



Student Handbook

2025 – 2026

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Abbreviations

Abbreviation	Description
BSN	Bachelor of Science in Nursing
DNP	Doctor of Nursing Practice
ELM	Entry Level Masters
FNP	Family Nurse Practitioner Program
MMDCON	Mervyn M. Dymally College of Nursing
MSN	Master of Science in Nursing
PMC	Post-Master's Certificate
PMHNP	Psychiatric Mental Health Nurse Practitioner Program

Section I

Accreditation Statement

The **BSN, MSN, PMC, and DNP** programs at Charles R. Drew University Mervyn M. Dymally College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE).

655 K Street NW, Suite 750

Washington, DC 20001, (202) 887-6791

<https://www.aacnnursing.org/CCNE-Accreditation>

The **BSN, MSN/PMC, and DNP** programs at Charles R. Drew University Mervyn M. Dymally College of Nursing are accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Colleges and Colleges (WASC)

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

<https://www.wscuc.org/>

The **BSN & MSN/PMC** Programs are also approved and regulated by the California Board of Registered Nursing (BRN). 1747 North Market Boulevard, Suite 150 Sacramento, CA 95834

www.rn.ca.gov

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

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

Graduates of the **Prelicensure BSN and MSN-ELM** programs are eligible to sit for the NCLEX-RN exam. Graduates of the **BSN and MSN-ELM programs** can apply for the Public Health Certificate issued by the California Board of Registered Nursing.

Graduates of the MSN-ELM program who complete the Clinical Nurse Leader (CNL) specialty are eligible to sit for the CNL certification examination with the American Association of Colleges of Nursing (AACN).

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

Bureau for Private Postsecondary Education

Most consumers receive a quality education and have a generally positive experience from attending an approved private postsecondary educational institution. However, in the event a consumer believes an institution's administrative processes or educational programs are compromised and are not up to the required minimum standards, the consumer should notify the Bureau. Consumers should also notify the Bureau if a consumer suspects that an institution is operating without Bureau approval. Consumers may file a complaint by using the Bureau's [online complaint submission link](#), [here](#) (preferred) or by downloading the [complaint form](#) and mailing it to the address below.

Bureau for Private Postsecondary Education

P.O. Box 980818

West Sacramento, CA 95798-0818

Acknowledgment Statement

The Mervyn M. Dymally College of Nursing (MMDCON) has made every effort to ensure that the statements in this handbook are accurate.

The College of Nursing reserves the right to make changes affecting programs, policies, regulations, requirements, and/or any other matters with appropriate notification to all appropriate constituents.

The philosophy, student learning outcomes, and objectives of the educational program give direction for the development, implementation and evaluation of the curriculum.

The MMDCON faculty annually evaluate and revise the philosophy, learning outcomes, objectives, policies, and curriculum.

Students implicitly agree upon admission, that they will comply with the rules and regulations printed in the College Catalog and MMDCON Student Handbook.

This Handbook provides information for Nursing students at Charles R. Drew University of Medicine and Science. The handbook contains important information regarding policies and procedures specific to undergraduate, graduate Programs. All students must read the Handbook and sign the Student Handbook Acknowledgement distributed during orientation and return it the same day. For questions and clarifications regarding these policies and procedures, please contact the Office of Student Success and Wellness at (323) 563-5901. In addition to the policies and procedures stated in the MMDCON Handbook, students are required to comply with all University policies found in the University Catalog.

Key Telephone Numbers

Mervyn M. Dymally College of Nursing	Phone/Email
College of Nursing - General Office/Information	(323) 568-3312
Office of the Dean	(323) 568-3312
Student Success and Wellness	(323) 563-5901
Clinical Coordination	(323) 568-3314/3316
Simulation Center	(323) 568-3372
BSN Program	(323) 568-3328
ELM Program	(323) 568-3316
FNP Program	(323) 568-3320
PMHNP Program	(323) 568-3301
DNP Program	(323) 568-3301
University Resources	
CDU Health Sciences Library	(323) 563-4869
Student Learning and Skills Center (Tutors)	(323) 568-3323
Student Education and Services Center	(323) 563-9351
Office of Enrollment Services Admissions, Financial Aid	(323) 563-4839
Registration and Records	(323) 563-4856
IT Helpdesk (http://www.cdrewu.edu/IS/Helpdesk)	(323) 563-4990
Student Health & Wellness	shaw@cdrewu.edu
Main Campus Number	
Main Campus Number	(323) 563-4800
Office of Public Safety	(323) 563-4918

Welcome Letter!

Dear Students,

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

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

Sincerely,

Dr. Leah Z. FitzGerald, RN, Ph.D., FNP-BC, FAAN
Dean of the Mervyn M. Dymally College of Nursing (MMDCON)

History of the University

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

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

About CDU: Our Vision, Mission, and Values

Vision

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

Mission

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

Values

Community

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

Leadership

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

Excellence

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

Diversity

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

Integrity

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

Compassion

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

Mervyn M. Dymally College of Nursing

Charles R. Drew University of Medicine & Science opened the Mervyn M. Dymally College of Nursing in the Fall of 2010 to address the growing demand for nurses who can provide healthcare in South Los Angeles and similar communities across the nation and throughout the world. The Mervyn M. Dymally College of Nursing aims to improve the diversity and cultural sensitivity in the nursing workforce and develop nursing leaders and educators who will achieve excellence in patient care in the often-challenging urban healthcare settings.

MMDCON Mission: To prepare diverse and qualified nurse leaders who are committed to social justice and health equity for underserved populations to foster a world without health disparities. The College of Nursing is committed to preparing highly qualified nurses to provide quality, compassionate, evidence-based nursing care to under-resourced populations.

MMDCON Vision: To provide transformative, evidence-based, equitable, and compassionate nurses to diverse populations in a socially just world fostered by translational clinical research and community engagement.

MMDCON Conceptual Framework: Historically, the MMDCON has held the Neuman Systems Model as the theoretical foundation, with specific focus on prevention using a total client/patient approach. With greater emphasis on competency-based education and clinical judgment, the Patricia Benner *Novice to Expert* model presents a systematic way of understanding how an adult learner develops skills and understanding of a practice situation/event over time. The Benner model offers a robust theoretical framework for the MMDCON to enhance diversity and inclusivity within the nursing profession, particularly through minority representation increases. This is achieved by aligning curriculum development, support programs, and cultural competency training using the five stages of nursing proficiency outlined in the Benner model—Novice, Advanced Beginner, Competent, Proficient, and Expert.

MMDCON systematically address the unique needs and challenges faced by nursing students at the baccalaureate, master, and doctoral degree levels. Emphasizing tailored support and resources at each stage of proficiency, from foundational skill-building to leadership development and advocacy, the Benner model empowers the MMDCON to cultivate a learning environment that fosters the success and advancement of nursing students.

Through strategic implementation and evaluation of interventions informed by the Benner model, MMDCON has a vital role in nurturing a diverse and culturally competent nursing workforce, ultimately advancing health equity and improving patient outcomes. Overall, we are committed to preparing highly qualified nurses to provide quality nursing care to clients from diverse backgrounds in a multicultural society, paying attention to the underserved with special needs. The emphasis on evidence-based practice underscores the program to focus on education, research, and practice.

MMDCON Integration with the Institutional Learning Outcomes (ILO)

1. **Research.** The first integration of the ILOs is to incorporate Evidence-Based Practice (EBP) and research for undergraduate and graduate-level nursing students. By integrating EBP principles into coursework, students learn to critically appraise research findings, apply evidence to clinical decision-making, and continuously evaluate the effectiveness of nursing interventions. Through collaboration with interdisciplinary teams and community partners, MMDCON can leverage research to inform policy, improve patient care, and drive positive change within healthcare systems. The nursing faculty actively engages in conducting research on nursing-related phenomena and disseminating the findings in forums including scientific meetings and publications embodies the emphasis on evidence-based practice and contribution to nursing science. Collaborative research with scientists and clinicians at CDU and other scientific communities, locally, regionally, and internationally is encouraged.
2. **Social Justice.** The second integration of the ILOs focuses on fostering an environment that values diversity, equity, and inclusion, with emphasis on social determinants of health, disparities in healthcare access and outcomes, and systemic injustices that impact marginalized populations. By embracing social justice as a core value, MMDCON not only prepares students to deliver culturally competent and patient-centered care but also inspires them to become agents of transformation within their communities and the healthcare system at large. Moreover, by cultivating a culture of social responsibility and collective action, we at MMDCON contribute to the

advancement of health equity and the realization of a more just and compassionate society.

3. ***Global International Experience.*** The third integration of the ILOs is to emphasize and expand the global international experiences which can significantly enrich the educational mission and foster a broader understanding of diverse healthcare environments and practices. This global perspective can be integrated through study abroad opportunities, partnerships with international healthcare facilities, guest lectures from international health professionals, and immersion with local partnerships centered on global health. Such experiences not only enhance clinical competencies but also promote a more holistic view of health that transcends borders, preparing students to become leaders in a globally interconnected healthcare landscape
4. ***Community Experiential Education.*** The fourth integration of the ILOs is to address healthcare disparities by connecting theoretical knowledge with real-world applications. This approach allows students to engage directly with diverse populations, promoting hands-on learning and empathetic understanding through clinical service and public health initiatives. By working in local hospitals and clinics, participating in health screenings, and contributing to community wellness programs, nursing students develop critical clinical skills while also understanding the social determinants of health. This immersive, community-focused education not only prepares students to meet the practical demands of their profession but also instills a sense of civic responsibility and a commitment to holistic patient care, which are invaluable in their future careers
5. ***Health Policy.*** The fifth integration of the ILOs centers on equipping future nurses with the ability to advocate for improvements in patient care, understand regulatory and legislative frameworks, and participate in shaping policies that impact health outcomes. By gaining insights into how policies affect healthcare delivery and patient care, nursing students can become proactive participants in the healthcare system, prepared to lead changes and improve practices within their professional environments.

Philosophy Statement

Health care is a human right delivered equitably to all individuals who, regardless of their circumstances, need health care. The **BSN, MSN/PMC, and DNP programs** at Charles R. Drew University of Medicine and Science (CDU) are guided by the philosophy embodying the mission statement and vision of CDU. The philosophy captures 1) Nursing as an art of caring, 2) Clients of nursing, 3) Nursing students, and 4) Nursing faculty who teach in the program. The art of nursing operates in an interdisciplinary environment, and the CDU Nursing program embraces interdisciplinary student-centered learning and development.

Nursing captures clinical practice, education, research, consultation, leadership, management, and service to the profession in local, national, and global environments. Nursing involves individuals and groups like families, organizations, and communities as its clients. From a holistic perspective, the profession of nursing considers the human being and the interaction that the physical environment has with the human being in health and illness states. Nursing actions must therefore include health promotion, maintenance, intervention, treatment, rehabilitation, and restorative and palliative care. The **BSN, MSN/PMC, and DNP programs** prepare nurses to provide comprehensive care of the patient that encompasses the responsibility and accountability for continuity of care across the health and illness continuum.

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

social mission that captures the right and responsibility to provide health care to all clients regardless of disease status, gender/sex, race, socioeconomic status, religion, or culture. Using findings of nursing research, nurses provide leadership in health policy through advocacy for clients, families, and communities.

Providing patient-centered nursing care involves working with complex individuals who exist in relationships with others in their families and communities. The complexity of the individual involves biological, behavioral, emotional, social, cultural, and spiritual dimensions. Each patient reflects a unique combination of these dimensions that interacts actively with the environment. Each nursing patient is an autonomous decision-maker and has a set of values and knowledge about themselves that are relevant and essential to successful healthcare outcomes. Therefore, each nursing patient has a right and a responsibility to participate collaboratively with the nurse and other healthcare professionals in their care. Each person's set of values and knowledge must be taken into consideration when working with a nursing client.

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

Faculty members have the right and responsibility to structure the teaching and learning environment to facilitate student learning. In addition to individual academic counseling, faculty use one-on-one, small-group formats, and online technology to assist students in meeting individual and programmatic learning goals.

Programs Terminal Objectives

Undergraduate Program Learning Outcomes

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

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

1. Demonstrate a commitment to a lifelong learning plan for professional development.
2. Exhibit cultural and spiritual competencies in providing care and working with other healthcare professionals from diverse cultures and spiritual backgrounds.
3. Display ethical and professional nursing roles, values, social justice, and human dignity.
4. Demonstrate knowledge of current nursing trends to form interdisciplinary collaborative relationships that improve professional nursing practice and the quality of healthcare within local and global communities.
5. Design competent, patient-centered professional nursing care for individuals, families, and populations across the health continuum in a variety of community-based settings and institutions, emphasizing patient safety and quality.
6. Enact 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. Coalesce the use of political regulatory processes to impact healthcare systems, clinical practice, and quality improvement policies.
10. Use evidence-based practice and research findings in the provision of professional nursing practice

MSN/PMC Program Learning Outcomes

The MSN program learning outcomes are designed to meet the core competencies of each program track. The ELM track allows pre-licensure nursing students to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for licensure as a registered nurse. Students graduating from the ELM track will be able to assume the role of a direct provider of care, nursing administrator, or nursing faculty.

The MSN NP curriculum prepares the registered nurse to provide primary care services in a variety of clinic and community-based settings as a healthcare practitioner. The MSN curriculum contains a strong foundation in the physical and social sciences as well as build upon previous learning experiences in philosophy, the arts, and humanities. The curriculum also integrates recent and evolving trends in health care with a particular emphasis on learning related to economics, environmental science, epidemiology, genetics, gerontology, global perspectives, informatics, organizations and systems, and communication. Graduates will be eligible to apply for post-master's study and pursue educational preparation at the doctoral level. The FNP program is four semesters of 51 credit hours and a requirement of 645 clinical hours. The PMHNP program is five semesters of 59 credit hours and a requirement of 630 clinical hours.

The FNP MSN program prepares graduates to:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice. (ILO1).
2. Apply the nursing process to all levels of practice using the steps of assessment, diagnosis, outcomes identification, planning interventions, and evaluation. (ILO1).
3. Demonstrate competent practice as a master's prepared registered nurse in a variety of settings (ILO,1,2,3,4).
4. Implement health promotion and disease prevention strategies for population-based practice that incorporates systems, the community, individuals and families. (ILO2,3,4,5).
5. Communicate effectively using oral, written, and technological skills in clinical, educational, and professional settings. (ILO1).
6. Demonstrate ethical nursing practice to improve professional nursing practice, the work environment, and influence improvement in healthcare. (ILO2,4).

DNP Program Learning Outcomes

The Doctor of Nursing Practice degree prepares graduates with a Master of Science in Nursing and/or Advanced Practice Registered Nurses, such as Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. Students are accepted as advanced practice registered nurses, NP or CNS, providing documentation of the 1000 hours of direct patient care acquired. Graduates can develop and evaluate quality within a health system and collaborate with inter-professional teams to improve health outcomes. The Doctor of Nursing Practice Degree Requirements are 4 semesters/ 40 total Program Credit Units/ 1000 Practicum hours. Practicum courses are structured to provide students with the opportunity to work toward the completion of the DNP project. Students must meet the requirements for all practicum courses to progress through the scholarly project.

The DNP program prepares graduates to:

1. Develop practices based on the advanced knowledge of nursing theories and empirical studies derived from other disciplines and organizational sciences as the underpinnings of the nursing practice and support the advancement of the nursing profession to its highest level. (AACN 1 Knowledge in Nursing)
2. Develop healthcare practices that draw from theory and evidence-based advanced nursing practice that create and evaluates innovative, complex approaches to deliver patient-centered care. (AACN 2 Person-Centered Care)
3. Examine the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations. (AACN 3 Population Health)

4. Design and implement safe, equitable, and quality health care for the vulnerable population based on translational science, multidisciplinary knowledge, and social justice principles. (AACN 4 Scholarship for the Nursing Discipline)
5. Develop and disseminate a quality improvement project after investigating regulations, and quality improvement methods to identify, develop, implement, and evaluate best safe practices for patients, healthcare providers, and the healthcare system. (AACN 5 Quality and Safety)
6. Design multidisciplinary clinical/leader partnerships to strengthen healthcare goals by leveraging roles and abilities of the interdisciplinary team that will yield positive patient and system outcomes. (AACN 6 Interprofessional Partnerships)
7. Create innovative and evidence-based approaches to optimize system effectiveness while considering internal and external system policies and processes that can result in structural prejudice and other types of discrimination in healthcare systems. (AACN 7 Systems-Based Practice)
8. Investigate data analytic methods, information systems, and technology in compliance with professional, legal, ethical, and regulatory requirements to improve programs of care, outcomes of care, and delivery of care system. (AACN 8: Informatics and Healthcare Technologies)
9. Create a professional development program that outlines the nursing unique professional identity in asserting control, influence, and power in professional and personal contexts with an emphasis on advocating patient rights, diversity, equity, and inclusion in the healthcare sector through the nursing profession. (AAC 9: Professionalism)
10. Develop strategic leadership and advocacy skills in advanced nursing practice that lead to quality improvement, patient safety, and workplace initiatives and advance the profession. (AACN 10: Personal, Professional, and Leadership Development)

Admission Considerations LVN to RN 30-Unit Option

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

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

General Education Requirements

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

LVN to RN 30-Unit Courses		
Number	Course Title	Credits
MIC 223	Applied Microbiology	6.0
NUR 516	Pathophysiology	3.0
NUR 520	Physical Assessment	2.0*

NUR 510	Pharmacology	3.0
NUR 512	Medical Surgical	6.0
NUR 517	Psych/Mental Health Nursing	5.0
NUR 619	Leadership Management (Capstone)	5.0
Total		30

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

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

Individuals who have held Military Healthcare Occupations may achieve Advanced Placement (AP) into the 1st semester of the Bachelor of Science in Nursing or Entry Level Master’s (ELM) Nursing program. They will also be exempt from NUR421 or NUR 511-Fundamentals, with documentation of education and experience qualifying them for the specific Registered Nurse occupation and upon successful completion of the AP challenge exam, AP skills competency assessment, and dosage calculation exam.

Policy:

1. Applicants must meet all the application requirements of the BSN or MSN-ELM program, including completion of the designated prerequisites and hold a bachelor’s degree from a regionally accredited college/university.
2. Applicants must pass the TEAS Exam with a minimum of 75% overall cumulative and individual module score (includes module, submodule, and subsection scores 75% minimum requirement)
3. Acceptance of military challenge students into the ELM program is contingent upon space availability.
4. Military challenge students who are unable to meet the above AP criteria for entry into the First Semester of the program and be exempt from NUR421 – Nursing Fundamentals or NUR 511-Fundamentals, may remediate and repeat the AP exam and/or skill competency assessment, and/or the dosage calculation exam. If the student is unsuccessful after the second attempt on any of these challenge exams, the student needs to take the National League for Nursing’s (NLN) Nursing Acceleration Challenge Examination (NACE), Fundamentals Challenge Exam. Upon successfully passing the NLN, Fundamentals Challenge Exam, the student gains priority enrollment into NUR420 – Concepts of Professional Practice or NUR 500-Nursing Concepts, NUR426 – Nursing Pathophysiology or NUR 516-Pathophysiology, and NUR424: Physical Assessment for Nursing Practice or NUR 520-Physical Assessment based on space availability. The candidate’s experience will be evaluated so that credit for skills and/or experience can be awarded.

Procedure:

Interested candidates are encouraged to request an appointment with the Director of Student Success and Wellness at Mervyn M. Dymally College of Nursing at least one semester before the application period to discuss eligibility requirements for the BSN or ELM program.

1. Applicants who may be eligible for advanced placement include those individuals who have satisfactorily completed education and experience for the following:
 - a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
 - b. Army Health Care Specialist (68W Army Medic)
 - c. Air Force Independent Duty Medical Technician (IMDT 4N0X1C)
2. Applicants applying for transfer credit must submit, the following materials verifying education and experience to the Director of Student Success and Wellness at the College of Nursing:
 - a. CDU Transfer Credit Evaluation Petition (<http://docs.cdrewu.edu/assets/students/files/Registrar%20Transfer%20Credit%20Petition.pdf>)
 - b. Transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience.
2. After a review of the applicant’s documentation, and upon the determination that the applicant has met the educational and experiential requirements, as well as the additional nursing program admission requirements, the student will be invited to take an AP challenge exam, a skills competency assessment, and a dosage

calculation exam.

3. Advanced placement will be granted contingent on space availability and if the applicant meets minimum requirements.

Resources:

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

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

Section II

Clinical and Academic Policies

Standards of Practice

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

Students

Students are adult learners seeking educational opportunities that meet their goals and enhance their personal and professional experience. It is expected that students be self-directed and internally motivated to pursue a nursing degree. They should maintain a file with relevant academic materials and follow through with their faculty advisor's recommendations. In addition to actual clinical hours, students will spend additional actual hours studying, preparing, and completing assignments which will on average take triple the amount of time spent in class or role activities.

Student Expectations

Advising

Students enrolled in the MMDCON are assigned a faculty advisor for advisement on academic matters and personal development. This advisor serves as the student's first line of communication in addressing professional, academic, clinical, and personal issues. Students are required to meet with their advisor at least once per semester throughout their academic program. Faculty advisors may arrange additional advising throughout the semester. Students are expected to take responsibility for their program progression by staying abreast of program requirements and campus deadlines.

Students must communicate openly and honestly with their faculty advisor regarding educational goals and academic performance. Nursing students maintain a professional relationship with their faculty advisor by arriving on time for their advising appointment.

Clinical Attendance Requirements

Clinical education is a critical component of nursing education and must be completed in full to meet course, program, and licensure requirements. Clinical absences, regardless of reason, must be completed when clinical site availability permits. Clinical hours missed that cannot be made up due to site constraints may result in course failure, or the need to repeat the course in its entirety.

Preparation and Clinical Requirements

MMDCON requires students to complete clinical hours as follows:

BSN: 1082 hours
RN-BSN: 90 hours
ELM: 1059 hours
MSN-FNP: 645 hours
PMC-FNP: 645 hours
MSN-PMHP: 630 hours
PMC-PMHP: 630 hours
DNP: 1000 hours

Clinical Compliance Requirements

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

Students must satisfy all pre-clinical requirements, submit important documents to the Office of Clinical Coordination and upload the required documents to the appropriate Clinical Management System (i.e. Castle Branch & Exxat). Students are randomly selected for each clinical rotation. The Clinical Coordination Department will release clinical rotation schedules to students.

Compliance requirements include:

- **Health Insurance coverage**
- **Physical Examination** (Form Provided by MMDCON)
- **TB Results:** One of the following: 2 Step TB Skin Test (2 Skin Tests 1-3 weeks apart) or QuantiFERON gold blood test or T-Spot Test. If a student does test positive for TB, they must provide a clear Chest Xray exam.
- **Proof of Hepatitis B, Rubeola, Mumps, Rubella & Varicella** (Prelicensure- Titers only, Post licensure Students: Titers or proof of full vaccine series)
- **Annual Seasonal Influenza/Flu vaccine** (August-April)
- **Negative Drug Test Screening** (If a student test positive for a drug screening, further documentation will be required and reviewed by Program Leadership)
- **CPR Certification** (Must be American Heart Association Basic Life Support)- Expires every 2 years.
- **Hospital Fire Safety Card** – Expires every 4 years.
- **Color Vision Test** (Prelicensure Students Only*) - Must be an in-person test.
- **N95 FIT Testing** (Prelicensure Students Only*)
- **Cleared Background Check**
- **Auto Insurance Coverage** (Student must be listed as owner or insured driver). If a student does not drive, they must notify the Clinical Placement Office to update their file.
- **Annual Seasonal Covid Vaccination**
- **Driver License** (If a student does not drive, they must notify the Clinical Placement Office).
- **Tdap Vaccination-** Expires every 10 years.
- **Active CA RN License** (Post Licensure Students Only*)

**May be subject to change based on site-specific requirements.

If students' documents are not uploaded to the Clinical Management System (i.e. Castle Branch & Exxat) within **two weeks** of the start of the program, annually, and as prompted by the clinical management system, students will be unable to start the clinical rotation with their cohort. Students may not request clinical rotation changes unless there are extenuating circumstances determined by the College of Nursing administration.

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

- a) An official College immunization record or copy thereof from any primary, secondary, undergraduate, graduate, or health professions College, or previous employment
- b) A record from any public health department
- c) A medical history form summarizing prior immunizations signed by a licensed primary healthcare provider or healthcare practitioner (i.e. nurse practitioner, physician)
- d) A report of serology testing of immune status is required for the following: measles, mumps, rubella, hepatitis B
Please see Appendix A for “Student Health Form”.

Criminal background check

All students will need to have a clear criminal background check within a month of being accepted into any nursing program. 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 implication(s) for licensure.

Nursing students must have a clear criminal background check each semester to participate in placement(s) in clinical facilities. MMDCON will oversee record results and protect student confidentiality. The background check will minimally include the following:

- Seven years history
- Address verification
- Sex offender database search
- Two names (current legal and one other name)
- Social Security Number verification

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

Some agencies may require random drug screening and/or Live Scan as a pre-requisite for admittance into a clinical practicum. In addition, students may be required to provide additional documentation as required by specific agencies. Students must complete the clinical agency orientation before starting a clinical rotation. **Students must complete all required clinical documentation promptly, or they will not be allowed to progress in the program.**

Students may be denied access to clinical facilities based on prior or current legal/criminal offenses which may require students to substantiate legal/criminal record clearance. Students shall provide MMDCON at CDU with information allowing the school (and clinical facilities as necessary) access to the background check. If the student’s record is unclear, the student will be responsible for obtaining documents and correcting the record to clear it. If this is not possible, the student will be unable to attend clinical rotations. Clinical rotations are a mandatory part of nursing education; therefore, the student will be ineligible to continue in the nursing program, as there are no alternatives if a student is denied clinical placement.

Transportation

Students must provide their own transportation to campus and clinical agencies. Clinical sites are located throughout Los Angeles and surrounding counties. Therefore, students need to plan to ensure they can reach these locations safely. To be eligible to drive to your clinical rotation, a student must have the following proofs:

- **Car Insurance (Student must be listed as owner or insured driver)**
- **Driver’s License**

Please Note: If a student cannot provide the following, they will complete the *Attestation of Reliable Transportation Declination of Driver's License & Auto Insurance* (Provided by Clinical Placement Office)

Dress Code

All students and faculty must wear their CDU Student ID clearly indicating their name (and RN if applicable). Some clinical sites require both student and facility identification badges. Name badges must be easily visible to instructors, patients, nurses, and other healthcare workers.

Failure to comply with the dress code will constitute an absence from the clinical/lab day and may result in an inability to meet course requirements.

Standards of dress for Classroom, Skills & Simulation, and Clinical Settings

Pre-licensure BSN & ELM students

CDU-approved clinical jacket with MMDCON-approved white scrub top approved black bottom, and white closed shoes. Wearing the clinical jacket is mandatory. Students should confirm the appropriate dress code with their clinical instructor.

The uniforms must be clean and wrinkle-free. Fit must allow a full range of motion conducive to patient care.

1. The CDU student badge picture ID name badge must be worn at all times when in the campus, clinical, skills, and simulation lab. An agency name/ID badge must be worn if provided/required by the assigned clinical agency.
2. Closed to shoes (cleanable, no cloth shoes, no boots, no clogs, no cros).
3. Jewelry:
 - Rings are to be one flat band ring only, with no stones, and no ridges.
 - Watch with a secondhand.
 - Only one pair of post-type earrings per ear lobe, no other piercings allowed (e.g., facial, tongue, nose, etc.) that are visible.
 - No necklaces/bracelets (except Medical Alert bracelet).
4. Hair:
 - Must be off the collar.
 - Appear clean, neatly trimmed, and arranged.
 - i.

Hair must be in a neat bun, secured so that hair does not fall forward when the head/neck is flexed or leaning forward to perform No spiked hair. Facial hair should be freshly shaven/neatly trimmed, Head coverings should not be worn in the clinical setting, except for religious observance. In such cases, for infection control, a freshly laundered head covering must be worn each clinical day. The ends of the covering must be securely fastened so as not to dangle over the patient.

- No Bandannas, scarves, bonnets
5. colognes/perfumes/after-shave products
 6. Make-up should be applied with moderation.
 7. Fingernails must:
 - Natural, clean, and short
 - No polish of any kind
 - No acrylic, gel, or any false materials on nails
 8. No false eyelashes in the clinical setting.
 9. Tattoos must be covered at all times while in the clinical area.
 10. Chewing gum is not permitted in the classroom, clinical, Skills, or simulation lab area.

DNP, NP & RN-BSN students

Business casual attire with a clinical lab coat or scrubs with a lab coat and closed-toe shoes of any color (e.g. running shoes). Students should confirm the appropriate dress code with their clinical instructor.

Unsafe Clinical Practice

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

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

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

The faculty member will identify and document students' clinical deficiencies and will receive a performance evaluation that will include a plan of strategies for addressing the deficiencies.

Injuries during Clinical Rotations

Students incurring a physical injury or needle-stick injury during a clinical rotation must (1) report the incident to the supervising faculty and the clinical facility *immediately*, and (2) complete an incident/accident report with the supervising faculty immediately. The incident form needs to be turned to the Program Director/s and the Clinical Placement Manager for immediate submission to the Office of Risk Management. Please contact the Clinical Placement Office (CPO) for further guidance at clinicalcoordination@cdrewu.edu.

Section III

Academic Requirements

Attendance (Attendance Policy For Prelicensure Nursing Program)

Every student is expected to participate in each course through regular attendance at lectures, skills laboratory, simulation sessions, and clinicals. An absence is defined as missing 20 minutes or more of didactic or skills laboratory instruction. A tardy is defined as missing up to 19 minutes of didactic or skills laboratory instruction. Review the Attendance policy specific to your program. Attendance will be taken during each class session.

Pre-Licensure Program (BSN & ELM)

DIDACTIC AND SKILLS LABORATORY:

1. A student must stay the entire duration of the course, or it will be considered an absence.
2. Every student must be prepared to participate when scheduled class sessions begin.
3. All classes for the prelicensure nursing programs are held on-site on the CDU campus. Students who provide a verified positive Covid-19 result will be allowed to join the class virtually for 1 didactic course session ONLY. The student must make up any missed skills laboratory hours.
4. An instructor will withdraw the student if the student has three (3) absences in either didactic or skills lab sessions.
5. If a student has three (3) or more tardies, their course grade will be lowered by one letter grade, including every tardy thereafter (e.g. A to A-; A- to B+; B+ to B).
6. Students are responsible for fulfilling the requirements of the course by attending all classes (including labs and clinical) and completing course assignments.
7. The student has the accountability and responsibility to initiate arrangements for make-up work
8. Excessive absenteeism is defined as three (3) or more occurrences in a semester and will result in documented disciplinary action
 - a. First & Second Absence: Written warning (Email/Success Learning Contract)
 - b. Third Absence: Removal from the course
9. Student(s) who are absent from laboratory experiences may not be permitted to participate in patient care in clinical settings
10. Students must complete all required clinical hours as directed. Failure to complete required hours can result in course failure or an incomplete grade.
11. Student must submit a preceptor-signed proof of clinical attendance to support completion of required hours every clinical rotation
12. All clinical encounters must be documented as directed
13. Failing to use proper notification procedures (“no call – no show”) for clinical absence/tardiness will be cause for administrative action. Asking a classmate to inform the instructor that you will be late or absent does NOT constitute proper notification.

CLINICAL

1. Absence from a session must be made up as determined by the instructor; a second absence in clinical will fail the clinical and didactic course.
2. Failing to use proper notification procedures (“no call – no show”) for clinical absence/tardiness will be cause for administrative action and the clinical made-up in the skills lab. Asking a classmate to inform the instructor that you will be late or absent does NOT constitute proper notification.
3. First Clinical Absence ONLY: Students who are absent from their clinical education site must make up the missed day if available and will be discussed with nursing leadership on a case-by-case basis. Clinical time will be scheduled by the instructor, clinical coordinator, and program leadership, and could occur after the final examination due to instructor availability.
4. Any clinical time missed WILL be documented on the student’s clinical attendance record.

Clinical Absence Procedures:

1. For emergency situations resulting in an absence such as serious illnesses, deaths, and funeral of immediate family), call the instructor and clinical coordinator ahead of time.
2. Absences must be reported to the clinical instructor and clinical coordinator before the scheduled class clinical/lab/simulation time at least one hour before the established clinical start time.
3. Extreme situations will need to be reviewed with supporting documentation for possible approval by the course lead instructor, faculty advisor, and the Director & Assistant Director of Pre-Licensure Nursing Programs.

CLINICAL ATTENDANCE AND PLACEMENT

Expectation – Students must be present for every assigned clinical shift and complete the full number of hours required for the clinical course. Clinical hours may be scheduled during the day, evening, or weekends. Students are expected to adjust personal schedules accordingly. Every effort is made to provide advance notice and accommodate student requests, but when no alternative is available, the student must either accept the assigned schedule or withdraw from the course.

Students who are spouses, domestic partners, or otherwise engaged in a close personal relationship may not request or expect to be assigned to the same clinical rotation. Clinical placements are determined by faculty and program leadership in accordance with BRN and CCNE standards, clinical partner requirements, and the educational needs of each student.

Notification – Students must notify the clinical instructor and clinical coordinator at least two hours before the shift for any absence. If possible, notification should be made by phone; otherwise, email is acceptable. In the case of tardiness or emergency, students must notify the instructor at least 30 minutes prior to the clinical start time.

Follow-up – Students must email program leadership within 24 hours of the absence to initiate the make-up scheduling process. Failure to do so will result in the absence being treated as unexcused, which may lead to course failure. Documentation must be submitted within 24 hours for major illnesses. Non-health-related absences (e.g., jury duty) also require supporting documentation.

Unexcused Clinical Absence - Lateness – Arriving late will be considered an unexcused absence. The first incident results in a verbal warning. The second results in a Student Success Learning Contract and dismissal from the clinical site for that day.

Make-up Shifts – All missed clinical hours must be made up in direct patient care. An effort will be made to accommodate students at their assigned facility and department. If hours cannot be made up, the student must drop the course and follow up with the lead instructor. Make-up shifts may occur on weekdays, evenings, nights, or weekends, and may extend beyond finals week. Work, travel, or commuting conflicts are not valid reasons to request specific scheduling. Make up clinical shifts will be approved on a case-by-case basis.

Clinical Site Placement

Clinical placements are determined based on site approvals received each semester. Sites are usually within 35-65 miles of campus; most are in Los Angeles County. Students are responsible for their own transportation. If a student does not drive, they must arrange for transportation in advance and inform the appropriate faculty. Carpooling with other students is discouraged due to liability concerns.

Rotation Expectations and Switching Requests

Students are expected to rotate among different clinical sites and instructors to ensure exposure to diverse settings and experiences. If a student wishes to change their assigned group, a written request must be submitted with a rationale. Approval depends on program and site capacity and is not guaranteed. If the request is denied, the student must remain in the assigned clinical rotation.

Clinical Placement Accommodations

Accommodation(s) approved for didactic coursework does not automatically extend to clinical settings. Clinical accommodation(s) may be requested but are at the discretion of the clinical facility and cannot be guaranteed. If a student requires accommodation for medical or disability-related reasons, the following must be submitted:

1. A physician's note specifying restrictions or capabilities
2. A review by the lead course faculty and/or clinical instructor
3. Final approval from the Program Director or Clinical Site Administrator

Incomplete Grades for Clinical Courses

If a student is unable to complete the required clinical hours due to a documented major illness, an incomplete grade ("I") may be issued. The student cannot progress to the next clinical course in the sequence until the incomplete is resolved.

PROGRESSIVE DISCIPLINE

Didactic classes, skills lab and simulation sessions consequences

1. First unexcused absence, or third total event (absence or tardy): verbal warning documented in

the student's file.

2. Second unexcused absence, or fourth total event: written warning and Student Success Learning Contract with corrective steps and deadlines.
3. Third unexcused absence, or fifth total event: removal from the course and referral to the Admissions Committee chaired by the Director of Student Success and Wellness for progression review.
4. Event counts reset each semester. However, patterns of repeated behavior across terms may result in additional disciplinary review or probationary status, even if individual thresholds are not exceeded within a single term.

Clinical-Specific Consequences

Due to patient safety and site requirements, students may also be immediately dismissed from the clinical site on the day of an infraction (e.g., unexcused absence, tardiness, or failure to notify). This counts as an unexcused event and contributes to the disciplinary escalation.

RETURN AFTER ILLNESS OR INJURY

A student who is absent for a major illness, surgery, childbirth, hospitalization, or other extended health condition must submit a medical-release note from a physician or nurse practitioner before returning to any class, lab, or clinical setting.

EMERGENCY AND SPECIAL CIRCUMSTANCES

Notification Requirements: Students experiencing unexpected emergencies must notify the appropriate personnel as soon as possible—Notification must occur within two hours whenever feasible. Notification methods differ slightly by setting.

For didactic, skills-lab, and simulation sessions: Notify the course faculty or lab instructor directly.

For clinical sessions: Notify the clinical instructor and clinical coordinator. If possible, call at least 30 minutes prior to the clinical start time. If calling is not feasible, send an email.

Documentation Requirements:

Students are generally expected to submit supporting documentation within three business days of the event. Required documentation may vary based on the type of emergency and the setting.

Acceptable Documentation Examples (all settings):

- Medical emergencies or hospitalizations – physician's note
- Jury duty or court appearances – official court notice or subpoena
- Death in the immediate family – obituary or funeral program
- Clinical absences due to illness – documentation from a healthcare provider must be submitted within 24 hours
- Bill from getting towed or getting pulled over by the police
- Other documentations

Case-by-Case Flexibility:

The program understands that not all emergencies can be immediately or easily documented. In such cases:

For didactic/lab/simulation sessions: Course faculty and Program Directors may grant an excused absence at their discretion.

For clinical sessions: The absence will be reviewed by the clinical instructor and Program Director. Unexcused clinical absences without notification or follow-up will result in course failure.

Emergencies Potentially Excusable Without Formal Documentation:

These may apply to both academic and clinical settings, depending on the situation and the student's response:

- Motor vehicle accidents
- Personal or family crises requiring immediate attention
- Natural disasters or unsafe travel conditions
- Being a victim of crime or domestic violence

Supporting Evidence:

Students are encouraged to submit any available form of verification, such as a police report, insurance claim, photographs, or witness statement. The absence of documentation will not automatically result in denial but may require a

meeting with faculty or Program Directors to discuss next steps.

ACCOMODATIONS

While reasonable accommodation(s) may be granted through the Office of Student Accessibility Services (OSAS) for classroom learning and testing. Accommodation(s) cannot extend to modifying or waiving clinical competencies, performance expectations, or required hours. Students need to meet the essential functions of clinical practice with or without reasonable accommodation.

STUDENT RESPONSIBILITIES CHECKLIST

1. Arrive prepared and on time for every class, lab, simulation, and clinical shift.
2. Provide at least two-hours' notice for any excused absence.
3. Begin make-up arrangements within required time frames (24 hours for clinical).
4. Supply documentation when requested.
5. Complete all assigned make-up work or shifts by the stated deadlines.
6. Avoid Carpooling

Failure to meet any requirement may lead to course failure and further disciplinary action.

Grading Policy (Pre-Licensure and RN to BSN Program)

Policy #: 417

Program: Pre-Licensure Program

PURPOSE

Provide a transparent, program-specific grading framework that aligns with the University Catalog's grading system while meeting California Board of Registered Nursing and CCNE expectations for safe practice and program progression.

Ensure timely, confidential posting of grades and establish clear procedures for incompletes, remediation, and grade appeals.

SCOPE

Applies to all didactic, laboratory, and clinical courses throughout the nursing programs (RN to BSN, Pre-Licensure LVN to BSN, BSN and Entry-Level Master's (ELM) and post-licensure curricula). This supersedes prior MMDCON grading memos dated before Fall 2025.

GRADE SCALE AND PROGRESSION RULE

1. Only grades of B (80%) or higher satisfy program advancement in the Pre-licensure LVN to BSN, BSN, ELM and Post-Licensure Programs
2. Only grades of C+ (76%) or higher satisfy program advancement in the RN to BSN Program.
3. Undergraduate and Graduate Grading Criteria (Pre-licensure LVN to BSN, BSN, ELM)

Pre-licensure LVN to BSN, BSN, ELM Grading Criteria

Numeric %	Catalog Letter	Univ. GPA Grading System	Program Action
94 – 100	A	4.0	Pass. Progression allowed
90 – 93	A-	3.7	
86 – 89	B+	3.3	
80 – 85	B	3.0	
78 – 79	B-	2.7	Transcript credit but course must be repeated before progression. Not acceptable for nursing progression.
76 – 77	C+	2.3	
73 – 75	C	2.0	
70 – 72	C-	1.7	
67 – 69	D+	1.3	
63 – 66	D	1.0	

60 – 62	D-	0.7	Must repeat the course.
≤ 59	F	0.0	Course failure. Must repeat the course.

Only grades of B (80%) or higher satisfy program advancement in the Pre-licensure LVN to BSN, BSN, ELM and Post-Licensure Programs

RN to BSN Program Grading Criteria

RN to BSN Program Grading Criteria			
Numeric %	Catalog Letter	Univ. GPA Grading System	Program Action
94 – 100	A	4.0	Pass. Progression allowed
90 – 93	A-	3.7	
86 – 89	B+	3.3	
80 – 85	B	3.0	
76 – 79	C+	2.3	
73 – 75	C	2.0	Not acceptable for nursing progression. Must repeat the course.
70 – 72	C-	1.7	
67 – 69	D+	1.3	
63 – 66	D	1.0	
60 – 62	D-	0.7	
≤ 59	F	0.0	Course failure. Must repeat the course.
Only grades of C+ (76%) or higher satisfy program advancement in the RN to BSN Program.			

FNP & PMHNP Program Grading Criteria

To pass each nursing course, MSN students must obtain a cumulative grade of 80% (B) for courses (Please see chart below). However, in all graduate nursing tracks, an overall grade point average of “B” or better is required to progress in the program. Students must pass the assigned “pass/fail” components of each course and must complete all clinical hours where required. Grading criteria per School of Nursing standards are listed below:

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

MSN/PMC		
A	94% or above	= 4.0
A-	90-93%	= 3.67
B+	86-89%	= 3.33
B	80-85%	= 3.00
<i>Any Grade lower than B is considered fail in clinical/non-clinical course.</i>		

GRADE CALCULATION

Rounding Policy

- The final weighted average is rounded once to the nearest whole percent (≥ 0.5 rounds up).
Example: 79.5 % → 80 % → Letter B → Program Pass.
- Rounding cannot override an automatic F issued for unsafe clinical practice.

Didactic and Practical Requirements

Core nursing course follows a unified weighting scheme for major assessments:

- HESI Specialty Exam 10 %
- Midterm Exam 15 %
- Final Exam 15 %

Faculty may allocate the remaining 60 % of the course grade to quizzes, assignments, projects, participation, or other evaluated activities as detailed in their syllabus.

Alongside these graded didactic elements, each course might include practical components such as clinical rotations, skills laboratories, and/or simulations which are graded strictly Pass/Fail. To earn a Program Pass, a student must pass every practical component and achieve at least a solid B ($\geq 80\%$) in the didactic portion.

INCOMPLETE GRADES

A student who has completed $\geq 75\%$ of the course but, due to verified extenuating circumstances, cannot finish on time may request an Incomplete before the final assessment. An "I" contract must be signed within 5 business days, approved by the Program Director, and filed with the Registrar within 7-14 days. The work must be completed within one academic term or the "I" converts to F.

COURSE FAILURE AND REPEAT-LIMIT POLICY

A student may fail one nursing course (didactic, laboratory, or clinical) during the entire BSN/ELM program, and that course may be repeated only once. A second course failure or failure of any clinical component results in dismissal from the program and ineligibility for readmission to the current cohort. All attempts and grades remain on the student's permanent CDU transcript; however, when the course is successfully completed on its single repeat, the second-attempt grade replaces the original grade in the cumulative GPA calculation, consistent with the University's repeat-course rule.

MMDCON Examination Policy

PURPOSE/POLICY STATEMENT: The College of Nursing General Testing Policy is established to ensure the integrity of all examinations and assessments within the college. This policy outlines the guidelines, responsibilities, and procedures for test administration, security, and student conduct during examinations. Tests and examinations are beneficial for assessing students' learning, course and program outcomes, and quality. Moreover, all testing must be managed with purpose, integrity, consistency, and accountability.

GENERAL INFORMATION: This policy applies to all tests, assessments, and examinations conducted within the College of Nursing. However, this policy does not supersede any Standard Operating Procedure (SOP) prescriptive to any standardized tests.

Pre-licensure students have onsite classes, and all tests are administered on-campus in the classroom with at least one or more proctors. Standardized tests are also conducted on campus with proctors in the computer room. Post-licensure students have multiple modalities of learning including on-site, hybrid, or online courses.

Testing Procedures: Before onsite testing, students must leave phones and backpacks in the front of the classroom with the instructor. Once testing has started, students may not leave the testing area. If there is an urgent bathroom need, only one student will be allowed to the bathroom at a time. Students will not be permitted to remove any personal or testing items from the classroom during bathroom breaks.

All computerized exams should be administered with an online secured testing browser (e.g. Proctorio, ProctorU, etc.). If an exam will be administered off-site a proctoring software (audio and visual) must be enacted. The instructor is notified in real-time with red flags if suspicious behavior occurs.

Academic dishonesty is a deliberate violation of trust and can occur during testing. The situation is addressed immediately when faculty members and staff are aware of possible academic dishonesty. If a student is suspected of committing

academic dishonesty (e.g., cheating etc.) on a test, the instructor will note the student's name and actions. The instructor will address the situation when it occurs and ask the student to turn in the exam immediately. The student may petition the outcome and consequences following the incident. A procedure is outlined in the faculty and student handbooks.

Test Review: Time to review tests may be provided during office hours, by appointment, and after the class. This can serve as an opportunity for further learning, yet it is up to the instructor's discretion to provide a post-exam review.

Responsibilities:

1. Faculty: Responsible for test oversight, administration, and maintaining test security.
2. Students: Expected to adhere to all testing policies and uphold academic integrity.
3. College Administrators: Oversee the implementation of this policy and provide necessary resources and support.

Technical Requirements:

Pre-licensure students:

- Please view Elsevier Web Requirements [DCE Minimum System Specifications - Shadow Health Support Center](#)
- iOS, android and Chrome Books are NOT currently supported for HESI locked browser.
- The required web browser is Google Chrome, Microsoft Edge, or Safari
- Microsoft Office Suite HelloID - Applications are needed to view the PowerPoint slides.
- Students should clear their cache and cookies before the required HESI testing.
- Borrow a library laptop for HESI testing if you know your laptop runs slowly or is low on storage.

Post-licensure students:

- Computer – Reliable laptop or desktop with Windows 7+ or macOS (OS X+). Mac users may need to adjust settings for connectivity.
- Internet – Fast, stable Wi-Fi (home preferred; public options like libraries are okay).
- Audio/Video – Microphone, speakers/headphones, and a webcam that must stay on during online classes (camera off = marked absent).
- Software – Office 365 (CDU login), Adobe Acrobat Reader, Zoom, and Microsoft Office Suite (PowerPoint, word, etc.) via HelloID - Applications, Zoom/Microsoft Teams.
- Browser & Compatibility – Chrome, Firefox, Edge, or Safari; also meet Elsevier Web [Requirements and DCE Minimum System Specifications](#) (Shadow Health Support Center).

Note: IF you have difficulty obtaining a computer, or problems with your computer please contact CDU Library for additional assistance. Computers are available to borrow.

Accommodations

Testing Accommodations must be requested by the student from the Office of Students with Disabilities (OSD) and presented to the instructor of record before the second week of the semester. The OSD will provide reasonable accommodations.

Test Design and Development

1. Tests will be designed to be fair, valid, and reliable as determined by an item-analysis prior to administration.
2. Test content will be reviewed and updated by the course lead each semester.

Test Administration

1. Students must adhere to the testing instructions of faculty on test day.
2. Identification checks will be conducted to verify the identity of students.

Incident Reporting

Procedures for reporting and addressing test security breaches or irregularities are in place and included in the student and faculty handbook.

Test Scoring and Grading

Transparent and fair procedures for test scoring and grading will be followed.

Test Retention and Access

Test records will be retained for at least one year following student graduation, and access to them will be limited to authorized personnel.

Petition and Grievances

Students may follow the petition process for any exam-related concerns unresolved with the faculty of record (refer to the Student Handbook).

Legal and Ethical Considerations

This policy complies with relevant laws and ethical standards, including the Family Educational Rights and Privacy Act (FERPA).

Communication:

1. This policy will be communicated to all students, faculty, and staff.
2. Revisions to the policy will be communicated to relevant stakeholders.

Review and Revision:

This policy will be reviewed biennially to ensure its effectiveness and compliance with changing needs and regulations.

QUIZ/EXAM SPECIFICATIONS:

1. Student review of exams and quizzes may be provided by the instructor during the following times: 1) office hours, 2) by appointment, 3) post-exam review during class instruction. This can serve as an opportunity for further learning, yet it is up to the instructor's discretion to provide a post-exam review.
2. EXAM MAKE-UP If a student is absent on an exam day, notify the instructor via email and Teams message. The make-up exam must be immediately scheduled by the student with the faculty. Please refer to the MMDCON Prelicensure Nursing Programs Testing Policy for further specifications on make-up exams and grading policy.
3. Early exams will be scheduled on a case-by-case basis.

PURPOSE

Establish uniform standards for the design, administration, security, and make-up of all examinations in didactic, laboratory, simulation, and clinical settings. This policy supports California Board of Registered Nursing (BRN) requirements for competent performance and prepares students for the NCLEX-RN licensure examination.

SCOPE

Applies to every test, quiz, skills check-off, simulation evaluation, standardized examination (e.g., HESI), and clinical performance assessment administered in pre-licensure BSN and ELM courses.

GUIDING PRINCIPLES

Regulatory alignment: Exam blueprints mirror BRN competency statements and the current NCLEX-RN test plan to ensure content validity.

Integrity and security: Secure delivery platforms, proctoring (in-person or remote), randomized item order, and item-bank

rotation protect exam content and uphold academic honesty.

Equity and access: Reasonable testing accommodations are provided through the University's Disability Services process (see Student Handbook).

Continuous improvement: Item analyses, student feedback, and aggregate outcomes (including Elsevier HESI results) guide ongoing exam and curriculum refinement.

TEST DEVELOPMENT AND FORMATS

Didactic Examinations – Predominantly NCLEX-style items (multiple-choice, multiple-response, ordered response, fill-in-calculation, hot-spot).

Laboratory/Simulation Competencies – Evaluated with standardized checklists that measure psychomotor skill, clinical judgment, and communication.

Clinical Performance Evaluations – Pass/Fail tools anchored to BRN standards of safe practice.

Standardized Exams – Third-party assessments used for benchmarking NCLEX readiness; results feed program-level quality improvement.

ADMINISTRATION PROCEDURES

Scheduling

1. Every course syllabus must include dates or windows for all high-stakes assessments (unit exams, midterm, final, practical finals, simulations, and any required standardized tests).
2. Students are expected to keep exam windows free of work or travel commitments; personal convenience is not an acceptable reason to reschedule.

Testing Environment

1. Upon arrival, students place backpacks, phones, smartwatches, notebooks, and other personal items in the designated storage area. Only instructor-approved materials (e.g., a basic calculator if permitted) may be brought to the desk.
2. All electronic devices must be silenced and remain out of reach for the duration of the exam.
3. Students must follow all verbal and written proctor instructions. Talking, looking at another screen or paper, accessing unauthorized websites, or leaving the room without permission will be documented as potential academic misconduct and reported under the Academic Integrity Policy.

Academic Integrity Affirmation

At the start of every exam, students must complete the following affirmation:

“I, _____, am aware of the College of Nursing's Academic Integrity Policy. As such, I affirm that I will not give or receive any unauthorized help on this exam and that all work will be my own. I will complete this exam in a fair, honest, respectful, responsible, and trustworthy manner. This means that I will complete the exam as if the professor were watching my every action. I will act according to the professor's instructions, and I will neither give nor receive any aid or assistance or use any unauthorized devices to assist me in this exam. I know that the integrity of this exam and this class is up to me, and I pledge not to take any action that would break the trust of my classmates or professor or undermine the fairness of this class.”

This statement is recommended to be included at the beginning of all online and in-person exams and signed (physically or electronically) prior to test initiation.

Technical Readiness (Computer-Based Testing)

Students are responsible for ensuring their laptop or tablet meets the testing platform's hardware and software specifications (operating system, browser, RAM, camera, microphone).

A mandatory “technology check” must be completed at least 24 hours before the exam to verify that the lockdown browser, webcam, and internet connection function properly.

Students should identify a secondary device or testing location in case of equipment failure and have access to a reliable backup internet source (e.g., mobile hotspot).

Power cords must be plugged in throughout the exam; battery-only operation is discouraged for assessments longer than 30 minutes.

By adhering to these administration procedures, the College of Nursing safeguards exam integrity, promotes fairness, and ensures a consistent testing experience for all nursing students.

MISSED OR INTERRUPTED EXAMS

Baseline rule: Excused vs. unexcused definitions and required documentation follow Attendance & Punctuality Policy #418.

Excused absence

Make-up exam scheduled within seven calendar days of the original date. Student may receive an alternate form of comparable difficulty. Max points for retake is 80% as even with best intentions, content often circulates informally after the first sitting; the cap offsets any advantage gained through peer sharing.

Unexcused absence

Make-up offered only at the instructor's discretion and must still occur within the same seven-day window.

Failure to test within that window earns a zero, consistent with the Attendance and Punctuality Policy #418.

Similar to excused absence, any approved make-up is capped at 80 % (additional penalties may apply as described in Attendance and Punctuality Policy #418) as to prevent strategic delays intended to harvest answers from classmates.

However, the 80% cap may be reconsidered at the review of the course faculty in consultation with the Program Directors, based on the specific circumstances of the absence and supporting context provided by the student. See 418 Attendance, Punctuality, and Clinical Placement Policy.

Interrupted exams

Proctor pauses timer, records incident, alerts course lead.

If testing resumes the same day within continuous supervision, original form continues and no cap applies.

If rescheduled to a different day, student receives a new form and the 80 % cap is enforced for equity.

RETAKE AND REMEDIATION FOR SKILLS

Single-Exam Remediation (Skills / Simulation)

Attempt	Requirement	Outcome
First Fail	Immediate formative feedback + written remediation plan (practice hours, video review, tutor session).	Eligible for one reassessment.
Reassessment	Must occur within two weeks and before final course evaluation; different patient scenario or skill variation used.	Pass → component satisfied. Fail → course failure per Grading Policy #417.

STANDARDIZED BENCHMARK EXAMS

See HESI Policy 416

MEDICATION MATH DOSAGE EXAM

See Medication Math Dosage Exam Policy 420

Program Matriculation

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

Students should seek guidance related to progression in the program from the Office of Student Success and Wellness. It is also highly recommended that students consult directly with their program director, faculty, and faculty advisor to seek assistance with tutorial services available in the College.

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

Repeating Courses

Students are not to enroll in any other subsequent course until they have repeated and successfully passed that course.

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

If a student is unable to complete course requirements due to unforeseen events, they may petition their instructor for an incomplete (I) grade. 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. 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 B. A student has made satisfactory progress in the class up to that point, and C. It would be possible for the student to earn a passing grade once the remaining coursework is completed. Instructor discretion is used to confirm the above criteria. The grade of an I is not to be awarded in place of a failing grade or when the student is expected to repeat; in such cases, a grade other than I must be assigned. 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.

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

- A. Student is justifiably unable to complete a defined portion of coursework after 75 percent of the course has been completed
- B. The student has made satisfactory progress in the class up to that point, and
- C. It would be possible for the student to earn a passing grade once the remaining coursework is completed.

Please note the University Catalog for additional information regarding Incomplete grades.

Remediation

The College of Nursing is committed to student success and the maintenance of rigorous academic standards that prepare safe, competent, entry-level professional nurses as defined by the State Board of Registered Nursing (BRN) and accreditors (CCNE, AACN). This policy establishes a structured, equitable, and evidence-based remediation process to identify students at academic risk, provide targeted support, and facilitate successful progression in the nursing program.

Identification & Notification: The course faculty or clinical instructor formally notifies the student and the Office of Student Success in writing within 48 hours of identifying the deficit.

Student Success Learning Contract: The primary course faculty, in consultation with the student, creates a written **Student Success Learning Contract**. This agreement will include:

- Specific learning deficits identified.
- Prescribed remedial activities (e.g., guided practice in simulation lab, targeted review modules, writing assignment, one-on-one tutoring, case study analysis).
- Clear, measurable outcomes for successful completion (e.g., pass a repeat skills check-off, achieve 85% on a validated practice test).
- Established timeframe for completion (typically 1-2 weeks).
- Consequences of non-completion or failure of the remediation.

Implementation: The student completes the activities with the designated faculty or support staff (e.g., Skills Lab Coordinator, Tutor).

Evaluation: Faculty assesses the student's performance on the agreed-upon outcomes. Successful completion allows the student to continue in the course. Unsuccessful remediation results in referral to the Student Success Committee and activation of a **Student Success Learning Contract**. In many cases, unsuccessful remediation of a critical element may result in course failure, per the course syllabus.

Student Success Plan

The College of Nursing fosters a student-centered culture to help students succeed academically. The Student Success Plan (SSP) is a formal, individualized intervention strategy designed to provide sustained support and resources to students who encounter significant academic difficulty, challenges in the clinical setting or skills laboratory, or demonstrate factors affecting their ability to progress. The SSP aligns with AACN's focus on holistic admission and progression and CCNE's standard on student support services.

The Student Success Plan aims to:

- Identify and address systemic barriers to student learning.
- Promote student accountability, provide learning strategies and resources, and establish a success plan to regain
- Coordinate college resources to support student well-being and academic recovery.

Retention

An RN-BSN undergraduate student is subject to academic probation if a cumulative GPA of at least 2.5 (C+) is not maintained. A prelicensure student is subject to academic probation if a cumulative GPA of at least 3.0 (B) is not maintained. The student success coach will monitor students' progression diligently each semester. A list of probationary is given to the Registrar each semester, to identify students on academic probation. If a student does not, or cannot, raise their cumulative GPA to 3.0 (for undergraduate and graduate LVN-BSN/BSN/MSN/PMC) and 2.5 (for RN-BSN) by the completion of the next regular semester, that student will be subject to disqualification and removed from graduate standing, and prevented from further enrollment in the University.

Students experiencing academic/clinical difficulty will be referred to the student success specialist and a Success Contract from their faculty which will be shared with the academic success specialist and faculty advisor to identify problem areas and develop a strategy to achieve academic/course requirements. Please see Appendix B for the "Success Contract Form". The Academic Alert may also be used by the Director of Student Success and Wellness at mid-term to warn a student that if academic performance does not improve, the student will likely earn a poor grade or be at risk of failing.

Admission Pathways into the Bachelor of Science in Nursing Program

PURPOSE

Equity & Transparency – Provide a single, public facing document that explains *all* entry points into the BSN, eliminating hidden prerequisites and perceived “back doors” that can disadvantage first generation or military learners.

Regulatory Alignment – Demonstrate to the California Board of Registered Nursing (BRN) and our accreditors (ACEN/CCNE) that admission and progression decisions are based on uniform, validated criteria and psychometrically sound examinations.

Academic Rigor & Licensure Success – Ensure that applicants possess the foundational knowledge (GPA, science recency, TEAS or HESI scores) shown by national predictive validity studies to correlate with NCLEXRN pass rates $\geq 90\%$.

Operational Efficiency – Codify the workflow and responsible offices so that routine pathway reviews do not require ad hoc decisions from senior leadership, freeing faculty time for teaching and research.

SCOPE

This Standard Operating Procedures (SOP) governs every individual who seeks to enroll in a BSN designated course (didactic or clinical) that carries university credit, whether for degree completion or personal enrichment. The pathways are broken out because each presents a unique regulatory or curricular consideration:

- Pre-Nursing Students (Internal Progression CDU-Based)
- LVN to BSN
- RN to BSN Pathway (Post-Licensure)
- Transfer Students from Another Nursing Program
- Non-Nursing Transfer Students
- Non-Matriculating Students
- Military Candidates
- Transfer Students from Another Nursing Program
- Readmission (Former CDU Nursing Students)

PROCEDURE

All BSN applicants must complete designated prerequisite courses prior to entry into the clinical component of the program.

A minimum GPA of 3.0 in prerequisite coursework is required. Applicants with a GPA between 2.8 and 2.99 may be considered with supporting documentation and approval from CDU Nursing Administration.

A minimum TEAS score of 75% in all sections is required for all *prelicensure* BSN applicants.

Transcripts must be submitted and evaluated by CDU to verify prerequisite completion and GPA eligibility.

ADMISSION PATHWAYS AND SPECIFIC REQUIREMENTS

Pre-Nursing Students (Internal Progression CDU-Based)

Must complete all required general education and science prerequisites.

Eligible to progress into the BSN clinical program upon:

- Completion of all prerequisites
- Meeting GPA requirements
- Achieving a minimum TEAS score of 75% in each component

Mandatory Advising – Students must meet with a Pre-Nursing advisor every semester; a progression hold is placed until advising notes are logged.

LVN to BSN

Must hold a current and valid California LVN license.

Prior nursing education and experience will be evaluated on a case-by-case basis.

Credit by Exam is available for the following courses:

- Fundamentals, Pathophysiology, Physical Health Assessment, Medical-Surgical Nursing, Obstetrics (OB), and Pediatrics (Peds)
- Students must pass the Fundamentals exam in order to challenge Medical-Surgical, OB, or Peds.
- Exam criteria:
 - HESI composite score of 850 or higher, or
 - ATI Level 2 or above (Fundamentals only)
- Medical Dosage Calculation Exam:
 - Minimum passing score of 95% or 1050 composite score on HESI
 - Up to two attempts are allowed
- Applicants must meet CDU GPA 3.0 and TEAS requirements 75% in all components.

RN to BSN Pathway (Post-Licensure)

For currently licensed RNs with an Associate Degree in Nursing (ADN) or ADN students in their final term.

Must meet CDU nursing GPA 3.0 and prerequisite requirements.

TEAS scores are not required for this pathway.

Non-Nursing Transfer Students

Includes students who have completed prerequisites at other accredited institutions.

All CDU-required prerequisites must be completed before entering the clinical component.

Transfer credits are subject to review and must meet CDU's science and math course recency and GPA standards.

Military Candidates

Must currently hold an active duty or veteran status in a branch of the U.S. Military.

Prior nursing education and clinical experience will be reviewed for potential credit.

Credit by Exam is available for Fundamentals (only).

- Exam criteria:
 - HESI composite score of 850 or higher, or
 - ATI Level 2 or above
- Medical Dosage Calculation Exam:
 - Minimum passing score of 95% or 1050 composite score on HESI
 - Up to two attempts are allowed

Must meet CDU GPA and TEAS requirements as outlined in Section 3.

Transfer Students from Another Nursing Program

Must submit official transcripts and a letter of good standing or a formal explanation of program withdrawal.

Curriculum placement is determined by CDU nursing leadership and is dependent on transcript evaluation and space availability.

Credit by Exam is available for Fundamentals, Pathophysiology, and/or Physical Health Assessment per Section 4.2 LVN to BSN standards.

Non-Matriculating Students

Must apply at least 6–8 weeks prior to the course start date.

Approval is required to enroll in CDU courses as a non-matriculated student.

Non-matriculated students are not eligible to progress into the BSN core without formal admission.

Students who later seek full matriculation must meet all standard admission criteria, including GPA, prerequisites, and TEAS (if applicable).

Readmission (Former CDU Nursing Students)

Students who left in good academic standing may apply for readmission.

Must meet all current catalog and program requirements at the time of readmission.

Applications are reviewed by the Nursing Admissions & Academic Progression Committee.

Non-Course Progression Policy:

Students are allowed to repeat one course due to non-progression.

A second non-progression in any nursing course will result in dismissal from the program.

Students may retake a course in the following semester if offered and space is available.

Dismissed Students:

May reapply after one year

Must submit a formal petition with evidence of academic improvement and remediation

Must meet current program requirements and receive approval from the Nursing Admissions & Academic Progression Committee

Challenge Exam Procedure

Undergraduate Faculty and/or advisors are responsible for explaining and following the procedure listed below:

1. The student is directed to speak with the course Faculty of Record (FOR) at least one month before the beginning of class. The FOR will clarify the specific requirements and process for challenging an undergraduate course.
2. The FOR determines whether the student has adequate knowledge and preparation of the subject matter to challenge the course. Prior coursework must be part of preparation for nursing or another health profession (e.g. dentistry, psychology, pharmacy, medicine, physical therapy).
3. If the student is determined to be eligible to challenge the course, the student and faculty member agree on a date and time for the examination. The schedule must allow adequate time for course enrollment if the student is not successful in the challenge.
4. The student obtains the form, "Petition for Credit by Examination" on the Office of Registration and Records website. The student completes the "Student" section and the FOR completes the "Instructor" section of the form.
5. Faculty provides the student with the following documents in 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 to evaluate knowledge and/or clinical skills necessary to meet course objectives.
7. Once the examination is completed and graded, the student is informed of the grade. If the grade earned is passing, the student can then decide whether they wish to take the class or accept the exam grade as their final grade for the course. Students who fail the challenge exam are required to take the course.
8. If the student successfully passes the exam, the FOR notifies the Office of Student Success and Wellness. The student brings the form to director 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 equivalent course information.

CDU MMDCON LVN-BSN Pathway

Advanced Placement Option

The LVN-BSN Pathway is part of the Pre-Licensed Undergraduate Program. Students apply to the Pre-Licensure Program following the regular application process. It is offered to any applicant with extensive medical knowledge and/or experience in the following field: Licensed Vocational Nurse (LVN). Students who graduate from this program with a Bachelor of Science in Nursing (BSN) Degree are then eligible to take the RN license exam.

Nursing students with special studies or experiences may already have achieved the objectives of certain courses and may petition to receive credit after a portfolio and transcript review. Within the BSN – Nursing Direct phase, students can petition for prior learning credit, for the following classes only:

- NUR421 – Nursing Fundamentals
- NUR424: Physical Assessment in Nursing Practice
- NUR427: Nursing Pharmacology

- NUR428: Medical Surgical Nursing I: Essentials
- NUR436A: Obstetrics
- NUR436B: Pediatrics

LVN-BSN students must provide a transcript of their vocational nursing education and course description(s) showing content and clinical hours obtained in each of the following courses: Fundamentals, Physical Assessment, Medical Surgical I, Pharmacology, Obstetrics, and Pediatrics. Scholastic eligibility is determined by multi-screening criteria, which consider previous academic degrees; GPA in relevant science courses; GPA in remaining prerequisite courses; life experiences and other special circumstances; and proficiency or advanced coursework in languages other than English.

Challenge

The didactic/theory component of the challenge examination will complete the HESI Specialty Exam for the applicable area being challenged. Students must achieve a minimum score of 850.

The clinical component of the challenge examination will vary with the area being challenged, but will consist of:

1. Patient assessment.
2. Development and implementation of a plan of care.
3. Documentation of care given with evaluation.
4. Skills competency.
5. Dosage calculations (Student must achieve 75% or higher with one attempt ONLY).

The examination will be designed to validate that the student possesses the critical skills necessary to perform safely in the theory and clinical area. The student will be evaluated with the evaluation tool used for the particular course being challenged.

If the exam is passed, the student will have met the course requirement. They will receive units recorded as “credit by examination” that will count as units toward graduation, but not be included in GPA calculations.

Process.

- 1) Students who request to receive credit for a nursing prefix course by examination must present documentation of their experience to the Program Coordinator and Leadership at least eight weeks before the start of the course. Communication well in advance of the start of the term is required.
- 2) Student’s documentation should include transcripts and syllabi that demonstrate prior course work, documentation of formal instruction in non-collegiate settings, examples of assignments that meet course objectives, proof of work experience, and/or other materials, documents, and evidence for consideration.
- 3) The program leadership will assess the student’s documentation in the context of the program’s mission and degree objectives. If it is determined that the student has sufficient experience, then they will contact the faculty of record for the course the student wishes to challenge.
- 4) The program leadership and the faculty of record assess the student’s documentation in the context of the course’s student learning outcomes and decide whether or not the student may take a challenge exam.

If the request for a challenge exam is approved:

- The student will receive, at a minimum, a copy of the syllabus that states the student's learning objectives and lists the course textbook and/or other learning materials used in the course. Faculty may provide additional study materials at their discretion. Course items will be provided to the student no less than 6 weeks before the start of the semester.
- Students must complete the challenge exams before the first week of the semester.
- An individual will only have one attempt to challenge a particular course, including one attempt for the didactic/theory and clinical components.
- Grades for challenge examinations in nursing are recorded only if the student is successful. This is to ensure that, if an individual is not successful with the challenge, there is no penalty incurred. If the student is successful with the challenge, “Credit by Examination” and a letter grade are recorded on the college transcript.

- Students who pass the challenge exam will receive “credit by examination” on their transcript.

If the request for a challenge exam is not approved, the program leadership will notify the student and the Office of the Registrar in writing at least one week before the start of the semester. The written notification will identify the reason the request was denied, and a copy will be kept by the department for auditing and evaluation purposes.

Graduation

Graduation Application: All graduating students must complete a graduation application in the semester before the final semester. To complete this form, the student must review his/her completed coursework in the CDU student portal (add the link) and determine work completed, work in progress, and coursework that must still be completed to meet all graduation requirements. Once this information is obtained, meet with your Advisor or MMDCON Director of Student Success and Wellness to complete a degree audit report and a plan to complete all requirements on time. The student will then submit the form to MMDCON to get it signed off by the Program Director or MMDCON Director of Student Success and Wellness after which it will be submitted to the Office of Registration and Records for further processing.

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

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

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

Dismissal

MMDCON students can only fail one course during the academic program and the course may only be repeated one time. A student who fails more than once in a course or a clinical component may not continue in the nursing program. In addition to dismissal for academic reasons, students can be dismissed from the University for violation of any of the following University policies: Add refer to page or university link

- Professional Standards
- Academic dishonesty
- Impaired Student as subjectively and/or objectively documented
- Adverse Clinical Background finding

Dismissal from the program is the most extreme form of sanction for violation of these policies, but less extreme sanctions may be employed if warranted. Students dismissed from the University for Academic Reasons must wait out one semester before they can re-apply and receive approval from the Dean’s Office.

Readmission

Readmission will be based on current admissions policies.

Students seeking readmission should contact the Office of Admissions at least one semester before their intended return. Students dismissed from the Program, or the College for Academic Reasons must wait out one semester before they can

re-apply and receive approval from the Dean's Office. Students participating in an approved planned educational leave do not have to re-apply for readmission.

Former Students Who Were Dismissed

The readmission of a previously dismissed student is by special action only. Readmission action is based upon evidence that the causes of previous low achievement or behavior 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 risk not being readmitted.

To re-apply, students should:

1. Complete and submit a Readmission Application or Program Reactivation Form
2. Include official transcripts of any coursework in progress or completed during absence from Charles R. Drew University.

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

Grievance Policies, Procedures and Resolutions for Students

Charles R. Drew University has policies that have been established to resolve student problems and issues in a fair and impartial manner. The University's main priority is to help students learn while maintaining high academic and ethical standards. Grievances related to sexual harassment, racial harassment, bullying, or discrimination against the disabled shall be pursued in accordance with University policies specifically relating to these items. (see CDU Catalog, P. 74). Please see Appendix D for "Sexual Harassment and Bullying."

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

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

Academic Grievance Process

An academic grievance relates to academic issues associated with the course, classroom, or clinical instruction during the semester. As a prerequisite to filing a grievance, a student must meet with the faculty member involved within three (3) College/business days after an incident occurs. 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 MMDCON Director of Student Success and Wellness.

To prepare a written grievance, the student shall:

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

1. Identify the exact nature of the complaint and provide dates and locations of relevant incidents.
2. Identify the names of the witnesses or persons who have personal knowledge relating to the complaint.
3. Submit a grievance along with any available written documentation or evidence that is relative to the complaints/grievances to the Director of Student Success and Wellness.
4. The student will meet with the Course Lead Faculty and the Director of Student Success and Wellness within three (3) College/business days, excluding holidays, university closure, and weekends, of submission of the written grievance.
5. The Admissions Committee will meet within five (5) College/business days of a request for a review of the student's grievance appeal. The committee chair will notify the MMDCON Dean of the committee's decision. The MMDCON Director of Student Success and Wellness will notify the students and involved faculty members of the decision.
6. The student or the involved faculty member may appeal against the decision of the Admissions Committee in writing to the MMDCON Dean within two (2) business days following notification of the decision. The MMDCON Dean will render a decision on the appeal within three (3) business days from receipt of the appeal.
7. The grievance process ends with the decision of the MMDCON Dean.

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

Non-Academic Grievances (from students)

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

Confidentiality

Throughout the entire procedure, from the filing of a formal complaint to the 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 MMDCON and will be maintained for a minimum of five (5) years.

Withdrawals

The grade "W" indicates that a student withdrew from a class during the period scheduled on the College calendar. To withdraw from a course or program a student needs to meet with their advisor, Program Director, and the Director of Student Success and Wellness to fill out the university withdrawal or course add/ Drop forms. The form needs to be submitted to the Director of Student Success and Wellness. The forms are available on the website and the Office of Registration and Records. After the deadline to withdraw from a course, a student may request permission to be allowed to withdraw from all of her/his classes for a medical emergency or extraordinary circumstance. Additionally, students will be unable to withdraw from any course for reasons of poor performance or a failing grade after the withdrawal deadline.

Medical Withdrawals

Permission to drop courses for health reasons must be requested in writing and certified by the student's healthcare practitioner. Requests of this nature must be presented to the MMDCON Director of Student Success and Wellness before the final examination. Under no circumstances will a medical withdrawal be considered after the final examination has

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

Student Support Services

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

MMDCON Academic Support Specialist: The Academic Support Specialist will be responsible for developing, implementing, managing, and accessing a comprehensive student success/retention plan. Additionally, works to identify students at risk and designs, coordinates, and delivers interventions designed to allow the student to succeed and graduate from

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

Impaired Student and Policies

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

Board of Registered Nursing Statement

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

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

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

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

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

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

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

Optimal health is an important factor in safely achieving academic and clinical performance requirements. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic

and clinical performance. Substances that may impair student performance include legal drugs (prescription and over-the-counter), illegal drugs, alcohol, and other chemicals. The potential risk to self and others is unacceptable. Therefore, the policies stated below will be implemented as necessary. The policies are consistent with the Board of Registered Nursing Guidelines of 11/84. Confidentiality will always be strictly maintained.

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

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

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

Procedure: When a student is exhibiting any of the above behaviors, the following actions will be taken:

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

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

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

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

Non-Discrimination Policy

Charles R. Drew University of Medicine and Science prohibits discrimination and harassment in its programs or activities based on race, color, national or ethnic origin, ancestry, sex including pregnancy or childbirth (and related medical conditions), gender, gender identity, gender expression, sexual orientation, age, religion, marital status, physical or mental disability, medical condition, military or veteran status, or any other personal characteristic protected by university policy, federal or state law. This policy applies to the University's programs and activities both on and off-campus, including those outside of the United States. The University will not retaliate, nor permit retaliation against any person who reports or participates in an investigation or other university process addressing allegations of discrimination or harassment.

Reports of Discrimination or Harassment can be reported to the campus Director of Student Success and Wellness at mmdconstudentsuccess@cdrewu.edu. Complaints regarding faculty or staff (Title VII) may be directed to the Director of Human Resources (323) 563-9318 or hrdept@cdrewu.edu. Inquiries or complaints can also be made to the University's Compliance, EEO, and Diversity Officer at (323) 357-3684, or on campus in COBB 242.

Title IX Reports

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

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

Charles R. Drew University of Medicine and Science (CDU) and Mervyn M. Dymally College of Nursing provide equal access and opportunity to its students and does not discriminate based on disability. The College of Nursing at CDU is committed to creating an accessible and welcoming learning environment for all.

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 (ADA), and the Americans with Disabilities Amendments Act of 2008.

Student Accessibility Services provides equal access to educational, social, and recreational programs through coordination of services and reasonable accommodations, consultation, and advocacy. A student is protected by Section 504 and Title III of the ADA with respect to CDU's educational courses, programs, and activities if the student is a qualified individual with a disability. The student must be capable of fulfilling the essential functions and requirements of the educational courses, programs, and activities, with or without reasonable modification or accommodations.

CDU is committed to providing an academic learning environment respectful of the religious beliefs of its students. As part of this commitment, CDU will provide reasonable religious accommodations to students whose sincerely held religious beliefs conflict with a University policy, procedure, or other academic requirement unless such an accommodation would create an undue hardship.

Students should contact the Office of Student Accessibility Services (OSAS) at accessibility@cdrewu.edu to request accommodations. Students with accommodations need to notify their faculty seven (7) business days prior to their examination.

While reasonable accommodation(s) may be granted through the Office of Student Accessibility Services (OSAS) for classroom learning and testing. Accommodation(s) **cannot extend to modifying or waiving clinical competencies, performance expectations, or required hours.** Students need to meet the essential functions of clinical practice, with or without reasonable accommodations. Clinical make-ups are not guaranteed and depend on faculty availability and facility capacity.

Religious Accommodation: In accordance with state law, the University and its faculty and staff will make a reasonable attempt to accommodate student needs in cases of incompatibility between a student's religious creed and scheduled coursework, tests, or examinations. The process is as follows:

1. Students requesting a religious accommodation should make the request directly to their instructor.
2. Students anticipating an absence or missed coursework, testing, or examination due to a sincerely held religious practice or belief must inform their instructor in writing no later than 30 days prior to absence.
3. Absence from class or other educational responsibilities does not excuse students from keeping up with any information shared or expectations set during the missed class(es) or testing. Students are responsible for obtaining the materials and information provided during any class(es) missed. Students should work with their instructors to determine a schedule for making up missed work.

My Safe Campus Alert Line:

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

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

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

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

The Charles R. Drew University of Medicine and Science, Mervyn M. Dymally College of Nursing is committed to providing equal access to all of its programs, services, and activities for students with disabilities. For students seeking accommodation or for inquiries, please refer to <https://www.cdrewu.edu/students-campus-life/student-services/health-and-wellness/student-accessibility/> for the reasonable accommodations process and forms. You may also contact Dr. Rhonda Jones, Student Academic Success Director, available by email at rhondajones@cdrewu.edu or (323)563-4930.

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

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

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

Supporting Pregnant Students

Title IX office works with pregnant students to provide responsive and reasonable accommodation and support for

pregnancy-related conditions. Contact the Title IX office for more information.

Lactation Room

Pregnant and post-partum students will be accommodated to the fullest extent permissible. Lactation pod is available in the Life Sciences Research Nursing Education and Keck Buildings. The door can be unlocked by the user and needs to ensure to lock the door once inside. Further questions can be directed to the Director of Student Success and Wellness.

Tutoring Services

The MMDCON has tutors who support students in need of tutorial services in the Mervyn M. Dymally College of Nursing. For more information, please visit the following website: <https://www.cdrewu.edu/students-campus-life/student-services/academic-support/>.

Student Rights to Academic Records

The University Registrar's Office maintains all transcripts and grades. Official transcripts can be purchased through our third-party vendor, Parchment, through the Registrar's Office website. Student can obtain unofficial transcripts from MyCDU student portal.

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

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

1. Current or former students who want to review their records should provide, in writing, permission to allow access to restricted portions of their records.
2. Program departments will allow students to review their files.
3. Students have the right to correct any inaccurate or misleading entries or to insert a written explanation clarifying the contents of the student record. Student records contain information on the student's progress, evaluations, test results, and grades, which become a permanent part of the student's file. Grades are added to the student's file at the end of each semester. Students may request, in writing, copies of their permanent records excluding third-party documentation

Section IV

Academic Dishonesty

Expectation: The Mervyn M. Dymally College of Nursing at Charles R. Drew University of Medicine and Science expect students to adhere to academic integrity in all projects, papers, examinations, and assignments.

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

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

- Students completing any examination should assume that external assistance (e.g. cellular phones, smart devices of any kind (e.g. smart Watches, smart Glasses) books, notes, and any form of Artificial Intelligence (AI), including but limited to applications, virtual reality (VR) headsets, glasses and any other technology that evolves, calculators, and conversations with others) is prohibited unless specifically authorized by the instructor.
- Students may not allow others to conduct research or prepare work for them without advanced authorization from the instructor.
- Substantial portions of the same academic work may not be submitted for credit in more than one course without authorization.
- Students must not sign the attendance form for students who are absent and not attending class.
- Intentional falsification or invention of any information or citation in an academic exercise.
- Intentionally or knowingly helping or attempting to help another commit an act of academic dishonesty.
- Plagiarism to steal or pass off the words or ideas of another as one's own, or to use without crediting the source.

Artificial Intelligence (AI)

Generative AI tools refer to artificial intelligence software that can autonomously generate content, such as text, images, videos, or simulations. These tools include advanced standalone platforms and built-in systems within common devices and applications. Examples include, but are not limited to:

- **Standalone AI Platforms:**
 - **ChatGPT (OpenAI)**
 - **Gemini (Google)**
 - **Claude (Anthropic)**
 - **Jasper.ai**
 - **Perplexity**
 - **ChatSonic**
 - **DALL-E 3 (OpenAI)**
 - **MidJourney**
 - **RunwayML**
- **Built-in AI Systems:**
 - **Microsoft Copilot (Windows 11)**
 - **Apple Intelligence (iOS, macOS)**
 - **Bing AI Chat (Microsoft)**
 - **Google Assistant AI**

MMDCON recognizes the potential of AI to enhance educational experiences by offering dynamic learning

support, personalized instruction, and innovative approaches to learning. However, the use of AI must be managed responsibly to maintain the integrity of students' work and ensure the development of essential nursing skills that are critical in patient care.

Acceptable Use Guidelines:

1. Faculty Discretion:

Faculty will provide specific guidelines for the use of generative AI in assignments or coursework. AI may be used as a supplemental tool to enhance learning but should not replace student-driven analysis, clinical judgment, or personal insight.

- **Proper Citation:** All AI-assisted content must be fully disclosed and cited, detailing the platform used, the version, and its role in the student's work. Failure to disclose AI-generated input will be treated as academic dishonesty.

2. Prohibited Use:

- **Exams and Assessments:** The use of generative AI tools is strictly prohibited in all forms of assessments, including in-class quizzes, midterms, final exams, and standardized tests such as HESI.
- **Patient Documentation:** Generative AI cannot be used to create care plans, clinical documentation, or any form of patient reports. Only AI systems integrated into electronic health records (e.g., smart phrases) are permitted for such tasks.
- **Course Materials:** Copying course materials, exam questions, or instructional content into AI platforms is prohibited to avoid breaches of intellectual property and academic integrity.

3. Student Responsibilities:

- **Verification of Accuracy:** Students are responsible for verifying the accuracy of any AI-generated content, as generative AI may produce biased, inaccurate, or outdated information.
- **Critical Evaluation:** AI should not replace human oversight, especially in clinical decision-making, where critical thinking and personal expertise are vital. Students must cross-reference AI-generated insights with trusted sources and clinical guidelines.

4. Ethical Considerations:

Ethical use of AI in nursing education is paramount. Potential biases, data privacy, and the impact on decision-making must be considered. Students must understand that reliance on AI without proper evaluation can introduce risks, including ethical dilemmas related to patient care. All work involving AI must adhere to ethical guidelines, especially in cases involving sensitive or personal data.

Consequences of Unauthorized Use:

Unauthorized use of generative AI tools will be considered a violation of the MMDCON Academic Dishonesty Policy. Penalties for misuse can include grade reductions, academic probation, or more severe disciplinary actions, depending on the severity of the violation.

Ethical and Responsible Use in Clinical Practice:

AI tools in clinical environments must align with professional standards and ethical codes. The use of AI for patient care documentation or clinical decision-making without appropriate supervision can compromise patient safety and violate legal and ethical guidelines. Therefore, AI-generated content related to patient care must be scrutinized and approved by clinical supervisors before integration.

Future Preparedness and Curriculum Integration:

As AI technologies become increasingly integrated into healthcare systems, the MMDCON curriculum will include topics that prepare nursing students for AI's role in practice. These topics will address digital literacy, ethical implications of AI, and critical evaluation of AI-generated content. Faculty will be encouraged to engage in continuous professional development to stay current on AI innovations and their implications for nursing practice.

Final Notes:

The advent of AI technology in nursing education offers numerous benefits, but its use must be tempered by caution, critical oversight, and ethical integrity. MMDCON will continue to review and revise this policy to ensure responsible integration of AI in nursing education while prioritizing the development of essential nursing competencies.

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

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

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

Classroom Civility

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

Examples include but are not limited to:

- Repeatedly leaving and entering the classroom or clinical area without authorization
- Making loud or distracting noises
- Using cellular phones and or other electronic devices during the class or clinical area
- Attending class under the influence of alcohol or use of illicit drugs including controlled substances not limited to prescription medication use
- Eating and drinking in the classroom or clinical area
- Using a computer in class or other technology on activities not related to the class or clinical area.

Professional Standards

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

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

Student Code of Conduct

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

Please see Appendix E for the "Student Code of Conduct and the Student Acknowledgement Form" and Appendix G for

the Student Handbook and Function Rules Acknowledgement Form.

Professional Communication

Students are encouraged to continuously monitor their CDU email on a regular basis. CDU faculty and staff will use CDU emails to communicate with students. Students are required to use their CDU email address for all communication.

Students must use proper email etiquette when writing an email to a professor or professional staff member, students must use proper email etiquette. Professional Communication refers to appropriate respectful and timely communication. Here are some guidelines for students to use.

- When contacting a professor or staff member, use your CDU email so that your name can be identified, and your email will not go into the spam folder.
- The subject line of your email should be brief, clear, and referring to the topic that your email will encompass.
- Address your instructor or staff member properly by using the appropriate title and last name. (e.g., Professor XXX, Dr. XXX, or Mr./Mrs. XXX).
- Write a clear and concise message by stating your question, problem, or concern by being specific and detailed. Refrain from using all capital letters and any abbreviations or slang words. Use standard punctuation, capitalization, spelling, and grammar throughout the body of the email.
- Always make sure to proofread your messages before sending out the email
- Create a proper email signature that includes your full name, email address, phone number, program, and cohort number. The e-mail signature should be distinct and separate from the main body of the e-mail. Use the signature function in Outlook to create your email signature.
- Allow adequate time for the faculty or staff member to respond. Always thank them for answering as you are confirming that you have received their reply.
- Don't forget to attach any electronic documents if needed and reread for any ambiguities or mistakes. ***Just a reminder, emails are never private and can serve as official records!!!***

Section V

Student Representatives

The purpose of the cohort representative role is to provide a conduit for the exchange of information, questions, and concerns from the student group's perspective. It also provides input, as needed from the student's perspective, on agenda items when solicited by the faculty assembly or program leadership. This representative role offers an opportunity for participation as a student leader that can be reflected in the student's resume and portfolio.

Student representatives will be elected by their cohort and confirmed by the Director of Student Success and Wellness. Their peers at the start of each academic year elect student representatives. A maximum of two (2) representatives for each cohort will be elected by the midpoint of the first semester. At the beginning of the second year of the program, the cohort will then have the opportunity to elect two (2) new cohort representatives. This will provide opportunities for leadership roles to additional students.

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

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

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

Student Participation

Committees

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

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

Potential student representatives will be required to apply to include the following:

- Committee of interest.
- Plan for communication both to and from the students represented.
- Goals/Objectives for participating in MMDCON Committees
 - Meet a minimum GPA requirement of 3.0.
- Student representatives will be selected using specific criteria.
- During their term of representation, the students are expected to: Represent the views of peers and not their interests or views, maintain integrity by acknowledging the confidentiality of some committee business, and attend all meetings as scheduled. (This may include phone conference calls if available and appropriate)

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

otherwise stated.

Evaluations

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

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

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

Community Service

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

Student Organizations

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

<https://www.cdrewu.edu/students-campus-life/organizations/>

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

Additional Resources

Nursing students should take time to visit the following websites:

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

MMDCON Chain of Command

Students are instructed to follow the MMDCON Chain of Command to resolve any questions, concerns, or grievances.

1. Schedule a meeting to talk with the didactic or clinical instructor about the issue.
2. If the issue is not resolved after this meeting, students can request a meeting with their program director
3. If the issue is not resolved after meeting with Program Leadership, students can meet with the Director of Student Success and Wellness and may file a grievance.
4. The Director of Student Success will lead the grievance process where student(s) and faculty will be part of the process.
5. Lastly, if there is no resolution to the issue, students can file the corresponding grievance by contacting the Office of Student Life and Vice Provost of Student Affairs.

Graduate (MSN, PMC, & DNP) students are encouraged to follow the same chain of command. Graduate students have the opportunity to meet with the CDU's Ombudsperson Dr. Keosha Partlow.

Appendix A: MMDCON Medical Examination Form

Mervyn M. Dymally -College of Nursing

1748 East 118th Street, Los Angeles, CA 90059

Phone 323-568-3302 Fax 323-568-3389

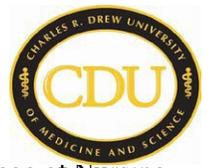


Dear MMDCON Student:

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

All Health Records and CPR cards should be submitted at the new student orientation by uploading to Castle Branch or Exxat, which is a student clinical documents platform that allows MMDCON to track required documents. You will be oriented to Exxat during the MMDCON orientation session.

Thank you in advance for submitting complete and timely records.



Health Requirement for Incoming Students:

The Health Policy applies to every student matriculated or enrolled full-time or part-time in the MMD College of Nursing.

All students accepted in a CDU MMDCON program are required to produce complete documentation including immunization records prior to the start of the semester.

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

Students are required to have evidence of tuberculosis testing (TB skin test, QFT, or T-Spot) done within one (1) month of matriculation or enrollment. No exceptions.

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

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

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

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



Health Tracking and Immunization Form

Part I – STUDENT: please complete all information

Last Name		First Name	
Date of Birth		Student ID (if applicable)	
Address			
Telephone #		Emergency Telephone #	
CDU Email Address			
Personal Email Address			

PERSONAL MEDICAL HISTORY: (Check all that apply and provide details below)

Allergies	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Medications	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Previous Hospitalizations/Illness	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Mental Health Disorders	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Neurology Disorders	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Cardiovascular Disorders	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Respiratory Disorders	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Eyes/Ears/Nose/Throat Disorders	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Skin Disorders	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Gastrointestinal Disorders	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:
Endocrine Disorders	Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, specify:

Part II – PHYSICAL EXAMINATION (to be completed by Health Care Provider)

Age	Sex	Height	Weight	BP	Pulse	Urine Dip	Hb

System	Findings (Normal / Abnormal details)	
Head/Neck		
Eyes		
ENT		
Ears – General		
Ocular Motility		
Lungs & Chest		
Cardiovascular & Peripheral Vascular		
Gastrointestinal/Abdomen		
Back Strength/Extremities		
Endocrine		
Neurologic/Mood		
Reflexes		
Skin		
Genitourinary/Reproductive		
FUNCTIONAL ABILITIES		
Lift & carry up to 50 lbs	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Exert up to 100 lb force / push / pull & Bend/stoop/squat/crawl	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Medically cleared / able to perform assigned duties? Yes No

Free of infectious diseases? Yes No

Required Immunization and Testing

VACCINE / TEST	1st Dose	2nd Dose	3rd Dose	Booster	Titer (attach copy)
MMR (2 doses) or titers					
Measles (live virus) or titers					
Mumps (1 dose)					
Rubella (1 dose)					
Tdap (1 dose Tdap, booster every 10 yrs)					
Hepatitis B (3-dose series + titer)					
Varicella (Chickenpox)					
Seasonal Flu (annual)					
Covid-19					

TB SCREENING (2-step PPD or QuantiFERON Gold)

Test	Date	Result	Induration / Comments
PPD #1			
PPD #2 or QFT			

If positive, Chest X-ray Date: _____ Results: _____ (Attach report)

Was INH Therapy Recommended? Yes No Start Date: _____ Completion Date: _____

Provider Signature: _____

Date of Exam: _____

Address: _____

Tel: _____

Provider Stamp

CDU MMDCON Policy on Immunization/Health Requirements

. The purpose of these requirements is to prevent outbreaks of vaccine-preventable communicable diseases among CDU students; and to prevent or reduce the risk of transmission of vaccine-preventable and other communicable diseases between CDU students and patients and other persons at CDU and CDU-affiliated healthcare units.

This policy applies to **every** student who matriculated or enrolled full-time or part-time in a CDU

MMDCON program, including joint and collaborative programs with other institutions. All forms must be submitted by the deadline. To be compliant with the MMDCON policies, incoming students **MUST** meet the following requirements:

- HISTORY AND PHYSICAL EXAM: All students must undergo a complete History and physical within six (6) months prior to the first class and at annual or other appropriate intervals thereafter if indicated by Initial findings.
- **TUBERCULOSIS (TB):** Each student must undergo **QuantiFERONN blood test or two- step TB skin testing** using the **Mantoux method** (5 tuberculin units of purified protein derivative (PPD) injected intradermally) within one (1) month prior to first class. This must be submitted annually.
- Students with a **history of BCG (Bacille Calmette-Guerin) vaccination are not** exempt from the TB requirement because there are no data to indicate that these individuals experience an excessively severe reaction to PPD testing, and because anyone with a history of BCG and a positive PPD test result is considered infected with TB and is treated accordingly. Students with a history of a **positive (+) PPD test** must document the following: **a chest x-ray report and history of preventive therapy for TB infection according to published CDC guidelines.**

Immunization Requirements

Measles-Mumps-Rubella

All students must show documented proof of immunity to measles, mumps, rubella prior to the start of the semester.

Immunity must be evidenced by submitting the following:

- a) serology (laboratory/titer) evidence of immunity to EACH disease, AND
- b) two doses of live-virus MMR (measles-mumps-rubella)

Varicella

All students must show documented proof of immunity to varicella prior to the start of the semester.

Immunity must be evidenced by submitting the following:

- a) Receive 2 doses of varicella vaccine 4 to 8 weeks apart, AND
- b) serology (laboratory/titer) evidence of immunity to varicella disease

Hepatitis B

All students must document proof of immunity to Hepatitis B prior to the start of the semester.

Immunity must be evidenced by submitting the following:

- a) Three (3) dose series of hepatitis B vaccine AND
- b) serology (laboratory/titer) evidence of immunity to varicella disease

Tetanus-Diphtheria (TDap)

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

Influenza Vaccine

Students are required to have a flu vaccine each year with the current influenza vaccine belonging to the particular year (August - April).

Please note, that you will also be expected to submit the following:

- Proof of COVID-19 Vaccination and updated annual booster
- 13 Panel Drug Screening Test (Marijuana (THC), Cocaine (COC), Opiates (OPI), Oxycodone (OXY), Phencyclidine (PCP), Amphetamine (AMP), Benzodiazepines (BZO), Barbiturates (BAR), Methadone (MTD), Methaqualone (MQL), Propoxyphene (PPX), Ecstasy (MDMA), Fentanyl (FYL), Meperidine) Conducted within 6 weeks of submission.

Appendix A: Notification of Rights Under FERPA

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix B: California State Required Meningitis Awareness Disclosure Form



To be completed by the student

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

What is Meningococcal Meningitis?

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

How is Meningitis Spread?

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

Is There a Vaccine For Meningitis?

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

What Are The Symptoms of Meningitis?

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

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

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

Please mark one of the boxes, then sign below.

- I have received the Menactra Vaccine. Date ____/____/____
- I have received the Menomune Vaccine. Date ____/____/____
- I have received a Meningococcal vaccine but do not know which one. Date ____/____/____ (Hib meningitis vaccine does NOT qualify)
- I have read the provided information and do not want to receive either vaccine. (Initial) __

Student Signature

Student Name (Please Print Clearly) Date

Appendix C: Bullying

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

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

DEFINITIONS

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

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

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

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

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

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

- Slander
- Offensive comments or body language
- Name Calling
- Yelling
- Comments about appearance or lifestyle
- Insulting, abusive, embarrassing, teasing, or patronizing behavior or comments
- Verbal threats or intimidation
- Unfair, humiliating, intimidating, and/or demeaning criticism
- Ignoring
- Open hostility and/or aggression
- Physical threats/assaults
- Hitting, punching, shoving
- Deliberately undermining a competent person by overloading with work
- Unreasonable work assignments
- Menial task assignments
- Gossiping

- Spreading rumors
- Leaving people out on purpose; isolating from normal work or study, conversations, or social events
- Publishing, circulating, or displaying pornographic, racist, sexually suggestive or otherwise offensive pictures, language, or other materials
- Unwanted physical contact, ranging from an invasion of space (personal or otherwise) to a serious assault
- Breaking up friendships
- Cyberbullying: using the internet, mobile phones, or other digital technologies to harm others.

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

RETALIATION

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

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

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

COMPLAINTS

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

MALICIOUS COMPLAINTS

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

CONFIDENTIALITY

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

PROCEDURE I.E. 00405 Bullying and Anti-Harassment

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

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

COMPLAINTS INVOLVING STUDENTS

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

COMPLAINTS INVOLVING UNIVERSITY STAFF

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

COMPLAINTS INVOLVING UNIVERSITY FACULTY

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

COMPLAINTS INVOLVING VISITORS TO CAMPUS

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

INITIAL ACTION

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

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

COMPLAINTS PROCEDURE

- h. If informal action does not succeed in resolving the situation, or would not be appropriate given the nature of the complaint, the complainant should make a written complaint to his/her department head or,
- i. If the complainant feels it is not appropriate to approach that person, they should consult the department head.
- j. If any of the parties consider that the department head has a conflict of interest in the complaint, the complaint may be referred to the head of the division.
- k. In cases where it is not immediately clear to whom a complaint should be addressed, advice and/or complaint filed with:
 - a. Human Resources
 - b. Student Success and Wellness
 - c. Office of the Dean
 - d. Provost's Office
 - e. Academic Personnel

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

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

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

- 1. Chief Human Resources Officer in the Department of Human Resources (Staff and Faculty),
- 2. Chief Operating Officer in the Office of the President (Staff, Students, and Visitors),
- 3. President in the Office of the President (Staff, Faculty, Students, and Visitors), or
- 4. Provost in the Office of the Provost (Students and Faculty) who may initiate an investigation and make a decision of further action based on such evidence as is available.

ACTION BY THE DEPARTMENT HEAD ON RECEIPT OF A COMPLAINT

On receipt of a complaint, the department head (or their nominee) in consultation with Human Resources or the Office of the Provost will take necessary steps as they see necessary or appropriate to understand the nature of the complaint and the outcome sought including:

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

INVESTIGATION

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

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

I. POSSIBLE OUTCOMES OF A COMPLAINT

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

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

Applicability: All Staff, Faculty, Students, and Visitors

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

Appendix D: Student Code of Conduct Form

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

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

- 1) Respect for high ideals and rigorous standards of academic life and professional responsibility.
- 2) Honesty in all academic and personal endeavors
- 3) Respect for the generally accepted standards of the nursing profession, including its principles of confidentiality.
- 4) Adherence to the rules and regulations of MMDCON
- 5) Conduct befitting an exemplary member of the MMDCON community.
- 6) Commitment to behavior that appropriately represents the prestigious institution which we attend Examples:
 - Silence all phones and electronic devices before lectures begin.
 - Avoid using laptop computers for purposes other than educational reasons pertaining to class.
 - Raise hands when appropriate during lecture and wait to be called on before speaking.
 - Refrain from personal conversations and comments during lectures.
- 7) Assume responsibility for our actions and are committed to personal growth into a professional role. Examples:
 - Avoid all acts of discrimination.
 - Offer constructive feedback to faculty, staff, and other students.
 - Conduct oneself in a manner that fosters trust among peers, faculty, staff, and the wider community.
 - Examine and discuss questions of interest and freely express opinions without judging others.

- Document and seek guidance from clinical settings that provide opportunities for further reflection and personal growth and utilize opportunities to enhance their communication and critical thinking skills.
 - Contribute to the development of the professional nursing curriculum.
- 8) We are committed to enhancing and preserving the health of the community through education and awareness.
Examples:

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

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

Print
Name

Date

Signature

Date



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

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

- I am responsible for the information and contents contained in SON student handbook and will abide by the policies set forth here ____ (*student initials*).
- I am required to wear CDU picture ID name badge at all times; when in the clinical area or on campus. I must also wear an agency name/ID badge if provided/required by my assigned clinical agency ____ (*student initials*).
- I am responsible for all communications exchanged between my CDU email and I'm aware that I am required to check my CDU email on a regular/daily basis. (Refer to Email Etiquette section in student Handbook for further information)

(*student initials*).

- I am aware of my obligation to uphold regular class/clinical attendance and that I am solely responsible for all the work put forth, including tests and written assignments for all my class meetings _____ (*student initials*).
- All courses must be taken in sequence as the program curriculum. A Student must follow the sequence of the curriculum otherwise the student will be administratively withdrawn from the courses at any time of the semester and the student will be responsible for any consequences. Not following the sequence policy may lead to a dismissal from the program. _____ (*student initials*).
- NP students may encounter preceptor fees when they enter clinicals, which is not included in tuition fee _____ (*student initials*).
- I am expected to maintain an appearance that is consistent with the highest professional standards and that projects an image of cleanliness, competence and professionalism ____ (*student initials*).

Standards of dress for campus and classroom

ELM students on Campus

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

NP & RN-BSN students on Campus

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

Standards of dress for the clinical, Skills & Simulation lab setting

ELM students during Clinical

Clinical jacket with white scrub top, black bottom and white closed shoes. (Wearing the clinical jacket is mandatory)

NP & RN-BSN students Clinical

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

- I am aware that I'm required to maintain a respectful and courteous behavior to everyone at all time _____
(*student initials*).
- I have discussed any physical and/or Physiological impairments with the Program Director/Director of Student Success and Wellness prior to start of the semester. If I require any accommodation in order to satisfy these standards, I agree to request accommodation promptly in writing and understand that the Student Disability Services Coordinator will evaluate the reasonableness of the accommodation before acting on the request.

(*student initials*).
- I am aware that outside responsibilities such as employment are not considered acceptable excuses for a student's inability to meet any curricular requirements.(*student initials*).

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

Student Name (Printed)_____ Program: _____

Signature:_____ Date:_____

Appendix F-1: American Nurses Association, Code of Ethics for Nurses 2025

[2025 Code of Ethics for Nurses | American Nurses Enterprise](#)

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

1.1 Respect for Human Dignity: Compassion for all and commitment to fair treatment

1.2 Relationships with Patients and Recipients of Nursing Care: Establish and maintain relationships of trust and provide services according to need and without bias

1.3 The Nature of Health: Health is a universal right and not affected by life choices, circumstances, illness, ability, socioeconomic status, or proximity to death

1.4 Right to Self-Determination: Every person has the moral and legal right to decide what will be done—and must receive information to make informed decisions

PROVISION 2. A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

2.1 Primary Commitment to Recipients of Nursing Care: People who receive care are prioritized over institutions; patients can participate in their care and make decisions

2.2 Conflicts of Interest and Conflicts of Commitment in Nursing: Includes obligations to other authorities/institutions and lack of focus on patients

2.3 Professional Boundaries: Nurses must establish only therapeutic relationships—not over- or under-involved

2.4 Issues of Safety in the Nurse-Patient Relationship: Considers physiological, physical, psychological, and emotional safety

PROVISION 3. The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

3.1 Privacy and Confidentiality: Protect private clinical data and personal information

3.2 Advocating for Persons Who Receive Nursing Care: Patients are vulnerable and entitled to support and appropriate information when making informed decisions

3.3 Responsibility in Promoting a Culture of Safety: Nurses help develop and maintain policies that promote safety and reduce errors

3.4 Protection of Patient Health and Safety by Acting on Practice Issues: Intervene when practice jeopardizes patient welfare or violates standards

3.5 Protection of Patient Health and Safety by Acting on Impaired Practice: Keep patients, the public, and the profession safe from impaired colleagues

PROVISION 4. Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

4.1 Responsibility and Accountability for Nursing Practice: Provide competent, compassionate care; make informed choices including non-action

4.2 Addressing Barriers to Exercising Nursing Practice Authority: Identify and act on barriers—rigid protocols, economic priorities, or social/political issues

4.3 Ethical Awareness, Discernment, and Judgment: Recognize how nursing actions support or diminish ethical care

4.4 Assignment and Delegation: Delegate consistent with practice standards, scope, and policies

PROVISION 5. The nurse has moral duties to self as a person of inherent dignity and worth, including an expectation of a safe workplace that fosters flourishing, authenticity, integrity, and professional competence.

5.1 Personal Health and Safety: Define your own health boundaries and not sacrifice personal health or safety for others

5.2 Wholeness of Character: Bring authentic self to practice; do not accept prejudicial discrimination

5.3 Integrity: Behave according to personal and professional values without jeopardizing dignity/well-being

5.4 Professional Competence: Maintain competence and pursue excellence, regardless of role or setting

5.5 Human Flourishing: Thrive personally and professionally; nourish life and foster interdependence with social/work communities

PROVISION 6. Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting affecting nursing care and nurse well-being.

6.1 The Environment and Virtue: Expect work environments supportive of caring virtues—kindness, generosity, truth, transparency

6.2 The Environment and Ethical Obligation: Maintain moral environment and awareness of negative factors

6.3 Responsibility for the Healthcare Environment: Contribute to respect, mutual support, and honest recognition of ethical issues

PROVISION 7. Nurses advance the profession through knowledge development, standards, and policy.

7.1 Contributions through Knowledge Development, Research, and Scholarly Inquiry: Every nurse can advance practice through their work

7.2 Protection of Human Participants in Empirical Research: Protect research participants, respect choices and preferences

7.3 Contributions through Developing, Maintaining, and Implementing Professional Practice Standards: Standards must reflect ethics, science, technology, values

7.4 Contributions through Nursing, Health, and Social Policy Development: Contribute to public policies with skill, knowledge, ethical values

7.5 Considerations Related to Ethics, Technology, and Policy: Provide ethical input into technology development and implementation

PROVISION 8. Nurses build collaborative relationships and networks with other disciplines and the public to achieve greater ends.

8.1 Collaboration Imperative: Collaborate to advance nursing practice—networking, advocacy, leadership, tact

8.2 Collaboration to Uphold Human Rights, Mitigate Health Disparities, and Achieve Health Equity: Advocate for universal physical and mental health; address human rights violations

8.3 Partnership and Collaboration in Complex, Extreme, or Extraordinary Practice Settings: Denounce genocide, sexual assault, human trafficking, oppression, migrant worker abuse, poverty

PROVISION 9. Nurses and their professional organizations work to enact and resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

9.1 Assertion of Nursing Values: Organizations uphold and demonstrate Provision 1 values

9.2 Commitment to Society: Society trusts nurses to provide competent and compassionate ethical care

9.3 Advancing the Nursing Vision of a Good and Healthy Society: Promote a society that treats all with respect, dignity, compassion

9.4 Challenges of Structural Oppressions: Racism and Intersectionality: Address racism, be accountable for harm, and develop inclusion, diversity, equity strategies

9.5 National Policies, Programs, and Legislation: Engage proactively in political/regulatory issues affecting public health

PROVISION 10. Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing.

10.1 Global Nursing Community: Recognize universality of nursing need; share values, knowledge, standards, and include all nurses nurse.plus

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

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

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

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

Appendix G: Essential Functions for Admission and Matriculation

MERVYN M. DYMALLY COLLEGE OF NURSING CHARLES R. DREW UNIVERSITY OF MEDICINE SCIENCE

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

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

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

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

1. Observation:

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

2. Communication:

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

3. Motor:

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

4. Intellectual, Conceptual, Integrative and Quantitative:

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

5. Behavioral and Social:

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

Health and Immunization Policy Standards and Requirements

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

Disability Accommodations

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

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

Essential Functions for Admission and Matriculation Form

I have read and understand the essential functions.

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

Print Name

Signature

Date



Mervyn M. Dymally College of Nursing
Charles R. Drew University of Medicine and Science

Confidentiality/Security Acknowledgement Signature Page

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

Print Name:

Signature:

Date:

Appendix I: Confidentiality Agreement and Consent to Video Form



CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO

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

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

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

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

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

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

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

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

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

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



CONFIDENTIALITY AGREEMENT AND CONSENT TO VIDEO

Print Name

Date

CONFIDENTIALITY OF INFORMATION

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

AUDIOVISUAL DIGITAL RECORDING

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

RELEASE FOR STILL PHOTOGRAPHS AND VIDEOTAPES

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

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

Signature

Date

Witness Signature

Date

Appendix J: FERPA

Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights concerning their education records. They are:

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

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

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

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

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

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

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

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

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

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

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

Appendix K: NCLEX Preparation and Readiness Plan Agreement

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

NCLEX PREPARATION AND READINESS PLAN AGREEMENT FOR PRELICENSURE PROGRAMS

Name _____ **Cohort** _____ **Date** _____
Address _____ **Phone** _____
Personal Email _____ **CDU Email** _____

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

1. HESI Compass Completion at a Satisfactory Level
2. HESI Comprehensive Predictor Exam.
3. Complete an Exit Survey for the BSN or ELM program.
4. Attend all days of the NCLEX Bootcamp, offered by MMDCON.

The CON will provide a \$300 reimbursement when the student:

The application registration process is to be done online (https://www.rn.ca.gov/online/breeze_online.shtml), a one-time payment of **\$300.00** to start the process. Once payment is made send the following to the Program Coordinator for reimbursement.

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

Provide your test date to the BSN/ELM Program Coordinator/Assistant before taking the NCLEX exam.

Take NCLEX within 45 days of program completion.

Pass NCLEX on your **FIRST ATTEMPT**.

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

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

Signature

Date

Appendix L: Petition/Grievance Forms

See Academic Petition Procedures, Policy #: 422

Submission Date

Date of Incident

Nature of Appeal (check one)

Didactic / Clinical Pass–Fail

Didactic / Clinical Behavioral

Other: _____

Student Name

Student ID

Contact Number

_____	_____	_____
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Program: LVN BSN ELM

FNP PMHNP DNP

University Email

- 1. Statement of Petition** – In the space provided below, please record the specifics of your petition, including the date and time the incident occurred and the name(s) of the person(s) knowledgeable about the incident. Attach additional sheets if needed and all supporting documentation (may include the course syllabus and excerpts from the current MMDCON Student Handbook and or CDREWU University catalog).

2. Relief Sought / Desired Action

OFFICE USE ONLY

Faculty of Record	Signature	Date	Decision <input type="checkbox"/> Granted <input type="checkbox"/> Denied*
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Assistant Director	Signature	Date	Decision <input type="checkbox"/> Granted <input type="checkbox"/> Denied*
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Admissions Committee Review Required

YES NO

Dean	Signature	Date	Final Decision <input type="checkbox"/> Granted <input type="checkbox"/> Denied*
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Processed by Student Success and Wellness Director	Date	Notification Method <input type="checkbox"/> Mail <input type="checkbox"/> E-mail
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* Attach written rationale if denied.