-refundable \$100 confirmation deposit. If the deferred student does not enroll at Charles R. Drew University within the deferral period, then the student must reapply.

Credit by Examination Options

The Mervyn M. Dymally School of Nursing awards college level credit based on the understanding that learning may be acquired from a vast array of sources of knowledge. For this reason it is recognized that students can demonstrate proficiency in various subject areas through several options: Advanced Placement (AP), Challenge Examinations, College Level Examination Program (CLEP), Defense Activity for Non-Traditional Education Support (DANTES), and Competency Examinations. The table below indicates the prerequisite and co-requisite courses that may be used to fulfill eligibility requirements for those courses that were completed beyond the seven year limit. Students who are unable to earn passing scores by the end of their second semester will be dis-enrolled from all courses until these requirements have been met.

Advanced Placement (AP)

The Advanced Placement examinations are offered by the nationally recognized College Board Tests program. You may visit their website at <http://www.collegeboard.com/student/testing/ap/subjects.html> to download information about registering and taking the examinations offered. To satisfy this requirement, students must achieve a score of 5 or better.

College Level Examination Program (CLEP)

The College Level Examination Program offers two types of examinations that are available for a variety of courses: general exams and subject exams. You may visit the Educational Testing Service website at <http://www.collegeboard.com/student/testing/clep/about.html> to download information about registering and taking the examinations offered. To satisfy this requirement, students must achieve a score of 52 or better.

DSST Program

The nationally recognized DSST Program allows you to receive college credits for learning acquired outside of the traditional classroom. DSST courses offer students a cost effective, time saving way to use their knowledge acquired outside of the classroom to accomplish their educational goals. You may visit the DSST Program

website at www.getcollegecredit.com to download information about registering and taking the examinations offered. Students must earn a passing score of 50 or better.

Challenge Examinations

Students may apply to challenge the following prerequisite courses completed beyond the seven year limit: microbiology, anatomy and physiology I and II, and nutrition. Students must earn a passing grade. Students must register for the course and pay a discounted fee of \$180. Challenge Examination forms are available in the Mervyn M. Dymally School of Nursing Office of Student Affairs.

Competency Examinations

Competency examinations are designed by the academic department and are equivalent to the comprehensive final examination for a graduate level course of study. Competency examinations are awarded a traditional letter grade in accordance with the current grading practices. Students must be registered in the intended course and must pay a discounted fee of \$300. Students may apply to take the competency examinations for the following graduate level courses completed beyond the seven year limit: pathophysiology, physical assessment, and pharmacology. Students must pass the course by earning a grade of B (84%) or better. Competency Examination forms are available in the Mervyn M. Dymally School of Nursing Office of Student Affairs.

The Mervyn M. Dymally School of Nursing currently accepts the courses and the brand of tests listed in the table below:

Option	Course Name	Minimum Score Required	Credits	Costs
CLEP	Intro to Psychology	52	3	\$77
	Intro to Sociology	52	3	\$77
	College Composition Modular	52	3	\$77
AP	Statistics	5	3	\$77
DSST	Principles of Public Speaking	50	3	\$80
	Prin of Statistics	50	3	\$80
Challenge Exams	Microbiology	Pass	4	\$180
	Anatomy and Physiology I	Pass	4	\$180
	Anatomy and Physiology II	Pass	4	\$180
	Nutrition	Pass	3	\$180
Competency Exams	Pharmacology	84%	3	\$300
	Physical Assessment	84%	4	\$300

Pathophysiology	84%	3	\$300
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Steps to Register

1. For the CLEP, AP and DSST examinations, please visit the appropriate website and follow directions to schedule for a test time and location.
2. For the Challenge and Competency examinations, please complete the appropriate form and return to the Mervyn M. Dymally School of Nursing Office of Student Affairs. You will be contacted with regard to the test day and time.

Health Clearance and Background Check

In order to complete the MMDSON Program at CDU, the performance of a health clearance and criminal background check is required. The MMDSON conducts background checks on enrolled students every semester. Authorization to conduct the health clearance and background check, with results deemed favorable by CDU and/or the clinical facilities, is a condition of admission and continued enrollment. An unfavorable background check may lead to dismissal from the MSN Program.

Basic Life Support Certification

CDU requires the completion of basic life support certification for the adult, child, infant and AED application.

Attendance Policy

See University Policies section in this Catalog for Attendance Policy.

Cost Of Attendance

Below is a cost of attendance breakdown for MSN tracks. See Tuition and Fees section of this catalog for University tuition and fees information. All fees are subject to change.

Entry Level Track	Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Totals
Semester Credits	15	14	14	14	16	73
Tuition	\$11,250	\$10,500	\$10,500	\$10,500	\$12,000	\$54,750
Books	\$1,500	\$1,500	\$1,500			\$4,500
Equipment	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Lab Fees	\$200	\$200	\$200	\$200	\$200	\$1,000
NCLEX Review					\$400	\$400
Graduation					\$250	\$250
ATI	\$126	\$97	\$97	\$97	\$97	\$514
HESI	\$35					\$35
BRN Application					\$110	\$110
OSCE				\$400		\$400
Background	\$125	\$125	\$125	\$125	\$125	\$625
Typhon				\$75		\$75
Nurse Mgr Cert	\$125					\$125
Total Fees per Term	\$3,111	\$2,922	\$2,922	\$1,897	\$2,182	\$67,784

Family Nurse Practitioner Acc	Semester 1*	Semester 2	Semester 3	Semester 4	Totals
Semester Credits		12	12	14	38
Tuition	\$0	\$9,000	\$9,000	\$10,500	\$28,500
Books		\$1,500	\$1,500		\$3,000
Equipment		\$1,000	\$1,000	\$1,000	\$3,000
Lab Fees		\$200	\$200	\$200	\$600
FNP Cert Review				\$400	\$400
Graduation				\$250	\$250
OSCE				\$400	\$400
Background		\$125	\$125	\$125	\$375
Typhon		\$75			\$75
Nurse Mgr Cert		\$125			\$125
Total Fees per Term	\$0	\$3,025	\$2,825	\$2,375	\$36,725

*MD Students transfer in 10 units for Semester 1

Cost Of Attendance (cont'd.)

Clinical Nurse Leader-BSN	Semester 1	Semester 2	Semester 3	Semester 4	Totals
Semester Credits	12	12	8	11	43
Tuition	\$9,000	\$9,000	\$6,000	\$8,250	\$32,250
Books	\$1,000	\$1,000	\$1,000		\$3,000
Equipment	\$1,000	\$1,000	\$500	\$1,000	\$3,500
Lab Fees	\$200	\$200	\$200	\$200	\$800
FNP Cert Review				\$400	\$400
Graduation				\$250	\$250
OSCE				\$400	\$400
Background		\$125	\$125	\$125	\$375
Typhon		\$75			\$75
Nurse Mgr Cert		\$125			\$125
Total Fees per Term	\$2,200	\$2,525	\$1,825	\$2,375	\$41,175

Family Nurse Practitioner-BSN	Semester 1	Semester 2	Semester 3	Semester 4	Totals
Semester Credits	10	12	12	14	48
Tuition	\$7,500	\$9,000	\$9,000	\$10,500	\$36,000
Books	\$1,500	\$1,500			\$3,000
Equipment	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Lab Fees	\$200	\$200	\$200	\$200	\$800
FNP Cert Review				\$400	\$400
Graduation				\$250	\$250
OSCE				\$400	\$400
Background	\$125	\$125	\$125	\$125	\$500
Typhon		\$75			\$75
Nurse Mgr Cert		\$125			\$125
Total Fees per Term	\$2,825	\$3,025	\$1,325	\$2,375	\$45,550

Clinical and Program Requirements

The MSN program requires that students complete 1,305 hours of clinical practice in the ELM track and 645 hours of clinical practice in the FNP track. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually double the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

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

These requirements include:

- Complete physical examination on file in School of Nursing office
- University liability insurance
- Health insurance, private or through the University
- Annual CPR certification
- Training in universal precautions and blood borne pathogens
- Training in HIPAA requirements
- Annual PPD or chest x-ray if positive
- Immunity status: Hepatitis B titer series, Rubeola, Rubella & Varicella

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

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 (916) 322-3350.

Some agencies may require drug screening as a prerequisite 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.

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.

Equipment

Required clinical equipment includes bandage scissor, wrist watch with second hand and stethoscope.

Dress Code

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

- Female and male students are to wear the pre-selected uniforms. Uniforms must be clean and unwrinkled when at the clinical site. Undergarments are to be non-revealing. Garments are to be loose enough to permit freedom of movement.
- Female and male students are to wear the MMDSON name pin and a picture ID name badge (if provided by the agency) on the upper left side of their uniform.
- Female and male students are to wear clean white shoes with enclosed toes and heels. If nylons or socks are worn, they must be white or neutral-shade. No fancy patterns or other colors are allowed.
- When students are going to their clinical site for pre-planning they do not need to wear a uniform but will be required to wear professional attire, a lab jacket and have their name pin and picture ID. Jeans, sweats/jogging suits, shorts, tank tops or open-toed shoes are not permitted in the clinical area.
- Students are expected to be equipped with black pen, pencil, a small note pad, bandage scissors, wrist watch with second hand, PDA, and stethoscope.
- Jewelry is to be kept at a minimum. No ornate jewelry or dangling earrings are to be worn. Only one pair of earrings can be worn. No facial or oral jewelry can be worn (with few exceptions). Rings are to be of smooth metal with no elevated stones. Only short, narrow, non-dangling chains are acceptable.

- Hair, for both male and female students, is to be off the collar and should appear clean, neatly trimmed and arranged. Hair should not fall forward when the head/neck is flexed or when the student leans forward in the performance of tasks.
- No visible tattoo markings are permitted in the clinical setting
- Students should avoid using scented deodorants, oral hygiene products, colognes/perfumes or fabric softeners. Makeup should be applied with moderation.
- Fingernails should be clean and short. Light or clear nail polish is optional. Students may not wear acrylic nails.
- Chewing gum is not permitted in the clinical area.
- Basic guidelines of courtesy are applicable in addressing and interacting with patients, visitors, staff, faculty and peers, and in the utilization of space, time, supplies, and equipment within the clinical agency.
- Students are to comply with agency policy and procedures relative to the management of sound, including voices in the clinical setting.
- Hallways, elevators, stairways, and cafeteria lines are to be kept open for movement of personnel. It is especially important not to congregate in heavy traffic areas such as the nurses' station.
- As arranged, students are to inform the clinical instructor in advance of any absence and to call the instructor immediately when it appears that an unavoidable late arrival will occur.

Questions relative to the appropriateness of student's appearance and/or behavior are to be addressed, in private, immediately by the student's instructor and agency personnel, as needed.

Adopted from CSUDH SON, MEPN Clinical Handbook 2007

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. An Incident Report Form can be found in Appendix F (and on the CDU MMDSON website when established).

Attendance

Students must comply with the attendance policy provided in each course syllabus. The faculty members believe that attendance in all nursing courses is conducive to the learning 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. It is expected that students will arrive on time for class.

All clinical absences require make up in the Simulation Lab with make-up activities determined by the assigned clinical instructor. Excessive absence from clinical sessions (even with completed make-up activities in the Skills Lab), may result in the inability to meet course objectives and failure from the course. Absenteeism from a 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.

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 advance authorization from the instructor.
- Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.

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 receive an "F" for that assignment plus permanent probation for all student(s) involved.

Professional Standards

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.

Promotion

To pass a course, students must obtain a cumulative grade of 75% (C+). As in all graduate nursing courses, a grade point average of "B" or better is required to progress in the program, although a "C+" in any given course is considered passing. Students must pass the assigned "pass/fail" components of the course and must complete all clinical hours.

Clinical rotation and supporting theory components are offered as 16- week sessions. The clinical and theory components of a course must be passed independently of one another to progress to the next rotation within the course. Students who failed the first rotation will not be allowed to progress to the next (second) rotation. Failure of the second rotation within a course results in a failing grade for the entire course and the student will not be allowed to progress to the next course in the sequence. Students who are failing clinical components, but are receiving a passing grade in the theory, will receive a "F" for the entire course. Nursing courses may only be repeated one time. A student who fails two nursing courses or a clinical theory component may not continue in the nursing program.

Incomplete Grade

If the student is unable to complete clinical hours before the end of the semester, she or he may petition her or his instructor for an incomplete "I" grade.

Incomplete grades are given at the discretion of the instructor. The student must complete two-thirds of all required assignments and the associated clinical hours in order for an incomplete grade to be given. The student is responsible for completing documents to request the incomplete and documents to request that the incomplete be changed to a final grade.

The student and faculty instructor must sign a plan for completion that will be placed in the student's file. The instructor has the discretion to designate the time allowed for the student to complete the clinical hours. All clinical hours must be completed and the grade submitted prior to the student's advancing to the next course in curriculum.

A maximum of two courses may be repeated. The School of Nursing reserves the right to not allow course repeats depending on the reasons for the failure

Retention

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 will be reviewed each semester by the MMDSON Associate Dean. The MMDSON Associate Dean will, with the advice of the Student Advisor, disqualify a graduate student who is on academic probation if the student does not, or cannot, raise the study plan course work cumulative GPA to 3.0 *by the completion of the second regular semester (exclusive of summer sessions) following the session in which the cumulative GPA failed to meet the minimum 3.0 standard.*

A student who has been disqualified from a graduate program may reapply to that program after one calendar year following disqualification. A new student plan must be filed; any student who wishes to use previous course work, must have it approved by the MMDSON. Disqualification will remove a student from graduate standing and prevent further enrollment at the University.

Students experiencing academic difficulty are encouraged to enter into a Learning Contract with their Advisor to identify problem areas and develop a strategy to achieve academic/course requirements. An example of a Learning Contract is in Appendix G.

A graduate student may be placed on probation, or may be disqualified, for reasons other than cumulative GPA. These reasons include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, and inappropriate behavior as defined in the *Student Bill of Rights and Responsibilities*, and in the Academic Dishonesty sections of the *University Catalog*.

Students on academic probation must meet with their

advisor to discuss strategies to achieve and maintain a “B” average. Students on academic probation at the close of their last semester remain on probation.

Special Needs Learners

Students having special needs due to learning disabilities, language, or other factors that may affect achievement should make special needs known to the instructor during the first week of the course. Substantiation of the learning disability is the student’s responsibility.

Any student who has a disability that might prevent him or her from fully demonstrating his or her abilities should meet with an advisor in the Student Education and Service Center (SESC) as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of course requirements.

Student Education and Service Center (SESC) is dedicated to helping ALL students experience maximum intellectual development and personal growth. It is located in the Keck Building. Students are encouraged to call and make an appointment as needed for tutoring.

Dismissal

In addition, to dismissal for academic reasons (see Retention/Academic Probation and Disqualification above), students can be dismissed from the University for violation of any if 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.

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 instructor will notify the Program Director and the course coordinator immediately of the incident and any action that needed to be taken at that time.

Students who are dismissed from their clinical placement will have to make arrangements with the instructor to make up the time missed. If the time missed is longer than three weeks (i.e., 25% of the required clinical experience), the student may be required to repeat the course. Students who must repeat a course may not be allowed to progress with the cohort.

Depending on the seriousness of student’s behavior and

the circumstances, the instructor may determine that the student should receive a grade of No Credit (NC) for the clinical day or for the entire course. Ultimately, students may be disqualified from the program for egregious unethical, unsafe or unprofessional behavior in a clinical course.

Readmission

Readmission 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 generally not be readmitted. Special conditions may apply. Candidates for readmission must meet current program requirements. See University Readmission policy.

Problem Resolution

Complaint Against Another Student

Students who have complaints against other students should report their complaints to the MMDSON Faculty Clinical Coordinator. Students who have a complaint against a staff member should report the complaint to the staff member’s supervisor. If such a report would be uncomfortable or otherwise, inappropriate, the student should contact the Dean for the School of Nursing. Students who have a complaint against a College policy or action which is alleged to have violated the students’ rights should contact the Program Director. If the student is not satisfied that the matter is resolved at the program coordinator level, the student may request a hearing before the Student Affairs Committee. The request for a grievance hearing should be submitted in writing to the committee chair within 10 business days after an initial conference has taken place with the appropriate director. The student will be notified by the committee chair in writing of the hearing. (It usually takes 7 business days after receipt of written request.) Once a student’s name appears on the committee’s agenda and a decision has been rendered, the student has the right to appeal the decision.

The steps involved in the appeal process are delineated as follows:

Step 1: The student will have no more than 30 days to appeal the committee’s decision. This appeal is to the Dean of the School of Nursing. The Dean may uphold the decision of the committee and no further review will be necessary. If the Dean does not uphold the committee’s decision, numbers two (2) and three (3) below will apply.

Step 2: The Dean may appoint an *Ad Hoc* committee to hear the appeal. The members of this committee

shall be faculty members who have not been involved in the original decision in question. The chairperson of the committee shall present its findings to the *Ad Hoc* Appeal Committee but shall not sit as a voting member of said committee. The *Ad Hoc* Appeal Committee, with the approval of the Dean, may have legal counsel present.

- Step 3: The *Ad Hoc* Committee shall be empowered to call members of the original committees as witnesses and other appropriate members of the faculty and shall have authority to review records pertaining to the student's appeal. The *Ad Hoc* Appeal Committee shall report its decision directly to the Dean of the School of Nursing, one week after the receipt of the appeal. The Dean will inform the student in writing as to the outcome of the appeal. Students shall have the right to have their academic records treated in a confidential and responsible manner as required by the Family Education Rights and Privacy Act of 1974.

Complaint Against Faculty/Administration

All students have the right to make an academic appeal if they feel that they received "capricious or prejudicial treatment by a faculty member or a University administrator in the assignment of a course grade" (U.P.S.300.030). U.P.S. document 300.030 outlines the appeal process in detail. However, a brief summary of the process is given here:

The first step is to consult with the faculty member involved. If this fails:

- The student should then consult the MMDSON Associate Dean. If unresolved, the student consults with the MMDSON Dean.
- If the student is not satisfied, the student submits a signed statement stating specifically the nature of the allegations and the remedy requested to the coordinator of Academic Appeals.
- At the point, if warranted, the coordinator of Academic Appeals convenes the Academic Appeals Board which ultimately decides if a hearing is necessary and conducts all such hearings.
- Three additional factors must be noted here as regards to the appeal process:
- The burden of proof rests on the student.
- The student must initiate the appeals process within one month after he/she could be reasonably expected to become aware of the action in question.

The normal exercise of professional judgment by a faculty member shall not be considered evidence that supports a charge of an arbitrary grade assignment. The normal exercise of professional judgment by a faculty member shall not be considered evidence that supports a charge of an arbitrary grade assignment.

Withdrawal

Medical Withdrawals

Permission to drop courses for health reasons must be requested in writing and supported by the student's physician and Program Director. Requests of this nature must be presented to the student's Program Director prior to the final examination. Under no circumstances will a medical withdrawal be considered after the final examination has been taken.

Impaired Student

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: these are diseases and should be treated as such; 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; nursing students who develop these diseases can be helped to recover; it is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness; 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.

Concern of Faculty

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 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 self or others. These behaviors may include:

- physical impairment
- mental or emotional impairment
- impaired judgment and/or disruptive actions
- inconsistent behavior patterns

Procedure

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

- The student shall be excluded from the classroom.
- The instructor shall immediately report the incident to the Dean, School of Nursing.
- The student shall immediately report to the

Dean, School of Nursing for investigation pursuant to University regulations.

- The student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behaviors which led to the classroom 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.
- The professional assessment shall be performed by someone other than a member of the Charles R. Drew University faculty.
- 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 self or 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:

- The student shall submit a petition to the Dean, School of Nursing.
- 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.
- The student may be required to participate in on-going rehabilitation treatment as a condition of readmission.
- 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 on a schedule as determined by the Dean, School of Nursing.
- Failure to submit evidence of on-going rehabilitation treatment will result in permanent

dismissal from the Nursing Program.

- Readmission is on a space-available basis.

A second documented incident of impaired behavior will result in permanent dismissal from the Nursing Program

Transfer and Change Procedure

The University and the MMDSON abide by the BRN Transfer and Challenge Policies form EDP-R-05 which states, “The Board shall deny the application for accreditation made by, and shall revoke the accreditation given to, any School of Nursing which: a) does not give to student applicants credit, in the field of nursing, for previous education and the opportunity to obtain credit for other acquired knowledge by the use of challenge examinations or other methods of evaluation.”

Graduate students may be able to transfer a limited number of course units in meeting the requirements for a master’s degree. The use of transfer credits on the student’s study plan is subject to the following criteria. Each course must:

- Have been taken at an 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
- Not have been used in meeting the requirements for another earned degree
- Have been completed within the student’s 7-year time limit.

Challenge Examinations -The School of Nursing policy indicates that students must provide evidence of having successfully completed courses at another accredited program. Theory as well as clinical portions of nursing courses may be challenged. Clinical courses may only be challenged after successful challenge of the theory component for that course. Students must request and obtain from the faculty a copy of the course syllabus, course objectives, clinical objectives and clinical evaluation tool. The student must pass the challenge exam with a grade of “B” or better, equivalent to 84% or above. The challenge examination must be administered by the end of the third week of instruction. Upon successful completion of the examination, the instructor will report the grade of CR. Students who fail the challenge examination may elect to continue the course for credit or may officially withdraw from the course through the normal class withdrawal procedure. The challenge examination for any course may be administered only

once.

The challenge mechanism for transfer students is arranged on an individual basis. See also Credit by Examination.

Student Committee Participation

Student participation will be solicited at the start of each semester to participate in MMDSON Committees. These students will share in the work of the committee and have voting rights. However, the Chair of the committee may ask students to excuse themselves should the meeting topics include confidential or sensitive information.

The Curriculum Committee has been established to conduct all business related to ELM curriculum and curriculum development, learning styles, teaching methods, and business related to student issues including petitions. The committee nominates students for awards, scholarships and/or special honors, *provides recommendations regarding the procedures and processes for recruitment, admission, advisement, and retention of students.*

The Evaluation Committee has been established to oversee all matters related to assessment of the department’s programs (students, faculty, curriculum, graduates), including the development and monitoring of the Program and Department Evaluation Plans.

Types of evaluations to be completed by students:

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

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

Evaluation: 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.

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

- Plan for communication both to and from the students represented
- Goals/Objectives for participating in MMDSON Committees
- Student representatives will be selected using the above listed 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 confidentiality of some committee business
- Attend all meetings as scheduled

Student Life

Orientation

The orientation program is crucial in teaching new students and their parents about the University. This program provides academic testing, various presentations, informal discussions, and opportunities to meet other incoming students and to interact with members of the University community.

Non-Campus-Based Scholarships

Throughout the year, the University receives announcements on scholarship opportunities offered to health students by different organizations. Information regarding these scholarships may be obtained from the campus Financial Aid Office or Student Education Services Center.

Academic Advising

Faculty advisors provide academic advice, support, and encouragement throughout the duration of the student's academic program. A faculty member from the student's designated program serves as the academic advisor throughout the student's career at the University. Academic advising is a service provided to all students who need assistance selecting a program, scheduling classes, or seeking tutorial support and guidance in making certain they meet all graduation requirements. Students who utilize academic advisement services usually complete their educational goals in a timely manner and are unlikely to drop out of school.

Students may meet with their academic advisor by scheduled appointment or on a drop-in basis during office hours. Students entering degree programs will be assigned to a faculty advisor within the first week of admission. The student and faculty advisor jointly arrange meeting hours. For additional information about faculty advisor arrangements, contact the program of interest.

MMDSON Simulation Laboratory

Students practice and gain proficiency in the acquisition of clinical skills in a state-of-the-art simulation laboratory that maintains an operating room suite, critical care beds, a birthing room, and nurses' station for a 12-bed medical-surgical unit. Both low fidelity and high fidelity human patient simulators enable students to acquire hands-on experience in the management of complex physical disorders. In addition, three clinical examination rooms provide students with the opportunity to practice physical assessment techniques.

MMDSON Student Government Association

MMDSON students may also participate in the Student Government Association (SGA), which meets regularly to conduct student business. The bylaws and constitution describe the membership, committee structure, and terms of office of the elected officials. Elections are held during the Spring and Fall semesters.

California Student Nurses' Association

SGA members are eligible to join the California Student Nurses Association. The MMDSON SGA constitutes a formally recognized Chapter of the California SNA when 10 or more members join with the payment of annual dues to the state organization. The California SNA is a state constituent of the National Student Nurses Association (NSNA).

Other Student Clubs and Organizations

All student clubs and organizations are supervised by the Office of Student Education and Services.

Academic Evaluation

Throughout their enrollment, students are evaluated in the following four areas: content knowledge, communication skills, technical skills, and professional behavior. Students may receive one or more of the four types of evaluation in any one semester. Individual course syllabi will outline the components of the final grade for each semester.

Content Knowledge

Students are given regular written examinations throughout the program. Exams are based on the stated objectives of the individual courses each semester. Questions are structured to approximate the scope and depth of the certifying/registration examination, where applicable. Exams are intended to evaluate specific facts as well as applied knowledge of the didactic materials. Mastery of didactic information is dependent on the integration of problem-solving techniques, deductive/inductive reasoning and critical thinking skills. Utilization of these strategies is also evaluated.

Communication Skills

This component measures a student's ability to collect pertinent data, for example, through patient interviews, and to convey health information to patients, clients, community residents, and other health professionals. Students are required to make formal presentations throughout their training. These presentations may include patient group counseling, employees' in-service, student seminars, and medical rounds. To demonstrate competence in writing, students are required to complete case studies, essays, term papers, and journal abstracts.

Technical Skills

Depending on the requirements of their respective programs, students are required to demonstrate competency in varied types of measurements and examination procedures, as well as in laboratory techniques. Clinical skills may include anthropometric measurements, physical examination techniques, and equipment operation. All students must be able to operate a computer and to perform program specific tasks, such as word processing and database access.

Professional Behavior

Each student is expected to exemplify professional behavior with patients, faculty, fellow students, and other professionals. At the end of each clinical assignment, students in clinical programs are evaluated by their supervising clinical instructor on selected professional behaviors. These behaviors include, but are not limited to, attendance and punctuality, personal appearance, cooperation, ability to accept criticism, interpersonal relations, perseverance, initiative, and industry. The ability to demonstrate empathy and compassion to the plight of the medically underserved patient in particular is encouraged and evaluated.

Use, possession, distribution or being under the influence of alcoholic beverages, illicit drugs or other controlled substances while on campus or in connection with college activities are prohibited.

Graduation Requirements

Master of Science in Nursing (MSN) Degree

Terms regarding graduation requirements in the Master of Science in Nursing tracks are detailed below:

Unit Requirement: Total units required for the M.S.N. vary according to the curriculum of study.

G.P.A. Requirement: Achievement of a minimum overall G.P.A. of 3.0 on a 4.0 scale.

Prerequisite Requirement: Completion of the prerequisite course requirements.

Track Requirement: Completion of requirements for the curriculum of study.

Graduation Check: Students who expect to receive degrees and/or certificates at the end of the academic year must make an appointment with the Office of Registration and Records for a graduation check. A graduation check may already be on file and a copy mailed to the student. This check must be complete two semesters prior to the proposed date of graduation.

Graduation Clearance: All graduating students must complete a clearance form and receive appropriate departmental signatures before receiving any degrees, certificates, or transcripts. 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 60 days prior to the last day of school before graduation. Any student who has not met the financial obligations to the University will not receive verification 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 Dean of Academic Affairs then submits the verified list of candidates for graduation for approval from the Board of Trustees. Students who will complete all graduation requirements by August 31 will be permitted to walk in the June commencement ceremony of that same year.

issued upon the student's written request. There will be a \$10.00* charge for each duplicate. Processing time is four to six weeks.

MASTER OF SCIENCE IN NURSING GRADUATE TRACKS

Entry Level Master's (ELM) Track

Overview

The Entry Level Master of Science in Nursing Track is designed for non-nurses holding baccalaureate degrees in another field, who are interested in completing course requirements leading to a graduate degree in nursing. Graduates of this program are eligible to sit for the NCLEX-RN examination and the Clinical Nurse Leader (CNL) certification examination.

Role and Qualifications

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

ELM Curriculum

The 73-credit ELM Track is completed through full-time study in preceptored clinical settings. The following course sequence is required for this curriculum of study. The Entry Level Master of Science track curriculum is designed for pre-licensure nursing students to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for RN licensure. CDU has developed an education-practice partnership with local clinical partners to implement clinical training opportunities for the clinical nurse leader role.

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

The curriculum is based on the philosophy and conceptual framework for the University and the MMDSON ELM track, and considers the recommendations presented in the American Association of Colleges of Nursing Essentials of Baccalaureate and Master's Education for Professional Nursing Practice (1998) and the White Paper on the Education and Role of the Clinical Nurse Leader, Feb., 2007. Theory and clinical practice are concurrent in the following nursing areas: medical-surgical and geriatric, maternal/child, psychiatric/mental health nursing. Integrated curriculum content also includes the following topic areas: primary/secondary/tertiary prevention, genetics, communication, technology and resource management, ethics, personal hygiene, human sexuality, client abuse, cultural diversity, nutrition, pharmacology, legal, social, and ethical aspects of nursing, and nursing leadership and management. Courses are sequenced from

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

Track Description

The first year of the CDU ELM track consists of courses that provide the foundation for safe nursing practice while immersing students in a variety of classroom, hospital, and community based experiences. Through a series of designed learning activities, students are able to learn how to care for patients and their families within a supportive environment that promotes the spirit of inquiry and application of research to nursing practice. The second year of the program provides coursework in nursing research, issues/theory, community health and a final clinical immersion experience in a preceptored course where students can further develop the professional RN role through patient care experiences at the point of care, delegation, prioritization of care, interdisciplinary communication, and team management prior to being eligible to take the NCLEX-RN licensing exam.

Family Nurse Practitioner (FNP) Track

Overview

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

Role and Qualifications

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

FNP Curriculum

The 48-credit FNP Master of Science in Nursing Track, which is completed through full-time or part-time study in preceptored clinical settings provides a flexible, executive-education format in which the theoretical content of all courses is taught two weekend sessions per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion

practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study. The FNP track is a 4 semester full-time program with opportunity for part-time enrollment. The program begins each semester in the Fall, Spring or Summer. All course work is completed over 4 semesters. Students may transfer in course credit for courses completed at an accredited academic institution. Clinical experiences are offered in a variety of clinical settings, where students work in preceptored settings to acquire clinical skills in structured environments designed to ensure that all students will satisfy the 645 clinical hours required to complete the program.

The Family Nurse Practitioner track is designed for registered nurses holding baccalaureate or higher degrees in nursing or other fields who are interested in pursuing an education in this field of specialization. The FNP graduate is prepared to deliver care as a member of a healthcare team and to improve the availability of culturally relevant primary healthcare in underserved populations. Graduates possess the ability to evaluate the health status of an individual, diagnose and treat acute illness, manage chronic diseases, deliver preventive care, and counsel individuals on psychosocial problems in collaboration with a supervising physician.

Track Description

The FNP track is clinically based and designed for individuals who have been working in the healthcare field. It combines didactic learning and clinical experience. Courses are offered using the Executive Format. All theory courses are taught in in-person classroom settings on designated weekends. During the week, students are assigned to clinical preceptors to complete the required clinical hours in diverse primary care settings.

COURSE DESCRIPTIONS

NUR 500 Concepts of Professional Nursing

This course provides an overview of the professional nursing role within the healthcare environment, including nursing theory and evidence-based nursing practice. Highlights of the influence of culture and professional.

NUR 510 Pharmacology

Presents core drug knowledge, pharmacotherapeutics, pharmacodynamics. Emphasizes drug classification by categories affecting various body systems.

NUR 511 Fundamentals of Nursing and Care of the Older Adult

Concepts of physiological integrity, psychosocial integrity and effective care environments, and health promotion/maintenance are examined. This course focuses on beginning competencies required for care of adult and older adult clients with acute and chronic health

problems.

NUR 512 Nursing of Culturally Diverse Clients Medical Surgical

This course provides nursing theory and care of adult and older adult clients with medical-surgical health alterations. Includes diagnostic and therapeutic nursing interventions relevant to medical surgical alterations. Emphasizes the nursing process and critical thinking to manage acute and chronic medical-surgical, remedial, supportive and rehabilitative problems

NUR 513 Nursing of Culturally Diverse Families II Maternal Child/Pediatrics

Students will apply the nursing process in the care of diverse and multicultural women, newborns, children and their families. Emphasis is placed on the integration of theory from nursing and related fields including genetics/genomics, growth and development, standards of clinical practice, evidence-based care, communication, family systems, and critical thinking in planning and providing care.

NUR 514 Nursing of Culturally Diverse Families in Crisis

Critical Care (9 weeks), Psych/Mental Health (6 weeks)

Provides nursing theory for the care of adult and older adult clients with complex health alterations; includes diagnostic and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Emphasizes the importance of collaboration, accountability, and advocacy in the leadership role.

NUR 515 Nursing Management of Culturally Diverse Families in the Community

Theories of epidemiology, community health, and nursing are synthesized to help students facilitate the adaptation process of clients, families, and communities to attain and maintain optimal health. Emphasis is placed on family healthcare, assessment of community health needs, advocacy and collaborative role. Application of epidemiological, community health, nursing concepts to family health care in the community milieu. Students collaborate with families and others and use community resources to promote optimal family health and improve health status.

NUR 516 Pathophysiology

This course covers principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across the lifespan.

NUR 520 Physical Assessment

This course focuses on health assessment for professional practice. Basic knowledge and skills necessary to perform assessments including interviewing, history taking, and foundational physical assessment skills are required. Emphasizes developmental and culturally competent assessment skills and ability to recognize deviations from

normal across the lifespan.

NUR 521 Nursing Theory

This course provides a study and critique of the organization and development of nursing knowledge. Students will discuss and compare concepts and theories from nursing, humanities, and science with emphasis on their significance to the practice of professional nursing across the lifespan.

NUR 522 Understanding Race/Ethnicity and Cultural Diversity in Health and Illness

This course provides culturally sensitive approaches to providing nursing care. Focuses on socio-cultural factors and health disparities that influence health and illness and explores that impact in the use of health care resources.

NUR 523 Perspectives in Nursing Issues

This course provides an analysis on socioeconomic trends and issues affecting nursing and health care. Bioethics, healthcare legislation, public policy and roles of professional organizations are examined. Nursing leadership tasks are explored in relation to group dynamics, values clarification, and ethical decision making.

NUR 525 Research

This course examines concepts and issues related to evidence-based practice. The course focuses on the development and refinement of the directed project/research proposal. The proposal includes problem/purpose statements, literature review, measurement tools, work plan, timeline, method and evaluation (analysis/synthesis) plan.

NUR 526 Residency/Internship

Students will participate in supervised practicum experiences within a multidisciplinary setting with a focus on the application of theory in clinical interpretation of assessment and diagnostic data. Students will design a planned change project which reflects skills necessary for the application, design, implementation, and evaluation of an outcome-based practice model.

NUR 527 Fundamentals of Epidemiology and Biostatistics for Nursing

This course presents core epidemiology and biostatistics knowledge and skills that can be used to draw practical conclusions regarding data pertaining to nursing and patient care. Students will become acquainted with the epidemiological and biostatistical concepts in theory and in practice. Students will develop the basic skills necessary to use epidemiological and biostatistical knowledge and methods as the basis for health practice.

NUR 528 Health Management and Systems

Healthcare delivery for populations is examined as a multidisciplinary system of dynamic interactions among human and social systems, concerned with healthcare

delivery, quality and costs. The management of urban health systems addresses structure, process and outcomes of health services including costs, financing, organization, outcomes and accessibility of care.

NUR 530 Primary Care of adults and Aged

The focus of this course is the development of clinical decision-making skills needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis and treatment of common acute and chronic illnesses.

Through assigned readings, lectures, class discussion, case studies, and supervised practicum in multicultural practice settings, the student will begin the process of developing sound clinical judgment as a primary care provider.

NUR 531 Health Promotion Disease Prevention

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

NUR 532 Primary Care of Women and Children

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

NUR 533 FNP Practicum

This course prepares advanced practice nursing students to deliver primary care services within a variety of supervised clinical practice settings. Students will have the opportunity to investigate the inter-relationships among various socioeconomic, legal, and political factors

which impact the structure and function of healthcare delivery systems. Students will be assisted to perform the advanced practice roles of manager, clinician, educator, researcher and consultant in the provision of primary care services across the lifespan to underserved populations. Students will participate in the development of joint protocols, scientific research and development, community service activities and professional endeavors. The purpose of this course is to enable the student to operationalize the role of the family nurse practitioner in the care of individuals, families and communities.

Table 1: Entry Level Master's Track Curriculum of Study

The Entry Level Master of Science in Nursing track is designed for non-nurses holding baccalaureate degrees in another field, who are interested in completing course requirements leading to a graduate degree in nursing. Graduates of this program are eligible to sit for the NCLEX-RN examination and the Clinical Nurse Leader (CNL) certification examination.

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

Curriculum: The 73-credit Entry Level Master of Science in Nursing Track is completed through full-time study in preceptored clinical settings. The following course sequence is required for this curriculum of study.

	Course No.	Course Title	Credits	Clinical Hours
Year 1 Semester 1				
	NUR 516	Pathophysiology	3	
	NUR 511	Fundamentals	6	135
	NUR 520	Physical Assessment	4	45
	NUR 500	Concepts	2	
	Total Semester Credits		15	
Year 1 Semester 2				
	NUR 512	Medical Surgical	8	225
	NUR 521	Nursing Theory	3	
	NUR 510	Pharmacology	3	
	Total Semester Credits		14	
Year 1 Semester 3				
	NUR 513	Maternal Child Nursing	8	225
	NUR 522	Cultural Diversity	3	
	NUR 528	Health Mgmt & Systems	3	
	Total Semester Credits		14	
Year 2 Semester 1				
	NUR 514	Families in Crisis	8	225
	NUR 523	Perspectives	3	
	NUR 525	Research	3	
	Total Semester Credits		14	
Year 2 Semester 2				
	NUR 515	Community Health	5	90
	NUR 526	Residency	8	360
	NUR 527	Bio/Epi Statistics	3	
	Total Semester Credits		16	
	Total Program Credits		73	
	Total Clinical Hours			1305

Table 2: Family Nurse Practitioner Track Curriculum of Study

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

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

Curriculum: The 48-credit FNP Master of Science in Nursing Track, which is completed through full-time study in preceptored clinical settings, provides a flexible, executive-education format in which the theoretical content of all courses is taught two weekend sessions per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. The following course sequence is required for this curriculum of study:

	Course No.	Course Title	Credits	Clinical Hours
Semester 1				
	NUR 516	Pathophysiology	3	
	NUR 510	Pharmacology	3	
	NUR 520	Physical Assessment	4	45
	Total Semester Credits		10	
Semester 2				
	NUR 530	Primary Care of Adults & Aged*	6	180
	NUR 531	Health Promotion/Disease Prevention*	3	
	NUR 521	Nursing Theory	3	
	Total Semester Credits		12	
Semester 3				
	NUR 532	Primary Care of Women & Children*	6	180
	NUR 522	Cultural Diversity	3	
	NUR 528	Health Management & Systems	3	
	Total Semester Credits		12	
Semester 4				
	NUR 523	Perspectives	3	
	NUR 533	FNP Practicum*	8	240
	NUR 527	Biostatistics and Epidemiology	3	
	Total Semester Credits		14	
	Total Program Credits		48	
	Total Clinical Hours			645

**MERVYN M. DYMALLY
SCHOOL OF NURSING
FACULTY**

Dean's Office

Life Sciences, Research, and Nursing Education Building
1748 East 118th Street
Los Angeles, CA 90059
Office: 323-568-3302
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Administration

Gloria J. McNeal, PhD, MSN, ACNS-BC, FAAN, Founding Dean
Pamela Shiao, PhD, RN, FAAN, Founding Associate Dean
Lisa Jones, PhD, MSN, CRRN-BC, PHN, Interim Assistant
Dean for Faculty Affairs
Julia Webb, BA, Executive Assistant

Simulation Laboratory

Angela Williams, MSN, RN, Coordinator

Learning Resource Center

Lisa Jones, PhD, MSN, RN, CRRN-BC, PHN
Interim Director, Assistant Professor

Family Nurse Practitioner Track

Hector Gatan, MD, FNP, Faculty
Interim Director FNP Track
Irene Benliro, MD, FNP, Faculty
Nicole Monk, MSN, PNP, Faculty
Sujane Pak, M.S.N., R.N., C.N.M., W.H.N. P.

Entry Level Master's Track

Patricia Bridewell, MSN, RN, Faculty, Instructor
Deanna Daniel, MSN, RN, Faculty, Instructor
Marcia Elliott, MSN, RN, Faculty, Instructor
Arnetta Finney, MSN, RN, Faculty, Instructor
Patricia Humble, PhD, RN, Faculty, Assistant Professor
Angela James, MSN, RN, Faculty, Instructor

University and Academic Programs
STUDENT LEARNING OUTCOMES
What Students Can Demonstrate Upon Graduation

Charles R. Drew University of Medicine and Science

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

Life Sciences

Student Learning Outcomes

O1: Knowledge

- 1.1 Demonstrate knowledge of the structure and function of molecules involved in biological systems.
- 1.2 Recognize the relationship between structure and function at all levels: molecular, cellular, and organismal.
- 1.3 Diagram and explain the major cellular processes in eukaryotes and prokaryotes.
- 1.4 Describe the flow of genetic information, the chromosome theory of heredity and the relationship between genetics and evolutionary theory.
- 1.5 Evaluate the principles of evolutionary biology and identify the taxonomy and phylogenetic relationships of the major groups of organisms.
- 1.6 Recognize the relationship between organisms and their environment.
- 1.7 Understand the general principles of organismal development.
- 1.8 Develop an awareness of the careers and professions available in the biomedical sciences.
- 1.9 Identify the impact that culture has on science, health, and well-being.

O2: Skills

- 2.1 Perform laboratory techniques.
- 2.2 Understand and apply principles of laboratory safety.
- 2.3 Locate and retrieve appropriate information.
- 2.4 Read, understand, and critically review scientific papers.
- 2.5 Use computers in scientific work.
- 2.6 Work in groups.
- 2.7 Prepare oral and written reports in a standard scientific format.
- 2.8 Keep a laboratory notebook.
- 2.9 Use mathematics and statistics to evaluate scientific evidence.
- 2.10 Interpret graphs and tables.
- 2.11 Evaluate scientific evidence and distinguish between fact and opinion.
- 2.12 Apply the scientific process, including designing and conducting experiments and testing of hypotheses.

O3: Attitudes

- 3.1 Learning about both living micro and macro systems is interesting and rewarding.
- 3.2 Studying life sciences is relevant to everyday life and can be applied to daily life experiences.
- 3.3 All areas of science are integrated and interconnected.
- 3.4 Scientific knowledge is not static but constantly expanding through the ongoing work of research scientists.
- 3.5 The ethical implications of scientific issues in society are important.
- 3.6 Ethical conduct in science is important.
- 3.7 Respect for cultural differences.

General Education

O1: Category A: Written and Oral Communication, and Critical Thinking

- 1.1 Written and oral communication skills
 - 1.1.1 Students will be able to employ techniques of effective college-level writing and communication style in organizing and composing essays, oral and multi-media presentations, and or other appropriate forms, on focused topics.
 - 1.1.2 Students will be able to analyze, interpret, and evaluate various written and other textual material for ideas, details, information, and points of view.
 - 1.1.3 Students will be able to describe and explain basic principles of the communication process in various contexts.
- 1.2 Critical thinking
 - 1.2.1 Students will be able to analyze and synthesize broad and or distinct fields of knowledge.
 - 1.2.2 Students will be able to formulate conclusions from complex information.
 - 1.2.3 Students will be able to identify and solve problems utilizing both individual and collaborative models.

O2: Category B: Natural Sciences, Mathematics, and Information Science

- 2.1 Quantitative analysis skills
 - 2.1.1 Students will be able to interpret and use mathematical models and methods to analyze and solve problems.
- 2.2 Computer/information literacy
 - 2.2.1 Students will be able to demonstrate proficiency in the fundamentals of computer use.
 - 2.2.2 Students will be able to locate, evaluate, and synthesize information for research and critical evaluation of science, and the process by which science concepts are developed, tested, and modified; and the reliability and limitations of scientific knowledge itself.
 - 2.2.3 Students will be able to recognize and describe scientific methodology as it pertains to exploring natural phenomena, including observation, hypothesis development, measurement and data collection, experimentation, evaluation of evidence, and employment of mathematical analysis.
 - 2.2.4 Students will be able to demonstrate application of scientific data, concepts, and models.

- O3: Category C: Arts and Humanities
- 3.1 Students will be able to identify and describe fundamental ideas, philosophical positions, and religious beliefs that are representative of particular cultures, and intellectual traditions within and across historical periods, up to and including the present day.
 - 3.2 Students will be able to identify, analyze and evaluate the use and techniques of various literary and artistic conventions in the rhetorical and/or artistic discourses and production of particular cultures and their influence on cultural and societal attitudes and behavior.
- O4: Category D: Social and Behavioral Science
- 4.1 Students will be able to describe global and comparative perspectives on the contemporary world.
 - 4.2 Students will be able to describe and compare diverse cultures and communities and their relation to individual and group social behavior, especially in the context of health and health care.
 - 4.3 Students will be able to analyze and interpret political, cultural, technological, and economic phenomena and their influence on development of American institutions.
 - 4.4 Students will be able to describe and analyze the role of the Constitution in the development of American institutions and American society at-large.
- O5: Category E: Core Courses in Diversity, Service Learning, and Community Health
- 5.1 Students will be able to demonstrate basic proficiency in the understanding and use of foreign language(s) needed by people working with diverse populations in various healthcare settings.
 - 5.2 Students will be able to define both individual and collaborative philosophies of health and or health care and how they relate to the Mission of Charles R. Drew University and the diverse communities it serves.
 - 5.3 Students will be able to construct and present a written research report and or multi-media project which relate individual field experience in community health to sociological, cultural, philosophical, and/or ethical perspectives.

Health Information Technology/Clinical Coding Specialist

- O1: Become adept in collecting, using, analyzing, validating, storing, and retrieving health care data.
- O2: Ability to manage related data, personnel management, and release of information.
- O3: Analyze health information documentation to convert diagnoses and procedures to numeric codes.
- O4: Demonstrate skills in quality assessment, financial management, and computer science.
- O5: Access and operate on-campus simulated laboratory experiences.
- O6: Demonstrate knowledge and skills when placed in various practice health care facilities.
- O7: Demonstrate knowledge, skills, ethical conduct, and professional behavior by observing working professional that practice what they teach.

Master of Science in Clinical Research

O1: Hypothesis generation and testing

- 1.1 Formulate testable hypothesis and specific aims, critique hypothesis, and test hypothesis.

O2: Research methods

- 2.1 Describe components of a working research protocol.
- 2.2 Describe and compare the major types of clinical and community studies (designs, epidemiologic measures, and analysis).
- 2.3 Explain the strength and limitations of a study based on methods and results.
- 2.4 Choose an appropriate research design that will answer a research question and test hypothesis.
- 2.5 Identify local, state, and or national sources of data appropriate for their area of research and utilize it appropriately.
- 2.6 Develop a study design for clinical research.
- 2.7 Know the existence and magnitude of health disparities and how to measure and report health disparities.
- 2.8 Identify emerging research designs (e.g., genetic and molecular bases of disease, biomarkers, and informatics).
- 2.9 Identify, appraise, criticize, and score information related to evidence-based medicine.
- 2.10 Define and understand the concepts of bias, confounding, intermediate, and effect modification.

O3: Biostatistical Methods

- 3.1 Identify and use descriptive statistics.
- 3.2 Describe and analyze population data.
- 3.3 State the relationship between the chosen research design, the type of data collected, and the statistical tests.
- 3.4 Communicate effectively with statistician regarding the appropriate statistical analyses required for research data.
- 3.4 Assess and evaluate the reliability and validity of a measurement.
- 3.5 Determine the adequate number of subjects for the research and calculate the power of the study.
- 3.6 Know the components of a data management protocol and how to manage research data.
- 3.7 Perform the commonly used statistical test and interpret the findings.
- 3.8 Perform and interpret advanced statistical test (e.g., multiple logistic regression, survival analysis, factor analysis).
- 3.9 Analyze experimental results and draw reasonable conclusions from them.
- 3.10 Analyze data using appropriate software and develop a data analysis plan.
- 3.11 Calculate the epidemiological measures to describe population and measures of association and impact.

O4: Research Ethics and Regulations

- 4.1 Explain the historical events that had significant impact of federal regulations for protection of human subjects.
- 4.2 Identify ethical issues in research and research misconduct.
- 4.3 Identify the responsibilities of the investigator, research team members, research institutions, and regulatory agencies in conducting research in general and conducting research in the vulnerable populations (includes conflict of interest).

- 4.4 Write an application including the necessary forms, design, methods, recruitment, consent, analysis plan, and procedures.

O5: Other Research Related

- 5.1 Review literature, summarize, and synthesize data.
- 5.2 Propose research question, hypothesis and develop research proposal or manuscript (includes all the component — abstract, introduction, design and methods, results, discussion).
- 5.3 Describe the stages of a grant and a manuscript review.
- 5.4 Design visual presentations (poster, slides, graphs). Orally present results at regional or national meeting. Defend their research results to a critical audience.

Medical Education Program

O1: Patient Care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.

- 1.1 Conduct patient-centered encounters that balance the needs of the patient with time constraint of practice.
- 1.2 Accurately perform and document both complete and focused histories and physical examinations that are based on the pathophysiology of presenting complaints, and that address relevant psychosocial and family issues.
- 1.3 Prioritize patient's problems, formulate appropriate differential diagnoses, and develop appropriate plans for diagnosis and/or management.
- 1.4 Perform basic and therapeutic procedures (basic life support, suturing simple lacerations, drawing venous blood, starting an IV, basic airway management).
- 1.5 Be familiar with the technique of normal vaginal delivery.
- 1.6 Be able to discuss the principles of and the relative advantages and disadvantages of various therapeutic modalities, including surgery, pharmacology, physical rehabilitation, mental health care, behavioral modification and complementary and alternative medicine, as applied to common clinical situations.
- 1.7 Use epidemiological principles and data to formulate measures for care of individuals and communities and be able to read the medical literature.
- 1.8 Evaluate the roles that unemployment, poverty, and lack of education play as obstacles to quality health care.
- 1.9 Develop and implement individualized risk reduction plans based on a culturally-sensitive assessment of important medical and social conditions including sexually transmitted diseases, substance abuse, and interpersonal violence.

O2: Medical Knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.

- 2.1 Know the scientific principles that underlie current understanding of normal human development, function, and disease. Be able to accurately express and use these principles in discussing health maintenance, common disease processes, and disease evaluation and management.
- 2.2 Demonstrate an understanding of social and behavioral factors that influence patients' responses to health and disease.
- 2.3 Understand the scientific basis and interpretation of common diagnostic modalities. Discuss the indications, contraindications and cost-effectiveness of common diagnostic studies.
- 2.4 Demonstrate knowledge of common problems and diseases for diverse populations.

- 2.5 Understand basic issues for promoting health and preventing disease, including nutrition, exercise, psychological health, preventive pharmacology, genetic predisposition to disease, sanitation, environmental and workplace hazards, life-styles, immunizations, and apply this understanding to patient management.
 - 2.6 Assess the health status, demographics and socioeconomic characteristics of medically underserved populations.
 - 2.7 Know when and how to report incidents of domestic violence.
- O3: Practice Based Learning and improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care.
- 3.1 Understand the importance of life-long learning to adequately care for patients, to participate in patient education, and to pursue creative scholarly endeavors.
 - 3.2 Use computer-based techniques, including PubMed and other relevant database, to acquire new information and resources for learning.
 - 3.3 Identify and use reliable, authoritative sources of medical information.
 - 3.4 Organize personal resources efficiently and systematically using electronic tools and other methods.
 - 3.5 Describe and assess common scientific methodologies used in clinically-relevant medical research.
 - 3.6 Identify the evidential value, organization and logistics of various types of clinical trials, and be able to advise patient concerning their participation in or interpretation of these.
 - 3.7 Read, summarize and critique research and disease review in articles in peer-reviewed journals.
 - 3.8 Use evidence-base approaches as tools to decide whether to accept new findings, therapies and technologies for incorporation into medical practice.
 - 3.9 Utilize decision-support systems and guidelines for clinical decision making, including an understanding of the roles of preferences and probabilities.
 - 3.10 Understand and use continuous quality improvement practices.
 - 3.11 Translate questions that arise from daily clinical practice into formal research hypotheses.
 - 3.12 Utilize computer technology to aid in the design, writing, analysis, and presentation of data from a clinical research project.
 - 3.13 Design, implement, and complete a clinical research project that will meet the criteria for a thesis.
- O4: Interpersonal and Communication Skill that result in effective information exchange and teaming with patients, their families, and other health professionals.
- 4.1 Demonstrate interpersonal skills that build rapport and empathic communication with patient and their families across socioeconomic, racial, and cultural boundaries.
 - 4.2 Make both complete and focused case presentations that are accurate and well-organized, prepare and maintain complete, accurate, well-organized medical records.
 - 4.3 Demonstrate a commitment to and skill in teaching medical students, colleagues, and other members of the allied health profession using the concepts and vocabulary of contemporary basic and clinical science.
 - 4.4 Function as a productive member of a team.
 - 4.5 Work collaborative with health professionals from other disciplines.
 - 4.6 Skillfully address sensitive issues in an effective, compassionate, non-judgmental manner.
 - 4.7 Describe and use sound principles for changing patients' behavior in order to promote and improve their health.

- 4.8 Inform patient and their families about health and illness in a way that is culturally-sensitive, jargon-free and appropriate to their needs, including counseling on prevention and psychosocial issues.
 - 4.9 Obtain informed consent from patient by clearly explaining the risks, benefits, and alternative for common medical and surgical procedures in a culturally sensitive manner.
- O5: Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient.
- 5.1 Demonstrate reliability, dependability, and integrity in interactions with colleagues and patients.
 - 5.2 Deal with professional mistakes openly and honestly in ways that promote patient trust and self-learning.
 - 5.3 Accurately assess one's personal strengths and limitations, relevant to one's practice of medicine and continued learning.
 - 5.4 Develop abilities to receive and provide constructive feedback as par of peer and self-assessment of professional behaviors.
 - 5.5 Understand appropriate coping mechanisms for dealing with stress, intellectual uncertainty, interpersonal conflict, and issues related to power.
 - 5.6 Use basic ethical concepts and approaches to identify and analyze the ethical dimensions of common situations in medical practice, health policy, and research.
 - 5.7 Understand the obligation to treat the individual patient, and discuss the conflict between caring for a patient and caring for a population.
 - 5.8 Recognize an obligation to the health of society, locally, regionally, and nationally.
 - 5.9 Demonstrate the ability to provide leadership to groups if colleagues or patient.
- O6: System Based Practice, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.
- 6.1 Function under common time constrains in outpatient primary care settings, including managed care groups and underserved populations.
 - 6.2 Discuss changing social, economic, and political factors that are affecting the patterns of health care delivery in the United States, and specifically in Southern California.
 - 6.3 Know the structure and function of health care delivery and insurance systems currently used in United States.
 - 6.4 Understand how payment systems for medical care affect decision making and care provision, and discuss strategies for delivering quality of care in the face of reimbursement restrictions.
 - 6.5 Apply cost-effectiveness analysis to specific instances of diagnosis and treatment of disease and health promotion.
 - 6.6 Understand the principles of medical record keeping and the use el electronic records.
 - 6.7 Know how and when to use consultants.
 - 6.8 Identify and use resources and ancillary health care services for patient in situations in which social and economic barriers to access exist.

Radiologic Technology

- O1: Practice radiography as entry-level technologist
 - 1.1 Apply cognitive and psychomotor skills to performing static and fluoroscopic procedures.
 - 1.2 Manipulate radiographic equipment to demonstrate area of clinical interest. compute and select proper technical factors for selected anatomy.
 - 1.3 Analyze, synthesize and problem solve in the clinical setting.
- O2: Demonstrate knowledge, comprehension, and application of radiation protection.
 - 2.1 Summarize radiation exposure effects on the patient and image receptor when technical factors vary.
 - 2.2 Define and apply the three cardinal rules of radiation protection.
 - 2.3 Explain radiation exposure effects at the atomic level.
 - 2.4 Apply radiation protection measures in a clinical setting.
- O3: Critical thinking and problem solving
 - 3.1 Demonstrate reasoning, interpretation, and discretion completing assignments, differentiate routine and non-routine examinations, identify and solve problem examinations, identify and describe defined pathology on a radiograph, demonstrate adequate positioning skills for non-routine examinations.
- O4: Demonstration of cognitive skills
 - 4.1 Define, discuss, and summarize radiographic contrast and density.
 - 4.2 Summarize radiation exposure effects on the patient and image receptor when technical factors vary.
 - 4.3 Demonstrate the ability to compare, define, recall, categorize, and classify.
 - 4.4 General anatomy and radiographic positioning terminology.

Urban Public Health (MPH)

- O1: Identify community health problems and ethnic/racial health disparities using epidemiological, biostatistical and community monitoring methods.
- O2: Critically appraise the literature to identify the risk/protective factors influencing the health status of ethnically diverse populations.
- O3: Apply basic theories, concepts and models from a range of social, scientific and behavioral disciplines that are used in public health research and practice.
- O4: Identify and critically appraise public health programs, policy and advocacy processes for improving the health status of underserved urban populations.
- O5: Plan, develop and evaluate public health programs/interventions & policies responsive to the diverse cultural values and traditions of communities being served.
- O6: Apply principles of leadership & management that include the mobilization of community partnerships, to administer public health programs and solve health problems.
- O7: Inform and educate communities about the availability of and access to needed health services.
- O8: Demonstrate effective written and communication skills for public health practice that inform, educate and empower targeted audiences.

2011-2012 Academic Calendar

	FALL	SPRING	SUMMER
Academic Advising	July 18-22	Nov. 14-Jan. 2	—
Registration: Continuing Students	Aug 1-19	Nov. 14-Jan. 2	Apr. 23-May 11
Registration: New Students	Aug. 9- 11	—	—
New Student Orientation	Aug. 9- 11	—	—
<i>School of Nursing</i>	<i>Aug. 22</i>	—	—
Semester Classes Begin	Aug. 22	Jan. 9	May 14
<i>School of Nursing</i>	<i>Aug. 29</i>	<i>Jan. 9</i>	<i>May 1</i>
Late Registration (\$50 Late Fee) and Add/Drop Period	Aug. 22-Sept. 2	Jan. 9-20	May 14-25
<i>School of Nursing</i>	<i>Aug. 29-Sept 9</i>	<i>Jan.9-20</i>	<i>May 1-12</i>
Student Census	Sept. 9	Jan. 27	June 2
<i>School of Nursing</i>	<i>Sept. 16</i>	<i>Jan.27</i>	<i>May 19</i>
Withdrawal Deadline	Oct. 14	March 2	July 6
<i>School of Nursing</i>	<i>Oct. 21</i>	<i>March 2</i>	<i>June 23</i>
Final Exams	Dec. 12-16	Apr. 30-May 4	Aug. 6-10
<i>School of Nursing</i>	<i>Dec 12-14</i>	<i>Apr3.23-25</i>	<i>Aug.14-17</i>
Final Grades Due	Dec. 22	May 11	Aug. 17
<i>School of Nursing</i>	<i>Dec 21</i>	<i>May 5</i>	<i>Aug. 24</i>

University Holidays

Labor Day (Campus Closed)	Sept. 5
Veterans Day (Campus Closed)	Nov. 11
Thanksgiving (Campus Closed)	Nov. 25-26
University Holiday Closure	Dec. 23-30
Christmas Holiday (Observed)	Dec. 26
New Year's Day (Campus Closed)	Jan. 2
Martin Luther King Day (Campus Closed)	Jan. 16
President's Day (Observed, Campus Closed)	Feb. 20
Spring Break (No classes in COSH)	March 26-30
Cesar Chavez (Observed, Campus Closed)	March 30
Memorial Day (Campus Closed)	May 28
Independence Day (Campus Closed)	July 4

Key Telephone Numbers

Main Campus Number (323) 563-4800	Office of Finance (323) 563-5820
Office of the President (323) 563-4974	Office of Administration (323) 563-3678
Office of the Provost (323) 563-4991	Office of Human Resources (323) 563-5827
College of Science and Health (323) 563-5851	Office of Research (323) 249-5702
College of Medicine (323) 563-4991	Office of Information Systems (323) 563-4990
Mervyn M. Dymally School of Nursing (323) 568-3302	Office of Continuing Medical Education (323) 563-4975
Office of Enrollment Management Services Admission, Financial Aid and Scholarships, Registration and Records (323) 563-4838	Office of Graduate Medical Education (323) 563-9373
Office of Medical Student Affairs (323) 563-5956	CDU Health Sciences Library (323) 563-4871
Office of Academic Senate (323) 563-5978	Student Education and Services Center (323) 563-9351
	Office of Public Safety (323) 563-4918

Travel Directions

University Address:

1731 East 120th Street
Los Angeles, CA 90059

From LAX

- Take the IMPERIAL HWY WEST/I-105 E ramp toward IMPERIAL TERMINAL.
- Merge onto I-105 E toward NORWALK.
- Take the WILMINGTON AVE exit, EXIT 10
- Turn RIGHT onto WILMINGTON AVE.
- Turn RIGHT onto E 120TH ST.

From West Los Angeles

- Go South on the I-405
- Merge onto I-105 East via EXIT 45 toward NORWALK.
- Take the WILMINGTON AVE exit, EXIT 10.
- Turn RIGHT onto WILMINGTON AVE.
- Turn RIGHT onto E 120TH ST.

From Long Beach

- Go North on the I-710
- Merge onto I-105 W toward EL SEGUNDO
- Take EXIT 10 toward WILMINGTON AVE.
- Turn LEFT onto E IMPERIAL HWY
- Take the WILMINGTON AVE SOUTH ramp
- Turn RIGHT onto WILMINGTON AVE.
- Turn RIGHT onto E 120TH ST.

From Glendale and the San Fernando Valley

- Go South on I-5
- Merge onto CA-110 S toward LOS ANGELES
- Merge onto I-105 E toward NORWALK.
- Take the WILMINGTON AVE exit, EXIT 10
- Turn RIGHT onto WILMINGTON AVE.
- Turn RIGHT onto E 120TH ST.

From San Gabriel Valley

- Go West on I-10 toward LOS ANGELES
- Merge onto I-710 S via EXIT 21 toward LONG BEACH
- Merge onto I-105 W toward EL SEGUNDO
- Take EXIT 10 toward WILMINGTON AVE
- Turn LEFT onto E IMPERIAL HWY
- Take the WILMINGTON AVE SOUTH ramp
- Turn RIGHT onto WILMINGTON AVE
- Turn RIGHT onto E 120TH ST

From Orange County

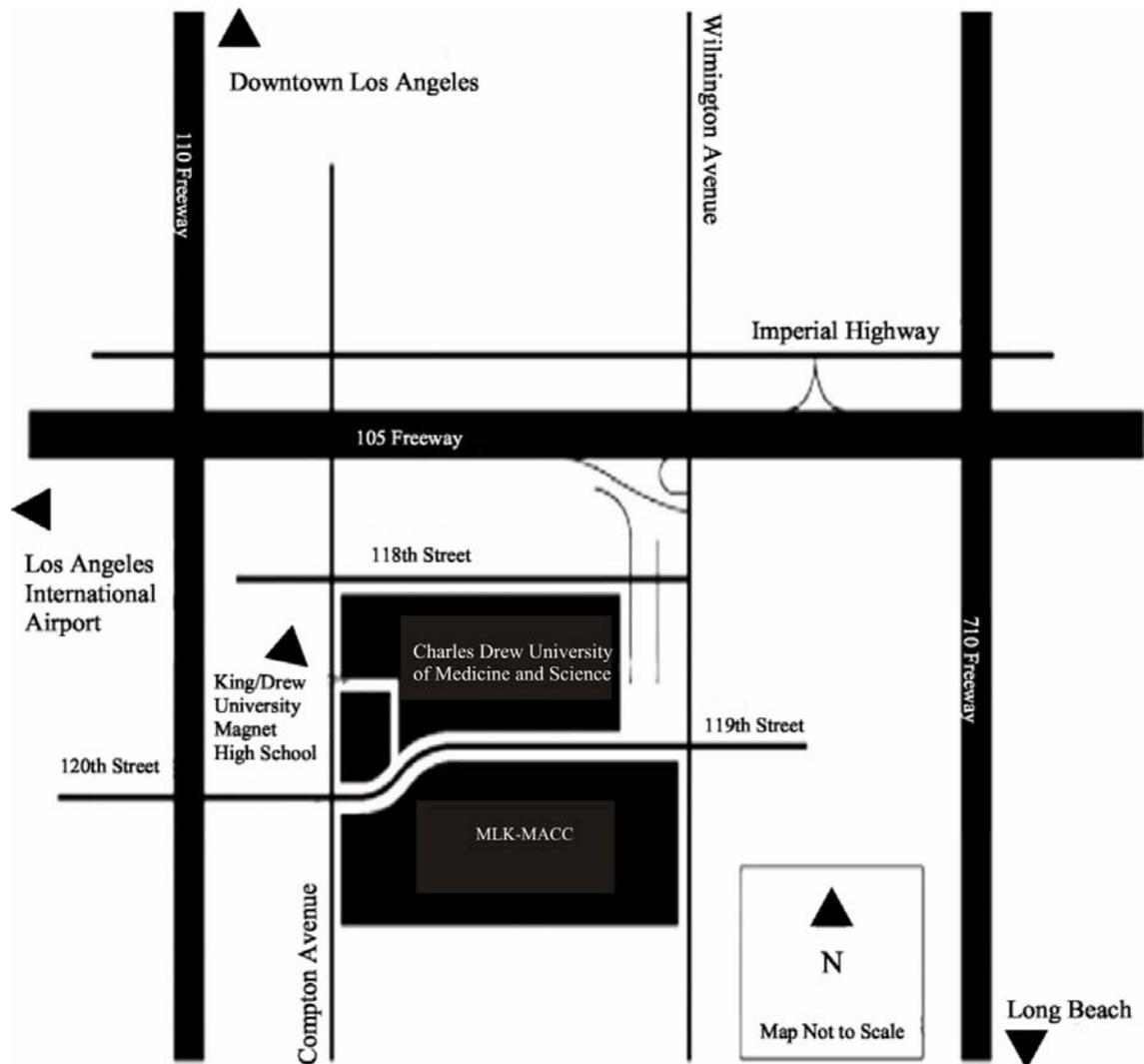
- Go West on CA-91
- Take I-605 N toward ALONDRA BLVD
- Merge onto I-105 W toward EL SEGUNDO
- Take EXIT 10 toward WILMINGTON AVE
- Turn LEFT onto E IMPERIAL HWY
- Take the WILMINGTON AVE SOUTH ramp
- Turn RIGHT onto WILMINGTON AVE
- Turn RIGHT onto E 120TH ST

From Inland Empire

- Go West on I-10
- Merge onto I-605 S
- Merge onto I-105 W via EXIT 9B
- Take EXIT 10 toward WILMINGTON AVE
- Turn LEFT onto E IMPERIAL HWY
- Take the WILMINGTON AVE SOUTH ramp
- Turn RIGHT onto WILMINGTON AVE
- Turn RIGHT onto E 120TH ST

PARKING is free.

CAMPUS MAP



Location

Charles R. Drew University is located at 1731 East 120th Street in Los Angeles, California, about a 16-minute drive from Los Angeles International Airport. There is easy access to the campus from the Century Freeway (I-105) off the Wilmington Avenue exit.



Pioneering in Health and Education

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