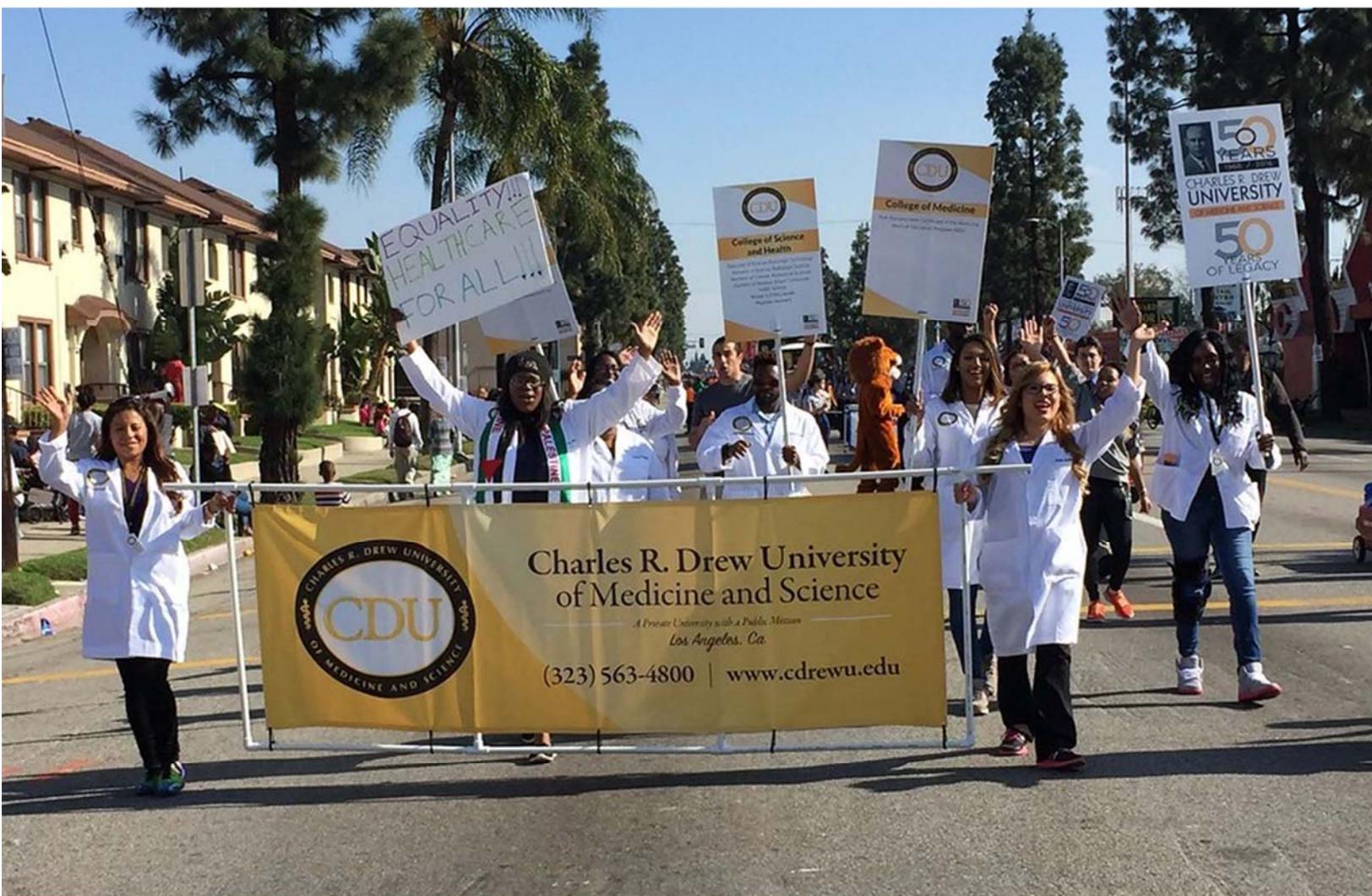




Academic Catalog

2017-2018



CHARLES R. DREW UNIVERSITY OF MEDICINE AND SCIENCE

A PRIVATE UNIVERSITY WITH A PUBLIC MISSION

ACCREDITATION

Charles R. Drew University of Medicine and Science is accredited by WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, Suite 100; Alameda, CA 94501; (510) 748-9001. WSCUC 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:

- Council on Education in Public Health (CEPH)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)

The Mervyn M. Dymally School of Nursing MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The Entry Level Masters (ELM) Track is approved by the California Board of Registered Nursing (BRN).

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 of Medicine and Science (CDU) has zero tolerance for any form of discrimination and/or harassment including, but not limited to, discrimination and/or harassment on the basis of race, color, sex, sexual orientation, gender, gender identity, gender expression, age (over 40), physical handicap, disability, national origin, ancestry, marital status, medical condition, military or veteran status, genetics or religion. CDU does not prohibit use of any language unless such prohibition is required for business or academic purposes. CDU will reasonably accommodate any employee or job applicant that requires such an accommodation. CDU will not retaliate against any employee, applicant, or student because they have engaged in protected activity. CDU supports, and is in compliance with, Title IV, Title VI, Title VII, Title IX, Clery Act, Violence Against Women Act, SaVE Act, American with Disabilities Act, California Fair Employment and Housing Act, and all other applicable State and Federal Statutes.

EFFECTIVE CATALOG DATES

This Catalog is in effect from Fall Semester 2017 through Summer Semester 2018.

COVER DESIGN

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BUREAU FOR PRIVATE POSTSECONDARY EDUCATION

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

CATALOG STATEMENT

This Catalog reflects information available as of the date of publication. Policies, regulations, tuition and fees in 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.

While CDU adheres to the terms of program offerings as stipulated in this catalog, circumstances including change in professional associations and/or accrediting agencies' requirements may require course substitution, course changes, and/or course addition. Should this unanticipated situation occur, CDU will ensure that such changes do not require additional cost on the affected students.

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

**University Catalog
2017 - 2018**

Community • Leadership • Excellence • Diversity • Integrity • Compassion

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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 for 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 R. 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 R. Drew died as a result of an automobile accident from severe injuries sustained at the wheel of his car.

Dr. Charles R. 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

Welcome to Charles R. Drew University of Medicine and Science!

As the University President, I have no greater responsibility than to ensure the success of our students, faculty, and staff. I believe that promoting student accomplishments is a moral imperative. In addition to being the right thing to do, it is a catalyst for fulfilling our mission and it is essential for achieving CDU's full potential as an institution of higher learning.

"Education, our Fundamental Resource"– McCone Commission 1965

At CDU, we are committed to academic excellence, and we believe our work here has never been simply for private use, but always for public good. CDU is devoted to preparing future health professionals to lead and advance care in their respective fields. We are committed to ensuring we graduate a diverse body of outstanding students who will become leaders in transforming the quality of healthcare services. We educate our students to provide culturally appropriate care with excellence and compassion. The constantly changing demographics in our community and beyond make it more important than ever for our students to be knowledgeable about and sensitive to the differences in health theories, systems, and practices among the many different cultures represented in today's patient population and community.

CDU faculty and staff ensure that our students gain the relevant skills needed to succeed in today's health care workforce. Our small student-to-faculty ratio allows students to benefit from intensive interaction with supervising faculty and have hands on clinical experience in treating patients.

A campus environment that is diverse in all its forms enriches our lives and provides students the broad range of experiences, which are necessary for personal and professional growth and development – that is the CDU Advantage.

The students who enroll at CDU work hard and dream big, therefore we want your University experience to be memorable and rewarding. In addition to your academic pursuits, we encourage you to become involved in the University's extracurricular programs. To learn more about these offerings, visit the Office of Student Affairs.

Thank you for selecting Charles R. Drew University of Medicine and Science to continue your education. In time, you will understand why CDU represents the future of healthcare. It's unlike any other academic health sciences institution in the nation.

David M. Carlisle, MD, PhD
President and CEO



A Message from the Provost

Dear Students:

I am delighted to welcome our new and returning students who have chosen Charles R. Drew University of Medicine and Science (CDU) as their preferred place of study. Our students are drawn to CDU because of the mission to serve the underserved communities.

We are guided by our vision: “excellent health and wellness for all in a world without health disparities,” and committed to social justice and health equity. Students whose goal is to serve the underserved populations will find CDU an empowering, affirming, and engaging institution – an institution that strives to epitomize the CLEDIC values: Community, Leadership, Excellence, Diversity, Integrity, and Compassion.

Our unique CDU Advantage is demonstrated through the core curricular experiences that encompass the following:

- *Research Experience/Undergraduate Thesis*
- *Social Justice/Cultural Diversity Education*
- *Global-International Experience with a focus on Comparative Health Disparities*
- *Experiential Education – Underserved Community Engagement*
- *Health Policy – Socio-Political-Economic Dynamics of Health*

The courses contained in this catalog are only the building blocks of your education. As your Provost, I hope that these blocks will lead to a coherent holistic life of scholarship as well as personal and professional transformation for you.

Steve O. Michael, PhD
Executive Vice President for Academic Affairs & Provost



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A Message from the President of the Academic Senate

On behalf of the Academic Senate of Charles R. Drew University of Medicine and Science (CDU), I welcome you to our campus. We are a remarkably diverse community of students, staff, academic and community faculty devoted to the pursuit of excellent health and wellness for all in a world without health disparities. CDU is a student centered private University with a public mission. We are dedicated to social justice and health equity, and frontline in the effort to cultivate health professional leaders for underserved populations.

Our campus-wide commitment to excellence with compassion compels us to develop outstanding education, research, and community engagement programs. At CDU, you will experience world-class caring and compassionate faculty committed to your academic success and social awakening.

We take pride in leading the effort to undo the disproportionate burden of death and disease for underserved populations through our outstanding research and education programs. At CDU you will learn new and innovative solutions to the same old socio-ecological problems that have plagued humanity since the dawn of civilization.

We have worked tirelessly for over 50 years in close collaboration with our community to customize our research and education programs for the new and emerging social and environmental threat to health and wellness. Our recent third place ranking by the Brooklyn Institution, in the list of schools that provided the greatest value-added boost to their alumni, is a reflection of the unique educational experience at the CDU.

CDU leadership embraces shared governance with student representation at the level of the Board of Trustees. Academic Senate represents the collective voice of the academic and community faculty on CDU campus and works with the university administration and the board of trustees to ensure our students' success and maintain our culture of trust, responsiveness, accountability, commitment, truthfulness, integrity, openness, and non-discrimination.

Welcome Aboard!!!

Yours Truly,
David Martins MD, MS
President



University Overview

Vision

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

Mission

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

University Student Learning Outcomes

Upon graduation from Charles R. Drew University of Medicine and Science, graduates will be able to demonstrate the following:

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

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 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 founding 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. Since being founded in 1966, CDU has graduated more than 5,400 health professionals—including 650 physicians, 2,700 postgraduate physician specialists, 1,200 physician assistants, 380 MSN prepared nurses and family nurse practitioners, and hundreds of other health professionals.

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.

University Mascot

The CDU Mighty Lion mascot was created to promote school spirit, pride and an overall identity for the institution. The Lion is the king of the jungle – wise, brave, and protective; characteristics of a leader. CDU students strive to be leaders in the health field just like Dr. Charles R. Drew, a brilliant African-American physician known as a pioneer for his work with blood preservation. The Lion possesses a strong, positive nature and does not retreat from adverse circumstances. Strength, determination and courage are characteristics affiliated with the Lion and with CDU students who are passionate about fulfilling the University’s mission to effect change in underserved communities.



University Colors

The University colors are black and gold.



“CLEDIC” as a University Value

Within the world of higher education, CDU has long been a champion of diversity and inclusion. As a moral imperative, the students, faculty, administration and staff of Charles R. Drew University of Medicine and Science continue to place great value on diversity. For us, diversity is a philosophy of inclusion, with pluralism and academic freedom as its foundation. CDU is committed to an open environment that promotes, accepts and celebrates varying backgrounds and points of view. CDU is a community of individuals in which diversity is recognized as being the core of the intellectual, social, cultural, physical, and moral body of who we are.

In an organization so reliant on its members, creating a diverse and inclusive community is not only the right thing to do, it’s critical to the successful implementation of our mission. The greatest challenges facing us in the century ahead are incredibly complex and will require diverse teams who can work collaboratively and innovatively. Actively seeking a student body, faculty, and staff who represent the diversity of our region, nation, and world is necessary to prepare our students for an increasingly globalized and connected world.

All of us are enriched by our encounters with one another, and we strive to learn from each other in an atmosphere of positive engagement and mutual respect. Our understanding and acceptance of one another in the campus environment contributes to our ability to care for our patients, who live in diverse, and often times burdened, circumstances.

The University, in accordance with various laws and beliefs, does not discriminate on the basis of race, color,

ethnicity, national origin, religion, politics, mental/physical ability, gender, or sexual orientation in any of its policies, procedures or practices. Furthermore, CDU acknowledges the guaranteed right of free expression under the First Amendment. However, we also hold unique responsibilities as individuals, accountable for our own behavior and conduct. Seeking balance between rights and responsibilities makes us keenly aware of the dangers of defamatory, libelous, or obscene behavior, the value of community, and the importance of respecting our differences and commonalities. As individuals committed to health professions focused on serving underserved and diverse populations, we embrace the important principle of caring for the whole person, including the person’s unique background.



Values

Community- Community encompasses historically underserved, underresourced, and underrepresented groups such as those in South Los Angeles and around the world that are impacted by health disparities. As a value, “community” is the binding spirit that inspires and drives out unique approach in preparing health professionals dedicated to social justice and health equity.

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

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

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

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

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



Academic Policies

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/certificate requirements. Students must file the Graduation Clearance form and obtain all approvals prior to submission to the Office of Registration and Records. 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 Office of Registration and Records for complete details.

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 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 has 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.

Academic Load

A full-time academic load for undergraduate students (degree or certificate seeking 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. Undergraduate students may enroll for a maximum of 21 semester units if:

1. they have earned a minimum GPA of 3.3 on all work pursued during the previous semester;
2. they have not received any grade less than a

- “C”); and
- they are recommended by their Program Director to the Dean.

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 GPA 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.

Academic Probation

Undergraduate students will be placed on academic probation if their GPA for the semester is less than 2.0 on a 4.0 scale, or if their cumulative GPA, computed by the total of all courses undertaken, is less than 2.0 on a 4.0 scale. Please see the probation policies of each academic program for more details.

Graduate students will be placed on academic probation if the semester or cumulative GPA falls below 3.0. If an MPH student's overall GPA is less than 3.0 for two consecutive semesters, the student will be placed on probation for a maximum of two semesters or until he/she achieves an overall GPA of 3.0 or better.

Each graduate program may have additional criteria, which may place the student on academic probation. For more details, see the requirements listed for the specific graduate program. Students who fail to achieve the required academic standards while on academic probation will be dismissed from the program and university.

Students may appeal an academic dismissal and should discuss the preparation of such an appeal with their Program advisor.

In the College of Science and Health, 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 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.

In the Mervyn M. Dymally School of Nursing (MMDSON), 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. The MMDSON 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 semester following the session in which the cumulative GPA failed to meet the minimum 3.0 standard. A student who has been disqualified from a master's degree program may apply for readmission to that program or any other after one calendar year following disqualification. A new study 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 in 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.

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, noncompliance with an academic requirement, and inappropriate behavior as defined in the Academic Dishonesty sections of the University Catalog. Students on probation must meet with their advisor to discuss strategies to achieve and maintain a “B” average. Students on probation at the close of their last semester remain on probation.

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.

Satisfactory Academic Progress:

Applicable to every student enrolled in certificate and degree programs, the Satisfactory Academic Progress (SAP) Policy ensures that students make satisfactory progress towards successful completion of their academic programs. The evaluation points and milestones contained in the policy are meant to identify

problems for which actions of early intervention and/or remediation can be taken. Most critical to this policy is a student's ability to enroll in and complete courses in a consistent manner. This ability is measured in two ways: cumulative grade-point-average (CGPA); and incremental completion rate (ICR). Failure to complete courses successfully for any reason may negatively affect Satisfactory Academic Progress (SAP). Failing courses or withdrawing from courses could result in the loss of financial aid and academic dismissal.

In order for a student to meet Satisfactory Academic Progress (SAP), the minimum requirements are

1. CGPA of 2.0 for undergraduate programs; 3.0 for graduate programs
2. ICR of 67% (to ensure students complete within the maximum timeframe)
3. Completion of the program without attempting more than 200% of the credits in the program (students cannot receive financial assistance for periods of enrollment beyond 150% of the average published program length).

The University has the right to modify the Satisfactory Academic Progress Policy at any time.

Students are evaluated at the end of each semester of enrollment.

1. At end of each semester, students must achieve of minimum CGPA of 2.0 (for undergraduate programs) or a minimum of 3.0 (for graduate program). Student must also attain a minimum ICR of 67%. Anything below these milestones will result in Academic/Financial Aid warning unless the student was on Academic/Financial Aid Warning in the previous semester. If the student was on Academic/Financial Aid Warning in the previous semester, failure to meet these standard will result in Academic/Financial Aid Probation. Failing to meet the standard while on Probation will result in Dismissal from the University.
2. Students may not attempt more than 200% of the credits in their programs; anything in excess of 150% of the credits will result in Financial Aid Dismissal. Dismissal for violating the maximum timeframe can happen at any time.
3. All attempted, withdrawn, failed, repeated and/or transfer credits that apply to a student's program count towards these maximum timeframe.

Unless otherwise noted, Academic/Financial Aid Probation and Dismissals may be appealed. Please see the Appeal Process below.

If the review of a student's Satisfactory Academic

Progress performed at any time indicates that it is mathematically impossible to meet the minimum requirements of the standards of Satisfactory Academic Progress policy at the end of the next semester of enrollment, the student will be Academically Dismissed from the University.

To be removed from Academic/Financial Aid Warning and or Academic/Financial Aid Probation, a student must meet the Satisfactory Academic Progress requirements at the next applicable measuring point (the end of the next semester of enrollment).

Procedure when placed on Warning:

1. At end of each semester, the Office of Registration and Records will identify student who are not meeting the minimum SAP requirements. Official notification will be sent to students at their CDU email. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Financial Aid and Scholarships and to Program Directors.
2. Students are required to meet with their Program Directors to discuss the necessary steps to successfully achieve the SAP standards at the end of the next semester. The student and Program Director will complete an Academic Plan that details what is expected of the student.
3. If the student does not meet the requirements of SAP at the end of the next semester, the student will be placed on Probation. See steps below.

Procedure when placed on Probation:

1. The Office of Registration and Records will identify students on warning who have not met the minimum SAP requirements for a second semester. An academic hold will be placed on the student account. Official notification will be sent to students at their CDU email. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Financial Aid and Scholarships and to Program Directors or MMDSON Director of Student Affairs.
2. A student who is placed on probation for violating the Satisfactory Academic Progress policy must appeal in writing to the Program Director (COSH) or the MMDSON Director of Student Affairs (SON) before the start of the following semester. The written appeal must state the mitigating circumstances that

contributed to the dismissal. The written appeal must be supported with appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress, if the appeal is approved.

3. The student is required to meet with their Program Director or MMDSON and an Academic Plan must be completed. The plan should outline the necessary steps that need to be taken, including the number of credits required to complete, and the required CGPA. The plan also needs to verify that the student has not violated the 150% rule and that the student has completed a minimum of 67% of the credits attempted.
4. A copy of the plan MUST be provided to the Office of Registration and Records and the Office of Financial Aid and Scholarships. Until such time the plan is received in these offices, a hold will remain on the student account.
5. The academic plan is a multi-semester plan that requires students to successfully complete a certain number of units per semester, or earn a specific semester GPA so as to meet SAP requirements by a particular point in time.
6. Continued receipt of Financial Aid while on probation requires the submission of an official appeal and the Academic Plan.

Following is a list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce or separation proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time

- Military deployment
- Military Permanent Change of Station (PCS)
- Special circumstances

Students should understand that having a mitigating circumstance does not automatically mean the appeal will be approved. The appeal will be reviewed to ensure the student sufficiently provided documentation of the mitigating circumstance (as outlined above) and that the student has resolved the mitigating circumstance.

Students who have an appeal denied can reapply, however the passage of time by itself does not impact the decision.

The Program Director/MMDSON Director of Student Affairs with oversight by the Office of Registration and Records, is responsible for determining the appropriateness of the mitigating circumstances in regards to severity, timing, and duration of the mitigating circumstance, and for determining whether the student's situation has changed that would allow the student to demonstrate satisfactory progress at the end of the probation period. Any consideration of the conditions outside of the list provided should be discussed with the Dean. Student life issues, time-management issues, or making the transition to college are not considered mitigating circumstances under this policy.

Documentation from a professional counselor should not breach the student/counselor relationship and should remain confidential. A memorandum or letter on school or organizational letterhead indicating a counselor's opinion that the student issues may be accommodated to ensure that the student will be able to meet SAP will suffice as proof of mitigating circumstances as well as documentation that the student's circumstance have been remedied or changed to ensure that the student will be able to meet Satisfactory Academic Progress with the accommodation from the University.

Any student who ceased attendance or withdrew from the institution will be evaluated against the minimum standards of the Satisfactory Academic Progress for grades and credits attempted as of the time of withdrawal in his or her last semester of attendance. Any student who did not meet the minimum standards of Satisfactory Academic Progress at the SAP evaluation point must go through the same appeal process should the student want to be readmitted. The appeal procedure described in the preceding section applies.

Dismissal

If the terms of the Academic Plan are not met and the student does not meet the standards of Satisfactory

Academic Progress, they will be dismissed from the University. Upon dismissal, the student is entitled to appeal one time and will follow the same appeal process as outlined above. Should the appeal be approved, the student will be permitted to re-enter the program but will not be eligible for Financial Aid until such time the SAP standards are met (CGPA and ICR requirements), Official notification will be sent to students at their CDU email. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Financial Aid and Scholarships and to Program Directors.

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 & 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 Week 3 must be sent to the Office of Registration & 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.
 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.

Prior to filing an Administrative Drop, the instructor will contact the Registrar and the Office of the Dean.

 - a. The instructor may forward the Administrative Drop form to the Office of Registration and Records.
- 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.

Administrative Drops 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.
 - i. 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. Only one Leave of Absence per student is permitted. Documentation of these mitigating circumstances must be provided and submitted with the *Leave of Absence form*. 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 & 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. The student must be fully accepted to the University prior to requesting a Leave of Absence, without any outstanding provisions of a conditional acceptance. To comply with Federal Department of Education regulations, a Leave of Absence will not be granted for longer than 180 days.

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. The maximum time of a Leave of Absence is 180 days, inclusive of approved extensions. If the student does not return at the time indicated and an extension has not been approved, the student will be withdrawn from the University.

Transfer credit approval is determined by the academic department based on course level, performance and appropriateness to the student's curriculum requirements. Transfer credit is subject to college-specific policy. Failure to submit the necessary documents at the time of return will result in denial of transfer credit.

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 & Scholarships to understand the potential financial implications of the Leave of Absence.

Request for Semester of Non-Enrollment

Students enrolled in a program that does not require continuous enrollment and who wish to not register for a semester, will be placed on an approved *Undergraduate Non-Enrollment* status, once the Add/Drop period has ended. If the student does not register for the semester immediately following the semester of non-enrollment, he/she will be administratively withdrawn from the university and will be required to reapply for admission under the degree requirement in effect at the time of readmission. See Readmission policy.

Classification of Students

- Freshman: An undergraduate student who has completed less than 30 units.
- Sophomore: An undergraduate student who has completed 30 to 59 units.
- Junior: An undergraduate student who has completed 60 to 89 units.
- Senior: An undergraduate student who has completed 90 or more units.
- Non-Matriculating Student: A student who has been granted permission to enroll in classes for a single semester without being accepted to a degree or certificate program.
- Graduate Student: A student who has been admitted to a graduate program.

Unit Requirement

Total units required for the Associate of Science, Bachelor of Science, graduate degrees 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 Master's degree programs varies by program. See the Master of Science in Biomedical Sciences program, Physician Assistant program, Urban Public Health program, or Nursing program sections of this Catalog for details.

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.

Academic Grievance/Grade Appeal

College of Science and Health

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. In the College of Science and Health, 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.

Mervyn M. Dymally School of Nursing

The purpose of the procedures for Academic Grievances is to find an equitable solution to a problem at the lowest possible level. It is to everyone's advantage to keep the proceedings as respectful and confidential as possible.

Academic Grievance Process

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

the matter. The student must represent himself/herself during the grievance process.

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

To prepare a written grievance, the student shall:
(It is the responsibility of the student to move the process forward through each step)

1. Identify the exact nature of the complaint and provide dates and locations of relevant incidents.
2. Identify the names of the witnesses or persons who have personal knowledge relating to the complaint.
3. Submit grievance along with any available written documentation or evidence that is relative to the complaints/grievances to the student affairs committee.
4. The student will meet with the faculty member and/or Course Coordinator and the Chair of Student Affairs Committee within three (3) school/business days of submission of the written grievance. If the grievance is not resolved, the grievance moves to step 5. The Chair of Student Affairs Committee will notify the Dean/Associate Dean of MMDSON of the student's decision to move the grievance forward to the ad hoc committee appointed by the Dean/Associate Dean.
5. The Dean/Associate Dean will appoint an ad hoc committee made up of one administrator, two-four (2-4) faculty members (one serving as chair), and one (1) student member of the Student Affairs Committee to hear the grievance and make a recommendation. The ad hoc committee will meet within five (5) school/business days of the request for the hearing. The committee chair will notify the Dean/Associate Dean of the committee's decision. The Dean/Associate Dean will notify the student and the involved faculty of the decision.
6. The student or the involved faculty member may appeal the decision of the ad hoc committee in writing to the Dean within two (2)

school/business days following notification of the decision of the ad hoc committee. The Dean will render a decision on the appeal within three (3) school/business days from receipt of the appeal. The grievance process ends with the decision of the Dean of MMDSON.

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

Non-Academic Grievances (from students)

Non-academic grievance is defined as a general complaint that does not involve academic matters.

Preliminary Steps in Non-Academic Complaint/Grievance

The student will meet with the Chair of Student Affairs to discuss the grievance within five (5) school/business days. If the Chair of Student Affairs is the source of the grievance, then the Dean/Associate Dean will assign another person to the committee.

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

Formal Steps in Filing Non-Academic Complaint/Grievance

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

The Dean/Associate Dean will appoint an ad hoc committee with one administrator and two to four (2-4) faculty members to hear the case and make a decision to remedy the complaint. The ad hoc committee will meet within seven (7) school/business days of the request for a hearing. The committee will either meet with the student or respond in writing, advising the student of the decision.

The student shall have the right to appeal the decision in writing to the Dean within two (2) school/business days of the decision. The dean will render a decision on the appeal within ten (10) school/business days from receipt of the appeal.

The grievance process ends with the decision of the Dean, which will be final.

Confidentiality

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

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 submitted 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.

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.

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	4.0
A-	Excellent	3.7
B+	Above Average	3.3
B	Above Average	3.0
B-	Above Average	2.7
C+	Average	2.33
C	Average	2.00
C-	Below Average	1.7
D+	Below Average	1.3
D	Below Average	1.0
D-	Below Average	0.7
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 symbols which may appear on 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 in fulfillment of curriculum requirements, but will not be used in computation of GPA.

SP: A grade of SP indicates work is in progress. The SP grade is only to be utilized for clinical, thesis and practicum courses where the requirements for the course cannot be completed within one semester. For all other courses, if a student requires additional time to complete work, they will be required to qualify for and adhere to the Incomplete Grade Policy. For nursing clinical and practicum courses, SP grades not resolved after 4 weeks of grade posting will convert to “F”.

For the Urban Public Health (UPH) program, SP grades not resolved within three (3) consecutive semesters from the first time of enrollment in the course will convert to

“F” and the student will have to re-register for the course in the following semester. The “SP” grade is not included in the calculation of grade point average. Please see the Academic Standards and Policies for further clarification of maximum time frame allowed before an SP converts to an F.

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 4 weeks. RD grades not resolved after 4 weeks of grade posting will convert to “F”. The “RD” is not included in calculations of grade point average.

Credit by Examination (CE) / No Credit by Examination (NCE)

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 is payable to the Finance Office for taking the challenge examination.

Graduation Requirements

Undergraduate 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 GPA, some programs may not allow courses to satisfy degree requirements 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. Some programs have higher GPA requirements. See the specific program requirements in this Catalog.

All graduate students must meet *the minimum* GPA requirement of 3.0 in order to earn a degree. Some programs have higher GPA requirements. Graduate students should refer to the graduation requirements for their program as published in this Catalog.

Incomplete Grades

The designation of Incomplete (I) is to be used only when the student has not completed course requirements for a specific course. Extenuating circumstances (e.g., illness, accident) must exist which have made the student unable to finish course requirements and documentation of such circumstances must be attached to the *Contract for Assignment of Incomplete Grade*. 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.

Instructors may assign an incomplete grade only if the following conditions apply:

- a) A student is justifiably unable to complete a defined portion of coursework after 75 percent of the course has been completed (documentation of extenuating circumstances must be submitted with the *Contract for Incomplete Grade*),
- b) A student has made satisfactory progress in the class up to that point, and
- c) The student has made prior arrangements with the instructor and signs an *Incomplete Contract* form.

The instructor must submit the *Contract for Assignment of Incomplete Grade* and documentation of mitigating circumstances to the Registrar's Office within 5 days of approving the *Contract for Assignment of Incomplete Grade*. All portions of the form must be complete before submittal, including the student signature agreeing to comply with the terms of the Incomplete. Requests will not be processed until the completed form is submitted.

An Incomplete, not removed within one academic semester, will be converted to an "F." 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 prior to the end of the academic semester in which the incomplete record should have been reconciled.

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.

Maximum Time to Degree Completion

Charles R. Drew University requires students to complete all degree requirements 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 dropped or withdrawn from the University.

The University maximum time frame to completion is 200% of normal time to program completion. However, in order to remain eligible for federal financial aid programs, the maximum time frame for completion is 150% of normal program time to completion. If a student has not successfully completed program requirements within the federal 150% maximum timeframe, they will be permitted to remain enrolled up to the 200% limit; however, the student will not be eligible for financial aid after the 150% maximum time limit has been reached.

These time limits do not supersede the obligation to maintain satisfactory academic progress throughout the student's program of study. Time limits for degree and certificate program are as follows:

	University Maximum Time to Completion (200%)	Maximum Time To Remain Federal Aid Eligible (150%)
Associate Degree	4 years	3 years
Bachelor Degree	8 years	6 years
Master of Health Science, Physician Assistant	4.5 years	3.5 years
Master of Public Health	4 years	3 years
Master of Science, Biomedical Sciences	2 years	1.5 years
Undergraduate Certificate	3 years	2.25 years
Graduate Certificate	2 years	1.5 years

Course Repeat Policy

Graduate students may repeat courses in which they did not achieve a passing grade for their specific program. All courses attempted and grades earned at Charles R. Drew University will appear on the student's permanent academic record and the grade from the second attempt, will be used in the cumulative GPA calculations.

Undergraduate students may repeat courses in which grades of less than C were earned. All courses attempted and grades earned at Charles R. Drew University will appear on the student's permanent academic record and the grade from the second attempt will be used in the cumulative GPA calculations.

School of Nursing

Only one course may be repeated. Students may repeat a course in which a substandard grade (less than a B) is earned. All courses attempted and grades earned at Charles R. Drew University of Medicine and Science will appear on the permanent academic record. When a course is repeated, the grade from the second attempt will be used in the GPA cumulative calculation. Certain failed didactic courses repeated at another institution may be considered for transfer credit per the transfer credit policy. However, grades earned elsewhere will not be averaged into the GPA at Charles R. Drew University. Students are strongly encouraged to discuss any plans to use transfer courses for repeated courses with their advisor and written approval is required

before taking courses elsewhere.

Transfer Credit

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 must fill out a Transfer Credit Evaluation Petition form and submit to their Program Director in the College of Science and Health (COSH) or the Mervyn M. Dymally School of Nursing (SON) Director of Student Affairs. Transfer units 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 and kept as a written record of the previous education and training.

A maximum of 84 units can be transferred from a regionally accredited institution toward a Charles R. Drew University's bachelor degree in the College of Science and Health. A maximum of 76 units can be transferred in for the RN to BSN program in the School of Nursing. 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, a maximum of 6 units can be transferred to the Master of Public Health degree in Urban Public Health and the Master of Science in Biomedical Sciences. No transfer credits are allowed for the Physician Assistant Program.

Students will receive an email from the Office of Registration and Records once transfer credit, if any, has been posted to their academic record. If appropriate and in some instances, the student's length of program may be shortened.

For students utilizing Veteran's Administration education benefits, per the Veteran's Administration, all veteran student transfer credit must be evaluated within two quarters of program start. If the student does not submit all transcripts by the end of the second semester, he/she will not be certified for the use of VA education benefits until transcripts are submitted and reviewed.

Veteran students using education benefits are not permitted to opt out of prior credit evaluation.

Department of Veteran Affairs Benefits:

The Veteran’s Administration (VA) requires all entering veterans to be formally admitted to the University in a VA approved education program before becoming eligible to receive VA benefits. Please visit [WEAMS \(http://inquiry.vba.va.gov/weamspub/buildSearchInstitutionCriteria.do\)](http://inquiry.vba.va.gov/weamspub/buildSearchInstitutionCriteria.do) to view your options and verify if your program of interest is approved for education benefits.

CDU will award academic credit for military training. The academic credit awarded for prior military training must be granted only for training that is applicable to the student’s certificate or degree requirements.

Admission Procedures & Policies

Application Deadlines Policy

Applications for admission are reviewed on a rolling basis. Priority and recommended application deadlines are provided in the University policy on Deadlines Regarding Application for Admission and Financial Aid. By submitting an application for admission to Charles R. Drew University of Medicine and Science, the student agrees that all the information provided on the application is complete, factually correct and accurate.

The Public Health Program requires that all verified SOPHAS applications be received by March 1 through the online Schools of Public Health Applications Service (SOPHAS) program.

The Physician Assistant Program requires all verified CASPA applications to be received by January 15 through the online Centralized Application Service for Physician Assistants (CASPA) program,

The Post-Baccalaureate Certificate in Pre-Medicine does not offer rolling admission. The Fall application deadline is March 1. Applications are reviewed as they are submitted and those deemed admissible will be contacted by the Department of Health and Life Sciences for a group interview during December through March. Decisions are mailed to students during the first week of April and confirmations are due by May 1.

Furthermore, the student agrees that falsification, misrepresentation or omission of information on the application, supporting documents, transcripts or credentials may result in the denial or revocation of admission, and if enrolled, will result in disciplinary

action including dismissal from the University. This policy will also apply to transcripts submitted for the purpose of obtaining transfer credit at the University.

Deadlines for Admission and Financial Aid

Charles R. Drew University of Medicine and Science encourages prospective students to adhere to the following application deadlines which were established to support financial aid processing in a timely manner for new incoming students.

	Fall	Spring	Summer
Recommended Deadline	March 1 st	September 1 st	February 1 st

Note: Some CDU programs offer rolling admissions and applications are considered after the recommended deadlines and until the class is filled.

Note: The Entry Level Master’s (ELM) program in the Mervyn M. Dymally School of Nursing does not offer rolling admissions. The Fall application deadline is March 1st and the Spring deadline is September 1st. Rolling admissions are offered in the Family Nurse Practitioner (FNP) and Advanced Nurse Educator (ANE) tracks.

1. Prospective students submit appropriate application for admission in accordance with the 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.ed.gov. In order to access personal information on the www.fafsa.ed.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 www.fafsa.ed.gov.)
4. Only complete application files will be forwarded to the academic department for admission consideration.
 - a. Application files completed after the published deadline will be forwarded 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 wait 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. Incomplete applications are discarded after one year.
5. The academic department's admissions review committee will have up to three (3) weeks to review application files and conduct interviews (if applicable). All decisions for the Master of Science in Nursing, Entry Level track will be made after interviews are conducted.
 6. Once the review process is completed, the admissions decision will be communicated to the Office of Enrollment Management with a completed Admissions Decision Form.
 - a. For applicants who are accepted or provisionally accepted to an academic degree program, the Office of Enrollment Management will mail acceptance letters, along with the Intent to Enroll form, information regarding financial aid 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 Enrollment Management will mail letters of denial within 4 to 5 business days of receiving decisions from the academic department.
 - c. For applicants who are placed on a wait list, the Office of Enrollment Management will mail letters regarding the status within 4 to 5 business days of receiving decisions from the academic department.

Admission to undergraduate and graduate programs at Charles R. Drew University is competitive, thus, meeting the minimum requirements for admission does not guarantee acceptance to a program. The number of students admitted and enrolled every year is determined by approved enrollment levels as well as the capacity of the University and each academic department.

Each student's entire application packet is reviewed individually. Some academic departments require an interview as part of the admissions process, and candidates must be available for an in-person interview (or a phone interview if the candidate is out-of-state). In selecting students, each program considers evidence of the applicant's integrity, discipline, compassion and academic ability. Documentation of academic preparation, personal achievement and recommendations 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 Enrollment Management offers information sessions, campus tours and individualized counseling appointments. For more information, contact:

Office of Enrollment Management
Charles R. Drew University of Medicine and Science
1731 East 120th Street
Los Angeles, CA 90059
Tel. No. 323-563-4839
E-mail: admissionsinfo@cdrewu.edu

Application Requirements

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

1. Application for Admission, which is available online at www.cdrewu.edu/apply.
2. Non-refundable Application Fee
 - a. \$35 for Associate and Bachelor Degree Programs
 - b. \$100 for Master of Science in Nursing (MSN)
 - c. \$75 for Master of Public Health and Master of Science, Biomedical Sciences
3. Official high school transcripts as evidence of high school graduation, or official GED high school equivalency certificate (for undergraduate programs).
4. Official college transcripts as evidence of a Bachelor degree (for graduate and post-

baccalaureate programs).

5. Official academic transcripts from all colleges or universities attended. This requirement applies to undergraduate transfer students and applicants to graduate programs.
6. Personal Goal Statement.
7. Three (3) Recommendations (Recommendation form is required).
8. Official SAT/ACT test scores (for undergraduate programs, if Associate Degree has not been earned).
9. Official exam scores (see program site for specific exam requirements).

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

Program-Specific Requirements

Some academic programs may call for additional application materials and have additional admission 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 and 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.

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 Office of Enrollment Management in order to be evaluated for credit. A total of 20 units can be granted for successful performance on CLEP examinations.

Admission Process

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

- Applications, correspondence and requests for general information about the College of Science and Health and the Mervyn M. Dymally School of Nursing will be processed by the Office of Enrollment Management.

Office of Enrollment Management

Email: admissionsinfo@cdrewu.edu

Tel: (323) 563-4839

- 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 required supplemental application materials and non-refundable application fee. Applications are accepted online only.

Some programs have rolling admissions deadlines. Please contact the Office of Enrollment Management for details.

Note: Applications received without appropriate fee(s) and/or required documentation are not official and will not be processed. Such applications are considered incomplete and are retained for only one year from the date of submission.

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 the admissions decision.

Conditional Acceptance

Conditional admission 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. **Conditionally admitted students are not eligible for federal financial aid.**

The Mervyn M. Dymally School of Nursing (MMDSON) does not offer conditional admission. Applicants must have satisfied all admission requirements before applying to the University.

Waitlisted

Admission to Charles R. Drew University academic programs is competitive, and occasionally, students are

waitlisted. If waitlisted, candidates are notified in writing of their status and are informed of a confirmed slot as soon as the Office of Enrollment Management receives an update from academic departments regarding available seats.

Appeal of Admissions Decision

Every application goes through extensive reviews, and the University regrets that we are unable to offer admission to all qualified applicants. For an appeal to have merit, it must bring to light new information that was not present in the application—information that clearly shows the candidate to be stronger overall than had been earlier evidenced in application materials.

Submitting an Appeal

- Candidates seeking to appeal their admission decision should submit a letter requesting that their application be reconsidered. The letter must be written by the applicant.
 - Email requests are accepted
 - Fax submissions will not be reviewed.
 - The letter must state the applicant's reasons for appealing the initial decision. The letter should not simply repeat information that had already been presented in the application.
- If the basis for the appeal is a changed grade or an incorrectly reported test score, the candidate should provide documentation (e.g., a transcript or a revised score report) in the same envelope as the letter of appeal.
- Include copies of all high school and college transcripts (recommended).
- Letters of recommendation are not required. If letters are included, the limit is two.

Mail documents in a single envelope to:

Office of Enrollment Management
Charles R. Drew University of Medicine and Science
1731 E. 120th Street
Los Angeles, CA 90059

- Appeals documents will be forwarded to the Admissions Committee of the respective academic program. Upon receipt of an appeals decision, the Office of Enrollment Management will notify the candidate accordingly.

Commitment Deposit

Students accepted to undergraduate and graduate degree or certificate 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 by May 1, or within two (2) weeks of receiving the acceptance letter (if accepted after May 1st), with the

exception of the Master of Health, Physician Assistant program, where the commitment deposit is \$500.

Students accepted to the Mervyn M. Dymally School of Nursing graduate degree or certificate programs are required to submit a \$300 non-refundable commitment deposit to reserve a seat in the incoming class by May 1, or within two (2) weeks of receiving the acceptance letter (if accepted after May 1st).

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

Deferral of Enrollment

Students who wish to defer their enrollment must request deferral in writing by returning a completed Intent-to-Enroll form along with the required tuition deposit. Deferred enrollment may only be granted for one year to officially admitted students to the College of Science and Health undergraduate and graduate programs (see Commitment Deposit section of this catalog). If the deferred student does not enroll at Charles R. Drew University within the deferral period, the student must reapply. Conditionally admitted students are not eligible for deferral.

Students that do not begin the program in the term to which they are accepted will be required to submit a new application for consideration for the next term in which the program begins a new cohort.

Students accepted into the Family Nurse Practitioner program in the Mervyn M. Dymally School of Nursing do not have the option to defer enrollment. Students that do not begin the program in the term to which they have been accepted will be required to submit a new application) for consideration for the next term.

Students accepted into the Entry Level Master's program, the Advance Nurse Education program or the Clinical Nurse Leader program in the Mervyn M. Dymally School of Nursing may request a one semester enrollment deferral into the next semester in which the program is scheduled to admit students. After the one semester deferral, all students will be required to submit a new application through the online Centralized Application System (NursingCAS) for consideration for the next term. NursingCAS can be found at <http://www/nursingcas.org/>, for consideration for the next term in which the program begins a new cohort.

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 Enrollment Management 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 withdrawn from the university 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, provided that 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 Enrollment Management 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 Enrollment Management.

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

Enrollment Management).

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.

Non-Matriculated Enrollment

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) for general interest
- Meet prerequisite course requirement(s)

Enrollment as a non-matriculated student is contingent upon space availability and scheduling, and is limited. 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. A maximum of 12 semester units of undergraduate coursework may be earned as a non-matriculated student.

A maximum of 9 semester units of graduate coursework may be earned as a non-matriculated student. For School of Nursing, a maximum of 8 semester units of graduate coursework may be earned as a non-matriculated student.

Students must submit additional application requirements as specified by respective academic programs before being considered for non-matriculated enrollment.

International Students

Charles R. Drew University is approved by the US Department of Homeland Security to admit International F-1 visa students. CDU is guided by our vision, which is "*excellent health and wellness for all in a world without health disparities.*" The University welcomes applications from international students.

1. International students must submit an application for admission, application fee and all requisite supplemental application documents. 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. American Association of Collegiate Registrars and Admission Officers, International Education Service (AACRAO IES)
 - d. Academic Credentials Evaluations Institute (ACEI)
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 Enrollment Management.
6. International students are ineligible for federal financial aid and are required to present proof of financial support along with the Confidential Financial Statement available in the Office of Enrollment Management.
7. Form I-20's will be issued by the Office of Enrollment Management once the student has been accepted and the Intent to Enroll form submitted along with the Commitment Deposit
8. Conditional Admission is not available for international students

New Student Orientation

The orientation program acquaints students with University and college/school programs, services, facilities and grounds, academic expectations and institutional procedures. All students entering the University are required to participate in Discovering CDU. The University will make reasonable efforts to ensure that all students are provided with the opportunity to participate in Discovering CDU before their first semester of enrollment.

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.

Course Numbering System

Courses in the College of Science and Health and Mervyn M. Dymally School of Nursing 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

Disability and Accommodations

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

Students

A "student" is any person who is properly enrolled in an academic course at CDU, regardless of the person's academic status, age, or any other protected class. A student does not need to maintain a specific course load, insofar as the student is enrolled in at least one course during the semester in which the student is seeking accommodations and/or filing a grievance.

Individual with a Disability

An "individual with a disability" is someone with a physical or mental impairment that substantially limits

one or more “major life activities,” including, but not limited to; caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, and working. “Major life activities” includes school related tasks such as learning, reading, concentrating, thinking, and communicating and also includes the operation of “major bodily functions,” including, but not limited to; functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions, or an impairment that is in remission that, if active, would substantially limit an individual’s major life activity. Physical or mental impairments include, for example, specific learning disabilities, emotional or mental illness, visual impairments, deafness and hearing impairments, mobility impairments, and some chronic illnesses.

Accommodations

An “accommodation” refers to a change in the status quo. A “reasonable accommodation” in the student setting is a modification or adjustment to a course, program, activity or building that allows the person with a disability to participate as fully as possible in the courses, programs and activities offered by CDU.

CDU is required by law to make reasonable accommodations in practices, policies and procedures and to provide auxiliary aids and services for individuals with disabilities unless to do so would fundamentally alter the nature of CDU’s academic courses, educational programs or other activities or services or would result in an undue financial or administrative burden.

Reasonable accommodations (also referred to as modifications) and auxiliary aids and services which might be provided to a student with a disability can take many forms, depending on the individual student’s needs. Accommodations, auxiliary aids or services may include, but are not limited to: advocacy and disability advising; classroom and testing accommodations; sign language interpreting; the provision of taped/scanned books; class materials in alternative formats; and assistive technology training and/or use.

Disability Documentation

“Disability documentation” is information, including a written evaluation from a physician, psychologist or other qualified specialist, that provides information establishing the nature and extent of a student’s disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for an accommodation. The type of documentation will vary according to the disability.

Documentation may need to be updated or augmented in order to be reviewed more fully. Students who submit documentation that does not meet the guidelines may be required to provide an updated evaluation before a determination can be made in response to a request for a disability accommodation.

Charles R. Drew University of Medicine and Science is committed to providing equal access and opportunities to matriculated students with disabilities, and prohibits discrimination on the basis of disability. It is the policy and practice of CDU to comply with all legal requirements that prohibit discrimination on the basis of a disability.

The University makes admission decisions using criteria which do not consider an individual's disability, but rather, the student's individual qualifications, to meet the essential elements of the program, service or activity being offered, assuming incorporation or use of the proper academic adjustment and/or auxiliary aids, if necessary.

Students with a disability recognized by law are entitled to reasonable accommodation(s) if one is needed and properly identified. The law defines a disability as a physical or mental impairment that substantially limits a major life activity or that prevents the exercise of a normal bodily function, a record of such impairment (such as cancer in remission), or a condition regarded by professionals as causing such an impairment.

Reasonable accommodations do not include lower performance standards or items for personal use or convenience. CDU is obligated to provide a reasonable accommodation, which may not be the one requested. The process of identifying and providing a reasonable accommodation is an interactive one. The University is not obligated to provide an accommodation if it would impose an undue hardship on the institutions, or if the person requesting the accommodation poses a direct threat to the safety of self or to others.

The University shall not assume any responsibility for the provision of attendants, individually prescribed devices, readers for personal use or study, or any device or service of a personal nature. The arrangements for these types of services are entirely the responsibility of the individual student.

The University may use all resources available to fund the purchase of assistive technology and academic support. While the University will strongly consider requests from students that a specific type of assistive technology or academic support be provided, the

University maintains the right to make a final decision about its choice of such educational aid.

All students with disabilities who require University assistance with campus accommodations, academic adjustments, or auxiliary aids shall identify themselves to the Disability Services Coordinator (DSC) as soon as they are aware that they require assistance. Students are not eligible for services from the DSC unless they identify themselves to the DSC and provide appropriate disability documentation from a licensed clinician/physician. Students must notify the DSC of a disability as early as possible prior to requesting an accommodation. Disability accommodation requests will be evaluated on a case-by-case basis with no guarantee of immediate approval. Assuming a student provides all necessary documentation, approval for accommodations may take up to ten (10) business days. Retroactive accommodations and/or assistance is prohibited, even if documentation is provided for a disability that would have been accommodated for had the documentation been submitted at an earlier date.

Once a student with a disability has been admitted to CDU and has identified himself/herself to the DSC, the DSC shall work with the various academic departments that will be serving the student to provide necessary assistance or information on accommodations specific to his/her disability. The DSC shall work with the student in locating any necessary educational auxiliary aids and services, acquisition or modification of equipment or devices, or other similar services and actions deemed necessary as educational aids to ensure programmatic and campus accessibility.

Students are wholly responsible for notifying their respective professors about any approved accommodation(s). The student takes the letter from the DSC to his/her professors and notifies the professors of the approved accommodations. Professors are not provided the reason(s) for the approved accommodations, only that accommodations have been authorized by the DSC. Failure to notify his/her professors could delay a student's ability to receive accommodations.

Complaints of Discrimination on the Basis of Disability

If a student is not able to resolve an issue informally, he or she should bring a complaint of discrimination on the basis of disability to the attention of the DSC for clarification of requirements, rights, standards, advice, and other assistance.

After consulting with the DSC, should the complaint not be resolved to the satisfaction of the student, he/she may file a formal grievance with the University's

Compliance Officer, who has executive oversight in helping to ensure that the University complies with the law.

If a faculty member objects to providing a University-approved accommodation, such accommodation will be provided to the student until a final decision has been reached by the DSC on the faculty member's objection.

Drug-Free Workplace and University

Charles R. Drew University of Medicine and Science recognizes drug dependency (including addiction to control 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 University has a drug-free policy aimed at creating a healthy, safe, and secure environment to learn and work. Each new student and employee is provided a copy of this policy during initial orientation, and a written reminder of this policy is distributed annually. All are required to abide by the terms of this policy.

Students requiring assistance are encouraged to use Student Affairs services and health plan referral services, as appropriate. All students are expected to be aware of the information contained in the University's policy. For further information and/or to seek assistance for drug and alcohol related problems through confidential counseling, students should contact the Dean of Student Affairs.

Smoking and Tobacco Use

On January 1, 2017, CDU became a smoke and tobacco-free campus, a change that confirms CDU's commitment to saving lives and creating a healthy environment for the many who learn, work, visit, and spend time at CDU.

This change comes as a result of our President, Dr. David M. Carlisle, charging the University's administrators to launch this initiative after many students, faculty, and staff voiced their desire for such a change. As a leader in health and health care for underserved communities, CDU has an affirmative duty to contribute to the reduction of tobacco use and secondhand smoke exposure, especially as it pertains to our students, faculty, staff, and visitors. Going smoke and tobacco-free supports the University's vision of "[e]xcellent health and wellness for all ..." in an ever growing health-conscious society.

It is no secret that exposure to secondhand smoke and tobacco use lead to devastating health consequences,

and evidence shows that individuals are more likely to quit when spending time in a tobacco-free environment. Eliminating tobacco use and reducing one's exposure to secondhand smoke are critical to reducing tobacco-related suffering, diseases, and death.

According to reports by the U.S. Surgeon General and others, there is no safe level of exposure to environmental tobacco smoke, which is capable of causing cancer.

Not long ago, the U.S. Department of Health and Human Services called on all universities across the United States to adopt smoke and tobacco-free policies. CDU now joins over 1,000 other colleges and universities, and 33 other Historically Black campuses, which are already smoke or tobacco-free.

This initiative is about creating a healthy environment for the many who learn, work, and visit our campus. Creating a safe environment for our students, faculty, and staff is of paramount importance. This policy does not require smokers or tobacco users to quit. Indeed we know that many such individuals struggle with addiction and the University is sensitive to this fact. However, smokers or tobacco users are prohibited from smoking or using tobacco on CDU property.

For more information, please contact Gary Verón, Chief Compliance and Diversity Officer at 323.357.3684 or garyveron@cdrewu.edu.

Financial Aid & Scholarships

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.

CDU and External Scholarships

CDU Scholarships are designed to help alleviate the financial burden of a health professions education. Students are encouraged to apply for both CDU and external scholarships and are encouraged to keep in mind that even though some of the deadlines for the scholarships have passed, many of them are annual awards with the same deadline each year. If the scholarship is a good fit for them, they should make note of its deadline so they can apply the following year.

For CDU scholarships, students must complete and submit the CDU Scholarship Application and additional requirements as detailed within the eligibility requirements section of each scholarship listed below.

A complete list of CDU scholarships is available to students on the CDU website, www.cdrewu.edu/scholarships

How to Apply for Financial Aid

There are just a few easy steps to follow when applying for financial aid for the 2017-2018 academic year.

Complete the 2017-2018 **Free Application for Federal Student Aid (FAFSA)** or a Renewal FAFSA. The FAFSA must be completed online at www.fafsa.gov. Students must ensure that they enter the Charles R. Drew University Federal School Code 013653. The FAFSA is a **FREE** application. Students should NOT PAY to have their FAFSA completed.

The Office of Financial Aid and Scholarships maintains the right to request additional information as required to process student applications, including income verification, tax returns, non-taxable income certification, verification of non-filing of tax returns, verification of house hold size, number of family members in college, amongst others. Specific questions about financial aid should be referred to the Office of Financial Aid and Scholarships. If additional information or documentation is required applicants will be contacted in writing.

The Office of Financial Aid and Scholarships will process awards for all student applications upon successful acceptance to the University and students will be contacted for an appointment to discuss financial aid packages and to sign the Award Letter.

Eligibility

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

- Student must be enrolled 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)

Verification

Federal verification requirements apply to the

following programs:

- Federal Pell Grant
- Federal supplemental Educational Opportunity Grant (FSEOG)
- Federal Work Study Program
- Federal Student Loan Programs

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

The institution will continue to verify information believed to be inaccurate and maintain the flexibility to select additional information from applicants for verification. If further documentation is required to complete the financial aid application process, the Office of Financial Aid and Scholarships will contact students.

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 Contribution (EFC) will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid.

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 is \$4,000 per academic year.

Federal Direct Loans: Subsidized loans are based on financial need, and interest accrued while the student is in school is paid by the federal government. Unsubsidized loans are available to students regardless of income and assets and interest starts to accrue immediately. Accrued interest on the unsubsidized loan is the student's responsibility and can be paid while in attendance or postponed until after attendance has ended. Students are advised to speak with the financial aid office before applying for a subsidized and/or unsubsidized loan.

For any specific guidelines, students are encouraged to contact the Office of Financial Aid and Scholarships at 323-563-4838.

Federal Direct Parent PLUS 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. Repayment is generally expected once the loan is fully disbursed. However, parents may request a deferment while the student is enrolled at least half-time and for an additional six months after the student graduates, leaves school, or drops below half-time enrollment.

Interest accrues from time of disbursement until the loan is fully paid off. Borrowers of the FPLUS loan may choose to pay the accrued interest or allow the interest to be capitalized once repayment begins.

Federal Direct Graduate/Professional PLUS Loans for Students (Grad PLUS): Graduate and professional degree students are eligible to borrow under the Grad 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 six months after the last date of attendance.

New Student Loan Interest Rates (at time of publication):

For Loans Borrowed

July 1, 2017 – June 30, 2018

Loan Type

Subsidized and Unsubsidized Borrower

Undergraduates: 4.45%

Graduate/Professional: 6.00%

Loan Type

PLUS Borrower

Grad or Parent: 7.00%

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.

Loan Notification/Right to Cancel

Except in the case of loan funds made as part of a Post-withdrawal Disbursement, when Direct Parent PLUS or Federal Direct Grad Plus loan funds are being credited to a student's account, the school must also notify the student or parent in writing of the:

- Anticipated date and amount of the disbursement;
- The student's (or parent's) right to cancel all or part of the loan or disbursement.

This notification must be sent no earlier than 30 days before, and no later than 30 days after crediting the student's account.

If the student, or parent, wishes to cancel any portion of the loan or the disbursement, he/she must notify the Office of Financial Aid and Scholarships within 14 calendar days from the date of notification.

If the student wishes to cancel or return any portion of the loan *after* the 14 days the student must return the funds directly to the Department of Education (DOE) Direct Loan Servicing Center at (800) 848-0979.

Loan Repayment

Repayment of Federal Direct Loans (subsidized and unsubsidized) and Federal Direct PLUS loans for graduate or professional students begin six months after either graduation or student's last date of at least half-time attendance. Repayment of Federal Direct Parent PLUS loans begins after disbursement. Borrowers have the right to prepay their loans without penalty. Please check with the Department of Education (DOE) for any specific repayment plans.

Deferring Repayment: A deferment is a period during which repayment of the principal and interest of your loan is temporarily delayed. The following situations may allow students to defer repayment:

- 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 period of active military service during a war, military operation, or national emergency
- During 13 months following the conclusion of qualifying active duty military service, or until you return to enrollment on at least a half-time basis, whichever is earlier if
 - You are a member of the National

Guard or other reserve component of the U.S armed forces and

- You were called or ordered to active duty while enrolled at least half-time at an eligible school or within six months of having been enrolled at least half-time

During periods of approved deferment, interest on a Federal Direct Subsidized Loan borrower does not need to make payments of principal, and the interest does not accrue. For the Federal Direct Unsubsidized, FPLUS or Grad PLUS 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 the Department of Education (DE). The DE 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. Interest accrues for Subsidized, Unsubsidized, and PLUS loans during the forbearance period.

Entrance and Exit Counseling

First-time Federal Stafford Loan borrowers must complete entrance counseling via www.studentloans.gov. Shortly before graduating from or terminating enrollment at Charles R. Drew University, borrowers must complete exit loan counseling via www.studentloans.gov and attend one of the Exit Sessions offered to graduates each semester. 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 DOE. Both are to be completed online at www.studentloans.gov.

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 may also 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 is available in

the Office of Financial Aid and Scholarships.

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.

Return to Title IV Funds (R2T4) Policy

Federal regulations prescribe the calculation of a student's eligibility for federal financial aid funds when the student **completely withdraws** (officially or unofficially) from the University during the semester.

Students who withdraw from all classes prior to completing more than 60% of an enrollment term will have their eligibility for aid recalculated based on the percentage of the term completed.

Example: A student who withdraws completing only 30% of the term will have "earned" only 30% of any Title IV aid received. The remaining 70% must be returned by the school and/or the student. The Office of Financial Aid and Scholarships encourages students to read the R2T4 policy carefully when thinking about withdrawing from all classes PRIOR to completing 60% of the semester. When a student has completed MORE than 60% of a term, 100% of Title IV funds are earned.

The Office of Financial Aid Office and Scholarships will:

1. Run a bi-weekly R2T4 report to determine students that may be subject to an R2T4 calculation.
2. Utilize the R2T4 on the web calculator to calculate and manage the treatment of Title IV funds.
3. Make all adjustments to student disbursements in the Department of Education's Common Origination and Disbursement (COD) system and the CDU Student Billing System (PowerCampus) via the CDU Financial Aid System (PowerFAIDS).
4. Communicate program refunds and amount to the Finance Office via the "R2T4 on the Web" worksheet.
5. Provide written notification to student as well as maintain documentation within the students file.

After calculating the amount the student earned, there are 3 possibilities:

The amount disbursed = the amount earned

- No further action necessary.

The amount disbursed exceeds the amount earned

- The unearned portion must be returned to the federal aid programs.

The amount disbursed is less than the amount earned

- Post-withdrawal disbursement

Unearned Title IV aid shall be returned to the following programs in the following order:

1. Unsubsidized Direct Loans (other than PLUS)
2. Subsidized Direct Loans
3. Direct Parent PLUS Loans
4. Direct Grad PLUS Loans
5. Pell Grants
6. SEO

Written Notifications

The University will notify students as follows:

- Any credit balances
- The obligation to repay student loan(s)
- Must be completed as soon as possible, and no longer than 30 days from date of determination

Satisfactory Academic Progress (SAP)

To be eligible for financial Aid funds at Charles R. Drew University, a student must be making satisfactory academic progress toward a degree or certificate. In order to maintain eligibility for funds, students must maintain both quantitative (number of credit hours) and qualitative (grade point average) standings.

Financial Aid Satisfactory Academic Progress is defined as:

1. Maintaining a 2.0 semester and cumulative Grade Point Average (GPA) or higher (a qualitative measure) for undergraduate students and 3.0 semester and cumulative GPA for graduate students.
2. Successfully completing at least 67% of the course load (credit hours) taken in a semester (a quantitative measure). Successful completion of a class or course is defined as earning a grade of A, B, C, or D. Unsuccessful grades are W, F, I or RD.
3. Completion of a program of study within 150% of the average published program length.

Failure to meet ANY of the above standards will result in a student being placed on financial aid warning, probation or deemed ineligible.

When is Academic Progress Evaluated?

A student's satisfactory academic progress is evaluated at the end of each semester (i.e., fall, spring or summer semesters).

GPA Requirements

All students must maintain a cumulative GPA of 2.0 or higher for undergraduate and a cumulative GPA of 3.0 or higher for graduate. Failure to meet this

requirement will result in either Financial Aid probation or a SUSPENSION notice being issued. If a student who was on probation status fails to meet the standards, he/she will be placed on financial aid suspension and will stay on suspension until the required cumulative GPA is achieved.

Course Completion Requirements

A minimum of 67% of the credit hours taken must be earned. For example:

<u>If you enroll in:</u>	<u>You must complete:</u>
15 Units	10 Units
12 Units	8 Units
9 Units	6 Units
6 Units	4 Units

Note: An F will not count as a completed course, but it will be calculated in the semester GPA.

Example:

Student is awarded funds for 12 credit hours for the fall semester:

1. He/she must complete 8 credit hours and maintain the required GPA to be making satisfactory academic progress.
2. If the student completes only 6 credit hours and maintains the required cumulative GPA, he/she would be placed on financial aid probation or suspension if a prior probation has been issued. To re-establish eligibility, the student must enroll, and successfully complete the required units for the semester and maintain the required cumulative GPA.
3. If the student completes all 12 credit hours, but the cumulative GPA is less than a 2.0, he/she would be placed on financial aid probation or suspension if a prior probation has been issued. To re-establish eligibility, the student must enroll, and successfully complete the required units for the semester and a cumulative GPA of 2.0 or better at his or her own expense.

Complete Withdrawal: Automatic Ineligibility

If during a semester as student completely withdraws from the University or receives grades of W, F, or all Incompletes, he/she will be placed on automatic financial aid ineligible status. To re-establish eligibility, the student must enroll and successfully complete the required units for the semester and achieve the required cumulative GPA.

Program Completion Timeframe

Students cannot receive financial assistance for periods of enrollment beyond 150% of the average published program length (to be measured by all CDU credit hours attempted), including any transfer work.

Example: Biomedical Sciences BS degree program is 120 units. The maximum timeframe to complete the program would be 180 units attempted.

Students who cannot complete the program within the maximum timeframe will no longer be eligible to receive financial assistance.

Notice

Failure to meet any of the Financial Aid Satisfactory Academic Progress (SAP) standards will result in one of the following notices being issued. Please remember that all periods of enrollment must be measured, including ones where the student may not have received financial aid.

Warning

A status a school assigns to a student who is failing to make satisfactory academic progress. The school reinstates eligibility for aid for one payment period and may do so without a student appeal. This status may only be used by schools that check SAP at the end of each payment period and only for students who were making SAP in the prior payment period.

Probation

A status a school assigns to a student who is failing to make satisfactory academic progress and has successfully appealed. Eligibility for aid may be reinstated for one payment period.

Ineligible

Status of student that has failed a warning period and has not appealed his or her status to be placed on probation.

Automatic Ineligibility

At the end of each semester, a review will be made to determine if a student completely withdrew, or received grades of all W's, F's or all Incompletes. These students will be automatically deemed ineligible and will be given a written notice. A student placed in Ineligible status may not receive further financial assistance until he or she meets the minimum standards under the Financial Aid Satisfactory Academic Progress Policy. A student who has been deemed ineligible has the right to submit an appeal. Please reference the appeals section below for more information.

How to Re-Establish Eligibility

Students must enroll and successfully complete the required Units for the semester and achieve the required cumulative GPA for their level of study.

Coursework earned at other institutions cannot be considered for the purpose of removing an ineligible status.

Once the required hours have been completed, and the

student has earned the required a cumulative GPA or higher, the ineligibility can be removed. Students should contact the Office of Financial Aid and Scholarships to request a review of the course work.

Appeals

A student who has been denied financial aid because of a failure to meet the Financial Aid Satisfactory Academic Progress Standards may petition the Financial Aid Appeals Committee (FAAC) to consider mitigating circumstances. The student's appeal must be in writing, and supporting documentation regarding special circumstances must be provided. Student appealing the maximum timeframe (attempting more than 150% of the published degree plan or having a prior degree) must attach a degree plan completed by a CDU Academic Advisor.

Appeals will be reviewed in approximately two to three weeks after the submission of all grades for the current term. Students are responsible for all educational expenses while ineligible. The decision of the Financial Aid Appeals Committee is FINAL.

Payment Periods and Disbursements

Award limits are generally connected to a period of time and to units attempted. For instance, all of the programs except Federal Work-Study (FWS) have a maximum amount that can be awarded for an academic year or award year. In most cases, awards from the Federal Student Aid (FSA) programs must be paid in at least two installments. For most programs, the amount and timing of the payments is based on the academic terms or payment periods in the program.

FSA program disbursements (except FWS payments) must be made on a payment period basis.

Timing of Disbursements

Funds are applied after the end of the term's Census date. If a student's award creates a credit balance on the student's account, the student will be given a tuition credit balance check 7 – 14 days after the funds have been applied.

Tuition Credit Balances

A credit balance occurs whenever a student has funds credited to his/her account, which exceeds the total amount of the student's direct charges. Credit balances are given directly to the student or parent in the form of a check as soon as possible but no later than 14 days after the date the funds were applied to a student's account. Regulations stipulate that a student's unpaid charges on their student account must be satisfied before a "Credit Balance check" can be processed.

Federal Regulations also require the University to document that a student has begun attending classes in

order to be eligible for a credit balance check. For this reason, the Finance Office begins processing checks once the Census date has passed.

Credit Balance from PLUS Loans

Parent borrowers determine the recipient of any excess funds caused by the FPLUS on the loan application. This information is forwarded to the Office of Finance at (323) 563-5824.

Credit Balances from Educational Loans

All payments that are applied to a student account are applied by priority based on the type of payment that is received. Most scholarships and grants including University aid are tuition specific, therefore, will be applied to the student's tuition charges before any educational loans.

Students are encouraged to contact the Finance Office at (323) 563-5824 concerning any of the following:

- Credit Balances from Monthly Payment Plans
- Credit Balances from Personal Checks
- Credit Balances from Credit Card Payments
- Credit Balances from Third Party Payments

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 Registration and Records for details and forms that need to be submitted for certification.

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 the Office of Registration and Records.

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

Registration and Records

The Office of Registration and Records manages registration via 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 given instructions during New Student Orientation on registration through MyCDU).
- 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. 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.

Course Withdrawal

It is the student's responsibility to withdraw from courses. Students may withdraw from a course until the published deadline to withdraw (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 Add/Drop has been processed by the Office of Registration and Records. The withdrawal must be processed by the Registrar by the published deadline. It is recommended that student meet with their Academic Advisor prior to withdrawing from a course. 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

A student may request a complete withdrawal from the University. Questions about the academic impact of withdrawal should be directed to the Program Director or Dean.

Students who seek withdrawal from the University must complete the formal withdrawal process. A petition form must be submitted to the Office of Registration and Records and the process completed before leaving the University. The Office of Registration and Records is the designated office contact for students who wish to withdraw. The submission of the withdrawal paperwork in the Office of Registration and Records will serve as official notification that the student is withdrawing from the University. From this point, students will have 48 hours to rescind, in writing, the withdrawal request. After 48 hours, the Office of Financial Aid and Scholarships will be notified to begin the withdrawal process. Once a student is withdrawn from the University, he/she will need to follow the readmission application procedure to apply for reentry. It is recommended that students review this policy prior to withdrawing from school.

Students who withdraw from all courses during a semester, who drop all courses by the Add/Drop deadline or do not register for courses by the Add/Drop deadline will be withdrawn from the University using an Administrative Drop Form, unless the student is on approved leave.

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 Department of Education federal guidelines. See the Office of Financial Aid and Scholarships 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.

Unofficial Withdrawal

Upon notification from the academic departments that a student is no longer enrolled, or if the institution becomes aware that the student is no longer attending, and the student did not begin the official withdrawal process or provide notification of his or her intent to

withdraw, the date of the institution's determination that the student withdrew, would be the date that CDU becomes aware that the student ceased attendance or the last date of academically related activity. The Office of Financial Aid will be notified that the student is no longer enrolled and the student's information will be collected in order to complete the Return of Title IV funds calculation to determine the amount of federal financial aid the student had earned.

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. If a medical withdrawal is approved, the student will receive a grade of "W" for each course after the withdrawal date and before the last day of the term.

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/Drop Deadline as published in the Academic Calendar and students must submit the audit fee. No credit or grade will be given for audited courses. 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 or Department Chair and the instructor. Non-matriculated students are required to pay the corresponding tuition and fees.

Cancelled Courses

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

Concurrent Enrollment

Petitions for concurrent enrollment are available in the Office of Registration and Records. Petitions must be authorized by the student's Program Director or Department Chair 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.

Enrollment Certification

Certification of Enrollment letters will be provided to students who do not have an outstanding 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 three business days and typically longer at the beginning and end of a term.

Satisfactory Academic Progress (SAP)

Applicable to every student enrolled in certificate and degree programs, the Satisfactory Academic Progress (SAP) policy, ensures that students make satisfactory progress towards successful completion of their academic programs. The evaluation points and milestones contained in the policy are meant to identify problems for which actions of early intervention and/or remediation can be taken. Most critical to this policy is a student's ability to enroll in and complete courses in a consistent manner. This ability is measured in two ways: cumulative grade point average (CGPA); and incremental completion rate (ICR). Failure to complete courses successfully for any reason may negatively affect Satisfactory Academic Progress. Failing or withdrawing from courses could result in the loss of financial aid and academic dismissal.

In order for a student to graduate, the minimum requirements are:

- CGPA of 2.0 for undergraduate programs; 3.0 for graduate programs
- ICR of 67% (to ensure students complete within the maximum timeframe)
- Completion of the program without attempting more than 150% of the credits in the program.

The University has the right to modify the Satisfactory Academic Progress Policy at any time.

Evaluation

Students are evaluated at the end of each semester of enrollment.

1. At the end of each semester, students must achieve a minimum CGPA of 2.0 (for undergraduate programs) or a minimum of 3.0 (for graduate programs). Students must also attain a minimum ICR of 67%. Anything below these milestones will result in Academic/Financial Aid Warning unless the student was on Academic/Financial Aid Warning in the previous semester. If the student was on Academic/Financial Aid Warning in the previous semester, failure to meet these

milestones will result in Academic/Financial Aid Probation. Failing to meet the milestones while on Probation will result in dismissal from the University.

2. Students **may not** attempt more than 150% of the credits in their programs. Anything in excess of 150% of the credits will result in Academic/Financial Dismissal. Dismissal for violating the maximum timeframe (MTF) can happen at any time. If it becomes mathematically impossible to complete the within 150% of allowable credits, the student will be dismissed.
3. All attempted, withdrawn, failed, repeated and/or transfer credits apply to a student's program count towards the maximum timeframe.

Unless otherwise noted, Academic/Financial Aid Probation and Dismissal may be appealed. Please see the Appeal Process below.

To be removed from Academic/Financial Aid Warning and/or Academic/Financial Aid Probation, a student must meet the SAP requirements at the next applicable measuring point (the end of the next semester of enrollment)

Warning Procedure

1. At the end of each semester, the Office of Registration and Records will identify students who are not meeting the minimum SAP requirements. Official notification will be sent to students at their CDU email address. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Financial Aid and Scholarships and to Program Directors.
2. Students are required to meet with their Program Directors to discuss the necessary steps to successfully achieve the SAP requirements at the end of the next semester. The student and Program Director will complete an Academic Plan that details the expectations of the student.
3. If the student does not meet the requirements of SAP at the end of the next semester, the student will be placed on Probation. See steps below.

Probation Procedure

1. The Office of Registration and Records will identify students on warning who have not met the minimum SAP requirements for a second semester. These students will be placed on probation and an academic hold will be placed

on the student account. Official notification will be sent to students at their CDU email. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Financial Aid and Scholarships, Program Directors and Mervyn MMDSON Director of Student Affairs.

2. A student who is placed on probation for violating the SAP policy, must appeal in writing to the Program Director (COSH) or the MMDSON Director of Student Affairs (SON), before the start of the following semester. The written appeal must state the mitigating circumstance that contributed to the probation status. The written appeal must be supported by appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress, should the appeal be approved.
3. The student is required to meet with their Program Director or MMDSON Director of Student Affairs and an Academic Plan must be completed. The plan should outline the necessary steps that need to be taken, including the number of credits required to complete and the required CGPA. The plan also needs to verify that the student has not violated the 150% rule.
4. A copy of the plan **MUST** be provided to the Office of Financial Aid and Scholarships and the Office of Registration and Records. Until such time a plan is received in these offices, a hold will remain on the account.
5. The academic plan is a multi-semester plan that requires students to successfully complete a certain number of units per semester, or earn a specific semester GPA so as to meet SAP requirements by a particular point in time.
6. Continued receipt of Financial Aid while on probation requires the submission of an official appeal and academic plan.

Following is a list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is the primary caretaker
- Illness of an immediate family member where

the family member is the primary financial support

- Abusive relationships
- Divorce or separation proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a professional counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military permanent change of station (PCS)
- Special circumstances

The student should understand that having a mitigating circumstance, does not automatically mean the appeal will be approved. The appeal will be reviewed to ensure the student sufficiently provided documentation of the mitigating circumstance (as outlined above) and that the student has resolved the mitigating circumstance.

Students who have appeal denied can re-appeal, however the passage of time by itself does not impact the decision.

The Program Director/MMDSON Director of Student Affairs, with oversight by the Office of Registration and Records, is responsible for determining the appropriateness of the mitigating circumstances in regards to severity, timing, and duration of the mitigating circumstance, and for determining whether the student's situation has changed that would allow the student to demonstrate satisfactory progress at the end of the probation period. Any consideration of the conditions outside of the list provided should be discussed with the Dean. Student life issues, time-management issues, or making the transition to college are not considered mitigating circumstances under this policy.

Documentation from a professional counselor should not breach the student/counselor relationship and should remain confidential. A memorandum or letter of school or organizational letterhead indicating a counselor's opinion that the student issues may be accommodated to ensure that the student will be able to meet SAP, will suffice as proof of mitigating circumstances as well as documentation that the student's circumstances have been remedied or changed to ensure that the student will be able to meet Satisfactory Academic Progress.

Any student who ceased attendance or withdrew from the University will be evaluated against the minimum

standards or the Satisfactory Academic Progress policy for grades and credits attempted as of the time of withdrawal in his or her last semester of attendance. Any student who did not meet the minimum standards of Satisfactory Academic Progress at the SAP evaluation point must go through the same appeal process should the student be readmitted. The appeal procedure described in the preceding section applies.

Dismissal

If the terms of the Academic Plan are not met and the student does not meet the SAP standards, they will be dismissed from the University. Upon dismissal, the student is entitled to appeal on time and will follow the same appeal process as outlined above. Should the appeal be approved, the student will be permitted to re-enter the program but will not be eligible for Financial Aid until such time as the SAP standards are met (CGPA and ICR).

Academic Advising

Students are encouraged to seek academic counseling services from their faculty academic advisor. 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 academic program 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 academic advising is to promote personal, educational and professional growth to individuals within the student body and the surrounding community.

Graduation Process

Students who expect to receive degrees and/or certificates must file a Graduation Application with the Office of Registration and Records. The application must be filed with the Office of Registration and Records by the deadline of the semester PRIOR to the last semester of enrollment. A degree audit will be conducted to verify program completion. The degree audit will be provided to the student and the student's program so that advising can take place leading to successful program completion.

Steps for Students

1. Meet with your advisor/program director to complete Graduation Application. At that time, your advisor/program director will complete a degree audit to identify remaining

- program requirements.
2. Forms are available in the Office of Registration and Records and on the CDU website. The Graduation Application must be received in the Office of Registration and Records in the semester prior to the final term of enrollment in order for an initial degree audit to be conducted before the Add/Drop period of the students' final semester.
 3. In the final semester of enrollment all graduating students must complete a Graduation Clearance form and obtain appropriate departmental signatures before receiving any degrees or certificates. Furthermore, students who received financial aid must participate in exit counseling prior to obtaining a clearance signature from the Office of Financial Aid and Scholarships. For more details about exit counseling, see *Financial Aid* section of this Catalog. This clearance procedure should be initiated 90 days prior to the last day of school before graduation. Students who have outstanding financial obligations to the University will not receive degree or certificate verification until the obligations have been satisfied.

Graduation Commencement Ceremony:

Students who have completed all the requirements for degree completion prior to the commencement ceremony will be permitted to participate in the Spring annual ceremony. Students who have completed all course requirements and are working on their final project or thesis, and/or who have four (4) credit units or less remaining (11 credits or less for the School of Nursing and Master of Science, Biomedical Sciences) toward completion of their degree or certificate, may petition the Office of the Registration and Records for permission to participate in the commencement ceremony, but will not receive their diploma until their degree is conferred. The petition must be submitted, in writing, to the Office of Registration and Records by May 1st. The petition must indicate the remaining credits that are needed for degree completion and a plan that shows those credits will be completed in the summer term following commencement. This plan must be signed by the Program Director and be submitted as part of the petition. Incomplete petitions will not be accepted and will be returned to the student. Petitions submitted after May 1st will not be accepted. The petitions will be reviewed on a case-by-case basis by the Registrar and Academic Dean, but under no circumstance, will students with more than four credits toward completion of their COSH academic program or 11 credit units remaining toward the completion of their

SON or Master of Science, Biomedical Sciences academic program be allowed to participate in the commencement ceremony. Students in the Physician Assistant degree program and in good standing during their clinical year who are eligible to enter the final didactic Fall semester, may also participate in the Spring ceremony. Students in the Post Baccalaureate program do not participate in the commencement ceremony.

The annual Commencement Ceremony is held at the end of each Spring in celebration of the achievements of our graduates. For more information, see the University website at www.cdrewu.edu.

Transcripts

Unofficial Transcripts: Students have access to their unofficial transcript via the University's Self-Service student information system, MyCDU.

Official Transcripts: Official transcripts can be ordered online at www.iwantmytranscript.com/cdrewu. Standard processing is five business days. Expedited processing (next business day) is available for an additional fee. Overnight shipping via FedEx is also available for an additional fee.

Transcript Fees*

Each Request.....	\$2.25
Each Transcript.....	\$2.00
Rush Processing.....	\$9.00
FedEx Overnight Shipping.....	\$30.00

*Fees subject to change.

College of Medicine students enrolled in the Drew/UCLA Medical Education Program are enrolled at UCLA and may request official transcripts from UCLA Registrar's Office.

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

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.

Definitions

For purposes of this policy only:

Student – Any person who enrolls or has been enrolled

at Charles R. Drew University. A student is considered enrolled, for FEPPA purposes, if they are registered for a class on the day of their first semester of enrollment.

Third Parties – Non-university persons or entities.

University – Hereafter in this document, a reference to Charles R. Drew University of Medicine and Science.

University Official – University employees who have a legitimate educational interest in the records.

Education Records – Any record (in handwriting, print, tapes, film or other medium) maintained by Charles R. Drew University, or an agent of the University, which is directly related to a student, except:

1. A personal record kept by a staff member, if it is kept in the personal possession of the individual who made the record, and information contained in the record has never been revealed or made available to any other person except the maker's temporary substitute.
2. An employment record of an individual whose employment is not contingent on the fact that he or she is a student, provided the record is used only in relation to the individual's employment.
3. Records maintained by the University's Student Health Services, Personal Counseling Services or Disability Resource Programs offices if the records are used only for treatment of a student and made available only to those persons providing treatment.
4. Alumni records, which contain information about a student after he or she is no longer in attendance at the University and the records do not relate to the person as a student.

Legitimate Educational Interest – a school official has a legitimate educational interest in the protected education records, a legal "right to know" if the official is:

1. Performing a task that is specified in his or her position description or contract agreement related to a student's education; or related to the discipline of a student.
2. Providing a service or benefit relating to the student or student's family, such as health care, counseling, job placement or financial aid.
3. Maintaining the safety and security of the campus.

The custodian of record as designated in the "Accountability" section, above, will determine whether a legitimate educational interest exists, whether the school official has a legal right to know, on a case-by-case basis. When the custodian has any question regarding the request, the custodian should withhold

disclosure unless the custodian obtains written consent from the student or the concurrence of a supervisor or other appropriate official that the record may be released.

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 statement of tuition and fees.

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*

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 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.)

C. *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.

D. *Request for Copies*

If health reasons or extreme distance from the University prevents the student from inspecting the education record in the office of the respective custodian of 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 Individual/Agency 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, Department Chair 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

- a. To officials of another school where the student seeks or intends to enroll;
- b. To certain authorized government representatives;
- c. In connection with the student's financial aid request or award and the information is necessary for certain purposes set forth in the regulations;
- d. To organizations conducting studies for or on behalf of the University;
- e. To accrediting organizations to carry out their accrediting function;
- f. 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;
- g. To appropriate parties in a health or safety emergency;
- h. 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; or
- i. 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 may 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 of the amendment by the Provost.
- 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

Student Conduct

The primary concern of Charles R. Drew University of Medicine and Science (CDU) are the students, their growth and development, and their experience while enrolled at the University. CDU attempts to provide for all students a campus environment that is conducive to academic achievement as well as social and individual growth. To that end, rules, regulations, and guidelines governing student behavior and the student's relationship with the University have been formulated into a student code of conduct.

The CDU Student Code of Conduct is established to foster and protect the core mission of the University, to foster the scholarly and civic development of the University's students in a safe and secure learning environment and to protect the people, properties, and processes that support the University and its missions. All students are expected to conduct themselves in behaviors that contribute toward this end.

Enrollment at Charles R. Drew University of Medicine and Science is considered implicit acceptance of these and other policies applicable to students, all of which are educational in nature and designed to help students understand expectations and accept responsibility for their own actions. The code applies to the on-campus conduct of all students and registered student organizations, including conduct using university computing or network resources. The code also applies to the off-campus conduct of students and registered student organizations in direct connection with:

Academic course requirements or any credit-bearing experiences, such as internships, field trips, study abroad, or student teaching;

Any activity supporting pursuit of a degree, such as research at another institution or a professional practice assignment;

Any activity sponsored, conducted, or authorized by the university or by registered student organizations;

Any activity that causes substantial destruction of property belonging to the university or members of the university community, or causes or threatens serious harm to the safety or security of members of the university community; or

Any activity in which a police report has been filed, a summons for conduct or indictment has been issued, or an arrest has occurred for a crime of violence.

Students should also consult with their respective academic department for conduct expectations specific to their academic program.

Student behavior that is not consistent with the Student Code of Conduct is addressed through the Student Code Procedures that are designed for the fair and equitable investigation and resolution of formal complaints.

The University reserves the right to administer the code and process with the hearing process even if the student withdraws from the university, is no longer enrolled in classes, or subsequently fails to meet the definition of a student while a disciplinary matter is pending.

Students are subject to city, state, and federal laws while at the University, and violations of those laws may also constitute violations of CDU's Code of Conduct. In such instances, the University may proceed with university disciplinary action under the Code of Conduct independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the code even if such criminal proceeding is not yet resolved or is resolved in the student's favor.

Any student found to have engaged, or attempted to engage, in any of the following conduct while within the University's jurisdiction will be subject to disciplinary action the University. Attempt shall be defined as conduct that, if successful, would constitute or result in the prohibited conduct. Any student who abandons an attempt or prevents the prohibited conduct from occurring under circumstances that demonstrate a complete and voluntary renunciation of the prohibited conduct will not be subject to disciplinary action the University.

Any activity that compromises the academic integrity of

the University or disrupts the educational process. Examples of academic misconduct include, but are not limited to:

Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain an unfair academic advantage, including violations defined within the University's Academic Dishonesty Policy.

Furnishing false information to a University official, faculty member, or campus office.

Forgery, alteration, or misuse of a University document, key, or identification instrument.

Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.

Unauthorized entry into, presence in, use of, or misuse of University property.

Willful, material, and substantial disruption or obstruction of a University-related activity, or any on-campus activity.

Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.

Willful, material, and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University-related activity.

Disorderly, lewd, indecent, or obscene behavior at University-related activities/events and/or directed toward a member of the University community.

Conduct that threatens or endangers the health or safety of any persons within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct. See also the Policy on Bullying and Anti-Harassment.

1. Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in the state of California (CA Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events.
2. Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia (except as expressly permitted by law and

University regulations) or the misuse of legal pharmaceutical drugs while on campus or at a University-related activity.

3. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University-related activity.
4. Theft of property or services from the University community, or misappropriation of University resources.
5. Unauthorized destruction or damage to University property or other property in the University community.
6. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University-related activity.
7. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
8. Misuse of computer facilities or resources, including:
9. Unauthorized entry into a file, for any purpose
10. Unauthorized transfer of a file
11. Use of another's identification or password
12. Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community
13. Use of computing facilities and resources to send obscene or intimidating and abusive messages
14. Use of computing facilities and resources to interfere with normal University operations.
15. Use of computing facilities and resources in violation of copyright laws.
16. Violation of a CDU computer use policy.
17. Violation of any published University policy, rule, regulation, or presidential order, or federal, state and local laws.
18. Failure to comply with directions, interference with any University official or public safety officer while acting in the performance of his/her duties.
19. Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
20. Inciting or participating in riotous behavior

with the purpose to commit or incite action that presents a clear and present danger to others, causes physical harm to others or damages University property or property of University community members.

21. Using electronic or other means for recording images without others' prior knowledge and in a location where there is a reasonable expectation of privacy. The storing, sharing and/or distribution of such unauthorized images is also prohibited.
22. Violation of the Student Conduct Procedures, including:
23. Falsification, distortion, or misrepresentation of information related to a student discipline matter.
24. Disruption or interference with the orderly progress of a student discipline hearing.
25. Initiation of a student discipline proceeding in bad faith.
26. Attempting to discourage another from participating in the student discipline matter.
27. Attempting to influence the impartiality of any participant in a student discipline matter.
28. Verbal or physical harassment or intimidation of any participant in a student discipline matter.
29. Failure to comply with the sanction(s) imposed under a student discipline proceeding.
30. Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline. See also the policy on Bullying and Anti-Harassment.

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 University and/or College/School rules and regulations regarding examination behavior, fabrication of information, 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.

Title IX/Sexual Misconduct

Title IX of the Education Amendments Act of 1972 (20 U.S.C. § 1681) is an all-encompassing federal law that prohibits discrimination based on the gender of students and employees in educational institutions that receive federal financial assistance. Best known for requiring gender equity in collegiate athletics, Title IX broadly prohibits discrimination on the basis of sex in any education program or activity. Sexual violence is viewed under the law as an extreme form of hostile environment/sexual harassment.

Title IX states, "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (20 U.S.C. § 1681).

Charles R. Drew University of Medicine and Science does not discriminate on the basis of gender, which includes sex and gender identity or expression, or sexual orientation in its education programs or activities. Title IX and certain other federal and state laws prohibit discrimination on the basis of gender or sexual orientation in employment, as well as in all education programs and activities operated by its universities (both on and off campus). The protection against discrimination on the basis of gender or sexual orientation includes sexual harassment, sexual misconduct, and gender-based dating and domestic violence and stalking.

CDU is committed to creating and sustaining an educational and working environment free of sexual misconduct, dating and domestic violence, and stalking. If you experience any of these forms of misconduct, you are strongly encouraged to utilize the various on- and off-campus resources. Your safety and well-being is a top priority for the University.

Title IX Coordinator

Gary Veron
Chief Compliance Officer/Title IX Coordinator
Cobb Building, 241b
323-357-3684
garyveron@cdrewu.edu; titleix@cdrewu.edu

Prohibited Conduct

As required by Title IX of the Education Amendments of 1972 and Title VII of the Civil Rights Act of 1964, the university prohibits sex discrimination in its educational programs or activities, admission, and employment. Under certain circumstances, Sexual Misconduct may constitute sex discrimination.

Sexual Misconduct prohibited under this policy includes a range of unwelcome sexual conduct, including verbal and physical sexual harassment, sexual assault, and other forms of sexual violence, each of which is a form of prohibited sex discrimination. Other criminal behavior, such as domestic violence, dating violence, and stalking, that is generally (though not exclusively) sex-based is also considered Sexual Misconduct under this policy.

Sexual Harassment

Sexual harassment is unwelcome conduct of a sexual nature and can include unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature whether verbal, nonverbal, or physical. Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive. A wide variety of sexual conduct may constitute sexual harassment. Examples of sexual harassment include, but are not limited to, the following:

- Sexually suggestive or offensive joking, flirting, or comments
- Unwelcome and intentional touching
- Sexually oriented verbal abuse
- Sexually oriented comments about an individual's body
- Displaying objects or pictures that are sexual in nature
- Sending sexually explicit or offensive text messages or other communications

Sexual harassment of any kind is contrary to the values of the University and is considered to be Sexual Misconduct prohibited under CDU's policy.

Sexual harassment directed at employees or students of the university is also a form of sex discrimination which may be prohibited by Title VII of the Civil Rights Act of 1964 (prohibiting unlawful discrimination, including sex discrimination, in employment) and Title IX of the Educational Amendments of 1972 (prohibiting sex

discrimination in federally-funded education programs and activities). Sexual harassment prohibited by these laws generally falls within one of two categories:

1. Quid pro quo sexual harassment—when submission to or rejection of the unwelcome sexual conduct is used as a basis for employment decisions affecting an employee, or when a teacher or other employee conditions an educational decision or benefit on a student's submission to unwelcome sexual conduct.
2. Hostile environment sexual harassment—when the unwelcome sexual conduct is so severe or pervasive that it alters the conditions of an employee's employment and creates a hostile, intimidating, or abusive working environment or it denies or limits a student's or employee's ability to participate in or benefit from the university's programs or activities.

To avoid the possibility or appearance of quid pro quo sexual harassment, employees and students should avoid dating, romantic, or amorous relationships where a power differential exists. Examples of such relationships include, but are not limited to, a professor or teaching assistant involved in a relationship with his or her student, or a supervisor involved in a relationship with a subordinate employee. If such a relationship exists, it must be approved by both parties with the appropriate supervisor(s), who should document the disclosure of the relationship and confirm with the parties that the relationship is voluntary and not unwelcome to either party. As a general rule, dating, romantic, or amorous relationships should not be entered into or continued while one individual in the relationship has the power to either reward or penalize the other in work or in school.

Sexual harassment that creates a hostile environment is more common than quid pro quo harassment, but it is more difficult to identify. In order for harassment to be sufficiently severe or pervasive to create a hostile environment, the employee or student must subjectively consider the environment to be hostile or abusive and the conduct would also have to be objectively offensive, that is, reasonable people in the employee or student's position would also find the conduct to be offensive, considering all the circumstances.

The fact that someone did not intend to sexually harass an individual is generally not a defense to a complaint of sexual harassment. In most cases, determining whether the behavior has created a hostile environment depends on the effect the behavior has on the victim

(including its effect on an employee's job performance or a student's education) and the surrounding circumstances (such as the type, frequency, and duration of the conduct; the relationship between the alleged perpetrator and victim; the number of people involved in the conduct; and the location and context of the incidents). Unwelcome sexual conduct that is mildly offensive and isolated, incidental, or sporadic does not rise to the level of unlawful sexual harassment under Title IX or Title VII, even though it may still be considered sexual harassment in violation of University policy.

Sexual Violence, Domestic Violence, Dating Violence, and Stalking

Sexual violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person who has not consented or who is incapable of giving consent. Consent is a voluntary agreement to engage in sexual activity and is determined by all the relevant facts and circumstances. Consent cannot be given by someone who is incapacitated for any reason (e.g., because of the victim's age, disability, unconsciousness, or use of drugs or alcohol). Additionally, consent cannot be implied by silence, the absence of resistance, or past consent with the same or another person. Even if a person has given his or her consent to engage in sexual activity, consent to engage in further sexual activity can be withdrawn at any time. Consent is invalid where it is given under coercion, force, or threats.

Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, and sexual abuse. Such acts of sexual violence, in addition to being criminal offenses prohibited under the California Penal Code, also constitute Sexual Misconduct prohibited under CDU policy. A single act of sexual violence (e.g., rape) may be sufficiently severe to create a hostile environment.

Domestic violence, dating violence, and stalking are likewise criminal offenses under the California Penal Code and are also considered Sexual Misconduct prohibited under University policy, even when the criminal behavior is not specifically sexual in nature. Domestic violence is a violent crime committed by a current or former spouse or intimate partner (or someone similarly situated) or any other person against a victim who is protected from that person's acts under state domestic or family violence laws. Dating violence is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. Stalking is engaging in a course of conduct (more than one act) directed at a specific person that

would cause a reasonable person to fear for his or her safety or the safety of others or to suffer substantial emotional distress.

Reporting Incidents

Duty to Report

Some university employees have a duty under this policy to report Sexual Misconduct. Even so, all persons are encouraged to and may voluntarily report incidents of Sexual Misconduct to the Title IX Coordinator. State law imposes additional reporting obligations related to sexual abuse of a child. Victims of Sexual Misconduct are strongly encouraged to report incidents of Sexual Misconduct.

Victims of Sexual Misconduct

In order to protect their own and others' safety, individuals who believe they have been subjected to Sexual Misconduct should make a report even if they have simultaneously been involved in other violations of university policy, such as use of alcohol or drugs. Violations of University policy do not make a victim at fault for sexual violence or other forms of Sexual Misconduct and will be addressed separately from the Sexual Misconduct allegation.

Individuals who believe they have been victims of sexual harassment may seek to resolve the issue privately under the informal resolution provisions of this policy or may report the issue under the formal resolution provisions provided herein. Individuals who believe they have been victims of sexual violence, or those who have suffered severe or pervasive sexual harassment creating a hostile environment, should always come forward and make a report under the formal resolution provisions.

Where to Report

Sexual Misconduct should be reported to the Title IX Coordinator. The names and contact information of the Title IX Coordinator and other key campus safety employees are also posted on the university's Title IX website: <https://www.cdrewu.edu/TitleIX>. In addition, individuals may submit reports, including anonymous reports, through MySafeCampus®, the University's 24-hour independent hotline provider, by telephone at 1.800.716.9007, or by submitting information online at <http://www.mysafecampus.com/>. A report of Sexual Misconduct may be made verbally or in writing.

The Title IX Coordinator oversees all Title IX complaints and investigations and coordinates the university's response to sex discrimination. The remainder of this policy outlines various responsibilities of the Title IX Coordinator.

Services for Victims

A student or employee who reports to the University that he or she has been a victim of dating violence, domestic violence, sexual assault, or stalking—even if the offense occurred off campus—will be provided with a written explanation of victims' rights and options as follows:

1. Procedures victims should follow, including information about preserving evidence, reporting the offense, and obtaining protective orders
2. Information about how confidentiality will be protected
3. Existing counseling, health, mental health, victim advocacy, legal assistance, student financial aid, and other services available for victims, both within the University and in the community
4. Options for, available assistance in, and how to request changes to academic, living, transportation, and working situations or protective measures
5. Procedures for institutional disciplinary action in cases of alleged dating violence, domestic violence, sexual assault, or stalking
6. Possible sanctions or protective measures the university may impose following a final determination of an institutional disciplinary procedure

The university will provide written notification to students and employees about existing counseling, health, mental health, victim advocacy, legal assistance, student financial aid, and other services available for victims, both within the institution and in the community.

Retaliation

Retaliation or intimidation against an individual who has made a Report or provided information in connection with an investigation of Sexual Misconduct is strictly prohibited. Retaliation is any adverse action taken against an individual because he or she has engaged in a legally protected action opposing Sexual Misconduct or participating in a Sexual Misconduct proceeding if the adverse action is reasonably likely to

deter the person or others from pursuing their rights. Similarly, intimidation is any adverse action or threat of action reasonably likely to prevent or dissuade an individual from making a Report or providing information in connection with a Sexual Misconduct investigation. Individuals who participate in a Sexual Misconduct investigation will be advised that University policy and federal law prohibit retaliation against them or against individuals closely associated with them and should be assured that the university will take steps to prevent retaliation and will take strong responsive action to any act of retaliation of which it becomes aware.

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.

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. For additional information about Student Government, Clubs and Organizations at Charles R. Drew University please visit <http://www.cdrewu.edu/stu/stuOrganizations>.

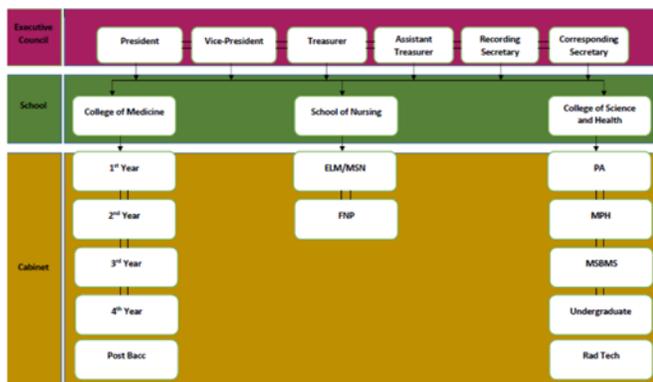
Student Government

Charles R. Drew University Student Government (CDUSG)

Charles R. Drew University Student Government (CDUSG) is a student led organization comprised of three schools including College of Medicine, School of Nursing and College of Science and Health. The entire Charles R. Drew University student body, by virtue of enrollment at Charles R. Drew University is automatically a member of CDUSG and can voice their opinions or student concerns through it.

CDUSG objective is promotes unity within the student body by maintaining and exercising student's rights to voice their views, interest, and needs. CDUSG strives to maintain excellent communication between students and the administration. CDUSG's

mission is in accordance with the mission of CDU as it creates student leaders who will carry on the legacy and mission of Dr. Charles R. Drew in their professional careers.



Clubs and Organizations

Break the Chains

Is a student led advocacy group which seeks to follow the excellent example of Charles R. Drew who was a major advocate for social justice through health advocacy; while also advocating for other issues such as freedom of religion, combating social stigmas and tackling environmental issues. This group is open to all CDU students and alumni.

Black Scientists United

Black Scientists United seek to educate, mentor and empower the Charles R. Drew University student body and community to the importance of acquiring an education and pursuing a career in STEM by offering tutoring, educational forums and volunteer opportunities.

California Student Nurses Association (CSNA)

The primary goals of CSNA are to assume responsibility for contributing to nursing education in order to provide for the highest quality of health care, to provide programs representative of fundamental interests and concerns to nursing students, and to aid in the development of the whole person, including his/her professional role, his/her responsibility for health care of people in all walks of life.

CEAL (Critical Exploration of Academic Literature)

CEAL was established by CDU students to facilitate a safe and active environment for students who are interested in gaining exposure to scientific literature while promoting critical thought. The organizations goal aims to show the importance of being knowledgeable

about the evolving medical field while also providing a platform for students to discuss and critically analyze articles amongst their peers.

Charles R. Drew University Alumni Association

All graduates of Charles R. Drew University of Medicine and Science are members of the CDU Alumni Association. The CDU Alumni Association aims to ensure that CDU continues to be an educational support and networking resource after graduation. Alumni may share their experiences and enjoy the benefits of membership by joining the alumni online community at www.cdrewu.edu/alumni.

Chosen Bible Study

The purpose of CHOSEN is to provide and promote a Christian community of one accord on CDU's campus, in order to discuss and study the Holy Bible with the hope of building strong character and values for the benefit of oneself and others. We desire to produce individuals that are spiritually equipped and prepared for the current and future seasons of life through the application of the Christian livelihood as expressed in the commandments and life of our Lord and Savior, Jesus Christ.

Delta Epsilon Iota – Alpha Kappa Delta Chapter

Delta Epsilon Iota is an academic honor society. Founded in 1994 at the University of Georgia, Delta Epsilon Iota is the nation's first and only academic honor society structured around career development. We work with University Career Centers nationwide to develop local, student-led and career-minded organizations. Our mission is to encourage academic excellence, educate our members about career development, and promote the principles of Dedication, Enthusiasm and Initiative in all aspects of campus life. Eligible students must have a minimum GPA of 3.30 and have a minimum of 30 completed semester hours.

Delta Omega Honor Society

The Gamma Phi Chapter of Delta Omega is the honor society in public health. The organization's goals are to engage in mentorship opportunities, to contribute to academic scholarship, to present research at journal clubs, conferences and other events, and to promote student success. Core values include leadership, mentorship, scholarship and community responsibility.

Eta Rho Psi Lioness Sorority Sisters

Eta Rho Psi Lioness Sorority Sisters is a local sorority which focuses on building sisterhood and community outreach to underserved populations. ERP supports academic excellence, service and

leadership, while placing a high emphasis on Christian ministry, spirituality and sisterly love.

Global Health Initiative

The mission of CDU Global Health Initiative is to serve underprivileged populations from a global perspective by improving patient centered care and individualizing patient needs. We seek to ensure health advocacy, provide culturally sensitive health care, and to use evidence based practice as a means to promote health and educate communities in hopes of preventing disease.

Lambda Nu National Honor Society for the Radiologic and Imaging Sciences – Los Angeles, California Alpha Chapter

This Chapter was established at Charles R. Drew University of Medicine and Science, College of Science and Health on November 18, 2004. CDU's chapter is the first in California. The purpose of this chapter is to foster academic scholarship at the highest academic levels, promote research and investigation in the radiologic and imaging sciences and to recognize exemplary scholarship.

Master of Public Health Student Association (MPHSA)

The MPHSA is a graduate student led organization comprised of student leaders from the Master Public Health Program at CDU. The MPHSA promotes unity and cohesiveness amongst first and second-year MPH students, and acts as the liaison between MPH faculty and MPH students. In addition, MPHSA promotes public health activities on campus and within the surrounding communities of South Los Angeles, promotes academic success and career development to contribute to CDU's mission in becoming exemplary public health leaders who are compassionate, and who actively promote healthcare to underserved communities.

Men in Nursing

The primary mission of the Chapter is to be the acknowledged local and regional organization for men in nursing. The purpose of the organization is to provide a framework for nurses, as a group, to meet, to discuss and to influence factors which affect men as nurses.

Molecules to Medicine

Molecule to Medicine is a multi-faceted mentorship program that focuses on fostering a passion for medicine within at-risk high school students, with

the ultimate goal being to create diversity within the field of medicine by increasing the number of minority physicians that practice medicine.

National Student Nurses Association—CDU Chapter (NSNA)

NSNA's mission is to mentor students preparing for initial licensure as registered nurses, and to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession. NSNA Core Values are advocacy, leadership & Autonomy, Professionalism, Care, Diversity and Quality Education.

Pre-Dental Society

The Pre-Dental Society seeks to create a network for mighty lions who are interested in the field of dentistry. The Pre-Dental Society will provide collaboration, support and information, such as advice on applying to dental school, while embodying the University mission of services by providing opportunities to volunteer.

Pre-Health Society

The Pre-Health Society is an organization with the purpose of helping students become better candidates for advanced studies in professional health programs. The Pre-Health 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.

Student Ambassador Leadership Program

CDU Student Ambassadors are an enthusiastic group of student leaders from diverse backgrounds that are dedicated to providing excellent service to the University through on and off-campus initiatives. They serve as a resource for current students as well as for prospective undergraduate and graduate students. Student Ambassadors benefit from opportunities for leadership development, personal growth, networking and resume building.

CDU Student Ambassadors must be currently enrolled part-time or full-time students in good academic standing. All Student Ambassadors must complete an interest form; attend extensive training about the University and pass the training quiz with 90% or higher. Upon completion of the required training and quiz, Student Ambassadors must be enrolled and remain in good academic standing to remain active members.

Student Alumni Network

The CDU Student Alumni Network (CDU-SAN) is designed to enhance a student's educational experience and provide them with opportunities for personal growth. As a member of the CDU-SAN, students have the opportunity to interact with alumni, connect in one-on-one mentoring relationships, participate in and attend special events thus enhancing their student life. The CDU-SAN is their first step in a lifelong relationship with CDU. It is also an opportunity to provide them with a first glimpse of the benefits that the CDU Alumni Association offers.

Yoga Health and Fitness

Our purpose of the Yoga Health and Fitness organization is to promote the importance of fitness, health and wellness. Our club offers current CDU students the opportunity to learn and practice physical activities, such as Yoga, Pilates and Aerobics.

ZIMA

ZIMA is a community volunteer student organization. ZIMA means whole, complete and healthy in Swahili. The organization aims to extend the mission of the University by being the bridge between CDU students and the surrounding Los Angeles community through engagement in activities that support the promotion of health for underserved communities.

Student Housing

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



Tuition and Fees

Tuition and Fees will vary with the particular College, curriculum, and courses in which a student enrolls.

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

Tuition* (Per Unit)

Undergraduate Programs

Associate Degree Programs.....	\$460
Bachelor Degree Programs.....	\$578
Post-Baccalaureate Certificate (Undergraduate)....	\$578

Graduate Programs.....	\$924
Post-Baccalaureate Certificate (graduate course).....	\$924

University Fees*

Application Fees

Undergraduate and Post-Baccalaureate Programs... College of Science and Health Graduate Programs.....	\$35
Graduate Nursing Program.....	\$100
Non-Matriculated Enrollment.....	\$50
Readmission.....	\$50

Registration Fees

One-time Student Activities Fee.....	\$100
Late Registration Fee (per occurrence).....	\$50
Installment Financing Fee.....	\$150
Course Audit Fee (per class).....	\$35
Student ID Card Replacement Fee.....	\$10
Petition to Challenge Nursing Prerequisite.....	\$180
Challenge Exam Fee.....	\$35

Student Health Insurance.....	See Below
Official Transcripts.....	See <i>Official Transcripts</i>

Program-Specific Fees*

College of Science & Health

Laboratory Fee (per lab class).....	\$200
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Radiologic Technology

Annual Clinical Fee.....	\$1,000
Equipment & Supplies Fee (one-time).....	\$300

Mervyn M. Dymally School of Nursing - Professional Education Fee (per semester)**

MSN – Entry Level Track.....	\$2,700
MSN – Family Nurse Practitioner Track.....	\$2,600

*All Tuition and Fees are subject to change.

** The Mervyn M. Dymally School of Nursing administration has studied professional fees for nursing schools – including the nature of supplies and services needed, the overall level of professional fees and what other institutions charge – and has determined a single fee per semester. The fee enables the School of Nursing to provide applicable uniforms, equipment, and third-party services, including professional liability insurance; maintain a state-of-the-art simulation center, including software enhancements; and ensure that students receive a thorough and positive clinical site experience.

Student Health Insurance Fee

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

Students who maintain adequate healthcare insurance through other sources may apply for a waiver of CDU’s Student Health Insurance from the University’s insurance provider. Rates negotiated at time of publication (subject to change):

Rates negotiated at time of publication (subject to change):

COSH Rates Hard Waiver	Fall	Spring	Summer
Student	\$601	\$690	\$503
Spouse	\$601	\$690	\$503
Per Child	\$601	\$690	\$503
Nursing Rates Hard Waiver	Fall	Spring	Summer
Student	\$601	\$690	\$503
Spouse	\$601	\$690	\$503
Per Child	\$601	\$690	\$503

Payment Due Dates

All Tuition and Fees are due in full before the first day of instruction as recorded in the University Catalog. Students registering after the first day of instruction must make full payment at the time of registration. Students whose payments have not been received in the Student Finance Office prior to the Add/Drop deadline will be dropped from registered courses.

Students with unpaid account balances will have a hold placed upon their University records until the balances are resolved. Students with account holds will not be able to register for future courses. They will also not

be certified for graduation or for exams. They will not be entitled to University Services including—but not limited to—references, verifications or transcripts.

Payment and Financial Aid

Students are solely responsible for payment of University Tuition and Fees by the due dates described above and are encouraged to make arrangements for Financial Aid loans and awards early in order to ensure those payments are available prior to the due dates. Students experiencing delays in Financial Aid awards must pay out of pocket or (if eligible) apply to the Installment Payment Plan prior to the close of the Add/Drop period.

Should subsequent Financial Aid awards exceed the current balance on a student's account, the University will promptly refund the excess in accordance with the requirements of the award source.

The University's Office of Financial Aid and Scholarships recommends application and documentation be submitted 60 days prior to the start of instruction.

For calculation purposes only, the University will apply certain estimated financial aid to student accounts in advance of actual receipt of those funds. Students remain responsible for these payments should the actual aid be cancelled or received in an amount less than expected.

Federal Direct Subsidized and Unsubsidized Loans

Anticipated Loan amounts will be applied to student accounts for calculation prior to the first day of instruction, provided all applications and supporting documentation have been received and reviewed by the Office of Financial Aid and Scholarships.

Federal Grad Plus and Parent Plus Loans

Anticipated Loan amounts will be applied to student accounts for calculation prior to the first day of instruction, provided confirmation of the award has been received by the funding agency and the student has signed the Master Promissory Note.

Other Financial Aid Programs

Actual loan or award amounts will be applied when funds are disbursed to student accounts.

Payment of Tuition and Fees

Charles R. Drew University currently accepts the following forms of payment directly from students:

- Cash
- Checks (with appropriate identification)
- Cashiers' Checks
- Credit Cards (Visa, MasterCard, American Express)
- Financial Aid Awards
- Bank Wire Transfers can be accepted in some cases. (Please contact the Finance Office for assistance at (323) 563-5820.)

Refund Policy and Procedure

Courses Withdrawal- Tuition refunds are based on the number of days attended. Certain fees charged to students require pre-payment by the university and cannot be refunded after courses begin. Students who drop course(s) during the add/drop period will receive 100 percent refund. Any student that withdraws from any course(s) or the university after the add/drop deadline will receive a prorated refund based on days of attendance. After the withdrawal deadline (60% mark) no refunds are given. Please refer to the appropriate academic calendar for specific deadline dates.

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, Program Advisor and Office of Financial Aid and Scholarships, and must 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 and Scholarships 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. It is the student's responsibility to ensure that the University has a current address on file for them at all times.

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.

Tuition Installment Plan

Students with a current term balance of greater than \$500 and in good financial standing may request to pay the current term's Tuition and Fees over the course of that term by applying to the University's Tuition Installment Plan. Under this plan, students may divide the current term's financial obligation over three pre-determined payments. Students carrying any past due balance are ineligible to participate in this program.

Students participating in the University's Tuition Installment Plan will be assessed an Installment Financing Fee of \$150 for each term of participation. The Installment Fee plus the first payment (1/3 of student's account balance) are due upon application to the installment program. There is no interest charge for this program provided all payments are made as scheduled.

The Tuition Installment Plan may be used concurrently with external Financial Aid programs, provided all Plan requirements are met. Incoming Financial Aid funds must be used to retire the installment agreement prior to disbursing payment to the student.

Applications to the CDU Tuition Installment Plan must be received in the Finance Office prior to the Add/Drop deadline to avoid removal from class rosters. Please contact the Student Finance Office for application and full details.

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 the

University's Everbridge Aware for Campus Alerts system, students are required to sign up by following these instructions:

1. Access any internet browser on any computer.
2. Go to <https://www.everbridge.net>
3. Enter your authorization code
4. Follow the simple instructions to enter your contact information

Charles R. Drew University of Science and Medicine subscribes to a campus alert system known as the Everbridge Notification System. During an emergency (i.e., fire, or evacuation, etc.), this service will notify students, staff, and faculty through email, text messaging, cell phones and other devices within minutes.

Users must register their contact information with the Everbridge Notification System in order to be active in the Everbridge Notification System. Your personal information data will not be shared with anyone unless the user grants permission when signing up. There is no cost for this service.

Campus Safety

Safety for faculty, staff and students is provided by the University's Office of Campus Safety. For additional information, students are encouraged to contact the Office of Campus Safety, located in the lobby of the Cobb Building or by dialing 323-563-4918. After hours and on weekends, dial 323-326-4859.

Crime Statistics – Clery Report

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

- Murder
- Sex Offenses
- 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

Clery Crime Statistics			
On Campus	2013	2014	2015
<i>Criminal Offenses</i>			
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses/Forcible	0	0	0
Sex Offenses/Non-Forcible	0	0	0
Robbery	0	0	1
Aggravated Assault	0	0	0
Burglary	1	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
<i>Special Category Arrests</i>			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0
Hate Crimes	0	0	0
<i>Disciplinary Actions</i>			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	1
Public Property Areas Contingent to Campus			
<i>Criminal Offenses</i>			
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses/Forcible	0	0	0
Sex Offenses/Non-Forcible	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	1	0	0
Arson	0	0	0
<i>Special Category Arrests</i>			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0
Hate Crimes	0	0	0
<i>Disciplinary Actions</i>			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0
Non-Campus Buildings			
<i>Criminal Offenses</i>			
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses/Forcible	0	0	0
Sex Offenses/Non-Forcible	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
<i>Special Category Arrests</i>			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0
Hate Crimes	0	0	0
<i>Disciplinary Actions</i>			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0

Non-Clery Act Criminal Offenses			
	2013	2014	2015
Larceny* - On Campus	5	0	3
Larceny* - Public Property Adjacent to Campus	0	0	0
Larceny* - Non-Campus Buildings	0	0	0

*Larceny is a non-Clery statistic, therefore it must be listed in a table separate from other Clery crimes.

Evening Shuttle Service

Shuttle service is available from the security booth located at the CDU Parking Lot on 118th Street to the Rosa Parks Transit Station (Metro Blue and Green lines). For current shuttle schedule, see Campus Safety and Security.

Lost and Found

The University's Lost and Found is located at the Information Booth in the lobby of the Cobb Building. Found items may 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. Students must show identification when retrieving lost items.

Student Health

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

12021 Wilmington Ave.
Los Angeles, CA 90059
(310) 668-4321

Student Health Insurance

Charles R. Drew University of Medicine and Science requires all full-time undergraduate, graduate and post-baccalaureate students to maintain adequate health insurance that covers them every day of their higher education career at CDU. Adequate health insurance coverage for students is important, and CDU's health insurance plans offer a quality alternative to more expensive, traditional comprehensive plans. The primary purpose for providing a student health insurance plan is to help students stay on track for completing their academic program and realizing professional career goals. Without health insurance, one accident or serious illness could jeopardize academic plans.

All full-time undergraduate, graduate and post-baccalaureate students attending Charles R. Drew University must enroll in, or waive, the health insurance

coverage offered by the University. Students who wish to waive the University's health plan must confirm by established deadline dates that their existing coverage is at least equal to the health plan offered by the University. Students who do not provide the necessary proof to waive the insurance by the established deadlines will be automatically enrolled in the University's health plan. See Tuition and Fees section of this Catalog for program costs.

Parking

Conveniently located parking lot and parking structure adjacent to the campus on 118th Street provides parking for students and visitors.

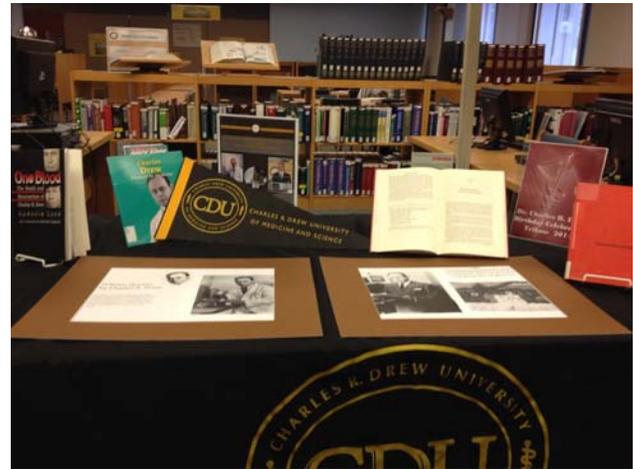
All vehicles must be registered with campus safety. All students must obtain a parking pass/sticker if they park in the CDU parking lot. There is no charge for the pass/sticker.

Student ID Badges

Photo identification badges are issued to enrolled students by Student Enrollment Services during Discover CDU new student orientation. Students must wear the University ID badges while on campus. In clinical settings, students should refer to the specific requirements of their academic program. Duplicate identification badges will be provided to students for a \$10.00 replacement fee.

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.



Library and Learning Resource Centers

Health Sciences Library

The Health Sciences Library, located on the first floor of the W. Montague Cobb Medical Education Building, is a 6,600 sq.ft. information center. The library maintains a comprehensive specialized collection of materials in the health sciences, including print and electronic journals, print and electronic books, audiovisual materials and electronic databases for University students, faculty, staff and community patrons.

The library is the primary information resource for the University and supports students, faculty 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 students, faculty, staff, the 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 Science and Health and the School of Nursing. The CDU Health Sciences Library collection contains over 7,500 print and access to over 100,000 electronic books, and more than 42,000 volumes of bound journals. The library currently subscribes to over 10,000 electronic journals, 38 health sciences resources and access to over 3,000 audiovisual resources.

Services

LibGuides: The Library has compiled a subject guide for each educational program. The LibGuide is used to identify relevant resources that are available for students and/or faculty use. Students are encouraged to use the LibGuide for the specific educational program.

References and Information Literacy Classes: The librarians are available to consult with instructors and provide in-class training sessions on how to use specific health information resources. Contact the Library Director at 323-563-9340 for more information.

Reserve Collection: The Library provides a copy of each

required textbook for Library use only. Students may use 2 reserve books per transaction. In addition, students are encouraged to limit use to 2 hour intervals.

Literature Searches: The librarians consult with patrons on how to locate needed information from the health sciences literature. Librarians also assist with citation verifications for manuscripts and obtaining information for grants and funding opportunities.

Educational Programming: The library is involved in a number of the University educational events. In addition, the library hosts several of the National Library of Medicine traveling exhibits.



The Library's Web Pages: The library's Web pages host a number of health information resources, including PubMed, CINAHL, , STAT!!Ref, Clinical Key, Access Medicine, PsycINFO, Learning Express Library, ebrary, SPSS, Endnote and Exam Master.

In addition, each educational program has a subject specialized section known as Libguides on the library's web page. . The library website is located at <http://library.cdrewu.edu>.

Remote Access (Off campus): Library users can access the library's resources off campus by placing the CDU username and password in the Login box located at the top of the library's web page The Library website is <http://library.cdrewu.edu>. For more information, please contact the Health Sciences Library at (323) 563- 4869.

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 software, Endnote citation

management software and SPSS statistical software are available for students and faculty

Photocopy and Printing: Printing and photocopying are available in the library using the Print Management System. The cost for black and white photocopying and printing is \$0.15 cents per page. Students may also photocopy in color; the cost for color photocopies is \$0.50 cents per page. Print cards may be purchased from a venda-card machine using dollar bills only and the initial cost for the card is \$1.00.

Audio/Visual Collections: The library provides access to the *Films on Demand* (Health Sciences) collection of videos, and Bates Visual Guide to Physical Examination. In addition, the library has supplemental audiovisual materials. For more information please contact the Health Sciences Library at 323- 563-4869.

Presentation Equipment: A select number of laptops and iPads are available for same day use; contact the library for more information. In addition, select audiovisual equipment is available for use by registered borrowers, including: digital and video cameras, and LCD projectors. Please contact the library to reserve the equipment in advance by calling (323) 563-4869.

Quiet Study Room: The library has a quiet study room for student use. It contains 9 individual study areas with wireless connectivity and is open from 7:00 a.m. – 8:45 p.m., Monday-Friday. Please contact Campus Safety for weekend hours, (323) 326-4859.

Wireless Access (WiFi): The library is equipped with wireless access for students, faculty, staff and guests. Instructions on how to connect to the wireless network are available at the library's Information Kiosk.

Group Study Rooms: The library houses 2 group study rooms that can be reserved at the circulation desk. Study pods and cubicles are also available throughout the Library for student use. In addition, room 189 is designated as the Quiet Study room which is located on the Library annex.

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 need access to health information.

Honor System

All books and journals checked out from the library are given a due date. Patrons are subject to a three-week suspension if library materials are overdue.

Circulation

Library patrons may borrow 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.

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.

Hours

The Library is opened approximately 80 hours per week and during final examinations extended hours are available. During intersessions the library has reduced hours of operation.

Monday- Thursday.....7:00 a.m. – 9:00 p.m.
Friday.....7:00 a.m. – 6:00 p.m.
Saturday.....9:00 a.m. – 4:45 p.m.
Sunday.....10:00 a.m. –3:00 p.m.

Extended hours during Final Exam weeks will be posted.

Cobb Learning Resource Center

The Charles R. Drew Cobb Learning Resource Center (LRC) include a computer lab with over 30 computers. The LRC is equipped with computer and media hardware, and a variety of software for education, and research, In addition, it is a hub that supports hands-on workshops.

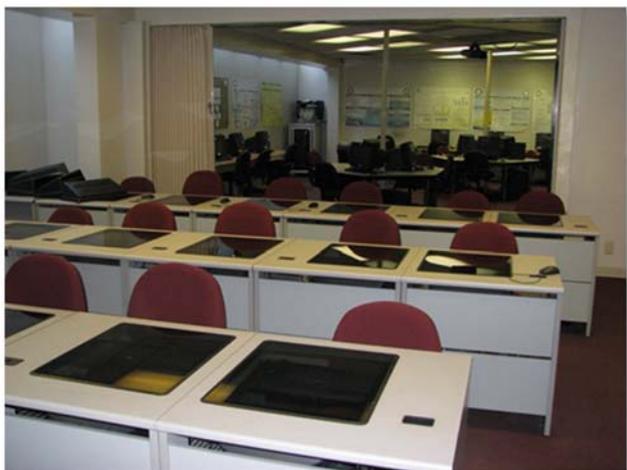
Learning Resource Centers

There are three Learning Resource Centers (LRC) at CDU. The LRCs are located in the Keck, Life Science Research and Nursing Education (LSRNE) and Cobb buildings. These sites are used for instruction, online examinations, independent study and workshops.

The Library/LRC staff provides assistance with password resets, audiovisual setups, educational technology assistance, Blackboard assistance, select software installation and scientific 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:

- 37 computers with instructor workstation
- Computer Laboratory (Cobb 183): State of the Art computer lab that includes video conferencing equipment, SmartBoards, SmartTVs and lecture equipment. A general computer lab with 16 workstations, laptop connections, a laser printer and SmartBoard LCD projection system.
- Educational Technology Classroom (Cobb 185): A computer classroom with 19 computer workstations, SmartBoard, SmartTV, video conferencing equipment classroom control software.
- Cobb 187 is a Small Group Study Room that is shared space. Please contact the Library for more information, 323-563-4869.



The LRC computers have a variety of medical education software, including basic science tutorials, case-based learning, patient simulation, exam preparation, statistical software and bibliographic citation software. For further information, call (323) 563-4869.

Student Education and Services Center

The Learning resource center 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 to any student or staff member who desires to improve and build his/her academic skills.

The Learning Management System currently used by the University is Blackboard, and it is administered through the Library; the Student Education Service Center (SESC) Manager is the Blackboard Administrator.

The SESC offers:

- Computer-assisted instruction in mathematics, writing, reading and other curriculum supported subjects;
- Tutoring in most subjects for both individuals and small groups;
- Academic skills building workshops scheduled throughout the academic year;
- Instructional materials that are available for use in the center and select resources from home;
- Wireless access and Web-based learning programs.
- Practice tests for a several license examinations, including: Radiologic Technology, NCLEX and the MCAT.

Computer Assisted Instruction (CAI)

The SESC utilizes Edmentum,, a program that helps students improve proficiency in mathematics, reading, English grammar and in a number of other general education subject areas. This service is used to assist students with a series of lessons that specifically address individual needs. Students may be referred by instructors, or they may use the Edmentum program as a diagnostic tool to determine the need for supplemental materials.. Also, the Library and LRCs provide access to LearningExpress Library, an online resource that can be used to build educational and career skills.

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 audiotapes and videos 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 for students in specific classes.

Tutoring

Tutoring services are available free of charge to current students. Please check out www.cdrewu.edu/students for more information.

One-on-one tutoring is available when the need has been determined by the faculty and/or student of the respective program. The Student Education and Services Center consists of:

- 31workstations in the learning center, state of the art SmartBoards, SmartTV's, video-conferencing and lecture capture equipment is available for classroom instruction, testing, workshops and individual use
- 9 computers located in the Testing/Career Center

- 3 group study rooms with computer access with computers;
- Computer software programs that support educational programming needs
- Photocopying and printing is available, the cost for this service is \$0.15 per page for black and white copies.
- The SESC also houses the Charles R. Drew Student Government (CDSG) Office.

The Student Education and Services Center hours are:

Monday – Friday.....8:00 a.m. to 5:00 p.m.
Saturday and Sunday.....Closed
Additional hours will be posted.

SESC staff can be contacted by visiting the center or by calling (323) 563-93584 during office hours. To learn more about the SESC visit:

<http://cdrewu.libguides.com/sesc>.



A Message from the Vice President for Research and Health Affairs

Dear CDU Faculty, Staff, Students, and Community,

As the VP for Research and Health Affairs, I warmly welcome you all!

Over many years of significant effort from talented faculty, dedicated staff, aspiring students, and incredible community champions, CDU's Research Enterprise has grown to address several areas of health disparities through a multi-pronged translational research approach. With a focus on the CDU Research Pillars and Priority Areas of Cancer, Cardiometabolic Disease, HIV/AIDS, and emerging areas of Health Services Research, Mental Health, and Social Justice/Health Equity; we provide research, education, and outreach to ultimately improve the health of our South Los Angeles community.

CDU has trained and will continue to train highly competitive and award winning students, trainees, and scholars; including undergraduates, post-baccalaureates, graduate students, nursing students, medical students, post-doctoral fellows, and junior faculty in performing multi-faceted translational research in health disparities. The efforts of our research have garnered numerous national and international recognition, high impact publications, awards, and competitive grant funding from National Institutes of Health (NIH), the Department of Defense (DoD), and other national sources.

I invite you to spend some time learning about our research accomplishments, training and research education opportunities, and on-going outreach activities. I also invite students to learn more about our health disparities centers and programs, as well as meet our outstanding research faculty who are available to serve as research mentors for both short-term and long-term internships, as well as provide career development advice and guidance.

The overarching goal of our Research Enterprise is to create programs aimed at understanding biological, behavioral, ethnic, cultural, and scientific reasons that contribute to health disparities and how it impacts our underrepresented and underprivileged populations. I am very proud of our numerous accomplishments and look forward to future success in addressing the needs of our community while training compassionate, talented scholars into the health leaders of tomorrow. I warmly welcome you all and strongly encourage you to become engaged in one of our research centers, and join the CDU team in our mission to eliminate health disparities.

Sincerely,
Jay Vadgama, PhD
Vice President for Research and Health Affairs
Charles R. Drew University of Medicine
and Science



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. Charles R. Drew University now ranks in the top 50 Private Research Universities as rated by the Center for Measuring University Performance. NSF analysis reported US scientific publishing was flat from 1992-2001 despite increased research funding. The #1 institution in the country in publication growth over this period among the top 200 institutions by level of NIH funding was Charles R. Drew University with a 127% increase (the U.S. average is <1%). Since 2011, the top American research universities, are defined as those with at least \$40 million in annual federal research expenditures, and these tend to sustain high levels of performance and maintain their relative position within the marketplace over time (The Top American Research Universities, 2011). CDU has earned the honor of being in this group. Furthermore, among the the group of HBCU's and minority institutions across the US, CDU is the leading minority serving institution with the most federal funding. CDU is the only HBCU/Minority serving institution listed under top universities with over \$40M in federal funding. In 2009, CDU ranked 146 among all universities with federal funds over \$40 million per year. Currently CDU boasts over \$57 Million in federal funding. The current endowment assets from research is over \$70M.

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

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

Research Centers and the Life Sciences Institute

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

Research Centers and Contact Links

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

- Minority Biomedical Research Support for Continuous Research Excellence (MBRS-SCORE) <http://www.cdrewu.edu/page/1075>
- Biomedical Informatics <http://www.cdrewu.edu/page/1402>

Research Partnerships

University of California, Los Angeles (UCLA) – Since its inception, the University has conducted numerous collaborative research projects with UCLA.

- NCI – funded CDU-UCLA Cancer Center Partnership to Eliminate Cancer Health Disparities in Minority and Underserved Populations. Our mission is to design and conduct basic, clinical, applied, translational and prevention research programs directed toward reducing cancer incidence, morbidity and mortality in the underserved communities, which face cancer health disparities in Service Planning Area (SPA) 6 region of Los Angeles.
- The Center to Eliminate Cancer Health Disparities was established through the Division of Cancer Research and Training in 2009 through a grant from the National Institute of Health. Numerous research projects are currently being conducted by the Center’s faculty and staff, including basic laboratory research, community outreach and engagement and clinical trials activities.
- RAND – Both RAND and UCLA are strong research partners with the University. The depth and breadth of these collaborations have accelerated during the last 10 years, with most activities focused on health disparities work. Additionally, these collaborations have created an environment where senior scientists have committed to supporting the development of junior faculty at Charles R. Drew University.
- RCMI-funded Institutions – The RCMI Translational Research Network (RTRN), led by

Contact Info:

Jay Vadgama, PhD
Vice President for Research and Health Affairs
Charles R. Drew University of Medicine and Science
1731 East 120th Street, Los Angeles, CA 90059

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. Several of the Research Centers, including the CDU/UCLA Cancer Center Partnership, AXIS and CTSI have dedicated Cores/Units for community partnered research and activities.



Phone: 323-563-4853; Email: jayvadgama@cdrewu.edu

CDU Faculty and Research Profiles:
<https://profiles.cdrewu.edu/Profiles/Search.aspx>

College of Science and Health

History

The first allied health programs at Charles R. Drew University preceded the establishment of the current College of Science and Health with the implementation of MEDEX physician assistant and radiologic technology programs in cooperation with UCLA and Harbor General Hospital. Creation of a College of Science and Health (then the College of Allied Health) was first proposed in 1975 when a number of allied health programs were being developed in response to expanded clinical needs of the surrounding urban population. In 1983, Charles R. Drew University's Board of Directors consolidated existing programs and authorized creation of the College of Science and Health.

In 1987, the State of California's Office of Private and Post-Secondary Vocational Education granted Charles R. Drew University's College of Science and Health a license to offer a Bachelor of Science for primary care physician assistants and an Associate of Science degree in medical record technology. Since 1988, a wide range

of programs have been added and that year Charles R. Drew University conferred the first Bachelor's degree for the physician assistants. In April 2005, the College was renamed the College of Science and Health to reflect these and future additions. In 2011 Charles R. Drew University completed the teach-out phase of the bachelor's degree physician assistant program. In 2014 Charles R. Drew University started the process of developing a Master of Health Science Physician Assistant program, and in March 2016 the ARC-PA granted Accreditation – Provisional status to the Charles R. Drew University Physician Assistant Program. The inaugural class of the PA Program matriculated in August 2016. In August 2016 the College of Science and Health received approval from the WASC Senior College and University Commission (WSCUC) for the new Master of Science in Biomedical Sciences Program, and the inaugural class matriculated August 2016.



The W. M. Keck Foundation Building, home to the College of Science and Health.

College of Science and Health

Administration

Hector Balcazar, PhD, MS
DEAN

Department Chairs and Program Directors

Monica G. Ferrini, MS, PhD
CHAIR, HEALTH AND LIFE SCIENCES

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

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

Sondos Islam, PhD, MPH, MS
DIRECTOR, URBAN PUBLIC HEALTH PROGRAM

Katayoun Moini, MHS, PA-C, RD, CNSC
DIRECTOR, PHYSICIAN ASSISTANT PROGRAM

A Message from the Dean

Dear CDU Family,

Welcome to our College of Science and Health (COSH)! We are looking forward to a new academic year at CDU. We are delighted to provide you with exciting programs at the undergraduate and graduate levels, including new programs we are rolling out this year.

I want to share with you several reasons why we believe CDU is a great place for you to study and learn, and a unique place to learn and thrive. At CDU we are committed to enrolling a diverse group of students to be trained as future health professional leaders – leaders who will learn about important life-changing events such as social justice, cultural diversity education, comparative health disparities, experiential education and underserved community engagement. All here at CDU.

I am looking forward to making your journey at CDU and COSH a great one. At COSH we are dedicated to providing you with programs and courses that will enhance your training as you continue your studies in health professions education. Here at CDU and COSH, you will be able to learn many ways of thinking about health, prevention and wellness. With our programs and degrees, you can make a difference in your community. You will be transformed in your critical thinking and your understanding of the best ways to think about health, healthcare, and health access – and most important, learning to think about health in a just way, a way that makes it possible for everyone in our community to have the chance in life to be healthy and well. I invite you to be that emerging leader in our community.

When you enroll and embark on an academic year here at CDU and at COSH, you have embarked on a new stage in your life's journey where you will build a better tomorrow for yourself, your community and the world we live in. You will experience our mission as you engage in the education, research and service that prepare you to transform health in underserved communities.

Sincerely,
Hector Balcazar, PhD, MS
Dean, College of Science and Health



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, and graduate and certificate programs. Programs include: Master of Public Health (MPH) degree in Urban Health Disparities; Master of Health Science, Physician Assistant; Bachelor of Science in Biomedical Sciences; Master of Science, Biomedical Sciences; Associate of Science in Radiologic Technology; and Graduate Certificate in Public Health Concepts. In addition, two new programs—the Bachelor of Science in Radiologic Science and the Bachelor of Science in Urban Community Health Sciences—have received WASC Senior College and University Commission approval, with inaugural classes beginning Fall Semester 2017.

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 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.

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's 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. 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 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.). 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 designated 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 coursework that accompany this area of study are completed.

Student Awards

The College of Science and Health (COSH) has established the following standards for recognizing the achievement of its students with 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 degree seeking 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 degree seeking 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 degree-seeking 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.

The following are COSH student awards presented during Oaths and Honors:

- *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 Societies

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.

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.

2. To strive always to lead 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 be recommended by his or her Program Director, the Student Academic Performance Committee and the Dean of the College of Science and Health.

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.

Delta Epsilon Iota Honor Society

The Alpha Kappa Delta Chapter of the Delta Epsilon Iota Academic Honor Society was established to promote the ideals of dedication, enthusiasm and initiative at Charles R. Drew University through student leadership, special programs, community service projects and networking opportunities.

Chapter membership is limited to students who are currently enrolled at sophomore status or higher, having earned at least 30 semester hours with a cumulative GPA of 3.3 or higher.

Delta Omega Honor Society

The Gamma Phi Chapter of the Delta Omega Society was established to encourage and recognize excellence in practice, research, education and academic achievement in the field of public health.

In order to be eligible for active membership, the student must possess a bachelor degree (or equivalent), complete one full year of academic courses leading to an advanced degree in public health, and intend to pursue a career in public health. No more than 10% of the graduating students can be elected to membership in a given calendar year. Those elected will represent the upper 25% in class standing and who have demonstrated qualities of leadership in public health in addition to academic excellence.

Lambda Nu National Honor Society

The Lambda Nu national Honor Society for the radiologic and imaging sciences established at Charles Drew University of Medicine and Science, College of Science and Health, Los Angeles, California November 18, 2004. CDU is the first Chapter in California

Lambda Nu uses the upper case Greek characters Λ and Ν to represent the inverse relationship and delicate balance required between the art and the science inherent in the radiologic and imaging sciences professions of radiography, radiation therapy, nuclear medicine, diagnostic medical sonography, cardiovascular-interventional technology, mammography, computed tomography, magnetic resonance imaging, quality management, and bone densitometry.

The purpose of this Chapter is to:

- Foster academic scholarship at the highest academic levels
- Promote research and investigation in the radiologic and imaging sciences
- Recognize exemplary scholarship

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

Oath and Honors

This ceremonial occasion is held every year prior to Commencement for the purpose of recognizing graduation candidates for their academic achievement, clinical excellence, leadership and service while attending Charles R. Drew University.

Student Life

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, special workshops and guest lectures, cultural events, Program Awareness Day, Career Day and the Oath & Honors ceremony.

All student clubs and organizations have oversight through the supporting academic departments or programs. See Student Life in the University section of this Catalog.

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.

Student Education and Services Center (SESC)

The Student Education and Services Center is located on the first floor of the Keck Building. The Center provides tutoring and other academic support. The Charles R. Drew Student Government (CDUSG), and a fully equipped computer lab are located in this facility. The University's pre-admissions assessment examinations in reading, writing and mathematics are computer-based and administered to prospective students at their convenience. Pre-enrollment advisement and the service

learning program also are administered through the Center. For additional information, please call (323) 563-5934.

Academic Support

Student Education and Services Center (SESC) Staff

SESC Manager

Linda Towles, BA (323) 563-9351

Testing/Basic Skills Coordinator

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

Audio Visual Technician

Health Science Library (323) 563-9869

Student Complaints and Grievances

Students who have complaints against other students should report their complaints to the Program Director, and if the matter is not resolved at the program level, the student may then request the Office of Dean to address their complaint.

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 for the student or otherwise inappropriate, the student should contact the Dean for the College of Science and Health.

Students who have a complaint against a College policy or action which is alleged to have violated the students' rights should first contact the Program Director. If the student is not satisfied that the matter is resolved at the Program Director level, the student may then request a hearing before the Student Academic Performance, Promotion and Judiciary (SAPPJ) 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 Program 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:

1. The student will have no more than 30 days to appeal the Committee's decision. This appeal is to the Dean of the College of Science and

Health. 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.

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 SAPPJ 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

2. The Ad Hoc Committee shall be empowered to call members of the original committee 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 College of Science and Health, 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 1973.

Degree Requirements

Each undergraduate program of study leading to a degree includes 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. The following restrictions apply to these units:

1. Basic skills courses (developmental level courses, such as pre-algebra and English fundamentals) cannot be applied toward the associate or bachelor degree requirements.
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.

Associate of Science (A.S.)

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

Unit Requirement: Total units required for an A.S. in Radiologic Technology is 84.

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 fulfills 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.

Bachelor of Science (B.S.)

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

Unit Requirement: Total units required for a B.S. degree is 120. 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.

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 on a 4.0 scale.

Program Requirement: Successful completion (i.e., achievement of a grade of 80% or better) of all the required courses for the major.

Residence Requirement: MPH students must complete a total of at least 36 units in residence.

Master of Science in Biomedical Sciences (MS-BMS)

Terms regarding graduation requirements in the Master of Science in Biomedical Sciences program are detailed below:

Unit Requirement: Total units required for MS-BMS is 36 graduate credit hours.

G.P.A. Requirement: Achievement of a minimum overall G.P.A. of 3.0 on a 4.0 scale.

Program Requirement: Successful completion (i.e., achievement of a grade of 80% or better) of all the required courses for the major, and thesis defense.

Residence Requirement: MS-BMS students must complete a total of at least 30 units in residence. Only 6 units are allowed for transfer

Master of Health Science, Physician Assistant (MHS-PA)

Terms regarding graduation requirements in the Master of Health Science, Physician Assistant Program are detailed below:

Unit Requirement: Total units required for a MHS degree is 93.

G.P.A Requirement: Achievement of a minimum overall G.P.A of 3.0 on a 4.0 scale.



Course Listing

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
ILR	Information Literacy Research
MIC	Microbiology
MTH	Mathematics
NTR	Nutrition
PHE	Public Health Education
PHL	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
SOC	Sociology

College of Science and Health Programs

HLS	Health and Life Sciences
RAD	Radiologic Technology
MPH	Master in Public Health
BS	Biomedical Sciences
MHS	Master Health Science
UCHS	Urban Community Health Sciences

Department Chair:

Candice Goldstein, PhD CADC-II

Location: W.M. Keck Building

Telephone: (323) 357-3635

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 (EAPC) 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 communication skills*
- Oral communication skills *
- Critical thinking*
- Quantitative reasoning *
- Information literacy*
- Scientific knowledge **
- Intellectual perspectives of diverse disciplines **
- Cultural diversity in healthcare **

*WSCUC 5 Core Competencies

** Breadth Requirements

In realizing the above goals for graduates of the 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.

General Education

General Studies Program Student Learning Outcomes (PSLO)

Area I: Written and Oral Communication, and Critical Thinking

1. Written Communication
PSLO 1. Students can write effectively.
2. Oral Communication
PSLO 2. Students can orally communicate effectively.
3. Critical Thinking
PSLO 3. Students can think critically to analyze and solve complex problems.

Area II: Natural & Behavioral Sciences, Mathematics, and Information Literacy

1. Quantitative Reasoning
PSLO 4. Students can use quantitative reasoning to analyze and solve problems
2. Information Literacy
PSLO 5. Students can locate, evaluate and synthesize information.
3. Sciences
PSLO 6. Students can recognize and describe scientific concepts and theories.

Area III: Diversity in Healthcare, Arts & Humanities, Social Sciences and Social/Civic Knowledge

1. Intellectual Perspectives of Diverse Disciplines
PSLO. 7 Students can contribute to society through the knowledge and application of diverse disciplines, including civic, historical and creative domains, in a real world setting.
2. Cultural Diversity in Healthcare
PSLO 8. Students can describe and compare diverse cultures and societies, within the context of health care.

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 Critical Thinking and Text Analysis (ENG 112), 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 Introductory Biology (BIO 100) or Introduction to Anatomy and Physiology (BIO 120) 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 Introductory Chemistry (CHM 100) or General Physics I (PHY 250) 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), Pre-Calculus (MTH 130) and Calculus I (MTH 230).
- B4. Information Literacy and Computer Science: Courses such as:

Information Literacy and Computer Applications (CPU 125) and Information Literacy and Research Methods (ILR 101) provide the foundation and skills in information literacy, research methods and computers via various assignments, problem solving and research, including formulating a research question, locating materials using standardized electronic resources and presentation and spreadsheet 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 the study of 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) or Cultural Diversity in Contemporary Literature (HUM 233).
- C3: Humanities Courses emphasize the understanding of aesthetic, philosophical and cultural principles, such as Medical Humanities I: Philosophy of Health (HUM 330)

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, such as Cross Cultural Communication in Healthcare (COM 315).
- D3. Social and Behavioral Science: These courses emphasize individual and human social behavior, such as courses in General Psychology (PSY 141), Human Development (PSY 351) and Introduction to Sociology (SOC 141)

Category E: Diversity, Service and Community Health: In Residency Requirement- - must be completed within the College of Science and Health

- E1 Spanish: Courses in Introductory Spanish (COM 131) and Spanish for the Healthcare Professional (COM 231) that offer vocabulary and practical dialogues needed by people working in healthcare.
- 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, such as Sophomore Health Seminar and Capstone (PHE 255) and Senior Health Seminar and Capstone (PHE 450).
- 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 2020 objectives and strategies for promoting health in underserved communities with all course objectives, such as Community Health Issues (PHE 250).

Category F: Interdisciplinary Approaches to Healthcare- Must be completed in residency at CDU

- 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, such as Human Development (PSY 351).

Checklist of General Education and Core Requirements for

Associate of Science Degree (31 units)

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

<u>Subject Area</u>	<u>Units</u>	<u>COSH Equivalent</u>
A1	3	ENG 111

A23 COM 111

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

Subject Area	Units	COSH Equivalent
B1/B2.....	4	BIO 120,
B3	3	MTH 126
B4	3	CPU 125 (2 units) and ILR 101 (1 unit)

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	COM 315 or
D3	3	PSY 141, or SOC 141

Category E: Diversity, Service and Community Health (6 units required – must be completed in residency)

Subject Area	Units	COSH Equivalent
E1.....	3	COM 231
E2.....	1	PHE 255
E3.....	2	PHE 250

Bachelor of Science Degree (53 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	ENG 112

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

Subject Area	Units	COSH Equivalent
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B14 or BIO 100 or BIO 120
or upper division program course in Biology with lab
or Anatomy and Physiology with Lab.
(3 units lecture; 1 unit lab)

B24 CHM100 or PHY250
or upper division program course in Chemistry with lab
or Physics with Lab (3 units lecture; 1 unit lab)

B33 MTH 126

B43 CPU 125(2 units) and
ILR 101 (1 unit)

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	HUM 231, or HUM 232, or HUM 233 or HUM 330

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

Subject Area	Units	COSH Equivalent
D1a	3	HIS 141
D1b.....	3	POL 141
D2.....	3	COM 315
D3.....	3	PSY 141, PSY 351 or SOC 141

Category E: Diversity, Service and Community Health (6 units required - must be completed in residency)

Subject Area	Units	COSH Equivalent
E1	3	COM 231
E2	1	PHE 450
E3	2	PHE 250

Category F: Interdisciplinary Approaches to Healthcare (3 units required. Must be completed at CDU)

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

(UE) Unrestricted Elective

* By permission of the Instructor

General Education Course Descriptions

ANTHROPOLOGY

ATH 142 - Cultural Anthropology

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

Category: D2

Units: 3

ART

ART 131 - Health and Creative Arts

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

Category: C1

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 100- Introductory Biology

The course is an introductory survey of modern biological concepts covering the areas of molecular, cellular, and organismic biology, with emphasis on the diversity of life in the underlying framework of evolution. This is a preparatory course for entry into HLS130AL. Requirement is waived if the student has taken AP Biology with a score of 3 or above. This course includes a lab.

Category: B1

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

Units: 3

BIO 110 - 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

Category: B1

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

BIO 114 - 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 310 - 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. This course includes a laboratory component. The course is also a preparatory course for entry into BMS 140L. Requirement is waived if the student has taken AP Biology with a score of 3 or above

Category: B2

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

CHM 122 - General Chemistry

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.

Category: A2

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 111 - 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 210 - Principles of Argumentation

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 131 – Introductory Spanish

A comprehensive beginning Spanish course designed for students with no previous knowledge of Spanish or with a previous Spanish course that was taken more than

three years ago. This course includes instruction and practice in all four basic language skills of speaking, reading, writing, and listening. This course is a recommended before COM 231 Spanish for Healthcare Professionals. Credit by examination is available for this course.

Units: 3

COM 231-Spanish for Healthcare Professionals

Teaches the vocabulary, grammatical principles, and sentence structure needed by those in the medical field. Focus is primarily on methods to take a medical history, perform physical examinations, and counsel patients in Spanish to enhance the patient-healthcare provider relationship. In Residency Requirement for COSH and SON. Undergraduates: Must be completed at Charles R. Drew University. Credit by exam is only available to students who are fluent in Spanish (reading, writing, and comprehension) and can show documentation of using Spanish in a healthcare setting.

Units: 3

Formerly: COM 233 (2 units) plus COM 234 (1 unit)

Prerequisites: None. Recommended: COM 131, one year of high school Spanish/one semester of college Spanish within the last 3 years, previous or concurrent use of the Spanish module within the Plato online learning system (Plato made available to students free of charge upon request).

Units: 3

COM 315- Cross Cultural Communication in Healthcare

Introduces the concepts and principles of effective communication as they are applied to communication within healthcare contexts. Focuses on interpersonal communication, including patient/practitioner interactions, barriers to effective communication, verbal and nonverbal behavior, and ethics of communication, with an emphasis on cross-cultural communication. Course also covers professional presentation methods for academic and healthcare settings.

Prerequisite (S): COM111

Category: D2

Units: 3

COMPUTER SCIENCE

CPU 125- Introduction to Computer Applications

Designed for students to enhance competency in information literacy and beginning research methods through the use of computers. Students will learn and practice the use of the internet, introductory website development and Microsoft Office applications of

Word, Excel, and PowerPoint. Credit by examination is available for this course.

Category: B4

Units: 2

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 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 099 – English Fundamentals for College Writing

This course prepares students for English Composition through intensive review of basic English language skills, including sentence structure and composition, mechanics, and usage, as well as study and exercises in word choice, style, paragraph development, and essay

structure.

Prerequisite(s): Appropriate score on English Placement Examination. *Students who place into CLS-060 and or ENG-011 on the College Placement Examinations will be required to complete a supplemental CAI curriculum to receive credit for the course.

Units 3

ENG 111 - English Composition

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 099 or appropriate score on the pre-enrollment writing examination.

Category: A1

Units: 3

ENG 112 - Critical Thinking and Text Analysis

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

Category: A3

Units: 3

ENG-114 Fundamentals of Writing for Healthcare

This course prepares students to write effectively, especially in professional and academic healthcare contexts. Students will produce individual and collaborative writing projects, including research papers. Course will also provide an intensive review of general and academic English writing skills, including composition, citation, mechanics, usage, and style.

Prerequisite(s) ENG-111; ENG-112; or equivalent.

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.

Prerequisite(s): ENG 111

Units: 3

GENETICS

GEN 100 – Introduction to Genetics, Genes and Genomes

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

Category: B

Units: 3

HISTORY

HIS 141 - United States History

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

Category: D1a

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 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 I

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

Category: C2/3

Units: 3

HUM 232 - Introduction to Humanities II

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

Category: C2/3
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

Category: C2/3

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.

Category: C2/3 or F

Units: 3

HUM 335 - Medical Humanities II: Literature & Medicine

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.

Category: C2/3

Units: 3

INFORMATION LITERACY RESEARCH

ILR 101 Information Literacy Research

Designed for students to develop and demonstrate competency in information literacy for research. Students will learn to formulate a research question, locate material using standardized electronic resources, evaluate web sources, apply ethical standards in the use of information, and an introduction to Endnote software.

Category: B4

Units: 1

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 Algebra

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 Algebra

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.

Category: B3

Units: 3

MTH 130 - Pre-Calculus

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

Prerequisite(s): MTH 126 or appropriate score on the pre-enrollment mathematics examination.

Category: B3

Units: 3

MTH 140 Mathematics for Healthcare

Review and application of pre-algebra to dosage calculations and the fundamentals of medication administration. Practical problem-solving skills needed to carry out simple and complex calculations

encountered in today's healthcare practice. Extension of dosage calculation to major modalities, including intravenous administration. Special emphasis on unit conversions and instrument readings. This course does not fulfill the GE college level math requirement for graduation.

Units: 3

MTH 150 Statistics for Research

This course is an introduction to the fundamental concepts of descriptive and inferential statistics that emphasizes application to the life sciences. Topics include: sampling and measurement, tests of significance, probability distributions, confidence intervals, regression, and correlation.

Prerequisite(s): MTH 130 or instructor approval*

Units: 3

MTH 230 – Calculus I

This course is an introduction to the differentiation and integration of elementary algebraic functions (polynomial, rational, and nth-root) and transcendental functions (exponential, logarithmic, and trigonometric) of one variable and the study of related topics including the fundamental theorems of calculus, maxima and minima, ordinary differential equations, and applications to statistics.

Prerequisite(s): MTH 130

Category: B3

Units: 3

MTH 231 – Calculus II

Continuation of MTH 230 that covers advanced integration techniques, Taylor series, convergence tests for infinite series, and multivariable calculus including: partial derivatives, multiple integrals, gradients and Laplacians, coordinate transformations, and partial differential equations.

Prerequisite(s): MTH 230

Category: B3

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)

NUTRITION

NTR 220- Principles of Nutrition

This course will introduce basic concepts of nutrition

with an emphasis on methods to improve health through proper nutrition. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight control will be covered.

Units: 3

PHILOSOPHY

PHL 112 - Logic and Critical Reasoning¹

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.

Category: A3

Units: 3

PHYSICS

PHY 126 - Introductory Physics

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): *

Category: B2

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

PHY 250 – General Physics I

Introductory calculus-based physics course. Topics include kinematics, mechanics, work, momentum, rotational motion, elasticity, mechanical waves, thermodynamics, and fluid mechanics.

Prerequisite(s): MTH 230 or instructor approval

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

PHY 251 – General Physics II

Calculus based physics course. Topics include wave motion, electrostatics, electromagnetism, AC and DC circuits, optics, quantum theory, atomic and nuclear structure, relativity, and elementary particles.

Prerequisites(s): PHY 250

Category: B2

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

POLITICAL SCIENCE

POL 141 - United States Government

This course is designed to explore the foundations and development of American politics and the American political system from its origins in the Western tradition until the present day and focuses on the ways in which various theoretical, philosophical, and historical ideas contribute to and inform the workings and dynamics of U.S. Politics and Government as it exists in the contemporary moment.

Formerly: POLS 141

Category: D1b

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

Category: D3

Units: 3

PSY 351 - Human Development

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.

Prerequisite(s): SOC 141 or PSY 141.

Category: D3 or F

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.

Units: 3

PHE 150 I and II – President’s Seminar on Health Leadership

Students will engage with Dr. David Carlisle, President and CEO of Charles R. Drew University of Medicine and Science (CDU), and invited guests for an innovative health leadership seminar. Students will learn transformational leadership lessons and their application to modern day CDU and current health and social issues. The class meets once a week during the fall and spring semester and is designed to supplement student’s existing coursework.

Units: 1

PHE 250 - Community Health Issues

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 2020 objectives strategies for promoting health in underserved communities. This course is a residency requirement for all undergraduate students in the College of Science and Health.–

Prerequisite(s): None

Category: E3

Units: 2

PHE 255 – Socio-Behavioral Dynamics of Health Sophomore Seminar

This course explores the socio-behavioral factors that determine that health of individuals, groups, and society to reduce illness and disability and promote disease prevention and health maintenance. Students will synthesize, integrate, and build upon their general education coursework and service learning experiences with an emphasis on communication, critical thinking, understanding cultural diversity, and technical skill development within the framework of health dynamics. This course is an in residency requirement and must be completed within the College of Science and Health for all Associate degree students.

Formerly: AH 252 and AH 255

Prerequisite(s): PHE 250

Category: E2

Units: 1

PHE 344 - Educational Methods for Allied Health Practitioners

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 Diversity

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.

Prerequisite(s): SOC 141 or PSY 141

Category: E2

Units: 3

PHE 450 - Global Health Senior Seminar

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. This course is an in-residency requirement for all undergraduate Bachelor's degree students in the College of Science and Health.

Formerly: AH 355 and AH 450

Prerequisite(s): PHE 250

Category: E2

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.

Prerequisite(s): CPU 125*

Units: 3

SCIENCE

SCI 101-Basic Sciences

The course is an introduction to fundamental concepts in chemistry, biology, and anatomy and physiology with application on health care. The topics include cell structure and function, structure and function of organ systems, as well as the characteristics of biomolecules, metabolism, regulation and metabolic integration. This course is suitable for Biomedical/Nursing majors as an introductory or refresher course before core science requirements.

Units: 3

SOCIOLOGY

SOC 141 - Introduction to Sociology

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

Category: D3

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

**ASSOCIATE OF SCIENCE,
RADIOLOGIC TECHNOLOGY**

Program Director: Eugene Hasson, MS, RT, (R)

Location: W.M. Keck Building

Telephone: (323) 563-5835

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

The primary duties of a radiologic technologist include operating imaging equipment, ensuring radiation safety from unnecessary exposure for the general public and themselves. Technologists perform clinical procedures to produce X-ray studies for the diagnosis and treatment of injury and disease. Other duties include HIPPA compliance, financial stewardship, protection of patient rights and maintaining medical records. Technologist also positions the patients, determining safe technical factors, process images and assist in the performance of advanced imaging procedures and initiating basic life-support techniques as necessary. Radiologic technologists provide patient services using imaging equipment as directed by physicians. Professional competence requires that radiologic technologists apply knowledge of anatomy, physiology, positioning, radiographic technique and radiation protection to produce body images.

Radiologic technologists must exercise independent judgment and critical thinking skills in the performance of imaging procedures and must be able to communicate effectively with patients, other health professionals and the general public. Graduates are eligible to practice as radiologic technologists after successful completion of certifying examinations (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 and curriculum models 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. Clinical hours vary from 5:00 am to 11:30 pm. Weekends may also be included as part of the clinical experience. A 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, fellow students, faculty and staff, 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 procedures based on the professional standards and guidelines of their individual regulating state, accrediting bodies and committees. These additional policies and procedures 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 the Radiologic Technology Program Clinical Handbook.

Program Mission Statement

To educate entry-level radiologic technologists who assist in providing high quality healthcare with excellence and compassion by producing diagnostic images through the knowledge and application of radiologic science while maintaining the patient as their primary focus, and by administering the necessary radiation protection measures and quality patient care.

ASRT Program Goals and Program Student Learning Outcomes

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

Student Learning Outcomes:

- Students will apply accurate positioning skills.
- Students will select appropriate technical factors.
- Students will use appropriate radiation protection measures.

Goal #2: Graduate students who will be able to demonstrate communication skills.

Student Learning Outcomes:

- Students will demonstrate oral communication skills.
- Students will demonstrate written communication skills.

Goal #3: Graduate students who will demonstrate problem solving and critical thinking skills.

Student Learning Outcomes:

- Students will successfully complete all laboratory experiments.
- Students will adapt to non-routine positioning situations.

Goal #4: Graduate students who are ethical and professional.

Student Learning Outcomes:

- Graduates will demonstrate professionalism upon employment.
- Students will learn how to protect patient information.
- Students will develop a professional portfolio.

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

- Mandatory 3 day program orientation
- Mandatory CPR class (all new students)
- Parking fees (if any)
- Program admission interview
- Ability to lift 40 pounds without assistance
- Copy of titers showing immunity against measles, mumps, rubella (MMR) and varicella or titers, and tetanus
- Hepatitis B vaccination
- Annual proof of a negative tuberculosis skin test or Chest X-ray if skin test is positive (Annual Requirement) or QuantiFERON TB Blood Test to avoid x-ray exam.
- Annual influenza vaccination
- 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 required 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.

Admission to the Program

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

Appeals

Any applicant who does not meet the entrance requirements may write a letter of appeal to the Radiologic Technology Appeals Committee stating why the applicant feels the application should be reconsidered. Please refer to the Appeal of Admission’s Decision section of the Catalog

Send the appeal to:

Attn: Office of Enrollment Services
Charles R. Drew University of Medicine and Science
1731 E. 120th St.
Los Angeles, CA 90059

Grievance Policy

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

Technical Standards:

Radiography requires proficiency in the application of technical knowledge and operation of specialized equipment in a competent and safe manner. In addition, the technologist must be able to provide physical care and emotional support to patients during the radiographic procedures.

1. Visual Acuity
2. Auditory Perception
3. Communication
4. Gross and fine motor
5. Intellectual ability to measure, calculate, reason, analyze, and evaluate as required for direct patient care.
6. Comprehension of three-dimensional and spatial relationships.
7. Emotional stability
8. Social attributes to allow the development of mature, sensitive and effective relationships with patients, faculty, co-workers and administration.

The Technical Standards for admission have been established as a guidance tool for use in realistically informing the student of minimum standards needed to satisfactorily function in the program and ultimately in the profession.

Program Required Courses (13 Units)

Anatomy and Physiology	4
Elementary Algebra	3
English Composition	3
Introduction to Computers	3

Completion of the required courses will be weighed in the selection process.

Science courses older than seven (7) years will not be accepted.

Program prerequisite Course

*Medical Terminology	3
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*This course may be taken in an optional pre-term summer session, or as a free elective to fulfill degree requirements.

General Information

All Radiologic Technology courses must be completed with a minimum grade of “C” before the student can enroll in subsequent semester courses. Eighty four- (84) units are required to complete the Associate of Science Degree.

Health Insurance Portability and Accountability Act (HIPAA)

Students will learn and practice HIPAA .

Ethics (ARRT)

Ethics are mandatory standards of minimally acceptable professional conduct for all present Registered Technologist and Candidates. The Standard of Ethics can be viewed at www.arrt.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	4
RAD 209	Radiographic Positioning IV w/Lab	3
RAD 215	Advanced Radiographic Procedures	3
RAD 216	Principles of Radiation Exposure III	2
RAD 217	Sophomore Seminar II & Certification Preparation	5
RAD 220	Clinical Practicum IV	4
RAD 230	Clinical Practicum V	4

Professional courses taken at other institutions will be reviewed on a case-by-case basis.

General Education and Capstone (43 Units)

ENG 111	English Composition (*A)	3
COM 111	Public Speaking (*A)	3
BIO 120	Introduction to Anatomy & Physiology w/Lab (*B)	4
MTH 121	Elementary Algebra or higher (*B)	3
ILR 101	Information Literacy and Research Methods (*B)	1
CPU 125	Information Literacy and Computer Applications (*B)	2
ART/HU M	ART or Humanities* (*C)	3
HIS 141	U.S. History (Post 1896) (*D)	3
SOC 141	Sociology (*D)	3
COM 231	Spanish for Healthcare Professionals (*E)	3
PHE 250	Community Health Issues (*E)	2
PHE 255	Sophomore Health Sem & Cap. (*E)	1

(*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
 (UE) Unrestricted Elective must be taken in residency (3 units)

**If the transferred computer course does not contain an Information Literacy and Research Methods component, ILR

101 must be taken at CDU for 1 unit.

For a complete listing of general education requirements, see "General Education" in the Catalog.

Advising

The Radiologic Technology Advisors assist students in planning course schedules, evaluating previous completed general education courses, etc. Student are encouraged to 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.

Misdemeanor or Felony Disclosures

In the event that an applicant has been convicted of a crime, licensure may be denied. This is determined by the Ethics Committee of the American Registry of Radiologic Technologists. Information is available at <https://www.arrt.org/Ethics/>. All applicants must complete a background check at their expense. A conviction does not automatically disqualify an applicant. Each case will be reviewed separately. A disclosure notice must also be completed.

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): All RAD course in the first year fall

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 semesters

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: 4

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
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 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: 4

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: 4

NOTE: This curriculum schedule is a correct representation of the program at the time of publication. The Radiologic Technology program has the right to modify its content at any time with the approval of the Education & Academic Policy Committee and the Dean of the College of Science and Health if required. 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. **Students must also pass a final written comprehensive examination with a minimum score of 85% as part of the program completion requirements.** A total of 50 hours of community service must be fulfilled for graduation. Additionally, 1865 hours of clinical practice are required for program completion and 15 hours of clinical time will be used to complete the fluoroscopy program laboratory experiments. Professional courses from other schools will not be accepted as transfer courses. Charles R. Drew University is in compliance with all Laws and Regulations of The State of California Department of Public Health Radiologic Health Branch.

**BACHELOR OF SCIENCE,
RADIOLOGIC SCIENCE**

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

The Bachelor of Science degree in Radiologic Science provides imaging professionals with the foundational education necessary to advance into various career possibilities, including: advanced imaging modalities, graduate degrees, and professional advancement into entry management, education, and informatics positions.

Students in this program will graduate with a Bachelor of Science degree in the Radiologic Science, with an emphasis in radiography.

The Bachelor of Science Degree in Radiologic Science offers the CDU student the opportunity to complete the BS degree one year after primary certification.. It offers the certified technologist, from other JRCERT recognized programs, the opportunity to complete the BS degree in one year (3 semesters) at CDU.

Admission Requirement

- A one-page essay describing interest in the Bachelor of Science degree
- Three letters of recommendation.
- Completion of the following:
- Associate degree from a Joint Review Committee on Education in Radiologic Technology (JRCERT) accredited program.
- Overall minimum GPA of 2.5 or above.
- Must have certification from the American Registry of Radiologic Technologists (ARRT). Applicants who are eligible to take the ARRT examination for certification but who have not had the opportunity to do so are given provisional status for one semester. Eligibility to continue is subject to student's obtaining certification. It should be understood that the University will not sign or validate registry documents of students who obtained their training in another program.

The Mission

To educate competent, professional and compassionate Radiologic Technologists who provide service to underserved and other communities.

Program Goals and Program Student Learning Outcomes

Goal A – Broaden student knowledge and skills in advanced imaging modalities.

Upon graduation from the program, students will be able to:

PLO1. Demonstrate specialized knowledge of imaging using computed tomography (CT), magnetic resonance imaging (MRI), and positron emission tomography – computed tomography (PET-CT).

PLO2. Describe appropriate technical factors and safety measures while applying accurate positioning skills for CT, MRI, and PET-CT.

Goal B – Deepen student core competencies within the context of advanced imaging healthcare professions.

PLO3. Prepare written reports on atypical cases in advanced imaging and present the reports orally.

PLO4. Use problem-solving and critical thinking skills in advanced imaging to identify and explain non-routine examinations.

Goal C – Enrich student professionalism and research skills in support of leadership abilities.

PLO5. Demonstrate and explain professional and ethical behavior in a leadership capacity.

PLO6. Apply research methods to investigation of a community health issue pertinent to radiologic science.

Research Requirement

Students will be required to successfully complete a research project in their second semester or their final year. PHE 451 Research Methods.

Community Service Requirement

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

CURRICULUM

Third Year, First Semester		
Course #	Course Title	Units
ENG 112	Critical Thinking and Text Analysis	3
MTH 126	College Algebra	3
POL 141	United States Government	3
PSY 141	General Psychology	3
RAD 400	Cross Section Anatomy	2
Semester Unit Total		14

Third Year, Second Semester		
HUM 233	Cultural Diversity in Contemporary Literature	3
HUM 330	Medical Humanities I: Philosophy of Health	3
PSY 351	Human Development	3
PHE 352	Health Dynamics and Cultural Diversity	1
RAD 401	Principles of Magnetic Resonance Imaging	3
Semester Unit Total		13
Third Year, Third Semester		
ENG 314	Writing for Healthcare Professionals	3
COM 315	Cross Cultural Communication in Healthcare	3
PHE 450	Senior Health Seminar and Capstone	3
PHE 451	Research Methods	3
RAD 402	Principles of Computed Tomography	3
Semester Unit Total		15
Total Units Post Primary Degree		42

RAD 400 - Cross Section Anatomy

This course introduces the student to human anatomy as seen in transverse, coronal, and sagittal planes. Anatomy of the brain, thorax, abdomen, and pelvis will be studied using CT and MRI images. Normal anatomy, anatomic variants, and selected pathologies will be discussed in the various body regions.

Units: 2

RAD 401 – Principles of Magnetic Resonance Imaging

This course is designed to prepare the Radiologic Technologist clinically for a professional career in MRI. Emphasis is placed on the foundations, concepts, and procedures of Clinical Magnetic Resonance Imaging.

Prerequisite: Active certification (or eligible) as a Registered Technologist by the American Registry of Radiologic Technologists.

Units: 3

RAD– 402 - Principles of Computed Tomography

This course is designed for whole body Computed Tomography (CT) imaging. The course provides formal specialized training in CT whole body imaging. Topics included in this course are history of computed tomography, fundamentals of computers, scanning methods, digital imaging, quality control, and radiation protection.

Units: 3

Please see the General Education Course Descriptions for all non-RAD courses.

**BACHELOR OF SCIENCE,
BIOMEDICAL SCIENCES**

Department Chair: Monica G. Ferrini, MS, PhD

Location: W.M. Keck Building

Telephone: (323) 563-5962

Website: <http://www.cdrewu.edu/cosh/prog/BMS>

The Bachelor of Science (BS) degree in Biomedical Sciences prepares students for entry into graduate and professional programs in medicine, osteopathic, podiatry, optometry, physical therapy, physician assistant, pharmacy or dentistry. In addition, the BS program prepares students for masters and doctoral programs, scientific research, and employment in biomedical laboratories and/or biotech companies. The program offers a multidisciplinary study of health and diseases and particularly the biological and molecular sciences that constitute the foundation of modern medicine.

The BMS program provides preparation for professional and graduate school examinations and access to relevant extracurricular activities such as community service and research opportunities with experienced faculty members.

The Mission

The mission of the Department of Health and Life Sciences is to provide an integrated program of learning, research, leadership training and community service in order to prepare graduates to pursue their goals for professional and advanced degrees in health care or biomedicine. This will be accomplished by discovery, dissemination and application of knowledge in the Biomedical Sciences, and by educating and training undergraduate, graduate, professional and post-graduate students.

Program Objectives/Student Learning Outcomes

Students are immersed in a structured comprehensive curriculum that prepares students for careers in health professions by offering courses and laboratory work. In addition, the core curriculum with pillars in global experience, social justice, health policies, and research opportunities develop a unique graduate with fundamental problem solving, critical thinking, writing and communication skills. Our students graduate with the scientific knowledge and cultural sensitivity to pursue careers or post graduate education in the health professions.

Graduates with a Bachelor of Science in Biomedical

Sciences are able to:

Knowledge:

- Apply biomedical science competencies to solve scientific problems;
- Demonstrate competency in written and oral communication;
- Develop critical thinking skills for applying scientific knowledge in problem-solving strategies.

Skills:

- Show proficiency to conduct experiments and analyze and interpret results;
- Demonstrate scientific leadership skills.

Attitude:

- Demonstrate social and ethical judgment in science;
- Demonstrate competency in the use of technology to obtain valid scientific information.

Program Highlights

Small Class Size- each year a new class of up to 40 students is accepted to the program.

Doctoral Level Instructors – Courses are taught by doctoral level, CDU/UCLA faculty with multiple years of teaching experience who are experts in their fields.

Mentored Research Experience embedded in the curriculum: Students work on independent research projects with faculty skilled in mentoring young scientists. Students will be assigned to a research mentor based on their interest and on five research pillars in the area of cancer, cardio-metabolic, HIV/AIDS, mental health and health policy that makes research at CDU a unique experience. In addition, students in the Department of Health and Life Sciences will have access to state-of-the-art techniques in microscopy, computer imaging, electrophysiology, biochemistry, and molecular biology to investigate important problems in biomedicine what will complement their research experience with their mentors.

Clinical Experience: Students will have the opportunity to shadow or obtain clinical experience depending on their track of choice. In addition, students will participate in simulations to gain teamwork skills and leadership expertise.

Development of Strong Ethical, Social Justice and Leadership Qualities — In accordance with the University’s mission, the Biomedical 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 Biomedical Sciences degree is designed to prepare students for post- graduate programs in the various health professions.

Individualized Attention/ Curriculum — Students will have the opportunity to work closely with professors and researchers in a small class environment. Students will 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 advisors,
- Students can take upper division courses and electives based on their career of interest with tracks on Pre-Medicine, Pre-Nursing, Pre-Dentistry, Pre-Pharmacy, Pre-Physician Assistant Studies and Pre-Physical therapy.

Application

The Department of Health and Life Sciences accepts applications for the Biomedical Sciences undergraduate program in the Fall and Spring until classes are filled. See University Policy section in this Catalog for Application Deadlines.

Program Admission Requirements

The Department of Health and Life Sciences accepts applications for the Biomedical Sciences undergraduate program from freshman and transfer students. Students can transfer a maximum of 63 units to the program.

Matriculation Requirements:

- Completion of the Application for Undergraduate Studies
- High School diploma
- Official transcript from all post-secondary schools attended
- Minimum grade point average (GPA) of 2.5 (on a 4.0 scale)
- National test scores (either SAT or ACT) is required
- Completion of Math and English placement exams
- For freshman students: Two years of high school laboratory sciences in biology, chemistry or physics.
- For transfer students: Completion of CHM 100

and BIO 100 or equivalent

Curriculum

Requirements for the Major (120 units)

Of the 120 units required for the Bachelor of Science degree in Biomedical Sciences, 53 units of general education are required (refer to the General Education section for core requirements on the CDU advantage for BS degree); the major requires lower and upper division courses and electives.

53 units General Education courses

37 units of required Lower Division required and electives courses for the major

30 units of required Upper Division required and Elective courses depending on the track of choice

Total: 120 units

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

Lower Division Courses		
BMS 130L	General Biology I w/Lab (*B) (required)	4
BMS 131L	General Biology II w/Lab (*B) (required)	4
BMS 140L	General Chemistry I w/Lab (*B) (required)	4
BMS 141L	General Chemistry II w/Lab (*B) (required)	4
BMS 155	Introduction to Physical Therapy	2
BMS 201	Social Justice and Leadership Seminar I (required)	1
BMS 210L	Organic Chemistry I w/Lab (required)	4
BMS 211L	Organic Chemistry II w/Lab (required)	4
BMS 250	Brain and Behavior (required)	3
BMS 260	Pharmacy Calculations	3
COM 113	Medical Terminology	3
MTH 130	Pre-Calculus	3
MTH 150	Statistic for Research (required)	3
NTR 222	Nutrition	3
PHY 250L	General Physics I w/Lab	4
PHY 251L	General Physics II w/Lab	4
BMS 299	Independent Study	2

Upper Division and BMS Elective Courses		
BMS 301L	Cellular and Molecular Biology w/Lab (required)	4
BMS 303L	Biochemistry w/Lab (required)	4
BMS 310L	Anatomy and Physiology I w/Lab (*B) (required)	4
BMS 311L	Anatomy and Physiology II w/Lab (*B) (required)	4
BMS 321L	General Microbiology w/Lab (required)	4
BMS 330	Histology and Histopathology	3
BMS 368L	Fundamentals of Biotechnology	4
BMS 350	Kinesiology	3
BMS 400	Social Justice and Leadership Seminar II	1
BMS 401	Pharmacology	3
BMS 405L	Immunology w/Lab	3
BMS 410	Human Genetics	3
BMS 425	Human Embryology	3
BMS 435	Neurobiology	3
BMS 444	Clinical Immunology and Hematology	3
BMS 451	Ethical Issues in Biomedical Sciences (required)	3
BMS 453	Biophysics	3
BMS 455	Diagnostic skills/simulations	1
BMS 475	Evolutionary Medicine	3
BMS 480	Global Oral Health	
BMS 495	Integrative Biomedical Sciences exam prep I	2
BMS 496	Integrative Biomedical Sciences exam prep II	2
BMS 499	Research Project (required)	2

* Fulfill General Education requirements for Category B.

Research Requirement

By the time of graduation, students will be required to provide evidence of satisfactory research experience for at least one semester. Students may enroll in BMS 499 in any semester preferably during junior year or during the summer. A maximum of 2 units of BMS 499 may be counted for graduation.

Community Service Requirement

Through service, students will develop an understanding of the needs of the community and experience the joy of making a difference in the lives of those in need. Students must complete a minimum of 100 hours of

community service. Students are encouraged to discuss their options with their faculty advisor.

Course Descriptions

BMS 130L - General Biology I w/lab

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

Formerly: HSL 130AL

Units: 4

BMS 131L - General Biology II w/Lab

Continuation of the introduction to all major groups of organisms from a phylogenetic perspective, mitosis, meiosis and genetics.

Prerequisites: BMS 130L or instructor approval

Formerly: HLS 130BL

Units: 4

BMS 140L - General Chemistry I w/Lab

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

Formerly: HLS 140AL

Units: 4

BMS 141L- General Chemistry II w/Lab

Continuation of the fundamental concepts of chemistry, gas laws, acids and bases, thermodynamics, kinetics, organic molecules, and changes in state in preparation for advanced classes in Biomedical Sciences.

Prerequisite: BMS 140L or instructor approval

Formerly: HLS 140BL

Units: 4

BMS 155- Introduction to Physical Therapy

A course designed to familiarize the students with the history, function, purpose of physical therapy and the role of the physical therapist assistant, role in ethics, medical-legal issues, medical terminology, administration and communication skills, patients and other providers.

Prerequisite: BIO 100 or instructor approval

Units: 2

BMS 201- Social Justice and Leadership Seminar 1

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: Sophomore standing

Formerly: HLS 200

Units: 1

BMS 210L- Organic Chemistry I w/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, and NMR spectroscopy, reaction stoichiometry, purification, and reaction pathways.

Prerequisites: BMS 140L and BMS141L or instructor approval

Formerly: HLS 210AL

Units: 4

Note: For students registered in the Summer semester taking BMS 210 and BMS 211 and who do not successfully earn a passing grade in BMS 210, will be automatically dropped by the program from BMS 211.

BMS 211L- Organic Chemistry II w/Lab

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

Prerequisite: BMS 210L or equivalent

Formerly: HLS 210BL

Units: 4

Note: For students registered in the Summer semester taking BMS 210 and BMS 211 and who do not successfully earn a passing grade in BMS 210, will be automatically dropped by the program from BMS 211

BMS 250- 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: BIO 100 or instructor approval

Formerly: HLS 250

Units: 4

BMS 260- Pharmacy Calculations

Overview of basic mathematic principles and their applications in pharmacy. Students will learn about and practice dosage calculations, systems of measurement, compounding calculations, preparing injectable and intravenous medications, and business mathematics.

Prerequisite: BMS 140L or instructor approval

Units: 3

BMS 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: Approval of Department Chair

Formerly: HLS 299

Units: 2

BMS 303L Biochemistry w/Lab

Advanced biochemical course in biological chemistry, cellular metabolism, enzyme protein complexes, peptide bonds, carbohydrates and citrate cycle, respiration, photosynthesis, ATP energy, degradation and biosynthesis of lipids and amino acids, enzyme kinetics.

Prerequisite: BMS 210L or instructor approval

Formerly: HLS 300L

Units: 4

BMS 301L Cellular and Molecular Biology w/Lab

This course is intended to help the student to understand how the molecules of the cell cooperate, how the living cells work in their social context. The course provides fundamental and conceptual framework of cell biology and cell signaling to recognize biological and biomedical issues that affect our lives.

Prerequisite: HLS 130ABL or instructor approval

Formerly: HLS 302L

Units: 4

BMS 310L Anatomy and Physiology I w/Lab

Introduction to anatomy and physiology for biomedical students. Includes overview of all body systems, structure and function of cells, tissues, and organs. Detailed survey of the integumentary, musculoskeletal, and nervous system.

Prerequisite: BMS 130L and BMS 131L or instructor approval.

Formerly: HLS 310L

Units: 4

BMS 311L Anatomy and Physiology II w/Lab

Continuation of an 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 special senses digestive, urinary endocrine, reproductive, circulatory and respiratory systems.

Prerequisite: BMS 130L and BMS 131L or instructor approval

Formerly: HLS 310BL

Units: 4

BMS 321L General Microbiology w/Lab

Microbiology provides an overview of the diversity,

genetics, physiology and ecology of microorganisms, 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.

Prerequisites: BMS 130L and BMS 131L or instructor approval.

Formerly: HLS 320L

Units: 4

BMS 330 Histology and Histopathology

This course covers the microscopic study of normal tissues and organs using light and electron microscopy. It also provides an introduction to the study of histopathology. Students will develop expertise on basic histological techniques for preparing tissues for microscopic study.

Prerequisite: BMS 310L or instructor approval

Formerly: HLS 330

Units: 3

BMS 350 Fundamentals of Kinesiology

This course explores the fundamental concepts and meaning of movement/physical activity, diversity of humans as moving beings, professional/career options, current issues, and personal characteristics/professional responsibilities.

Prerequisite: BMS 130 and BMS 311 or instructor approval.

Units: 3

BMS 368L Fundamentals of Biotechnology w/Lab

This course give an introduction to scientific concepts, laboratory techniques used in biotechnology with emphasis on medical applications. Students develop critical thinking and communication skills; explore and understand bioethics, and explain how it relates to medical biotechnology.

Prerequisites: BMS 130L, BMS 131L and BMS 300L or instructor approval.

Formerly: HLS 368L

Units: 4

BMS 400 Leadership Seminar II

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

Prerequisite: BMS 200

Formerly: HLS 400

Units: 1

BMS 401 Pharmacology

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

Prerequisites: BMS 210L and BMS 211L or

instructor approval.

Units: 3

BMS 405L Immunology w/Lab

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 introduction to clinical immunology.

Prerequisite: BMS 320L or instructor approval

Formerly: HLS 405L

Units: 3

BMS 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, 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: BMS 130L and BMS 131L or instructor approval.

Formerly: HLS 410

Units: 3

BMS 425 Human Embryology

Examining development with emphasis on human embryology. This course examines normal and abnormal human fetal development, birth defects, in vitro fertilization, stem cells, and cloning. Emphasis is put on the mechanisms that underlie development and the effect on the adult. This course is designed for students interested in a career in medicine, biology, research, and allied health sciences.

Prerequisites: BMS 130L and BMS 131L or instructor approval.

Formerly: HLS 425

Units: 3

BMS 435 Neurobiology: Human Neuroanatomy

This course is designed to introduce the student to the gross and microscopic structure of the human nervous system, its organizational aspects, classical lesions and deficits.

Prerequisites: BMS 130L and BMS 131L or instructor approval

Formerly: HLS 435

Units: 3

BMS 444 Clinical Immunology and Hematology

This course provides basic knowledge in clinical immunology and hematology as it applies to disease pathogenesis and patient care. It will cover new advances in interventional clinical immunology and

hematology, and sections on hematopoietic stem cell origins and immune response to infectious diseases.

Prerequisites: BMS 130L and BMS 131L or instructor approval

Formerly: HLS 444

Units: 3

BMS 450 Ethical Issues in Research

Exploration of ethical issues that arise while conducting biomedical research. Examination of ethical issue 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 and it relates to research.

Prerequisite: Sophomore Standing

Formerly: HLS 450

Units: 1

BMS 453 Biophysics

An introduction to the physics of living systems including the biological applications of thermodynamics, fluid mechanics, osmosis, diffusion, membrane permeability, molecular mechanics, chemical forces, self-assembly, action potentials, and neuro-electric phenomena.

Prerequisites: PHY 250L, PHY 251L, BMS 130L and BMS 131L or equivalent or instructor approval.

Formerly: HLS 453

Units: 3

BMS 475 Evolutionary Medicine

This course examines how our evolutionary past impacts human health and disease. Focus areas include the development of evolutionary theory, evolution theory, evolution of human ancestors, evo-devo, sociobiology and human behavior, and impact on human health and disease. This course is designed for students interested in a career in medicine, biology, research, and allied health sciences.

Units: 3

BMS 480 Global Oral Health

Provides an introduction to the basic concepts, methods, materials, technology, principles and practices in oral public health promotion and disease prevention. This course provides students with a broad understanding of the health care system and the social, political, cultural, behavioral and economic forces influencing that system. Students will be introduced to their role as a community health promoter through a variety of didactic and service-learning experiences.

Units: 3

BMS 495 Integrative Biomedical Sciences Exam Prep I-MCAT

A comprehensive review course of the four year BS

education for a deeper understanding of scientific principles, with an emphasis on pre-professional exam preparation. The course includes test taking strategy, critical thinking, problem solving elements, overviews the biological and chemical foundations of living systems, and challenges students understanding of the psychological, social and biological foundations of behavior.

Prerequisites: BMS130/131L, BMS 140/141L, BMS210, BMS211, BMS300L, SOC141, PSY141, PHY250/251L, or instructor approval

Formerly: HLS 495A

Pass/Fail

Units: 2

BMS 496 Integrative Biomedical Sciences Exam Prep II-MCAT

Continuation of BMS 495, a comprehensive review course of the four year BS education for a deeper understanding of scientific principles, with an emphasis on pre-professional exam preparation. The course includes test taking strategy, critical thinking, problem solving elements, overviews the biological and chemical foundations of living systems, and challenges students understanding of the psychological, social and biological foundations of behavior.

Prerequisites:BMS130/131L, BMS140/141L, BMS210, BMS211, BMS300L, SOC141, PSY141, PHY250/251L, or instructor approval

Formerly: HLS 495B

Pass/Fail

Units: 2

BMS 497 Integrated Biomedical Exam Preparation-HESI

A comprehensive review of math, reading vocabulary, grammar, biology, anatomy and physiology and chemistry. The course focuses on test taking strategies and on practice tests for HESI A-2 exam preparation.

Pre-requisites: BMS 130L, BMS 131L, BMS 140L, BMS141L, BMS 310L, BMS 311L or approval of instructor.

Pass/Fail

Units: 2

BMS 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: Approval of Department Chair

Formerly: HLS 499

Units: 2

BACHELOR OF SCIENCE, URBAN COMMUNITY HEALTH SCIENCES

Program Director: Sondos Islam, PhD, MPH, MS

Location: W.M. Keck Building, Room 225

Telephone: (323) 563-5890

Website: <http://www.cdrewu.edu/cosh/prog/UCHS>

The Bachelor of Science in Urban Community Health Sciences (UCHS) program at CDU aims to prepare undergraduate students for the public health workforce as community health education specialists through advanced education in the areas of community health, health promotion, urban planning, public policy, and global health. Taking from critical theory, health disparities research, and policy analysis, the UCHS program determines that the study of urban communities requires an understanding of the intersection of race, class, gender, sexuality, and culture for addressing the social determinants that impact health outcomes in historically disadvantaged and under-resourced communities.

The BS-UCHS is a 120 credit-hour undergraduate degree program that can be completed in 9 terms. Upon degree-completion, students will have interdisciplinary training in public, community, and population health to address the intersections of race, class, gender, and sexuality relative to poor health outcomes in urban areas. Graduates will be prepared to pass the Community Health Education Specialist (CHES) certification exam.

Mission

To provide a rigorous and transformative undergraduate education that fosters academic learning, strengthens skills, and promotes critical engagement for students to lead the efforts in the advancement of social justice, health equity, and community wellbeing in under-resourced communities.

Program Competencies/Student Learning Outcomes

1. Identify evidence-based approaches for addressing community health in urban environments.
2. Describe the relationship between health and human rights in health promotion and advancing social justice.
3. Interpret the impact of policies, laws, and legislation on both individual and population health.

4. Illustrate the intersections of the physical, social, and environmental aspects of community health.
5. Use scientific data to assess the source and quality of health information about individuals and communities relative to their health behaviors, choices, and practices.
6. Develop an ability to communicate effectively with individuals, groups, and organizations from diverse backgrounds.
7. Apply interdisciplinary frameworks for the advancement of health equity in urban communities.

Admission Requirement

- A one-page essay describing interest in the UCHS Program.
- University application available at <https://selfservice.cdrewu.edu/SelfService/Admissions/ApplicationSelectEnabledForm.aspx>
- Overall minimum GPA of 2.0 or above
- For high school students: SAT and/or ACT (recommended)
- For transfer students: no more than 60 units of transfer credit hours

Requirements for the Major (120 units)

Of the 120 units required for the Bachelor of Science degree in Urban Community Health Sciences (UCHS), 64 units of general education are required; the major requires lower and upper division courses and electives.

64 units General Education
15 units UCHS Lower Division
41 units UCHS Upper Division and Electives
Total: 120 units

Successful completion of the major requires a minimum C (2.5) overall grade point average.

Curriculum

Term	Course #	Course Name	Unit
Year 1, Term 1	ILR 101	Information Literacy Research (GE Domain B)	1
	CPU 125	Introduction to Computers (GE Domain B)	2
	COM 111	Public Speaking (GE Domain A)	3
	ENG 111	English Composition (GE Domain A)	3
	PSY/ SOC 141	General Psychology/Sociology (GE Domain D)	3
	MTH 126	College Algebra or higher level math (GE Domain B)	3
Total			15
Year 1, Term 2	ENG 112	Critical Thinking and Text Analysis (GE Domain A)	3
	HIST 141	US History (GE Domain D)	3

	ART 131	Health and Creative Arts (GE Domain C)	3
	POLI 141	US Government (GE: Domain D)	3
	UCHS 101	Introduction to Public Health	3
Total			15
Year 2, Term 3	MTH 130	Pre-Calculus (MTH 150 Pre-Req)	3
	BIO 120	Anatomy and Physiology with Lab (GE Domain B)	4
	HUM 233	Cultural Diversity in Contemp. Literature (GE Domain C)	3
	COM 231	Introduction to Spanish (COM 231 Pre-Req)	3
	UCHS 201***	Core Class I: Introduction to UCHS	3
Total			16
Year 2, Term 4	MTH 150	Statistics for Research (GE Elective)	3
	COM 231	Spanish for Healthcare Professionals *in residency	3
	CHM 100	Basic Chemistry with Lab (GE Domain B)	4
	UCHS 202	Introduction to Epidemiology	3
Total			13
	PHY 250	General Physics with Lab (GE Domain B)	4
	PSY 351	Human Development (GE Domain F)	3
	UCHS 203	Fundamentals in Community Health Education	3
	UCHS 302	Introduction to Global Health	3
	UCHS 301	Foundations in Health Disparities	3
Total			16
Year 3, Term 6	COM 315	Cross Cultural Communication in Healthcare (GE Domain D)	3
	UCHS 303	Core Class II: International and Comparative Health Systems and Delivery	3
	UCHS 304	Program Planning and Evaluation	3
	UCHS 305	Social, Behavioral, and Place Based Theories for Community Health	3
Total			12
Term	Course #	Course Name	Unit
Year 3, Term 7	UCHS 306	Core Class III: Intersecting Domestic and Global Health Issues Internship	3
	UCHS 204	Elective 1	3
Total			6
Year 4, Term 8	HUM 330	Medical Humanities I: Philosophy of Health (GE Domain C)	3

	UCHS 307	Cultural Competency and Beyond	3
	UCHS 308	Elective 2	3
	UCHS 401	Introduction to Health Policy and Planning	3
	UCHS 402	Core Class IV: Research Methods in Community Health Sciences	3
		Total	15
Year 4, Term 9	PHE 450	Global Health Senior Seminar (GE Domain E) *in residency	1
	UCHS 403	Applied Community Health Education	2
	UCHS 404	Intersecting Inequalities	3
	UCHS 405	Core Class V: Participatory Action Methods for Community Health	3
	UCHS 406	Elective 3	3
		Total	12

Electives: Students will have the option to take up to three (3) elective courses available throughout the CDU programs including geographic information systems, biomedical sciences nutrition, community organizing, and community health.

Internship and Research Requirement

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

Community Service Requirement

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

Course Descriptions

Please see General Education (GE) section for GE course descriptions.

UCHS 101 Introduction to Public Health

This course offers an introduction to public health concepts for students interested in developing basic understanding in the field. The course will emphasize critical engagement with course material via written and oral presentation assignments. Students will understand the fundamentals in public health, while developing critical perspectives in the concepts presented.

Units: 3

UCHS 201 Core Class I - Introduction to Urban Community Health Sciences

This introductory course will provide students with the opportunity to explore and analyze contemporary public health issues and provide a history and context that will allow students to better understand the field of public health, its core disciplines and their role as future public health professionals within the context of urban community health sciences. Additionally, this course will set the context for conceptual understanding of the scholarship surrounding urban community health sciences.

Units: 3

UCHS 202 Introduction to Epidemiology

This course offers introductory conceptual understanding in the science of epidemiology. Principles of epidemiology include measures of disease occurrence, common sources and types of data, and important study designs. Basic and more advanced methods are covered as appropriate, with applications to public health and community contexts, and integration with biostatistics.

Units: 3

UCHS 203 Fundamentals in Community Health Education

This course is intended to provide students with a broad and comprehensive overview of concepts, frameworks, and public health practice in community health education. The course will present models of how scholars approach domestic and global health education.

Units: 3

UCHS 301 Foundations in Health Disparities

This course will provide an overview and explore the gaps in health outcomes associated with race/ethnicity, socio-economic status (SES), gender, sexuality, and societal, environmental, and institutional factors that underlay health disparities. Throughout the course, discussions will center on the social determinants of health – neighborhood environments and strategies toward short and long term solutions in the elimination of health disparities and achieving health equity.

Units: 3

UCHS 302 Introduction to Global Health

This course introduces global health by putting its contemporary definition, determinants, development and direction as a field into a broad global context. This course will explore the factors that explain the unequal distribution of health and disease in the world with an introduction to the language of global health: the burden of disease, epidemiology, cost-effectiveness, and health systems. It will then analyze the rationale for and modes of intervention to improve global health via multi-disciplinary views (public health, policy, sociology, etc.).

Units: 3

UCHS 303 Core Class II – Introductions to Comparative Health Systems and Delivery

This course is a comprehensive analysis of the health care delivery system including the interface with the public health system and public health services. Components studied include: members of the health care team and their roles. Discussions include the identification of problems and potential solutions related to health services delivery and health care reform; consideration of differences between the U.S. system and the systems in other regions of the world; and, trends in issues, policy, financing, regulation, and technology in U.S. health care and globally.

Units: 3

UCHS 304 Introduction to Program Planning and Evaluation

This course will provide students with the knowledge and skills to plan, develop, implement, and evaluate public health programs/interventions for the improvement of health and introduce students to methods used in the development and evaluation of public health programs/interventions, specifically focusing on serving populations burdened with disease. More importantly, students will learn procedures for the identification of community health needs, framing/planning the program/intervention based on such needs, and developing an evaluation plan.

Units: 3

UCHS 305 Social, Behavioral, and Place-Based Theories for Community Health

This course examines the social, behavioral and place-based theories in the context of health behavior change, health promotion, and health education. Students will gain an understanding of how these theories have been applied to current public health issues and explore examples of existing individual, interpersonal, community, organizational, and policy interventions.

Units: 3

UCHS 306 Core Class III – Intersecting Domestic and Global Health Issues Internship

This field experience opportunity ensures that students gain experience in the practice of community health in public health. A planned, supervised, and evaluated practice experience is an essential component of an urban community health degree program. This course provides students the opportunity to further develop skills in public health concepts and demonstrate the application of these concepts through a hands-on experience in a public health setting. This course serves as a culminating experience in which students are expected to apply knowledge gained from their

undergraduate education.

Units: 3

UCHS 307 Cultural Competency and Beyond

In this course, students will learn what is meant by and desired from a culturally competent health professional. Reviewing its historical development and the various ways it has been implemented, cultural competency will be explored and critically unpacked within the context of structural inequalities, persisting systemic racism, and the overlapping histories of medicine and ideas of race. Finally, this course will also present to the students contemporary models that (1) address the need for race-conscious health professionals that can work within multicultural populations and (2) models that reach beyond the more traditional cultural competency frameworks through a focus on developing an awareness of structural determinants of health.

Units: 3

UCHS 401 Introduction to Health Policy and Planning (3 units)

This course addresses how public policy development and analysis have an impact on the public's health and is designed to provide professionals with the skills for collecting, analyzing and communicating information on Public Health policy issues using approaches that would be useful in the policymaking arena to insure social justice. Students will examine theoretical frameworks to become agents of social change using public health models to impact individuals, families, communities and institutions for the achievement of health equity.

Units: 3

UCHS 402 Core Class IV - Research Methods in Community Health Sciences (3 units)

Students will participate in a research series dedicated to the conceptual, theoretical, and applied frameworks in community health sciences. This initial course offers and overview of methods, approaches, and research design considerations relevant to the community health sciences. This course provides instruction and a comprehensive overview of the methods used in the basic scientific research of public health applied in community settings. The content of this course includes experimental and non-experimental research designs, sampling, measurement, reliability and validity, data collection procedures and methods, and generalizability of findings.

Units: 3

UCHS 403 Applied Community Health Education

The Certified Health Education Specialist (CHES) examination is a competency-based tool used to measure knowledge in the Seven Areas of

Responsibility for Health Education Specialists delineated by *A Competency-Based Framework for Health Education Specialists* (2015). A CHES-certified instructor will prepare students for the CHES exam administered by the National Commission for Health Education Credentialing, Inc. by reviewing key principles, concepts, and techniques in health education.

Units: 2

UCHS 404 Intersecting Inequalities

Community is a complex, multilevel set of peoples, organizations, and values, interwoven and bound by relationships. This course seeks to provide students with a general understanding of shared struggles across diverse population groups. Students will engage with community health concepts to identify the relationship between race, class, gender, sexuality, and other categories of identity to understand urban communities.

Units: 3

UCHS 405 Core Class V - Participatory Action Methods for Community Health

This course provides an overview of the fundamental and basic skills needed for conducting research with community partners under a community-based participatory research (CBPR) framework to familiarize students with the tenets of this methodology. Students will consider various definitions of community and reflect on their role. Discussion will focus on community engagement, participatory action research, community assessments, and principles for effective collaboration with communities.

Units: 3

Graduate Programs

Master of Public Health (MPH) in Urban Health Disparities

Program Director: Sondos Islam, PhD, MPH, MS

Location: W.M. Keck Building, Room 225

Telephone: (323) 563-5890

Website:

<https://www.cdrewu.edu/cosh/prog/MPHUPH>

Accreditation

The Master of Urban Public Health (MPH) in Urban Health Disparities program is accredited by the Council on Education for Public Health (CEPH).

Program Overview

The MPH in Urban Health Disparities program

continues the University's tradition of addressing the health and education needs of underserved populations in South Los Angeles. Cultivating highly competent and committed professionals, CDU's MPH program creates an academically rigorous environment uniquely focused on the urban socioenvironmental determinants of health. The program offers intimate evening classes, conducive for working adults and provides opportunities for students to work with CDU faculty and community-based organizations, participate in community-based research, acquire new hands-on skills, and implement innovative public health solutions. Learning in South Los Angeles, students are exposed to public health within a health disparities framework and join a historic institution that has both geographically and demographically linked itself with underserved communities of color.

Program Vision

To be a national leader in the development and implementation of evidence-based public health graduate education, addressing health disparities in urban populations.

Program Mission

“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.”

Program Goals

1. Educational Goal: To provide an exemplary education to public health graduate students from racially/ethnically diverse communities, particularly those from underserved communities, for careers in underserved urban health settings.
2. Research Goal: To promote the participation of MPH students and MPH faculty in health disparities research in urban community health issues.
3. Service Goal: 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.

Program Values

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.

Program Diversity Statements:

- Our program values varied cultures, races, ethnicities, ages, genders, classes, orientation and abilities.
- We acknowledge differences and the sharing of the experiences, challenges, and contributions of those differences.
- Our diversity is built on tenets of respect, equity, support, inclusion and representation.

Diversity Goals

1. A program environment that honors diversity, transparency, civility, honesty, collaboration, engagement, respect and ethical practice.
2. A program faculty, staff and study body that represents a rich diversity related to race, ethnicity, sexual orientation, gender and culture.
3. A health disparities focused curriculum that contributes to the training of a culturally competent and diverse public health workforce.

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.

MPH Program Student Learning Outcomes (PSLOs)/Competencies

MPH Program Student Learning Outcomes and Competencies

The Council on Education in Public Health (CEPH), an independent agency recognized by the U.S. Department of Education that accredits schools and programs in public health, requires all CEPH accredited programs to assure that each MPH graduate attains and demonstrates each of the following fundamental Public Health (PH) Knowledge Learning Outcomes (LOs) and Foundational PH Competencies:

Fundamental PH Knowledge LOs

1. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Foundational PH Competencies

- **Evidence-based Approaches to Public Health:**

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
 2. Select quantitative and qualitative data collection methods appropriate for a given public health context
 3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
 4. Interpret results of data analysis for public health research, policy or practice
- **Public Health & Health Care Systems Skills**
 5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
 6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels
 - **Planning & Management to Promote Health**
 7. Assess population needs, assets and capacities that affect communities' health
 8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
 9. Design a population-based policy, program, project or intervention
 10. Explain basic principles and tools of budget and resource management
 11. Select methods to evaluate public health programs
 - **Policy in Public Health**
 12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
 13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
 14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
 15. Evaluate policies for their impact on public health and health equity
 - **Leadership**
 16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making

17. Apply negotiation and mediation skills to address organizational or community challenges

- **Communication**

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

- **Interprofessional Practice**

21. Perform effectively on interprofessional teams

- **Systems Thinking**

22. Apply systems thinking tools to a public health issue

Urban Health Disparities Competencies:

1. Discuss the root causes of health disparities vis-a-vis historical, political, economic, social and environmental analyses.
2. Analyze the complex relationship between the structural, social, psychological, and/or biological determinants of health.
3. Discuss the historical formations and uses of race and culture in the health sciences particularly as it relates to health disparities research and practice.
4. Develop the ability to practice ethical and effective community engagement.
5. Discuss public health programs and/or interventions that address health disparities from a social justice and community-strength perspective.
6. Develop interventions and solutions driven by community needs.

Graduation Requirement

Successful completion of all MPH courses with a grade of 80% (B-) or better.

Curriculum

Currently, CDU's MPH program is a cohort-based, five-semester, sequenced curriculum of 42 competency-based semester units. MPH classes are offered once a year, and are held in the evenings from 6-9 pm, three days a week (Tuesdays, Wednesdays and Thursdays). The program currently accepts full-time students for fall semester matriculation only.

Required MPH Courses	Units
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MPH 502 Racial and Ethnic Disparities in Health	3
MPH 511 Principles of Epidemiology	3
MPH 512 Principles of Biostatistics	3
MPH 513 Program Planning and Evaluation	3
MPH 521 Environmental Determinants of Health	3
MPH 522 Social and Behavioral Theories in Public Health	3
MPH 523 Health Policy and Management	3
MPH 524 Community Engagement in Public Health	3
MPH 526 Health Communication and Data Visualization	3
MPH 527 Race, Cultural Competency and Health	3
MPH 581 Research Methods	3
MPH 590 Public Health Practicum (300 hours)	3
MPH 595 Culminating Experience (CE)	3

Student select one (1) elective MPH course from the following list

Elective MPH Courses	Units
MPH 520 Public Health Biology	3
MPH 530 Conversations on Health and Politics	3
MPH 582 A Thesis I	2
MPH 582 B Thesis II	1
MPH 583 Grant Proposal	3
MPH 584 Global Health Studies- The Cuban Health System Model	3

Residence Requirement: MPH students must complete a total of at least 36 units in residence.

Time to Degree

The MPH program is a 5 semester, 42 unit, cohort-based full-time program delivered exclusively in the evening (6-9pm), convenient for working adults. Students receive an MPH degree upon satisfactory (80% score or better) completion of a minimum of 42 semester-credits of the MPH 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 reviewed individually. 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 MPH program must satisfy the following admission requirements.

1. An earned baccalaureate (or higher) degree from a regionally accredited university.
2. Online Application through SOPHAS: <https://sophas.liasoncas.com/applicant-ux/#/login>
3. Personal Goal Statement (2-3 pages), which should address the following:
 - a. Interest in and potential for contributing to the field of public health;
 - b. How applicant's interests are aligned with the mission of CDU and the MPH Program;
 - c. Career objectives;
 - d. Self-assessment of interpersonal skills, verbal and written skills, computer skills, and general preparation for succeeding in a graduate program in public health.
4. Three (3) letter of recommendation using the SOPHAS online recommendation form.
5. Official transcripts from all regionally accredited post-secondary institutions attended (or evidence of a U.S. equivalent baccalaureate degree submitted through the World Education Services (WES) foreign credential evaluation).
6. Resume or Curriculum Vitae
7. Official Graduate Record Exam (GRE) Scores (taken within the last five years of application date). The GRE requirement may be waived for applicants holding a graduate degree with a graduate GPA of 3.0 or higher and/or applicants who can provide official GMAT or MCAT scores (taken within the last five years of the application date).

Applications are reviewed once they have been verified by SOPHAS and it is confirmed that all required documents have been submitted.

All application documents must be submitted through SOPHAS. No documents are to be sent to the Office of Admissions or the MPH department.

Failure to complete the application or to provide accurate and authentic documents may result in denial of admission.

Application Deadline

The MPH program accepts applications on a rolling basis, but gives priority consideration to applications that have been verified by March 1st. Cohort sizes of approximately 15-25 students are admitted each fall semester. See University Policies section of this Catalog for deadlines regarding Financial Aid Application.

Transfer Credit

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 from other institutions that students will be able to transfer into the MPH Program is six (6) semester units. MPH-relevant courses taken at other institutions must be from a CEPH accredited MPH program, and must be approved by the Program Director. Only units with a B grade or better will be transferable.

Graduate students from within CDU graduate programs (such as MS-MBS or MSN) may petition to transfer more than six (6) semesters units of MPH-relevant graduate coursework taken at CDU.

Other Admission 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 MPH Program Director to determine availability of additional courses that have been approved and added after the publication of this Catalog.

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 elective course introduces students to the role human biology plays in public health. The biological and behavioral basis of diseases, including health promotion and disease prevention strategies are introduced through the study of the pathophysiology of lifestyle diseases and their underlying socioenvironmental determinants.

Units: 3

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 Policy and Management

This course examines the political, structural, economic, ethical, and legal framework in which U.S. public health organizations develop, administer, and evaluate PH

programs, and the U.S. policy making processes that affect the health of populations. .

Units: 3

***MPH 524 Community Engagement in Public Health
Formerly 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 526 Health Communication and Data
Visualization
Formerly MPH 526 Health Education and
Communication***

The course provides an overview of the development, design, and delivery process for public health education, communications and informatics. It is designed to familiarize students with the process of communicating public health information, goals, and objectives, and the application of both traditional and advanced communication technology into meaningful interventions.

Units: 3

***MPH 527 Race, Cultural Competency and Health
Formerly MPH 527 Race, Culture and Public Health***

Working towards “cultural competence,” this course discusses the historical and contemporary ways that race and culture have been measured and understood in public health research and practice. The course examines racial formation, medicalization, biological and cultural determinism, and ways that differences between racial/ethnic groups are central to managing health disparities.

Units: 3

***MPH 530 Conversation on Health and Politics
Formerly MPH 530 Public Health Seminar***

This elective course is designed to expose MPH graduate students to the breadth of public health via invited CDU faculty and guest lecturers. Guest lecturers discuss current research in salient public health issues through the lens of health disparities.

Units: 3

MPH 581 Research Methods

Fundamentals of research study design, methods and data collection are examined. The course introduces quantitative, qualitative and mixed method approaches

to research, as well as ethical issues in conducting research.

Units: 3

MPH 582A Thesis I

This elective course (part of a two-semester series) provides students with the knowledge and skills to develop and refine public health research questions, conduct a comprehensive review and analysis of the literature, select a theory or organizing framework, outline the methods, formulate a data analysis plan.

Units: 2

MPH 582B Thesis II

This is the second course in the elective two-course series that continues work on the thesis started MPH 582A. The focus of the course is on completing the proposed thesis, culminating in a potentially publishable manuscript with an urban public health disparity impact.

Units: 1

MPH 583 Grant Proposal Development

This elective course provides students an opportunity to enhance their skills in grant proposal writing. Student will become familiar with the funding environment, identify potential funders, understand the grant submission and review process, and respond to an official public health “Request for Application” grant.

Units: 3

***MPH 584 Global Health Studies-The Cuban Health
System Model***

This elective study abroad, global health studies course exposes students to the Cuban integrated health system. The course utilizes experiential learning, and as such the majority of the instruction take place in Cuba where students receive first hand instruction from those who work within the Cuban health system and are served by it, including faculty in the Cuban School of Public Health, experts in the health field, community members, and patients.

Units: 3

MPH 590 Public Health Practicum

This is a Credit/No Credit, hands-on course which transitions students from an academic to a practice mindset. Students demonstrate the attainment of at least five (5) public health competencies through an applied practice experiences, and develops and submits a practicum portfolio with at least two (2) deliverables. It requires the completion of 300 hours (100 hours for each credit hour) in a variety of public/private urban health settings, culminating in a written report. Students may add course-based activities and/or co-curricular activities (service and volunteer opportunities) to their practicum portfolio to document their applied practice experience. Students start their applied practice

experiences in the third (summer) semester after matriculation. The applied practice experience allows each student to demonstrate attainment of at least five (5) competencies, of which at least three must be foundational PH competencies. The student, in collaboration with the MPH practicum director and work-site preceptor, identifies the public health competencies which will be applied during the practicum experience and which will be used to evaluate the student's practicum-performance evaluation and portfolio deliverables.

Units: 3

MPH 595 Culminating Experience (CE)

This is a Credit/No Credit course. MPH students complete a culminating, integrative learning experience that demonstrates synthesis of the foundational public health and emphasis-specific competencies. Students, in consultation with faculty, select foundational and emphasis-specific competencies appropriate to the student's educational and professional goals during the last semester prior to graduation, on which their final CE deliverable will be based on. The culminating integrative learning experience may take many forms, such as a practice-based project, capstone course (e.g. PH program proposal, thesis or grant proposal), or an integrative seminar, etc. Regardless of form, the student produces a high-quality written product, which includes a reflection on and evidence of the competencies attained, and presents a poster of the final CE product in an open forum format.

Units: 3

MPH Academic Standards and Policies

CDU's MPH program is a five-semester cohort-based program of required courses, currently accepting only full-time students for fall semester matriculation. MPH classes are offered only once a year, and are held in the evenings from 6-9 pm, three days a week. Accordingly, a student who fails to successfully complete an MPH course, i.e. passing the course with a letter grade of "B-" (80%) or better, will have to repeat and re-register for the course in the following year when the course is offered again, and will not be able to register for the second year course being offered on the same evening, thus delaying the student's graduation date.

Students registering for MPH 590, Urban Public Health Practicum, or MPH 595, Culminating Experience, will receive a grade of Satisfactory Progress (SP), if they fail to complete the course requirements by the end of the semester in which they first enrolled. A grade of SP will remain in effect for a maximum time of three (3)

consecutive semesters from the first time of enrollment in the course. The SP grade is not included in calculation of grade point average (GPA). If a student fails to complete the course requirements by the end of the third semester from the first time of enrollment in the course, the SP grade will convert to an F and the student will have to re-register and pay tuition for the same course the next time it is offered.

If a student fails to successfully complete two MPH courses within an academic year, he/she will be put on probation. A student on probation will be required to repeat and successfully complete the courses the following year when the courses are offered again, and accordingly, will not be able to register for the second year courses being offered on the same evening, thus delaying the student's graduation date. Probation will be lifted when the student successfully completes the repeated courses. A student on probation who fails another MPH course will be administratively dropped from the program, but will be given the option to re-apply to the program the following academic year.

Probation may be considered by the MPH program for the following reasons, but is not limited to:

- Failure to successfully complete two MPH courses with a letter grade of "B-" (80%).
- Record of excessive absences (three or more absences in one class) and/or tardiness.
- Unsatisfactory removal of two "Incomplete" grades.
- The student is in violation of the program, college or university's behavioral or professional standards.
- The student fails to meet the MPH programs "Ethical Guidelines" (see Appendix A in the MPH student handbook).
- Failure to comply with any MPH program policies or regulations.

The MPH program probation is determined to be continuous until the MPH student is either in a good academic standing and/or has met the behavioral standards of the program. The student will be notified in writing of his/her probationary status. The minimum standard(s) required to remove this probationary status will be stated in the notice of probation to the student.

Grading Policy

1. All letter graded MPH courses will be graded on an A-F scale as described below.
 - 94-100 A
 - 90-93 A-

88-89 B+
84-87 B
80-83 B-
77-79 C+
74-76 C
70-73 C-
65-69 D
<65 F

2. The cut-off passing grade for all letter graded MPH courses remains at 80% (B-).
3. Students who do not successfully complete an MPH course (i.e., overall grade is less than 80%), will have to repeat the course the next time it is offered.
4. If MPH students do not successfully pass an MPH course (receive less than an overall 80% at course completion), the letter grades of C+ to F will be reflected on the transcript based on the course percent the student achieved at the completion of the course.
5. Students can only repeat a failed MPH course (i.e., in which they received a grade of less than 80% to improve their failing grade.
6. If a student repeats as course, both attempts will appear on the transcript and the grades for both attempts will be reflected and calculated in the student's overall GPA
7. Students must repeat a failed MPH course the next time it is offered. However, if a student fails to successfully complete the course in his/her second attempt (does not receive an 80% or higher), he/she may petition the program director for approval to repeat the course in a third attempt. Approval to repeat a course after a failed second attempt is at the discretion of the program director. If approval of the program director is granted, all three attempts will appear on the transcript and the grades for all three attempts will be reflected and calculated in the student's CGPA.
8. Students who receive the program director's approval and who fail to successfully complete an MPH course in their third attempt will be dismissed from the program.
9. All MPH courses attempted by a student will be reflected on his/her transcript.
10. Students should maintain an overall GPA of 3.0 during matriculation. If a student's overall GPA is less than 3.0 for two consecutive semesters, the student will be placed on probation for a

maximum of two semesters or until he/she achieves an overall GPA of 3.0.

11. In order to successfully complete the MPH program and be eligible to graduate, students need to achieve an overall GPA of 3.0 at the completion of the MPH curriculum.
12. Students who fail to achieve an overall GPA of 3.0 at the completion of the MPH curriculum will not be allowed to graduate and will have to enroll in at least two more graduate courses to improve their overall GPA.

Academic Grievance/Grade Appeal

Please see the COSH Academic Grievance and Grade Appeal section of this catalog.

Termination from the MPH Program

MPH faculty have the responsibility to prepare students to function as competent and ethical public health professionals. In this regard, the MPH faculty also have the obligation to terminate a student from the program at any time prior to completion of his/her program when the student fails to maintain minimum expected quality academic and professional standards in the classroom or in the field practicum.

Upon review by the MPH faculty, a student may be terminated from the MPH program if one or more of the following occurs:

- Failure to successfully complete two MPH courses with a letter grade of "B-" (80%);
- Earns below the minimum 3.0 cumulative grade point average (GPA) at the end of two consecutive grading periods;
- Demonstrates inappropriate or disrespectful conduct toward faculty, staff and/or student peers; or
- Fails to demonstrate ethical conduct.

Any MPH faculty member may request an MPH faculty committee review of a student at any other time if circumstances warrant such a review. The request for special review must be in writing to the Program Director. The Program Director must approve the request before the review is scheduled. The MPH faculty review committee will consist of a minimum of three MPH or COSH faculty members, and is subject to approval by the Program Director.

Students will be notified, in writing, of termination following a graduate faculty vote to dismiss.

Petition for Reinstatement

Upon receipt of a termination notice, a student who believes there are extenuating circumstances that led to the noted deficiencies may submit a written request for reinstatement into the program. Requests must be made within ten (10) working days after receipt of the program's notice of termination. Once the program receives a reinstatement request, the following process will occur:

1. The student shall submit a written petition explaining the extenuating circumstances leading to the notice of termination;
2. The Program Director will constitute a Reinstatement Review Committee consisting of three (3) MPH faculty. The Reinstatement Committee will meet within five (5) working days following receipt of the student's written petition;
3. The committee shall deliberate in private and transmit its recommendations to the Program Director within five (5) working days following the reinstatement meeting;
4. The program Director shall consider the Reinstatement Review Committee's recommendation and provide written notification to the student and the committee of his/her decision within three (3) working days of receipt of the committee's recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

Graduate Certificate in Public Health Concepts

The Urban Public Health (UPH) Program at the College of Science and Health offers a "Graduate Certificate in Public Health Concepts" to health professionals and individuals with an earned Bachelor degree who wish to increase their expertise and competency in core public health concepts and/or who wish to move into career positions in public health. The program is designed for individuals who work in public health and seek additional formal training, healthcare professionals who seek knowledge and skills in the core public health disciplines but may not wish to pursue the complete Master in Public Health (MPH) curriculum, or future MPH students interested in applying these courses toward their MPH degree at Charles R. Drew University

(CDU).

The Graduate Certificate in Public Health Concepts is a two (2)-semester curriculum of required courses which must be completed within two (2) years of matriculation to the certificate program. The graduate classes are offered only once a year, and are held in the evenings from 6-9 pm.

Objectives/Competencies for the Graduate Certificate in Public Health Concepts

Upon completion of the Graduate Certificate in Public Health Concepts, students will be able to:

1. Apply basic concepts of epidemiology to the study of the patterns of disease and injury applied to public health;
2. Describe appropriate statistical methods for critical reading of reports of statistical analysis of public health problems;
3. Identify the role of social, behavioral and cultural factors associated with population health.
4. Determine the role of environmental factors affecting the health of a population;
5. Identify the managerial and policy issues associated with the delivery, quality and costs of health care.

Requirements for Admission

All applicants for the "Graduate Certificate in Public Health Concepts" must satisfy the following minimum admission requirements.

1. University online application to the Graduate Certificate in Public Health Concepts, available <https://selfservice.cdrewu.edu/SelfService/Admissions/ApplicationSelectEnabledForm.aspx>.
2. An earned baccalaureate (or higher) degree from an accredited university, with a minimum GPA of 3.0.
3. Official academic transcripts from all previous colleges and/or universities attended. Transcripts will be considered official if forwarded directly to the University Admissions by the institutions attended or if hand-carried with official seal intact (do not send to the Department Chair). 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.
4. A personal statement describing the applicant's interest in and potential for contributing to the

field of public health, career objectives, and self-assessment of interpersonal, computer, and communication skills.

5. Three (3) letters of recommendation .
6. Resume or Curriculum Vitae

Failure to complete the application or to provide accurate and authentic documents may result in denial of admission.

Admission Deadlines

See University Policies section of this Catalog for deadlines regarding Application for Admission and Financial Aid. Applications for admissions are processed as they are received and applicants are encouraged to complete their application packets by March 1st and not wait for the final deadline as the class may be filled.

Course Descriptions

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 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 Policy and Management

This course examines the political, structural, economic, ethical, and legal framework in which U.S. public health organizations develop, administer, and evaluate PH programs, and the U.S. policy making processes that affect the health of populations. .

Units: 3

Academic Standards and Policies

The Graduate Certificate in Public Health Concepts is a two-semester program of MPH required courses, currently accepting students for fall semester matriculation. Currently, MPH classes are offered only once a year, and are held in the evenings from 6-9 pm. Accordingly, a student who fails to successfully complete an MPH course i.e., passing the course with a letter grade of “B-” (80%) or better, will be placed on academic probation and will have to re-register and repeat the course the following year when the course is offered again.

Probation will be lifted when the student successfully completes the repeated course(s). A student on probation who fails to successfully complete the repeated course will be administratively dropped from the certificate program, but will be given the option to re-apply to the certificate program the following academic year. Probation may be considered by the MPH program administration, but is not limited to, for the following reasons:

- Failure to successfully complete one or more MPH courses with a letter grade of “B-” (80%).
- Record of excessive absences and/or tardiness.
- Unsatisfactory removal of two “Incomplete” grades.
- The student is in violation of the program, college or university’s behavioral or professional standards.
- The student fails to meet the UPH program’s “Ethical Guidelines” (see Appendix A in the Graduate Certificate in PH Concepts student handbook).
- Failure to comply with any UPH program policies or regulations.

The UPH program probation is determined to be continuous until the student is either in a good academic standing and/or has met the behavioral standards of the program. The student will be notified in writing of their probationary status. The minimum standard(s) required to remove this probationary status will be stated in the

notice of probation to the student.

Transition to the MPH Program

Graduate certificate students may submit a petition to the MPH director to transition to the MPH program starting in the summer semester following the successful completion of the graduate certificate curriculum. The deadline for submission of this petition is March 1st.

Termination from the Certificate Program

UPH faculty has the responsibility to prepare students to function as competent and ethical public health professionals. In this regard, the UPH faculty also have the obligation to terminate a student from the program at any time prior to completion of his/her program of study when the student fails to maintain minimum expected quality academic and professional standards in the classroom, the university, or the field.

Upon review by the UPH faculty a student may be terminated from the Certificate program if one or more of the following occurs:

- Does not successfully complete two MPH courses;
- Earns below the minimum 3.0 cumulative grade point average (GPA) at the end of two consecutive grading periods;
- Demonstrates inappropriate or disrespectful conduct toward faculty, staff, and/or student peers;
- Fails to demonstrate ethical conduct.

Any UPH faculty member may request an UPH faculty committee review of a student at any other time if circumstances warrant such a review. The request for special review must be in writing to the UPH Program Director. The UPH Program Director must approve the request before the review is scheduled. The UPH faculty review committee will consist of a minimum of three UPH or COSH faculty members, and is subject to approval by the UPH Program Director.

Students will be notified, in writing, of termination following a graduate faculty vote to dismiss.

Petition for Reinstatement

Upon receipt of a termination notice, a student who believes there are extenuating circumstances that led to the noted deficiencies may submit a written request for reinstatement into the program. Requests must be made within ten (10) working days after receipt of the program's notice of termination. Once the program receives a reinstatement request, the following process

will occur:

1. The student shall submit a written petition explaining the extenuating circumstances leading to the notice of termination;
2. The Urban Public Health Program Director will constitute a Reinstatement Review Committee consisting of three (3) MPH faculty. The Reinstatement Committee will meet within five (5) working days following receipt of the student's written petition;
3. The committee shall deliberate in private and transmit its recommendations to the Program Director within five (5) working days following the reinstatement meeting;
4. The Program Director shall consider the Reinstatement Review Committee's recommendation and provide written notification to the student and the committee of his/her decision within three (3) working days of receipt of the committee's recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

MASTER OF SCIENCE, BIOMEDICAL SCIENCES

Department Chair: Monica G. Ferrini, M.S., Ph.D.

Location: W.M. Keck Building

Telephone: (323) 563-5962

Website: <http://www.cdrewu.edu/cosh/prog/MSBMS>

The Master of Science, Biomedical Sciences is a degree formulated to prepare students for careers in advanced health professions or for continuation on to PhD level programs in biomedical sciences. The need for professionals with this level of training is growing in the United States and is projected to grow at least 13 percent from 2012 to 2022, similar to other growing medical occupations in demand.

Goals and Student Learning Outcomes

Goal 1: To Acquire the knowledge, skills and attitudes of the biomedical sciences, necessary for a career in health professions.

- Objective 1: Students will successfully

complete lecture-based courses in medical biochemistry, genetics, infectious disease and immunology.

- Objective 2: Students will participate in laboratory experiences.

Goal 2: To master oral and written communication skills necessary to convey the results of their scholarly work.

- Objective 1: Students will participate in CEAL and Journal clubs.
- Objective 2: Students will attend scientific meetings.

Goal 3: To develop competency in Biomedical research.

- Objective 1 Students will gain skills in collecting organizing, evaluating and analyzing data.
- Objective 2: Students will complete the research project, write a thesis and publicly defend the research._

Program Student Learning Outcomes (PSLOs)

1. Synthesize advanced knowledge in biomedicine, bioinformatics and translational sciences.
2. Evaluate and judge the challenges of health disparities in the community and globally
3. Develop critical thinking skills for applying scientific knowledge in evaluating scientific literature.
4. Acquire skills for developing hypotheses, analyzing data, and interpreting and communicating results in the biomedical sciences.
5. Promote ethical standards for all professional activities in the biomedical sciences and healthcare.

Admission Requirements

The criteria for admission includes:

1. University admissions application located at www.cdrewu.edu/apply
2. A non-refundable \$75 application fee.
3. A Bachelor degree from an accredited institution
4. Overall GPA of 3.0 or above;
5. The following admission exams with a minimum score at or above indicating excellence:
 - MCAT: 24, MCAT 2015 Score 496
 - GRE: 300
 - DAT: 18
 - PCAT: 70
 - OAT: 300
6. Obtained all pre-requisite courses prior to matriculation.

- General Chemistry 1 year or 8 units
- General Biology 1 year or 8 units
- Organic Chemistry 1 year or 8 units
- Calculus/Statistics 1 semester or 3 units

7. A personal essay describing the student's motivations and reasoning for applying to the Master of Science, Biomedical Sciences program
8. Three (3) recommendations using the recommendation forms found on the Apply Now website: <http://www.cdrewu.edu/Apply>
9. Resume or Curriculum Vitae

Students who do not satisfy all these requirements may be admitted as a post baccalaureate student while completing the requirements. Students who meet all but one requirement may be admitted as a conditional graduate student at the discretion of the Department of Health and Life Sciences (DHLS) Admission committee. They must meet any conditions by the beginning of the first semester in that status. Final decision on admission to the master program is made by the DHLS Admission committee.

Admission Deadlines

See University Policies section of this Catalog for deadlines regarding Application for Admission and Financial Aid. Class sizes of approximately 25 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

Curriculum

The curriculum for the Master of Science in Biomedical Science aligns with Charles R. Drew University's vision, mission, and values. Our program has specifically designed courses that addresses our mission by providing advanced scientific knowledge, research training, practice of ethically based research and values, and integrated coverage of global and urban health disparities and social justice.

The program includes a series of core courses and is expected to culminate in a thesis based on original research. The degree requires completion of 36 units with an overall GPA of 3.0 ("B"). The minimum passing grade for courses is "C+."

Course	1 st Semester Course Title	Unit
MBS 500	Medical Biochemistry	3
MBS 510	Physiological Basis of Health and Diseases	3

MBS 520	Principles of Biomedical Informatics	2
MBS 530	Translational Research Methods I	3
MBS 540	Ethical Conduct in Medicine and Science	2
	Units	13
Course	2nd Semester- Course Title	Unit
MBS 531	Translational Research Methods II	3
MBS 550	Medical Genetics and Epigenetics	3
MBS 560	Scientific communication	2
MBS 570	Advances in Hematology and Immunology	3
MBS 590	Clinical Topics in Urban and Global Medicine	3
	Units	14
Course	3rd Semester- Course Title	Unit
MBS 580	Infectious Diseases and Epidemiology	3
MBS 595	Graduate Seminar in Health Disparities & Social Justice	2
MBS 599	Research thesis	4
	Units	9
	Total Units:	36

Course Descriptions

MBS 500 Medical Biochemistry - The course is designed to provide a fundamental understanding of biochemistry with clinical correlations. Topics include protein structure, enzyme kinetics, carbohydrate metabolism, lipid utilization and biosynthesis, amino acid metabolism, nucleotide metabolism, and human nutrition.

Units: 3

MBS 510 Physiological Basis of Health and Diseases
This course describes the disordered physiology and clinical consequences resulting from common disease processes. Seminar discussions focus on alterations in normal functions of major organ systems.

Units: 3

MBS 520 Principles of Biomedical Informatics – This course provides an overview of the field of Biomedical

Informatics for health professions students and students in other disciplines. The goal is to develop competencies that will allow students to take advantage of the technology in this field in order to engage in clinical practice, research and administration.

Units: 2

MBS 530 Translational Research Methods I – This course reviews the application of basic discovery to human health and disease. Students will understand the basic technologies and techniques used in translational research, the components for protecting human subjects, and how to assemble a multi-disciplinary team to conduct translational research.

Units: 3

MBS 531 Translational Research Methods II – This course trains the next generation health professionals who understand the future challenges of health disparities and enable to fill in the gap between biomedical science and clinical practice. Students gain the fundamental skills, methodology and necessary principals through mentorship program and/or laboratory trainings.

Units: 3

MBS 540 Ethical Conduct in Medicine and Science - Examining ethical conduct of medicine and scientific research in the broader context of service to society. Topics include authorship, conflict of interest, data acquisition, and management, and the protection of human subjects and animals involved in research programs.

Units: 2

MBS 550 Medical Genetics and Epigenetics - Provides an overview of human genetic concepts and clinical disorders and application to clinical problems. Surveys cytogenetics, molecular genetics, biochemical genetics, population genetics, clinical genetics and epigenetics.

Units: 3

MBS 560 Scientific Communication - This course is focused on best practices in science communication methods intended for a variety of audiences from students and experts in the field to media representatives, the general public and government agencies.

Units: 2

MBS 570 Advances in Hematology and Immunology
Provides advanced knowledge in clinical Immunology and hematology as it applies to disease pathogenesis and patient care. Examines new advances in interventional clinical immunology and hematology, and

hematopoietic stem cell origins and immune responses to infectious diseases.

Units: 3

MBS 580 Infectious Diseases and Epidemiology - Examines infectious diseases, dynamics of disease transmission, and knowledge in clinical infectious diseases as it applies to disease pathogenesis and patient care. Delineates the mechanisms behind the emergence of new microbial threats and pathogen establishment and maintenance within a host.

Units: 3

MBS 590 Clinical Topics in Urban and Global Medicine- introduces the most important global and urban health problems with a focus on clinical practice. Causes of global and urban diseases are studied through evidence-based knowledge, skills, and attitudes needed to prepare students to become global leaders in biomedicine.

Units: 3

MBS 595 Graduate Seminar in Health Disparities & Social Justice - Provides an introduction to health disparities and social justice. Includes in depth discussion of the theories of justice, social determinants of health, and community-based participatory research and narrative methods.

Units: 2

MBS 599 Research Thesis - Provides training in research, scientific writing, and dissemination of research results.

Units: 4

Policies

Credit hour policy

One lecture (taught) or seminar (discussion) credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time.

One thesis credit hour represents 4-5 hours per week of supervised and /or independent practice. Blocks of 6 thesis credit hours represent between 360-450 total hours of academic work per semester.

Transfer Credit Policy:

The Master of Science in Biomedical Sciences allows only 6 units to be transferred to the program.

Probation Status

If a student fails to successfully complete two courses within the academic year, he/she will be put on probation. A student on probation will be required to

repeat and successfully complete the courses the following year when the courses are offered again, and accordingly, will not be able to graduate. Probation will be lifted when the student successfully completes the repeated courses. A student on probation who fails another course will be administratively dropped from the program, but will be given the option to re-apply to the program the following academic year.

Probation may be considered by the MSBMS program for the following reasons, but is not limited to:

- Failure to successfully complete two MSBMS courses with a letter grade of "C+" (78%).
- Record of excessive absences (three or more absences in one class) and/or tardiness.
- Unsatisfactory removal of two "Incomplete" grades.
- The student is in violation of the program, college or university's behavioral or professional standards.
- Failure to comply with any MSBMS program policies or regulations.

The probation status will continue until the student is either in a good academic standing and/or has met the behavioral standards of the program. The student will be notified in writing of his/her probationary status. The minimum standard(s) required to remove this probationary status will be stated in the notice of probation to the student.

Termination of the program

A student may be terminated from the MS BMS program if one or more of the following occurs:

- Failure to successfully complete two courses with a letter grade of "C+" (78%) after re-taking it.
- Demonstrates inappropriate or disrespectful conduct toward faculty, staff and/or student peers;
- Fails to demonstrate ethical conduct.

Petition for Reinstatement

Upon receipt of a termination notice, a student who believes there are extenuating circumstances that led to the noted deficiencies may submit a written request for reinstatement into the program. Requests must be made within ten (10) working days after receipt of the program's notice of termination. Once the program receives a reinstatement request, the following process will occur:

5. The student shall submit a written petition explaining the extenuating circumstances leading to the notice of termination;

6. The Program Director will constitute a Reinstatement Review Committee consisting of three (3) faculty. The Reinstatement Committee will meet within five (5) working days following receipt of the student's written petition;
7. The committee shall deliberate in private and transmit its recommendations to the Program Director within five (5) working days following the reinstatement meeting;
8. The program Director shall consider the Reinstatement Review Committee's recommendation and provide written notification to the student and the committee of his/her decision within three (3) working days of receipt of the committee's recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

Continuing Student Status

Students must maintain continuous enrollment throughout their time in the graduate program, including the semester they graduate. Students who miss a semester will have to reapply to the university and to the program. Students who have completed all course work may enroll in MBS 600 Graduate Continuation Course (0 units) to maintain continuous attendance.

Planned Graduate Student Leave

It is a university requirement that graduate students maintain continuous attendance throughout the course of their study for the master's degree. Any graduate student in good academic standing may request a Planned Graduate Student Leave. Reasons for seeking a leave are likely to be varied, but all applicants should intend to return to formal study within a specified time period.

To apply for a Planned Graduate Student Leaves, the student must be a conditionally classified or classified graduate student with a grade point average of 3.0 or better. Application for the leave must be filed with the appropriate graduate coordinator before the first day of classes for the semester during which the leave is to begin, and should be accompanied by appropriate documentation.

Approval of the leave does not constitute an extension of the time period for completing all course work and other requirements for the master's degree. Approval of the student's leave application constitutes agreement by

the university that the student will be temporarily exempted from the continuous attendance requirement as long as the student meets the conditions specified in the approved leave application. Students who do not return to the university at the conclusion of their planned leave will be considered to have withdrawn from the university.

Graduate Committee

Each student must select a thesis advisor and a research mentor to guide their research. The student and advisor will select two additional members for the student's Graduate Committee. At least two members of the committee, including the chair, must be CDU faculty. The research mentor may be a faculty member from another department or academic institution. The thesis advisor and research mentor must be selected in the first semester of the program.

PHYSICIAN ASSISTANT PROGRAM, MASTER OF HEALTH SCIENCE

Program Director: Katayoun Moini MHS, PA-C, RD, CNSC

Location: W.M. Keck Building

Telephone: (323) 563-5882

Accreditation Information

The ARC-PA has granted Accreditation - Provisional status to the Charles R. Drew University Physician Assistant Program.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding.

Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Description

The Physician Assistant program is 93 semester units and a 27-month program beginning in August of each

year and leads to a Master of Health Science (MHS) degree. The PA Program is a full-time on campus program.

The PA Program recruits students who believe in the importance of sharing medical knowledge to benefit the global community, and will provide students with the skills necessary to become exemplary medical providers. Students will learn and acquire clinical skills in a variety of healthcare settings and will obtain experience in disease management, disease prevention and health promotion. A strong emphasis on medical nutrition therapy in the curriculum will prepare students to address the complex nutritional needs of patients, a vital component of disease prevention and management. Students will have the opportunity to practice physical diagnosis, history taking skills and work with standardized patients in the Clinical Skills and Simulation Center. Students will share the campus and have the opportunity to collaborate with members of the medical, nursing and public health disciplines.

For more detailed information please visit the PA program website at www.cdrewu.edu/cosh/PA

Mission

The mission of the Charles R. Drew University Physician Assistant program is to support the University Mission and College of Science and Health Mission by preparing a diverse group of uniquely qualified physician assistants who provide excellent medical care with compassion while addressing health disparities, seeking social justice and improving the health of medically underserved communities.

Goals

The goals of the CDU PA program are designed to prepare a diverse group of highly qualified, compassionate physician assistants, who distinguish themselves through providing excellence in patient-care as members of the healthcare team.

The goals of the Charles R. Drew University PA program are to:

1. Prepare student with the knowledge and interpersonal communication skills necessary to practice with professionalism, compassion, and a commitment to patient advocacy within the healthcare system and community.
2. Prepare students to be providers of culturally competent care for diverse and underserved populations, committed to the reduction of healthcare disparities.
3. Train graduates that apply the concepts of preventative and therapeutic medical nutrition therapy to the comprehensive care of patients.

4. Prepare students to be practitioners of evidence-based medicine, able to meet the growing need for primary care providers in a variety of medical settings.
5. Provide students with a learning environment that is student-centered, engaging and innovative in its teaching approach, training students to be life-long self-directed learners.

Admissions Policy

Purpose: To select applicants with attributes congruent with the university and Physician Assistant Program Mission and Goals. The PA Program will strive to select candidates desiring to improve the health of medically underserved communities; candidates with backgrounds diverse in both education and experience; candidates with strong interpersonal skills, professionalism and cultural competence; candidates willing and eager to collaborate with a variety of health care professionals; candidates with personal ethics, integrity, creativity, empathy, critical thinking skills and the desire to advocate for patients and the community.

Definition: The Charles R. Drew University Physician Assistant Program is committed to the principles of equal opportunity in education. In accordance with the Charles R. Drew University equal opportunity policy, the Physician Assistance Program makes admission decisions on the basis of merit. University policy prohibits unlawful discrimination based on race, religion, color, sex, sexual orientation, actual or perceived gender identity, national origin or ancestry, genetic information, medical condition (cancer or HIV/AIDS-related), handicap, disability, association with an individual in a protected category or any other consideration made unlawful by federal, state or local laws. All students are expected to work professionally and positively with persons of all backgrounds, cultures, races, ages and genders.

There are no specific policies or practices that favor specific groups of applicants. Each application is reviewed and the merits are considered individually. We do not accept previous experience or medical training for advanced placement in the Physician Assistant program. All students are expected to complete all didactic and clinical elements of the training.

To be considered for an interview candidates must at a minimum possess the following:

1. ALL prerequisites MUST either be met or in progress:
 - a. Baccalaureate degree
 - b. Transcripts: regionally accredited

- institution or evidence of a U.S. equivalent baccalaureate degree based on foreign credential evaluation (from approved organizations).
- c. The Test of English as a Foreign Language (TOEFL): if applicable
 - d. Following Prerequisites must be
 - i. General Biology with lab (8 units): Mammalian or human biology.
 - ii. Microbiology with lab (4 units)
 - iii. Human Anatomy with lab (4 units)
 - iv. Human Physiology with lab (4 units)
 - v. Combined Human Anatomy and Physiology: acceptable in place of separate Anatomy and Physiology course but must include lab and equal a total of 8 units
 - vi. General Chemistry with lab (8 units)
 - vii. Introduction to Statistics or Biostatistics (3 units)
 - viii. College Algebra or higher (3 units)
 - ix. English Composition (6 units)
 - x. Behavioral Sciences (6 units) (Psychology, Sociology, Anthropology)
 - xi. Medical terminology (3units)
 2. Statement Letter/Essay must be submitted through CASPA
 3. References must be submitted through CASPA. Must have three or application is incomplete.
 4. Completion of the Centralized Application Service for Physician Assistants (CASPA) application by the designation deadline.

As with most PA programs, The Charles R. Drew University PA Program is competitive, and applicants are expected to present a strong academic record, diverse direct patient care experience, and an intelligent statement letter.

Competitive candidates are *preferred* to possess the following:

- Cumulative & Science GPA of 3.00
- Prerequisite GPA of 3.00
- Direct Patient Care (DPC) Experience of 2,000 hours
- Basic or Advanced Nutrition (3 units)
- Organic or Biochemistry: upper level chemistry

courses with lab are preferred and count toward total general chemistry requirement of 8 units

- Spanish (3 units)
- No more than 2 prerequisites pending at time of application
- Academic prerequisites completion timeline: completion of all courses within 7 years preceding application to the program.

All application documents must be submitted through CASPA. No application documents are to be sent to the Office of Enrollment Management or the PA department.

Course Descriptions

MPA 500 Pathophysiology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of human pathophysiology and enhance student knowledge in recognizing and identifying pathophysiology for specific disease processes.

Units: 4

MPA 501 Human Anatomy

Lecture/discussion format and laboratory experience for cadaveric dissections will be utilized to introduce the physician assistant student to the fundamentals of human anatomy and enhance student knowledge in gross morphology of the human body including structural relationships, anatomical variations, and radiological correlations. Content will include the basic concepts of embryology, the comparison of normal and abnormal structural relationships and demonstration of how these things relate to health and disease.

Units: 4

MPA 502 The Patient Interview and Standard Data Base

Small group interactive seminars will be utilized to introduce the physician assistant student to the fundamental skills necessary to conduct a medical interview with a patient and to be able to present the information in oral and written formats to other medical professionals. Instructional techniques will include role-playing, small group discussion, observation and evaluation by instructors, students and simulated patient models.

Units: 3

MPA 503 Diagnostic Skills and Procedures I

Lecture/discussion and laboratory sections will be utilized to introduce the Physician Assistant to the fundamentals of clinical laboratory testing and its

significance and implications to medical treatments of patients. Lecture are designed to describe the more common laboratory tests and to relate them to clinical situations. Students will also be instructed on how to perform basic laboratory tests that may be performed in a clinic. Acquisition, handling and safety issues regarding specimens will be reviewed.

Units: 2

MPA 504 Pharmacology & Pharmacotherapeutics I
MPA 514 Pharmacology & Pharmacotherapeutics II

This two-semester course will utilize lecture/discussion format and problem based learning activities to introduce the physician assistant student to the fundamentals of pharmacology and pharmacotherapeutics. The student will learn the basic principles of pharmacology including pharmacokinetics, prescription writing, drug interaction mechanisms and pharmacodynamics. Pharmacotherapeutics is incorporated into the curriculum through utilization of clinical guidelines and evidence-based medicine.

Units: 2;2

MPA 505 Professional Roles and Responsibilities

Lecture/discussion/group problem-based learning and practical experiences will be utilized to introduce the physician assistant student to the factors affecting the development of the profession, ongoing credentialing requirements, policies, laws and regulations pertaining to clinical practice and the dynamics of the PA role on a healthcare team. The course will include introducing the PA student to a comprehensive historical understanding of the community surrounding CDU, and the important role of healthcare providers, including the social and economic challenges of providing health care to the surrounding community and the key indicators of health in Service Planning Area 6 area.

Units: 1

MPA 506- Introduction to Spanish

Lecture/discussion/interactive format will be utilized to introduce the physician assistant student to the study of Medical Spanish in preparation for the advanced spring semester course *Medical Spanish for the Physician Assistant*. Students will gain familiarity with basic written and oral vocabulary in addition to instruction on socioeconomic factors impacting health care delivery including but not limited to language access challenges.

Units: 3

MPA 510 Physical Diagnosis

Traditional lecture, weekly practical experience, simulated patient models and evaluation by faculty will be utilized to introduce the physician assistant student to the fundamentals of physical diagnosis and performance

of a complete physical examination. Organization and reporting of a complete history, physical examination and standard database findings will be required in both written and oral formats. An emphasis will be place on patient history and physical presentations for accurate evaluation and treatment plan formulation. Problem-oriented physical examination and special examination tools and techniques will be introduced allowing the student to gain experience and develop confidence in approaching patients prior to entering the clinical year.

Units: 4

MPA 511 Microbiology and Infectious Disease

Lecture/discussion/PBL format and scheduled laboratory experiences will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, host response differential diagnosis, clinical and medical treatment, and follow-up care and prevention of various infectious diseases and disorders. Additionally, this course also includes a detailed study of the biochemical, serological and virulence characteristics of microorganisms. The laboratory experience emphasizes techniques used in specimen collection and handling, isolation and identification of microorganisms, and the interpretation of results and correlation with clinical presentation and disease.

Units: 4

MPA 512 Principles of Medicine – General I

MPA 522 Principles of Medicine – General II

Lecture/discussion/PBL format will be utilized over two semesters to introduce the physician assistant to a comprehensive education on the etiology, epidemiology, pathophysiology, history and physical presentation/findings, differential diagnosis, diagnostic methods, treatment, prevention and follow-up care of various internal medicine disorders. This course is correlated with Anatomy, Pathophysiology, Pharmacotherapeutics, The Patient Interview & Standard Base, and Physical Diagnosis.

Units: 5;5

MPA 512 Principles of Medicine I – Cardiology

Lecture/discussion/PBL format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various cardiac diseases and disorders.

Units: 1

MPA 512 Principles of Medicine I – Gastroenterology

Lecture/discussion/PBL format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology,

epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various gastrointestinal diseases and disorders.

Units: 1.5

MPA 512 Principles of Medicine II – Hematology & Oncology

Lecture/discussion/PBL format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various hematologic and oncologic diseases and disorders.

Units: 0.5

MPA 512 Principles of Medicine I – Otolaryngology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various diseases and disorders of ear, nose, throat (ENT) and related structures of the head and neck.

Units: 0.3

MPA 512 Principles of Medicine I – Rheumatology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various rheumatologic and musculoskeletal diseases and disorders.

Units: 0.4

MPA 512 Principles of Medicine I – Ophthalmology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various ophthalmologic diseases and disorders.

Units: 0.3

MPA 512 Principles of Medicine I – Pulmonology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various pulmonary diseases and disorders.

Units: 1

MPA 513 Diagnostic Skills and Procedures II

Lecture, problem based learning, practical experiences and interactive format will be utilized to introduce the physician assistant student to the fundamentals of various diagnostic modalities. Images are viewed and analyzed using essential strategies. Images are clinically interpreted and rational for ordering imaging studies discussed. Basic safety principles, policies and procedures are reviewed.

Units: 1

MPA 515 Medical Spanish for the Physician Assistant

Lecture/discussion/interactive and PBL format will be utilized to introduce the physician assistant student to the study of Spanish related to medical professionals, specifically the physician assistant. Students will gain familiarity with basic written and oral vocabulary for the assessment of Spanish speaking patients in a variety of medical and community settings.

Units: 3

MPA 520 Principles of Surgery & Emergency Medicine

Lecture/discussion/laboratory experience format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, surgical and medical management, and follow-up care and prevention of specific conditions encountered in surgical, surgical subspecialty and emergency settings.

Units: 3

MPA 521 Principles of Obstetrics & Gynecology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, surgical and medical management, and follow-up care and prevention of various obstetric and gynecological diseases and disorders.

Units: 3

MPA 522 Principles of Medicine II – Nephrology and Gentiourinary

Lecture/discussion/PBL format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment, and follow-up care and prevention of various genitourinary and renal diseases and disorders.

Units: 1

MPA 522 Principles of Medicine II – Pediatrics

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology,

pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various diseases and disorders throughout growth and development. Additionally, this course focuses on the impact of support systems and society on the health and well-being of the pediatric populations.

Units: 2

MPA 522 Principles of Medicine II – Endocrinology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various endocrine diseases and disorders.

Units: 0.5

MPA 522 Principles of Medicine II -Gerontology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various diseases and disorders common to the aging population. Functional assessment of the older adult and the importance of health maintenance and prevention will also be discussed. An introduction to medical ethics is presented as well as various social issues that arise when treating older adults.

Units: 0.3

MPA 522 Principles of Medicine II – Integumentary Systems

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various dermatologic diseases and disorders.

Units: 0.5

MPA 512 Principles of Medicine I – Neurology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment and follow-up care and prevention of various neurologic diseases and disorders

Units: 0.5

MPA 523 Principles of Behavioral Medicine

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, surgical and

medical management, and follow-up care and prevention of various disorders of behavioral psychiatry. This course will also introduce the student to the relationship between physical and psychological health.

Units: 2

MPA 524 Psychosocial Dynamics in Health Care

Lecture/discussion/group interactive format will be utilized to introduce the physician assistant student to societal and individual prejudices, preconceived perceptions, and biases that influence clinical interactions and how to develop appropriate responses and strategies to develop cultural and structural competency and structural humility

This course provides students with common psychosocial problems encountered by medical professionals and explores issues related to sexuality, cultural, structural competence and humility, multicultural health, cross-cultural communication, health care disparities and underserved populations.

Units: 2

MPA 525 Introduction to Electrocardiography

Lecture/discussion, practical experiences and PBL format will be utilized to introduce the physician assistant student to the fundamentals of ECG interpretation and its application to clinical practice. Signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, clinical and medical treatment, and follow-up care and prevention of various disorders presenting with abnormal ECG findings will be discussed.

Units: 1

MPA 610 Supervised Clinical Practice Experience (SCPE) – Internal Medicine

Supervised Clinical Practice Experience (SCPE) core rotations are 4 weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of hospital-based internal medicine. The formulation and understanding of various medical disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students will manage medical patients throughout the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations and

additional assignments as assigned by the preceptor.

Units: 3

MPA 611 Supervised Clinical Practice Experience (SCPE) – Emergency Medicine

Supervised Clinical Practice Experience (SCPE) core rotations are 4 weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of hospital-based emergency medicine. The formulation and understanding of various medical disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. This rotation will include fast track and high-level emergency department experiences that may be of a life-threatening nature. Student will manage medical and surgical patients throughout the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations and additional assignments as assigned by the preceptor.

Units: 3

MPA 612 Supervised Clinical Practice Experience (SCPE) – Family Medicine

Supervised Clinical Practice Experience (SCPE) core rotations are 4 weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of family medicine as practiced in the office, clinic or outpatient setting. The formulation and understanding of various medical disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students will manage medical patients throughout the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations and additional assignments as assigned by the preceptor.

Units: 3

MPA 621 Supervised Clinical Practice Experience (SCPE) – Surgery

Supervised Clinical Practice Experience (SCPE) core rotations are 4 weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to various surgically manageable disease processes throughout the lifespan. The formulation and understanding of various surgical procedures and surgical management of patients is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students will manage perioperative, emergent and non-emergent surgical cases under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations and additional assignments as assigned by the preceptor.

Units: 3

MPA 622 Supervised Clinical Practice Experience (SCPE) – Obstetrics & Gynecology

Supervised Clinical Practice Experience (SCPE) core rotations are 4 weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the various women's health issues, diseases and disorders. The formulation and understanding of various gynecological and obstetric medical and surgical issues is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students will manage common women's health issues throughout the lifespan and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations and additional assignments as assigned by the preceptor.

Units: 3

MPA 623 Supervised Clinical Practice Experience (SCPE) – Pediatrics

Supervised Clinical Practice Experience (SCPE) core rotations are 4 weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of providing medical care for the pediatric population from birth through adolescence. The formulation and understanding of various medical disorders is accomplished through accurate analysis and

interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students will manage pediatric patients from birth through adolescence and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations and additional assignments as assigned by the preceptor.

Units: 3

MPA 631 Supervised Clinical Practice Experience (SCPE) – Behavioral Medicine

Supervised Clinical Practice Experience (SCPE) core rotations are 4 weeks in length and take place in off-site medical facilities. This SCPE is designed to introduce the physician assistant student to the fundamentals of behavioral medicine and explore the psychosocial and behavioral components of health, disease and disability. The formulation and understanding of various medical disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students will manage patients with various mental illnesses and disabilities and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations and additional assignments as assigned by the preceptor.

Units: 3

MPA 632 Supervised Clinical Practice Experience (SCPE) – Elective 1

Supervised Clinical Practice Experience (SCPE) elective rotations are 4 weeks in length and take place in off-site medical facilities. The formulation and understanding of various medical disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students will manage patients with various diseases and disorders related to the elective rotation and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written

and oral presentations and additional assignments as assigned by the preceptor.

Units: 3

MPA 633 Supervised Clinical Practice Experience (SCPE) – Elective 2

Supervised Clinical Practice Experience (SCPE) elective rotations are 4 weeks in length and take place in off-site medical facilities. The formulation and understanding of various medical disorders is accomplished through accurate analysis and interpretation of history and physical examination findings, etiology, epidemiology, pathophysiology, differential diagnosis, evaluation and interpretation of diagnostic studies, development of clinical and medical management plans, and follow-up care and prevention recommendations. Students will manage patients with various diseases and disorders related to the elective rotation and perform diagnostic and therapeutic procedures under appropriate supervision. This rotation includes collaborative teamwork with multiple healthcare disciplines, teaching rounds, lectures, written and oral presentations and additional assignments as assigned by the preceptor.

Units: 3

MPA 640 Comprehensive Examination

The comprehensive examination course is designed to further develop and ultimately assess the physician assistant student's ability to apply the fundamentals of medicine in written, practical application and verbal formats.

Units: 2

MPA 641 Medical Ethics and Health Law

Lecture/discussion/PBL format will be utilized to introduce the physician assistant student to the fundamentals of medical ethics and health law. The course includes an overview of ethical theories and approaches for investigation into specific ethical problems found in the medical setting and will assist the student in making ethical decisions using a systematic, theory-based, organized approach. Supervised Clinical Practice Experience encounters are utilized to demonstrate ethical and legal dilemmas. A framework of ethical decision-making is introduced and used to make decisions using both ethical and legal guidelines on provided medial cases. This course will also review current laws, program accreditation and licensure standards for the physician assistant.

Units: 3

MPA 642 Medical Nutrition Therapy

Lecture/discussion/PBL format will be utilized to introduce the physician assistant student to the

fundamentals of medical nutrition therapy. This course will provide students with an in-depth knowledge of the core science and core practical application of medical nutrition therapy principles for the adult patient in order to provide and manage enteral and parenteral nutrition in diverse patient populations from pediatrics to geriatrics. This course is designed to allow the student to gain knowledge in order to function as part of a nutrition support team in a variety of settings including hospitals, home care agencies and long-term care facilities, research facilities, and academia. Students will also understand the role of nutrition support specialists and the variety of professions with specialized nutrition support skills including dietitians, pharmacists, physician assistants, physicians and nurses.

Units: 2

MPA 643 Principles of Medicine – General 3

This course is intended as a comprehensive review of the etiology, epidemiology, pathophysiology, history & physical presentation/findings, differential diagnosis, diagnostic methods, treatment, prevention and follow-up care of various internal medicine disorders. This course will also introduce the physician assistant student to the newest advances in medicine and latest global medical topics. This course is correlated with Anatomy, Pathophysiology, Pharmacotherapeutics, The Patient Interview & Standard Base, and Physical Diagnosis courses and will utilize lecture/interactive and PBL formats of delivery.

Units: 2

MPA 644 Research Methods

Lecture/discussion/small group format will be utilized to introduce the physician assistant student to the fundamentals of epidemiology, biostatistics and various aspects of health and medicine related research. This course will include the use of epidemiological scenarios with a focus on communicable, reportable and chronic diseases. Additionally, this course will provide the student with a basic understanding of application of statistical methods to biological and health sciences utilizing probability laws, sampling and parameter estimation, central limit theorem, test of hypotheses, correlation, regression, and analysis of variance. These skills will allow the student to compose a research paper utilizing basic research and proposal design, critical literature review, data collection methods, statistical and epidemiological theory and journal publications. During this course students will also participate in small journal club discussion groups

focusing on epidemiologic journal articles and issues.

Units: 3

COSH Governance

The COSH Faculty Association serves as the official voice of the Faculty of the College of Science and Health.

1. **Executive Committee:** Monitors standing committees and establishes ad hoc committees as necessary to carry out the purposes and responsibilities of the Faculty Association.
2. **Faculty Affairs Committee-A (Appointment & Promotions Committee):** Takes action on recommendations of faculty appointments and promotions to the Dean of the College based on documentation.
3. **Education & Academic Policy Committee:** Has primary responsibility for formulating and recommending educational policy in all matters of concern to the College of Science and Health, including the implementation of such policy.
4. **Faculty Affairs Committee- B Concerns & Grievance Committee):** Monitors and reviews matters concerning academic freedom, Faculty conduct, recruitment and retention, educational leave, sabbaticals, vacation, (and other leaves), compensation and benefits, and delineates and resolves disputes which are identified as grievances relating to faculty rights, responsibilities, or related matters.
5. **Faculty Constitution & By-Laws Committee:** Maintains current faculty constitution through the review of issues of academic governance and relevant policies and procedures of University and College.
6. **Research Committee:** Supports and encourages the development and implementation of research in the College of Science and Health.
7. **Student Academic Performance, Promotion, Judiciary Committee:** Develops and recommends criteria for the promotion, dismissal, and graduation of the College's students, and exercises original jurisdiction over all situations of discipline involving students enrolled in the College.

COLLEGE OF SCIENCE AND HEALTH

Faculty by Program

Dean's Office (323) 563-5851

Hector Balcazar, PhD, MS, Dean

Department of Health & Life Sciences (323) 563-4820

Monica Ferrini, MS, PhD, Associate Professor, Chair

Jorge N. Artaza, PhD, Associate Professor

Victor Chaban, PhD, Associate Professor

Thomas R. Magee, PhD, Assistant Professor

Suzanne Porszasz-Reisz, PhD, Associate Professor

Enrico Rodrigo, PhD, Associate Professor

Department of General Studies (323) 357-3635

Candice Goldstein, PhD, CADC-II, Chair

Harold Abramowitz, MFA, Assistant Professor

Enrico Rodrigo, PhD, Assistant Professor

Radiologic Technology Program (323) 563-5835

Eugene Hasson, MS, RT, (R), Assistant Professor, Program Director

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

Louis Armstead, BS, RT, (R), Instructor

Urban Public Health Program (323) 563-5890

Sondos Islam, PhD, MPH, MS, Associate Professor, Director

Bitu Amani, PhD, MHS, Assistant Professor

Cynthia Gonzalez, PhD., MPH, Assistant Professor

Fred Dominguez, MD, MPH, Assistant Professor

Cynthia Davis, MPH, Assistant Professor

Mohsen Bazargan, PhD, Professor

Nina Harawa, PhD, MPH, Associate Professor

Yasser Aman, Dr.PH, Assistant Professor

Keosha R. Partlow, PhD, MPH, Assistant Professor

Physician Assistant Program

(323) 563-5882

Katayoun Moini, MHS, PA-C, RD, CNSC, Assistant Professor, Director

Lindsay Kozicz, MHS, PA-C, Assistant Professor, Associate Director

Salma Shabaik, MD, Assistant Professor, Medical Director

Stephanie Purmort, MHS, Pathology Assistant, Assistant Professor

Jorge Artaza, PhD, Associate Professor

David Martins, MD, Associate Professor

COLLEGE OF MEDICINE

History

Initially known as the Charles R. Drew Postgraduate Medical School, the university was incorporated in the State of California in August 1966 as a private, nonprofit, educational institution. Mitchell Spellman, M.D., PhD was selected as the founding Executive Dean in 1968 and M. Alfred Haynes, M.D., MPH was appointed the first department chairman of the Community and Preventive Medicine Department.

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 Martin Luther King Jr. General 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 Postgraduate Medical School numbered a mere 109 people; 29 of these full-time faculty and nine were

Department Chairman.

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 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 800 students.



The W. Montague Cobb Building is home to the College of Medicine.

**College of Medicine
Administration**

Deborah B. Prothrow-Stith, M.D.
DEAN

Ronald Edelstein, Ed. D.
SENIOR ASSOCIATE DEAN, ACADEMIC AFFAIRS

Daphne Cames, M.D.
ASSOCIATE DEAN, MEDICAL ACADEMIC AFFAIRS

Sandra Gonzalez, Ph.D.
DIRECTOR, GRADUATE MEDICAL EDUCATION

Peregrina Arciaga, M.D.
ASSISTANT DEAN, MEDICAL STUDENT AFFAIRS

Madeleine Valencerina, M.D.
INTERIM ASSISTANT DEAN, MEDICAL STUDENT AFFAIRS

Cesar Barba, M.D.
CHAIR, DREW URBAN UNDERSERVED COLLEGE

Ngozi Chukwu, M.D.
DIRECTOR, ENHANCED POST BACCALAUREATE CERTIFICATE PROGRAM IN PRE-MEDICINE

A Message from the Dean

CDU is a private university with a public mission that inspires students, faculty and staff in the College of Medicine (COM). This is our 50th year of operation and we continue to have the privilege of helping fulfill the dreams of future –physician leaders - particularly under-represented African American and Hispanic students.

Our focus on service to underserved populations, research, health equity, and community engagement provides a robust training environment for today’s tech-savvy, politically engaged and scientifically astute students.

We emphasize interprofessional training on a campus with the CDU School of Nursing and College of Science and Health. COM students also benefit from the diverse educational experience provided through our affiliation with the David Geffen School of Medicine at UCLA.

CDU/UCLA medical students are selected based on academic performance and demonstrated commitment to the CDU mission. They compete for a number of attractive scholarship opportunities including the coveted Geffen Scholarship, which covers tuition and living expenses for a full four years. Our graduates are successful in securing highly competitive residency training positions and we have one of the nation’s highest percentages of graduates choosing primary care residencies.

Needless to say, our students and alumni are a tremendous source of pride. If you are interested in learning more about our program, we invite you to reach out to us, or better still, come for a visit.

Deborah Prothrow-Stith, M.D.
Dean, College of Medicine



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 are responsible for 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 select group requiring medical students to complete a research thesis for graduation supervised by faculty research mentors

Faculty supervise community-based programs affiliated with Charles R. Drew University. These affiliated programs are central to the University's teaching mission. 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 is 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: the Saturday Science Academy, 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.

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 support services, in coordination with the DGSOM at 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*

Admission/General Information (323) 563-4978

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 Westwood 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

Academic Programs

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 R. 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 the David Geffen School of Medicine at 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 two-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 integrates normal human biology with disease processes and clinical skills. Instruction is accomplished through lectures and in small group discussions, laboratories and conferences.

Progress is evaluated on a pass/fail basis.

First Year (David Geffen School of Medicine, UCLA)

The following courses are taught in serial order:

1. **Block 1: Human Biology and Disease 401 Foundations of Medicine I (8 weeks)**

Pathologic processes, genetics, molecular and cellular biology, basic immunology, and trial appraisal.

2. **Block 2: Cardiovascular, Renal, & Respiratory Medicine I (8 weeks)**

Anatomy, histopathology, physiology, biochemistry, genetics, imaging, and selected pathophysiologic mechanisms of these organ systems along with the clinical assessment of these organ systems.

3. **Block 3: Gastrointestinal, Endocrine, & Reproductive Medicine I (8 weeks)**

Anatomy, histopathology, biochemistry, nutrition, genetics, and selected pathophysiologic mechanisms, along with the clinical assessment of

these organ systems.

4. **Block 4: Musculoskeletal Medicine (5 weeks)**

Anatomy, imaging, histopathology, pathophysiology and pharmacology related to this system with a focus on rheumatology and physical medicine.

5. **Block 5: Medical Neurosciences I (5 weeks)**

Neuroanatomy, histopathology, neurobiology, neurology, imaging, pharmacology, pathophysiology, and clinical assessment of the neurological systems.

A preceptor program is offered in which a faculty or house officer preceptor introduces the student to patient care on the wards and/o' in the physician's practice site.

Second Year (David Geffen School of Medicine at 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.

Block 6: Foundations of Medicine II (8 weeks)

Basic pharmacology, microbes, host defense and immunity, immune disorders, clinical trials & epidemiology, infectious diseases, including classification of pathogens & therapeutics, cancer-including classification, causes & therapeutics of other blood disorders.

Block 6: Foundations of Medicine II (8 weeks):

Basic pharmacology, microbes, host defense and immunity, immune disorders, clinical trials and epidemiology, infectious diseases, including classification of pathogens and therapeutics, cancer- including classification, causes, and therapeutics of other blood disorders.

Block 7: Medical Neurosciences II (5 weeks)

Neuroanatomy, neurobiology, psychopathology, neurology, and psychopharmacology.

Block 8: Gastrointestinal, Endocrine and Reproductive Medicine II (8 weeks)

Endocrinology, reproductive health and disease; gender specific diseases, skin diseases; common infectious diseases, therapeutics and

prevention, including nutrition,

Clinical Skills Assessment and Independent Study:
One week block of assessment concludes the second year to prepare for the USMLE and clerkships.

Third Year (Charles R. Drew University)

The third year consists of 49 weeks of required clerkships; one week of Clinical Foundations and 48 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 and the David Geffen School of Medicine at UCLA affiliates.

<u>Clerkship</u>	<u>Duration</u>
Clinical Foundations	1 week
Primary Care Continuity 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	4 weeks
Neurology Clerkship	4 weeks
Ambulatory Medicine Clerkship	4 weeks
Family Medicine Clerkship	4 weeks
Total Required Weeks	49 weeks
Unscheduled Time	
Winter Break	2 weeks
Spring Break	2 weeks

**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

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 (EPCC) 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 at UCLA 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](http://www.medsch.ucla.edu/angel).

Fourth Year: Urban/Underserved College (Charles R. Drew University)

Curricular revision at the David Geffen School of Medicine at UCLA 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, twelve weeks must be sub-internships (300 and 400 level) and three weeks must be an ICU elective.
- 3 week, 400-level sub-internship

The remaining 18 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 David Geffen School of Medicine at UCLA Student Affairs Office or at.

Course	Duration
College Foundations	1 week
Medicine Subinternship	3 weeks
Intensive/Critical Care Subinternship	3 weeks
Senior Selective	3 weeks
Additional Electives	21 weeks
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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 students may not 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 a student may 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 research 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 DGSOM at 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

The access of CDU/UCLA Medical Education Program students to electives published online in MyCourses, at the following URL: <https://ucla.oasisscheduling.com/index.html>, 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 those students who have matriculated prior to Fall 2015. Those students who have matriculated in the Fall of 2015 and after, will be graded during the third and fourth clinical years. The grading system will include: Honors, High Pass, Pass and Fail.

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. 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., urology, 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.

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 University. 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. We use the Multiple Mini-Interview process (MMI) which 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 the David Geffen School of Medicine at UCLA. 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 R. 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 two to three mornings per month 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 \$80 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."cla."du/Fees](http://www.registrar.) 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 of Medicine at UCLA 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 David Geffen School of Medicine at UCLA 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 R. 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 award's requires a Dean's letter in all cases.

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 R. 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 overall years of training. Winners of this award perform in a manner exemplary 'f 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.

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)

Licensure 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) 563-4888.

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 is 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 Discrimination 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](http://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.





Medical Education Program Student Learning Outcomes

- 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 part 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 constraints 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 of 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.

ENHANCED POST-BACCALAUREATE CERTIFICATE PROGRAM IN PRE-MEDICINE

Director: Ngozi A. Chukwu, MD, MPH

Location: Cobb Building

Telephone: 323-563-5805

Website: <https://www.cdrewu.edu/CDUPrograms/>

The CDU Enhanced Post Baccalaureate Certificate Program in Pre-Medicine is a structured, comprehensive program designed to assist students, both career changers and GPA enhancers, in successfully gaining admission into medical school. The program is designed for exceptional individuals who desire to become physician leaders united in the unique goal affirmed by the University's mission: dedication to social justice and health equity for underserved populations through outstanding education, research, clinical service and community engagement.

Program Information

Program Highlights:

- Small class sizes allowing more interaction with academic professors
- Intensive MCAT preparation including professional test prep course

- Hands-on clinical experience
- Immersive community service experiences in underserved medicine
- Participation in annual pre-health/medical conferences
- Research opportunities with CDU research faculty
- Individualized career advisement sessions
- Longitudinal Pre-Health Series with interactive workshops and guest speakers
- Certificate of Completion*
- Committee Letter*
- Guaranteed interview to CDU-UCLA Medical Education Program*
- Recognition at the CDU Annual Commencement Ceremony*

* Awarded to students who successfully complete all program requirements. To learn more about Program Requirements, please visit <https://www.cdrewu.edu/CDUPrograms/>.

Program Details:

The program is open to 10-15 students per year who plan to apply to medical school, and fall into either of two categories:

- Career changers (students who have not taken any medical school prerequisite courses)
- GPA enhancers (students who have taken medical school prerequisite courses, but need to improve GPA)

The program is completed over a 13-month (3-semester) period starting in August of each academic year with a mandatory week-long orientation. Students in the program must take a minimum of 24 units, and a maximum of 36 units.

The program includes: participation in rigorous academic science courses (including prerequisite and upper division science courses); intensive MCAT preparation, including multiple full-length practice tests and a formal test preparation course; frequent, individualized career and academic advising sessions with clinical and academic faculty; opportunities for longitudinal, hands-on, clinical experience; attendance of local and national health conferences; exposure to successful health professionals; opportunities to conduct research with CDU research faculty; longitudinal Pre-

Health Series consisting of interactive workshops designed to equip students with the knowledge, behaviors and skills necessary to become successful applicants, and ultimately, successful medical students and physicians.

Students must be prepared to dedicate 30-40 hours per week to the program for classes, clinical duties, workshops and personal study. Hence, students should not have full-time employment commitments. Financial aid is available to students in the program.

Students in the program will also benefit from having mentorship from current medical students both one-on-one and through group activities.

Students will also be able to interact with other pre-health students in the various undergraduate and graduate programs while taking classes on the Charles R. Drew University Campus.

Students will be expected to participate in all required activities, in addition to independent and group study, to successfully complete the program. Activities will mainly occur during business hours, Monday – Friday 8AM – 5PM. However, there will be some required weekend and evening sessions.

Tuition for the program is \$556 per unit* plus a \$5,000 program fee per term. Tuition and fees are paid in three installments. All fees are due by posted deadlines.

Upon successful completion of all program requirements, students will receive a Committee Letter, a Certificate of Completion, recognition at the annual Commencement Ceremony, and will be guaranteed an interview for the CDU-UCLA Medical Education Program.

* Tuition and fees are subject to change.

Program Requirements:

To successfully complete this program and obtain a Committee Letter, Program Certificate, recognition in CDU Commencement Program, and an interview to the CDU/UCLA Medical Education Program, each student must:

- Maintain a 3.5 GPA
- Complete a minimum of 24 units – maximum of 36 units at CDU
- Communicate regularly with Pre-Health and Academic Advisors
- Participate in all required program activities

Upper Division Courses

<i>Course #</i>	<i>Course Title</i>	<i>Units</i>	<i>Sem.</i>
BMS 300L	Biochemistry w/Lab	4	F, SP
BMS 303L	Cellular and Molecular Biology	4	F
BMS 310L	Anatomy and Physiology I w/Lab	4	F
BMS 311L	Anatomy and Physiology II w/Lab	4	SP
BMS 321L	General Microbiology w/Lab	4	F
BMS 401	Pharmacology	3	SP
BMS 405L	Immunology w/Lab	3	SP
BMS 410	Human Genetics	3	SP
BMS 435	Neurobiology	3	SP
BMS 450	Ethical Issues in Research	1	SP
BMS 453	Biophysics	3	SP
BMS 495	Integrative MCAT Exam Prep I	2	F
BMS 496	Integrative MCAT Exam Prep II	2	SP
BMS 499	Independent Research Project	2	F, SP, SU

- Complete intensive MCAT course
- Take MCAT and receive official MCAT score of 500 or more
- Abide by professionalism standards as detailed in CDU Student Handbook
- Pay all associated tuition/fees by deadlines as listed

To learn more about the eligibility requirements and how to apply, please visit <https://www.cdrewu.edu/CDUPrograms/>.

Curriculum

Students in the program are offered both lower division and upper division courses through the College of Science and Health at Charles R. Drew University of Medicine and Science.

Please note, students in the program will also be

required to participate in the longitudinal seminars entitled “Pre-Health Series.”

Course Offerings:

Lower Division Courses

<i>Course #</i>	<i>Course Title</i>	<i>Units</i>	<i>Sem.</i>
BMS130L	General Biology I w/Lab	4	F
BMS 131L	General Biology II w/Lab	4	SP
BMS 140L	General Chemistry I w/Lab	4	F
BMS 141L	General Chemistry II w/Lab	4	SP
BMS 210L	Organic Chemistry I w/Lab	4	F, SU
BMS 211L	Organic Chemistry II w/Lab	4	SP, SU
BMS 250	Brain and Behavior	3	F
MTH 230	Calculus I	3	F, SP
MTH 231	Calculus II	3	SP
MTH 150	Statistics for Research	3	SP
PHY 250L	General Physics I w/Lab	4	F
PHY 251L	General Physics II w/Lab	4	SP

F – Fall
SP – Spring
SU – Summer

Applicant Eligibility

Consideration for entrance into this program includes:

- Undergraduate degree from an accredited college or university
- Demonstrated interest in community service, particularly with regards to underserved communities
- Minimum cumulative GPA of 3.2 or higher
- Minimum science GPA of 2.8 or higher
- One (1) year of college level English, Literature, or Writing courses (two (2) semesters or three (3) quarters)
- One (1) year of calculus or calculus + statistics (two (2) semesters or three (3) quarters)
- If a re-applicant, maximum of one (1) unsuccessful medical school entry attempt

Application Cycle - Important Dates:

- Application Opens – January 1
- Application Closes – March 31
- Notifications of Acceptance – by June 1
- Program Orientation – 2nd week of August
- Program Start/End – Last week of August

Tuition and Fees*:

- Unit Fee: \$578/unit
- Program Fee: \$5,000/term for three (3) terms
- Program Enrollment Deposit
 - Accepted applicants will need to submit a non-refundable deposit of \$500 within two (2) weeks of notification of admission to confirm enrollment in program.
 - Deposit will be credited to tuition/fees upon starting program.

* Tuition and fees are subject to change.

Financial Aid:

Financial aid is available for students in the CDU Enhanced Post Baccalaureate Certificate Program in Pre-Medicine. For eligibility requirements and application information, please visit <https://www.cdrewu.edu/Admin/FinAid>.

Application Process

Beginning January 2018, the program will accept applications only through PostBacCAS. Please visit <https://www.cdrewu.edu/CDUPrograms/> for more information on how to apply.

PART 1:

All application materials including essays, CV, photo, and letters of recommendation must be received by 11:59PM (PST) on application deadline.

- Completed application (available January 1st)
- Curriculum Vitae

- Official transcripts from all Universities/Colleges attended (even if no degree was received from institution)
- Personal statement (max 500-1,000 words)
 - Explain why you want a career in medicine
 - If applicable, also discuss any academic or other challenges you may have faced
- Mini Essays (max 250 words each)
 - Why should you be admitted to the CDU Enhanced Post Baccalaureate Certificate Program in Pre-Medicine?
 - Discuss two of your strengths and two of your weaknesses and how you feel they may influence your journey toward medical school.
 - What is the most significant health challenge facing most communities today and how would you address the challenge?
- (3) Confidential Letters of Recommendations
 - Two (2) from academic instructors
 - One (1) from an individual who has worked with you in a clinical or community service capacity
 - Each letter must be accompanied by a completed **Waiver Form for Letters of Recommendation**
- Professional 2”x2” Photo

Completion of admissions packet is required prior to start of orientation

- Program Tuition Deposit
 - Accepted applicants will need to submit a non-refundable tuition deposit of \$500 within two (2) weeks of notification of admission to confirm enrollment in program. Deposit will be credited to tuition/fees upon starting program.

EPB 101A/B- Pre-Health Series

This longitudinal seminar is only open to actively enrolled Post-Bacc students. The seminar consists of a series of interactive workshops designed to equip students with the knowledge behaviors and skills necessary to become successful applicants, and ultimately, successful medical students and physicians.

Units: 2 Pass/Fail

PART 2:

- Interview
 - Select applicants will be invited to continue the application process by participating in an interview (in-person or via Skype)
- Program Acceptance
 - All accepted applicants will be notified by June 1st
 - Enrollment is confirmed upon receipt of tuition deposit
 - Admitted students will be sent an admissions packet upon confirmation of enrollment.

Mervyn M. Dymally School of Nursing

History

At a time when millions of inner-city citizens are suffering from vast health inequities and few clinical care options, the need for innovative, comprehensive medical education and clinical care has never been greater. California consistently ranks 49th or 50th nationwide in the number of registered nurses per capita, with 30% fewer nurses than the national average. The federal Health Resources and Services Agency (HRSA) estimates that by the beginning of the second decade of the 21st century, California will need more than 42,000 additional nurses to meet demand, which it describes as “a target that more than likely will not be met because of the inability of the current nursing education program to prepare sufficient numbers of professionals.” In particular demand are healthcare providers with expertise working with highly diverse, low-income communities. California is one of the most racially, ethnically and culturally diverse states in the U.S.,¹ with a significant number of

residents living without health insurance (6.3 million in California compared to 45 million for the rest of the U.S.). At the same time, California’s nurse workforce is not culturally diverse; the majority of registered nurses in California are Caucasian women.² The South Los Angeles area surrounding CDU has the

highest concentration of racial/ethnic minorities and is the most socioeconomically disadvantaged community in Los Angeles County. The University’s service area is 60 percent Hispanic/Latino, 25 percent African American, 12 percent non-Hispanic/Latino White and 5 percent Asian American. Nearly 32 percent of the population in South Los Angeles lives below the federal poverty level and nearly 46 percent have less than a high school education. The median age is 25.6 years, with a median family income of \$17,597. Compared with Los Angeles County overall, this area has significantly fewer physicians and hospital beds per capita and a significantly greater overall age-

adjusted mortality rate, with high rates of serious chronic and acute health problems recognized by the National Institutes of Health (NIH) as national priorities. In South Los Angeles, diabetes rates are 44 percent higher than elsewhere in the county, hypertension rates are 24 percent higher, HIV/AIDS rates are 38 percent higher and asthma rates are 11 percent higher.



The Life Sciences, Research, and Nursing Education Building, home to the Mervyn M. Dymally School of Nursing.

To tackle the growing demand for nurses who can provide health care in South Los Angeles and similar communities across the nation and throughout the world, Charles R. Drew University opened the Mervyn M. Dymally School of Nursing³ in the fall of 2010. This new institution aims to improve the diversity and

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

² Based on 2000 data, following Caucasians, Asian Americans constitute the second largest ethnic group of RNs working in California, at 11

percent of the workforce, followed by 4 percent African American and 3.6 percent Hispanic.

³ The CDU School of Nursing was named after Mervyn Malcolm Dymally, a California Democratic politician of mixed Indo- and Afro-Trinidadian heritage who has served in the California State Assembly, the California State Senate, as Lieutenant Governor of California, and in the

cultural sensitivity in the nursing workforce and develop nursing leaders and educators who will achieve excellence in patient care in the often-challenging urban health care settings.

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

The Mervyn M. Dymally School of Nursing (MMDSON) designed and implemented a highly successful recruitment plan. From a beginning cohort of 18 entry level masters students in Fall 2010, the program has grown exponentially. With the support of the California Endowment a recruitment video was widely disseminated, and Time Warner Cable was commissioned to produce several commercials that were aired over local cable networks. Enrollment currently stands at more than 300 students. To be eligible for

enrollment into the nursing program, students must hold a baccalaureate degree to meet minimum requirements; however, the majority of enrollees have exceeded that requirement having earned master or doctoral degrees in a variety of fields.

With the growth in the student body, there has also been a similar rate of growth in the MMDSON faculty. From a small beginning group of six dedicated faculty, MMDSON now has 19 full-time faculty and 22 part-time faculty, of which many either have a doctoral degree or are enrolled in a doctoral program. MMDSON has been awarded over \$2.2 million in extramural funding for its Song Brown, Robert Wood Johnson Foundation (RWJF), Department of Labor, and National Institute of Health (R25) grant submissions. Following the initial approval granted by the California Board of Registered Nursing, MMDSON then applied for national certification with both the Accreditation Commission for Education in Nursing (ACEN) and the Commission on Collegiate Nursing Education (CCNE).

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

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

U.S. House of Representatives. He has been a recognized supporter of Charles R. Drew University and of the community for many years.

Mervyn M. Dymally School of Nursing

Administration

Margaret Avila, PhD, PHN, APRN
DEAN & DIRECTOR ELM PROGRAM

Ebere Ume, PhD, MSN, RN
ASSOCIATE DEAN & ASSISTANT PROFESSOR

Maria Jhocson MSN, RN, NP-C
PROGRAM DIRECTOR FAMILY NURSE PRACTITIONER TRACK

Farnaz Saadat, MS
DIRECTOR, STUDENT AFFAIRS

A Message from the Dean

The Mervyn M. Dymally School of Nursing (MMDSON) is dedicated to enhancement of diversity among future nursing professionals. Its vision is to create a learning environment that contributes to “excellent nursing care for all in a world without health disparities.” The principle of social justice is centered into the traditional paradigm of patient-nurse-health- environment. The school’s conceptual model of practice reflects a holistic approach utilizing a modified framework based on a modified Roy Model. The curriculum emphasizes the health status of underserved communities for the purpose of enabling graduates to provide evidence-based nursing care honoring the dignity of our clients with respect and compassion. Whether you are starting your nursing degree or advancing your nursing practice, Mervyn M. Dymally School of Nursing provides a supportive framework to develop the skills to care for people in our urban communities. The nursing programs offered develop skills to care for people across the lifespan from neonatal to geriatric care. Each nursing program provides a strong foundation for future doctoral studies, career advancement and the development of strong ethical and leadership qualities.

Margaret Avila, PhD, RN, PHN
Dean & Director ELM Program
Mervyn M. Dymally School of Nursing



Mervyn M. Dymally School of Nursing

Mission Statement

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

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

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

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

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

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

The MMDSO currently offers one degree program leading to the Master of Science in Nursing, (MSN) and three specialties, Clinical Nurse Leader (CNL), Family Nurse Practitioner (FNP), and Advance Nurse Education (ANE). Post Masters Certificates are offered in the FNP and ANE specialties.

Accreditation

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

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

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

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

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

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

Graduates who complete the pre-licensure segment of the ELM program are eligible to sit for the NCLEX-RN exam and apply for the Public Health Certificate issued by the California Board of Registered Nursing.

Graduates who complete the CNL specialty are eligible

to sit for the CNL certification examination with the American Association of Colleges of Nursing (AACN).

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

Terminal Objectives

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

The ELM program is for individuals with a bachelor degree in another field, who want to pursue nursing. This program provides nursing students an opportunity to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for licensure as a registered nurse. The ELM program approved by the California Board of Registered Nursing curriculum contains the CNL content, a generalist role developed by the American Association of College of Nursing. The CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. Students graduating from the ELM program will be able to assume the role of a direct provider of care, nursing administrator or nursing faculty member.

The (CNL) is a generalist nursing role developed by the American Association of Colleges of Nursing. The CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. The FNP curriculum prepares the registered nurse to provide primary care services in a variety of clinic and community-based settings. The ANE will prepare students to teach a new generation of nurses. Competencies for this specialty were derived from the NLN Nurse Educator standards and the Masters Essentials for Professional Nursing Practice. The coursework will prepare students to become knowledgeable nurse educators ready to teach in diverse settings. This program is designed for Registered Nurses (RNs) who possess a bachelor or Master of Science in Nursing, have a current RN license and wish to move into nursing education. Students will learn all the essential skills and knowledge needed. This program includes a practicum requirement in nursing education.

The MSN Program of study contains a strong foundation in the physical and social sciences and builds upon previous learning experiences in philosophy, arts and humanities. The curriculum also integrates recent and evolving trends in health care with a particular emphasis on learning related to: economics, environmental science, epidemiology, genetics, gerontology, global

perspectives, informatics, organizations and systems, and communication. Graduates will be eligible to apply for post-master's study and to pursue educational preparation at the doctoral level.

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

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
2. Apply the nursing process to all levels of practice using the steps of assessment, diagnosis, outcomes identification, planning, interventions and evaluation.
3. Demonstrate competent practice as a master's prepared registered nurse in a variety of settings.
4. Implement health promotion and disease prevention strategies for population-based practice that incorporates systems, the community, individuals and families.
5. Communicate effectively using oral, written, and technological skills in clinical, educational and professional settings.
6. Demonstrate ethical nursing practice to improve professional nursing practice, the work environment and influence improvement in healthcare.
7. Advocate for the patient's rights, healthcare policies and finance systems that promote, preserve and restore individual and public health.
8. Provide leadership in collaborative efforts with interdisciplinary and intradisciplinary teams, thus providing a broad approach to complex patient care and community problems.
9. Demonstrate a spirit of inquiry and critically analyzes data, research findings, and other evidence to advance nursing practice, initiate change, and promote quality health care.
10. Formulate a professional philosophy that incorporates a commitment to human values and lifelong learning.
11. Provide leadership in collaborative efforts with other disciplines to improve professional nursing practice, the work environment and influence improvement in healthcare.

Curriculum

The Mervyn M. Dymally School of Nursing (MMDSON) is dedicated to enhancement of diversity among future nursing professionals. Its vision is to

create a learning environment that contributes to “excellent nursing care for all in a world without health disparities.” The principle of social justice is centered into the traditional paradigm of patient-nurse-health-environment. The school’s conceptual model of practice reflects a holistic approach utilizing a framework based on a modified Roy Adaptation Model (RAM).

The curriculum emphasizes the health status of underserved communities for the purpose of enabling graduates to provide evidence-based nursing care honoring the dignity of our clients with respect and compassion. Whether the student is starting the nursing degree or advancing their nursing practice, Mervyn M. Dymally School of Nursing provides a supportive framework to develop the skills to care for people in our urban communities. The MMDSON programs offer strategies to develop skills to care for people across the lifespan from neonatal to geriatric stages of life. Each nursing program provides a strong foundation for future doctoral studies, career advancement, and the development of strong ethical and leadership qualities.

The programs consider the recommendations presented by the following:

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

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

Independent/Directed Study

Independent/directed study allows individualized coursework to be designed and tailored to meet a student’s particular needs. Enrollment in independent/directed study courses requires prior program approval. The student may not be required to be on campus while completing the work.

Independent/directed study courses involve supervised independent study and/or research in a subject area proposed for in-depth study. Courses may comprise special study, directed readings and/or directed research structure as determined by the instructor and student at the time of the initial proposal.

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

The Academic Community Community Service and Service Learning

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

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

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.

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.

Requirements for Admission

Admission is a competitive process in which each student's entire application is individually reviewed. The applicant's previous academic record, i.e., Grade Point Average (GPA) are used to identify the student's potential in fulfilling the CDU mission, and the ability to succeed in this fast-paced rigorous program. The HESI Admission Test is required for all ELM applicants and minimum score of 75 is required for admission consideration.

REGISTERED NURSE -BACHELOR OF SCIENCE NURSING (RN-BSN)

Cohorts are selected three times per year during the Fall, Spring and Summer semesters. Applicants selected for the program are required to attend a one-time two day mandatory orientation at the start of each cohort. Public, Community and Global Health Nursing is the only clinical course required in this program and it is necessary for students to be eligible for the Public Health Nursing Certificate through the California Board of Registered Nursing. No other clinical requirements are necessary.

RN-BSN Degree Completion Application Process

Students who plan to follow the RN-BSN degree completion program should apply to the MMDSON RN-BSN Completion Program for admission to the University.

Applicants are required to submit:

1. A completed online application form.
2. \$35 Application Fee (non-refundable)
3. Official transcripts from all colleges attended.
4. Evidence of current unrestricted licensure to practice professional nursing.
5. Resume or Curriculum Vitae (encouraged)
6. Goal Statement of no more than 2 pages
7. One professional Letter of Recommendation (Academic instructor or Clinical Supervisor)
8. Military personnel must submit evidence of current licensure in the United States.

RN-BSN Admission Policies

Applicants work with an assigned advisor to complete the application process. Admission requirements include:

- Overall GPA of 2.5 on a 4.0 scale.
- Completion of all prerequisites with a minimum grade of C.

- If not completed, student must complete missing General Education or transfer courses while taking RN-BSN courses. Student must understand their individualized curriculum plan may be longer than three semesters depending on the number of courses needed to complete the required 120 units for Bachelors' Degree.
- Immunizations:
 - Hepatitis B completed series due at program application. *Titer are accepted.*
 - Measles, Mumps and Rubella (2 doses due at program application)
 - Varicella (2 doses OR positive titer due at program application). *History of chickenpox is not accepted.*
 - Tetanus/Diphtheria/Pertussis (1 dose Tdap due at program application)
 - Seasonal Influenza (due annually in Fall)
 - TB screen test (2-step due at application and annually). If contraindicated, a medical recommendation must be submitted.
- Current Health Care Provider CPR
- Evidence of malpractice insurance

Graduation Requirements

Undergraduate (RN-BSN) students must receive a grade of C+ or better in all required nursing courses to remain in good academic standing. A grade of C or below is unsatisfactory for program promotion. Although grades of C and lower are included in the GPA, the RN-BSN program does not allow courses to satisfy degree requirements in which the student receives a grade below C+. In Nursing RN-BSN students must earn a C+ to satisfy degree requirements.

RN-BSN Program Objectives

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

1. Demonstrate a commitment to a lifelong learning plan for professional development.
2. Demonstrate cultural and spiritual competences in providing care and working with other healthcare professionals from diverse cultures and spiritual backgrounds.
3. Demonstrate ethical and professional nursing roles, values, social justice and human dignity.
4. Demonstrate knowledge of current nursing trends to form interdisciplinary collaborative relationships that improve professional nursing

practice and the quality of healthcare within local and global communities.

5. Design competent, patient centered professional nursing care for individuals, families and populations across the health continuum in a variety of community based
6. Implement elements of health promotion and disease prevention in planning and providing care for individuals, families and populations.
7. Implement leadership strategies that support and promote professional nursing practice.
8. Integrate effective communication, informatics, and information literacy skills for professional nursing practice.
9. Integrate use of political regulatory processes to impact healthcare systems, clinical practice and quality improvement policies.
10. Use evidence-based practice and research findings in provision of professional nursing practice.

RN-BSN Degree Completion Program (Post-Licensure)

The Bachelor of Science in Nursing (BSN) degree completion program is a post-licensure (RN-BSN) education program designed for registered nurses with a previous associate degree or diploma, and current, unrestricted RN licensure, who wish to obtain a Bachelor's degree in the professional field of nursing. This RN-BSN program includes coursework and behavioral objectives that focus on the development of the nurse's role as a global practitioner, researcher, and leader.

Role and Qualifications

The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to client outcomes and health care systems. The emphasis of this program is on meeting the healthcare needs of underserved populations

Curriculum

The Bachelor of Science in Nursing (BSN) degree completion program has a 36-credit required course of study in-residence (32 credits of Nursing courses and 4-credits of General Education Courses). The required course of study includes a capstone course that synthesizes baccalaureate student learning outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for Bachelor of Science degree completion. Students could transfer up to 84 credits of previous, relevant course work. The curriculum is based on a three-semester duration and builds on previous knowledge foundation of biological, physical, social and nursing sciences in conjunction with liberal arts components to enhance the development of a well-rounded, caring, professional nurse. The RN-BSN completion Program, which is completed through full-time study (12 or more credits per semester). Each theoretical course is scheduled for 7.5 weekly hybrid sessions (live sessions alternating with online sessions), with two sessions per semester offered as one weekend per month executive style course delivery format. The combined nursing and required general education courses have been combined to enable students complete the program in 3 Semesters (6 mini sessions) of full-time study based on the number of core requirements completed. Students may take less classes and extend their program according to their personal needs and ability. The goal is student's success in completing the program.

RN-BSN Degree Completion Program (Post-Licensure)						
Semester	Course	Course Title	Cr	Clinical Hours		
1	A	ILR 101	Information Literacy Research	1		
		NUR 401	Nursing Informatics, Communication and Technologies	2		
		NUR 402	Trends and Issues in Professional Nursing	3		
		Total Session A			6	
	B	NUR 403	Culture, Spirituality and Health	3		
		NUR 409	Legal and Ethical Decision-Making in Nursing	3		
		Total Session B			6	
	Total Semester Credits/Hours			12		
	2	A	COM 231	Medical Spanish for Healthcare Professionals	3	
			NUR 416	Biomedical Statistics, Research and Evidence Based Practice	4	
Total Session A			7			
B		NUR 417	Public, Community and Global Health Nursing	6	90	
		Total Session B			6	
		Total Semester Credits/Hours			13	90
3	A	NUR 408	Introduction to Health Promotion	3		
		NUR 415	Health Care Policy and Aging	3		
		Total Session A			6	
	B	NUR 412	Introduction to Nursing Leadership and Management	3		
		NUR 413	Capstone	2		
		Total Session B			5	
	Total Semester Credits/Hours			11		
Transfer: 84 Credits						
Total Program Credits/Hours			36	90		

RN-BSN Degree Completion Program (Concurrent)

Prelicensure ADN nursing students currently enrolled at community colleges may be approved to participate in a concurrent enrollment in the RN-BSN program. Interested student(s) must be in good academic standing at their nursing school and be recommended by a faculty or administrator at their current institution. Admitted students must be able to participate fully in the RN-BSN program events during the semester(s) that they are enrolled.

***Students must submit evidence of a nursing license after the completion of the basic nursing program in order to be eligible to continue the second semester. Otherwise students would need to apply for a leave of absence until successfully completing NCLEX and obtaining a RN license.

***For priority consideration for admission into the MSN/FNP program, students must complete the RN-BSN program in good academic standing and with an overall GPA of 3.0.

RN-BSN DEGREE COMPLETION PROGRAM (CONCURRENT)				
Summer I	Pre-Licensure			
1 st Year	Course No.	Course Title	Cr	Clinical Hours
	A ILR 101	Information Literacy Research	1	
	NUR 401	Nursing Informatics, Communication and Technologies	2	
	NUR 402	Trends and Issues in Professional Nursing	3	
		Session A	6	
	B NUR 403	Culture, Spirituality and Health	3	
Summer II	NUR 409	Legal and Ethical Decision-Making in Nursing	3	
2 nd Year		Session B	6	
	Total Pre-Licensure Semester Credits			12
Semester	Post-Licensure			
1	A COM 231	Medical Spanish for Healthcare Professionals	3	
	NUR 416	Biomedical Statistics, Research and Evidence Based Practice	4	
		Session A	7	
	B NUR 417	Public, Community and global Health Nursing	6	90
		Session B	6	
	Total Semester Credits/Hours			13 90
Semester	A NUR 408	Legal and Ethical Decision-making in Nursing	3	
2	NUR 415	Health Care Policy and Aging	3	
		Session A	6	
	B NUR 412	Introduction to Nursing Leadership and Management	3	
	NUR 413	Capstone	2	
		Session B	5	
	Total Semester Credits			11
	Total Post-Licensure Semester Credits			24
	Transfer: 84 Credits	Total Program Credits/Hours		36 90

RN-BSN Degree Completion Program (Pre-Licensure)

***Pre-licensure students admitted conditionally to the RN-BSN program may be allowed to take courses only for semester one.

***Pre-Licensure students must submit evidence of a RN license two months before the following Semester in order to be eligible to continue the second semester of the RN-BSN program. Otherwise students would need to apply for a leave of absence until successfully completing NCLEX and obtaining a RN license.

***For priority consideration for admission into the MSN/FNP program, students must complete the RN-BSN program in good academic standing and with an overall GPA of 3.0.

RN-BSN Degree Completion Program (Pre-Licensure)				
Pre-Licensure				
	Course No.	Course Title	Cr	Clinical Hours
Semester 1	A ILR 101	Information Literacy Research	1	
	NUR 401	Nursing Informatics, Communication and Technologies	2	
	NUR 402	Trends and Issues in Professional Nursing	3	
		Session A	6	
	B NUR 403	Culture, Spirituality and Health	3	
	NUR 409	Legal and Ethical Decision-Making in Nursing	3	
		Session B	6	
		Total Pre-Licensure Semester Credits	12	
Post-Licensure				
	Course No.	Course Title	Cr	Clinical Hours
Semester 2	A COM 231	Medical Spanish for Healthcare Professionals	3	
	NUR 416	Biomedical Statistics, Research and Evidence Based Practice	4	
		Session A	7	
	B NUR 417	Public, Community and Global Health Nursing	6	90
		Session B	6	
			Semester Credits/Hours	13
Semester 3	A NUR 408	Introduction to Health Promotion	3	
	NUR 415	Health Care Policy and Aging	3	
		Session A	6	
	B NUR 412	Introduction to Nursing Leadership and Management	3	
	NUR 413	Capstone	2	
		Session B	5	
		Semester Credits	11	
		Total Post-Licensure Credits/Hours	24	
	Transfer: 84 Credits			
		Total Program Credits/Hours	36	90

Entry Level Master of Science in Nursing (ELM)

Military Education and Experience:

The Nursing Program policy will grant credit for military education and experiences towards nursing courses through evaluation and/or challenge exams.

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

1. An earned baccalaureate (or higher) degree from a regionally accredited college/university or the equivalent of a U.S. bachelor degree from a regionally accredited college/university based on a University approved foreign credential evaluation.
2. Official academic transcripts from all previous colleges and/or universities attended.
3. Completion of 9 pre-requisite courses; English, Sociology, Psychology, Nutrition, Human Anatomy with a lab, Human Physiology with a lab, Microbiology with a lab, Statistics and Speech/Communication (see specific qualifiers below).
4. An absolute cumulative GPA of 3.0 is required;
5. At least 75% on the cumulative HESI Admission Assessment (A2) Exam.
6. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, <http://www.toefl.org>). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
7. The applicant's goals must be congruent to those of the MMDSON, the University and the applicant's chosen specialty. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program
8. Three (3) recommendations are required. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: a. relationships with work (paid or voluntary) associates, b. work competence, c. communication and interpersonal skills with persons of diverse backgrounds, d. leadership

- skills or potential, and e. values, ethical standards, responsibility and initiative.
9. Computer proficiency is required (especially word processing and internet/web skills).

ELM Required Pre-requisites and Qualifiers

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

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

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

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

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

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

Will accept Spanish for Speech/Communication.

Master of Science in Nursing - (MSN) Family Nurse Practitioner (FNP)

Applicants to the FNP specialty must satisfy the following minimum application requirements.

1. An earned baccalaureate (or higher) degree from a regionally accredited college/university or the equivalent of a U.S. bachelor degree from a regionally accredited college/university based on a University approved foreign credential evaluation.
2. Official academic transcripts from all previous colleges and/or universities attended.
3. Completion of one prerequisite course: Statistics
4. An absolute cumulative GPA of 3.0 is required; however, the minimum GPA may be waived on a case by case basis.
5. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, www.toefl.org). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
6. The applicant's goals must be congruent to those of the MMDSON, the University, and the applicant's chosen specialty. The applicant's goals must be congruent to those of the MMDSON, the University, and the applicant's chosen specialty. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program
7. Three (3) recommendations are required. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: a. relationships with work (paid or voluntary) associates, b. work competence, c. communication and interpersonal skills with persons of diverse backgrounds, d. leadership skills or potential, and e. values, ethical standards, responsibility and initiative.
8. Computer proficiency is required (especially word processing and internet/web skills).
9. Licensure as a registered nurse in California (and home state of residence). Out-of-state students will not be permitted to start clinical rotations without a CA RN license.

10. A minimum of one year of work experience as a registered nurse is desired.

Master of Science Specialties Required Pre-requisites and Qualifiers

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

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

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

Master of Science in Nursing (MSN), Advance Nurse Education (ANE)

All applicants to the MSN-ANE programs must satisfy the following requirements:

1. An earned Bachelor of Science in Nursing degree from a regionally accredited college/university or the equivalent of a U.S. Bachelor's degree in nursing from a regionally accredited college/university based on a University approved foreign credential evaluation.
2. An absolute cumulative GPA of 3.0 is required; however, the minimum GPA may be waived on a case by case basis.
3. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, www.toefl.org). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
4. The applicant's goals must be congruent to those of the MMDSON and the University. The applicant's goals must be congruent to those of the MMDSON, the University, and the applicant's chosen specialty. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree.
5. Three (3) recommendations are required. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: a. relationships with work (paid or voluntary) associates, b. work competence, c. communication and interpersonal

- skills with persons of diverse backgrounds, d. leadership skills or potential, and e. values, ethical standards, responsibility and initiative.
6. Computer proficiency is required (especially word processing and internet/web skills).
 7. Licensure as a registered nurse in California (and home state of residence). Out-of-state students will not be permitted to start clinical rotations without a CA RN license.
 8. A minimum of one year of work experience as a registered nurse is desired.

Admission Requirements for International Applicants & Applicants with a Foreign Degree

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

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

International and Foreign Applicants Required Pre-requisites and Qualifiers

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

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

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

Entry Level Master of Science in Nursing (ELM)

Program Description

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

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

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



Clinical and Program Requirements

The pre-licensure curriculum requires students to complete 1395 hours of clinical practice. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

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

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

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

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

In addition to the above, students may be required to

provide additional documentation as required by specific agencies. Students must complete the clinical agency orientation before starting a clinical rotation. Students must complete all required clinical documentation in a timely manner or they will not be allowed to progress in the cohort.



Entry Level Nurse Program Clinical Nurse Leader (CNL) Specialty

Overview

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

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.

Curriculum

This 81 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. Students are admitted to this program in either the Spring or Fall semester of each academic year as a cohort.

Role and Qualifications

Graduates of this specialty are prepared at the generalist

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

The Board of Registered Nursing requires that any pre-licensure program offer a 30-unit option for licensed vocational nurses. This option is for LVN's that do hold a baccalaureate degree and are interested in taking courses to prepare for the NCLEX-RN exam. Anyone interested in this option should contact the school of nursing for more detail.

Entry Level Nurse Program Curriculum of Study

	Course No.	Course Title	Credits	Clinical Hours
Year 1 Semester 1	NUR 500	Concepts	2	
	NUR 511	Fundamentals	6	135
	NUR 516	Pathophysiology	3	
	NUR 520	Physical Assessment	4	45
		Total Semester Credits/Hours		15
Year 1 Semester 2	NUR 510	Pharmacology	3	
	NUR 512	Medical Surgical	8	225
	NUR 621	Advanced Nursing Theory	3	
		Total Semester Credits/Hours		14
Year 1 Semester 3	NUR 513	Maternal Child Nursing	8	225
	NUR 515	Community Health	5	90
	NUR 642	Cultural Diversity	3	
		Total Semester Credits/Hours		16
Year 2 Semester 1	NUR 517	Psych/Mental Health	4	90
	NUR 542	NCLEX Preparation	1	
	NUR 618	Advanced Medical Surgical	5	135
	NUR 639	Perspectives	3	
		Total Semester Credits/Hours		13
Year 2 Semester 2	NUR 619	Residency/Internship I	6	225
	NUR 627	Advanced Biostatics and Epidemiology	3	
	NUR 628	Health Systems Management	3	
		Total Semester Credits/Hours		12
Year 2 Semester 3	NUR 629	Residency/Leadership II	8	225
	NUR 635	Nursing Research	3	
		Total Semester Credits/Hours		11
Total Program Credits/Hours			81	1395

Degree requirements are subject to change.

Family Nurse Practitioner Specialty (BSN to MSN)

Overview

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

Clinical and Program Requirements

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

Role and Qualifications

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

Curriculum

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

experiences, conducted in faculty approved, in-person, preceptored clinical settings.

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

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



Family Nurse Practitioner Curriculum of Study MSN-Family Nurse Practitioner

	Course No.	Course Title	Credits	Clinical Hours
Semester 1	NUR 610	Advanced Pharmacology*	3	
	NUR 616	Advanced Pathophysiology*	3	
	NUR 620	Advanced Physical Assessment*	4	45
	Total Semester Credits/Hours			10
Semester 2	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	
	NUR 634	Family Theory	3	
	Total Semester Credits/Hours			12
Semester 3	NUR 632	Primary Care of Women & Children	6	180
	NUR 628	Health Systems Management	3	
	NUR 642	Cultural Diversity	3	
	NUR 627	Advanced Biostatistics and Epidemiology	3	
	Total Semester Credits/Hours			15
Semester 4	NUR 635	Nursing Research*	3	
	NUR 633	FNP Practicum	8	240
	NUR 639	Perspectives	3	
	Total Semester Credits/Hours			14
Total Program Credits/Hours			51	645

Degree requirements are subject to change.

*NUR 610, NUR 616, NUR 620 and NUR 635 may be transferred in from a Regionally Accredited Institution of Higher Education.

MSN - Advance Nurse Education

	Course No.	Course Title	Credits	Clinical Hours
Semester 1	NUR 610	Advanced Pharmacology	3	
	NUR 616	Advanced Pathophysiology	3	
	NUR 620	Advanced Physical Assessment	4	45
	Total Semester Credits/Hours			10
Semester 2	NUR 621	Advanced Nursing Theory	3	
	NUR 622	Nursing Education	3	
	NUR 623	Evaluation Methods	3	
	Total Semester Credits/Hours			9
Semester 3	NUR 624	Curriculum and Instruction	3	
	NUR 628	Health Systems Management	3	
	NUR 642	Cultural Diversity	3	
	NUR 627	Advanced Biostatistics and Epidemiology	3	
	Total Semester Credits/Hours			12
Semester 4	NUR 625	Practicum in Nursing Education	3	
	NUR 626	Education Residency	3	90
	NUR 635	Nursing Research	3	
	NUR 639	Perspectives	3	
	Total Semester Credits/Hours			12
Total Program Credits/Hours			43	135

Degree requirements are subject to change.

*NUR 610, NUR 616, NUR 620 and NUR 635 may be transferred in from a Regionally Accredited Institution of Higher Education.

Post Master Certificate - Advance Nurse Education

Post Master Certificate Overview/Advance Nurse Education (PMC-ANE) prepares advanced practice nurses to become knowledgeable nurse educators ready to teach in diverse settings. Skilled nurse educators are in demand to train not only student nurses but also practicing nurses, consumers, patients and others.

The ANE Specialty is designed for Registered Nurses (RNs) holding a Master of Science in Nursing who wish to move into nursing education. Graduates of this program are eligible to sit for the NLN Certified

Nurse Educator (CNE) examination.

Curriculum

The courses and credits required will be based on review of each student's transcripts and prior courses completed. The core educational courses including the practicum in nursing education must be completed. The PMC-ANE specialty is a 4 semester full-time program with opportunity for part-time enrollment. The program begins each semester in the Fall, Spring, and Summer. Students may transfer in course credit for courses completed at an accredited academic institution in accordance with the School of Nursing Transfer Credit Policy.

Post MSN- Advance Nurse Education Certificate

	Course No.	Course Title	Credits	Clinical Hours
Semester 1	NUR 610	Advanced Pharmacology*	3	
	NUR 616	Advanced Pathophysiology*	3	
	NUR 620	Advanced Physical Assessment*	4	45
	Total Semester Credits/Hours		10	45
Semester 2	NUR 621	Advanced Nursing Theory	3	
	NUR 622	Nursing Education	3	
	NUR 623	Evaluation Methods	3	
	Total Semester Credits/Hours		9	
Semester 3	NUR 624	Curriculum & Instruction	3	
	NUR 628	Health Systems Management	3	
	NUR 642	Cultural Diversity	3	
	NUR 627	Advanced Biostatistics and Epidemiology	3	
	Total Semester Credits/Hours		12	
Semester 4	NUR 625	Practicum in Nursing Education	3	
	NUR 626	Education Residency	3	90
	NUR 635	Nursing Research*	3	
	NUR 639	Perspectives	3	
	Total Semester Credits/Hours		12	90
Total Program –Credits/Hours^			33 - 43	135

Degree requirements are subject to change

*NUR 610, NUR 616, NUR 620 and NUR 635 may be transferred in from a Regionally Accredited Institution of Higher Education.

Program Disclosure: Post MSN Certificate – Advance Nurse Education

For more information about our graduation rates, the median debt of students who have completed the program, and other important information, please our website at www.cdrewu.edu/Disclosures/PMC

Post Master Certificate - Family Nurse Practitioner

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



Role and Qualifications

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

Curriculum

The 39-credit Post Master Certificate specialty, completed through part-time study in preceptored clinical settings, provides a flexible, executive-education format in which the theoretical content of all courses is taught one weekend session per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

Post-Master Certificate - Family Nurse Practitioner Curriculum of-Study

Post MSN - Family Nurse Practitioner Certificate Program

	Course No.	Course Title	Credits	Clinical Hours
Semester 1	NUR 610	Advanced Pharmacology	3	
	NUR 616	Advanced Pathophysiology	3	
	NUR 620	Advanced Physical Assessment	4	45
	Total Semester Credits/Hours		10	45
Semester 2	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	
	Total Semester Credits/Hours		9	180
Semester 3	NUR 632	Primary Care of Women & Children	6	180
	NUR 627	Advanced biostatistics and Epidemiology	3	
	Total Semester Credits/Hours		9	180
Semester 4	NUR 635	Nursing Research	3	
	NUR 633	FNP Practicum	8	240
	Total Semester Credits/Hours		11	240
Total Program Credits/Hours			39	645

Degree requirements are subject to change.

***NUR 610, NUR 616, NUR 620 and NUR 635 may be transferred in from a Regionally Accredited Institution of Higher Education.**

Program Disclosure: Post MSN Certificate – Family Nurse Practitioner

For more information about our graduation rates, the median debt of students who have completed the program, and other important information, please visit our website at www.cdrewu.edu/Disclosures/PMC

Former CDU students who completed NUR 627 and NUR 635 and earned a “B” grade or higher during their MSN ELM program, are not required to register and take these two courses as Post-Maser FNP students.

**Mervyn M. Dymally School of Nursing
Course Curriculum**

Course #	Name	Units	Clinical Hours
NUR 500	Concepts of Professional Nursing	2 Units	
NUR 510	Pharmacology	3 Units	
NUR 511	Fundamentals of Nursing and Care of the Older Adult	6 Units	135
NUR 512	Medical Surgical Nursing	8 Units	225
NUR 513	Nursing of Culturally Diverse Families Maternal Child/Pediatrics	8 Units	225
NUR 515	Community Health Nursing	5 Units	90
NUR 516	Pathophysiology	3 Units	
NUR 517	Psychiatric Mental Health	4 Units	90
NUR 520	Physical Assessment	4 Units	45
NUR 542	NCLEX Preparation	1 Units	
NUR 599	Independent Study; Global Health Initiative	1-8 Unit	
NUR 610	Advanced Pharmacology	3 Units	
NUR 616	Advanced Pathophysiology	3 Units	
NUR 618	Advanced Medical Surgical	5 Units	135
NUR 619	Residency (Clinical Internship)	6 Units	225
NUR 620	Advanced Physical Assessment	4 Units	45
NUR 621	Advanced Nursing Theory	3 Units	
NUR 622	Education Theories	3 Units	
NUR 623	Evaluation Methods in Nursing Education	3 Units	
NUR 624	Curriculum and Instruction	3 Units	
NUR 625	Practicum in Nursing Education	3 Units	
NUR 626	Education Residency	3 Units	90
NUR 627	Advanced Epidemiology and Biostatistics for Nursing	3 Units	
NUR 628	Health Management and Systems	3 Units	
NUR 629	Residency/Internship II	8 Units	225
NUR 630	Primary Care of Adults and Aged	6 Units	180
NUR 631	Health Promotion Disease Prevention	3 Units	
NUR 632	Primary Care of Women and Children	6 Units	180
NUR 633	FNP Practicum	8 Units	240
NUR 634	Family Theory	3 Units	
NUR 635	Nursing Research	3 Units	
NUR 639	Perspectives in Nursing Issues	3 Units	
NUR 642	Understanding Race/Ethnicity and Cultural/Diversity in Health and Illness	3 Units	
NUR 401	Nursing Informatics, Communication and Technologies	2 Units	
NUR 402	Trends and Issues in Professional Nursing	3 Units	
NUR 403	Culture, Spirituality and Health	3 Units	
NUR 408	Introduction to Health Promotion and Disease Prevention	3 Units	
NUR 409	Legal and Ethical Decision-Making in Nursing	3 Units	
NUR 412	Nursing Leadership and Management	4 Units	
NUR 413	Capstone	2 Units	
NUR 415	Healthcare Policy and Aging	3 Units	
NUR 416	Biomedical Statistics Research and Evidence-Based Practice	4 Units	
NUR 417	Public, Community and Global Health Nursing	6 Units	

Course Descriptions

NUR 401- Nursing Informatics, Communication and Technologies

This course provides an overview of the management of information through application of computer information, and nursing science concepts. It focuses on how nurses integrate and apply information technology within clinical practice, administration, education, and research settings to improve communication and the delivery of health care.

Units: 2

NUR 402- Trends and Issues in Professional Nursing

This course explores and analyzes basic trends and issues that affect and impact the practice of professional nursing. The course will explore the role of the professional nurse in various clinical and healthcare environments. This course will also explore how education, socio-economic, legal, ethical and political variables could affect professional nursing and healthcare. This is a foundational course that presents a broad overview of major content areas within the RN-BSN curriculum,, thus preparing students for future in-depth exploration of those concepts such as health care policy, legal and ethical issues in nursing, cultural and global issues affecting nursing practice and informatics.

Units: 3

NUR 403- Culture, Spirituality and Health

This course explores the relationship between various components of culture, spirituality and the dynamics of health and illness. This course will examine the effects of cultural and lifestyle differences on national and international health status indicators. Discussions will engage cultural, social, economic, ethnic, and spiritual perspectives on healthy behaviors, disease, coping, and healing, as well as their effects on rates of infectious and chronic diseases. There will be an examination of how inequalities and conflicts stemming from differences influence health outcomes for various populations.

Units: 3

NUR 408- Introduction to Health Promotion and Disease Prevention

This course provides an introduction to the basic concepts of statistics that aims to help students follow statistical reasoning in their fields of study and develop a basic understanding of the statistics and interpret quantitative data. Students will understand the statistical concepts, terminology, and procedures used in the statistical analysis of data in nursing and healthcare. Principles of measurement, data summarization, probability distributions, and hypothesis testing are examined.

Units: 3

NUR 409- Legal and Ethical Decision Making in Nursing

The purpose of this course is to examine legal issues and ethical dilemmas in nursing practice. This course focuses on the nursing legal environment, liability in nursing practice, documentation, workplace employment and ethics. This course will also cover the practicing nurses' legal and ethical rights, responsibilities, and obligations in a changing health environment. Consequences of ethical misconduct and legal malpractice are explored. Emphasis is on ethical decision making processes and recognition of negligent practices. Focus is on case analysis of legal and ethical issues.

Units: 3

NUR 412- Nursing Leadership and Management

This course explores concepts of leadership and management through an examination of various leadership/management theories, organizational and resource management styles, meeting consumer needs and delegation of nursing care. The course will emphasize the use of critical thinking in the leadership/management role.

Units: 4

NUR 413- Capstone

Capstone project course is an integration of knowledge and skills acquired during the program into one project. The capstone project is the student's scholarly activity that could be either a project or a paper. The objective of this course is to

provide foundations to students to integrate knowledge, theory and skills and core competencies (critical thinking, communication, assessment, and technical skills) to develop and complete a nursing research project.

Units: 2

NUR 415 - Healthcare Policy and Aging

This course presents an introduction to health policy, finance, legislative and regulatory processes. This course explores the various ways in which the government plays a role in health and in the provision of health care. Health policies can have a profound effect on quality of life of individuals globally. Accessibility, cost, quality of health care; safety of food, water, environment; and the right to make decisions about health. These issues are vitally tied to health policies. Students will develop a basic understanding of the aging process and matters related to the health care of older adults. This course provides students with a general background in aging and the challenges and strengths of older persons. Its content is relevant to students who plan to work with older persons, to researchers in fields related to aging and to students who want to better understand their own aging or that of their relatives or friends.

Units: 3

NUR 416- Biomedical Statistics Research and Evidence-Based Practice

This course provides an introduction to the basic concepts of statistics that aims to help students follow statistical reasoning in their fields of study and develop a basic understanding of the statistics and interpret quantitative data. Students will understand the statistical concepts, terminology, and procedures used in the statistical analysis of data in nursing and health care. Principles of measurement, data summarization, probability distributions, and hypothesis testing are examined.

This course is designed to help the students develop a basic understanding of nursing research, nursing theory, and evidence-based practice. Students will understand and develop the skills needed to identify and critically appraise scientific evidence to evaluate the quality and applicability to clinical practice.

The course content includes an overview of research concepts, ethical issues, literature searches and reviews, quantitative and qualitative research methods and designs, data collection, analysis and interpretation techniques. Students gain an

understanding of the research process and the role of research in evidence-based practice. Students develop a knowledge base needed to identify and format a researchable question or problem.

Units: 4

NUR 417- Public, Community and Global Health Nursing

The Introduction to Community Health Nursing course is designed to facilitate the conceptualizing of family, population groups, and community as units of care. The course focuses on risk reduction, health maintenance, and promotion of high level wellness to individuals, families, and groups of all ages throughout the health continuum in community settings. The student is provided the clinical opportunities to assess the health needs of selected families in the community with selected health promotion and health maintenance needs. Variables such as culture and environment, which influence health behaviors of families and the community, are considered in providing nursing care. Students will learn to integrate the concepts of community assessment, risk reduction, case management, resource coordination and assessment, control and prevention of communicable diseases, prevention, outreach screening, and neglect of children, elders and spouses. This course prepares students for eligibility for the California Public Health Certificate.

Students will get an overview of the determinants of health and how health status is measured globally. Students will also review the burden of disease, who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease in cost-effective ways nationally and internationally. Special attention will be paid throughout the course to global health systems issues. The course will cover key concepts and frameworks in global health. The course will be global in coverage but with a focus on a comparison of United States health care with other countries, the health of the poor, equity, and inequality. Particular attention will be paid throughout the course to the linkages between health and development.

Units: 6

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 professionalism. Pre-requisite: ELM admission; Co-requisites: NUR 511, 516, and 520

Units: 2

NUR 510- Pharmacology

Presents core drug knowledge, pharmacotherapeutics, and pharmacodynamics. Emphasizes drug classification by categories affecting various body systems. Pre-requisite: ELM admission, NUR 500,511,516,520; Co-requisites: NUR 512,621

Units: 3

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. Pre-requisite: ELM admission; Co-requisites: NUR500, 516, and 520. **135 clinical hours**

Units: 6

NUR 512- Medical Surgical Nursing

This course provides nursing theory and care of adult and older adult clients with medical-surgical health alterations. Includes diagnostic and therapeutic nursing interventions relevant to medical surgical alterations. Emphasizes the nursing process and critical thinking to manage acute and chronic medical-surgical, remedial, supportive and rehabilitative problems. Pre-requisites: NUR 500, 511, 516, and 520 all with grade of "B" or higher; Co-requisites: NUR 510 and 621. **225 clinical hours**

Units: 8

NUR 513- Maternal Child Nursing

Students will apply the nursing process in the care of diverse and multicultural women, newborns, children and their families. Emphasis is placed on the integration of theory from nursing and related fields including genetics/genomics, growth and development, standards of clinical practice, evidence-based care, communication, family systems, and critical thinking in planning and providing care. Pre-requisites: NUR 510, 511,512,516,520,621, all with grade of "B" or higher; Co-requisites: NUR 515,642. **225 clinical hours**

Units: 8

NUR 515- Community Health Nursing

Theories of epidemiology, community health, and nursing are synthesized to help students facilitate the adaptation process of clients, families, and communities to attain and maintain optimal health. Emphasis is placed on family healthcare, assessment of community health needs, advocacy and collaborative role. Pre-requisites: NUR 500, 510, 511, 512, 516, 520, and 621 with a grade of "B" or higher; Co-requisites: NUR 513 and 642. **90 clinical hours**

Units: 5

NUR 516- Pathophysiology

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

Units: 3

NUR 517- Psychiatric Mental Health

This course provides psychiatric/mental health nursing including scope of practice, roles and responsibilities, and social, political, and economic issues related to mental health/illness. Relevant theories and evidenced-based research. Pre-requisites: NUR 500, 510, 511, 512, 513, 515,516, 520, 621, and 642; Co-requisites: NUR 618 and 639. **90 clinical hours**

Units: 4

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. Pre-requisite: ELM admission; Co-requisites: NUR 500, 511 and 516. **45 Clinical Hours**

Units: 4

NUR 542- NCLEX Preparation

This course is designed to facilitate second year nursing students with the preparation for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) and Computer Adaptive Testing (CAT) using a structured review course. Students will answer test questions and

then review rationales for the answers after completing the examinations.

Unit: 1

NUR 599- Independent Study; Global Health

Under the guidance and with the approval of a selected faculty member, the student develops behavioral objectives appropriate to the topic being studied and a plan of action to achieve objectives. The number of credit hours for which a student registers is determined by the nature of the projected outcome, i.e., project, paper, etc. The independent study may be experiential directed reading, study or research. Duration and country varies.

Unit (s): 1-8

NUR 610-Advanced Pharmacology

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

Units: 3

NUR 616- Advanced Pathophysiology

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

Units: 3

NUR 618- Advanced Medical Surgical

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. Pre-requisites: NUR 500, 510, 511, 512, 513, 515, 516, 520, 621, 642; Co-requisites: NUR 517 and 639. **135 Clinical Hours**

Units: 5

NUR 619- Residency I (Clinical Internship)

This preceptored patient care clinical course builds on the knowledge and skills obtained in the nursing curriculum. Student will synthesize clinical management, assessment, and interpretation of diagnostic data of complex health care problems seen in the tertiary care setting. Students will work closely with bedside clinical nurses as they transition to the role as a professional practicing nurse Pre-requisite: completion of all pre-RN licensure clinical courses with grades of "B" or higher, NUR 500, 510, 511, 512, 513, 515, 516, 517, 520, 618, 621, 639, 642. Co-requisites: NUR 627 and 628. **225 Clinical Hours**

Units: 6

NUR 620- Advanced Physical Assessment

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

45 Clinical Hours

Units: 4

NUR 621- Advanced 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. Pre-requisites: NUR 500, 511, 516, and 520; Co-requisite: NUR 510, and 512.

Units: 3

NUR 622- Education Theories

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

Units: 3

NUR 623- Evaluation Methods in Nursing Education

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

Units: 3

NUR 624- Curriculum and Instruction

This course is designed to introduce students to the components of educational program processes. Classic and contemporary philosophies, theories and research on the development of nursing education programs will be analyzed. Principles of program design, development of a teaching syllabus, assessment of nursing education and staff development are the key concepts of this course.

Prerequisite: NUR 622 (concurrent)

Units: 3

NUR 625- Practicum in Nursing Education

This is the student's first practicum experience to analyze the role and function of nurse educator in the academic and clinical settings. This course provides the student with a guided experience in development and implementation of the syllabus, course modules, testing, and measurement. The practicum will focus on nurse educator planning, developing, implementing, and evaluating methods of instruction.

Prerequisites: NUR 622, 623; Concurrent: NUR 624.

Units: 3

NUR 626- Education Residency

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

Units: 3

NUR 627- Advanced Epidemiology and Biostatistics for Nursing

3 Units

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

Units: 3

NUR 628- 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. Pre-requisites; NUR 510, 511, 512, 520, 521, 530, and 531 with a grade of "B" or higher; Co-requisites: NUR 513, 522, and 532

Units: 3

NUR 629- Residency/Internship II

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

grades of “B” or higher. Pre-requisites (ELM): NUR 500, 510,511,512,513,515,516,517,520,618,619,621, 627,628,639,642; Co-requisites: NUR 635

360 Clinical Hours

Units: 8

NUR 630- 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. Pre-requisites: NUR 610, 616, and 620.

180 Clinical Hours

Units: 6

NUR 631- 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.

Units: 3

NUR 632- 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 climacteric. Class content will include the direct care provider role in a primary care setting. Health education methodologies and counseling strategies pertinent to a pediatric primary care practice will be explored and intervention strategies developed. Supervised clinical practice with expert primary care clinicians provides the student with opportunities to practice to cognitive and psychomotor skills necessary to provide obstetric, gynecologic and pediatric primary care. Pre-requisite: NUR 630.

180 Clinical Hours

Units: 6

NUR 633- 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. Pre-requisites: NUR 630 and 632.

240 Clinical Hours

Units: 8

NUR 634- Family Theory

This course focuses on nursing care of the family as the client throughout the life cycle. It covers the synthesis of family theories and their application in the nursing process of families. It provides the students with opportunities to study families within the acute, primary, and community contexts. Family assessment tools and other nursing intervention strategies will be utilized in the analysis of family systems. Pre-requisites: NUR 616, NUR 610, NUR 620; Co-requisites: NUR 630, NUR 642.

Units: 3

NUR 635- Nursing 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. Pre-requisites (ELM): NUR 500,510,511, 512,513,515,516,517,520,618,619,621,627,628, 639,642; Co-requisites: NUR 629.

Units: 3

NUR 639- 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. Pre-requisites: NUR 513, 522, 523, and 531; Co-requisite: NUR 514.

Units: 3

NUR 642- 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. Pre-requisites: Admission and NUR 621; Co-requisites: NUR 628 and 632.

Units: 3

School of Nursing Policies

Attendance

Students must comply with the attendance policy of the University and those provided in each syllabus. Attendance in all nursing courses is conducive to the learning experience of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. Therefore, attendance at all classes is expected. MMDSON policy states that attendance is required for at least 90% of all clinical and theory courses; if attendance falls below 90% the course grade may be lowered one course grade for every class section missed. It is expected that students will arrive on time for class.

All clinical absences are required to be made up in the Clinical Setting. Excessive absence from clinical sessions may result in the inability to meet course objectives and failure of 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. Absences must be reported to the instructor prior to the scheduled class time.

Students are responsible for making up any skills lab and clinical lab hours before the next scheduled skills lab or clinical rotation. If the time missed is longer than 3 weeks (for example, 10% of the required clinical experience), the student will be required to repeat the course. **Students who must repeat a course will not be allowed to progress with the cohort.**

Promotion

To pass a course, students must obtain a cumulative grade of 80% (B). As in all clinical nursing courses, a grade point average of "B" or better is required to progress in the program. 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 15- 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 an “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.

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. The MMDSON 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 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 degree program may apply for readmission to that program or any other after one calendar year following disqualification.

A new study 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 in the University.

Students experiencing academic difficulty are encouraged to enter into a Learning Contract with their advisor or faculty to identify problem areas and develop a strategy to achieve academic/course requirements.

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, failure to pass the NCLEX-RN examination 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 probation must meet with their advisor to discuss strategies to achieve and maintain a “B” average. Students on probation at the close of their last semester remain on probation.

Repeated Course Policy:

Students may repeat only one course in which a substandard grade of less than a B for graduate students is earned, or in which a substandard grade of less than a C+ for undergraduate students is earned. All attempted courses and earned grades at Charles R. Drew University School of Medicine and Science will appear on the students’ permanent academic record. Only when a course is repeated for a second time that the grade from the second attempt will be used to replace the original one in the overall GPA calculation.

Transfer Credits and Challenge

Graduate students may be able to transfer a maximum of 12 units in meeting the requirements for the MSN degree. The use of transfer credits on the student’s study plan is subject to the following criteria.

Policy on transfer units and challenge examination.

Graduate students may be able to transfer a limited number of course units (12 units) in meeting the requirements for the MSN 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 a regional or nationally accredited college or university,
- Be acceptable for credit toward a graduate degree at the institution where the course was taken,
- Have been completed with a grade of B or better,
- Not have been used in meeting the requirements for another earned degree,
- The student must have left the previous school in good academic standing, and
- Have been completed within the student’s 7 year time limit.

The Challenge Exam Procedure is as follows:

MSN Entry-Level faculty and/or advisors are responsible for explaining and following the following procedure listed below:

1. The student is directed to speak with the course Faculty of Record (FOR) at least one month prior to the beginning of the class. The FOR will clarify the specific requirements and process for challenging an ELM course.
2. The FOR determines whether the student has adequate knowledge and preparation of the subject matter to challenge the course. Prior course work must be part of preparation for nursing or another health profession (e.g., dentistry, psychology, pharmacy, medicine, physical therapy).
3. If the student is determined to be eligible to challenge the course, the student and faculty member agree on a date and time for the examination. The schedule must allow adequate time for course enrollment if the student is not successful in the challenge.
4. The student obtains the form, "Petition for Credit by Examination" from the Office of Registration & Records or CDU website. The student completes the "Student" section and the FOR completes the "Instructor" section of the form.
5. Faculty provides the student with the following documents as preparation for the examination:
 - Course outline
 - Detailed course objectives
 - Bibliography and textbook list
 - Style and format of the examination
6. The examination for credit shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives.
7. Once the examination is completed and graded, the student is informed of the

grade. If the grade earned is passing, the student can then decide whether they wish to take the class or accept the exam grade as their final grade for the course. Students who fail the challenge exam are required to take the course.

8. If the student successfully passes the exam, the FOR notifies the MMDSON Office of Student Affairs (OSA). The student brings the form to OSA for completion of the form.
9. The student then brings the completed form to the Registrar's Office and pays the required fee.
10. Students who successfully challenged the course must include the course on the study list

BRN Licensure: Only students who are approved for the NCLEX-RN Licensing Examination are eligible to sit for the Examination. MMDSON approval is based on student performance in the HESI-RN Exit Examination with a minimum of 850 score in Medical-Surgical Section and a minimum of 850 score overall. The HESI-RN Exit Examination will be administered during the 5th semester in the 2nd year at which time successful students will be approved by the School to proceed to sit for the NCLEX-RN Licensing Examination. Students who fall short of the 850 score in the Medical-Surgical Section and a minimum of 850 overall will enroll in a remediation program approved by the School for the last semester of the 2nd year.

**Mervyn M. Dymally School of Nursing
Deans and Directors**

Margaret Avila, PhD, PHN, APRN
Dean & Director ELM Program

Ebere Ume, PhD, MSN, RN
Associate Dean and Assistant Professor

Maria Recanita Jhocson, MSN, RN, FNP-C
Director of the FNP Program and Assistant Professor

Nanette Leonardo, MSN, RN, FNP-C
Assistant Professor

Mariles Rosario, MSN, RN, FNP-C
Assistant Professor

Farnaz Saadat, MA
Director of Student Affairs

**Mervyn M. Dymally School of Nursing
Administration**

Heather Harding

Executive Assistant to the Office of the Dean

Christine Jackman

Program Administrative Assistant

Ivonne Naranjo

Clinical Coordinator

Jose Gutierrez

Administrative Secretary

**Mervyn M. Dymally School of Nursing
Full Time Faculty and Intercollegiate**

Ana Cortez, MSN
Instructor

Connie Guerrero
Simulation RN Coordinator

Emilyn Lao, MSN, RN, FNP-C
Assistant Professor

Eunice Bisong, DNP, RN, FNP-BC, PMHNP
Assistant Professor

Gregorio DeGrano, MSN, RN, FNP-C
Assistant Professor

Ingrid Roberts, MSN, RN, PHN
Simulation Lab Technician

Jack Azad, MD
Assistant Professor

Juana Ferrerosa, PhD, RN, PHN
Assistant Professor

Magda Shaheen, PhD, MPH, MS
Associate Professor

Obiageli Obah, MSN, RN, PHN, ANE, FNP-C
Assistant Professor

Patricia Bridewell, MSN, RN, PHN
Instructor

Peter Tom, Pharm D
Assistant Professor

Romar Lingad, MSN, FNP-C
Assistant Professor

Victor Chaban, PhD, MSCR
Associate Professor

2017-2018 Academic Calendar

The University operates on a semester calendar. Each fall and spring term is approximately 15 weeks in length; each summer term is approximately 12 weeks in length.

	FALL 2017	SPRING 2018	SUMMER 2018
Registration Opens: Continuing Students	July 3-Aug. 27	Nov 1 – Jan.7	Mar. 15-May 13
Registration: New Students	August 8-9	Dec. 12-Jan.7	April 24-May 13
New Student Orientation	August 8-9	December 5-6	April 24-25
Semester Classes Begin	August 26	January 6	May 12
MyCDU Late Registration (\$50 Late Fee) and Add/Drop Period	August 26- Sept. 8; 5:00pm	January 6-19 5:00pm	May 12- 25 5:00pm
Last Day to Apply for Financial Aid	September 8	January 19	May 25
Student Census	September 15	January 26	June 1
Withdrawal Deadline	October 31 <i>Tuesday</i>	March 20 <i>Tuesday</i>	July 5 <i>Thursday</i>
Spring Break (<i>campus open; no classes</i>)	—	March 3-9	—
Semester Classes End	December 8	April 27	August 3
Final Exams	December 9- 15	April 28-May 4	August 4-10
Final Grades Due	December 20	May 9	August 15
Degree Conferral Date	December 31	May 19	August 31
Commencement Ceremony		June 4	

University Holidays

Labor Day (Campus Closed)	September 4
Veterans Day (Campus Closed)	November 10
Thanksgiving (Campus Closed)	November 23-24
University Holiday Closure	Dec. 22- Jan, 1
Martin Luther King Day (Campus Closed)	January 15
President's Day (Campus Closed)	February 19
Spring Break (No classes, Campus Open)	March 3-9
Cesar Chavez (Campus Closed)	March 30
Memorial Day (Campus Closed)	May 28
Independence Day, Observed (Campus Closed)	July 4

Key Telephone Numbers

Main Campus Number
323- 563-4800

Office of the President
323-563-4987

Office of the Provost
323-563-4927

College of Science and Health
323-563-5851

College of Medicine
323-563-4991

Mervyn M. Dymally School of Nursing
323-568-3302

**Office of Enrollment Services,
Financial Aid and Scholarships**
323-563-4838

Office of Student Affairs
323-563-3343

Office of Registration and Records
323-563-4839

Office of Medical Student Affairs
323-563-5956

Office of Academic Senate
323-563-5978

Office of Finance
323-563-5820

Office of Human Resources
323-563-5827

Office of Research
323-249-5702

Office of Information Systems / Helpdesk
323-563-4990

Office of Continuing Medical Education
323-563-4975

Office of Graduate Medical Education
323-563-9373

CDU Health Sciences Library
323-563-4871

Student Education and Services Center
323-563-9351

Office of Campus Safety
323-563-4918

After Hours & Weekends
323-326-4859

Travel Directions

University Mailing Address:
1731 East 120th Street
Los Angeles, CA 90059

University Physical Address:
1730 E. 118th Street
Los Angeles, CA 90059

FREE parking is available in the PARKING STRUCTURE located adjacent to campus on 118th Street

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 118TH 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 118TH 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 118TH 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 118TH 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 118TH 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 118TH 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 118TH ST

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 Glenn Anderson Freeway (I-105) off the Wilmington Avenue exit.

Facility

The main campus is on approximately 11 acres of land within the unincorporated area of Willowbrook in South Los Angeles. Currently, the university campus is composed of three permanent two-story buildings and several smaller facilities, including some temporary buildings. The W.M. Keck Foundation building houses COSH program offices, the Student Education and Services Center (SESC), and nine classrooms. The W. Montague Cobb Medical Education building houses university administrative offices, the Health Sciences Library, Learning Resource Center, Clinical Simulation Center, and COM administrative offices. The Life Sciences Research and Nursing Education (LSRNE) building is a 63,922-square-foot, two-story building that houses the SON administrative offices, a clinical simulation center, three classrooms, a learning resource center, and research facilities. There are three learning centers across campus; two state-of-the-art clinical science simulation/education technology centers; and numerous resources and facilities supporting biomedical, clinical, and translational research for faculty and students.

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