

*Charles R. Drew University of
Medicine and Science*

ACADEMIC CATALOG

2026-27

Where Hearts Learn to Heal



Accreditation

Charles R. Drew University of Medicine and Science is accredited by WASC Senior College and University Commission (WSCUC), 1001 Marina Village Parkway, Suite 500, Alameda, CA 94501; (510) 748-9001. WSCUC granted Charles R. Drew University its regional accreditation in 1995.

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

The College of Medicine programs are accredited by the following agencies:

- The Liaison Committee on Medical Education (LCME) accredits the Drew/UCLA Medical Education Program through the UCLA School of Medicine
- The Charles R. Drew University, College of Medicine four-year Doctor of Medicine degree program is preliminarily accredited by the LCME
- The Charles R. Drew University, College of Medicine, is accredited by the Accreditation Council on Graduate Medical Education (ACGME) as a GME Sponsoring Institution

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

- Council on Education in Public Health (CEPH)
- Accreditation Council for Genetic Counseling (ACGC)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Accreditation Review Commission on Education for the Physician Assistant (ARC-PA)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)

The Mervyn M. Dymally College of Nursing programs are accredited and approved by the following agencies:

- Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Doctor of Nursing Practice (DNP), and Post-Masters Certificate (PMC) programs are accredited by the Commission on Collegiate Nursing Education (CCNE)
- BSN & MSN programs are approved and regulated by the California Board of Registered Nursing (BRN)

VETERANS ADMINISTRATION

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

NON-DISCRIMINATION POLICY

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

EFFECTIVE CATALOG DATES

This Catalog is in effect from Fall Semester 2026 through Summer Semester 2027.

BUREAU FOR PRIVATE POSTSECONDARY EDUCATION

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at 1747 North Market Blvd., Suite 225, Sacramento CA 95834, (<http://bppe.ca.gov/>), Tel. No. 916-574-8900 and main fax 916-263-1897.

CATALOG STATEMENT

This Catalog reflects information available as of the date of publication. Policies, regulations, tuition and fees in this Catalog are subject to change and do not constitute an irrevocable contract between any student and Charles R. Drew University of Medicine and Science. Policy updates will be posted to the website.

While CDU adheres to the terms of program offerings as stipulated in this catalog, circumstances including change in professional associations and/or accrediting agencies' requirements may require among other things, course substitution, course changes, and/or course additions. Should changes deemed by the University as necessary for the sole purpose of student success not anticipated at the time of completing this catalog be warranted, CDU will ensure that such changes do not require additional cost to the affected students. Failure to read this catalog does not absolve you from the obligations and requirements outlined within. It is imperative that all pertinent information contained herein is thoroughly understood and adhered to.

*Charles R. Drew University
of Medicine and Science*

UNIVERSITY CATALOG

2026 – 2027

Community • Leadership • Excellence • Diversity • Integrity • Compassion

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Charles R. Drew, MD (1904 – 1950)

A LIFE COMMITTED TO EXCELLENCE

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

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



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

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

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

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

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

A Message from the President

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

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

"Education, our Fundamental Resource" – McCone Commission 1965

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

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

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

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

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



David M. Carlisle, MD, PhD

President and CEO



Message from the Provost

Dear Students:

I am delighted to welcome all of you to Charles R. Drew University of Medicine and Science (CDU)!

CDU is a private, nonprofit, community-founded, student-centered institution. Through outstanding education, clinical service, and community engagement, CDU develops diverse health professionals who are dedicated to social justice and health equity for disadvantaged populations. Well recognized as a private university with a public mission, CDU is a leading institution in health disparities research with focus on knowledge generation training, treatment, and care in Cancer, Cardiometabolic Diseases, Mental Health, Health policy, and HIV/AIDS.

CDU offers undergraduate degrees, graduate degrees, certificates and residency training programs across a range of health and medical professions, including medicine, nursing, biomedical sciences, public health, physician assistant, radiologic technology and psychology.

The CDU Advantage is the distinctive mark of CDU's development of medical and health professions leaders. Present in all curricula, it is defined by these five domains:

- Excellence in specialized knowledge and research
- Social justice and cultural diversity
- Global and International education and experience
- Community and experiential education in underserved areas
- Health policy and systems

CDU as an institution of higher education nurtures six fundamental values; community, leadership, excellence, diversity, integrity, and compassion

This catalog constitutes your fundamental guide to the courses that will be the building blocks of your education. It also encumbers all the rules and regulations as well as the relevant information you will need as you navigate the complexities of a health sciences institution. So, we encourage you to read the document well, and do not hesitate to contact our offices if you need clarification and/or additional information.

Again, my warmest welcome to CDU and my best wishes to you in developing a successful career!

José Torres-Ruiz, PhD

Provost and Executive Vice President for Academic Affairs

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Carl A. McLaney, MPA
VICE PRESIDENT OF ADMINISTRATION AND INFRASTRUCTURE

John W. Patton, Jr., Esq.
GENERAL COUNSEL AND SECRETARY TO THE BOARD OF TRUSTEES

A Message from the President of the Academic Senate

On behalf of the Academic Senate of Charles R. Drew University of Medicine and Science, I extend a warm welcome to our campus. CDU is a unique institution, deeply committed to social justice and health equity for our underserved communities. As a student-centered university, we are dedicated to providing you with an exceptional education through our instruction, research, clinical, local and international community engagement opportunities.

You will find our faculty to be caring mentors devoted to your academic success. We are also committed to ensuring a safe environment for your educational journey. The Academic Senate serves as the voice of your faculty, and we are here to ensure that your concerns are heard in the governance of CDU. We strongly encourage you to participate in the Academic Senate Student Affairs Committee and to reach out to the Senate with any academic concerns or additional support you may need. We look forward to working with you to make your experience at CDU rewarding as you pursue your healthcare career.

Thank you for joining the CDU community!

Sincerely,

Victor Chaban, PhD, MSCR
President of the Academic Senate



University Overview

Vision

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

Mission

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

History of the University

Charles R. Drew University is a private, nonprofit, nonsectarian, minority-serving medical and health science institution established in 1966. The University (then a “postgraduate medical school”) was conceived during planning discussions in 1963. However, real progress to establish the University was not made until the McCone Commission cited poor health status and diminished access to healthcare among the major factors fomenting the 1965 civil unrest in Watts. Charles R. Drew University, which continues to serve as the only academic health sciences center for the area’s 1.5 million people, is the only designated minority-serving health sciences university in a county of more than 10 million people, 70 percent of whom are from minority communities. Defined as a Minority Serving Institution by the Office of Civil Rights, the University is recognized by the Department of Education under subsection (a), Title III B Section 326 as a Historically Black Graduate Institution (HBGI). The University is a founding member of the Hispanic Serving Health Professions Schools, a national nonprofit dedicated to improving the health of Hispanic people through research initiatives, training opportunities, and academic development. Since being founded in 1966, CDU has graduated more than 5,400 health professionals—including 650 physicians, 2,700 postgraduate physician specialists, 1,200 physician assistants, 380 MSN prepared nurses and family nurse practitioners, and hundreds of other health professionals.

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

University Mascot

The CDU Mighty Lion mascot was created to promote school spirit, pride, and an overall identity for the

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

University Colors

The University colors are black and gold.

CDU and COVID-19

The University strongly recommends that all students, faculty, and staff get the current season updated vaccination to protect against the potentially serious outcomes of COVID-19.

IMPORTANT: Students enrolled in a program where they will go to clinical sites as part of their academic studies should speak with their program about COVID-19 vaccine requirements.

The following policies and protocols are currently in effect:

- Screen yourself daily for symptoms before entering classes and other campus activities.
- Stay home if you are sick or have new respiratory symptoms and inform your faculty.
- If you test positive, you should remain isolated from others for 5-10 days, depending on follow-up testing and resolution of symptoms. Talk with your healthcare provider about treatment and email your Campus Nursing Officer at nurseofficer@cdrewu.edu for return-to-campus guidance.

CDU Community Responsibility Acknowledgement

Before coming to campus, all campus community members must acknowledge:

- The serious nature of COVID-19
- The importance of each individual’s knowledge of the risks presented by the virus
- The need to monitor their own health
- The need to notify appropriate personnel if they are symptomatic and/or exposed and be tested if necessary

Everyone has a personal responsibility to practice social



distancing, frequent handwashing, cough/sneeze etiquette, proper tissue usage and disposal, avoidance of touching their face, to respect others and to practice other personal hygiene, sanitization and disinfecting requirements.

Vision Statement

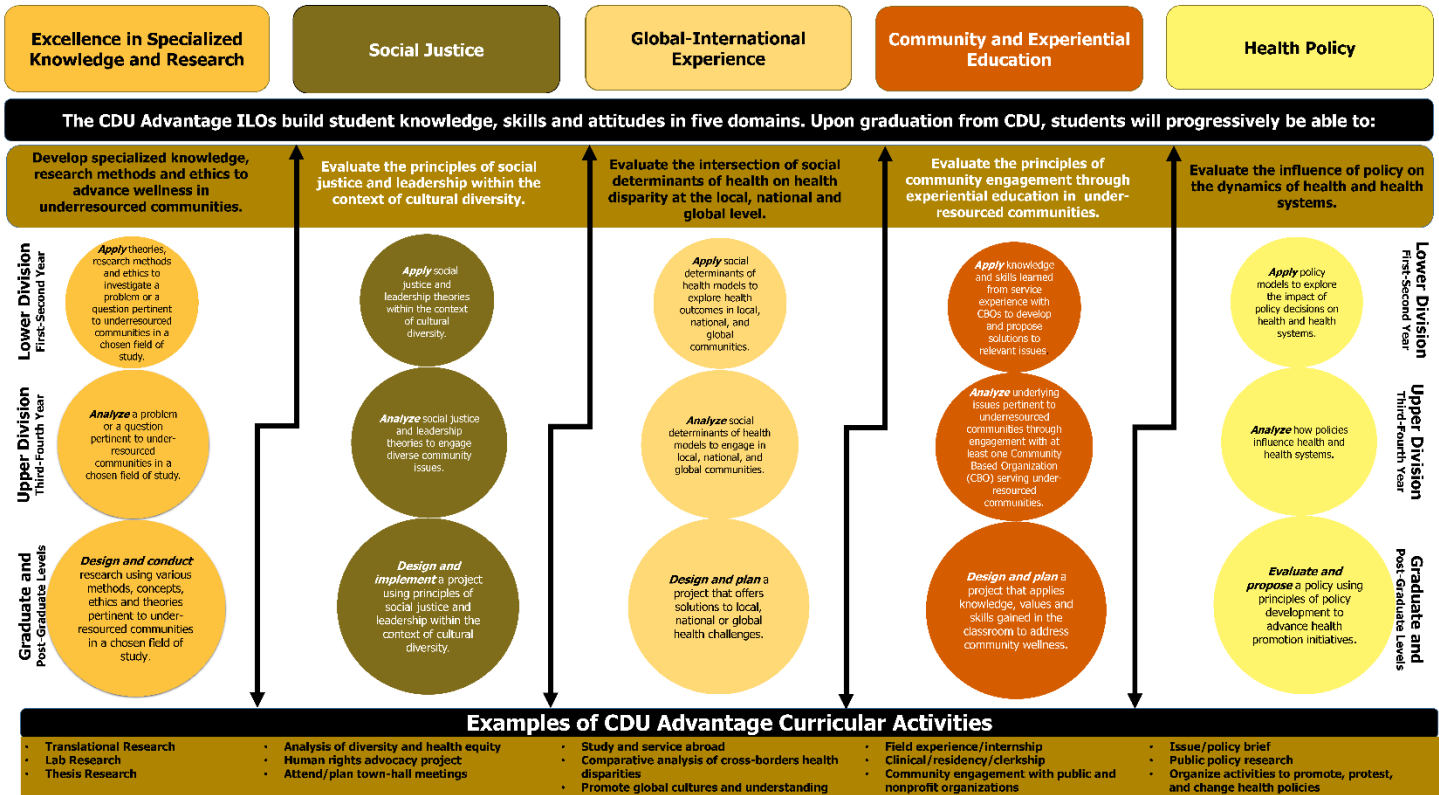
Excellent health and wellness for all in a world without health disparities.



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

Mission Statement

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.



CDU Advantage Institutional Learning Outcomes (ILOs) Curriculum Requirement

Policy Statement

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

Criteria for Developing Student Competence

Each CDU Advantage experience (see Table 1.) will provide

opportunities for students to develop competence through the:

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

Curricular Guidelines

- All students must satisfy the CDU Advantage curriculum requirement as part of the degree completion for any associate, baccalaureate, or graduate degree.
- Students must have academic experiences in all five domains of the CDU Advantage curriculum and the experiences must be completed while enrolled at Charles R. Drew University.
- The CDU Advantage curriculum requirement must meet existing university regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects, memoranda of affiliation/understanding with community partners).
- The requirement may be fulfilled through course or non-course experiences (for example, travel abroad).
- If a CDU Advantage designated course meets curricular requirements in other categories (i.e., diversity, general education, writing intensive), the student is eligible to receive credit for fulfilling the requirements in all applicable categories.
- For non-course options, students must obtain prior approval for the experience from a faculty and academic program director.
- If an academic program does not approve a non-course experience for CDU Advantage credit, a student may appeal the decision by submitting a letter-of-appeal to the dean's office in the student's degree-granting College/School.

CDU Advantage ILO Domain Definitions

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

1. Specialized Knowledge and Research

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

2. Social Justice

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

3. Global-International Experience

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

4. Community Experiential Education

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

5. Health Policy

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

Examples of CDU Advantage Curricular Activities

These examples are not restrictive but are meant to give a general idea about possible options within each domain of CDU Advantage Curriculum.

Specialized Knowledge and Research Examples

Translational Research
Community-Based Research
Field Research
Lab Research
Oral History Research
Health Behavior Research
Thesis Research Project

Social Justice Examples

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

Global International Experience Examples

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

Community Experiential Education Examples

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

Health Policy Examples

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

University Student Learning Outcomes

The CDU Advantage Institutional Learning Outcomes (ILOs) involve learning experiences in each of the following domains: a) Excellence in Specialized Knowledge and Research, b) Social Justice, c) Global-International Experience, d) Community and Experiential Education, and e) Health Policy.

"CLEDIC" as a University Value

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

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

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

The University, in accordance with various laws and beliefs, does not discriminate on the basis of race, color, ethnicity, national origin, religion, politics, mental/physical ability, gender, or sexual orientation in any of its policies, procedures or practices. Furthermore, CDU acknowledges the guaranteed right of free expression under the First Amendment. However, we also hold unique responsibilities as individuals, accountable for our own behavior and conduct. Seeking balance between rights and responsibilities makes us keenly aware of the dangers of defamatory, libelous, or obscene behavior, the value of community, and the importance of respecting our differences and commonalities. As individuals committed to health professions focused on serving underserved and diverse populations, we embrace the important principle of caring for the whole person, including the person's unique background.

Values

Community- Community encompasses historically underserved, 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 out unique approach in preparing health professionals dedicated to social justice and health equity.

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

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

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

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

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

Academic Policies

Academic Degree and/or Certificate

The academic degree and/or certificate will be issued to any Charles R. Drew University graduate upon verification of completion of degree/certificate requirements. Students must file the Graduation Clearance form and obtain all approvals prior to submission to the Office of the Registrar. Duplicate or replacement diplomas and certificates may be requested from the Office of the Registrar office. There is a fee charged for each duplicate diploma or certificate.

Academic Integrity

As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining a productive environment.

Faculty has the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the University may flourish in an open and honest way. Students share responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce these academic standards.

Academic Dishonesty

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

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

instructor, using another person to complete homework assignments or take-home examinations without the knowledge and/or consent of the instructor, altering academic records, using electronic devices to perform coursework or during an examination without the express permission of the instructor.

Academic Load and Enrollment Status

A full-time academic load for undergraduate students (degree or certificate seeking students) is defined as 12 units or more per semester. A full-time academic load for graduate students is defined as nine units per semester.

Undergraduate Academic Load				
Level	Full Time	½ Time	Half Time	Less than Half Time
Associates	12+ units	9 to 11 units	6 to 8 units	5 or less units
Bachelors*	12+ units	9 to 11 units	6 to 8 units	5 or less units
Certificate	12+ units	9 to 11 units	6 to 8 units	5 or less units
Graduate Academic Load				
Masters	9+ units	N/A	6 to 8 units	5 or less units
Certificate	9+ units	N/A	6 to 8 units	5 or less units
Doctorate (DNP)	6+ units	N/A	4 to 5 units	3 or less units
PhD	9+ units	N/A	N/A	N/A
Professional (MD)**	6+ units	N/A	N/A	N/A

* In order to complete a four-year Bachelor's degree program of 120 units on time, a student typically would need to take an average of 15 units per term, Fall and Spring.

** CDU MD students measure their progress in weeks, with hours ranging during each phase of the program. All CDU MD students are enrolled full time.

For undergraduate students, the maximum academic load is up to 21 semester units if:

1. they have earned a minimum GPA of 3.3 on all work pursued during the previous semester;
2. they have not received any grade less than a "C" (or "B" and better if enrolled in the BSN major); and
3. they are recommended by their Program Director to the Dean.

Course Load for Students on Academic Probation

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

Course Load for Conditional Students

Students admitted conditionally will be permitted to register for one semester as full-time students, at which time they must demonstrate that they have satisfied all conditions placed on their acceptance.

Academic Probation

Undergraduate Students

Undergraduate students will be placed on Academic Warning status if their first semester GPA falls below 2.0. Undergraduate students will be placed on academic probation if their cumulative GPA or any subsequent semester falls below 2.0.

Graduate Students

Graduate students will be placed if the cumulative GPA falls below 3.0. For example, if an MPH student's overall GPA is less than 3.0 for two consecutive semesters, the student will be placed on probation for a maximum of two semesters or until they achieve an overall GPA of 3.0 or better.

While on academic probation, students are expected to improve their academic performance by achieving the required GPA and meeting all course standards within the subsequent semester. During this probationary period, students may receive additional academic support and counseling. Failure to meet the stipulated requirements by the end of the probation period may result in program dismissal.

Each program may have additional criteria, which may place the student on academic probation. For more details, see the requirements listed for the specific graduate academic programs.

Academic Dismissal

Students may appeal an academic dismissal and should discuss the preparation of such an appeal with their Program Director/Academic Advisor.

In the College of Science and Health, the Student Academic Performance, Promotion and Judiciary Committee (SAPPJC) reviews all appeals and makes recommendations to the Dean. If the Dean disagrees with the process or recommendation, the Dean may appoint an ad hoc committee to review the appeal. The decision of the ad hoc committee is final. The Dean will inform the student of the final decision in writing.

In the MMDCON, students who have been dismissed from the program may submit a grievance to the MMDCON Office of Student Affairs within 10 business days of their dismissal for review. Students are encouraged to follow

the grievance process and adhere to the timeline as outlined by the College.

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

Students seeking readmission should refer to the Readmission Process section of this catalog.

Students experiencing academic difficulty are encouraged to meet with their Advisor, Academic Success Coach and/or faculty mentor to identify problem areas and develop a strategy to achieve academic/course requirements. Students may enter into a Learning Contract.

A student may be placed on probation, or may be dismissed, for reasons other than cumulative GPA. These reasons include repeated withdrawal, failure to progress toward an educational objective, noncompliance with an academic requirement, and inappropriate behavior as defined in the Academic Dishonesty sections of the University Catalog.

Students on probation must meet with Student Academic Success and their program advisor to discuss strategies to achieve and maintain their programmatic CPGA (cumulative grade-point-average) and letter grade average. Students on probation at the close of their last semester remain on probation.

Students dismissed for ethical or behavioral reasons are eligible for readmission. Special conditions may apply.

Satisfactory Academic Progress

Applicable to every student enrolled in certificate and degree programs, the Satisfactory Academic Progress (SAP) Policy ensures that students make satisfactory progress towards successful completion of their academic programs. The evaluation points and milestones contained in the policy are meant to identify problems for which actions of early intervention and/or remediation can be taken. Most critical to this policy is a student's ability to enroll in and complete courses in a consistent manner. This ability is measured in two ways: cumulative grade-point-average (CGPA); and completion rate (CR). See Financial Aid Satisfactory Academic Progress section for more information.

Failure to complete courses successfully for any reason may negatively affect Satisfactory Academic Progress (SAP).

Failing courses or withdrawing from courses could result in the loss of financial aid and academic dismissal.

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

1. CGPA for a minimum of 2.0 for undergraduate programs; 3.0 for graduate programs
 - a. There may be program-specific requirements; students should refer to their academic program for additional requirements and standards.

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

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

Undergraduate

1. At end of each semester, students must achieve a minimum CGPA of 2.0 for undergraduate programs. Students will be placed on Academic Warning status if they do not achieve a minimum of 2.0 during their first semester.
 1. There may be program-specific requirements; students should refer to their academic program for additional requirements and standards.
2. Students who do not achieve a minimum of 2.0 the subsequent semester will be placed on Academic Probation. Failing to meet the standard while on Probation may result in Dismissal from the University.
3. Please consult the program handbook for additional academic requirements.

Graduate

1. If a graduate student failed to achieve a CGPA of 3.0, this may result in Academic Probation. Failing to meet the standard while on Probation may result in Dismissal from the University.
2. Please consult the program handbook for additional academic requirements.

For all CDU students, unless otherwise noted, Academic Probation and Loss of eligibility may be appealed. Please see the Appeal Process below.

If the review of a student's Academic Satisfactory Academic Progress performed at any time indicates that it is mathematically impossible to meet the minimum requirements of the standards of Academic

Satisfactory Academic Progress policy at the end of the next semester of enrollment, the student will be Academically Dismissed from the University.

To be removed from Academic Warning and/or Academic Probation, a student must meet the Academic Satisfactory Academic Progress requirements at the next semester of enrollment.

Procedure when placed on Academic Warning

1. At end of each semester, the Office of the Registrar will identify students who are not meeting the minimum SAP requirements. Official notification will be sent to students at their CDU email. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Student Academic Success, Academic Departments, and Office of Financial Aid.
2. Undergraduate students will be placed on Academic Warning and graduate students Academic Probation.
3. Students are required to meet with the Office of Student Academic Success to discuss the necessary steps (and financial aid implications, if applicable) to successfully achieve the SAP standards at the end of the subsequent semester.
4. The student may also be required to meet with their Academic Program Director (and/or designee(s)).
5. If an undergraduate student does not meet the requirements of SAP at the end of the next semester, the student will be placed on Probation. See below.
6. An academic hold will be placed on the student account.
 1. Preliminary registration for the upcoming semester may be authorized by the Office of Student Academic Success.
 2. Students will be required to enroll for the courses agreed upon with the Office of Student Academic Success.
 3. Failure to comply may result in students being administratively withdrawn from courses.

Procedure when placed on Probation

1. For undergraduates, the Office of the Registrar will identify students on warning who have not met the minimum SAP requirements for a second semester. An academic hold will be placed on the student account. Official notification will be sent to students via their CDU email. Copies of the notification will be provided to the Office of

Student Academic Success, Academic Departments, and Office of Financial Aid. For Graduates, the Office of the Registrar will identify students who have not met the minimum SAP requirements. Copies of the notification will be provided to the Office of Student Academic Success, Academic Departments, and Office of Financial Aid.

2. Students will be required to meet with the Office of Student Academic Success to review academic plan and sign Student Academic Success Contract.
 1. MMDCON [AR1] students will also meet with their Director of Student Affairs and the Academic Success Specialist.
 2. COSH students are also required to meet with their Program Director (and/or designee(s)).
3. The Student Academic Success Contract requires students to successfully complete a certain number of units per semester, earn a specific semester GPA, and fulfill other requirements as necessary in order to meet SAP standards by the established deadline.
 1. A copy of the Plan and contract must be provided to the Office of the Registrar, Program Director (and/or designee(s)), and the Office of Financial Aid (if applicable).
4. Until such time the plan and contract are received by these offices, a hold will remain on the student account.
5. If a student does not meet the requirements of SAP at the end of the subsequent semester, the student may be dismissed.

Professional

PhD-TBS Students must:

1. Maintain satisfactory standing in all core coursework with a minimum cumulative GPA of 3.0 with a passing grade of B in the didactic courses.
2. Complete all required courses and outreach activities.
3. Select a laboratory dissertation mentor and a dissertation committee.
4. Attend regular meetings with their dissertation committee.
5. Completion of the Qualifying Examination's written and oral portions by the end of the second year of study.
6. Receive approval of the dissertation research proposal by the dissertation committee.
7. Completion of the dissertation research, a written dissertation, and an oral public presentation defending the dissertation.

8. Attendance and presentation to at least two scientific conferences.
9. At least one publication submitted to a peer-reviewed journal at the time of graduation.

Failure to maintain satisfactory progress and successfully complete the schedule of courses will lead to withdrawal from the program.

Dismissal

If the terms of the Student Academic Success Contract are not met and the student does not meet the standards of Satisfactory Academic Progress, they will be dismissed from the University. Upon dismissal, the student is entitled to appeal one time and will follow the same appeal process as outlined below. Students should be prepared to demonstrate academic stability. Should the appeal be approved, the student will be permitted to re-enter the program but may not be eligible for Financial Aid until such a time the agreed upon SAP standards are met (CGPA and ICR requirements). Official notification will be sent to students by email. A copy of the notification will be placed in the student record.

The appeal process can only be granted once per academic program. Students who fail to meet the terms of their Academic Plans will be permanently disqualified from future appeals and readmission efforts to the program they have been dismissed from.

MD students should refer to their academic policies for information on satisfactory academic progress.

Probation and Dismissal Appeal

A student who is placed on probation or is dismissed for violating the Satisfactory Academic Progress policy must appeal in writing to the Program Director (COSH) or the MMDCON Director of Student Affairs (MMDCON) before the start of the following semester. The written appeal must state the mitigating circumstances that contributed to the probation. The written appeal must be supported with appropriate documentation of the mitigating circumstances with an explanation on how the circumstances have been remedied or changed to ensure that they will be able to meet satisfactory academic progress, if the appeal is approved.

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

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

- family member is the primary financial support
- Abusive relationships
- Divorce or separation proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military Permanent Change of Station (PCS)
- Special circumstances

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

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

The Program Director/MMDCON Director of Student Affairs—in consultation with the Office of the Registrar, the Office of Student Academic Success, Student Health and Wellness (if applicable) —is responsible for determining the appropriateness of the mitigating circumstances in regards to severity, timing, and duration of the mitigating circumstance, and for determining whether the student's situation has changed that would allow the student to demonstrate satisfactory progress at the end of the probation period or dismissal. Any consideration of the conditions outside of the list provided should be discussed with the Dean. Student life issues, time-management issues, or making the transition to college are not considered mitigating circumstances under this policy.

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

Any student who ceased attendance or withdrew from the institution will be evaluated against the minimum standards of the Academic Satisfactory Academic Progress

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

Attendance

Charles R. Drew University of Medicine and Science is an attendance-taking institution. Students are expected to attend classes and required clinical instruction regularly. Classroom attendance is often one of the most necessary and important means of learning and, in many classes, is essential to the educational objectives of the course.

Faculty members shall take attendance throughout the term, commencing on the first day of class and continuing throughout the term, by verifying that the students in attendance in class appear on the official class roster.

Students attending class and not appearing on the roster as of Week 2 should report to the Office of the Registrar to determine their status and eligibility to enroll in class.

All students attending class as of the Census date must appear on the official class roster. No student shall be permitted to attend class who does not appear on the Census Roster.

During the Add/Drop period, instructors have the authority to execute an Administrative Drop for any student who does not attend all required courses within the first two weeks. After the Add/Drop period, instructors have the authority to execute an Administrative Drop for any student who is absent three (3) or more consecutive class meetings. The student must make every effort to dialog with the instructor regarding their absence. Students will defer and adhere to the didactic and clinical attendance policy of their respective college.

The instructor may forward the Administrative Drop form to the Office of the Registrar.

Administrative Drops will be processed as follows:

1. Within the first two (2) weeks of the term, the student will be dropped without record of enrollment.
2. After week two (2) and before the published deadline to withdraw, a grade of "W" shall be recorded on the student's record.
3. After the published deadline to withdraw, the grade of "U" shall be recorded on the student's record.

- a. In each of the above instances, the Last Date of Attendance as reported by the instructor shall be recorded on the student's record and will be used by the Finance Office to calculate any required repayment of aid as per Federal regulations.

Program-Specific Attendance Policies

Graduate and professional programs may establish more stringent attendance requirements based on the rigor and expectations of their curricula. In such cases, students are required to adhere to the attendance policies set forth by their specific programs and courses, which may supersede general institutional guidelines. Faculty in these programs are authorized to enforce program-specific attendance standards, and students are responsible for understanding and complying with those requirements as outlined in course syllabi or program handbooks.

Vacations

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

Holidays

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

Sick Days

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

Tardiness

Tardiness by students is discouraged in both didactic courses and on clinical rotations. Each program and/or instructor will determine a class tardiness policy and make this policy known to each class by recording it in the course syllabus. Students must adhere to the Attendance policy found in their respective Student Handbook.

Leave of Absence

Students on official leave of absence (LOA) do not need to apply for readmission, since the approved leave is for readmission to a specific semester. Students may take a leave of absence from CDU for up to 180 days in a 12-month period without having to re-apply to the university. Students must have completed at least one academic semester and be in good academic standing.

For undergraduate students, filing a leave of absence is primarily a declaration process. There is no approval or denial given. For graduate students, filing a leave of absence must seek academic department approval.

Failure to register or be on official leave of absence for any semester constitutes withdrawal from CDU.

Types of Leaves

Academic leaves of absence (LOA) are related to a student's degree studies. Situations that are considered academic leave include taking time off due to major uncertainty, non-CDU study abroad programs, or other unique academic opportunities outside of CDU.

Financial leaves of absences are typically related to a student's inability to pay tuition at CDU. Situations that are considered for financial leave include: changes in financial aid awards or an outstanding balance that will not be resolved before the next semester begins.

Medical/Health-Related leave of absence indicates that the student is requesting a leave to address personal health/medical concerns. Situations that are considered health/medical related leave include treatment of a serious or chronic illness or injury, mental health conditions, and hospitalization.

Please note that students who withdraw from all courses due to health related (documentation required) reasons may be able to receive W's for their final grades, if after add/drop period. Documentation of mitigating circumstances must be provided and submitted with the Leave of Absence form.

Military Service leaves of absence are related to student's obligation for active duty in the military. Situations that are considered a military leave include call to active duty for any branch of the U.S. military armed forces.

Personal/Family leaves of absence are related to various individual interests, concerns, or responsibilities. Situations that are considered a personal or family leave include: attending to a family crisis such as caring for sick family members, personal travel, professional opportunity

to supplement their studies with practical experience, and participation in a nonacademic program.

Depending on the duration of the LOA, changes in the curriculum or in other University or academic program policies may occur that could have an impact on academic requirements affecting a student's matriculation upon return from a leave. Reasonable efforts will be made to minimize the impact of such changes, and if known at the time that a leave is granted, the student will be informed of these revised requirements as part of the terms and conditions contained in the letter granting a leave.

In advance of returning to CDU, students are responsible for reaching out to their Program Director (and/or designee(s)) and Office of the Registrar to fulfill their pending obligations. The Registrar will notify other applicable offices including Student Academic Success, Financial Aid and Informational Technology (IT).

A student's return to the program earlier than the time indicated is contingent upon space availability and scheduling in the program. Extensions of leave will be reviewed and approved by the individual program and/or Dean. If the student does not return at the time indicated and if an extension has not been approved by the Dean, the student will be withdrawn from the University.

In situations of widespread emergency, the University may authorize an additional Emergency Leave of Absence for students, which can be requested and administered as with a medical Leave of Absence. An Emergency Leave of Absence will only be granted if a standard Leave of Absence has already been utilized. An Emergency Leave of Absence will extend to the end of the academic term in which it is requested and continue no longer than one additional academic term. It is important for students to note that an Emergency Leave of Absence may impact on their financial aid eligibility and loan repayment status. Students should consult with the financial aid and scholarships office prior to requesting an Emergency Leave of Absence to understand the implications of such a leave.

A graduate or undergraduate student requesting a Leave of Absence during or at the end of the academic term (but before finals), must complete the following procedure:

- Submit a completed Leave of Absence form to the Program Director (or designee). Any applicable documentation required for approval of the LOA (i.e. medical certification, military orders) must be included with the form before the request can be reviewed.
- After submission of the form, the student must meet with the Program Director (or designee) to

discuss the reason for the leave. After consulting with the Program Director (or designee), the official will sign the form indicating their approval to proceed with the remainder of the leave process.

- Once approved, the Program Director (or designee) will forward the form to the Office of the Registrar for processing. The Office of the Registrar will notify all applicable offices.
- If a medical-related or military LOA 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.

All students approved for a LOA are strongly encouraged to meet with the Office of Financial Aid prior to the start of the leave to determine the impact of the LOA on their financial aid eligibility and loan repayment status.

Classification Statuses

Semester of Non-Enrollment

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

Classification of Students

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

Unit Requirement

Total units required for the Associate of Science, Bachelor of Science, and graduate and professional degrees and

certificates vary by program. The CDU MD program does not have an official unit or credit requirement (please see the [CDU MD section](#) of the catalog for additional information).

Residence Requirement

Prior to receiving an Associate of Science degree, students must have completed at least half of the total units required for degree completion in their program in residence. Prior to receiving a Bachelor of Science degree, students must have completed a total of at least 63 units in residence, unless otherwise stated by each academic program (including at least half of these in the required major). Please refer to the academic program section of the catalog.

The residency requirement for all one-year Bachelor of Science clinical completion, Master’s degree, and DNP programs varies by program. The Bachelor of Science in Nursing requires 6 units of in-residence requirements (please refer to Nursing program sections). See the program sections of this Catalog for additional details.

Continuous Enrollment for Graduate Students

Students are considered to be pursuing advanced degrees only when they are formally enrolled. Students admitted to a graduate degree program are required to be enrolled at CDU for fall and spring semesters (and summer if a program requires) each year until all degree requirements have been satisfactorily completed within the time limit. Enrollment in graduate-level course work is necessary to meet this requirement. Graduate students who fail to register are no longer considered to be enrolled in a graduate degree program. After an unauthorized absence, formal readmission is required. Students who have been granted a leave of absence do not need to apply for readmission following the approved leave. With the approval of the appropriate governing bodies, a program may seek permission to modify the definition of continuous enrollment subject to its accreditation requirements.

Exceptions to continuous enrollment are subject to policies governing leaves of absence and readmission.

Credit Hour Policy

One lecture (taught) or seminar (discussion) credit hour represents 1 hour per week of scheduled class/seminar time and 2 hours of student preparation time.

One thesis credit hour represents 10 hours per week of supervised and /or independent practice. Blocks of 4 thesis credit hours represent between 450-500 total hours of academic work per semester.

For the research courses TBS 700-TBS 707, one credit hour is equivalent to 6 hours of work per day, for 36 hours per week.

Six hours of the dissertation research lab is equivalent to 30 hours of research lab per week.

Course Substitution Policy

Students (or the department program on behalf of the student), may request to substitute a course requirements. A course substitution applies only when a student requests to take one CDU course in the place of and/or to fulfill the degree requirement for a CDU course that is required for the student's current program.

Individual academic programs/departments may approve substitutions within this limit for their programs. In rare instances, the program or department can request approval of additional substitutions from the Dean of the college/school. Substitutions of over 12 units for Undergraduates and 6 units for Graduate students must have written approval from the Provost.

Substitution Eligibility

- Student cannot have attempted the course previously at CDU (either for a grade, audit course, or Credit/No Credit).
- Course substitution only applies to the program in which it is substituted. If the student returns for another program at CDU, the course substitution will not apply to the new program.
- A course can only be used as a substitution once.
- A course can only be used as a substitution if content and/or course level are deemed by program director to be comparable and substitutable.

Dean's List

Any undergraduate student with a declared major who earns a grade point average of 3.5 or higher with no grade lower than a "C" while being enrolled in 12 credit hours or more of letter-graded course work in any one semester, is placed on the Dean's List for that semester.

Grades of Incomplete (IC) must be removed before eligibility is determined for that semester. Dean's List honorees are selected and announced three times each academic year: Fall, Spring, and Summer.

This honor is reserved only for undergraduate students.

Graduation Degree Conferral Date

A student will be awarded the graduation degree conferral date for the term in which all degree requirements, including submission of supporting documents, have been met. Although course work may have been completed in a prior term, the degree conferral date will be the conferral date of the term during which all academic and administrative requirements were fully completed.

Pass/No Pass Grading Option

Students may enroll for courses with the Pass/No Pass grade option by filling out the Pass/No Pass Grade Option form. In general, CDU allows students to decide the grade option for any course up until the specified date of the semester in which the course is offered. For the specific deadline to change the grade option of a course, see the Academic Calendar for specific semester dates.

Certain undergraduate courses must be taken for a letter grade, as noted in the catalog. Graduate students must receive departmental approval to enroll in a graduate course on a Pass/No Pass basis. Students must consult and receive approval from their Program Director before enrolling in any course on a Pass/No Pass basis. Because of program accreditation compliance, program administrators may limit the option to register for course on a Pass/No Pass basis.

In cases where a student has registered for a course on a Pass/No Pass (P/NP) basis and an academic integrity violation has occurred, a penalty letter grade may be assigned (i.e., "F"), rather than assigning a mark of Pass or No Pass.

In general, undergraduate students may take a maximum of 12-units as pass/not passed. Graduate students may take a maximum of 6-units as pass/not pass.

Required Enrollment for Culminating Students

Students working on their culminating project, capstone, or thesis may take up to 1 year to complete the work after the final formal course in the program. However, to be counted as enrolled students, students must maintain enrollment by registering for other courses or by registering for a one-unit flat fee of University Studies (UNVS). The purpose of this policy is to allow for continuous enrollment of all professional, doctoral, graduate, and undergraduate students for completion of the culminating experience, capstone and/or thesis.

Undergraduate, graduate, doctoral, and professional students whose work on a culminating project, capstone, or thesis extends beyond the end of their formal program course sequence will receive an “RP” (report in progress) grade in their capstone/thesis course until they complete their work and a final grade is assigned. “RP” symbols may only be assigned for culminating experience, capstone, or thesis writing courses for which a single major assignment determines the course grade. An “RP” grade can only be maintained while a student has continuous enrollment in a credit/no credit UNVS course, and may not extend beyond 1 year. The “RP” symbol shall be replaced with the appropriate final grade within one year of its assignment. If the required work is not completed at that time, or if the student does not continually enroll in UNVS unit course, the “RP” symbol will revert to a grade of “F.”

Final Examinations

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

Repeating Final Examinations

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

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

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

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

Students must request re-examination in writing within seven days of grade posting. The re-examination will be administered to the student 15 days after receipt of the

request. In all cases, the final course grade will be no higher than C.

Grade Change

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

Grade Point Average

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

University Grading System

The University generally uses a letter grade evaluation and reporting system based on a 4.0 grade point formula. The MD program operates on its own grading system (see the [College of Medicine](#) section of this catalog). Earned grades and grade points are awarded according to the following schedule:

A	Excellent	4.0
A-	Excellent	3.7
B+	Above Average	3.3
B	Above Average	3.0
B-	Above Average	2.7
C+	Average	2.33
C	Average	2.00
C-	Below Average	1.7
D+	Below Average	1.3
D	Below Average	1.0
D-	Below Average	0.7
F	Failure	0.00
U	Unauthorized Withdrawal	0.00
P^	Pass	No grade points
F^	Fail	No grade points
AU	Audit	No grade points
W	Withdraw	No grade points
I	Incomplete	No grade points
CR	Credit	No grade points
NC	No Credit	No grade points
SP	Satisfactory Progress	No grade points

RD	Report Delayed	No grade points
CE	Credit by Examination	No grade points
NCE	No Credit by Examination	No grade points

Grade Definitions

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

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

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

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

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

Other symbols which may appear on official transcripts:

U: Unofficial withdrawal. Assignment of an unauthorized incomplete indicates that an enrolled student did not officially withdraw from a course and failed to complete course requirements. It is used when, in the opinion of the

instructor, completed assignments, or course activities or both were insufficient to make normal evaluations of academic performance possible. The “U” grade is equivalent to an “F” and will affect a student’s G.P.A. as such. For a credit/no credit course, a grade of “NC” will be applied a credit/no credit course, a grade of “NC” will be applied.

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

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

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

Credit/No-Credit Courses (CR/NC)

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

P^/F^ (Pass/Fail)

Some courses are designated only as Pass/Fail. Upon completion of the course, a student will earn either a “P^” or “F^.”

P^: Students who take a course with the Pass/Fail grading will earn a “P^” if they successfully complete the course with the equivalent of a “C” grade or better for Undergraduate; indicates a “B” grade or better for Graduate. The “P^” is not weighted in the student’s GPA, but credits will be earned.

F^: Students who complete a Pass/Fail course with the equivalent of a “C-” or lower will earn a “F^” on their transcript; indicates a “B-” or lower for graduate students. The “F^” is not weighed in the student’s GPA, and no credits are earned.

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

RD: Report Delayed is an interim designation used only by the Registrar when a delay in the reporting of a grade is due to circumstances beyond the control of the student. The “RD” must be replaced by the appropriate grade within 2 weeks. RD grades not resolved after 2 weeks of grade posting will convert to “F”. The “RD” is not included in calculations of grade point average.

RP: Report in Progress is an interim designation used only by the Registrar when a delay in the reporting of a grade for culminating experience, capstone, or these writing course for which a single major assignment determines the course grade.

For the Bachelor of Public Health (BSPH) program and Master of Public Health (MPH) program, **RP** grades not resolved within three (3) consecutive semesters from the first time of enrollment in the course will convert to “NC” and the student will have to re-register for the course in the following semester. The “RP” grade is not included in the calculation of grade point average. Please see the Academic Standards and Policies for further clarification of maximum time frame allowed before an RP converts to a NC.

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

For a student in good academic standing (cumulative GPA of 2.00) to receive credit for certain courses without registering for the course, the student, upon approval of the Office of the Registrar, must successfully pass the challenge examination for the course. This is done without enrolling in the course.

The student will be required to enroll and take the course in a subsequent semester if it is a required course. The student applies for credit by examination during the first two weeks of the semester by submitting the required form to the Office of the Registrar. Program major courses are not subject to “CE”.

- A maximum of three units for certificate programs, six units for associate programs, and nine units for bachelor’s programs, can be taken for “CE”.

- “CE” courses are not eligible for financial aid.
- Student may not take the CBE to replace a grade they previously earned or audited. Student cannot challenge the same course more than once.
- CBE administration dates and times will be posted by the Office of the Registrar on a semester basis.
- Credit by Exam will NOT be administered after add/drop date
- No credit is given when the purpose of an examination is to determine the proper level at which students should begin their academic studies (e.g., foreign language or mathematics assessment).

Students who satisfy a course by exam will receive the approved unit credit on their academic record and a mark of “CE”. Letter grades and grade points will not be given. Students who unsuccessfully challenge a course will not receive a mark on their academic record, but will have the CBE recorded for record purposes. A non-refundable administrative fee of \$50 is payable to the Finance Office for taking the challenge examination.

All tests for the Prelicensure BSN and MSN-ELM programs are administered on- campus in the classroom or computer lab with at least one or more proctors. All standardized tests are also conducted on campus with proctors in the computer room or classroom. This policy applies to all tests, assessments, and examinations conducted within the College of Nursing.

Graduation Requirements

Undergraduate students must receive a grade of C or better in all major courses to remain in good academic standing. A grade of C- is unsatisfactory for financial aid and program promotion. Although grades of C- and lower are included in the GPA some programs may not allow courses to satisfy degree requirements in which the student receives a grade below C. See the program pages in this Catalog for specific program policies.

All undergraduates must meet the minimum GPA requirement of 2.0 in order to earn a degree. Some programs have higher GPA requirements. See the specific program requirements in this Catalog.

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

Diploma/Degree Name

1. A graduate's name as it appears on a Charles R. Drew University diploma must be a legal name documented in Charles R. Drew University of Medicine and Science student records.
2. Middle names may be complete, initialed, or omitted.
3. First names may not be omitted, but the initial may be used if the full middle name is present.
4. Last names must match CDU records exactly.
5. Suffixes such as Sr., Jr., II, etc., may be used if documented in Charles R. Drew University's records.
6. Maiden names may be used in conjunction with married names whether hyphenated or with the maiden name listed before the married name so long as CDU has legal documentation of both names.
7. Shortened versions of a legal first name are allowed such as "Rob" instead of "Robert."
8. Versions of a legal first name that are not a shortened version can be added in parentheses after the legal name such as Robert "Bob" J. Smith.
9. Nick names are not allowed without legal
10. documentation; even if it is the name you go by.
11. If you change your name due to marriage or divorce your new name may not be used without documentation that you have legally changed your name. Accepted documentation includes a copy of your current driver's license, passport, or another federal/state identification card.

If at any point a graduate legally changes their name and wishes to change the name printed on their diploma, they may request a replacement diploma and provide legal documentation of the new name. The new diploma will then be printed with the new name. There is a fee associated with each replacement.

Incomplete Grades

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

Instructors must submit a *Report of Incomplete Grade* as a contract with the student as to what course work must be completed by the student for the I grade to be removed and replaced with a grade. Both the instructor and student sign the agreement and send it to the Office of the Registrar within 5 days of approving the *Report of Incomplete Grade*. Requests will not be processed until the completed form is submitted.

After the course work is completed, the instructor will assign the appropriate grade using a grade change form. The new grade will be included in the calculation of the student's GPA.

An Incomplete, not removed within one academic semester, will be converted to an "F." Exceptions to this rule due to serious, protracted illness or other documented extenuating circumstances may be granted by the Dean's Office upon petition by the student prior to the end of the academic semester in which the incomplete record should have been reconciled.

Independent/Directed Study

Independent/directed study allows individualized coursework to be designed and tailored to meet a student's particular needs. Enrollment in independent/directed study courses requires prior program approval. The student may not be required to be on campus while completing the work.

Independent/directed study courses involve supervised independent study and/or research in a subject area proposed for in-depth study. Courses may comprise special study, directed readings and/or directed research structure as determined by the instructor and student at the time of initial proposal.

Independent study courses are open to eligible students. A

maximum of eight units is permitted, unless individual program guidelines specify otherwise. Permission of the instructor is always required.

Maximum Time Frame for Degree Completion

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

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

- An associate degree that requires 60 credit hours would have an MTF of 90 credit hours attempted.
- A bachelor's degree that requires 120 credit hours would have an MTF of 180 credit hours attempted.
- A Master's degree that requires 40 credit hours would have an MTF of 60 credit hours attempted.

These time limits do not supersede the obligation to maintain satisfactory academic progress throughout the student's program of study.

Course Repeat Policy

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

Undergraduate students may repeat courses in which grades of less than "C" were earned (for Biomedical Science courses, a grade of "D-" may be repeated). All courses attempted and grades earned at Charles R. Drew University will appear on the student's permanent academic record. The grade from the second attempt will

be used in the cumulative GPA calculations.

College of Nursing

Students may repeat only one course in which they earned a substandard grade, defined as:

- Less than a B for graduate students, Prelicensure BSN, and LVN-BSN students
- Less than a C+ for RN-BSN students

All attempted courses and earned grades at Charles R. Drew University School of Medicine and Science will appear on the students' permanent academic record. Only when a course is repeated for a second time that the grade from the second attempt will be used to replace the original one in the overall GPA calculation.

Physician Assistant

The PA program does not allow for repeating courses in the didactic year.

Transfer Credit

Charles R. Drew University of Medicine and Science (CDU) awards transfer credit earned at other institutions. Decisions regarding the acceptance of transfer credit are not based solely on the accreditation status of an institution. This is just one of multiple factors to be considered in evaluating transfer credit. Transfer credit is accepted only when the course is directly applicable toward academic program requirements for a CDU degree or certificate program.

Students who attended non-regionally accredited institutions of higher education may request that their courses be evaluated for transfer credit. Credit will be evaluated on a course-by-course basis and students will be expected to provide course descriptions and syllabi to assist in evaluating the courses. Transfer credits accepted from non-regionally accredited institutions must represent college-level content relevant to the area of study and degree the student is pursuing at CDU.

Transfer units earned at other colleges and universities are not included in the CDU grade point average (GPA) computation. However, transfer units will be counted in the total units earned to meet academic program requirements. Only courses with a "C" grade or better are transferable to undergraduate degree programs. For graduate programs, only courses with a "B" or better are transferable. Official transcripts are required and kept as a written record of the previous education and training.

A college/school or particular degree or certificate program may cap the maximum permissible transfer credits, consistent with related policies of professional

practice regulatory agencies, including their respective programmatic accreditors and state licensing boards. Per the standard definition of transfer credits, these caps only apply to transfer of credits from another institution; students who have concurrent or sequential degree or certificate programs within CDU are subject instead to internal articulation agreements that specify which courses of instruction and attendant credit hours count toward graduation requirements for both academic programs.

Accreditation Institution Definition

An institution of higher education that has been granted institutional accreditation from a U.S. accrediting organization recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation (CHEA); or an international institution of higher education that is recognized as a degree-granting institution by the government (e.g., Ministry of Education) in the country where the institution is located.

Transfer Credit and Articulation Services

Charles R. Drew University of Medicine and Science Transfer Credit and Articulation staff determine transferability of coursework taken at other institutions to CDU as established by university policies and guidelines within the catalog. CDU requires official transcripts to update student academic records. All academic work attempted at other institutions must be reported. Please have official transcripts (sealed/unopened) via mail sent to:

Charles R. Drew University of Medicine and Science
Office of the Registrar
1751 E. 120th St.
Los Angeles, CA 90059

Electronic official transcripts must be sent directly from the institutions to: transfercredit@cdrewu.edu.

Forwarded emails with electronic transcripts or unsealed transcripts are considered unofficial.

Military Training

CDU will award academic credit for military training. The academic credit awarded for prior military training must be granted only for training that is applicable to the student's program requirements. For students utilizing Veteran's Administration (VA) education benefits, all veteran student transfer credit must be evaluated within two semesters of program start. If the student does not submit all transcripts by the end of the second semester, they will not be certified for the use of VA education benefits until transcripts are submitted and reviewed. Veteran students using education benefits are not permitted to opt out of prior credit evaluation. The VA

requires all entering veterans to be formally admitted to the University in a VA approved education program before becoming eligible to receive veteran benefits. Students may visit the WEAMS website to view options and verify if a program is approved for educational benefits at <https://inquiry.vba.va.gov/weamspub/buildSearchInstitutionCriteria.do>.

Please refer to Nursing as eligible applicants may be able to receive credit for prior experience.

Maximum Transfer Credit

- The maximum transfer credit acceptable for the associate degree is 30 units.

College of Science and Health

- A maximum of 84 units can be transferred from an accredited institution toward a Charles R. Drew University's bachelor degree in the College of Science and Health, unless otherwise stated by the program.
- A maximum of 63 units can be transferred into the BS – Biomedical Sciences.
- A maximum of 60 units can be transferred into the BS – Psychology program.
- A maximum of 75 units can be transferred into the BS – Public Health program.
- A maximum of 9 units can be transferred to the Master of Public Health degree in Urban Public Health from a CEPH accredited MPH program. Only courses with a B- grade or better may be transferable.
- CDU MS-MBS graduate students can transfer 12 MS-BMS specific course units towards the MPH program and MBS-MPH Accelerated Pathway,
- Genetic Counseling Program does not accept previous experience, classes or medical training for transfer.
- Physician Assistant program does not accept previous experience or medical training for advanced placement, except for transfer students from other US-based PA programs on a limited, case-by-case basis. Transfer students from other PA programs must have completed the entire pre-clinical didactic phase at their PA program and may be required to complete additional didactic courses at CDU. No credit will be awarded for any Supervised Clinical Practice Experience (SCPE) completed at other institutions. Students will be required to complete all assigned clinical courses through the CDU PA Program. Transfer students will also be required to complete the last didactic semester (Year 3, Semester 1) at CDU. Requests

for transfer should be directed to the PA Program Director.

- Transfer credits for the PhD Program in Translational Biomedical Sciences will be determined on a case-by-case basis.
- Lactation Education Certificate- Due to the unique structure of the program no other course, program, or credit will be accepted in lieu of the courses outlined by this program.

College of Nursing

- A maximum of 84 units can be transferred in for the RN to Bachelor of Nursing program (RN-BSN Program only).
- A maximum of 46 units can be transferred in for the Bachelor of Science in Nursing – Prelicensure.
- No previous credit will be provided for the LVN-BSN program track.
- A maximum of 12 units can be transferred toward the Master of Science in Nursing degree (Entry – Level Masters Program, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner tracks).
- A maximum of 12 units can be transferred toward the Post-Masters Certificate (Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner tracks).
- No previous credit will be provided for the Doctor of Nursing Practice program.

Per the standard definition of transfer credits, these caps only apply to transfer credits from another institution; students who have concurrent or sequential degree or certificate program within CDU are subject instead to internal articulation agreements that specify which courses of instruction and attendance credit hours count toward graduation requirements for both academic programs.

If appropriate and in some instances, the student's length of program may be shortened.

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

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

Department of Veteran Affairs Benefits

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

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

Advanced Placement (AP) Credit Policy Credit

Charles R. Drew University accepts credit by examination from the College Board via the Advanced Placement Examinations (AP) and the College Level Examination Program (CLEP). Scores must be sent directly to Charles R. Drew University Office of Admissions to be evaluated for credit.

Credit: Charles R Drew University of Medicine and Science (CDU) awards 3 semester units (exceptions: 2 units for computer science or 4 units, if requirement includes a laboratory) for select Advanced Placement (AP) examinations with a score of 3, 4 or 5. Examination credit will only be given for examinations taken before matriculation at CDU. Accepted AP examinations can satisfy General Education and/or program curriculum requirements (see Table 1).

Table 1

AP Exam	CDU Course Equivalency	CDU units
Arts		
AP Art and Design Program	ART 131	3
AP 2-D Art and Design	ART 131	3
AP 3-D Art and Design	ART 131	3
AP Drawing	ART 131	3
AP Art History	ART 131	3
AP Music Theory	ART 131	3
English		
AP English Language and Composition	ENG 111	3
AP English Literature and Composition	HUM 231 OR HUM 232	3
History and Social Sciences		
AP Comparative Government and Politics	HUM 231 OR HUM 232	3

AP European History	HUM 231 OR HUM 232	3
AP Human Geography	Not Accepted	~
AP Macroeconomics	Not Accepted	~
AP Microeconomics	Not Accepted	~
AP Psychology	PSY 141	3
AP United States Government and Politics	POL 141	3
AP United States History	HIS 141	3
AP World History: Modern	HUM 231 OR HUM 232	3
Math and Computer Science		
AP Calculus AB	MTH 230	3
AP Calculus BC	MTH 231	3
AP Computer Science A	CPU 125	3
AP Computer Science Principles	Not Accepted	~
AP Precalculus	MTH 130	3
AP Statistics	MTH 150	3
Sciences		
AP Biology	BMS 100	3
AP Chemistry	CHM 100	4
AP Environmental Science	Not Accepted	~
AP Physics 1: Algebra-Based	PHY 250	3
AP Physics 2: Algebra-Based	PHY 250	3
AP Physics C: Electricity and Magnetism	Not Accepted	~
AP Physics C: Mechanics	Not Accepted	~
AP World Languages and Cultures		
AP Chinese Language and Culture	HUM 231 OR HUM 232	3
AP French Language and Culture	HUM 231 OR HUM 232	3
AP German Language and Culture	HUM 231 OR HUM 232	3
AP Italian Language and Culture	HUM 231 OR HUM 232	3
AP Japanese Language and Culture	HUM 231 OR HUM 232	3
AP Latin	HUM 231 OR HUM 232	3
AP Spanish Language and Culture	COM 131	3
AP Spanish Literature and Culture	COM 131	3

Table 1. List of AP examination and the corresponding course requirement fulfilled

Restrictions

1. No credit is given for projected scores, partial scores, or sub scores, e.g., Calculus AB Sub score.
2. Course equivalency: While AP credits can be used to fulfill elective and general education requirements, they will not satisfy major requirements. Students must complete all major-specific courses and requirements as outlined in their program of study, regardless of any overlapping content with AP credits. For example, while a student can earn credit for AP Psychology,

the AP score will not satisfy the PSY 141 course requirement for an undergraduate major. The student will earn the 3 elective credits but still need to complete PSY 141 at CDU or as an approved transfer course.

3. Students may not receive credit for both an AP examination (CLEP, IB or other international examination) and a college course taken before high school graduation covering the same subject matter, nor for an CLEP or IB examination covering the same subject matter. They can only receive credit for one or the other and not both since duplicate credit is not permitted.
4. Students may receive a combined maximum of 32 credit units for College Board examinations (this maximum includes combined AP, IB, CLEP and/or other international examinations). Credit will not be awarded for AP exams taken after matriculation at CDU.
5. **An Important Note to Students Interested in Medical School:** Even though examination scores may place students into higher level courses, including biology, chemistry, and English composition, **many medical schools do not accept exam credit in lieu of college-level course credit to fulfill admissions requirements.** Students interested in medical school should consider carefully whether it is in their best interest to enroll in foundational courses notwithstanding AP credit in these and other areas. If you are a potential pre-med student, please discuss this issue with an advisor in the Department of Health and Life Sciences at College of Science and Health (COSH) before attempting to apply AP examination credit at CDU.
6. **Reporting AP scores:** Students must have AP scores sent directly to CDU from the College Board. Scores received from high schools or in any other format will not be accepted at CDU. Contact the College Board for ordering instructions.
7. The departmental maximum credit and credit transfer policies, including AP examination credit, as well as traditional college course transfers are as follows:
 - a. Bachelor of Science, Biomedical Science (BMS) maximum 63 transferable units
 - b. Bachelor of Science, Nursing (RN to BSN) maximum 84 transferable units
 - c. Bachelor of Science, Nursing (Prelicensure) 46 transferable units
 - d. Bachelor of Science, Public Health (BSPH) maximum 75 transferable units
 - e. Bachelor of Science, Psychology (BSPSY) maximum 60 transferable units

- f. Or maximum allowed within a specific articulation agreement or dual degree academic plan.
- g. Lactation Education Pathway, no credit.

College Level Examination Program (CLEP)

Charles R. Drew University accepts credit by examination from the College Board via the Advanced Placement Examinations (AP) and the College Level Examination Program (CLEP). Scores must be sent directly to Charles R. Drew University Office of Admissions to be evaluated for credit.

Charles R. Drew University awards 3 semester units for the specified CLEP exams listed below (see Table 2). A score of 50 or higher is needed to earn credit.

Table 2

CLEP Exam	CDU Course Equivalency	CDU units
History and Social Sciences		
American Government	POL 141	3
History of the United States I: Early Colonization to 1877	HIS 141	3
History of the United States I: 1865 to the Present	HIS 141	3
Human Growth and Development	Not Accepted	~
Introduction to Educational Psychology	Not Accepted	~
Introductory Psychology	PSY 141	3
Introductory Sociology	SOC 141	3
Principles of Macroeconomics	Not Accepted	~
Principles of Microeconomics	Not Accepted	~
Social Sciences and History	HUM 231 OR HUM 232	3
Western Civilization I: Ancient Near East to 1648	HUM 231 OR HUM 232	3
Western Civilization II: 1648 to the Present	HUM 231 OR HUM 232	3
Composition and Literature		
American Literature	HUM 231 OR HUM 232	3
Analyzing and Interpreting Literature	HUM 231 OR HUM 232	3
College Composition	ENG 111	3
College Composition Modular	ENG 111	3
English Literature	HUM 231 OR HUM 232	3
Humanities	HUM 231 OR HUM 232	3
Science & Mathematics		
Biology	BMS 130	4
Calculus	MTH 230	3

Chemistry	CHM 100	4
College Algebra	MTH 126	3
College Mathematics	Not Accepted	~
Natural Sciences	Not Accepted	~
Precalculus	MTH 130	3
Business		
Financial Accounting	Not Accepted	~
Information Systems	Not Accepted	~
Introductory Business Law	Not Accepted	~
Principles of Management	Not Accepted	~
Principles of Marketing	Not Accepted	~
World Languages		
French Language: Levels 1 and 2	HUM 231 OR HUM 232	3
German Language: Levels 1 and 2	HUM 231 OR HUM 232	3
Spanish Language: Levels 1 and 2	COM 131	3
Spanish with Writing: Levels 1 and 2	COM 131	3

Table 2. List of CLEP examination and the corresponding course awarded credit.

Restrictions

- Students may receive a combined maximum of 32 units for College Board examinations (AP, IB, CLEP and/or other international examinations). CLEP exams may be taken before or during enrollment at CDU to earn credit.
- Students may not receive credit for both a CLEP examination (AP, IB or other international examination) and a college course taken before high school graduation covering the same subject matter, nor for an AP and IB examination covering the same subject matter. They can only receive credit for one or the other and not both since duplicate credit is not permitted.
- CLEP scores below 50 will not be accepted for transfer credit.
- Reporting CLEP scores: students must request that their official score report is sent directly to CDU following completion of the exam. Forwarded score reports from students will not be accepted. Contact the College Board for further information on how to register for exams and how to have your scores sent to CDU.
- The departmental maximum credit and credit transfer policies, including CLEP examination credit, as well as traditional college course transfers are as follows:
 - Bachelor of Science, Biomedical Science (BMS) maximum 63 transferrable units
 - Bachelor of Science, Nursing (RN to BSN) maximum 84 transferrable units
 - Bachelor of Science, Nursing (Prelicensure) maximum 46 transferrable

- units
- d. Bachelor of Science, Public Health (BSPH)
maximum 75 transferrable units
- e. Bachelor of Science, Psychology (BSPSY)
maximum 60 transferrable units
- f. Or maximum allowed within a specific
articulation agreement or dual degree
academic plan.

Admission Procedures and Policies

The Office of Admissions is located in the Student Center building. To reach the office, call (323) 563-4839 or email admissionsinfo@cdrewu.edu.

Application Deadlines Policy

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

The Master of Public Health Program accepts applications on a rolling basis but gives priority consideration to applications that have been verified by SOPHAS by March 1st.

The Physician Assistant Program requires all CASPA applications to be verified by September 1st through the online Centralized Application Service for Physician Assistants (CASPA).

The Postbaccalaureate Leadership Programs requires applications be submitted in the centralized California Postbaccalaureate Consortium portal. All applications and supporting materials should be completed and submitted via the California Postbaccalaureate Consortium portal.

The Master of Science, Biomedical Sciences requires applications submitted in the Centralized Application Service for MS Biomedical Sciences. All applications and supporting materials should be completed and submitted through PostBacCAS.

The Bachelor of Science in Nursing, Master of Science in Nursing, and Doctor of Nursing Practice programs require applications submitted in the Centralized Application Service for Nursing programs (NursingCAS). Applications for the LVN-BSN program should be submitted through CDU's CRM/Slate system.

The PhD Program in Translational Biomedical Sciences requires applications submitted in the Centralized Application Service. All applications and supporting materials should be completed and submitted through BIOMED CAS.

For all other CDU academic program applications not required to be submitted through the Centralized Application System, should be submitted through CDU's CRM system.

Furthermore, the student agrees that falsification, misrepresentation or omission of information on the application, supporting documents, transcripts or credentials may result in the denial or revocation of admission, and if enrolled, will result in disciplinary action including dismissal from the University. This policy will also apply to transcripts submitted for the purpose of obtaining transfer credit at the University.

Deadlines for Admission

Charles R. Drew University of Medicine and Science encourages prospective students to adhere to the following recommended application deadlines, which were established to support processing in a timely manner for new incoming students and can apply at <https://www.cdrewu.edu/admissions>

	Fall	Spring	Summer
Recommended Priority Deadline	July 30 th	November 30 th	April 30 th

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

1. Prospective students submit appropriate application for admission in accordance with the recommended application deadline published in the CDU Catalog, on the CDU website and/or print media.
2. All applicants are encouraged to apply for federal financial aid at the time they apply for admission to an academic degree program or as early as October 1st of each year.
3. To be considered for federal financial aid, applicants must submit a FAFSA (Free Application for Federal Student Aid) online at <https://studentaid.gov/h/apply-for-aid/afsa>. In order to access personal information on the site and to sign the FAFSA online, applicants must first obtain an FSA User ID at <https://studentaid.gov/fsa-id/create-account/launch>. Students who are ineligible for Federal Student Aid are encouraged to complete a California DREAM Application online at <https://dream.csac.ca.gov/landing>.



4. Only complete application files will be forwarded to the academic department for admission consideration.
 - a. Application files completed after the published deadline will be forwarded to the academic department as they are completed and will be considered for acceptance on a space-available basis. If the cohort is filled, accepted applicants will be placed on a wait list or deferred to the upcoming semester.
 - b. Applicants who do not complete their application file within the one-year application period will be required to re-apply by submitting updated application materials along with the required non-refundable application fee. Incomplete applications are discarded after one year.
5. The academic department's admissions review committee will have up to three (3) weeks to review application files and conduct interviews (if applicable). All decisions for programs who require an interview will be made post completion of the interview.
6. Once the review process is completed, the admissions decision will be communicated to the Office of Admissions with a completed Admissions Decision Form.
 - a. For applicants who are accepted or provisionally accepted to an academic degree program, the Office of Admissions will mail or email acceptance letters, along with the Intent to Enroll form, information regarding financial aid and orientation, and any other documents required by the academic department. Acceptance packets will be mailed or emailed within 1 to 2 business days of receiving admissions decisions from the academic department.
 - b. For applicants who are denied, the Office Admissions will mail or email letters of denial within 1 to 2 business days of receiving decisions from the academic department.
 - c. For applicants placed on a wait list, the Office of Admissions will mail or email letters regarding the status within 1 to 2 business days of receiving decisions from the academic department

students admitted and enrolled every year is determined by approved enrollment levels as well as the capacity of the University and each academic department.

Each student's entire application packet is reviewed individually. Some academic departments require an interview as part of the admissions process, and candidates must be available for an in-person interview (or a phone interview if the candidate is out-of-state). In selecting students, each program considers evidence of the applicant's integrity, discipline, compassion and academic ability. Documentation of academic preparation, personal achievement and recommendations are given careful consideration in the determination of an applicant's eligibility. Additionally, each program's admissions committee takes into consideration all evidence to suggest that applicants are capable of completing the curriculum in the specified time and will be able to achieve the programs required levels of competence.

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

Office of Admissions

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

NOTE: Application, admission interviews, and admission decision timelines may vary by program. See individual program application requirements and admission policies for details.

Application Requirements

Associate of Science in Radiologic Technology

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

Application Requirements

- Official transcripts are required from all previously attended post-secondary schools. Those who have not earned an associate degree (or higher) or completed at least 60 degree-applicable semester units (or 90 quarter units) must also submit an official high school transcript verifying completion of a high school diploma or GED equivalent.

Admission to undergraduate and graduate programs at Charles R. Drew University is competitive, thus, meeting the minimum requirements for admission does not guarantee acceptance to a program. The number of

- Minimum GPA of a 2.5 on a 4.0 scale
- Complete all prerequisite courses with a grade of “C” or better prior to matriculation. All prerequisite courses must be taken within (7) years of the submission of application
 - Medical Terminology (3 units)*
 - Anatomy and Physiology (4 units w/lab)*
- Two (2) Letters of Recommendation (academic/professional) - Use of *Recommendation form is required*
- Personal Goal Statement: Please explain why you would like to become a student at Charles R. Drew University of Medicine and Science. How does the completion of a degree at CDU offer you an opportunity to serve an underserved community?
 - Statement must be 1-2 pages typed (double-spaced, maximum 500 words)
- A copy of titters showing immunity against:
 - Measles, mumps, rubella (MMR), varicella, and tetanus*
- Hepatitis B vaccination*
- Tdap vaccination
- Proof of a negative Tuberculosis test
 - A chest x-ray cleared by a physician or QuantiFERON TB Blood Test to avoid x-ray exam must be provided

**Admission requirement only, not eligible for transfer credit*

- Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL) (<http://www.toefl.org/>). The TOEFL requirement may be waived for applicants with a post-secondary degree from an accredited US institution. The scores must be sent directly from the Educational Testing Service (ETS) to the Office of Admissions. Only the IBT (Internet Based Test) form of the TOEFL will be accepted.
 - A total score of 100 and a speaking score of 26 will be a prerequisite for entry into the program.

The Associate of Science in Radiologic Technology

Program utilizes a holistic admissions review process that considers:

- Overall and science GPA, academic performance, and readiness for a rigorous full-time program
- Healthcare-related work experience, radiology exposure, and prior educational attainment
- Community service, leadership activities, and commitment to serving diverse and underserved populations
- Healthcare certifications and professional

development experiences

- A Statement of Purpose demonstrating alignment with CDU's mission, motivation for pursuing Radiologic Technology, and potential contributions to the profession and community
- Interview performance, including communication skills, professionalism, understanding of the radiologic sciences profession, resilience, cultural humility, and leadership potential

The Admissions Committee seeks applicants who demonstrate academic potential, professionalism, service orientation, leadership ability, and a commitment to healthcare equity consistent with the mission and values of Charles R. Drew University of Medicine and Science.

NOTE: By the conclusion of the program, students will qualify for the ARRT certification and registration exam. The structured education and clinical requirements must be earned within the 24-month period immediately prior to submission of an application for certification and registration.

Pre-Matriculation Contingency

If admitted, matriculation into the program will be contingent upon:

- Timely submission of intent to enroll and deposit
- All candidates must be able to independently, with or without reasonable accommodation, meet our program-specific technical standards (<https://www.cdrewu.edu/wp-content/uploads/2026/03/Dept-of-Rad-Sci-Technical-Standards-1.pdf>) of general and specific abilities and behavioral and social attributes, and continue to meet these standards throughout the entirety of their program. The technical standards have been developed in consideration of the demands of didactic and clinical training in health sciences and clinical practice as a radiologic technologist.
- Successful completion of background check, drug screen, health, and immunization records
 - Current Health Insurance
 - OSHA and HIPAA training
 - Mandatory attendance of CDU and Radiologic Technology program orientation in August

Medical Imaging Certificates

The Computed Tomography, Magnetic Resonance Imaging, and Mammography Certificate programs are advanced, one-semester programs designed to support the professional development of registered radiologic technologists currently working in the field.

Admission to the program is highly competitive and based on both objective and subjective evaluations during the

interview process.

Pre-Matriculation Contingency

If admitted, matriculation into the program will be contingent upon:

- Timely submission of intent to enroll and deposit
- All candidates must be able to independently, with or without reasonable accommodation, meet our program-specific technical standards (<https://www.cdrewu.edu/wp-content/uploads/2026/03/Dept-of-Rad-Sci-Technical-Standards-1.pdf>) of general and specific abilities and behavioral and social attributes, and continue to meet these standards throughout the entirety of their program. The technical standards have been developed in consideration of the demands of didactic and clinical training in health sciences and clinical practice as a technologist.
- Successful completion of background check, drug screen, health, and immunization records
 - Current Health Insurance
 - OSHA and HIPAA training
 - Mandatory attendance of CDU and certification program orientation in August

Application Requirements

- Must have an Associate of Science degree in Radiologic Technology (JRCERT Accredited)
- Provide proof of active American Registry of Radiologic Technology
- Provide proof of active California Certified Radiologic Technologist license
- Official transcripts from all schools attended
- Minimum GPA of a 2.5 on a 4.0 scale
- Personal Goal Statement: Please explain why you would like to become a student at Charles R. Drew University of Medicine and Science. How does the completion of a degree at CDU offer you an opportunity to serve an underserved community?
 - Statement must be 1-2 pages typed (double-spaced, maximum 500 words)
- Two (2) Letters of Recommendation (academic/professional) - *Recommendation form is required**
- *Clinical Observation Hours (Optional)*
- **Personal Statement & Letters of Recommendation not required for Alumni applicants*

Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL) (<http://www.toefl.org/>). The TOEFL requirement may be waived for applicants with a post-secondary degree from an accredited US institution. The scores must be sent directly from the Educational

Testing Service (ETS) to the Office of Admissions. Only the IBT (Internet Based Test) form of the TOEFL will be accepted.

- A total score of 100 and a speaking score of 26 will be a prerequisite for entry into the program.
- There should be no more than 2 prerequisites pending or “in-progress” at the time of application.

Bachelor of Science in Radiologic Sciences

The Bachelor of Science in Radiologic Science (BSRS) is tailored for individuals who have earned an Associate of Science degree from an accredited radiologic technology program and are certified as Radiologic Technologists (RT) by the American Registry of Radiologic Technologists (ARRT). This complete degree is a one-year, two-semester program designed specifically for working radiologic technologists who wish to gain leadership skills, improve career growth, and increase chances in managerial and administrative positions.

Competitive Admission to the Program

Admission to the program is highly competitive and based on both objective and subjective evaluations during the interview process. The number of students admitted may also be influenced by the availability of openings at clinical sites.

Application Requirements

- Completion of a CDPH-RHB approved program
- Official transcripts are required from all previously attended post-secondary schools. Those who have not earned an associate degree (or higher) or completed at least 60 degree-applicable semester units (or 90 quarter units) must also submit an official high school transcript verifying completion of a high school diploma or GED equivalent.
 - Overall GPA of 2.5 or higher
- CPR and BLS certifications
- Personal Goal Statement:
 - Please explain why you would like to become a student at Charles R. Drew University of Medicine & Science. How does the completion of a degree at CDU offer you an opportunity to serve an underserved community?
 - Statement must be 1-2 pages typed (double-spaced, maximum 500 words)
- Two (2) Letters of Recommendation (Academic/Professional)*
- Documentation from a healthcare provider that a physical examination was conducted and passed by applicant
- Ability to lift 50 pounds without assistance

- Evidence that visual and/or hearing impairments have been corrected with appropriate devices
- If students opt for a Modality pathway:
 - Completion of Live Scan
 - Provide proof of active American Registry of Radiologic Technology License, R.T.(R)(ARRT)
 - Provide proof of active California Radiologic Technology License, CRT
 - A copy of titters showing immunity against:
 - Measles, mumps, rubella (MMR), varicella, and tetanus*
 - Hepatitis B vaccination*
 - Tdap vaccination
 - Proof of a negative Tuberculosis test
 - A chest x-ray cleared by a physician or QuantiFERON TB Blood Test to avoid x-ray exam must be provided

** These documents will be waived for recent CDU alumni*

English Proficiency

Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL) (<http://www.toefl.org/>). The TOEFL requirement may be waived for applicants with a post-secondary degree from an accredited US institution. The scores must be sent directly from the Educational Testing Service (ETS) to the Office of Admissions. Only the IBT (Internet Based Test) form of the TOEFL will be accepted.

- A total score of 100 and a speaking score of 26 will be a prerequisite for entry into the program.
- There should be no more than 2 prerequisites pending or “in-progress” at the time of application.

Bachelor of Science in Biomedical Sciences

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

Application Requirements

- Official transcripts are required from all previously attended post-secondary schools. Those who have not earned an associate degree (or higher) or completed at least 60 degree-applicable semester units (or 90 quarter units) must also submit an official high school transcript verifying completion

of a high school diploma or GED equivalent.

- Undergraduate First-time college student- Official high school transcript verifying completion of high school diploma or GED equivalent is required.
- Minimum GPA of a 2.5 on a 4.0 scale
- Official SAT or ACT exam scores (recommended not required)
- For Freshmen Students:
 - (1) year of High School laboratory sciences in either biology, chemistry, or physics
- For Transfer Students:
 - Completion of Intro Chemistry and Intro Biology or equivalent

Bachelor of Science in Public Health in Urban Health Disparities

The Bachelor of Science in Public Health (BSPH) program aims to prepare undergraduate students for the public health workforce and/or advanced education in the health sciences such as Master of Public Health (MPH) or health-related fields such as Masters in Nursing (MSN), Master of Health Science Physician Assistant (MHS-PA), or Medical Education (MD), among other health profession graduate degrees. Grounded in the understanding that structural and social inequalities impact health outcomes in historically disadvantaged and under-resourced communities, the BSPH program determines that the next generation of health scholars and practitioners deserve a rich educational foundation that integrates theoretical and applied public health and social justice knowledge.

Application Requirements

- Official transcripts are required from all previously attended post-secondary schools. Those who have not earned an associate degree (or higher) or completed at least 60 degree-applicable semester units (or 90 quarter units) must also submit an official high school transcript verifying completion of a high school diploma or GED equivalent.
 - Undergraduate First-time college student- Official high school transcript verifying completion of high school diploma or GED equivalent is required.
- Minimum GPA of a 2.5 on a 4.0 scale
- Personal Goal Statement: Please explain why you would like to become a student at Charles R. Drew University of Medicine and Science. How does the completion of a degree at CDU offer you an opportunity to serve an underserved community?
 - Statement must be 1-2 pages typed (double-spaced, maximum 500 words)

** For Transfer Students, no more than 75 semester units or 112*

quarter units of approved transferable credit.

Minor in Bachelor of Science in Public Health in Urban Health Disparities

Admissions and Declaration Process

To be admitted to the Minor in Public Health, students must:

- Be currently enrolled in an undergraduate degree program at Charles R. Drew University of Medicine and Science (CDU).
- Successfully complete the following prerequisite courses with a grade of C or higher:
 - BSPH 101: Introduction to Public Health
 - BSPH 202: Health Disparities, Equity, and Social Justice
- Maintain a minimum cumulative undergraduate GPA of 2.0 in accordance with CDU academic policies.
- Submit a Public Health Minor Declaration Form to the Department of Urban Public Health.
- Receive approval from the Department of Urban Public Health before the minor is added to their academic record.
- Meet with a department advisor, if requested, to review program requirements and develop an academic plan for completion of the minor.

Upon approval, students may begin completing the required coursework for the Minor in Public Health.

Bachelor of Science in Psychology with an Emphasis in Community Counseling

The Bachelor of Science in Psychology with an emphasis in Community Counseling is a 120 credit-hour undergraduate degree program that can be completed in 8 terms. The program provides a curriculum to prepare undergraduate students for a workforce role as a mental health counselor or community mental health advocate. The program emphasis is on mental and behavioral health of diverse populations and under resourced communities. The program and courses are guided by community psychology principles (e.g., ecological framework, social justice, diversity, community participatory action research, empowerment, strengths-based approaches). The program also prepares students for graduate education in psychology, counseling, public health, social work and can meet the prerequisite for Entry Level Masters programs in nursing utilizing elective credits.

Application Requirements

- Official transcripts are required from all previously attended post-secondary schools. Those who have not earned an associate degree (or higher) or completed at least 60 degree-applicable semester units (or 90 quarter units) must also submit an official high school transcript verifying completion

of a high school diploma or GED equivalent.

- Undergraduate First-time college student- Official high school transcript verifying completion of high school diploma or GED equivalent is required.
- Minimum GPA of a 2.5 on a 4.0 scale
- One-page Personal Goal Statement describing interest in the Bachelor of Science in Psychology degree program
- Official SAT or ACT exam scores recommended

Bachelor of Science in Nursing – RN to BSN

The Registered Nurse - Bachelor of Science in Nursing (RN-BSN) degree completion program is designed for registered nurses with a previous associate degree or diploma, and current, unrestricted RN licensure, who wish to obtain a Bachelor's degree in the professional field of nursing. This RN-BSN program includes coursework and behavioral and clinical reasoning objectives that will develop the nurse's role as a global practitioner, researcher, and leader.

Eligibility Requirements

Applicants must meet one of the following:

- Hold an Associate Degree in Nursing (ADN) with an active Unrestricted RN License
- Hold a completed Associate Degree in Nursing (ADN) without current licensure*
- Be currently accepted or enrolled in an Associate Degree in Nursing (AND) program at a community college – eligible applicants may enroll in the RN-BSN program during their first semester, provided all program requirements are met

**Pre-licensure students must submit evidence of a nursing license by the beginning of their last semester of CDU's RN-BSN program to the College of Nursing to be eligible to continue.*

Application Requirements

- \$65 application fee
- Official transcripts from all accredited post-secondary schools attended
- Minimum GPA of a 2.5 on a 4.0 scale
- One letter of recommendation from an academic or professional reference
- Personal Statement
- Resume or Curriculum Vitae (including evidence of extracurricular activities)
- General Education (GE) courses with a grade of "C" or better prior to the completion of the RN-BSN program
 - GE courses previously completed and transferred from another accredited institution

- GE courses taken during enrollment in the RN-BSN program

Students who have not yet completed all general education requirements at the time of application must fulfill the remaining requirements while enrolled in the program. All outstanding GE courses must be completed with a grade of "C" or better to satisfy program requirements.

Bachelor of Science in Nursing - Pre-Licensure

Students with no prior baccalaureate degree will be accepted to CDU as a BSN Pre-Licensure student, with the opportunity to complete general education requirements, including science and laboratory courses that are required by the BSN degree program.

Application Requirements

- \$65 application fee
- Official transcripts are required from all previously attended post-secondary schools. Those who have not earned an associate degree (or higher) or completed at least 60 degree-applicable semester units (or 90 quarter units) must also submit an official high school transcript verifying completion of a high school diploma or GED equivalent.
 - Undergraduate First-time college student- Official high school transcript verifying completion of high school diploma or GED equivalent is required.
- Minimum GPA of a 3.0 on a 4.0 scale
 - Applies to Cumulative GPA
 - Applies to Science GPA
- One letter of recommendation/reference letter (academic/professional)
- Personal Statement
- Resume or curriculum vitae (include evidence of Extracurricular Activities)

Prior to the matriculation into nursing direct phase/upper division courses, students must complete the below prerequisites. The following Science and Math prerequisites must be completed with a grade of 'B' or better prior to matriculation to be transferable. Science and Math prerequisites must be completed within (7) years of starting the nursing direct phase of the Pre-Licensure BSN Program.

- College Algebra (3 units)
- Biology – no lab required (3 units)
- General Microbiology w/ lab (4 units)
- General Chemistry w/ lab (4 units)
- Human Anatomy w/lab & Human Physiology w/ lab (4 units each to total 8 units)

**Human Anatomy & Physiology can be taken together, if so, both courses must have a lab.*

The remaining prerequisite courses must be completed with a grade of 'C' or better prior to matriculation to be transferable.

- English Composition (3 units)
- Introduction to Sociology (3 units)
- English Critical Thinking (3 units)
- Humanities I & II (2 courses, 3 units each to total 6 units)
- Public Speaking (3 units)
- General Psychology (3 units)
- Art: Health & Creative Arts (3 units)

***Please note CDU accepts semester units. Quarter units must be converted to equal semester units. This will ensure that you are meeting our unit requirement.*

****All pre-requisites can be completed at CDU.*

- Official TEAS Admission Assessment Exam
 - Minimum of 75% overall cumulative and individual module score (includes module, submodule and subsection scores 75% minimum requirement)
 - No maximum limit on the number of attempts

Please note that while not required, the Prelicensure BSN Admissions Committee has identified the following value-added items which will be noticed and considered on an application:

- Evidence of commitment to social justice, community wellness and healthcare needs of underserved populations.
- First Generation College Students.
- Applicants from Medically Underserved Areas
- Applicants showing commitment to practice in medically underserved areas.

Admission Contingency

If offered admission, matriculation into the program will be contingent upon:

- Completion of pending prerequisites by deadline
- Pending prerequisite GPA requirement of 3.0 minimum
- Successful completion of background check and drug screen
 - All students will need to have a clear criminal background check within a month of being accepted into the program in order to start the program. While in the program a clear background check is required to progress through the program this will include live scan fingerprinting in addition to background checks. All students will also need to have a California ID or Driver's license and a social security number.

Postbaccalaureate Leadership Program in Pre-Medicine

The CDU Postbaccalaureate Leadership Program in Pre-Medicine is a structured, comprehensive program designed to assist first time and re-applicant students in successfully gaining admission into medical school. Our program is designed for exceptional individuals who desire to become physician leaders aligned with the unique goal affirmed by the University's mission: dedication to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement.

California Postbaccalaureate Consortium

CDU PLP uses a centralized application system for its application processes. All applications and supporting materials should be completed and submitted through the [California Postbaccalaureate Consortium portal](#).

Application Cycle – Timeline

- First-Time Applicant: December 1, 2026 – March 2, 2027
- Re-Applicant: December 1, 2026 – April 6, 2027

2026-2027 Application Cycle - Important Dates and Deadlines

- Application Opens – December 2026
- Application Closes – April 2027
- Interviews – February – April 2027
- Notifications of Acceptance – March – April 2027
- Program Start – Summer 2027
- Program End – End of Spring 2028

Application Requirements

- All application materials must be received through California Postbaccalaureate Consortium by 11:59PM PST on or before the application deadline
- Undergraduate degree from an accredited US college or US university
- Official transcripts from all accredited post-secondary schools attended
- AMCAS application (if previously applied to medical school)
- Be a resident of California, as defined by the [University of California, Office of the President](#)
- CDU PLP does not accept F1 visas. Undocumented, DACA, and AB-540 students who reside in California are eligible to apply.
- Demonstrated interest in community service, particularly with regards to underserved communities
- Minimum cumulative GPA of a 2.94 or higher

- Minimum science GPA of a 2.8 or higher
- Complete all prerequisite courses:
 - One (1) year of Biology with lab (2 semesters or 3 quarters)
 - One (1) year of Chemistry with lab (2 semesters or three 3 quarters)
 - One (1) year of Organic Chemistry with lab (2 semesters or 3 quarters)
 - One (1) year of Physics with lab (2 semesters or 3 quarters)
 - Biochemistry (encouraged, but not required)
- Three (3) Confidential Letters of Recommendation
 - One (1) from a science faculty member
 - One (1) from a community service experience
 - One (1) from a faculty member, medical/research pathway program director, research director
- Supplemental Application
 - Selected applicants will be invited to continue the application process by invitation to submit a secondary application. Students will have a designated time to submit their responses.
- Interview
 - Selected applicants who submit their supplemental application will be invited to continue the application process by participating in a virtual interview (selected applicants will be contacted by email)

All application materials must be received through the California Postbaccalaureate Consortium by 11:59PM (PST) on application deadline.

Interview

Select applicants will be invited to continue the application process by participating in a virtual interview.

Acceptance

Applicants accepted into the program will be notified by email and phone. A \$50 tuition deposit will be due 1-2 weeks after notification to confirm enrollment.

Master of Science, Biomedical Sciences

The Master of Science, Biomedical Sciences one-year degree program is designed to give a solid command of biomedicine, medical informatics and translational science, as well as ensure that you'll be well-prepared to address the challenges posed by domestic and international health disparities.

PostBacCAS

MSBMS Program uses a centralized application system. All applications and supporting materials should be completed and submitted through PostBacCAS.

Application Requirements

- A bachelor's degree from an accredited college
 - Official transcripts are required from all previously attended post-secondary schools.
- Minimum GPA of a 3.0 on a 4.0 scale
- Complete all prerequisite courses with a grade of "C" or better prior to matriculation.
- General Chemistry with lab: 1 year or 8 units
- General Biology with lab: 1 year or 8 units
- Physics with lab: 1 year or 8 units
- Organic Chemistry with lab: 1 year or 8 units
- Calculus or statistics 1 semester or 3 units
- Three letters of recommendation (academic/professional) - Recommendation form is required
- Resume or curriculum vitae
- Personal Goal Statement:
 - Please explain why you would like to become a student at Charles R. Drew University of Medicine and Science. How does the completion of a degree at CDU offer you an opportunity to assist an underserved community?
 - Statement must be 2-3 pages typed (double-spaced, maximum 750 words)

Master of Public Health in Urban Health Disparities

Application Requirements

The Master of Public Health (MPH) in Urban Health Disparities is a 5-semester graduate program that prepares highly skilled and socially committed public health professionals through an academically rigorous curriculum centered on the social determinants of health. Designed for working professionals, the MPH program features a 45-semester-unit, cohort-based, and competency-driven curriculum delivered in a hybrid format with small, evening classes.

Admission to the MPH program includes a holistic review of each applicant's submitted materials. The Admission Committee considers applicants' responses describing their interest in public health as a career and their alignment with the mission of CDU.

All applicants to the MPH program must satisfy the following admission requirements—

- A bachelor's degree from an accredited college or university.
 - Official transcripts are required from all previously attended post-secondary schools.
- Online Application through SOPHAS:
<https://sophas.liaisoncas.com/applicant-ux/#/login>
- Personal Goal Statement (2-3 pages), which should address the following:
 - Interest in and potential for contributing to the field of public health;
 - How applicant's interests are aligned with the mission of CDU and the MPH Program;
 - Career objectives;
 - Self-assessment of interpersonal skills, verbal and written skills, computer skills, and general preparation for succeeding in a graduate program in public health.
- Three (3) letters of recommendation using the SOPHAS online recommendation form.
- Official transcripts from all accredited post-secondary institutions attended (or evidence of a U.S. equivalent baccalaureate degree submitted through the World Education Services (WES) foreign credential evaluation).
- The MPH program requires a minimum cumulative 3.0 GPA (out of a 4.0 scale). However, applicants with a cumulative GPA less than 3.0 are encouraged to apply and will be considered on a case-by-case basis.
- Resume or Curriculum Vitae.
- Interview: Select applicants may be invited to participate in an admissions interview. Interviews provide the committee with an opportunity to learn more about the applicant's experiences, career goals, communication skills, and readiness for graduate-level study.
 - An interview invitation does not guarantee admission but serves as an additional component of the comprehensive evaluation process.
- MBS-MPH Sequential Degree, Accelerated Pathway
 - CDU MS-MBS students have the opportunity to apply to the MPH program and complete their MPH degree within 3-semesters. Eligible students must apply through SOPHAS and complete the MBS program prior to starting the MPH program in the Fall semester.

Applications are reviewed once they have been verified by SOPHAS and it is confirmed that all required documents have been submitted.

All application documents must be submitted through SOPHAS. No documents are to be sent to the Office of Enrollment or the Department of Urban Public Health/MPH program.

Failure to complete the application or to provide accurate and authentic documents may result in denial of admission.

Application Deadline

The MPH program accepts applications on a rolling basis. However, applicants are strongly encouraged to adhere to the SOPHAS application deadlines and submit all application materials by August to ensure priority consideration and timely review. Cohort sizes of approximately 15-35 students are admitted each fall semester. See University Policies section of this Catalog for deadlines regarding Financial Aid Application.

Transfer Petition

- Applicants may petition the transfer of MPH-relevant graduate coursework during the application process, or upon notification of acceptance into the program. Normally, the maximum number of units from other institutions that students may be able to transfer into the MPH Program is nine (9) semester units. MPH-relevant courses taken at other institutions must be from a CEPH accredited MPH program and must be approved by the Department Chair. Only courses with a B- grade or better may be transferable.
- CDU MS-MBS graduate students can transfer 12 MS-BMS specific course units towards the MPH program.

This transfer policy only applies to students who have been accepted into the MBS-MPH Sequential Degree, Accelerated Pathway.

One-Year Master of Public Health (MPH)

The One-Year Master of Public Health (MPH) is a full-time, cohort-based program designed for students seeking to complete the MPH degree in 12 months. The program consists of three consecutive semesters (Fall, Spring, and Summer) and requires completion of 45 graduate units.

The One-Year curriculum provides students with the knowledge and skills necessary to address public health challenges through evidence-based practice, community engagement, health policy, epidemiology, biostatistics, and health equity. Students also complete an Applied Practice Experience (APE) and an Integrated Learning Experience (ILE). The One-Year MPH pathway was initially developed to support healthcare professionals and clinical research scholars participating in the Clinical Research Education and Career Development (CRECD) Program. However, the pathway may also be available to other

qualified applicants seeking an intensive, year-round course of study that leads to expedited degree completion.

Application Requirements

Applicants to the One-Year Master of Public Health (MPH) pathway must meet all admission requirements established for the Master of Public Health in Urban Health Disparities program. Admission to the One-Year pathway follows the same application process and admission criteria as the traditional MPH program. Because of the intensive nature of the curriculum, enrollment in the One-Year pathway may be limited based on cohort capacity and program resources.

Degree Requirements

Students enrolled in the One-Year MPH pathway must satisfy all degree requirements for the Master of Public Health (MPH) in Urban Health Disparities, including successful completion of 45 graduate units, all required coursework, the Applied Practice Experience (MPH 590), and the Integrated Learning Experience (MPH 595). Students must maintain a minimum cumulative GPA of 3.0 and comply with all university and program academic policies.

WSCUC Notification

The One-Year MPH Program is pending any required review or notification by the WASC Senior College and University Commission (WSCUC). The Office of the Provost will work with WSCUC to ensure compliance with all applicable accreditation and substantive change requirements. Based on guidance received from CEPH, the proposed One-Year MPH pathway does not constitute a substantive change, as students complete the same degree, curriculum, competencies, and credit-hour requirements as the existing MPH program.

Graduate Certificate Lactation Education Pathway 2 (LEP2) Program

The Lactation Education Pathway 2 (LEP2) Program at CDU is a graduate certificate program that prepares students for eligibility to sit for the International Board Certified Lactation Consultant (IBCLC) examination administered by the International Board of Lactation Consultant Examiners (IBLCE).

The IBCLC credential may be obtained through multiple eligibility pathways established by IBLCE, and this program is a Pathway 2 program. The Pathway 2 option is designed for students enrolled in an academic program that

provides a structured curriculum in lactation and supervised clinical training. The LEP2 program at CDU provides at least 95 hours of lactation-specific didactic education and at least 301 hours of supervised clinical lactation practice, meeting the educational and clinical requirements for IBCLC Pathway 2 eligibility.

Admission to the program is based on academic preparation and readiness for clinical training. Pre-requisites, admission requirements, policies, and technical standards for LEP2 applicants have been established to ensure compliance with accreditation requirements set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), IBLCE, and Lactation Education Accreditation and Approval Review Committee (LEAARC).

Pre-Requisites

IBLCE requires accredited programs to ensure applicants have completed specific college-level prerequisite coursework and demonstrated knowledge in additional topic areas.

The required college-level courses must be completed prior to starting the program in the fall semester.

Additional topic areas must also be completed before the first day of fall semester classes. To assist students in meeting these requirements, the program will offer a mandatory workshop prior to the start of the fall semester covering all required topic areas except Basic Life Support (BLS). Students are responsible for completing the BLS requirement independently before the first day of fall semester classes.

Required College-Level Courses Applicants must complete college-level coursework in the following areas:

1. Biology – Growth, structure, and function of living organisms
2. Introduction to Clinical Research—Understanding of basic research methodologies, critical reading skills, and familiarity with statistical measurements
3. Human Anatomy – Structure of human body systems
4. Human Physiology – Function of human organ systems
5. Infant and Child Growth and Development – Developmental stages for infants and young children
6. Basic Nutrition – Principles of nutrition and health
7. Psychology, or Counseling Skills, or Communication Skills – Foundations of psychology, counseling, or interpersonal communication
8. Sociology, Cultural Sensitivity or Cultural Anthropology – Sociological concepts and cultural aspects of human behavior.

Additional Topic Areas

Knowledge in the following areas must also be demonstrated and may be met through college coursework or continuing education:

1. Basic Life Support (BLS)
2. Medical Documentation
3. Health/medical terminology
4. Ethics for health professionals (including ethical conduct, confidentiality, informed consent, conflict of interest)
5. Occupational Safety
6. Universal Safety precautions and Infection Control

Application Requirements

Requirements for admissions are:

- A bachelor's degree from an accredited college or university.
- Complete the CDU online application via <https://www.cdrewu/apply/>
- Official transcripts from all previously attended post-secondary schools are required.
- Personal statement which should address the following: Discuss your understanding of the importance of lactation support in improving maternal, infant, and family health outcomes. How do you hope to contribute to improving breastfeeding and chestfeeding support, particularly among underserved, underrepresented, or historically marginalized communities?
- Interviews: Selected candidates are invited to interview with LEP2 Admissions Committee Members
 - An interview invitation does not guarantee admission but serves as an additional component of the comprehensive evaluation process.
- Pre-Requisite Coursework: All required college level courses and additional topic areas need to be verified through official transcripts.
- Health and Safety Requirements: Students must confirm they are able to meet all health and safety requirements (listed below) prior to program start.
- Admissions Decisions: Decisions are based on a holistic review process, competitive evaluations, and program capacity.

Health and Safety Requirements

Students must submit proof of the following prior to program start:

- A. Immunizations
 - Negative TB test (within 1 year)
 - MMR (measles, mumps, rubella) immunity or vaccination
 - Varicella immunity or vaccination

- Hepatitis B immunity or signed declination
- Tdap (adult dose)
- Annual influenza vaccination

Exemptions may be requested for medical or religious reasons with appropriate documentation.

B. Criminal Background Check and Drug Screen

- A criminal background check and drug screen are required as part of the admissions process. Students must submit to both screenings prior to enrollment.
- The program administration reserves the right to rescind an offer of admission if an applicant's criminal background check reveals the commission of a serious offense or if the applicant fails the drug screen. Serious offenses include, but are not limited to, felonies, drug offenses, forgery, assault, and abuse or neglect.
- Eligibility determinations are made on a case-by-case basis. No single type of offense will automatically result in rescission of admission or dismissal from the program. Decisions will consider factors including, but not limited to:
 - The nature of and circumstances surrounding the offense
 - The time elapsed since the conviction
 - Evidence of rehabilitation
 - The applicant's actions and conduct since the offense
 - The truthfulness and completeness of disclosure
 - The relevance of the offense to participation in the program
- Students are not required to disclose expunged arrests, charges, or convictions.
- If, at any time during enrollment, a student is charged with or convicted of a criminal offense that may or may not have appeared on a previous background check, the student must immediately self-disclose the matter to the Program Director. Failure to self-disclose may result in an honor code violation and/or dismissal from the program.

Application Requirements

- Computer Access: Personal computer with reliable internet for Blackboard access, assignments, and communication.
- Transportation: Reliable transportation to clinical sites throughout Los Angeles County.
- Insurance: Proof of health insurance is required; liability coverage is provided by the program.
- Professional Risk: Students may encounter individuals with communicable diseases;

appropriate infection control training is provided.

Transfer, Advanced Placement, and Experiential Credit Policies

- Advanced Placement
 - Not available; no testing out of courses permitted
 - Exception for AY 2026-2027:
 - Students who previously completed PHE 500: Lactation Education I and PHE 501: Lactation Education II in either AY 2024-2025 or AY 2025-2026 may be eligible to enroll directly in the clinical course without repeating didactic coursework.
 - Eligibility is contingent upon having successfully completed both courses, meeting current program admission and clinical readiness requirements, and approval by the Program Director. The program reserves the right to require additional coursework or documentation to ensure student preparedness and compliance with current standards.

Master of Science, Genetic Counseling

Genetic counseling candidates must apply through the CDU Application Portal, while concurrently registering for the Genetic Counseling Admissions Match.

The Genetic Counseling Admissions Match was created to simplify and standardize how applicants are placed into ACGC-accredited master's programs. This centralized system uses a specialized algorithm to pair candidates with graduate programs based on their mutual preferences.

To participate, all candidates are required to register with National Matching Services (NMS) before they begin applying to individual programs. After the interview season concludes, both the applicants and the programs submit ranked lists of their preferred choices to NMS by a specific deadline. These results are released simultaneously to everyone in April and represent a binding commitment.

While there is a standard registration fee for the Match, applicants can request a fee waiver if they meet certain criteria. Visit the NMS website for further information: <https://natmatch.com/gcadmissions/applicants/register.html#waver>.

Application Requirements

Requirements for admission are:

- Candidates must hold a minimum of a bachelor's degree (BA/BS) or equivalent from an accredited institution.
- Candidates must have a grade point average of 3.0 (B) or higher on a scale of 4.0.
- Transcripts must be from a regionally accredited institution or a US equivalent bachelor's degree, based on a foreign credential evaluation.
- Resume/CV demonstrating interest in the field of genetics.
- Three (3) letters of recommendation are required to be sent directly by reference. One must be an academic reference from a college professor.
- One (1) admissions essay is required. Essays should have 500–750-word count and be uploaded as a Microsoft Word document.
- Academic Coursework: All academic prerequisites must be completed prior to applying to the program:

Course Requirements

- Introductory Genetics
- Biochemistry (with lab)
- Organic Chemistry (with lab)
- Biology with Laboratory (minimum 2 semesters/quarters)
- Introductory Statistics
- Psychology

Highly Recommended Courses

- Cellular and/or Molecular Biology
- Anatomy and/or Physiology
- Additional Genetics Courses

Additional Suggested Activities

- Demonstrated interest in the field of genetics (summer internship in a genomics/genetics lab, undergraduate projects or additional coursework in genetics)
- Volunteer work in a crisis center, crisis hotline or other similar environment
- Direct patient care experience is preferred but not required. This can be substituted with volunteer work in a crisis center, etc. Shadowing of genetic counseling not required.

Applicant Interviews

Personal interviews will be offered to candidates selecting our program through NMS after review by the Admissions Committee. Interviews are

conducted between January and March.

English Proficiency

Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL). The TOEFL requirement may be waived for applicants with a post-secondary degree from an accredited US institution. The scores must be sent directly from the Educational Testing Service to the Office of Admissions. Only the IBT (Internet Based Test) form of the TOEFL will be accepted. A total score of 100 and a speaking score of 26 will be a prerequisite for entry into the program.

Pre-Matriculation Contingency

- If admitted, matriculation into the program will be contingent upon:
 - Timely submission of the intent to enroll and the required deposit
 - Successful completion of background check, drug screen, and submission of health and up-to-date immunization records
 - Current health insurance
 - OSHA and HIPAA training
 - Mandatory in-person attendance at the program orientation in August.

All candidates must be able – with or without reasonable accommodation – to independently meet general and program-specific technical and ethical standards throughout the entirety of the program. These standards have been developed in consideration of the demands of didactic and clinical training in graduate health sciences and clinical practice as a genetic counselor.

Master of Health Science, Physician Assistant

The PA Program recruits students who believe in the importance of sharing medical knowledge to benefit the global community and will provide students with the skills necessary to become exemplary medical providers. Students will learn and acquire clinical skills in a variety of healthcare settings and will obtain experience in disease management, disease prevention and health promotion.

The Charles R. Drew University PA program application cycle opens late April to September 1st every year.

The CASPA Application Process

Application materials must be submitted via the Centralized Application Service for Physician Assistants (CASPA) service. Applicants are strongly advised to submit their application early in the cycle. All application

supporting materials (e.g., letters of recommendation, transcripts) must be received and verified by CASPA by September 1st. Please note that the CASPA verification process can take up to 6 weeks.

The admissions committee only reviews applications that are VERIFIED by CASPA for which all required documents have been submitted. It is the applicant's responsibility to confirm completion of the application by viewing their online CASPA application. Please do not contact the PA program to determine completeness. The CASPA application can be found at <https://caspa.liaisoncas.com>.

Online CASPA Application

- Be sure to send all academic transcripts to CASPA. A bachelor's degree from an accredited college
 - Official transcripts are required from all previously attended post-secondary schools.
- Personal Statement/essay must be submitted through CASPA.
- Include three letters of reference submitted to CASPA. These are usually written by someone who is familiar with the applicant.
 - At least **one** reference must be from a physician (MD or DO), a physician assistant or a nurse practitioner who has observed the applicant in either a volunteer or employment capacity.
 - At least one letter must be from a professor or academic advisor who has evaluated the applicant academically.
 - At least one must be a letter from a supervisor who has observed the applicant in either a volunteer or employment capacity.
 - If we do not receive three letters of reference by the application deadline, the application will be considered incomplete.
- Graduate Record Examination (GRE) scores are NOT required for admission.
- We do NOT require a secondary supplemental application.
- Completion of all courses within 7 years preceding application to the program is highly recommended.

Required Prerequisite Coursework

- Bachelor's degree must be completed before entrance into the PA program.
- Transcripts must be from an accredited institution or a US equivalent bachelor's degree based on a

foreign credential evaluation. International students, please visit the Office of Admissions page here:

<https://www.cdrewu.edu/admissions/international-students>

Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL) (<http://www.toefl.org/>). The TOEFL requirement may be waived for applicants with a post-secondary degree from an accredited US institution. The scores must be sent directly from the Educational Testing Service (ETS) to the Office of Admissions. Only the IBT (Internet Based Test) form of the TOEFL will be accepted.

- A total score of 100 and a speaking score of 26 will be a prerequisite for entry into the program.
- There should be no more than 2 prerequisites pending or "in-progress" at the time of application.
- All academic prerequisites must be completed prior to May 30th of the matriculation year. For example, if you are applying to begin the program in August, your prerequisites must be completed by May 30th of that year.
- The PA program admissions committee requires proof of enrollment for "in progress" course work. Examples of proof of enrollment include: transcripts showing courses in progress, or proof of payment for the courses in progress. Send these documents to paadmissions@cdrewu.edu after completing your CASPA application.

NOTE: CDU accepts semester units. Quarter units must be converted to equal semester units prior to application. This will ensure that you are meeting our unit requirements.

Required Coursework	Semester Units	Quarter Units
General Biology with lab	8	12
Microbiology with lab	4	6
Human Anatomy with lab*	4	6
Human Physiology with lab*	4	6
General Chemistry with lab	8	12
Introduction to Statistics or Biostatistics	3	4.5
College Algebra or higher	3	4.5
English Composition	6	9
Behavioral Sciences (Psychology, Sociology, or Anthropology)	6	9
Medical Terminology	2	3

**Combined Human Anatomy and Physiology courses are acceptable in place of separate Anatomy and Physiology courses but must include lab and equal a total of 8 semester units.*

Preferred Prerequisites

- Cumulative and Science GPA of 3.0
- Prerequisite grades of B or higher
- Direct patient care (DPC) experience of greater

than 2,000 hours

- Organic chemistry w/ lab or biochemistry w/ lab
- Spanish

Direct Patient Care Experience

- Direct patient care experience (DPC) may be paid or volunteer. The admissions committee will review and evaluate each individual DPC experience
- DPC should provide exposure to patients and members of the healthcare team in a clinical capacity to allow for the understanding of medical terminology, interaction with a wide variety of patients and exposure to various clinical scenarios
- Examples of DPC include but are not limited to nursing (RN, CNA), Medical Scribe, Health Scholar
- Behavioral Specialist, Nutrition (RD), Pharmacy (Pharmacist, Pharmacy tech), Medical Assistant, Patient Care Technician, Radiology Technician, Phlebotomist, Physical Therapy (PT, PT Aide), Athletic Training (AT), Dental Hygienist, Paramedic, EMT, Respiratory Therapist, Researcher (if performing direct patient care), Optometric Assistant

Value Added

Please note that while not required, the PA Admissions Committee has identified the following value-added items which will be noticed and considered on an application:

- Evidence of commitment to social justice, community wellness and healthcare needs of underserved populations
- First generation college students
- Applicants who meet the criteria listed here: <https://www.cdrewu.edu/admissions/criteria-for-admission/>
- CDU PA program reapplicants
- CDU PA program reapplicants who were previously interviewed
- Applicants that are current students or alumni of CDU

Interviews

- Personal interviews are required for admission and will be offered to the most qualified applicants
- Interviews are conducted between August and October

Pre-Matriculation Contingency

If admitted, matriculation into the program will be contingent upon:

- Timely submission of intent to enroll and deposit
- Successful completion of pending prerequisites by

May 30th

- Pending prerequisite grade requirement of B or higher
- Completion of any special stipulations for transfer credits/advanced placement
- All candidates must be able to independently, with or without reasonable accommodation, meet our program-specific technical standards (<https://www.cdrewu.edu/academics/program/master-of-science-physician-assistant/program-policies/>) of general and specific abilities and behavioral and social attributes, and continue to meet these standards throughout the entirety of their program. The technical standards have been developed in consideration of the demands of didactic and clinical training in graduate health sciences and clinical practice as a physician assistant.
- Successful completion of background check, drug screen, health, and immunization records
 - Current Health Insurance
 - OSHA and HIPAA training
 - Mandatory attendance of CDU and PA program orientation in August
- Please visit our admissions FAQ page (<https://www.cdrewu.edu/academics/program/master-of-science-physician-assistant/additional-information/>) for more information.
- For additional information, please contact CDU Office of Admissions at (323) 563-4800 or you may contact the Graduate Admissions Office at admissionsinfo@cdrewu.edu or call (323) 563-4839.

Doctor of Philosophy, Translational Biomedical Sciences (PhD-TBS)

In collaboration with The Lundquist Institute, the CDU College of Science and Health offers an in-person PhD program in Translational Biomedical Sciences (PhD-TBS) that will cultivate a new generation of researchers and practitioners who can translate scientific discoveries into practical therapies and interventions for human health. The mission of the PhD-TBS program is to provide a comprehensive education, including didactic coursework, laboratory rotations, extracurricular community service activities, and an independent original research dissertation, to prepare graduates for successful careers in academia, industry, startup environments, and clinical research settings. PhD-TBS graduates will also develop a thorough understanding of regulatory requirements and strategies for commercializing their findings.

Application Process

The PhD in Translational Biomedical Sciences requires



applications submitted in the Centralized Application Service. All applications and supporting materials must be completed and submitted through BiomedCAS
<https://biomedcas.cas.myliaison.com/applicant-ux/#/login>

Application Requirements Include:

- A bachelor's, master's, or advanced degree from an accredited college or university.
- Overall 3.0 GPA and a 3.0 GPA average in science courses (i.e., Biology, Chemistry, Physics, Math).
- Curriculum Vitae or resume.
- Three (3) letters of recommendation from college instructors (preferably science professors and/or previous research mentors).
- An essay that describes the student's academic background, research experience, career plans, and reasons for pursuing graduate studies.

Master of Science in Nursing - Entry Level Masters

The Master of Science in Nursing - Entry Level Master's Track is designed for applicants holding a baccalaureate degree in any field except nursing. This 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 MSN-ELM track will be able to assume the role of a direct provider of care, nursing, and administrator or nursing faculty member.

Application Requirements

- A bachelor's degree from an accredited college
 - Official transcripts are required from all previously attended post-secondary schools (see below requirements for international students)
- Minimum GPA of a 3.0 on a 4.0 scale
 - Applies to Cumulative GPA
 - Applies to Science GPA
- Complete all prerequisite courses with a grade of "B" or better prior to matriculation. *Science prerequisite courses must be taken within (7) years of the submission of application
 - English (3 units)
 - Sociology (3 units)
 - Psychology (3 units)
 - Nutrition (3 units)
 - Human Anatomy with lab (4 units)*
 - Human Physiology with lab (4 units)*
 - Microbiology with lab (4 units)*
 - Statistics (3 units)
 - Speech/ Communication (3 units)
- TEAS exam

- Minimum of 75% overall cumulative and individual module score (includes module, submodule and subsection scores 75% minimum requirement)
 - No maximum limit on the number of attempts
- One (1) Letter of Recommendation (academic/professional)
Recommendation should address the following areas:
 - A. Relationships with work (paid or voluntary) associates
 - B. Work competence
 - C. Communication and interpersonal skills with persons of diverse backgrounds
 - D. Leadership skills or potential
 - E. Values, ethical standards, responsibility and initiative
- Resume or curriculum vitae

Master of Science in Nursing – Family Nurse Practitioner

The Master of Science in Nursing – Family Nurse Practitioner Program prepares advanced practice nurses to manage the care of individuals across the lifespan and families. Graduates of this program are eligible to sit for the NP national certification examinations through the American Nurses Credentialing Center (ANCC), or the American Association of Nurse Practitioners (AANP).

Application Requirements

- A Bachelor's of Science in Nursing degree from an accredited college
 - Official transcripts are required from all previously attended post-secondary schools (see below requirements for international students)
- Cumulative GPA of 3.0 is required
- All applicants must have a current and unrestricted registered nurse license in the state of California.
- Completion of a college-level statistics course with an earned grade weighted at "75%" or better
- Two (2) letters of recommendation (one academic and one professional)
- *Recommendation form is required*
 - One letter of recommendation must be from a current or past nursing supervisor/manager
 - Recommendations should address the following areas:
 - A. Relationships with work (paid or voluntary) associates

- B. Work competence
- C. Communication and interpersonal skills with persons of diverse backgrounds
- D. Leadership skills or potential
- E. Values, ethical standards, responsibility and initiative
- Resume or curriculum vitae
- Personal Goal Statement: Please explain why you would like to become a student at Charles R. Drew University of Medicine and Science. How does the completion of a degree at CDU offer you an opportunity to assist an underserved community?
 - Statement must be 2-3 pages typed (double-spaced, maximum 750 words)

Post Master's Certificate – Family Nurse Practitioner

The Post Master's Certificate – Family Nurse Practitioner program is designed for nurses who hold a master's degree or higher and seek to expand their clinical expertise in primary care. This certificate prepares graduates to deliver comprehensive care across the lifespan, focusing on health promotion, disease prevention, and management of acute and chronic conditions.

- A Masters of Science in Nursing degree or higher (e.g. DNP, PhD, DNS, etc.) from an accredited college/university All official academic transcripts from post-secondary institutions.
- Current unrestricted CA RN license
- Licensure as an Advanced Practice Registered Nurse (if applicable)
- Cumulative GPA of 3.0 is required
- Personal Goal Statement: Please explain why you would like to become a student at Charles R. Drew University of Medicine and Science. How does the completion of a degree at CDU offer you an opportunity to assist an underserved community?
 - Statement must be 2-3 pages typed (double-spaced, maximum 750 words)
- Two (2) Letters of Recommendation (one academic and one professional) - Recommendation form is required
 - Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas:
 - relationships with work (paid or voluntary) associates
 - work competence
 - communication and interpersonal skills with persons

- of diverse backgrounds
- leadership skills or potential
- values, ethical standards, responsibility and initiative

- Resume or Curriculum Vitae

Master of Science in Nursing – Psychiatric/Mental Health Nurse Practitioner

The 59-credit PsychNP Master of Science in Nursing Track, which is completed through full-time study in a preceptor clinical settings, provides a flexible, executive-education format in which the theoretical content of all courses is taught in two weekend sessions per month each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, in a preceptor clinical setting.

Application Requirements

- A Bachelor's of Science in Nursing degree from an accredited college
 - Official transcripts are required from all previously attended post-secondary schools (see below requirements for international students)
- All applicants must have a current and unrestricted registered nurse license in the state of California.
- Completion of a college-level statistics course with an earned grade weighted at "75%" or better
- Two letters of recommendation (one academic and one professional) - Recommendation form is required
 - One letter of recommendation must be from a current or past nursing supervisor/manager
- Recommendations should address the following areas:
 - A. Relationships with work (paid or voluntary) associates
 - B. Work competence
 - C. Communication and interpersonal skills with persons of diverse backgrounds
 - D. Leadership skills or potential
 - E. Values, ethical standards, responsibility and initiative
- Resume or curriculum vitae
- Personal Goal Statement. Please explain why you would like to become a student at Charles R. Drew University of Medicine and Science. How does the completion of a degree at CDU offer you an opportunity to assist an underserved community?

- Statement must be 2-3 pages typed (double-spaced, maximum 750 words)
 - Statement must be 2-3 pages typed (double-spaced, maximum 750 words)

Post Master's Certificate – Psychiatric/Mental Health Nurse Practitioner-for Mastered Prepared Registered Nurses without Advanced Practice Nursing Specialties

The Post Master's Certificate – Psychiatric/Mental Health Nurse Practitioner program is tailored for registered nurses aiming to specialize in mental health care. This certificate equips graduates with the skills to assess, diagnose, and treat mental health disorders across diverse populations, promoting emotional and psychological well-being.

Application Requirements

- A Masters of Science in Nursing degree or higher (e.g. DNP, PhD, DNS, etc.) from an accredited college/university or the equivalent of a U.S. nursing degree
- All official academic transcripts from post-secondary institutions.
- Current unrestricted CA RN license
- Cumulative GPA of 3.0 is required
- Personal Goal Statement (2-3 pages)
 - The applicant's goals must be congruent to those of the MMDCON, the University and the applicant's chosen specialty. A personal goal statement is required, which may be submitted online via the Nursing Centralized Application for Nursing programs. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program
- Two (2) Letters of Recommendation (one academic and one professional) - Recommendation form is required
 - Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas:
 - relationships with work (paid or voluntary) associates
 - work competence
 - communication and

interpersonal skills with persons of diverse backgrounds

- leadership skills or potential
- values, ethical standards, responsibility, and initiative

- Resume or Curriculum Vitae
- Computer proficiency is required (especially word processing and internet/web skill)

Post Master's Certificate – Psychiatric/Mental Health Nurse Practitioner-for Mastered Prepared Registered Nurses with Advanced Practice Registered Nursing (APRN) Specialty Preparation

The Post Master's Certificate, APRN Focused-Psychiatric/Mental Health Nurse Practitioner program is tailored for registered nurses who hold active Advanced Practice Nursing Licenses and aim to expand their practice by specializing in mental health care. Examples include the Family Nurse Practitioner, Pediatric Nurse Practitioner, and Women's Health Nurse Practitioner. This certificate equips graduates with the skills to assess, diagnose, and treat mental health disorders across diverse populations, promoting emotional and psychological well-being.

Application Requirements

- A Masters of Science in Nursing degree or higher (e.g. DNP, PhD, DNS, etc.) from an accredited college/university or the equivalent of a U.S. nursing degree
- All official academic transcripts from post-secondary institutions.
- Current unrestricted CA RN license
- Licensure as an Advanced Practice Registered Nurse
- Cumulative GPA of 3.0 is required
- Personal Goal Statement (2-3 pages)
 - The applicant's goals must be congruent to those of the MMDCON, the University and the applicant's chosen specialty. A personal goal statement is required, which may be submitted online via the Nursing Centralized Application for Nursing programs. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program
 - Two (2) Letters of Recommendation (one academic and one professional) -

- Recommendation form is required
- Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas:
 - relationships with work (paid or voluntary) associates
 - work competence
 - communication and interpersonal skills with persons of diverse backgrounds
 - leadership skills or potential
 - values, ethical standards, responsibility, and initiative
- Resume or Curriculum Vitae
- Computer proficiency is required (especially word processing and internet/web skills)

Doctor of Nursing Practice

Doctor of Nursing Practice, APRN to DNP Pathway

The 4-semester Doctor of Nursing Practice program prepares nurses to manage the care of individuals and families across the lifespan. DNP is designed for advanced practice registered nurses (APRN) holding a master's degree or higher, who are interested in completing course requirements leading to a doctoral degree in nursing. Graduates of this program are eligible to be leaders in the field of Nursing Practice and Education.

Application Instructions

Please use [NursingCAS](#) to complete and submit your application for the Non-APRN to DNP Pathway. The application fee is \$85.

Application Requirements

If your enrollment date was prior to 08-04-2021, you must provide the AANP and or ANCC Verification of Certification.

- Master of Science in Nursing (MSN) degree from a CCNE or NLN CNEA accredited college or university.
- Active and unencumbered RN License in the state of California and from the U.S. State where clinical hours will be completed.
 - RN Licenses must be obtained prior to DNP program orientation.
- Proof of certification in an Advanced Practice Nursing Specialty.
- Two Letters of Recommendation (academic or professional).
- Official Transcripts (from all previous colleges/universities).
- MSN GPA is greater than or equal to 3.0
- Current Resume/CV
- Personal Goal Statement ([Template](#))

Applicants who fall below the eligibility requirements will be reviewed case-by-case. In each case, additional supplemental items may be required.

Doctor of Nursing Practice, Non-APRN to DNP Pathway

The 5-Semester Non APRN to DNP program prepares MSN-prepared nurses for the highest-level nursing leadership in healthcare, not solely focus on clinical practice but also the non-clinical aspect, integrating advanced knowledge in their field of expertise like, administration, educating, healthcare policy, informatics, and financial management, to name some. Graduates will be equipped to implement system-wide improvements and advocate for evidence-based policies to improve healthcare quality and patient outcomes.

Application Instructions

Please use [NursingCAS](#) to complete and submit your application for the Non-APRN to DNP Pathway. The application fee is \$85.

Application Requirements

If your enrollment date was prior to 08-04-2021, you must provide the AANP and or ANCC Verification of Certification.

- Master of Science in Nursing (MSN) degree from a CCNE or NLN CNEA accredited college or university.
- Active and unencumbered RN License in the state of California and from the U.S. State where clinical hours will be completed.
 - RN Licenses must be obtained prior to DNP program orientation.
- Two Letters of Recommendation (academic or professional).
- Official Transcripts (from all previous colleges/universities).
- MSN GPA is greater than or equal to 3.0
- Current Resume/CV
- Personal Goal Statement ([Template](#))

Applicants who fall below the eligibility requirements will be reviewed case-by-case. In each case, additional supplemental items may be required.

International Student Applicants

Undergraduate Applicants

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

Application Requirements for all applicants submitting

coursework outside of the USA:

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

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

The Postbaccalaureate Leadership Program in Pre-Medicine does not accept International Students.

Graduate Applicants

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

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

- Official Test of English as a Foreign Language (TOEFL) scores must be submitted prior to any offer of acceptance
 - All international applicants whose first language is not English must take the TOEFL
 - The TOEFL requirement may be waived for applicants with Master's or Doctoral degrees from an accredited US

institution.

- A minimum total score of 100 and a speaking score of 26 will be a prerequisite for entry into the program
- The scores must be sent directly from the Educational Testing Service (ETS) to the Office of Admissions (admissionsinfo@cdrewu.edu)
- Only the Internet Based Test TOEFL exam will be accepted
- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)
 - World Education Services (WES)
 - Josef Silny & Associates (JSA)
 - Global Credential Evaluators (GCE)
 - International Education Research Foundation (IERF)
 - Academic Credentials Evaluation Institute (ACEI)

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

Pre-enrollment Examinations

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

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

Canadian Transcripts

- Canadian high school documents must show the approval of the ministry of education.
- Canadian transcripts must be in English.
- CDU accepts transcripts from Canadian institutions that are members of the Association of Universities and Colleges of Canada (AUCC) or the Canadian Colleges of Applied Arts and Technology (CAAT).

Test of Essential Academic Skills

All applicants to MSN-Entry Level Master's and the Bachelor of Science in Nursing–Prelicensure, BSN, and LVN-BSN are required to take the TEAS Exam. Test results must be less than twelve months old at the time of application to the Nursing program. Eligible students must score a minimum cumulative score of 75% and within all

modules.

A Message from the Vice Provost for Enrollment Management

Dear CDU Community,

It is with great pleasure and enthusiasm that I extend a warm welcome to each of you to the Charles R. Drew University of Medicine and Science family! Over the past year, we have worked together to build, grow, and strengthen our efforts across Enrollment Management, and I am proud to share that we have been successful with growing enrollment each term compared to the previous year. This progress is a testament to our shared commitment to student success and our collective dedication to CDU's mission. As Vice Provost for Enrollment Management, I am honored to continue leading the Registrar, Admissions, Community College Partnerships, and Financial Aid units in service of our students and the broader community. Each of these areas plays a vital role in ensuring that our students receive the guidance, resources, and opportunities needed to thrive in their academic and professional journeys.



At CDU, our mission is clear: to cultivate diverse health professions leaders who are not only committed to excellence in their fields but are also dedicated to advancing social justice and health equity for underserved populations. This mission drives every aspect of our academic and administrative endeavors.

- **Admissions:** We continue to build a diverse and inclusive community, ensuring that every qualified student has access to an education at CDU. Our team works tirelessly to remove barriers, open doors and grow our future health professionals.
- **Financial Aid:** We remain dedicated to ensuring that financial barriers do not hinder educational access. By providing vital resources and support, we empower students to focus on their academic goals without the burden of financial uncertainty.
- **Recruitment and Partnerships:** Over the past year, we have expanded our partnerships with local community colleges and universities, strengthening pathways for students pursuing careers in the health professions. This initiative is key to fostering the next generation of healthcare leaders. We now have over 30 additional schools that we are working with to secure an articulation agreement or MOU.
- **Registrar's Office:** We remain committed to supporting your academic journey with efficiency, integrity, and a steadfast focus on your success. Whether you are navigating course registration, requesting academic records, or seeking transfer opportunities, our team is here to assist.

Together, we are creating lasting change, not only within CDU but in the communities we serve. As we move forward, I am excited to continue working alongside each of you, building on our progress and striving for even greater impact.

Thank you for your dedication, passion, and collaboration. The future is bright, and together, there is no limit to what we can achieve.

Regards,

Sofía Toro, MBA

Vice Provost for Enrollment Management

Admission Process

The Office of Admissions is located in the Student Center building. To reach the office, call (323) 563-4839 or email admissionsinfo@cdrewu.edu.

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

Office of Admissions

Email: admissionsinfo@cdrewu.edu

Tel: (323) 563-4839

<https://www.cdrewu.edu/admissions>

For admission to the CDU four-year MD program or the joint CDU/UCLA MD program, please refer to the College of Medicine Admissions' section of this Catalog

Completed applications must be submitted prior to or on the final filing date along with required supplemental application materials and non-refundable application fee. Applications are accepted online only.

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

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

Notification of Admission

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

Provisional Acceptance

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

Waitlisted

Admission to Charles R. Drew University academic programs is competitive, and occasionally, students are waitlisted. If waitlisted, candidates are notified in writing of their status and are informed of a confirmed slot as soon as the Office of Admissions receives an update from academic departments regarding available seats.

Appeal of Admissions Decision

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

Submitting an Appeal

Candidates seeking to appeal their admission decision should submit a letter requesting that their application be reconsidered. The letter must be written by the applicant.

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

If you wish to mail in your appeal, mail documents to:

Office of Admissions

Charles R. Drew University of Medicine and Science

1731 E. 120th Street

Los Angeles, CA 90059

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

Transfer Students

A student wishing to transfer to Charles R. Drew University of Medicine and Science from another institution must submit official college transcripts from each previously attended institution. Charles R. Drew University of Medicine and Science accepts transcripts by mail or electronically sent to admissionsinfo@cdrewu.edu.

A registration hold will be placed on student's account until all required documents are submitted, including official transcripts.

Tuition Fee Deposit Policy

Tuition Deposits

Upon acceptance, each undergraduate and graduate student must pay a Tuition Deposit. The deposit is applied toward payment of the first term tuition and is not refundable. The Tuition Deposit is forfeited if the student does not attend for the agreed upon term of admission. If such students are readmitted at a later date, a second Tuition Deposit is required.

Reduction in the Tuition Fee Deposit

Upon written request, approval for a tuition fee deposit reduction can be granted by the Executive Director of Enrollment Services. To request a tuition fee reduction the following information must be included in the request and sent to admissionsinfo@cdrewu.edu

1. Name
2. Date of the request
3. Program
4. Term
5. Explanation for the reduced tuition fee request

Appeals or questions regarding this policy should be referred to admissionsinfo@cdrewu.edu.

Deferment of Enrollment

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

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

Students accepted into the Mervyn M. Dymally College of Nursing may request a one semester enrollment deferral into the next semester within one month of being accepted to the program. After the one semester deferral, all students will be required to submit a new application for consideration for the next term in which the program begins a new cohort.

Undergraduate Readmission of Former Students

Students who have been withdrawn from the university must request readmission, unless they are on an approved Leave of Absence (LOA). Returning students will be subject to all the requirements and regulations written in the catalog for the year of readmission. Readmission may be based on the current admissions policies. Candidates for readmission must meet current Program requirements.

- Undergraduate students who withdrew or were withdrawn while in good standing will need to apply for readmission. Students must complete Readmission Form before they can register for the upcoming semester. Readmission is contingent on space and availability in the program.
- Students participating in an approved Leave of Absence do not have to re-apply for readmission unless the terms and conditions set for their Leave of Absence are not satisfied.

If a student has attempted coursework at another institution during their absence from Charles R. Drew University, official transcripts of that coursework must be submitted to CDU's Office of the Registrar for the transfer credit process.

Submit your Application for Readmission no later than one month prior to the start of the semester. Students in the College of Nursing should email this complete form to MMDCONStudentaffairs@cdrewu.edu. College of Science and Health students should email this complete application to their respective Program Director and Coordinator. Questions can be emailed to registrar@cdrewu.edu.

CDU Alumni returning to pursue a new degree level must apply through the formal admission process.

Former Students on Probation

Students on probation at the close of their last semester remain on probation if approved for readmission by their academic program. If a student has attempted coursework at another institution during their absence from Charles R. Drew University, official transcripts of that coursework must be submitted to Charles R. Drew University Office of the Registrar.

Former Students Who Were Dismissed

The readmission of a previously dismissed student is by special action only. The University will not consider a student for readmission until one semester of non-

attendance has passed and all recommended conditions of readmission have been fulfilled. Readmission action is based upon evidence that the causes of previous low achievement have been removed. This evidence may include grade reports or official transcripts of work completed at other institutions during the student's absence. Students must meet with their Dean's Office and receive Dean approval. Students who have been dismissed for ethical or behavioral reasons will generally not be readmitted. Special conditions may apply.

To re-apply, students should:

1. Complete and submit a Readmission Application
2. Include official transcripts of any coursework attempted during absence from Charles R. Drew University of Medicine and Science
3. Programs using external application platforms may require re-application through those platforms

Conditions for Readmission

The following items will be considered for readmission:

1. Ability to complete program within allocated time
2. Ability to meet and maintain program GPA requirement
3. Space and availability in the program
4. Professionalism
5. Previous dismissal conditions and appeal efforts

Graduate Readmission of Former Students

A student who leaves the university without obtaining a formal leave of absence from graduate study is not automatically readmitted. A student requesting readmission to a graduate degree program must submit an Application for Readmission to the program.

The readmission approval process must be completed at least one month prior to the start of the term in which resumption of graduate studies is sought. Approvals are to be based on the academic merits of the student's request and the likelihood of academic success and completion of the degree and space or availability in the program.

If readmitted, the student will be subject to all of the current University Catalog requirements for the degree in effect at the time of readmission. Individual exceptions to the Catalog year require the approval of the dean of the degree program.

A student may not be readmitted into a program of study that has been terminated/ discontinued.

Program of Study Reactivation Policy

Students returning from an approved Leave of Absence are required to complete a Reactivation Form.

Returning LOA students will be required to meet with their department advisor and complete and sign a Program of Study Reactivation form before registration will be permitted. Students who wish to return will be governed by applicable university policies, including the continuous enrollment requirement.

Non-Matriculated Enrollment

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

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

Enrollment as a non-matriculated student is contingent upon space availability and scheduling, and is limited. To enroll as a non-matriculated student, prospective students must complete the Application for Non-Matriculated Enrollment and pay the appropriate application and student activities fee. Specific course approval must take place prior to the beginning of each semester. A maximum of 12 semester units of undergraduate coursework may be earned as a non-matriculated student.

A maximum of nine semester units of graduate coursework may be earned as a non-matriculated student. For College of Nursing, a maximum of eight semester units of graduate coursework may be earned as a non-matriculated student.

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

New Student Orientation

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

enrollment. To qualify for institutional based scholarship, students must complete NSO. Students that have not completed NSO, will have a hold that will prevent registration in subsequent terms.

Catalog Rights

Students pursuing a degree or certificate must meet the curriculum requirements for the program as outlined in the Catalog in effect at the time of admission or re-admission to Charles R. Drew University. Students are responsible for knowing program requirements. Students may graduate under the general education requirements and graduation requirements in effect at the time of their admission as long as they have maintained continuous enrollment, or under the requirements in effect from the time continuous enrollment is established and maintained.

Continuous enrollment is defined as enrollment in the fall, spring and summer (where applicable) semester of each academic year. Enrollment resulting in a withdrawal (the grading symbols W or U) does not count, as attendance in a course, therefore does not preserve “catalog rights.”

Failure to remain in continuous attendance means the student must meet the regulations current at the time of resuming the degree program.

Readmitted students are expected to complete the requirements of the catalog in place at the time of their return. Students are encouraged to consult with their academic advisors to ensure they understand their new catalog rights. Changes to the catalog are made annually to improve curriculum, ensure consistency with university policies, and align with external accreditation agencies.

Course Numbering System

Courses in the College of Science and Health, College of Medicine, and The Mervyn M. Dymally College of Nursing are numbered according to the following system:

000-099	Sub-Collegiate Courses (No baccalaureate credit)
100-199	Lower-division courses of freshman level
200-299	Lower-division courses of sophomore level
300-399	Upper-division courses of junior level
400-499	Upper-division courses of senior level
500-699	Graduate level courses
700-799	700-799 Doctoral level courses†

†MPA 700 – 703 are graduate seminars for the Master of Health Science, Physician Assistant program and are not designated doctoral level courses.

Accessibility Services and Accommodations

Charles R. Drew University of Medicine and Science (CDU)

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

Students

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

Individual with a Disability

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

Accommodations

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

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

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

Disability Documentation

"Disability documentation" is information, including a written evaluation from a physician, psychologist or other qualified specialist, that provides information establishing the nature and extent of a student's disability and includes the basis for the diagnosis and the dates of testing. The documentation must establish the current need for accommodation. The type of documentation will vary according to the disability. Documentation may need to be updated or augmented in order to be reviewed more fully. Students who submit documentation that does not meet the guidelines may be required to provide an updated evaluation before a determination can be made in response to a request for a disability accommodation.

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

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

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

Reasonable accommodations do not include lower performance standards or items for personal use or convenience. CDU is obligated to provide a reasonable accommodation, which may not be the one requested. The process of identifying and providing a reasonable accommodation is an interactive one. The University is not

obligated to provide an accommodation if it would impose an undue hardship on the institutions, or if the person requesting the accommodation poses a direct threat to the safety of self or to others.

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

The University may use all resources available to fund the purchase of assistive technology and academic support. The CDU Office of Student Accessibility Services offers some assistive technology for student use. Students should contact accessibility@cdrewu.edu for additional information. While the University will strongly consider requests from students that a specific type of assistive technology or academic support tool be provided, the University maintains the right to make a final decision about its choice of such educational aid.

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

Once a student with a disability has been admitted to CDU and has identified himself/herself to the Office of Student Accessibility Services, the office shall work with the various academic departments that will be serving the student to provide necessary assistance or information on accommodations specific to their disability. The Office of Student Accessibility Services shall work with the student in locating any necessary educational auxiliary aids and services, acquisition or modification of equipment or

devices, or other similar services and actions deemed necessary as educational aids to ensure programmatic and campus accessibility.

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

For the Mervyn M. Dymally College of Nursing, students are required to provide their approved accommodations letter within the first two weeks of each semester.

Complaints of Discrimination on the Basis of Disability

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

If a student is denied accommodation and wishes to appeal against the decision, the student must complete the accessibility grievance form in the Office of Student Accessibility Services. If the complaint is not resolved to the satisfaction of the student, they may file a formal grievance with the Vice Provost of Student Affairs who will review the accessibility complaint and seek to resolve the matter.

If a faculty member objects to providing university-approved accommodation, such accommodation will be provided to the student until a final decision has been reached by the Office of Student Accessibility Services and the Vice Provost of Student Affairs on the faculty member's objection.

If you need help or have questions about disability services, students and faculty can contact the Accessibility Program Manager, Reshma Singh, in the Office of Student Accessibility Services at accessibilityservices@cdrewu.edu or Dr. Rhonda Jones, Assistant Vice Provost, Retention and Academic Success at rhondajones@cdrewu.edu or (323) 563-4930.

Additional queries or complaints can be made to:

CDU Office of Compliance, EEO and Diversity

Email: compliance@cdrewu.edu

Telephone: (323) 357-3684

U.S. Department of Education, Office of Civil Rights

Seattle Office, Office for Civil Rights

U.S. Department of Education

915 Second Avenue, Room 3310

Seattle, WA 98174-1099

Telephone: 206-607-1600

Fax: 206-607-1601; TDD: 800-877-8339

Email: OCR.Seattle@ed.gov

Drug-Free Workplace and University

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

The University has a drug-free policy aimed at creating a healthy, safe, and secure environment to learn and work. Each new student and employee is provided a copy of this policy during initial orientation, and a written reminder of this policy is distributed annually. All are required to abide by the terms of this policy.

Students requiring assistance are encouraged to use Student Health and Wellness (SHAW) and health plan referral services, as appropriate. All students are expected to be aware of the information contained in the University's policy. For further information and/or to seek assistance for drug and alcohol related problems through confidential counseling, students should contact the Director of Student Health and Wellness at 323-357-3427.

Smoking and Tobacco Use

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

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

It is no secret that exposure to secondhand smoke and tobacco use lead to devastating health consequences, and evidence shows that individuals are more likely to quit when spending time in a tobacco-free environment. Eliminating tobacco use and reducing one's exposure to secondhand smoke are critical to reducing tobacco-related suffering, diseases, and death.

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

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

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

For more information, please contact, Chief Compliance and Diversity Officer at 323-357-3684.

Financial Aid and Scholarships

The Office of Financial Aid and Scholarships is located in the Student Center. To reach the office, please call (323) 563-4824 or finaid@cdrewu.edu. Office hours are Monday – Friday, 8:30 a.m. – 5:00 p.m.

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

CDU and External Scholarships

CDU Scholarships are designed to help alleviate the financial burden of a health professions education.

Students are encouraged to apply for both CDU and external scholarships and are encouraged to keep in mind that even though some of the deadlines for the scholarships have passed, many of them are annual awards with the same deadline each year. If the scholarship is a good fit for them, they should make note of its deadline so they can apply the following year. For CDU scholarship consideration, students will need to submit a scholarship application along with supplemental document(s). The CDU Scholarship Committee will review scholarship application each semester that funding is available. Students will be informed of their application review by the Scholarship Committee.

Students can visit the CDU scholarships website for more information on the application process as well as scholarship opportunities, <https://www.cdrewu.edu/admissions/financial-aid/Scholarships>.

How to Apply for Financial Aid

There are just a few easy steps to follow when applying for financial aid for the 2025 - 2026 academic year.

Complete the **2025 - 2026 Free Application for Federal Student Aid (FAFSA)** or a Renewal FAFSA. The FAFSA must be completed online at www.fafsa.gov. Students must ensure that they enter the Charles R. Drew University Federal School Code 013653. The FAFSA is a FREE application. Students should NOT PAY to have their FAFSA completed. Students who are ineligible for Federal Student Aid due to citizenship status are encouraged to complete a California DREAM Application online at www.csac.ca.gov.

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

The Office of Financial Aid and Scholarships will process awards for all student applications upon successful acceptance to the University and students will be emailed a Financial Aid Offer Eligibility Letter.

Eligibility

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



- Student must be enrolled as a matriculated student in an eligible academic program.
- Student must be a United States citizen, a permanent resident, eligible non-citizen, a citizen of the Federated States of Micronesia, the Marshall Islands or a permanent resident of the Trust Territory of the Pacific Island (Palau)
 - Students who are ineligible for Federal Student Aid due to citizenship status can apply for a Cal Grant by completing a California DREAM Application online at <https://dream.csac.ca.gov/landing>.

Verification

Federal verification requirements apply to the following programs:

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

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

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

Types of Financial Aid Available

Federal Pell Grant

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

Federal Supplemental Educational Opportunity Grant (FSEOG)

To be eligible, an applicant must be an undergraduate student and demonstrate exceptional financial need. Pell Grant recipients with the lowest Expected Family Contribution (EFC) will be considered first for a FSEOG. Just like Pell Grants, the FSEOG does not have to be repaid.

Federal Work Study Program (FWS)

The FWSP is a federal program that enables students to earn part of their financial aid award through

part-time employment. To be eligible, a student must meet the eligibility requirements for federal financial aid and must maintain good academic standing while employed under the program. This program allows students to work a maximum of 20 hours per week.

Federal Direct Loans

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

For any specific guidelines, students are encouraged to contact the Office of Financial Aid and Scholarships at 323-563-4824.

Federal Direct Parent PLUS Loans for Undergraduate Students (FPLUS)

These loans are government-insured loans that are made to parents of dependent students. Parents may borrow FPLUS up to the cost of education minus other financial aid received during the years the dependent student is an undergraduate. Repayment is generally expected once the loan is fully disbursed. However, parents may request a deferment while the student is enrolled at least half time and for an additional six months after the student graduates, leaves school, or drops below half-time enrollment.

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

Federal Direct Graduate/Professional PLUS Loans for Students (Grad PLUS)

Graduate and professional degree students are eligible to borrow under the Grad PLUS Loan Program up to their cost of attendance minus other estimated financial assistance. The terms and conditions applicable to Parent PLUS loans also apply to Graduate/Professional PLUS loans. These requirements include a determination that the applicant does not have an adverse credit history; repayment begins six months after the last date of attendance.

Private Loans

These loans are privately funded and are not based on need, so no federal formula is applied to determine eligibility. However, the amount borrowed cannot exceed the cost of education minus other financial aid. Interest rates and repayment terms vary and are generally less favorable than those provided through the federal lending program. Private loans are used to supplement the federal programs when the cost of education minus federal aid still leaves unmet need.

Loan Notification/Right to Cancel

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

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

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

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

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

Loan Repayment

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

Deferring Repayment

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

- Study at least half time at an eligible school
- Attend an approved graduate program or

rehabilitation training program

- Participate in a medical internship or residency program
- Be unemployed (up to three years)
- Show economic hardship (up to three years)
- During period of active military service during a war, military operation, or national emergency
- During 13 months following the conclusion of qualifying active duty military service, or until you return to enrollment on at least a half-time basis, whichever is earlier if
 - You are a member of the National Guard or other reserve component of the U.S armed forces and
 - You were called or ordered to active duty while enrolled at least half-time at an eligible school or within six months of having been enrolled at least half-time

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

Forbearance

A loan borrower or endorser may receive forbearance from the Department of Education (DOE). The DOE decides whether the borrower is willing but unable to make scheduled loan payments. Forbearance is the temporary cessation of payments, an extension of time for making payments, or the temporary acceptance of smaller payments than previously scheduled. Forbearance is granted to medical or dental interns or residents for limited periods of time. Interest accrues for Subsidized, Unsubsidized, and PLUS loans during the forbearance period.

Entrance and Exit Counseling

First-time Federal Direct Loan borrowers must complete entrance counseling via www.studentloans.gov. Shortly before graduating from or terminating enrollment at Charles R. Drew University, borrowers must complete exit loan counseling via <https://studentaid.gov/entrance-counseling/>. During exit counseling, DOE may collect information from borrowers including their permanent address, references, expected employment and/or driver's license number.

Refunds and Repayment

Students who withdraw or are approved for a Leave of Absence from the University, may be expected to repay a

portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources. Students may also be required to pay the unjustified portion of assistance that was directly disbursed to them.

Debt Management and Default Reduction

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

Financial Aid Disbursements

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

Return to Title IV Funds Policy

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

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

Example

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

The Office of Financial Aid Office and Scholarships will:

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

the Finance Office via the "R2T4 on the Web" worksheet.

5. Provide written notification to student as well as maintain documentation within the students file.

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

- The amount disbursed = the amount earned
 - No further action necessary
- The amount disbursed exceeds the amount earned
 - The unearned portion must be returned to the Federal aid programs
- The amount disbursed is less than the amount earned
 - Post-withdrawal disbursement

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

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

Written Notifications

The University will notify students as follows:

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

Financial Aid Satisfactory Academic Progress (SAP)

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

Financial Aid Satisfactory Academic Progress is defined as:

1. Maintaining a 2.0 semester and cumulative Grade Point Average (GPA or higher on a qualitative measure) for undergraduate students and 3.0 semester and cumulative GPA for graduate students.
2. Successfully completing at least 66.67% of the course load (credit hours) taken during enrollment in a degree program (a quantitative measure). Successful completion of a class or course is defined as earning a grade of A, B, C, D or P. Unsuccessful grades are W, F, I, U, or RD.

3. Completion of a program of study within 150% of the average published program length.

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

When is Academic Progress Evaluated?

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

GPA Requirements

All students must maintain a cumulative GPA of 2.0 or higher for undergraduate and a cumulative GPA of 3.0 or higher for graduate. Failure to meet this requirement will result in either Financial Aid Warning or Probation notice being issued. If a student who was on probation status fails to meet the standards, they will be placed on financial aid suspension and will stay on suspension until the required cumulative GPA is achieved.

Course Completion Requirements

A minimum of 66.67% of the credit hours taken must be earned. For example:

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

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

Example

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

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

Complete Withdrawal Automatic Ineligibility

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

Program Completion Timeframe

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

Example

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

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

Financial Aid Statuses Definitions

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

Warning

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

Probation

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

Ineligible

Status of student that has failed a warning period and has not appealed their status to be placed on probation or has failed to meet requirements during a probation period.

At the end of each semester, a review will be made to determine if a student completely withdrew, or received grades of all W's, F's or all Incompletes. These students

will be automatically deemed ineligible and will be given a written notice. A student placed in Ineligible status may not receive further financial assistance until they meet the minimum standards under the Financial Aid Satisfactory Academic Progress Policy. A student who has been deemed ineligible has the right to submit an appeal. Please reference the appeals section below for more information.

How to Re-Establish Eligibility

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

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

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

Appeals

A student who has been denied financial aid because of a failure to meet the Financial Aid Satisfactory Academic Progress Standards must work with the Office of Student Academic Success to submit a petition to the Office of Financial Aid and Scholarships. The student's appeal must be in writing, and supporting documentation regarding special circumstances must be provided. Student appealing the maximum timeframe (attempting more than 150% of the published degree plan or having a prior degree) must attach an academic plan and Student Success Contract.

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

Payment Periods and Disbursements

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

FSA program disbursements (except FWS payments) must

be made on a payment period basis.

Timing of Disbursements

Funds are applied after the end of the term's Census date, traditionally 4th or 5th week of the term.. If a student's award creates a credit balance on the student's account, the student will be given a tuition credit balance check or direct deposit 7 – 14 days after the funds have been applied.

Tuition Credit Balances

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

Federal Regulations also require the University to document that a student has begun attending classes in order to be eligible for a credit balance. For this reason, the Student Finance Office begins processing credit balances after the census date has passed and attendance is confirmed.

Credit Balances from Educational Loans

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

Students are encouraged to contact the Student Finance Office at studentfinance@cdrewu.edu concerning any of the following:

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

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

Other Sources of Financial Aid

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

- Veterans Educational Benefits
 - Matriculated veterans may be eligible for Veterans Educational Benefits. Veteran students should contact the Office of the Registrar for details and forms that need to be submitted for certification.
 - Under Title 38 of the US Code, Charles R. Drew University is approved for the training of veterans and other eligible persons. Information regarding eligibility for these programs may be obtained by calling (888) 442-4551 or by visiting www.gibill.va.gov. The Office of the Registrar serves as the certifying official for Charles R. Drew University. Students should contact the certifying official prior to their first enrollment certification.
- Vocational Rehabilitation Assistance
 - For details, please contact the Office of the Registrar at VA.Certify@cdrewu.edu.
- GI Bill®
 - Eligibility for veteran and dependent education benefits is determined by the US Department of Veterans Affairs (VA).
- Yellow Ribbon
 - Students should determine eligibility for the Yellow Ribbon Program with the VA.

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

Office of the Registrar

The Office of the Registrar is located in the Student Center. To reach the office, please call (323) 563-4838 or email registrar@cdrewu.edu. Office hours are Monday –Friday, 8:00 a.m. – 5:00 p.m.

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

- Submit a tuition deposit. (New Students)
- Meet with your advisors to select the appropriate courses (new students are given instructions during New Student Orientation on registration

through MyCDU).

- Register for courses during the Registration Period (see Academic Calendar).
- Pay tuition and all other fees for the semester. Registration is complete when all financial obligations are satisfied.

Adding/Dropping Courses

During the academic semester, students may add or drop courses within the Add/Drop periods detailed in the Academic Calendar. Courses may not be added or dropped after the Add/Drop deadline. If a student is unable to submit registration changes online, s/he must visit the Office of the Registrar to add or drop a class. Students are responsible for managing their registration within published deadlines. Failure to drop a course in the manner outlined will result in a failing grade.

Academic Advising

Students are encouraged to seek academic counseling services from their designated academic advisor. As a fundamental and integral part of the educational process, emphasis is placed on assisting students to grow and to accept responsibility for their own actions.

Recognizing that each academic program is unique, the primary responsibility of advising is to respect students' individuality, ensure confidentiality, encourage development and foster an environment in which students can attain academic success. The overall goal of academic advising is to promote personal, educational and professional growth.

Undergraduate Transfer to Another Program

The purpose of this policy is to clarify the process and requirements for CDU undergraduate students who wish to transfer from their current CDU undergraduate program/major to another undergraduate program/major.

- GPA: Students must meet the minimum cumulative GPA to be eligible for an internal transfer to another undergraduate program/major.
- Residency: A minimum of one semester of enrollment at CDU is required prior to eligibility.
- Prerequisite Coursework: Students must complete any prerequisite coursework for the new program/major before being eligible to apply for a transfer. These prerequisites are designed to ensure that students have the foundational knowledge necessary for success in the new undergraduate program/major.

- Academic and University Standing: Students must be in good academic standing, with no active academic probation or disciplinary actions, and no financial hold, to be eligible for an internal transfer to another undergraduate program/major.

Course Withdrawal

It is the student's responsibility to withdraw from courses. Students may withdraw from a course until the published deadline to withdraw (see Academic Calendar). When students withdraw from a course within the time period specified in the Academic Calendar, a grade of "W" will be entered. Course withdrawal will not be official until the completed Add/Drop has been processed by the Office of the Registrar. The withdrawal must be processed by the Registrar by the published deadline. It is recommended that students meet with their Academic Advisor prior to withdrawing from a course. Failure to complete the withdrawal process will result in the assignment of a failing grade. Withdrawal forms are available from the Office of the Registrar.

University Withdrawal

A student may request a complete withdrawal from the University. Questions about the academic impact of withdrawal should be directed to the Office of Student Academic Success, Program Director or Advisor.

Students who decide to continue with the withdrawal process are encouraged to consult with their academic advisors to ensure they understand catalog rights. Changes to the catalog are made annually to improve curriculum, ensure consistency with university policies, and align with external accreditation agencies. Note: readmitted students will be required to adhere to the program requirements in place at the time of readmission.

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

school.

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

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

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

Unofficial Withdrawal

Upon notification from the academic departments that a student is no longer enrolled, or if the institution becomes aware that the student is no longer attending, and the student did not begin the official withdrawal process or provide notification of their intent to withdraw, the date of the institution's determination that the student withdrew, would be the date that CDU becomes aware that the student ceased attendance or the last date of academically related activity. The Office of Financial Aid will be notified that the student is no longer enrolled and the student's information will be collected in order to complete the Return of Title IV funds calculation to determine the amount of federal financial aid the student had earned.

Medical Withdrawals

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

Students who decide to continue with the withdrawal process are encouraged to consult with their academic advisors to ensure they understand catalog rights. Changes

to the catalog are made annually to improve curriculum, ensure consistency with university policies, and align with external accreditation agencies. Note: readmitted students will be required to adhere to the program requirements in place at the time of readmission.

Auditing Courses

Students must file an application in the Office of the Registrar to obtain permission to audit a course. All audit requests must be filed by the Add/Drop Deadline as published in the Academic Calendar and students must submit the audit fee. No credit or grade will be given for audited courses. Audited courses cannot be repeated for a grade by registering for the course in a subsequent semester and paying the full tuition and fees. Auditor status cannot be changed to credit status. Non-matriculated students may audit courses with approval of the Program Director or Department Chair and the instructor. Non-matriculated students are required to pay the corresponding tuition and fees.

Cancelled Courses

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

Concurrent Enrollment

Petitions for concurrent enrollment are available in the Office of the Registrar. Petitions must be authorized by the student's Program Director or Department Chair and are subject to the University Transfer, Residency and Academic Load policies. Students who register at other institutions and who have not obtained advance approval may not be able to receive credit for the concurrent enrollment.

Enrollment Certification

Certification of Enrollment letters will be provided to students who do not have an outstanding financial obligation to the University upon the student's written request. Forms are available in the Office of the Registrar. Issuance of Certifications of Enrollment may take up to three business days and typically longer at the beginning and end of a term.

Graduation Process

Students who expect to complete the requirements for a degree or certificate must work closely with their program to ensure all academic and program requirements have been satisfied. The University utilizes a degree Clearance

process to verify eligibility for degree conferral and diploma issuance.

Steps for Students

1. Students must complete and submit a Degree Clearance Form to their academic program prior to their anticipated completion date. Upon receipt of the form, the program will review the student's academic progress and remaining degree requirements to determine whether all program requirements have been met or are expected to be completed by the end of the term.
2. If outstanding requirements are identified, the program will notify the student and provide appropriate academic advising regarding the remaining requirements needed for degree completion.
3. If the student has satisfied all program requirements, the program will approve the Degree Clearance Form and submit the signed form to the Office of the Registrar.

Degree Audit and Conferral

1. Upon receipt of the approved Degree Clearance Form, the Office of the Registrar will conduct a final degree audit to verify completion of all academic, institutional, and program requirements for the degree or certificate.
2. Students who have successfully completed all requirements will have their degree or certificate conferred by the University. If deficiencies are identified during the degree audit, the Office of the Registrar will notify the student's academic program regarding any outstanding requirements.

Diploma and Certificate Issuance

1. Following degree conferral, the Office of the Registrar will verify receipt and completion of all required Degree Clearance documentation and confirm that the student has no outstanding financial obligations to the University.
2. Diplomas and certificates will be issued only after all degree requirements have been completed, the degree has been officially conferred, all required clearance documentation has been received, and any outstanding financial obligations to the University have been satisfied.
3. Students with outstanding financial obligations to the University may have their diploma or certificate withheld until such obligations have been resolved.

Graduation Commencement Ceremony

Students in all CDU academic programs are eligible to participate in the commencement ceremony. Students

who are expected to complete all degree requirements prior to the end of the calendar year of the scheduled commencement ceremony will be eligible to participate in the annual spring ceremony.

Diplomas will be issued only after all degree requirements are fulfilled and the degree is officially conferred.

Participation in the commencement ceremony does not constitute receipt of the degree; the degree is officially conferred and a diploma is issued only when a student has completed all requirements for the degree and the student's record has been certified by the University Registrar.

Holds

Holds prevent students from accessing services at CDU. They may be placed on student records for a variety of reasons and must be removed by the initiating office.

A student may have holds placed on the student record that could affect registration, enrollment, financial aid, campus services and/or release of degree for the following reasons:

- Failure to comply with admission or academic provisions.
- Failure to settle financial obligations with the University.

A student who becomes subject to a hold action is given advance notice and ample time to respond. Holds must be released by the initiating office.

Transcripts

Unofficial Transcripts

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

Official Transcripts

Official transcripts can be ordered online using our transcript-printing partner— [Parchment](#). Standard processing is five business days. Expedited processing (next business day) is available for an additional fee. Overnight shipping via FedEx is also available for an additional fee.

Transcript Fees (subject to change)	
Electronic Transcript	\$6.00
Transcript by mail w/ Postage (Domestic)	\$8.50
Transcript by mail w/ Postage (International)	\$11.00
Transcript for pick-up	\$6.00
Additional Expedited Processing fee	\$4.00
FedEx Overnight (Domestic)	\$31.00
FedEx Overnight (International)	\$53.50

College of Medicine students enrolled in the Drew/UCLA

Medical Education Program are enrolled at UCLA and may request official transcripts from UCLA Registrar's Office.

Family Educational Rights and Privacy Act (FERPA)

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

Definitions

For purposes of this policy only:

Student – Any person who enrolls or has been enrolled at Charles R. Drew University. A student is considered enrolled, for FERPA purposes, if they are registered for a class on the day of their first semester of enrollment.

Third Parties – Non-university persons or entities.

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

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

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

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

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

1. Performing a task that is specified in their position description or contract agreement related to a

- student's education; or related to the discipline of a student.
2. Providing a service or benefit relating to the student or student's family, such as healthcare, counseling, job placement or financial aid.
 3. Maintaining the safety and security of the campus.
 4. Performs an institutional service or function for which the agency or institution would otherwise use employees consistent with FERPA (§ 99.31(a)(1)(i)(B))

The custodian of record as designated in the "Accountability" section, above, will determine whether a legitimate educational interest exists, whether the school official has a legal right to know, on a case-by-case basis. When the custodian has any question regarding the request, the custodian should withhold disclosure unless the custodian obtains written consent from the student or the concurrence of a supervisor or other appropriate official that the record may be released.

Annual Notification

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

Disclosure of Education Records to Student

A. Procedure of Students to Inspect Their Education Records

To inspect or review an education record, a student must submit a written request to the Registrar. If students wish to inspect their student conduct records, the written request must be submitted to the Dean of their respective college or school. The student must sign the request; describe the specific records to be reviewed; and must set forth the name under which the student attended the University; the student's ID number; and the student's last date of attendance. Proper picture identification must be presented before the documents may be reviewed. The custodian of record, or designee, may waive the requirement for a written request. For example, the custodian of record for the student account may waive the requirement for a written request when the student requests a copy of the current statement of tuition and fees. Access to inspect educational records normally shall be granted to the student no later than 15 working days following the date of request from the student.

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

B. Right of University to Refuse Access

The University reserves the right to refuse permission to

the inspection and review of:

- Financial statements of the student's parents;
- Confidential letters and confidential statements placed in the education record after January 1, 1975 for which the student has waived the right of access in writing for admission, employment or receipt of an honor or honorary recognition, except when these documents have been used for any purpose other than that for which they were originally intended; and
- Documents excluded from the FERPA definition of education records (such as those listed in the "Definitions" section above.)

C. Refusal to Provide Copies

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

D. Request for Copies

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

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

A. Disclosure of Education Records to University Officials

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

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

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

and safety emergency.

B. Disclosure to Others

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

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

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

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

D. Directory Information

The University designates the following items as directory information:

- Student's name
- University assigned e-mail address
- Major field of study
- Dates of attendance

- Full-time or part-time status
- Degrees, awards and honors received
- Dates degrees conferred
- Participation in officially recognized activities.

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

E. Challenge and Correction of Education Records

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

- The student must request an informal discussion of the questionable item with the custodian of record, who will determine whether to comply.
- If the student is not satisfied with the result and still wishes to have the record corrected, the student must submit a written request for a change in the education record. This written request must state why the education record is inaccurate, misleading or violates the privacy or other rights of the student. This request must be given to the Provost. The Provost will then forward the request to the appropriate University designee for review.
- Upon receipt of the request, the University designee shall obtain a written statement from the records custodian that explains why the request for the change in the education record was denied at the informal stage.
- After a review, the University designee will notify the student whether or not the University will comply with the requested change. If not, the designee will notify the student of the right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student's rights. A copy of this communication will be sent to the Provost.
- Upon receiving a written request for a hearing, the Provost, or designee, shall arrange for a hearing within thirty (30) working days after receipt of the request. The student shall be notified at least fifteen (15) working days in advance of the date, time and place of the hearing. The right to a hearing does not include any right to challenge the appropriateness of a grade determined by an instructor. The Provost's Office can apprise students of the appropriate

process for challenging a grade.

- The Provost shall appoint a hearing officer to conduct a hearing. The hearing officer shall be a disinterested party; however, the hearing officer may be an official of the University. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. In accordance with University policy, attorneys will not be permitted to attend the hearing.
- The hearing officer will submit a written decision to the Provost based on the evidence presented at the hearing. The Provost's Office will communicate the decision in writing to the student within fifteen (15) days after the hearing.
- If the University's decision is that the challenged information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the record will be amended accordingly and the student will be notified in writing of the amendment by the Provost.
- If the University's decision is that the challenged information is not inaccurate, misleading or in violation of the student's right of privacy, the Provost will inform the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as that record is maintained, and the statement will be disclosed whenever the University discloses the portion of the record to which the statement relates. The hearing officer's decision is final.

F. Compliance with FERPA

A student has the right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address for the office that administers FERPA is:

Family Policy Compliance Office

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

Student Conduct

The primary concern of Charles R. Drew University of Medicine and Science (CDU) is the students, their growth and development, and their experience while enrolled at the University. CDU strives to provide for all students a campus environment that is conducive to academic

achievement as well as social and individual growth. To that end, policies, procedures, and guidelines governing student behavior and the student's relationship with the University have been formulated into a student code of conduct.

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

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

- Academic course requirements or any credit-bearing experiences, such as internships, field trips, study abroad, or student teaching;
- Any activity supporting pursuit of a degree, such as research at another institution or a professional practice assignment;
- Any activity sponsored, conducted, or authorized by the university or by registered student organizations;
- Any activity that causes substantial destruction of property belonging to the university or members of the university community, or causes or threatens serious harm to the safety or security of members of the university community; or
- Any activity in which a police report has been filed, a summons or order for conduct or indictment has been issued, or an arrest has occurred for a crime of violence.

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

Students are expected to comply with the University's Sex/Gender Discrimination and Sexual Harassment Policy which prohibits misconduct based on an individual's sex, gender, gender identity or expression or sexual orientation. Such misconduct includes, but is not limited to

sex or gender discrimination, sexual harassment including violent acts of sexual assault, domestic or dating violence and stalking. Specific procedures (not those under the Student Code of Conduct) apply to the investigation, resolution or adjudication of sexual harassment complaints arising under this policy and Title IX of the Education Amendments Act of 1972.

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

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

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

Any student found to have engaged, or attempted to engage, in any of the following conduct while within the University's, or its on or off-campus program or activity, will be subject to disciplinary action by the University. Attempt shall be defined as conduct that, if successful, would constitute or result in the prohibited conduct. Any student who abandons an attempt or prevents the prohibited conduct from occurring under circumstances that demonstrate a complete and voluntary renunciation of the prohibited conduct will not be subject to disciplinary action by the University. A student's participation or facilitation of an act that violates the Code of Conduct may also be held responsible for such acts under the Code.

Any activity that compromises the academic integrity of the University or disrupts the educational process is subject to the Student Code of Conduct. Examples of academic misconduct include, but are not limited to:

- Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain an unfair academic advantage, including violations defined within the University's Academic Dishonesty Policy.
- Furnishing false information to a University official, faculty member, or campus office.

- Forgery, alteration, or misuse of a University document, key, or identification instrument.
- Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.
- Unauthorized entry into, presence in, use of, or misuse of University property.
- Willful, material, and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity or conduct that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- Willful, material, and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University-related activity.
- Disorderly, lewd, indecent, or obscene behavior at University-related activities/events and/or education program directed toward a member of the University community.
- Conduct that threatens or endangers the health or safety of any persons within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct when the University's Sex/Gender Discrimination and Sexual Harassment Policy does not apply.

See also the Policy on Bullying and Anti-Harassment.

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

Substances Act (FCSA) which generally criminalizes its possession or distribution and as a recipient of federal funding, CDU complies with the FCSA.

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

of disruption or interference with University operations.

- Inciting or participating in riotous behavior with the purpose to commit or incite action that presents a clear and present danger to others, causes physical harm to others or damages University property or property of University community members.
- Using electronic or other means for recording images without others' prior knowledge and in a location where there is a reasonable expectation of privacy. The storing, sharing and/or distribution of such unauthorized images is also prohibited.
- Violation of the Student Conduct Procedures, including:
 - Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - Disruption or interference with the orderly progress of a student discipline hearing.
 - Initiation of a student discipline proceeding in bad faith.
 - Attempting to discourage another from participating in the student discipline matter.
 - Attempting to influence the impartiality of any participant in a student discipline matter.
 - Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - Failure to comply with the sanction(s) imposed under a student discipline proceeding.
 - Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline. See also the policy on Bullying and Anti-Harassment.

Student Responsibility

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

- Students must uphold the University and/or College/School rules and regulations regarding examination behavior, fabrication of information, plagiarism and other types of academic dishonesty as described above.

- Students must refrain from obstructing or disrupting teaching, administration or other University activities, including the work of the University's public service functions.
- Students must work with the institution in discouraging negative behavior among peers by informing classmates of appropriate conduct and behavior.
- Students must conduct themselves with the professionalism expected of clinicians dealing with patients, families, colleagues, other healthcare workers, and the public.
- Students must maintain the confidentiality of patient, personal, or education records and information derived from such records, and adhere to the standards of record keeping.

Artificial Intelligence

CDU permits students to use AI tools to improve their learning, provided they follow specific guidelines. While AI can aid in generating ideas, researching topics, or supporting study, it should never replace a student's own understanding, analysis, or critical thinking. AI usage must align with academic integrity standards and be properly cited.

See also the Policy AI Academic Integrity Student Policy

Title IX

Title IX of the Education Amendments Act of 1972 (20 U.S.C. § 1681) is a federal law that prohibits discrimination, which includes harassment based on the sex in educational institutions that receive federal financial assistance. Sexual violence, including domestic or dating violence and stalking are viewed under the law as a form of sexual harassment.

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

As a matter of policy, Charles R. Drew University of Medicine and Science does not discriminate on the basis of sex, gender, gender identity or expression, or sexual orientation in its education programs or activities. CDU is committed to creating and sustaining an educational and working environment where individuals can meet their University objectives equitably and without regard to sex, gender, or sexual orientation. The University's Sex/Gender Discrimination and Sexual Harassment Policy (Policy) describes the rights and responsibilities of individuals to maintain an equitable and inclusive environment.

Title IX Pregnancy, Childbirth and Related Protections

Title IX prohibitions against sex discrimination includes protections for students related to pregnancy, childbirth, or related conditions and includes lactation. University policy protections include:

1. Provide lactating parent a clean, private and safe space to express milk in a location suitable to facilitate lactation including electrical outlets and seating. A restroom is not a lactation space, however a lounge area adjacent or adjoining a restroom, may be a lactation space.
2. Allow pregnant or parenting student to continue in any education program or activity without presumption that their pregnancy or parenting status requires exclusion.
3. Provide the student with reasonable accommodation, and/or leave of absence in the same manner as required of students temporarily disabled unrelated to pregnancy, including any requirement for medication certification. If medical certification is required for an accommodation or leave, any determination will be based on information from the student's physician/care provider as submitted by student. In certain instances, a pregnancy or childbirth related condition may be a disability under the Americans with Disabilities Act (ADA) entitling the student to reasonable accommodations.
4. Maintaining the confidentiality and/or privacy of medical and educational records related to a student's pregnancy, childbirth or related condition(s).
5. Upon return to school after any pregnancy-related absence, having the same academic status and that existed at the time of leave.

Information regarding the lactation space can be directed to:

Title IX Coordinator

Email: titleix@cdrewu.edu

Phone: (323)357-3684

Office of Student Life

Email: osl@cdrewu.edu

Phone: (323) 563-4806

Sexual Harassment

Sexual Harassment is prohibited conduct. Sexual Harassment prohibited under this Policy, includes a range of unwelcome sexual conduct, including verbal and physical sexual harassment, sexual assault, rape or fondling as examples.

Domestic violence, dating violence, and stalking, that is generally (though not exclusively) sex or gender-based is also considered sexual harassment.

Sexual Harassment

- Sexual harassment is defined in Policy as: An employee conditions aide benefits, or service on an individual's participation in unwelcome sexual conduct (e.g. quid pro quo harassment);
- An employee, student or third party engages in unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectionably offensive that it effectively denies a person equal access to the recipient's education program or activity.

To avoid the possibility or appearance of quid pro quo sexual harassment, employees and students should avoid dating, romantic, or amorous relationships where a power differential exists. Examples of such relationships include, but are not limited to, a professor or teaching assistant involved in a relationship with their student, or a supervisor involved in a relationship with a subordinate student employee. As a general rule, dating, romantic, or amorous relationships should not be entered into or continued while one individual in the relationship has the power to either reward or penalize the other in their employment or academic performance or in any way have influence over whether to award or penalize the individual.

1. Examples of conduct that may constitute sexual harassment based on standards of severity/pervasiveness include but are not limited to:

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

The fact that someone did not intend to sexually harass an individual is generally not a defense to a complaint of sexual harassment. In most cases, determining whether the behavior is unwelcome is based on an objective standard, or whether a reasonable person, in the complainant's position, would find the conduct objectionably offensive. Unwelcome sexual conduct that is mildly offensive and isolated, incidental, or sporadic may not rise to the level of sexual harassment under Title IX or

Title VII, however, it may still be considered sexual harassment in violation of the Student Code of Conduct.

2. Sexual Violence, Domestic Violence, Dating Violence, and Stalking

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

Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, and sexual abuse. Such acts of sexual violence, in addition to being criminal offenses prohibited under the California Penal Code, also constitute conduct prohibited under CDU policy.

Domestic violence, dating violence, and stalking are likewise criminal offenses under the California Penal Code and are also considered Sexual Harassment prohibited under University policy, even when the criminal behavior is not specifically sexual in nature. The following definitions are provided for guidance but should not prevent any person from reporting conduct they believe constitutes sexual harassment.

Domestic Violence

Domestic violence is violence relating to a spouse or former spouse, cohabitant or former cohabitant, or someone with whom the individual making the complaint (Complainant) has a child in common that intentionally, or recklessly causes harm or injury to the Complainant or another or places the Complainant or another in reasonable fear of their bodily harm or other injury. This includes students who are married, co-habitants or otherwise within a domestic relationship applicable herein. Actions related to domestic violence includes the enforcement of domestic relations or restraining orders involving married or cohabiting students.

Dating Violence

Dating Violence is violence perpetrated by a person who is or has been in a romantic or intimate relationship with the Complainant that intentionally, or recklessly causes harm or injury to the Complainant or another or places the

Complainant or another in reasonable fear of their of bodily harm or other injury. Actions related to dating violence includes the enforcement of restraining orders involving students.

Stalking

Stalking is a repeated course of conduct such as following, harassing or intimidating a person that is motivated by a romantic or sexual interest in the person, so that they have a reasonable fear for their personal safety or the safety of others.

Reporting Incidents

All persons are encouraged to and may voluntarily report incidents of sex or gender discrimination and sexual harassment that they become aware of to the Title IX Coordinator. The Title IX Coordinator oversees sex/gender complaints and coordinates the university's response through resolution.

State law imposes additional reporting obligations related to sexual abuse of a minor child under the University's Mandated Reporter Policy.

<https://www.cdrewu.edu/about-cdu/policies-and-procedures>

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

Individuals who believe they have been subjected to sex or gender discrimination including harassment that is not involving violence, may seek to resolve the issue under the informal resolution provisions of the Sex/Gender Discrimination and Sexual Harassment policy and related Procedures. Individuals may also report the issue under the formal resolution provisions provided therein. Individuals who believe they have been victims of sexual violence, or those who have suffered severe, pervasive, and unwelcome sexual harassment should always come forward and make a report under the formal resolution provisions.

Where to Report

Allegations of misconduct should be reported to the Title IX Coordinator by email at titleix@cdrewu.edu or via the Title IX web page

<https://www.cdrewu.edu/compliance/title-ix/>. In person

reports or inquiries can be made to the Compliance/Title IX Office on campus in COBB 242, or by calling (323) 357-3684.

In addition, individuals may submit reports, including anonymous reports, through The CDU Alert Line, the University's 24-hour independent hotline provider, by telephone at 1.800.461.9330, or by submitting information online at <https://app.convercent.com/en-us/Anonymous/IssueIntake/IdentifyOrganization>.

Confidential Reporting and Support Services

Student Health and Wellness is available to provide counseling and other supportive services to students. This includes individuals who allege they have been subjected to conduct prohibited under the University's Sexual Harassment Policy as well as any person accused of the prohibited conduct. Students can speak with a psychologist or counselor who can keep the discussion in confidence and without the duty to report the allegations to the Title IX Coordinator or other University administrators. Students can email the Student Health and Wellness Office at shaw@cdrewu.edu or call 323-357-3426. Please do not share confidential information but contact to schedule an appointment.

The Title IX Coordinator and the Student Health and Wellness Unit can provide external resources and supports related to sexual assault, dating and domestic violence that are reasonably available.

Procedural Rights

Individuals who are making complaints (Complainants) or responding to a complaint (Respondent) will be provided an explanation of their rights and options set forth in the *Sexual Harassment Grievance Procedures* that include:

1. Procedures about preserving evidence, reporting the offense, and obtaining protective orders in cases of sexual or domestic violence.
2. Information about how confidentiality will be protected.
3. Existing confidential resources and supportive measures such as counseling, health, mental health, victim advocacy, and other services available for victims, both within the University and in the community.
4. Procedures for institutional fair and impartial investigations and grievance procedures, including, absent an admission, the presumption that the Respondent is considered not responsible for the alleged prohibited conduct until an adjudication of the matter and determination by a hearing officer, makes such a determination.
5. The right to an advisor and to question all parties

and witnesses at a live in-person hearing or one that is virtual but within the same location when permissible.

6. Rights related to the appeal of a hearing officer or panel decision or due to the dismissal of a formal complaint.
7. Possible sanctions or protective measures the university may impose following a final determination of an institutional disciplinary procedure.

Incidents of discrimination or harassment that pertain to of race, color, national or ethnic origin, ancestry, sex including pregnancy or childbirth (and related medical conditions), gender, gender identity, gender expression, sexual orientation, age, religion, marital status, physical or mental disability, medical condition, military or veteran status, or any other personal characteristic protected by university policy, federal or state law will be addressed under the Student Conduct Procedures and can be reported to:

Director of Student Life

Office of Student Life
CDU Student Center
Email: osl@cdrewu.edu
Telephone: (323) 563-4806

Director of Human Resources

Department of Human Resources
Cobb 2nd Floor
Email: hrdept@cdrewu.edu
Telephone: (323) 563-9318

Inquiries or complaints regarding discrimination and harassment can also be made to the University's Compliance, EEO and Diversity Officer as follows:

Compliance, EEO and Diversity Officer

Office of Compliance
COBB Room 242
(323) 357-3684

CDU Alert Line:

Website: <https://app.convercent.com/en-us/Anonymous/IssueIntake/IdentifyOrganization>
Telephone: (800) 461-9330

Reports to CDU Alert Line 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.

Retaliation

Retaliation or intimidation against an individual, or someone closely associated with the individual who has made a report or provided information in connection with an investigation of discrimination or harassment is strictly prohibited. Retaliation is any adverse action taken against an individual because they have engaged in a legally protected action opposing prohibited conduct or participating in a proceeding if the adverse action is reasonably likely to deter the person or others from pursuing their rights. Similarly, intimidation is any adverse action or threat of action reasonably likely to prevent or dissuade an individual from making a report or providing information in connection with a sexual misconduct investigation. Individuals who participate in a sexual harassment investigation will be advised that University policy and federal or state law prohibit retaliation against them or against individuals closely associated with them and should be assured that the University will take steps to prevent retaliation and will take strong responsive action to any act of retaliation of which it becomes aware.

Non-Discrimination Policy

Charles R. Drew University of Medicine and Science does not permit discrimination or harassment in its programs or activities on the basis of race, color, national or ethnic origin, sex including pregnancy or childbirth (and related medical conditions), gender, gender identity, gender expression, sexual orientation, age, religion, marital status, physical or mental disability, membership in the uniformed services, 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, which includes any programs or activities outside of the United States. Anyone who believes they have been subjected to discrimination or harassment is *encouraged to promptly report* the incident as follows:

Reporting Sex or Gender Discrimination/Harassment

Alleged misconduct related to sex discrimination, sexual harassment, sexual assault, domestic or dating violence or stalking are reported to:

Title IX Coordinator

Office of Compliance
1731 E. 120th Street, Room 242
(323) 357-3684
Email: titleix@cdrewu.edu
or Via CDU Website:
<https://www.cdrewu.edu/compliance/title-ix/>

Individuals can also file complaints of sex discrimination or harassment with the Office of Civil Rights, which is the

federal agency that oversees Title IX compliance at:

Office of Civil Rights
US Department of Education
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555
OCRSanFrancisco@ed.gov

Campus Safety Office

If you are in danger or subject to immediate harm call 911.
The Campus Safety Office can be reached as follows:
(323) 563-4918 (Weekdays 8am-5pm)
(323) 326-4859 (Weekdays after 5pm and weekends)

Student Complaints to External Agencies

In addition to internal avenues for students to file appeals, grievances, or reports of misconduct, students have external options for filing formal complaints, including with the regional accreditor of the institution and the higher education consumer protection agency of the state of California. These external regulatory agencies recognize students as consumers, and irrespective of the complaint venue pursued, students may raise concerns and must be able to make reports either internally or externally without fear of reprisal.

Inquiries or complaints of sex/gender discrimination or sexual harassment can be filed directly with the Office of Civil Rights, the federal agency that oversees Title IX compliance at:

Office of Civil Rights

US Department of Education
50 United Nations Plaza
San Francisco, CA 94102
(415) 486-5555
OCRSanFrancisco@ed.gov

WASC Senior College and University Commission (WSCUC)

WSCUC is the regional accreditation agency that oversees the University on behalf of the US Department of Education. WSCUC requires that higher education institutions maintain appropriate student grievance and complaint policies and procedures that are reasonable, well publicized, and administered fairly and consistently. The agency has two means for receiving comments from students, employees and members of the public about its member institutions. 1. Complaints must draw into question a member institution's adherence to one or more of the Standards of Accreditation or policies with adequate supporting materials. 2. Third-Party Comments are more general in nature, may be submitted with limited expectation of confidentiality, and do not invoke a legally required procedure, permitting the agency staff discretion

regarding the manner in which such comments are processed. <https://www.wscuc.org/content/complaints-and-third-party-comments-policy>.

The Bureau for Private Postsecondary Education (BPPE)

BPPE is the consumer protection agency for higher education institutions in the state of California. Students may contact the bureau for review of a complaint in the event that they believe an institution's administrative processes or educational programs are compromised and not up to required minimum standards. Anyone may file a complaint with the BPPE if they believe an approved institution has violated the laws governing operation of higher education institutions. The state agency may be contacted at:

Bureau for Private Postsecondary Education

1747 North Market Blvd., Suite 225
Sacramento, CA 95834
Phone: (916) 574-8900
Toll Free: (888) 370-7589
Main Fax: (916) 263-1897

Course Recordings

The University prohibits the unauthorized use and selling of lecture notes, or any technological form for derivative of such activity.

Students are not permitted to record, publish or distribute a recording made in any course, without the written permission of the instructor or presenter and the Provost. A recording refers to any medium including video recording, voice recording, and typed or handwritten lecture notes. For students, exceptions are limited to the following instances:

- Individuals with an approved Disability Services accommodation to utilize recordings, can do so according to the directives in their accommodation letter. This may include an agreement to destroy or surrender the recordings at the end of the course; not tape or otherwise record sensitive information during course discussions/presentations, or other reasonable parameters which would not interfere with the purpose and ability to provide access to the curriculum.
 - Instructor's right to privacy and/or concern regarding their intellectual property rights do not negate the student's right to accommodation under University policy in accordance with federal and state law.
- Individuals enrolled or with approval to audit a course, may share lecture notes for non-

commercial purposes reasonable arising from participation in the course, such as for group study or projects.

When a recording in any form, includes the audio or visual images from the course, the rights of the instructor and class participants should be considered. Care must be taken to not capture information that personally identifies other students enrolled in the course in a manner that may violate their right to privacy. Additionally, there may be instances when it is necessary to protect the copyright of course materials presented by a faculty member or guest lecturer. In some instances, permission from these parties may be necessary before any recording, distribution, publication, or communication occurs. The Division of Academic Affairs and Office of General Counsel will assist with such matters.

Tuition and Fees

Tuition and Fees will vary with the particular College, curriculum, and courses in which a student enrolls. Students can expect to pay the following tuition:

Certificate Programs

Program	Tuition
Computed Tomography	\$1700 (CDU Grad)
	\$1700 (CDU Affiliate Employee*)
	\$2200 (Non-CDU Grad)
Mammography	\$1500 (CDU Grad)
	\$1500 (CDU Affiliate Employee*)
	\$1700 (Non-CDU Grad)
Magnetic Resonance Imaging (MRI)	\$2000 (CDU Grad)
	\$2000 (CDU Affiliate Employee*)
	\$2500 (Non-CDU Grad)

* A special rate for employees of clinical sites partnered with CDU. Proof of employment is required.

Undergraduate Programs

Program	Full-Time* Tuition Per Semester (\$)
AS, Radiologic Technology	\$10,000.00
BS, Radiologic Sciences	\$9,400.00
BS, Biomedical Sciences	\$9,400.00
BS, Psychology	\$9,400.00
BS, Public Health	\$9,400.00
Pre-Nursing/ Pre-Health	\$9,400
BSN, Nursing	\$10,600.00
BSN, LVN-BSN	\$7,600.00
RN to BSN	\$4,000.00
Post Baccalaureate, Certificate	\$12,900.00

*Tuition as stated is per semester at full-time (12 or more units). Undergraduate students enrolled for 6-11 units are charged 50% the full-time rate. Undergraduate students enrolled for 1-5 units are charged 25% the full-time rate. Students may take more than 18 units with the permission of the program director or advisor.

Graduate Programs

Program	Full-Time* Tuition Per Semester (\$)
Doctor of Nursing Practice	\$9,800.00

MSN, Family Nurse Practitioner	\$15,100.00
NP-C, Family Nurse Practitioner, Certificate	\$12,200.00
NP-C, Family Nurse Practitioner, Certificate (ELM Alumni)	\$10,800.00
MSN, Psychiatric Nurse Practitioner	\$14,200.00
NP-C, Psychiatric Nurse Practitioner, Certificate	\$11,900.00
NP-C, Psychiatric Nurse Practitioner (ELM Alumni)	\$10,700.00
MSN, Entry-Level Masters, Nursing	\$15,900.00
MS, Biomedical Sciences	\$12,200.00
MPH, Public Health (Continuing)	\$9,800.00
MPH, Public Health (New Student)	\$9,800.00
MSHS, Physician Assistant	\$19,000.00
MSGC (Master of Science, Genetic Counseling)	\$15,000.00
Lactation Education Pathway 2 Program (LEP2), Graduate Certificate	\$6,000

*Tuition as stated is per semester. Graduate students enrolled for 6-8 units are charged 50% the full-time rate. Graduate students enrolled for 1-5 units are charged 25% the full-time rate. Students may take more than 18 units with the permission of the program director or advisor.

University Fees

Application Fees	Fee (\$)
Graduate Programs (based on application platform)	Varies
Non-Matriculated Enrollment	\$50.00
Transaction Fees††	Fee (\$)
Late Registration Fee (per occurrence)	\$50.00
Installment Financing Fee	\$35.00
Course Audit Fee (per class)	\$35.00
Student ID Card Replacement Fee	\$10.00
Petition to Challenge Nursing Prerequisite	\$180.00
Challenge Exam Fee	\$50.00
UNVS/Report in Progress "RP"	\$100.00
Replacement/Duplicate Diploma	\$50.00
Student Health Insurance	See Student Health Insurance
Official Transcripts	See Official Transcripts

†† Fees are not included in the required Tuition and Fees.

Student Health Insurance

In keeping with the University's mission to eliminate healthcare disparities by providing access to and delivery of healthcare services, Charles R. Drew University requires that all full-time students maintain adequate personal health insurance coverage during their entire educational career at the University. Students who maintain adequate healthcare insurance through other sources may apply for a waiver of CDU's Student Health Insurance from the University's insurance provider.

Student Health Insurance Annual Fee (2026 – 2027)	
Undergraduate Student Fee	TBA
Graduate/Professional Student Fee	TBA

*Rates negotiated at time of publication (subject to change). A nominal, non-refundable processing fee applies.

Payment Due Dates

All Tuition and Fees are due in full by the end of the add/drop period. A student who has a remaining balance after all eligible financial aid has been applied to their tuition and fees must either make full payment or have an approved Tuition Installment Plan by the time of

registration. Both options can be completed on the MyCDU Student Portal.

Students whose payments have not been received or payment plan established in the Student Finance Office by the end of the 6th week of the semester will be withdrawn from registered courses and lose access to CDU resources such as Blackboard and the Health Sciences library. You will also be unable to register for the next academic term.

Non-matriculated students must make full payment at the time of registration. Non-matriculated students, whose payments have not been received in the Student Finance Office prior to the end of the Add/Drop period, will be dropped from registered courses.

Financial Aid is normally disbursed in the 4th week of classes. Disbursement of aid will only take place once your financial file is complete.

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

Failure to pay the account balance or default on the Tuition Installment Plan will result in a financial hold that will prevent registration in subsequent terms.

Payment and Financial Aid

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

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

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

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

Federal Direct Subsidized & Unsubsidized Loans

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

Federal Grad Plus and Parent Plus Loans

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

Other Financial Aid Programs

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

Payment of Tuition and Fees

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

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

Refund Policy and Procedure

Courses Withdrawal

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

Refunds and Repayment

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

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

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

Refunds will be mailed to the student's permanent home address as soon as the required withdrawal forms have been processed. It is the student's responsibility to ensure that the University has a current address on file for them at all times.

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

Tuition Installment Plan

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

Students participating in the University's Tuition Installment Plan will be charged an Installment Financing Fee of \$35 for each term of participation. The Installment Fee is due upon enrolling in to the installment program. There is no interest charge for this program provided all payments are made as scheduled.

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

disbursing payment to the student.

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

Military Tuition Assistance (TA)

Military Tuition Assistance is awarded to a student under the assumption that the student will attend school for the entire period for which the assistance is awarded. When a student withdraws, the student may no longer be eligible for the full amount of TA funds originally awarded.

To comply with the Department of Defense policy, CDU will return an unearned TA funds on a proportional basis through at least the 60% portion of the period for which the funds were provided. TA funds are earned proportionally during an enrollment period, with unearned funds returned based upon when a student stops attending.

Tuition Assistance Calculation

CDU will calculate TA eligibility for student who fail to attend, drop out, withdraw (official or unofficially), or are dismiss prior to completing more than 60 percent of the enrollment period. The enrollment period encompasses the semester start and end dates for applicable courses.

Your TA eligibility is determined based on the following formula:

$$\frac{\text{Number of Days Completed Before Withdrawal}}{\text{Total Number of Days in the Enrollment Period}} = \% \text{ of TA Earned}$$

Students who withdraw due to a military service obligation may be entitled to receive a full refund of tuition and fees. All refunds are subject to the presentation of official documentation.

16 Week Course Withdraw	Submitted
Before or during weeks 1 – 2	100%
Week 3	95%
Week 4	90%
Week 5	80%
Week 6	70%
Week 7	60%
Week 8	50%
Week 9	40%
Week 10 – 16	No Return

13 Week Course Withdraw	Submitted
Before or during weeks 1 – 2	100%
Week 3	90%
Week 4	80%
Week 5	70%
Week 6	60%
Week 7	50%
Week 8.6	40%

University Services

Campus Alert System

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

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

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

Crime Statistics – Clery Report

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

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

Clery Crime Statistics			
On Campus	2022	2023	2024
Criminal Offenses			
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses/Forcible	0	0	0
Sex Offenses/Non-Forcible	0	0	0
Robbery	0	0	2
Aggravated Assault	1	0	0
Burglary	0	1	1
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Special Category Arrests			
Liquor Laws	0	0	0
Drug Violations	0	1	0
Weapons Laws	0	0	0
Hate Crimes	2	0	0
Disciplinary Actions			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0
Violence Against Women Act			
Domestic Violence	0	0	0
Dating Violence	0	0	0
Stalking	0	0	0
Public Property Areas Contingent to Campus			
Criminal Offenses			
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses/Forcible	0	0	0
Sex Offenses/Non-Forcible	0	0	0
Robbery	0	0	2
Aggravated Assault	2	0	0
Burglary	0	0	1
Motor Vehicle Theft	3	3	1
Arson	0	0	0
Special Category Arrests			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	1	0
Hate Crimes	0	0	0
Disciplinary Actions			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0
Violence Against Women Act			
Domestic Violence	1	0	1
Dating Violence	0	0	0
Stalking	0	0	0
Non-Campus Buildings			
Criminal Offenses			
Murder/Non-Negligent Manslaughter	0	0	0
Negligent Manslaughter	0	0	0
Sex Offenses/Forcible	0	0	0
Sex Offenses/Non-Forcible	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Motor Vehicle Theft	0	0	0
Arson	0	0	0
Special Category Arrests			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0

Hate Crimes	0	0	0
Disciplinary Actions			
Liquor Laws	0	0	0
Drug Violations	0	0	0
Weapons Laws	0	0	0
Violence Against Women Act			
Domestic Violence	0	0	0
Dating Violence	0	0	0
Stalking	0	0	0

Non-Clery Act Criminal Offenses			
	2022	2023	2024
Larceny* - On Campus	5	4	2
Larceny* - Public Property Adjacent to Campus	0	0	0
Larceny* - Non-Campus Buildings	0	0	0

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

Policies and Procedures related to Clery Act Reporting are available at the Campus Safety Office located on the first floor of the COBB Building.

Inquiries regarding the Clery Act and/or the University's Compliance may be directed to:

Director of Campus Safety

Telephone: (323) 357-3404

Campus Safety

Safety for faculty, staff and students is provided by the University's Office of Campus Safety. For additional information, students are encouraged to contact the Office of Campus Safety, located in the lobby of the Cobb Building.

Campus safety front desk 323-563-4918 (8:00 a.m. to 5:00 p.m. M-F)

Campus Safety General Mobile Number (call or text): 323-326-4859 (after hours and on weekends too).

Evening Shuttle Service

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

Lost and Found

The University's Lost and Found is located at the Information Booth in the lobby of the Cobb Building. Found items may be turned in to the on-duty safety and security officer for safekeeping.

Officers will return lost articles to those who can describe the article and are willing to sign a receipt. Items will be held for a minimum of 90 days. Students must show identification when retrieving lost items.

Student Health

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

MACC

12021 Wilmington Ave.

Los Angeles, CA 90059

Telephone: (310) 668-4321

Parking

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

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

Student ID Badges

Photo identification badges are issued to enrolled students by the Office of Admissions. Students must wear the University ID badges while on campus. In clinical settings, students should refer to the specific requirements of their academic program. Replacement identification badges will be provided to students for a \$10.00 fee.

Transportation

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

www.metro.net/riding/fares/collegevocational

University Library

Health Sciences Library

The Health Sciences Library, located on the first floor of the W. Montague Cobb Medical Education Building, is an information Hub for the University. The library maintains a comprehensive specialized collection of materials in the health sciences, including electronic journals, print and electronic books, online videos, and electronic databases for CDU students, faculty, and staff.

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

The Library is open approximately 83 hours per week and during final examinations, extended hours are available.
Monday- Thursday.....7:00 a.m. – 10:00 p.m.
Friday.....7:00 a.m. – 5:00 p.m.
Saturday.....9:00 a.m. – 4:45 p.m.
Sunday.....10:00 a.m. – 3:00 p.m.
Extended hours during Final Exam weeks will be posted.

Mission Statement

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

The Collection

The scope of the library's collection supports the educational programs in the College of Medicine, the College of Science and Health and the College of Nursing. The CDU Health Sciences Library collection contains over 7,500 print and access to over 200,000 electronic books. The library currently subscribes to over 20,000 electronic journals, 43 health sciences resources and access to over 5,000 audiovisual resources.

Library Services

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

Library Workshops and Information Literacy Classes: Librarians are available to consult with instructors and provide in-class training sessions on how to use specific health information resources. Contact the Library Director for more information.

Reserve Textbook Collection: The Library provides a copy of each required textbook for Library use only. Students may use two reserve books per transaction. In addition, students are encouraged to limit use to 2-hour intervals.

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

The Library's Web Pages: www.cdrewu.edu/library
The library's Web pages host a number of health information resources, including PubMed, CINAHL,

STAT!!Ref, Clinical Key, & Access Medicine, PsycINFO, and ProQuest Ebook Central.

Remote Access (Off campus): Library users can access the library's resources off campus by placing the CDU username and password. The Library website is <https://www.cdrewu.edu/library>. For more information, please contact the Health Sciences Library.

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

Photocopy and Printing: Printing and photocopying are available in the library using the Print Management System. The cost for black and white photocopying and printing is \$0.07 cents per page. Students may also photocopy in color; the cost for color photocopies is \$0.10 cents per page.

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

Wireless Access (WiFi): The library is equipped with wireless access for students, faculty, staff and guests.

Group Study Rooms: The library houses 12 group study rooms that can be reserved at the circulation desk. Study pods and cubicles are also available throughout the Library for student use. Students are asked to limit the use of group study rooms to 2-intervals.

Patrons

The library extends borrowing privileges to the students in the College of Medicine, the College of Science and Health, the College of Nursing, faculty, administration and staff of Charles R. Drew University of Medicine and Science.

Circulation and Renewals

Library patrons may borrow books (limit: four) for 21 days. For each item checked out from the library, patrons are permitted one renewal, either in person or by telephone on or before the due date. To renew materials by telephone, please call (323) 563-4869 or contact us at: Library2@cdrewu.edu.

Academic Computing

The Academic Computing team provides classroom technology support, Audiovisual/AV support for events, Blackboard support and other services. Support can be requested through the Helpdesk 24/7 at 1-800-CDU-HELP, or by emailing helpdesk@cdrewu.edu.

Blackboard support web pages are at <https://cdrewu.libguides.com/sesc>

Poster printing support, Classroom AV and conference room AV usage instructions are online at <https://cdrewu.libguides.com/av-posters/podiums>

Computer Requirement

CDU courses may be taught at least partially online (hybrid) in the 2026-27 academic year. This will require students to have regular access to a computer with internet access to complete coursework, assignments, reading, and class interaction. You are responsible for having and maintaining a computer that will allow you to participate in all required online activities.

The technical specifications below are a guide to ensure that all students have the necessary computing resources to be successful. There is one computer lab located in LSRNE S-242 which students may access and use (access may be restricted during class or testing usage).

A tablet, Chromebook, netbook, iPad, or phone will not work as a primary computing device for doing coursework. Microsoft Surface tablets are acceptable devices if they are running the full version of Windows 10 (home or professional).

CDU Highly recommends all students have high speed internet access at their place of residence. It is recommended that your internet be at least 20 Mbps Download / 2 Mbps Upload. You may test your home internet speed by going to this website, <https://www.speedtest.net/> (note this is not a CDU operated website).

It is the student's responsibility to maintain a backup of all work. As a student you have access to the online file sharing service Microsoft One Drive through your CDU Microsoft Office 365 account (<https://portal.office.com>).

Technology

All students must have access to a computer with webcam, speakers, a microphone (or headset), and have internet connectivity. If you have challenges with accessing the necessary technology, please contact the Office of Student Life at osl@cdrewu.edu as soon as

possible. For technical support, please contact the Helpdesk at 1-800-CDU-HELP or helpdesk@cdrewu.edu

For lectures, Teams, Zoom and/or Blackboard Collaborate may be used. Each of these applications must be installed and accessible. During lectures, all students must have their cameras on at all times. Quizzes and exams will be administered via Blackboard and are subject to proctoring. Proctorio and ProctorU are third party proctoring services that will may utilized for your exams.

New Computers PC & MAC Recommended Technical Specification

	PC	MAC
Type	Laptop	Laptop
Processor	I5 or I7	I5 or I7
Operating System	Windows 11	MAC OS X 14 (or higher)
Display/Resolution	1280 × 1080 or better	1280 × 1080 or better
Memory	32 GB	32 GB
Hard Drive	512GB SSD	512GB SSD
Networking	Wireless (802.11 AX)	Wireless (802.11 AX)
Graphics Card	1024 MB graphics or higher	1024 MB graphics or higher
Ports	USB A 3.1 & USB C	USB A 3.1 & USB C
Components	Web Cam	Web Cam
Warranty Support	At least a 3-year parts and onsite labor	At least a 3-year parts and onsite labor
Software	•Microsoft Office •Web browser: Chrome, Safari, or Microsoft Edge	•Parallels (software to run Windows software on a mac) •Microsoft Office •Web browser: Chrome or Edge

PC & MAC Minimum Technical Specifications

The minimum specifications does not represent a recommendation but should only be used as a guide to evaluate an existing computer.

	PC	MAC
Type	Desktop or Laptop	Desktop or Laptop
Processor	I3	I5
Operating System	Windows 11	MAC OS X 14 (Sonoma)
Display/Resolution	1280 × 720 (HD)	1280 × 720 (HD)
Memory	16 GB RAM	16 GB RAM
Hard Drive	256 GB	256 GB
Networking	Wired or Wireless (802.11n or higher)	Wired or Wireless (802.11n or higher)
Graphics Card	512 MB graphics	512 MB graphics
Ports	USB 3.0	USB 3.0
Components	•Web Cam •USB Flash Drive	•Web Cam •USB Flash Drive
Software	•Microsoft Office •Web browser: Chrome or Edge	•Parallels (software to run Windows software on a mac) •Microsoft Office •Web browser: Chrome or Safari

University Email

Students are strongly encouraged to use their active

University email account (studentname@cdrewu.edu) for all University communications. Using this official account provides the best safeguards for maintaining the integrity and privacy of student information. Students expose themselves to greater risk of cyber-attacks, security breaches and other risks of harm when communicating through less secure accounts.

Appropriate Use of University Email Account

- Notices regarding students' change of course schedules (drop/adds), general petitions, withdrawals, and residency
- Notices re: cancellation of registration
- Student aid processing issues and deadlines
- Academic information such as class changes, registration issues, new courses, job-opening lists, and events
- Communicating commencement and convocation information
- Degree check information
- New student information about academic support services and academic policies
- Office of Student Life services, events, appointments e.g. advisement, student health and wellness
- Notices about student internships and workshops
- Payment deadlines and other Financial Services information

Avoidable Use of University Email Account

- Information unrelated to University business
- Messages containing confidential information such as course grades, financial aid award amounts, or tuition/fee payment amounts
- Personal information
- Promoting personal business or solicitation
- Surveys that do not serve sanctioned University purposes
- Surveys that do not serve sanctioned University purposes

Questions regarding email accounts or use can be addressed to the University's Information Technology unit at helpdesk@cdrewu.edu or by calling 1-800-CDU-HELP.

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A Message from the Vice Provost of Student Affairs

Greetings Mighty Lions,

On behalf of the Student Affairs team at Charles R. Drew University of Medicine and Science, it is my pleasure to welcome you to the 2025-2026 Academic Year. The Division of Student Affairs is dedicated to promoting the academic success, transformational growth, and overall health and well-being of our diverse student body. Our commitment is demonstrated through the provision of excellent service, holistic support, and a variety of academic learning and support activities, all aimed at nurturing and developing the next generation of health professional leaders.

Our Offices of Student Academic Success, Student Health and Wellness, Student Life, Belonging and Development, Pipeline Programs and the Postbaccalaureate Leadership Program in Pre-Medicine provide holistic support that includes academic support, accessibility services, health and wellness resources, leadership development, and career guidance—all tailored to help you thrive during your time at CDU and beyond.

As you navigate this academic year, please know that our doors are always open. We are in the Student Center and Student Wellness Building, and encourage you to engage with our programs and resources, connect with our team, and take advantage of all the opportunities available to enrich and foster your educational experience. Your success is our number one priority, and we will be here to support you every step of the way.

I look forward to meeting you, supporting you, learning about your aspirations, and celebrating your achievements all year. Together, we will continue to build upon CDU's legacy of excellence in preparing compassionate, diverse health professionals who will serve as agents of change in their communities.

With Mighty Lion Pride,

Keosha Partlow, PhD, MPH (she/her)

Vice Provost, Student Affairs



Student Affairs

The Division of Student Affairs Offices are located in the CDU Student Center and CDU Student Wellness Building (Student Health and Wellness). To reach the office, please call (323) 568-3388 or studentaffairs@cdrewu.edu. Office hours are Monday – Friday, 8:00 a.m. – 5:00 p.m.

Career Services

Career Services here at Charles R. Drew University offers assistance and resources to students seeking a job or internship, or looking to build their professional skills. The Career Advisor provides individual and group career and professional coaching appointments, workshops, and networking events. Students and Alumni are strongly encouraged to make an appointment with the Career Advisor regarding any career-related matters.

Student Academic Success (SAS)

Student Academic Success is committed to the academic progress, success, and retention of students at CDU. The services of SAS strengthen students' abilities to learn in the health professions field. SAS offers tutoring, supplemental instruction, coaching, the study and testing center, workshops, First Year Seminar (FYS), and undergraduate advising. SAS's mission is to promote a culture of student support that provides students with the skills for negotiating all levels of their college experience, emphasizing social justice, equity, education, research, and community and campus engagement. SAS fosters academic excellence and is the "first responder" of the student's support team.

Student Accessibility Services

CDU is committed to ensuring equal access to educational opportunities for all students. Our Student Accessibility Services office works collaboratively with students, faculty, and staff to provide reasonable accommodations and support services for students with documented disabilities. We provide a comprehensive range of services including academic accommodations, assistive technology, alternative testing arrangements, note-taking support, and accessibility consultation for campus events and activities. Our goal is to remove barriers to learning and create an inclusive environment where all students can achieve their academic and professional potential.

Basic Needs Resources

CDU Basic Needs Services designed to support students who may be experiencing food insecurity, housing instability, financial hardship, or other challenges that could impact their educational journey. Services include

emergency financial assistance, food pantry resources, temporary housing support, and connections to community partnerships that provide essential services. We are committed to providing confidential, non-judgmental support to help students navigate temporary difficulties while pursuing their education at CDU. Students in need of basic needs support are encouraged to contact the Office of Student Life to discuss available resources.

Academic Support

Tutoring and supplemental instruction is available to assist students with course content and study strategies; workshops provide skills development for improved performance. Student Academic Success coaching guides students in maintaining or re-entering their educational journey from orientation to graduation and serves as the liaison between students and the university. The Study and Testing center provides study and testing space along with free digital study resources to all CDU students.

First Year Seminar (FYS)

FYS classes encourage personal development, goal setting, self-reflection, and community service with an emphasis on professional growth and career planning.

Undergraduate Advising

Undergraduate Academic Advising works with Pre-Health students in their first 1-2 years at CDU who are entering Biomedical Science, Pre-Nursing, Public Health, or Psychology programs. As students move into their core major courses, Advising connects them with designated staff in their programs. In addition, in collaboration with areas across campus, Academic Advising provides support and professional development to program coordinators, faculty, and staff working with undergraduate students. At CDU, undergraduate advising brings a student-centered, holistic approach to navigating educational and professional opportunities.

Pre-Health Program

Criteria for Undergraduates

All students who enter CDU with 40 units or less will be designated Pre-Health students and also Bachelor of Science in Biomedical Sciences (BMS), Bachelor of Science in Psychology Community Health (PSYCH), Bachelor of Science in Public Health (BSPH) and Bachelor of Science in Nursing (BSN) students.

Students will exit Pre-Health program after the following requirements are met:

- BMS Students
 - Must complete 40 units and Gen Bio with

lab (BMS 130 and 131) and Gen Chem and lab (BMS 140 and 141)

- BSPH Students
 - Must complete 40 units
- BSPYCH Students
 - Must complete 40 units, and Intro to Psych (PSY 141)
- BSN: BSN complete 52 units
 - Must meet pre-reqs for BSN program

Research Support and Resources

Charles R. Drew University recognizes the importance of independent research opportunities and efforts for students during their collegiate career. The Division of Student Affairs works closely with campus partners to encourage students in undertaking such endeavors by consolidating available research opportunities within the university and surrounding area to be readily available to students. CDU also provides various learning resources and workshops to support students with their potential research projects along with the necessary skills to complete them effectively.

Student Housing

Charles R. Drew University does not offer on-campus housing but does offer off-campus options, which allows students the flexibility to determine housing that can accommodate their specific needs. Please visit www.cdrewu.edu/admissions/university-housing-services or contact shaw@cdrewu.edu. We are available to help guide you in your search and empower you to find the best housing option while studying at CDU.

Student Health Insurance Plan

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

All full-time undergraduate, graduate and post-baccalaureate students attending Charles R. Drew University must enroll in, or waive, the health insurance coverage offered by the University. Students who wish to waive the University's health plan must confirm by

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

Student Health and Wellness

Charles R. Drew University of Medicine and Sciences provides health services to currently enrolled students, with referrals as needed. The focus of Student Health and Wellness (SHAW) is to provide a professional and confidential setting for psychological, emotional, and developmental support of students as they pursue academic goals and explore personal growth. Available are Counselors, Case Managers, and mental health professionals to assist with needs. Please contact shaw@cdrewu.edu or visit <https://www.cdrewu.edu/student-services/health-and-wellness/>.

Student Life

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

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

Office of Student Life

The Office of Student Life (OSL) facilitates a variety of events that foster students' personal and professional development. Through cultural celebrations, holiday festivities, and staple events such as Welcome Week, Halloween Spooktacular, and GradFest, OSL collaborates with student-led organizations and departments to establish a sense of belonging across campus. Contact OSL at osl@cdrewu.edu to join them at upcoming events!

Student Government

Charles R. Drew University Student Government (CDUSG) is a student led organization comprised of three schools including College of Medicine, School of Nursing and



College of Science and Health. The entire Charles R. Drew University student body, by virtue of enrollment at Charles R. Drew University is automatically a member of CDUSG and can voice their opinions or student concerns through it.

The objective of CDUSG is to promote unity within the student body by maintaining and exercising student's rights to voice their views, interest, and needs. CDUSG strives to maintain excellent communication between students and the administration. CDUSG's mission is in accordance with the mission of CDU as it creates student leaders who will carry on the legacy and mission of Dr. Charles R. Drew in their professional careers.

Student Organizations

All student organizations (SO) must be registered with the Office of Student Life to be a University Recognized Student Organization. Student Organizations are required to have a university faculty or staff member designated to serve as the organization's advisor. All EBoard and Advisors must attend and complete their respective orientations prior to approval. The different types of student organizations include: Academic, Cultural, Faith-Based, Political, Sports Club, Honorary, Political, Service, or Special Interest.

Get involved, stay connected and make the most of your time at Charles R. Drew University! Students can get assistance with finding an organization or starting one with the Office of Student Life. For additional information about Student Government, Clubs and Organizations at Charles R. Drew University please visit

www.cdrewu.edu/students/StudentOrganizations.



Transportation

Students are expected to have reliable transportation, as the sites for the clinical experiences are at different locations throughout Los Angeles County. It is the responsibility of the student to provide transportation to and from the clinical site and to incur all travel-related expenses.

Student Affairs Academic Programs

Pipeline and School Partnership Programs

CDU faculty and staff are responsible for teaching an array of pre-collegiate programs that make up the Charles R. Drew University Department of Pipeline and School Partnerships Programs. Individual programs in which College faculty are involved include the flagship Saturday Science Academy II program, The Community STEMM program, Los Angeles Pediatric Society, Pathways to Healthcare Careers, and others.

Saturday Science Academy II

- **Expands** educational opportunity for students enrolled in underperforming schools in Los Angeles County giving students of color the opportunity to reach their full potential;
- **Improves** student outcomes including interest in STEM and careers in health professions careers, high school graduation, college enrollment, college graduation, and participation in the workforce, and;
- **Provides** the inspiration and experiences that will form a foundation for them to succeed as accomplished scientists and health professionals and, in so doing, dispels the myth that the fields of science are too boring, too hard, or inaccessible to African-American and Latino youth.

SSA II is held on the CDU campus in Willowbrook, CA and is an academically rich program, open to students in Pre-Kindergarten through the 12th grade. The program is conducted in three learning-intense programmatic phases throughout the academic school year, 1) Human Anatomy and Physiology, 2) Earth and Space Science, and 3) Physical Science and Engineering. Each phase is designed to introduce students to broad and in-depth subject area content thereby increasing their knowledge. Each year, SSA-II enrolls over 200 students in its year-round program and inspires students from underrepresented groups and communities to become the next generation of health sciences leaders.

SSA II serves diverse youth from Los Angeles County, namely from Service Planning Areas (SPAs) 6 and 8. On average, 91% of students who participated in SSA II improve their grades on the subject matter (Learning Phase) pre- and post-assessments. 59% of the students increased from the equivalent of an F grade to an A grade.

Postbaccalaureate Leadership Program

The Charles R. Drew University Postbaccalaureate Leadership Program (CDU PLP) in Pre-Medicine is a structured, comprehensive program designed to assist first-time and re-applicant students in gaining admission into medical school. Our program is designed for exceptional individuals who desire to become physician leaders aligned with the unique goal affirmed by the University's mission: dedication to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement.

Program Information

- Rigorous academic science courses
 - Small class sizes allowing more interaction with academic professors
 - Intensive MCAT preparation
 - Opportunity for clinical experience
 - Research opportunities with CDU faculty
 - Longitudinal Postbaccalaureate Leadership Series over three semesters with informative workshops and guest speakers
 - President's Leadership Seminars
 - Participation in annual California Pre-Health Conferences
 - Certificate of Completion*
 - Vice Provost/Director Letter*
 - Recognition at the CDU annual Commencement Ceremony
 - Tailored Premedical Advising from Experienced Leadership
 - Guaranteed interview with the CDU College of Medicine*
 - Eligible for DMC Health Leadership Fellowship
 - Eligible for scholarship opportunity
- * Awarded to students who successfully complete the program requirements*

Program Details

The program is open to 15 students per year who fall into one of two categories:

- Re-Applicants (students who have applied to medical school and did not matriculate)
- First-Time Applicants (students who have taken most of their medical school prerequisite courses and need to strengthen their GPA)

Duration/Time Commitment

The program runs over a 12-month (3-term) period beginning in May of each academic year with an exciting week-long orientation and concludes in May of the following year. Curriculum/programming will occur mainly during business hours with occasional evening and

weekend activities.

CDU PLP students must be prepared to commit full-time to their academic coursework and to strengthen extracurricular activities in preparation for their medical school application. Limited paid hours in research or a clinical setting are permitted with prior CDU PLP leadership approval.

Courses

The program provides upper-division undergraduate science coursework. Additionally, CDU PLP students will enroll in the President's Leadership Seminars in the Fall and Spring terms.

Students in the program will also participate in a longitudinal Postbaccalaureate Leadership Series consisting of informative workshops designed to support students with the knowledge, behaviors, and skills necessary to become successful medical school applicants.

Extracurricular

A wide variety of extracurricular activities, including research, community service, mentoring, and networking opportunities are available for students participating in the program. Recommendations on extracurricular activities will be personalized to meet the student's application needs.

Test Preparation

Students in the program will receive a formal MCAT prep course in the Spring with additional MCAT mock exams, online learning tools, and books.

Advising/Mentoring

CDU PLP students will receive tailored advising through the duration of the program.

Program Requirements

- Maintain a 3.5 GPA
- Complete a minimum of 24 units - a maximum of 36 units at CDU (to be taken in Fall, Spring, and Summer)
- Communicate regularly with CDU PLP Leadership
- Participate in all required programming
- Complete an intensive MCAT course
- CDU PLP students will take the MCAT while participating in the program and will need an official MCAT score of 500 or more
- Abide by professionalism standards as detailed in CDU Student Handbook
- Pay all associated tuition/fees by deadlines as listed

Program Benefits*

Upon successful completion of all program requirements, students will receive:

- Certificate of Completion*
- Vice Provost/Director Letter*
- Recognition at the CDU annual Commencement Ceremony
- Tailored Premedical Advising from Experienced Leadership
- Guaranteed interview with the CDU College of Medicine*

* Awarded to students who successfully complete the program requirements

Course Descriptions

FIRST YEAR COURSE

FYS CDU 101 a/b - First Year Seminar CDU 101

Welcomes incoming students who are new to CDU and develops their academic, professional, and personal skill sets by introducing CDU history and community, resources for successful academic progress, life and career planning, community service, and campus engagement. This course is mandatory for all undergraduate students.

Units: 0 - 1

POSTBACCALAUREATE LEADERSHIP PROGRAM

PLP 101A - Postbaccalaureate Leadership Series

The longitudinal seminar is open to actively enrolled CDU Postbaccalaureate Leadership Program (PLP) students. The seminar consists of a series of interactive workshops designed to provide students with the foundation and skills necessary to become successful applicants, and ultimately, successful medical students and physician leaders. PLP 101A is taken in the summer semester.

Units: 1

PLP101B - Postbaccalaureate Leadership Series

The longitudinal seminar is open to actively enrolled CDU Postbaccalaureate Leadership Program (PLP) students. The seminar consists of a series of interactive workshops designed to provide students with the foundation and skills necessary to become successful applicants, and ultimately, successful medical students and physician leaders. PLP 101B is taken in the fall semester.

Units: 1

PLP 101C- Postbaccalaureate Leadership Series

The longitudinal seminar is open to actively enrolled CDU Postbaccalaureate Leadership Program (PLP) students. The seminar consists of a series of interactive workshops designed to provide students with the foundation and skills necessary to become successful applicants, and ultimately, successful medical students and physician leaders. PLP 101C is taken in the spring semester.

Units: 1

Research and Health Affairs

Research

The Charles R. Drew University of Medicine and Science (CDU) is a leader in the national effort to reduce the burden of chronic diseases and conditions that impact inner city populations and has been conducting cutting-edge research in relevant areas, including cancer, cardiometabolic diseases and HIV/AIDS. Our researchers are conducting innovative studies into the basic mechanisms of chronic diseases and addressing the healthcare needs of our communities.



Since 1995, Charles R. Drew University has received over 1046 awards with funds totaling \$616,306,441, from multiple divisions within the Department of Health and Human Services (DHHS).¹ Since 2015, our researchers and student trainees have authored/co-authored more than 1,017 peer-reviewed publications.

CDU Faculty and Research Profiles

To learn more about our faculty and potential mentors, please search our faculty directory. Visit our website to learn more: <https://www.cdrewu.edu/research>.

Research Centers

CDU's centers and institutes play an important role in the growth and development of biomedical research in cancer, cardiometabolic diseases, HIV/AIDS and health services research. By bringing together researchers and the community, CDU creates novel solutions to health problems faced by its surrounding communities.

- Institute of Advanced Biomedical Research (IABR)
- Center to Eliminate Cancer Health Disparities (CECHD)
- Drew Center for AIDS Research, Education, and Services (Drew CARES)
- Center for Biomedical Informatics (CBI)
- Black Maternal Health Center of Excellence (BMHCE)
- Clinical and Translational Research Center (CTRC)
- Clinical and Translational Sciences Institute (CTSI)
- Urban Health Institute (UHI)

Student Research Training Opportunities

CDU students have the opportunity to work with our

researchers to enhance their educational experience and prepare for careers in biomedicine. Since 1999 CDU has engaged over 660 students (all levels) in research. Those students have published over 120 peer-reviewed papers, participated in 554 scientific presentations, and have received more than \$260,000 in scholarships. Please see <https://www.cdrewu.edu/research> for more information on the multiple research training opportunities for students. CDU's research training programs include:

- Medical Student's Research Training Program (MSRTP)
- Master's in Biomedical Science Program (MBSP)
- Undergraduate Cancer Research Training Program (UCRTP)
- Substance Abuse Disorders Research Training Program (SART)
- Advancement in Nursing Education
- Bridges to Doctorate
- Student Opportunities to Advance Research (SOAR) Program
- STRIDE Program
- STRIDE II Program
- Exposing Students to Regenerative Medicine (ExStRM)
- Engaging Students in Aging Research (ESAR)
- CTSI TL 1 Summer Fellowship for Health Professional Students
- CTSI Training Program in Translational Science

Undergraduate Cancer Research Training Program (UCRTP)

The CDU Undergraduate Cancer Research Training Program (UCRTP) is a 10-week research program designed for outstanding undergraduate students who are interested in pursuing a career in biomedical sciences. An individualized program is developed for each participant, enabling the student to work with cancer researchers at CDU or UCLA. On completion of the program, each undergraduate trainee will have worked on a hypothesis-driven research project in cancer and developed a research paper. Students also present their findings at a regional or national conference and benefit from seminar series focused on translational cancer research.

Drug Abuse Research Program (DARP)

DARP's education program is a year-round training that provides an opportunity for 10 students to work on drug abuse research projects. The program has four primary mentors, who have trained 70 students (undergraduates, as well as high school, post-bacc, medical, and graduate

students). The students are recruited nationwide and receive a stipend.

The goals of the Drug Abuse Research Program are to foster interest in substance abuse research as well as in research projects related to the metabolic effects of nicotine.

Black Maternal Health Center of Excellence (BMHCE)

BMHCE is dedicated to advancing maternal, infant, child and family health. Established within the Department of Urban Public Health, the BMHCE was formed as a multi-level, interprofessional, cross-sector collaboration to address the disproportionate mortality and poor birth outcomes among Black communities. Given that over two-thirds of maternal and infant deaths could be prevented, the BMHCE brings a public health approach and lens to these issues by increasing access to dignified, evidence-based maternal and child health (MCH) care for Black families and by strengthening and expanding the magnitude and capacity of the local MCH workforce.

At CDU, the BMHCE provides undergraduate and graduate students with experiential learning opportunities in MCH, including internships, applied practice experiences, public health data fellowships, lactation education and training, perinatal health education, community-based research, and workforce development initiatives. Students gain hands-on experience working alongside faculty, researchers, healthcare professionals, and community partners to improve maternal and infant health outcomes and advance health equity.

CTSI TL 1 Summer Fellowship for Health Professional Students

The TL1 Summer Fellowship Program sponsored by the Clinical and Translational Science Institute provides trainees the opportunity to engage in interdisciplinary, community-partnered translational or health services research in urban communities. Up to 2 students are accepted each year and receive a stipend of \$3,000. We have had 12 CDU students complete the program.

CTSI Training Program in Translational Science (TPTS)

The TPTS Certificate Program is a structured, two-year certificate program (can be completed in one year) that provides participants with the necessary training to become successful patient-oriented investigators who can bridge molecular medicine and clinical research. Completion of the program leads to the CTSI Training Program in Translational Science Certificate from the David Geffen School of Medicine.

Student Opportunities to Advance Research (SOAR) Program

SOAR is designed for team-based CDU student research in five key research areas: cancer, cardio-metabolic diseases, HIV/AIDS, mental health, and health services research. The program is open to CDU students. Since its inception in summer 2016, SOAR has funded 34 CDU students. Students present their findings at the annual SOAR symposium.

STRIDE and STRIDE II Program

Project STRIDE is an 8-week high school research program for 10 juniors from local high schools. The students receive leadership training, learn job interview skills, learn how to write a personal statement, and participate in SAT training. The students work a forty-hour week and receive a stipend for their participation. STRIDE II is a CDU undergraduate program that allows STRIDE alumni to continue their training at CDU.

Exposing Students to Regenerative Medicine (ExStRM)

The ExStRM Program engages qualified high school students in regenerative medicine research. This program provides an eight-week, mentored summer research training experience in areas such as sickle cell disease, cancer, and diabetes. The program includes training in research principles and the responsible conduct of research, quantitative, qualitative, development of analytical, and problem-solving skills. Students also attend special seminars on college selection, the college application process, and explore different career paths. The program culminates in the students presenting their work at the CIRM Research Symposium.

Engaging Students in Aging Research (ESAR)

The ESAR Program is a two-part program that includes an 8-week Summer Research Training Program and a 1-year Pathway to Research Careers Continuum. The Summer Research Training Program takes place at Charles R. Drew University of Medicine and Science (CDU). Participants engage in hands-on research projects under the guidance of investigators engaged in aging research. For the Pathway to Research Careers Continuum, students participate in an academic enrichment program designed to enhance those academic skills necessary for transferring to a four-year college/university.

The goal of the program is to increase the number of community college students who are prepared to pursue research careers in the biomedical sciences.

Research Partnership

- University of California, Los Angeles (UCLA) –

Since its inception, CDU has conducted numerous collaborative research projects with UCLA.

- The CDU/UCLA Cancer Center Partnership was funded by the National Cancer Institute to design and conduct basic, clinical, applied, translational and prevention research programs directed toward reducing cancer incidence, morbidity and mortality in the Service Planning Area (SPA) 6 region of Los Angeles.
- The Clinical and Translational Science Institute (CTSI) is a partnership of four institutions in Los Angeles County: Cedars-Sinai Medical Center, Charles R. Drew University of Medicine and Science, the Lundquist Institute at Harbor-UCLA Medical Center, and the UCLA. As one of the partners, CDU has been able to engage in a multitude of activities with other CTSI partners.

Community Partnerships

The University has several partnerships and collaborations with community organizations and successfully engages surrounding communities. CDU's programs include those that communicate research-based information to increase public awareness of health issues. Efforts focus on improving the transfer of evidence-based knowledge to community-based healthcare providers. Our partners include the South-Central Family Health Center, the Nickerson Gardens Housing Project, and the Oasis HIV Clinic, among others.



Website

Visit our website to learn more

<https://www.cdrewu.edu/research>

College of Science and Health



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

History

The College of Science and Health first started as stand-alone or independent allied health programs at the University with the implementation of MEDEX Physician Assistant and Radiologic Technology programs in cooperation with UCLA and Harbor General Hospital. The MEDEX Programs were originally established in 1971. The creation of a College of Allied Health (later renamed College of Science and Health) was proposed in 1975 when several allied health programs were developed in response to expanded clinical needs of the surrounding urban population. In 1983, Charles R. Drew University's Board of Directors consolidated existing programs and authorized creation of the College of Allied Health. In 1987, the State of California's Office of Private and Post-Secondary Vocational Education granted Charles R. Drew University's College of Allied Health a license to offer a Bachelor of Science for primary care physician assistants and an Associate of Science degree in medical record technology and an Associate of Science degree in Radiologic Technology, which has been accredited continually since the start of the program. In April 2005, the College was renamed the College of Science and Health to reflect existing programs and future additions, such as creating the Bachelor of Science in Biomedical Sciences and the Master of Public Health program. In 2014, Charles R. Drew University started developing a Master of Health Science Physician Assistant (PA) program. The inaugural class of the Master of Health Science PA Program matriculated in August 2016, and in 2021 the PA Program received the maximum ten-year accreditation-continued status from its accrediting body. A Master of Science in Biomedical Sciences Program (MSBMS) was approved by the WASC Senior College and University Commission (WSCUC) in 2016, and the inaugural class matriculated in August that same year. In 2021, 2022, 2023, 2024, and 2025 the MSBMS program was ranked number one in the nation by [bestvalueschools.org](https://www.bestvalueschools.org) due to the quality of the education and the return on investment. In 2017, the College received approval from the WSCUC for a new Bachelor of Science in Public Health (BSPH) Program, and a new Bachelor of Science in Radiologic Sciences Program. A Bachelor of Science in Psychology with an emphasis on community counseling was approved by the WSCUC in 2019, and the inaugural class matriculated in August 2020. The Genetic Counseling Program obtained full accreditation by the Accreditation Council for Genetic Counseling (ACGC) on March 12, 2025 and the first class will matriculate in the fall of 2026. The Lactation Consultant/Lactation Education Pathway Certificate Program in the Department of Urban Public Health was approved by the WSCUC in 2025 and received accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP) January 16, 2026. A new PhD Program in Translational Biomedical Sciences was approved by the WSCUC in February 2026, and the first class will matriculate in the fall of 2026.

College of Science and Health Administration

Monica G. Ferrini, MS, PhD
DEAN

Sondos Islam, PhD, MPH, MS
ASSOCIATE DEAN

Department Chairs and Program Directors

Harold Abramowitz, M.F.A.
CHAIR, DEPARTMENT OF SOCIAL SCIENCES AND HUMANITIES

Bitu Amani, PhD, MHS
CHAIR, DEPARTMENT OF URBAN PUBLIC HEALTH

Jorge N. Artaza, PhD
CHAIR, DEPARTMENT OF HEALTH AND LIFE SCIENCES

Noé Rubén Chávez, PhD
DIRECTOR, PSYCHOLOGY PROGRAM

Reynard Ezra-Simbwa, MSRS, R.T.(R)(MR)(CT), CRT(F)(M)
CHAIR, DEPARTMENT OF RADIOLOGIC SCIENCES

Lucy W. Kibe, DrPH, MS, MHS, PA-C
DIRECTOR, PHYSICIAN ASSISTANT PROGRAM

Raluca N. Kurz, PhD, MS, LCGC
DIRECTOR, GENETIC COUNSELING PROGRAM

Priscilla Vásquez, PhD, MPH
DIRECTOR, BACHELOR OF SCIENCE IN PUBLIC HEALTH

A Message from the Dean

Dear CDU Family,

I want to give a warm welcome to new and continuing students at the College of Science Health (COSH). As your Dean, I focus my passion for student success by creating a safe, healthy, and inclusive environment committed to academic excellence and cultivating diverse health professional leaders dedicated to social justice and health equity for underserved populations.

COSH provides the education, support, and training for students to excel at CDU and in their future academic and professional careers. We offer academic and clinical instruction, research training, hands-on experience, and service learning in a collaborative community engagement. Our program directors, faculty, and staff are committed to lifelong learning and performance excellence. They are devoted to the CDU vision of excellent health and wellness for all in a world without health disparities.

COSH students are given the tools to become leaders in biomedical sciences research, clinical professions, psychology, and public health. In addition, we offer a variety of extracurricular activities designed to add a transformational experience that prepares you not only for professional and academic excellence but also to impact your community. So, take time to explore and embrace the rich opportunities presented to you.

I am honored to work with you in understanding and addressing the issues that limit access to quality healthcare and in helping you develop essential skills for excellent performance in your chosen field of study.

Sincerely,

Monica G. Ferrini, PhD, MS

Dean, College of Science and Health



College Introduction

The College of Science and Health at Charles R. Drew University of Medicine and Science offers certificate programs, undergraduate degree programs leading to an associate or baccalaureate degree, and graduate programs. Programs include: PhD in Translational Biomedical Sciences, in partnership with The Lundquist Institute; Master of Public Health (MPH) degree in Urban Health Disparities; Master of Health Science, Physician Assistant; Master of Science, Biomedical Sciences; Master of Science, Genetic Counseling; Bachelor of Science, Biomedical Sciences; Bachelor of Science, Psychology (Emphasis in Community Counseling); Bachelor of Science, Public Health; Bachelor of Science, Radiologic Sciences; Associate of Science in Radiologic Technology; and Certificates in Computed Tomography, Mammography, Magnetic Resonance Imaging, and Lactation Consultant/LEP2 Lactation Education Certification.

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

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

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

The College of Science and Health aims to be recognized not only as a leader in the educational preparation of health professionals and scientists, but also as a catalyst for public policy reforms in the healthcare system. Toward this end, the academic curricula of the College emphasize clinical and preventive medicine, competency-based education and community-based practice. Its clinical

programs are designed to graduate excellent and compassionate urban specialists who provide primary healthcare services to culturally diverse, medically underserved populations.

Academic Community

Students

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

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

Faculty

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

Community Service and Service Learning

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

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

service-learning activity to the designated Service-Learning Coordinator.

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

Community service and service-learning hours are fulfilled when the fieldwork component and the appropriate coursework that accompany this area of study are completed.

Student Awards

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

Dean's List

Undergraduate degree-seeking students enrolled in 12 or more credit units in a semester, or graduate students enrolled in nine or more credit units in a semester with a grade point average of 3.50 or better in completed coursework are cited on the Dean's List.

Honor Roll

Undergraduate degree seeking students enrolled in 12 or more credit units in a semester, or graduate students enrolled in nine or more credit units in a semester with a grade point average between 3.00 and 3.49 and no grade lower than a C are eligible for the University Honor Roll. The student's 12 units may include a grade of Pass or Credit.

Graduation with Honors

The College of Science and Health recognizes academic accomplishments by awarding graduating degree-seeking students honors according to their cumulative grade point average. A designation of Cum Laude (with honors) indicates a cumulative GPA of at least 3.25. A designation of Magna Cum Laude (with high honors) indicates a cumulative GPA of at least 3.5. A designation Summa Cum Laude (with highest honors) indicates a cumulative GPA of at least 3.75.

The following are COSH student awards presented during the annual Oath and Honors ceremony:

- **Dr. Charles W. Buggs Award:** The College of Science and Health's highest award, named after the prominent microbiologist and first dean of the College of Science and Health at Charles R. Drew University, is presented to the graduate who has maintained the highest GPA throughout their training and has exemplified the personal characteristics of excellence and compassion.
- **Dr. Jack Mitchell Award:** Named after a community physician who was an early advocate of allied health education at Charles R. Drew University, this award is presented to the graduating senior who has demonstrated leadership among their peers in college and university activities and in the provision of healthcare to community residents.
- **Dr. Raymond Kivel Award:** This award, named for the medical director whose leadership garnered nationwide prominence for the MEDEX Physician Assistant Program, is presented to the graduating student whose voluntary community service has demonstrated an extraordinary commitment to the delivery of healthcare in medically underserved communities.
- **Dr. Mary McLeod Bethune Award:** Named in honor of the outstanding educator whose life and legacy serves as an inspiration to all, this award is presented to the graduating student who has demonstrated the ability to persist in the face of adversity.
- **Dr. Geraldine Burton Branch Award:** Geraldine Burton Branch, MD, was instrumental in establishing health policy regarding mandatory immunization for child school enrollment. The award named in her honor is granted to the student applicant who exemplifies the potential as a committed medical professional to build, shape and improve the overall health of underserved communities, and a commitment to their program and the College of Science and Health.

Oath and Honors

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

Student Life

The Office of the Dean sponsors and co-sponsors a number of events, activities and services throughout the academic year. The purpose of these activities is to

provide the students with an opportunity to develop leadership skills, special interests and cultural competency. Programs may include Student Government activities, workshops and guest lectures, cultural events, program and department events, and the Oath and Honors ceremony.

Student clubs and organizations have oversight through the Office of Student Life and through supporting academic departments or programs. Please see the Office of Student Life section of this Catalog.

Academic Advising

Designated advisors provide academic advice, support and encouragement throughout the duration of the student's academic program. A designated advisor from the student's program serves as the academic advisor throughout the student's career at the University. Designated advisors are also provided for provisional students and non-matriculated students.

Academic advising is a service provided to all students who need assistance selecting a program, scheduling classes or seeking tutorial support and guidance in making certain they meet all graduation requirements. Students who utilize academic advisement services usually complete their educational goals in a timely manner and are unlikely to drop out of school. Students may meet with their academic advisor by scheduled appointment or on a drop-in basis during office hours. Students entering degree programs will be assigned to a designated advisor within the first week of enrollment. The student and their advisor jointly arrange meeting hours. For additional information about advisor arrangements, contact the program of interest.

Academic Grievance/Grade Appeal

When a student considers a final course grade inaccurate, the student should confer with the instructor regarding the accuracy of the grade received within the first three weeks of the semester following receipt of the grade. At this time, the student and instructor must together review all class material pertinent to the grade for errors to be corrected. If the student is not satisfied, or if the instructor does not confer with the student within the first three weeks of the semester, the student should immediately contact their Program Director or Department Chair. If the matter is not resolved through the Program Director/Department Chair, the student should immediately contact the Dean and submit a written appeal consisting of a statement containing the factual reasons, and basis for the complaint, accompanied by any supporting documentation. In the College of Science and Health, the Dean will direct the appeal to the Student

Academic Performance, Promotion and Judiciary Committee (SAPPJC) for a recommendation. The student has the right to appear before the committee. The committee's recommendation must be submitted to the Dean within the first five weeks of the semester. If the Dean does not favor the committee's process or recommendation, an ad hoc committee can be appointed by the Dean to review the appeal and arrive at a decision. The ad hoc committee must reach a decision within one week of receipt of the appeal. Its decision is final.

Students should refer to their respective academic programs for specific procedures and policies regarding complaints and grievances.

Degree Requirements

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

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

Associate of Science

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

Unit Requirement

Total units required for an AS in Radiologic Technology is 84.

Residence Requirement

Prior to receiving an AS, students must meet the 54 professional course unit requirement for degree completion in their program in residence.

G.P.A. Requirement

Achievement of a minimum overall G.P.A. of 2.5 on a 4.0 scale.

General Education Requirement

Completion of the 30 units of general education requirement.

Course Grade Requirement

A grade of “C” or better is required to pass all professional and General Education category courses.

Program Requirement

Completion of all didactic courses, clinical competencies, and 50 hours of community service requirement for the major.

Bachelor of Science (BS)

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

Unit Requirement

Total units required for a BS degree is 120. Students should consult this Catalog for specific degree requirements in the sections concerning general education and the individual programs of the University.

G.P.A. Requirement

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

General Education Requirement

Completion of the general education requirements.

Program Requirement

Completion of all didactic courses and community service hour requirements for the major.

Master of Public Health (MPH)

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

Unit Requirement

Total units required for MPH is 45 graduate semester credit hours.

G.P.A. Requirement

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

Program Requirement

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

Residence Requirement

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

Master of Science in Biomedical Sciences (MS-BMS)

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

Unit Requirement

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

G.P.A. Requirement

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

Program Requirements

Successful completion (i.e., a grade of 80% or better) of all the required courses for the major, and thesis defense. MS-BMS students must complete a total of at least 25 hours of community service.

Residence Requirement

MS-BMS students must complete a total of at least 30 units in residence.

Master of Science, Genetic Counseling

Terms regarding graduation requirements in the Master of Science in Genetic Counseling program are detailed below:

Unit Requirement

Total units required for an MSGC degree is 66.

G.P.A Requirement

Achievement of a minimum overall G.P.A. of 3.0 on a 4.0 scale for Genetic Counseling courses.

Program Requirement

Students must successfully complete, i.e., a final grade of 80% or better for each course, a total of nineteen (19) GC courses and 6 fieldwork placements in 5 semesters for a total of 66 semester units for degree completion.

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

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

Unit Requirement

Total units required for a MHS degree is 110.

G.P.A Requirement

Achievement of a per semester and overall G.P.A of 3.0 on a 4.0 scale.

Program Requirement

Achieve a grade of “B-” (80 percent) or better in all PA Program overall courses (didactic and clinical). Successfully participate in and pass a Summative Evaluation.

Residence Requirement

The Charles R. Drew University Physician Assistant program does not accept previous experience or medical training for advanced placement, except for transfer students from other US-based PA programs on a limited, case-by-case basis. Transfer students from other PA programs must have completed the entire pre-clinical didactic phase at their PA program and may be required to complete additional didactic courses at CDU. No credit will be awarded for any Supervised Clinical Practice Experience (SCPE) completed at other institutions. Students will be required to complete all assigned clinical courses through the CDU PA Program. Transfer students will also be required to complete the last didactic semester (Year 3, Semester 1) at CDU. Requests for transfer should be directed to the PA Program Director.

Doctor of Philosophy (PhD) in Translational Biomedical Sciences (PhD-TBS)

Terms regarding graduation requirements in the PhD in Translational Biomedical Sciences program are detailed below:

Unit Requirement

The PhD-TBS program requires a minimum of 98 units, which include 41 units of essential didactic courses, 48 units dedicated to dissertation activities such as laboratory rotations, dissertation research, journal clubs, and research-in-progress seminars, and 9 units of specialized elective courses designed to align with students' research interests, allowing them to deepen their knowledge in specific niche areas. Students who are unable to complete their dissertation in the fourth year may add 12 additional research units to finish it.

G.P.A. Requirement

PhD-TBS students must maintain satisfactory standing in all core coursework with a minimum cumulative GPA of 3.0, with a passing grade of B in the didactic courses.

Program Requirements

Completion of all required courses and outreach activities; establishment of a laboratory dissertation mentor and dissertation committee; completion of qualifying examination written and oral portions by the end of the second year of study; completion of dissertation research, a written dissertation, and oral public dissertation defense; attendance and presentation in at least two scientific conferences; submission of at least one publication to a peer-reviewed journal.

College of Science & Health General Education Course Listing

ART	Arts
BIO	Biology
CHM	Chemistry
COM	Communication Skills
CPU	Computer Science
ENG	English
HIS	History
HUM	Humanities
ILR	Information Literacy Research
MTH	Mathematics
NTR	Nutrition
PHE	Public Health Education
PHL	Philosophy
PHY	Physics
POL	Political Science
PSY	Psychology
SOC	Sociology

College of Science and Health Programs

RAD	Associate of Science, Radiologic Technology
CT	Computed Tomography Certificate
MRI	Magnetic Resonance Imaging Certificate
MAMM	Mammography Certificate
LEP2	Lactation Consultant/Lactation Education Pathway 2
BSRS	Bachelor of Science, Radiologic Sciences
BMS	Bachelor of Science, Biomedical Sciences
PSY	Bachelor of Science, Psychology
BSPH	Bachelor of Science, Public Health
BSPH	Bachelor of Science, Minor in Public Health
MBS	Master of Science, Biomedical Sciences
GENC	Master of Science, Genetic Counseling
MHS	Master of Health Science, Physician Assistant
MPH	Master of Public Health
TBS	PhD in Translational Biomedical Sciences

Department of Social Sciences & Humanities

Department Chair: Harold Abramowitz, MFA

Location: W.M. Keck Building, KECK 201

Telephone: (323) 357-3446

Program Coordinator: Ariana Vega

Location: W.M. Keck Building, KECK 201

Telephone: (323) 568-3310

General Education for Undergraduate Programs

Housed in the College of Science and Health and administered by the Department of Social Sciences and Humanities, General Education at Charles R. Drew University of Medicine and Science (CDU) is structured to foster an educational climate that provides positive and lifelong educational opportunities for all undergraduate CDU students. The General Education curriculum is

designed to provide informational skills and intellectual values and aims to:

- Introduce students to the richness and diversity of the various academic disciplines;
- Broaden students' scholarly perspectives to become lifelong learners;
- Enhance and promote cultural relevance and respect for diverse groups.
- Prepare students for academic success in their chosen field of study.

General Education Curriculum

General Education coursework is intended to ensure that every student will develop and demonstrate an understanding of and proficiency in the following areas as informed by the WASC Senior College and University Commission (WSCUC) and American Association of Colleges and Universities (AAC&U) Core Competencies and Breadth Requirements:

- I. Core Competencies
 - a. Written communication skills
 - b. Oral communication skills
 - c. Critical thinking
 - d. Quantitative reasoning
 - e. Information literacy
- II. Breadth Requirements
 - a. Scientific knowledge
 - b. Intellectual perspectives of diverse discipline
 - c. Cultural diversity

General Education Student Learning Outcomes (GELO)

Students who complete GE coursework at CDU will be able to:

Area I: English Language Communication & Critical Thinking

1. Written Communication

GELO 1. Students can write effectively.

2. Oral Communication

GELO 2. Students can communicate orally effectively to various audiences in a variety of contexts.

3. Critical Thinking

GELO 3. Students can think critically to analyze and solve complex problems.

Area II: Scientific Inquiry & Quantitative Reasoning

1. Quantitative Reasoning

GELO 4. Students can use quantitative reasoning to analyze and solve problems.

2. Information Literacy

GELO 5. Students can locate, evaluate, and synthesize information.

3. Sciences

GELO 6. Students can recognize and describe scientific concepts and theories.

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

1. Intellectual Perspectives of Diverse Disciplines

GELO 7. Students can contribute to society through the knowledge and application of diverse disciplines.

2. Cultural Diversity

GELO 8. Students can describe and compare diverse cultures and societies, within the context of healthcare.

Note regarding General Education

A course that fulfills one or more requirements in general education or major can only satisfy one requirement.

General Education Requirements – Bachelor of Science

Category A: Written and Oral Communication and Critical Thinking

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

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

A3. Critical Thinking: Courses such as Critical Thinking and Text Analysis (ENG 112) emphasize the relationship between language and meaning and explore concepts essential to identifying, analyzing and evaluating forms of language with attention to the process and production of meaning.

Category B: Natural Sciences, Mathematics and Information Science

B1. Physical Science: Physical science courses such as Basic Chemistry with lab (CHM 100) or General Physics I (PHY 250) with laboratory components emphasize analytic, quantitative and qualitative investigation of matter.

B2. Biological Science: Biological science courses such as Human Biology (BMS 100) or General Biology I (BMS 130) and introductory courses in human genetics and physical or biological anthropology with laboratory components that emphasize the observation and description of organisms.

B3. Mathematical Concepts and Quantitative Reasoning: Mathematics and quantitative reasoning courses, such as College Algebra (MTH 126), Pre-Calculus (MTH 130) and Statistics (MTH 150).

Category C: Arts and Humanities

C1. Arts: Visual culture and theory coursework, such as

Health and Creative Arts (ART 131) and other coursework that emphasizes cultural and theoretical perspectives within various art forms.

C2. Humanities: Courses emphasize understanding of diverse human cultures, concepts, and practices, such as Cultural Diversity in Contemporary Literature (HUM 233).

C3: Humanities: Courses emphasize understanding of diverse human cultures, concepts, theories, and practices, such as Philosophy & Health (HUM 330).

Category D: Social Sciences

D: These courses emphasize individual and human social behavior, such as courses in General Psychology (PSY 141), Human Development (PSY 351) and Introduction to Sociology (SOC 141).

Category E: Diversity, Service, Community Health, and Professional Development

E: Courses emphasize the skills needed as healthcare professionals in underserved communities. Courses such as Introductory Spanish (COM 131) and Spanish for Healthcare (COM 231) offer vocabulary and practical dialogues needed by people working in healthcare. Courses such as Public, Community and Global Health Nursing (NUR 417), Social Justice and Leadership (BMS 201), Health Disparities, Equity & Social Justice (BSPH 202), and Community Health Education & Communication (BSPH 203), integrate knowledge and skills to create awareness, sensitivity, and knowledge of the needs of underserved communities.

Category F: Interdisciplinary Approaches to Healthcare

F1. Courses emphasize interdisciplinary approaches to understanding how we know the world with special attention to education and healthcare, emphasizing the human being as an integrated physiological, psychological and social organism, such as Healthcare Policy and Aging (NUR 415), Health Policy, Leadership and Ethics (BSPH 401), Ethnic Studies (BSPH 402), Health Dynamics and Cultural Diversity (PHE 352), and Human Development (PSY 351).

Health and Creative Arts (ART 131) and other coursework that emphasizes cultural and theoretical perspectives within various art forms.

C2. Humanities: Courses emphasize understanding of diverse human cultures, concepts, and practices, such as Cultural Diversity in Contemporary Literature (HUM 233).

C3: Humanities: Courses emphasize understanding of diverse human cultures, concepts, theories, and practices, such as Philosophy & Health (HUM 330).

Category D: Social Sciences

D: These courses emphasize individual and human social behavior, such as courses in General Psychology (PSY 141), Human Development (PSY 351) and Introduction to Sociology (SOC 141).

Category E: Diversity, Service, Community Health, and Professional Development

E: Courses emphasize the skills needed as healthcare professionals in underserved communities. Courses such as Introductory Spanish (COM 131) and Spanish for Healthcare (COM 231) offer vocabulary and practical dialogues needed by people working in healthcare. Courses such as Public, Community and Global Health Nursing (NUR 417), Social Justice and Leadership (BMS 201), Health Disparities, Equity & Social Justice (BSPH 202), and Community Health Education & Communication (BSPH 203), integrate knowledge and skills to create awareness, sensitivity, and knowledge of the needs of underserved communities.

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General Education Requirements – Associate of Science

Cat.	Description	Subcategories	Courses	
			Course Number	Course Title
A	English Language Communication & Critical Thinking AS will take 9 units	A1. Written Communication 3 units	ENG 111	English Composition
		A2. Oral Communication 3 units	COM 111	Public Speaking
		A3. Critical Thinking 3 units	ENG 112	Critical Thinking and Text Analysis
B	Scientific Inquiry & Quantitative Reasoning AS will take 3 units	B3. Math/Quant. Reasoning 3 units	MTH 126	College Algebra
			MTH 130	Pre-Calculus
			MTH 150	Statistics for research
C	Arts and Humanities AS will take 6 units	C1. Arts – Any Course 3 units	ART 131	Health and Creative Arts
		C2. Humanities – Any Course 3 units	COM 131	Introduction to Spanish
			COM 231	Spanish for HealthCare Professionals
			HUM 231	Introduction to Humanities I
			HUM 232	Introduction to Humanities II
D	Social Sciences AS will take 6 units	Any 2 courses in Category D	HUM 233	Cultural Diversity in Contemporary Literature
			HIS 141	United States History
			POL 141	United States Government
			PSY 141	General Psychology
			SOC 141	Introduction to Sociology
E	CDU - Diversity, Service, Community Health, and Professional Development AS will take 3 units	Category E	CPU125 and ILR101	Computer Application and Info Literacy
F	Ethnic Studies and Interdisciplinary Approaches to Healthcare AS will take 3 units	Any course in Category F	BSPH 101	Introduction to Public Health
			COM 231	Spanish for Healthcare Professionals
			HUM 233	Cultural Diversity in Contemporary Literature
			PSY 180	Psychology of Addiction

General Education Requirements – Bachelor of Science (cont. on next page)

Cat. Description		Subcategories	Courses	
			Course Number	Course Title
A	English Language Communication & Critical Thinking 9 total units	A1. Written Communication 3 units	ENG 111	English Composition
			ENG 314	Writing for Health care Professionals
		A2. Oral Communication 3 units	COM 111	Public Speaking
		A3. Critical Thinking 3 units	ENG 112	Critical Thinking and Text Analysis
B	Scientific Inquiry & Quantitative Reasoning 10 total units	B1. Physical Sciences 4 units	CHM 100	Basic Chemistry with lab
			BMS 140	General Chemistry I
			PHY 250	General Physics I
		B2. Biological Science 3-4 units	BMS 100	Human Biology
			BMS 130	General Biology I
			BMS 310	Anatomy & Physiology I
			BSPH 310	Physiological and Lifestyle Basis of Disease
		B3. Math/Quant. Reasoning 3 units	MTH 126	College Algebra
			MTH 130 or MTH 230	Pre- Calculus or Calculus
			MTH 150	Statistics for research
C	Arts and Humanities 9 total units	C1. Arts 3 units	ART 131	Health and Creative Arts
		C2. Humanities 3 units	COM 131	Introduction to Spanish
			COM 231	Spanish for HealthCare Professionals
			HUM 231	Introduction to Humanities I
			HUM 232	Introduction to Humanities II
			HUM 233	Cultural Diversity in Contemporary Literature
			HUM 330	Philosophy & Health
			HUM 335	Literature of Health
		C3. 1 course of C1 or C2 3 units	ART 131, COM 131, COM 231, HUM 231, HUM 232, HUM 233, HUM 330, HUM 335	
D	Social Sciences 6 total units	Any courses in Category D	HIS 141	United States History
			POL 141	United States Government
			PSY 141	General Psychology
			PSY 350	Psychopathology
			PSY 351	Human Development
			PSY 415	Human Sexuality
			PSY 425	Health Psychology
			SOC 141	Introduction to Sociology
E	CDU - Diversity, Service, Community Health, and Professional Development CDU 3 total units	Any course in Category E	BMS 201	Social Justice and Leadership Seminar 1
			BMS 450	Ethics in Biomedicine
			BSPH 202	Health Disparities, Equity and Social Justice
			BSPH 203	Community Health Education and Communication
			BSPH 403	Foundations of Global Health
			COM 131	Introduction to Spanish
			COM 231	Spanish for Healthcare Professionals
			COM 315	Cross Cultural Communication in Healthcare
			CPU125/ILR101	Computer Application and Info Literacy
			ENG 314	Writing for Health Care Professionals
			HUM 233	Cultural Diversity in Contemporary Literature
			NUR 417	Public, Community and Global Health Nursing
			PSY 310	Personal and Professional Development
			PSY 460	Community Psychology

Cat.	Description	Subcategories	Courses	
			Course Number	Course Title
F	Ethnic Studies and Interdisciplinary Approaches to Healthcare 3 total units	Any course in Category F	BSPH 101	Introduction to Public Health
			BSPH 303	Comparative Health Systems
			BSPH 401	Health Policy, Leadership and Ethics
			BSPH 402	Ethnic Studies in Public Health
			COM 231	Spanish for Healthcare Professionals
			COM 315	Cross Cultural Communication in Health Care
			ENG 314	Writing for Health Care Professionals
			HUM 233	Cultural Diversity in Contemporary Literature
			HUM 330	Medical Philosophy I (Philosophy of Health)
			HUM 335	Literature of Health
			NUR 415	Health Care Policy and Aging
			PHE 352	Health Dynamics & Cultural Diversity
			PSY 180	Psychology of Addiction
			PSY 350	Psychopathology
			PSY 351	Human Development
			PSY 415	Human Sexuality
			PSY 425	Health Psychology
			PSY 460	Community Psychology

See the [Course Descriptions](#) section for more information about the courses above. Contact your Program Director to find out about possible options to distribute unit credits for General Education classes between General Education requirements and specific program requirements.

Associate of Science, Radiologic Technology

Department Chair & Program Director:

Reynard Ezra-Simbwa, MSRS, R.T.(R)(MR)(CT), CRT(F)(M)

Location: W.M. Keck Building Room 207

Telephone: (323) 563-5835

Website:

<https://www.cdrewu.edu/academics/program/associate-of-science-radiologic-technology/>

Accreditation

The Associate of Science, Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) through November 2026.

Approval

The AS program in Radiologic Technology is approved by:

The State of California

Department of Public Health

Radiologic Health Branch

MS 7610

1500 Capital Avenue, 5th Floor, Bldg 172

Sacramento, CA 95814-5006

Tel: (916) 327-5106

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

The Associate of Science degree program in Radiologic Technology serves as the foundation for a certificate or bachelor's program. It is designed to prepare the student for employment as an entry-level radiologic technologist after 21 months of didactic and clinical education. Completion of the program provides the necessary prerequisite courses for different modalities; of which, CDU now offers certificate programs in Computed Tomography (CT), Magnetic Resonance Imaging (MRI), and Mammography (M).

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

radiation protection to produce body images.

Radiologic technologists must exercise independent judgment and critical thinking skills in the performance of imaging procedures and must be able to communicate effectively with patients, other health professionals and the general public. Graduates are eligible to practice as radiologic technologists after successful completion of the ARRT certifying examination.

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

Didactic and clinical professional courses are designed in a manner consistent with the standards and curriculum models outlined by the American Society of Radiologic Technologists (ASRT).

Students are required to wear a regulation uniform during clinical assignments. Students must provide their own transportation to all facilities and must be willing to travel up to 75 miles each way from the CDU campus to the various clinical sites. Clinical hours can vary from 12:00 am to 11:59 pm. The attendance policy for the program and university is strictly enforced.

All students are required to pass a physical exam, drug test and background check before entering the program. If at any time before or after acceptance into the program the student's conduct, physical or emotional health is such that there is potential threat to themselves, the well-being of patients, fellow students, faculty and/or staff, the applicant will be denied admission to, or withdrawn from, the program. In addition to the policies and standards of Charles R. Drew University of Medicine and Science, College of Science and Health, the Radiologic Technology Program has policies and procedures based on the professional standards and guidelines of the state of California, accrediting bodies and committees. These additional policies and procedures are listed in the programs' Student Handbook and are reviewed each semester with students during all professional courses. All program policies, including the pregnancy and radiation safety and protection policy, are in the Radiologic Technology Programs' Student Handbook and the Radiologic Technology Programs' Clinical Handbook.

Lambda Nu National Honor Society

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



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

The purpose of this Chapter is to:

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

Program Mission Statement

To educate entry-level radiologic technologists who assist in providing high quality healthcare with excellence and compassion by producing diagnostic images through the knowledge and application of radiologic science.

Goals and Program Student Learning Outcomes

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

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

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

Student Learning Outcomes:

- Graduates will demonstrate professionalism upon employment.

- Students will learn how to protect patient information.
- Students will develop a professional portfolio.
- Students will explore professional growth opportunities

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

Program Specific Requirements

- Mandatory 3-day program orientation
- Mandatory CPR class (all new students)
- Program admission interview
- Ability to lift 60 pounds without assistance
- Copy of immunity against Tdap, measles, mumps, rubella (MMR) and varicella or titers, and tetanus
- Hepatitis B vaccination
- Annual QuantiFERON TB Chest X-ray .
- Annual influenza vaccination
- Current COVID 19 vaccination and/or Booster
- Proof of health-care insurance
- Pass a physical examination conducted by a licensed healthcare provider (applicants are responsible for covering any expenses for a physical examination)
- Visual and/or hearing impairments must be correctable with appropriate devices
- Completion of the required college-level courses from an accredited college or university with a minimum grade of "C"
- Successful completion of a drug screening
- Fire Card
- Completion of a background check (convictions may not disqualify applicant)

Applicants who have previously been convicted of a crime must complete an Ethics Review Pre-application through ARRT before entering the program or six months before program completion.

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

Technical Standards

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

1. Visual Acuity
2. Auditory Perception
3. Communication
4. Gross and fine motor skills
5. Intellectual ability to measure, calculate, reason, analyze, and evaluate as required for direct patient care.

6. Comprehension of three-dimensional and spatial relationships.
7. Emotional stability
8. Social attributes to allow the development of mature, sensitive and effective relationships with patients, faculty, co-workers and administration.

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

General Information and Retention

Professional courses are arranged and must be completed in sequence. Progression toward and completion of the Associate Degree requires the attainment of a minimum grade of “C” (75%) in all professional RAD courses. Students will be placed on academic warning if they fail to obtain a “C” (75%) in all RAD courses.

A student who is on “academic warning” may apply for readmission to that program or any other after one calendar year following the warning. A new study plan will be filed; any student who wishes to use previous course work must have it approved by the Radiologic Technology Program.

A student who fails any course, didactic or clinical, may not continue in the radiologic technology program. All attempted courses and earned grades at Charles R. Drew University College of Medicine and Science will appear on the students’ permanent academic record. Only when a course is repeated for a second time that the grade from the second attempt will be used to replace the original one in the overall GPA calculation.

The Radiologic Technology Program will dismiss a student who is on “academic warning” if the student does not, or cannot, raise all RAD core coursework GPA to 2.5 (75%) in each course.

Eighty-four (84) units are required to complete the Associate of Science Degree.

All courses in the Radiologic Technology program are to be taken for a letter grade.

Professional Course Curriculum (54 Units)

RAD 102	Introduction to Radiologic Technology	2
RAD 103	Radiographic Positioning I w/Lab	3
RAD 104	Radiographic Positioning II w/Lab	3
RAD 105	Methods of Patient Care	3
RAD 106	Radiographic Positioning III w/Lab	3
RAD 107	Introduction to Radiography Physics	3

RAD 112	Principles of Radiation Exposure I	3
RAD 113	Principles of Radiation Exposure II	3
RAD 120	Clinical Practicum I	4
RAD 130	Clinical Practicum II	3
RAD 140	Clinical Practicum III	4
RAD 209	Radiographic Positioning IV w/Lab	3
RAD 215	Advanced Radiographic Procedures	3
RAD 216	Principles of Radiation Exposure III	3
RAD 217	Sophomore Seminar II and Certification Preparation	6
RAD 220	Clinical Practicum IV	3
RAD 230	Clinical Practicum V	2

Professional courses taken at other institutions will not be accepted.

General Education

Cat.	Description	Subcategories
A	English Language Communication & Critical Thinking (9 total units)	A1. Written Communication 3 units
		A2. Oral Communication 3 units
		A3. Critical Thinking 3 units
B	Scientific Inquiry & Quantitative Reasoning (3 total units)	B3. Math/Quant. Reasoning 3 units
C	Arts and Humanities (6 total units)	C1. Arts – Any Course 3 units
		C2. Humanities – Any Course 3 units
D	Social Sciences (6 total units)	Any 2 courses in Category D
E	CDU - Diversity, Service, Community Health, and Professional Development (3 total units)	CPU 125 and ILR 101
F	Ethnic Studies and Interdisciplinary Approaches to Healthcare (3 total units)	Any course in Category F

Reference General Education – AS section above for more information.

Community Service Requirement

Through service, students will develop an understanding of the needs of the community and experience the joy of making a difference in the lives of those in need. Students must complete a minimum of 50 hours of community

service. Students are encouraged to discuss their options with their designated advisor.

Advising

The Radiologic Technology Advisors assist every student every semester in planning course schedules, evaluating previously completed general education courses, etc.

Remediation Policy

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

Students who are below 75% ("C") after their first exam in any professional course are required to complete a remediation plan with the instructor. The remediation plan addresses the course material, tutoring, course objectives, assessment, and action plan.

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

Misdemeanor or Felony Disclosures

In the event that an applicant has been convicted of a crime, licensure may be denied. This is determined by the Ethics Committee of the American Registry of Radiologic Technologists (ARRT).

An individual who has been involved in a criminal proceeding or who has been charged with or convicted of a crime, other than juvenile convictions, should file a pre-application with the ARRT prior to program admission or, if admitted, six (6) months before completing the program. This will determine their eligibility for certification and registration. A charge or conviction of, a plea of guilty to, or a plea of nolo contendere (no contest) to an offense which is classified as a misdemeanor or felony constitutes a conviction for ARRT purposes. This procedure may enable the individual who has been involved in a criminal proceeding or has a criminal conviction avoid any delays or possible ineligibility in processing an Application for Examination that is made at the time of graduation from an approved program. Information is available at <https://www.arrt.org/Ethics/>. Some convictions will permanently disqualify applicants from obtaining credentials.

All applicants must complete a background check at their

expense. A conviction does not automatically disqualify an applicant. Each case will be reviewed separately. A disclosure notice must also be completed after being accepted into the program.

Computed Tomography Certificate Program

Department Chair & Program Director:

Reynard Ezra-Simbwa, MSRS, R.T.(R)(MR)(CT), CRT(F)(M)

Location: W.M. Keck Building

Telephone: (323) 563-5835

The Computed Tomography certificate program provides imaging professionals with the foundational education necessary to advance into various career possibilities, including advanced imaging modalities, graduate degrees, and professional advancement into entry management, education, and informatics positions with an emphasis in Computed Tomography (CT).

Students in this program will graduate with a certificate of completion in Computed Tomography by CDU

The CT program is designed to prepare the certified Radiologic Technologist eligibility to take the ARRT Certificate Exam in one semester.

General Information

All Radiologic Science courses must be completed with a minimum grade of "C" (75% or better).

All courses in the Radiologic Sciences Department are to be taken for a letter grade.

All RAD courses expire in twenty-four (24) months. Therefore, students must apply and pass the ARRT Computed Tomography exam within twenty-four (24) months.

Program Goals & Program Student Learning Outcomes

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

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

PSLO1. Demonstrate specialized knowledge of imaging using computed tomography (CT).

PSLO2. Describe appropriate technical factors and safety measures while applying accurate positioning skills for CT.

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

PSLO3. Prepare written reports on atypical cases in advanced imaging and present the reports orally.

PSLO4. Use problem-solving and critical thinking skills in advanced imaging to identify and explain non-routine examinations.

Goal C – Enrich student professionalism and research skills

in support of leadership abilities.

PSLO5. Demonstrate and explain professional and ethical behavior in a leadership capacity.

PSLO6. Apply research methods to investigation of a community health issue pertinent to radiologic science.

Curriculum

Course #	Course Title	Units
RAD 400	Cross Sectional Anatomy & Pathology	3
RAD 404	Principles of Computed Tomography	3
Program Unit Total for Certification		6

ARRT Clinical Experience Requirements

To meet certification requirements, CT students must:

- Choose a minimum of 25 different procedures
- Complete and document a minimum of three (3) and a maximum of five (5) repetitions of each chosen procedure; this results in a mathematical minimum of 125 repetitions for certification
- Of these 125, at least 30 repetitions must involve iodinated IV contrast
- A maximum of 9 repetitions may be logged per day
- No more than one (1) procedure can be documented per patient each day.

Magnetic Resonance Imaging Certificate Program

Department Chair & Program Director:

Reynard Ezra-Simbwa, MSRS, R.T.(R)(MR)(CT), CRT(F)(M)

Location: W.M. Keck Building

Telephone: (323) 563-5835

The Magnetic Resonance Imaging certificate program provides imaging professionals with the foundational education necessary to advance into various career possibilities, including advanced imaging modalities, graduate degrees, and professional advancement into entry management, education, and informatics positions with an emphasis in Magnetic Resonance Imaging (MRI). Students in this program will graduate with a certificate of completion in Magnetic Resonance Imaging. The MRI program offers the certified Radiologic Technologist the opportunity to receive a certificate in one semester. All coursework and clinical practice must be completed and documented to receive a certificate of completion.

Program Mission Statement

To educate diverse registered technologists in advanced imaging practices who will provide service, safety and care to underserved and other communities with excellence, integrity and compassion.

Students in this program will graduate with a certificate of

completion in Magnetic Resonance Imaging.

The MRI program is designed to prepare the certified Radiologic Technologist eligibility to take the ARRT Certificate Exam in one semester.

General Information

All Radiologic Science courses must be completed with a minimum grade of "C" (75% or better).

All courses in the Radiologic Sciences Department are to be taken for a letter grade.

All RAD courses expire in twenty-four (24) months.

Therefore, students must apply and pass the ARRT Magnetic Resonance Imaging exam within twenty-four (24) months.

Program Student Learning Outcomes

PSLO 1. Identify and describe normal anatomy variants using MRI.

PSLO 2. Recognize, identify, and describe anatomy and pathology of the various organs and tissues in symptomatic and asymptomatic patients.

PSLO 3. Manipulate physics and imaging techniques to produce diagnostic images using instrumentation, data acquisition, image reconstruction, contrast agents, patient care/safety, and quality assurance.

PSLO 4. Develop clinical skills to complete the required subset of procedures while employing critical thinking, patient care, safety, image production, and analysis as it pertains to Magnetic Resonance Imaging.

Program Highlights

The Magnetic Resonance Imaging Program can be completed in one semester. Students must complete the following courses to complete the MRI program

Curriculum

Course #	Course Title	Units
RAD 400	Cross Sectional Anatomy and Pathology	3
RAD 401	Principles of Magnetic Resonance Imaging	3
Program Unit Total for Certification		6

All courses can be approved for mandatory continued Education Requirements (CEU's).

ARRT Clinical Experience Requirements

To meet certification requirements, MRI students must

- Choose a minimum of 21 different procedures

- Complete and document a minimum of three (3) and a maximum of six (6) repetitions of each chosen procedure; this results in a mathematical minimum of 125 repetitions for certification
- Maximum of seven (7) entries per day
- No more than one (1) procedure may be documented per patient each day.

Mammography Certificate Program

Department Chair & Program Director:

Reynard Ezra-Simbwa, MSRS, R.T.(R)(MR)(CT), CRT(F)(M)

Location: W.M. Keck Building

Telephone: (323) 563-5835

The Mammography certificate program provides imaging professionals with the foundational education necessary to advance into various career possibilities, including advanced imaging modalities, graduate degrees, and professional advancement into entry management, education, and informatics positions with an emphasis in Mammography. Students in this program will graduate with a certificate of completion in Mammography. The Mammography program offers the certified Radiologic Technologist the opportunity to receive a certificate in one semester. All coursework and clinical practice must be completed and documented to receive a certificate of completion.

Mammography Program Mission Statement

To educate diverse registered technologists in advanced imaging practices who will provide service, safety and care to underserved and other communities with excellence, integrity and compassion.

Grievance Policy

The Grievance Policy with a timeline is stated in the University Catalog and is located in the student handbook.

General Information

All Radiologic Science courses must be completed with a minimum grade of "C" (75% or better). All courses in the Radiologic Sciences Department are to be taken for a letter grade.

All RADM courses expire in twenty-four (24) months. Therefore, students must apply and pass the ARRT Mammography exam within twenty-four (24) months.

Program Student Learning Outcomes

PSLO 1. Identify and describe normal anatomy, anatomic variants of the breast.

PSLO 2. Recognize, identify and describe pathology of the breast in symptomatic and asymptomatic patients.

PSLO 3. Manipulate physics and imaging techniques to produce diagnostic images using instrumentation, data

acquisition, image reconstruction, patient care/safety, and quality assurance.

PSLO 4. Develop clinical skills to complete the required subset of procedures while employing critical thinking, patient care, safety, image production and analysis as it pertains to mammographic imaging.

Program Highlights

The mammography program including the clinical practice must be completed in one semester. Students must complete the following courses to complete the program.

Curriculum

Course #	Course Title	Units
RADM 100	Principles of Mammographic Imaging	3
RADM 102	Mammography Clinical Practicum	6
Program Unit Total for Certification		9

NOTE: All courses can be approved for mandatory continued Education Requirements (CEU's).

The Didactic portion of the program will provide you with:

- The MQSA mandated 40 hours of training / education you need to get your certification.
- 40 Category A credits of didactic instruction.
- A Mammography Mock Exam & ARRT Mammography Certification Exam Review based on the latest ARRT content specifications
- A Mammogram Positioning Video Demonstrations
- Module Courses Consisting of the Course Content & a Review Exam
- Access to Mammography Instructors who can Answer Your Questions.

Our Mammography Program provides the MQSA required fundamentals of mammography including training in breast anatomy and physiology, positioning and compression, quality assurance & quality control techniques, imaging of patients with breast implants and 3D / 4D digital mammography.

CDU's online initial training course may be right for you if:

- You're a certified Radiologic Technologist.
- You want to quickly and affordably get your didactic training done by studying on your schedule and you're comfortable learning in an easy-to-use online environment.

Clinical Practicum Requirements

Accepted students will be assigned to an affiliate medical center for their clinical experience. If applicants wish to

complete their clinical internship at their current place of employment, they must submit a clinical affiliation agreement at least one month prior to the start of the program. This ensures adequate preparation time and alignment with the program's clinical objectives. It is required that students dedicate 16 hours per week (Monday through Friday) to their clinical sites to enhance their opportunities for completing procedures in accordance with the American Registry of Radiologic Technologists (ARRT) clinical experience requirements by the conclusion of their attending semester.

The Mammography Quality Standards Act (MQSA), a law enacted by Congress in 1992 with the intent of ensuring that all women could have access to quality mammography examinations to detect breast cancer early, requires a minimum of 25 supervised mammograms. Documentation of the procedures is required by the FDA. Detailed documentation of each of the 25 initial mammograms will need to be maintained for the duration of your career as a Mammographer.

ARRT Clinical Experience Requirements:

To meet certification requirements, Mammo students must:

- Perform a minimum total of 75 mammograms (screening and/or diagnostic) addressing patient preparation, education, and mammographic imaging tasks
- Must participate in the performance, evaluation and recording of all the Quality Control tests (32) indicated in the 2018 ACR Digital Mammography Quality Control Manual
- Submit one (1) evaluation of a Mammographic Image
- Complete a minimum of five (5) Interventional/Special Procedures
- Maximum of 16 entries per day

Bachelor of Science, Radiologic Sciences

Department Chair & Program Director:

Reynard Ezra-Simbwa, MSRS, R.T.(R)(MR)(CT), CRT(F)(M)

Location: W.M. Keck Building, Room 207

Telephone: (323) 563-5835

Website:

<https://www.cdrewu.edu/academics/program/bachelor-of-science-radiologic-sciences/>

Approval

The BSRS program approval is included in the Associate of Science in Radiologic Technology program approval, approved by:

The State of California Department of Public Health

Radiologic Health Branch

MS 7610

1500 Capital Avenue, 5th Floor, Bldg 172

Sacramento, CA 95814-5006

Tel: (916) 327-5106

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

The Bachelor of Science in Radiologic Science (BSRS) is a one-year, two-semester degree completion program, provided that all required general education coursework has been completed prior to enrollment. The program is specifically designed for working radiologic technologists seeking to advance their education and professional qualifications.

This degree-completion program is intended for individuals who have previously earned an Associate of Science degree from an accredited radiologic technology program and wish to build upon their clinical training through advanced coursework in radiologic sciences, leadership, and professional development.

The BSRS program offers students the opportunity to advance their education and professional skills while also pursuing structured education and clinical experience in specialized imaging modalities. In addition to technical expertise, students will develop leadership and medical imaging management skills that will set them apart in the workforce. These skills prepare graduates to take on advanced roles in healthcare settings and contribute to the evolving field of radiologic science. This program will provide students with the opportunity to opt out of certain elective courses (any combination of 9 units from the following elective professional courses: RSC 402, 404, 410, and 412) for a modality pathway track towards earning a Computed Tomography (CT) certificate, Magnetic Resonance Imaging (MRI) certificate, or Mammography (M) certificate as part of the program.

Graduating with a Bachelor's in Radiologic Sciences enhances job security by providing opportunities for career growth and greater professional recognition within the healthcare industry. This degree opens the door to a broader range of roles, including managerial and supervisory positions, while also qualifying you for higher earning potential. A bachelor's degree can also function as a steppingstone for further education, such as pursuing a master's degree in radiologic sciences or healthcare administration.

To accommodate the needs of working professionals, the BSRS program is offered in an online-asynchronous format, providing flexibility and convenience while maintaining a rigorous academic experience.

Program Mission Statement

To educate registered Radiologic Technologists (RT) with



enhanced leadership skills, increased knowledge of medicolegal issues that affect imaging professionals medical imaging management, and understanding of research methodology and literacy. Graduates will have increased career opportunities in management and supervisory positions.

Goals and Program Student Learning Outcomes

Goal #1: Graduate students will demonstrate communication and soft skills

- Describe the role of emotional intelligence in effective communication.
- Demonstrate a variety of professional communication skills.
- Explain conflict management techniques.
- List the elements of an effective presentation.

Goal #2: Graduate students will demonstrate cultural competency and inclusivity

- Recognize the need for diversity and inclusion in health care practice.
- Explain the Population Health perspective and the disparities in health care faced by various patient populations.
- Describe culturally competent approaches to patient care.

Goal #3: Graduate students will be knowledgeable of health care delivery

- Explain the formulation and implementation of health care policies, and their effects on patient care.
- Recognize the elements of the U.S. health care delivery system.

Goal #4: Graduate students will show leadership

- Describe the principles of ethical leadership, as well as formal leadership styles and models.
- Explain the importance of governance and professional advocacy.
- Recognize the value of quality management programs.
- Apply effective teambuilding practices.

Goal #5: Graduate students will know research methods and information literacy

- Recognize appropriate and trustworthy sources of information.
- Describe the types of research and process of research development.

Goal #6: Graduate students will be able to provide clinical coaching

- Explain various teaching strategies, and the role of the technologist as a facilitator of learning.
- List key elements of adult education. Apply workplace assessment and feedback techniques.

Misdemeanor or Felony Disclosures

In the event that an applicant has been convicted of a crime, licensure may be denied. This is determined by the Ethics Committee of the American Registry of Radiologic Technologists (ARRT).

An individual who has been involved in a criminal proceeding or who has been charged with or convicted of a crime, other than juvenile convictions, should file a pre-application with the ARRT prior to program admission or, if admitted, six (6) months before completing the program. This will determine their eligibility for certification and registration. A charge or conviction of, a plea of guilty to, or a plea of nolo contendere (no contest) to an offense which is classified as a misdemeanor or felony constitutes a conviction for ARRT purposes. This procedure may enable the individual who has been involved in a criminal proceeding or has a criminal conviction avoid any delays or possible ineligibility in processing an Application for Examination that is made at the time of graduation from an approved program. Information is available at <https://www.arrt.org/Ethics/>. Some convictions will permanently disqualify applicants from obtaining credentials.

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

General Information and Retention

Professional courses are arranged and must be completed in sequence. Progression toward and completion of the Bachelor Degree requires the attainment of a minimum grade of “C” (75%) in all professional RAD courses. Students will be placed on academic warning if they fail to obtain a “C” (75%) in the RAD and all RSC courses.

All attempted courses and earned grades at Charles R. Drew University College of Medicine and Science will appear on the students’ permanent academic record. When a course is repeated for a second time, the grade from the second attempt will be used to replace the original one in the overall GPA calculation.

The Radiologic Sciences Department will dismiss a student who is on “academic warning” if the student does not, or cannot, raise all RCS core coursework GPA to 2.5 (75%) in each course. A dismissal will prevent the student from further enrollment in the University.

With the eighty-four (84) units from their A.S. Degree, students must complete twenty-five (25) units of BSRS Professional Courses and A-F General Education courses as

listed above to add up to the one hundred and twenty (120) units that are required to complete the Bachelor of Science in Radiologic Sciences Program.

Professional Radiologic Science Course Curriculum

Semester	Course #	Course Title	Units
Fall	RAD 400	Cross Sectional Anatomy and Pathology	3
	RSC 400	Medicolegal Issues in Radiology	3
	RSC 402*	Quality Management in Imaging	3
	RSC 404*	Radiation Biology and Protection	3
Spring	RSC 410*	Medical Imaging Informatics	3
	RSC 412*	Global Health Radiology	3
	RCS 414	Research & Senior Capstone	4
	RSC 420*	Leadership in Radiology	3
Professional Education Course Unit Total			25

Professional courses taken at other institutions will not be accepted.

* Students who apply for the modality pathway track must first provide proof of certification as a Radiologic Technologists with the American Registry of Radiologic Technologists (ARRT) and California Registry of Technologists (CRT). For students opting to take the modality pathway track, the Principles of Computed Tomography, Magnetic Resonance Imaging, or Mammography, along with their respective Clinical Practicum, can substitute for any combination of 9 units from the following elective Professional courses: RSC 402, 404, 410, 412, and 420. Students that apply for the modality pathway will be given admission priority to the modality courses of their choice.

General Education and Program Curriculum

GE Category	Discipline	Unit Totals
A	English Language Community & Critical Thinking	9
B	Scientific Inquiry & Quantitative Reasoning	10
C	Arts & Humanities	9
D	Social Sciences	6
E	Diversity, Service, Community	3

	Health, & Professional Development	
F	Ethnic Studies & Interdisciplinary Approaches to Healthcare	3
General Education Courses Unit Total		41
Associate of Science Degree Program Unit Total		54
Rad Science Professional & Elective Unit Total		25
Bachelor of Science Program Unit Total		120

Community Service Requirement

Through service, students will develop an understanding of the needs of the community and experience the joy of making a difference in the lives of those in need. Students must complete a minimum of 25 hours of community service. Students are encouraged to discuss their options with their designated advisor.

Advising

The Radiologic Sciences Advisors assist students every semester in planning course schedules, evaluating previously completed general education courses, etc.

Remediation Policy

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

Students who are below 75% ("C") in any professional course are required to complete a remediation plan with the instructor. The remediation plan addresses the course material, tutoring, course objectives, assessment, and action plan.

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

Bachelor of Science, Biomedical Sciences

Department Chair: Jorge N. Artaza, PhD, MS

Location: W.M. Keck Building, Room 222

Telephone: (323) 563-4915

Program Manager: Keonna Simpson Avina, MPH

Location: W.M. Keck Building 221

Telephone: (323) 563-4820

Website:

<https://www.cdrewu.edu/academics/program/biomedical-sciences/>

The Bachelor of Science (BS) degree in Biomedical Sciences

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

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

The Mission

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

Program Objectives/Student Learning Outcomes

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

Graduates with a Bachelor of Science in Biomedical Sciences are able to:

Knowledge:

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

Skills:

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

Attitude:

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

Program Highlights

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

Doctoral and Master Level Instructors – Courses are taught by doctoral and master level faculty with extensive teaching experience who are experts in their fields.

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

Clinical Experience – Students will have the opportunity to shadow or obtain clinical experience depending on their track of choice.

Development of Strong Ethical, Social Justice and Leadership Qualities — In accordance with the University's mission, the Biomedical Sciences program fosters and develops strong ethical values in students through leadership training and service to the community. Preparation for Graduate and Professional School The Biomedical Sciences degree is designed to prepare students for post- graduate programs in the various health professions.

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

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

Students can take upper division courses and electives

based on their career of interest with tracks on Pre-Medicine, Pre-Nursing, Pre-Dentistry, Pre-Pharmacy, Pre-Physician

Matriculation Requirements

Upon admission all incoming students (freshman and transfers) must take a placement exam in Math, Biology, and Chemistry. If a student places in or enrolls directly in BMS 130, BMS 140, or MTH 150 which satisfy the Category B requirements of the General Education curriculum, it will be necessary for them to undertake further elective coursework, either at the lower or upper division level, to fulfill the requisite 120-unit threshold for degree completion. Students also have the option to select courses from other undergraduate academic programs to satisfy their elective unit requirements.

Requirements for the Major (120 units)

The Bachelor of Science degree in Biomedical Sciences requires:

- 40 units General Education
- 52 units required courses for the major
- 12 units of lower and/or upper division elective courses from within the BMS department
- 16 units of unrestricted elective courses offered by any undergraduate program
- All classes are to be taken for a letter grade

The lower division core curriculum provides a strong foundation in basic sciences, in addition to the unique CDU core themes to prepare our graduates to disseminate the CDU mission. The CDU advantage includes core courses on cultural diversity education, global comparative health disparities, under resourced community engagement, and sociopolitical dynamic of health embedded in the Biomedical Sciences curriculum.

The upper division curriculum can be tailored to individual career goals, such as pre-medicine, pre-nursing, pre-physician assistant, pre-pharmacy, pre-physical therapy and pre-dentistry.

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

Courses marked with ** are aligned to CDU advantage and the ILOS—

- Research Experience
- Global Experience
- Social Justice
- Community Engagement

Curriculum

General Education (review GE section for more info) 40 units		
Cat.	Discipline	Units
A	English Language Community & Critical Thinking	9
B	Scientific Inquiry & Quantitative Reasoning	10
C	Arts & Humanities	9
D	Social Sciences	6
E	CDU – Diversity, Service, Community Health, & Professional Development	3
F	Ethnic Studies & Interdisciplinary Approaches to Healthcare	3
Unit Total		40

Required Courses for the Major 52 units		
Course #	Course Title	Units
BMS 131L	General Biology w/ Lab II* B	4
BMS 141L	General Chemistry w/ Lab II * B	4
BMS 201	Social Justice and Leadership Seminar**	1
BMS 210L	Organic Chemistry w/ Lab	4
BMS 211L	Organic Chemistry w/ Lab II	4
MTH 150	Statistics for Research	3
MTH 130	Pre-Calculus*	3
BMS 365	Neuroscience and Behavior	3
BMS 303L	Biochemistry w/ Lab	4
BMS 310L	Anatomy and Physiology w/Lab	4
BMS 311L	Anatomy and Physiology w/Lab II	4
BMS 320L	General Microbiology w/ Lab	4
BMS 450	Ethics in Biomedicine	1
BMS 368L	Fundamentals of Biotechnology	4
BMS 498 or 499	Research Project**	1 or 2
ILR 101	Information Literacy	1
PSY 141	General Psychology	3

BMS Optional Elective Courses		
Course #	Course Title	Units
COM 113	Medical Terminology	3
BMS 299	Independent Study	1, 2
BMS 330	Histology and Histopathology	3
BMS 333	Cellular and Molecular Biology	3
BMS 400	Social Justice and Leadership Seminar II	1
BMS 401	Pharmacology	3
BMS 410	Human Genetics	3
BMS 425	Human Embryology	3
BMS 430	Human Parasitology	3
BMS 444	Clinical Immunology and Hematology	3
BMS 475	Evolutionary Medicine	3

FYS 101A	First Year Seminar A	1
FYS 101B	First Year Seminar B	1
FYS 101C	First Year Seminar C	1
MTH 230	Calculus I	3
NTR 220	Principles of Nutrition	3
PHY 250L	General Physics I w/ Lab *B (required pre-med)	4
PHY 251L	General Physics II w/ Lab (required pre-med)	4
BMS Elective	Approved by Department Chair	

Biomedical Sciences Elective Courses

13 units of pre-approved BMS electives are required. Consult with the BMS program for a list of courses offered each semester.

Research Requirement

Students will provide evidence of satisfactory research experience for at least one semester by successfully completing BMS 368L, BMS 498, or BMS 499.

Community Service Requirement

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

Policies

Probation Status

A student on probation will be required to repeat and successfully complete the courses the following year when the courses are offered. Probation will be lifted when the student successfully completes the repeated courses. A student on probation who fails another course will be administratively dropped from the program but will be given the option to re-apply to the program the following academic year.

Probation may be considered by the BSBMS program for the following reasons, but is not limited to:

- Obtain a GPA below 2.0 in two consecutive semesters.
- The student is in violation of the program, college, or university's behavioral or professional standards.
- Failure to comply with any BSBMS program policies or regulations.

The probation status will continue until the student is either in a good academic standing and/or has met the behavioral standards of the program. The student will be notified in writing of their probationary status. The minimum standard(s) required to remove this

probationary status will be stated in the notice of probation to the student.

Termination/Dismissal of the Program

A student may be terminated/dismissed from the BMS program if one or more of the following occurs:

- Record of excessive absences (three or more absences in one class) and / or tardiness
- Unsatisfactory removal of two "Incomplete" grades
- Demonstrates inappropriate or disrespectful conduct toward faculty, staff and/or student peers;
- Fails to demonstrate ethical conduct.

Petition for Reinstatement

Upon receipt of a termination notice, a student who believes there are extenuating circumstances that led to the noted deficiencies may submit a written request for reinstatement into the program. Requests must be made within ten (10) working days after receipt of the program's notice of termination. Once the program receives a reinstatement request, the following process will occur:

1. The student shall submit a written petition explaining the extenuating circumstances leading to the notice of termination;
2. The Program Director will constitute a Reinstatement Review Committee consisting of three (3) faculty. The Reinstatement Committee will meet within five (5) working days following receipt of the student's written petition;
3. The committee shall deliberate in private and transmit its recommendations to the Program Director within five (5) working days following the reinstatement meeting;
4. The program Director shall consider the Reinstatement Review Committee's recommendation and provide written notification to the student and the committee of their decision within three (3) working days of receipt of the committee's recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

Special Needs Learners

Students having special needs due to learning disabilities, language, or other factors that may affect achievement should make special needs known to the instructor during the first week of the course. For students with disabilities who choose not to notify the instructor of their situation in

a timely manner, no guarantee of satisfactory accommodations can be made. Substantiation of the learning disability is the student's responsibility.

Any student who has a disability that might prevent him/her from fully demonstrating their abilities should meet with the ADA advisor as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure your full participation in the successful completion of the program.

Bachelor of Science in Public Health - Urban Health Disparities

Department Chair: Bitu Amani, PhD, MPH

Program Director of BSPH: Priscilla Vásquez, PhD, MPH

Location: W.M. Keck Building, Room 224

Telephone: (323) 563-5890

Website:

<https://www.cdrewu.edu/academics/program/bachelor-of-science-in-public-health/>

Accreditation

The BSPH program is part of the Master of Public Health (MPH) program accredited unit by the Council on Education for Public Health (CEPH) through July 1, 2032.

Program Overview

Within the Department of Urban Public Health, the Bachelor of Science, Public Health (BSPH) with emphasis in Urban Health Disparities is nationally accredited by the Council on Education in Public Health (CEPH) through July 1, 2032, as part of the MPH program accredited unit. CEPH is the national accrediting body of all public health programs.

The BSPH program prepares undergraduate students for the public health workforce and for advanced further education in health profession disciplines such nursing, medicine and other health professional fields. Grounded in the understanding that structural and social inequalities impact health outcomes in historically disadvantage and under-resourced communities, the BSPH program aims to provide the next generation of scholars and practitioners a rich educational foundation that integrates theoretical, applied, and social justice knowledge.

The BSPH program offers a public health curriculum that integrates the foundational public health domains including public health core values, concepts and functions, population and human health, the social determinants of health, health systems, health policy, law, ethics and economics. Courses include evidence-based research methods, hands-on experience, health communication skills - all of which enhance our graduates'

ability to translate and apply the newly gained public health knowledge and skills to practice.

Upon completion of the degree, BSPH graduates will be equipped to address health disparities, health equity, and socio-environmental justice issues prevalent in urban under-resourced communities. BSPH graduates can pursue employment in local, state and national public health agencies and organizations, social and health service sectors, not-for profit community-based organizations (CBOs) and be highly prepared to pursue further health-related graduate education.

Vision

To advance social justice through public health education that addresses health disparities and promotes health equity among historically marginalized communities.

Mission

To provide a social justice-centered public health training with a focus on racially and ethnically diverse students to address health disparities and advance health equity in historically marginalized communities, including South Los Angeles.

Goals

1. Provide a social justice-centered public health education that focuses on structural competency and social determinants of urban health disparities.
2. Address urban health disparities and advance health equity through research.
3. Support the development of a community-engaged and social justice-centered public health workforce.

Diversity Goals

- A program environment that honors diversity, transparency, civility, honesty, collaboration, engagement, respect, and ethical practice.
- A program faculty, staff and student body that represents a rich diversity related to race, ethnicity, sexual orientation, gender, and culture.
- A health disparities focused curriculum that contributes to the training of a culturally competent and diverse public health workforce.

Diversity Statements

- Our program values varied cultures, races, ethnicities, ages, genders, classes, orientations, and abilities.
- We acknowledge differences and the sharing of the experiences, challenges, and contributions of those differences.

- Our diversity is built on tenets of respect, equity, support, inclusion, and representation.

fairness, respect, and professional and scholarly ethics.

Values

Through its pursuit of exemplary education, service and research, CDU's BSPH Program in Urban Health Disparities embraces and commits to the following values:

Social Justice and Health Equity

We believe that health, wellness, and a good quality of life are a fundamental right for all individuals irrespective of socioeconomic status, gender, sex, or racial/ethnic origin. Our curriculum focuses on and addresses the social, economic, environmental, and cultural contributors to health and disease inequities in underserved communities; it emphasizes public health prevention/intervention programs, issues of access to public health services, and advocacy for health equity policy to eliminate health disparities.

Respect for Cultural Diversity

We recognize and respect the differing beliefs, culture, and needs of all individuals and the communities in which they live. We strive to recruit a diverse student body and diverse faculty to enable an informed interactive discussion between students and faculty on the value and effects of various cultural beliefs, and how these may impact the health and wellbeing of culturally diverse communities. Diverse values, belief systems, and cultural influences are embedded in our teaching, research, and community service.

Community Responsibility and Service

We value enhancing the curriculum through active partnership between the community, students, and faculty in identifying urban public health issues pertinent to the community and its needs. Our students are trained to assess, analyze, and offer solutions to the community's health issues in response to its needs, for the promotion of ethical public health practices in underserved communities.

Excellence, Professionalism, Leadership, and Integrity

We strive for the highest standard of performance by continually monitoring, assessing, and evaluating the program's goals, outcomes/objectives, public health competencies, and their assessment tools. Our faculty and students act ethically by commitment to standards such as leadership, personal integrity, collegiality, and excellence in teaching, scholarship, community service, and practice. Our faculty, staff, and students are compassionate, supportive, and devoted to furthering these standards. Our faculty adheres to the highest standards of honesty,

BSPH Program Student Learning Outcomes (PSLOs)

Upon degree completion, CDU's BSPH graduates will have the knowledge and skills to address the eleven (11) Bachelor of Public Health domains required by the Council on Education in Public Health (CEPH), the national accrediting body of all public health programs, through the following BSPH Program Student Learning Outcomes (PSLOs).

CEPH PH Bachelor's Domains	CDU BSPH PSLOs
1. Math/Quantitative Reasoning: Identify and apply the concepts and applications of basic statistics	1. Apply the concepts and applications of basic statistics for PH research.
2. Science: Address the foundations of biological and life sciences	2. Explain the physiological basis of lifestyle diseases.
3. Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.	3. Explain the history, philosophy, values, concepts and functions of public health across the globe and in society.
4. Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.	4. Discuss why evidence-based approaches of public health research methods are essential to address and assess the health status and quality of life of local, national and global urban communities.
5. Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.	5. Identify and discuss major public health challenges for local, national, and global urban populations.
6. Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.	6. Describe the underlying science of human health and disease prevention methods to promote the health of diverse communities across the life course.
7. Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.	7. Explain the multi-dimensional determinants of health and how they impact human health and health disparities
8. Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.	8. Apply basic principles of public health program planning, implementation, assessment and evaluation.
9. Overview of the Health System: Address the fundamental characteristics and organizational structures of the US health system as well as to the differences in systems in other countries.	9. Compare the fundamental characteristics and organizational structures of the US health system with those in other countries.
10. Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.	10. Describe the multiple dimensions of the US policymaking process, their impact on community health, including the roles of leadership, ethics and evidence.
11. Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.	11. Communicate audience appropriate public health content, research and practice using cultural humility approaches in writing, oral presentation and use of social media.

BSPH Program Urban Public Health Disparities

Competencies In addition to the above eleven CEPH domain, CDU BSPH graduates will have the knowledge and

1. Analyze the complex relationship between anti-racism movements, social justice, and determinants of health.
2. Identify health equity and social justice challenges across diverse underserved local, national, and global urban communities.
3. Explain the importance of practicing ethical and

skills to apply the following urban health disparities competencies:

- effective community engagement among diverse underserved local, national, and global urban populations.
4. Propose public health projects that address urban health disparities using a culturally appropriate social justice and community-led approach.

Requirements for the Major (120 units)

The BSPH major degree is a 120 credit-hour undergraduate degree program that can be completed in nine semesters (including summers). The BSPH degree requirements is comprised of:

- 45 units of required/core BSPH courses
- 40 units of GE categories courses
- 35 units of electives
- 150 hours of internship/field work experience
- 100 hours of community service

Required additional GE courses for Graduation

These General Education (GE) courses are required for graduation. Transfer equivalents are accepted.

GE Course Number	Course Title	Units	GE Requirement Fulfilled
BMS 100, BMS 130 w/Lab, or BMS 310 w/Lab	Human Biology, General Biology I/Lab, or Anatomy and Physiology I with Lab	3	B2 (3 units required for category)
POL 141 or HIS 141	United States Government or United States History	3	D (6 total units required for category)
MTH 150	Statistics for Research	3	Category B3

BSPH Curriculum

Successful completion of the BSPH major requires a minimum grade of “C” for all BSPH required courses, GE courses, and electives courses.

BSPH Required Courses	Units
BSPH 101 Introduction to Public Health	3
BSPH 202 Health Disparities, Equity and Social Justice	3
BSPH 203 Community Health Education & Communication	3
BSPH 301 Introduction to Epidemiology	3
BSPH 302 Theoretical Principles of Health Behavior	3
BSPH 303 Comparative Health Systems	3
BSPH 304 Introduction to Environmental Health	3
BSPH 306 Research Methods in Public Health	3
BSPH 307A Domestic & Global Public Health Internship I	3
BSPH 307B Domestic & Global Public Health Internship II (150 hours) †	3
BSPH 310 Physiological and Lifestyle Basis of Diseases ‡	3
BSPH 400 Program Planning, Proposal and Evaluation	3
BSPH 401 Health Policy, Leadership and Ethics	3
BSPH 403 Foundations of Global Health	3
BSPH 410 Public Health Capstone	3
Total Required BSPH Courses	45

† Students are required to complete 150 hours in a domestic or global internship site, such as a local or international government health agencies, non-profit community-based organization, and/or faith-based organizations. BSPH students will apply the knowledge and skills gained in the public health courses to real world situations. BSPH students will first complete BSPH 307A Domestic & Global Public Health Internship I during the Spring semester and then BSPH 307B Domestic & Global Public Health Internship II during the Summer semester.

BSPH 307A and BSPH 307B Report in Progress (RP) Policy

Students enrolled in BSPH 307A: Domestic and Global Public Health Internship I and BSPH 307B: Domestic and Global Public Health Internship II who are completing their internship requirements, community-based projects, and/or final course assignments may take up to one year (3 consecutive semesters) from their first registration in the internship course sequence to complete and submit all required work to the faculty instructor or mentor.

Students must maintain continuous university enrollment while completing their coursework by registering for additional coursework or by enrolling in a one-unit University Studies (UNVS) course if all other degree requirements have been completed.

The purpose of this policy is to support continuous enrollment and to provide students with additional time to complete the internship requirements for BSPH 307A and BSPH 307B.

General Education Prerequisite Courses for the BSPH Degree

Certain general education requirements are strongly recommended or required by the department due to the prerequisite of core program courses.

Electives and Transfer Units

BSPH students pursuing careers in medicine, nursing, physician assistant, or other graduate health profession degrees, can take prerequisites courses for their desired career goals as electives.

Community Service Requirement

CDU requires that all CDU undergraduate students pursuing a bachelor’s degree complete 100 hours of community service. Through community service, students develop an understanding of the needs of the community and experience the joy of making a difference in the lives of those in need. Students are encouraged to discuss their community service options with their designated advisor and complete the community service verification form available from the program.

Public Health Student Association (PHSA)

Students can bring their concerns to the PHSA officers, and as members of the DUPH Committees, PHSA officers can communicate students’ concerns directly to the DUPH Committee members (comprised of BSPH Director, DUPH faculty, staff, and the Department Chair), where solutions are developed to address and resolve the students’ concerns.

Academic and Career Student Advising

CDU academic and career advising is a university service provided to all students who need assistance selecting and

scheduling classes and/or seeking tutorial support and guidance in making certain they meet all graduation requirements, and their career goals, in a timely manner.

Incoming BSPH transfer students with more than 40 semester units, are assigned to a BSPH faculty advisor as soon as their intent to register form is received. The student and faculty advisor jointly arrange meeting hours, either by scheduled appointments or on a drop-in basis during the faculty advisor's office hours.

Bachelor of Science Minor in Public Health - Urban Health Disparities

Department Chair: Bitu Amani, PhD, MPH

Program Director of BSPH: Priscilla Vásquez, PhD, MPH

Location: W.M. Keck Building, Room 224

Telephone: (323) 563-5890

Website:

<https://www.cdrewu.edu/academics/program/bachelor-of-science-in-public-health/>

The Minor in Public Health provides undergraduate students with foundational and applied knowledge in public health, health equity, epidemiology, environmental health, health behavior, and health policy. The minor is designed for students interested in understanding and addressing the social, environmental, and structural factors that influence population health and health disparities.

Prerequisite Courses

Students must complete the following courses prior to declaring the minor. A minimum grade of C is required in each course.

Course, GE Category, Units

BSPH 101 – Introduction to Public Health, Category F, 3

BSPH 202 – Health Disparities, Equity, and Social Justice, Category E, 3

These courses also satisfy General Education Category E and Category F requirements for undergraduate degree programs.

Required Courses

Students must successfully complete all six (6) of the following upper-division courses:

Course, Title, Units

BSPH 203, Community Health Education and Communication, 3

BSPH 301, Introduction to Epidemiology, 3

BSPH 302, Theoretical Principles of Health Behavior, 3

BSPH 304, Introduction to Environmental Health, 3

BSPH 306, Research Methods, 3

BSPH 401, Health Policy, Leadership, and Ethics*, 3

*Prerequisite: POL 141 – United States Government or HIS 141 – United States History.

Total Minor Units Required: 18

Additional Requirements

Students must earn a minimum grade of C in all courses applied toward the minor.

All minor coursework must be completed at CDU.

Courses used to satisfy major requirements may not be used to satisfy minor requirements.

The minor will be recorded on the student's academic transcript upon successful completion of all requirements.

Bachelor of Science, Psychology

Program Director: Noé Rubén Chávez, PhD, Department of Social Sciences and Humanities

Location: W.M. Keck Building, Room 202

Telephone: (323) 357-3454

Housed within the Department of Social Sciences and Humanities, the Bachelor of Science in Psychology with an emphasis in Community. The program provides a curriculum to prepare undergraduate students for a workforce role as a counselor, case manager, research assistant, or mental health advocate in diverse community settings. The program emphasis is on mental and behavioral health of diverse populations and under-resourced communities. The program also prepares students for graduate education in psychology, counseling, public health, social work, law, and can meet the prerequisite for Entry Level Masters in Nursing and Physician Assistant programs utilizing elective credits.

- Graduates of the program will be prepared for counseling, research, case management, and advocacy jobs at the BS degree level in community agencies.

BS in Psychology with an emphasis in Community Counseling PSLO's

Knowledge

1. Acquire knowledge of psychological concepts, theories and methods.
2. Describe psychological and mental health disorders and the methods applied for prevention and treatment.
3. Explain the impact of biopsychosocial issues on the mental health of vulnerable populations.

Skills

1. Translate psychological theories, models and methods to the practice of community counseling interventions.
2. Apply interpersonal communication skills in a psychological context using culturally sensitive interventions.
3. Demonstrate competence in psychological writing for case management.

Attitudes

1. Demonstrate understanding of culturally sensitive

- interventions with diverse clinical populations.
- Demonstrate compliance of legal and ethical principles in psychology.
 - Demonstrate understanding of professional attitudes for self-reflection as related to the role of psychological counselor.

Requirements for the Major (120 units)

The Bachelor of Science in Psychology degree is a 120 credit-hour undergraduate degree program that can be completed in eight semesters. The BSPH degree requirements are comprised of:

- General Education 40 units
- BSPSY Core PSY courses 48 units
- BSPSY Psychology electives 12 units
- BSPSY unrestricted elective requirements 20 units
- Total 120 units (60 units transferrable)
- In addition, 100 hours of community service-learning hours are required for graduation.

Note: A course that fulfills one or more requirements in general education, elective or major can only satisfy one requirement/count once for units and requirement fulfillment.

Psychology GE Requirements & Recommendations

Cat.	SubCat.	Department Recommended Course(s) /Comments
A	A1	ENG 111 or equivalent
	A2	COM 111 or equivalent
	A3	ENG 112 or equivalent
B	B1	Recommend - CHM 100
	B2	Recommend - BSPH 310
	B3	Recommend - MTH 150
C	C1	ART 131 or equivalent
	C2	Recommend - COM 231
	C3	ART 131, COM 131, COM 231, HUM 231, HUM 232, HUM 233, HUM 330, HUM 335
D	D (all)	Recommend - POL 141
		PSY 141 is not applicable to GE for BSPSY
		PSY 350 is not applicable to GE for BSPSY
		PSY 351 is not applicable to GE for BSPSY
		PSY 415 is not applicable to GE for BSPSY
		PSY 425 is not applicable to GE for BSPSY
		Recommend - SOC 141
E	E (all)	Recommend - BSPH 202 or 203
		PSY 310 is not applicable to GE for BSPSY
		PSY 460 is not applicable to GE for BSPSY
F	F (all)	Recommend - BSPH 402, COM 315 or ENG 314
		PSY 180 is not applicable to GE for BSPSY
		PSY 350 is not applicable to GE for BSPSY
		PSY 351 is not applicable to GE for BSPSY
		PSY 415 is not applicable to GE for BSPSY
		PSY 425 is not applicable to GE for BSPSY
		PSY 460 is not applicable to GE for BSPSY

Psychology Core Courses

Course No.	Course Title	Units
PSY 141	General Psychology	3

PSY 180	Psychology of Addiction	3
PSY 190	Cultural Psychology	3
PSY 200	Physiology & Pharmacology	3
PSY 210	Counseling Theories: Individuals, Families & Groups	3
PSY 211	Counseling Techniques: Individuals, Families & Groups	3
PSY 212	Counseling Specialties: Individuals, Families & Groups	3
PSY 300	Law & Ethics	3
PSY 310	Personal & Professional Development	3
PSY 350	Psychopathology	3
PSY 351	Human Development	3
PSY 400	Case Management, Assessment & Intervention	3
PSY 415	Human Sexuality	3
PSY 425	Health Psychology	3
PSY 460	Community Psychology	3
PSY 475	Senior Capstone: Diversity and Disparity – Counseling Special Populations	3

Unrestricted Elective Courses

Course No.	Course Title	Units
BSPH 202	Health Disparities, Equity, and Social Justice	3
BSPH 203	Community Health Education & Communication	3
BSPH 306	Research Methods in Public Health	3
BSPH 400	Program Planning, Proposal, and Evaluation	3
BSPH 401	Health Policy, Leadership, and Ethics	3
BSPH 403	Foundations of Global Health	3
COM 113	Medical Terminology	3
ENG 314	Writing for Healthcare Professionals	3
PSY 250	Adverse Childhood Experiences, Trauma, and Resilience	3
PSY 410	Participatory Action Research *Can be applied as BSPSY Psychology Elective or Unrestricted Elective	3
Pre Med, Pre NURS, Pre PA prerequisites	PHY250-251 General Physics I w/Lab 4, BMS130-131 General Biology w/Lab 4, BMS140-141 General Chemistry w/Lab 4, BMS210-211 Organic Chemistry w/Lab 4, BMS303 BioChemistry w/Lab 4, BMS310-311 Anatomy & Physiology w/Lab 4, BMS320 General Microbiology w/Lab 4, BMS365 Neuroscience and Behaviors 3	Varied

Psychology Elective Courses

12 units of pre-approved Psychology electives are required.

PSY 240 Clinical Care and Activism with LGBTQ+ Communities (3 Units)

PSY 250 Adverse Childhood Experiences, Trauma, and Resilience (3 Units)

PSY 260 Immigrant Health & Justice in Community Psychology (3 Units)

PSY 410 Participatory Action Research (3 Units)

PSY 450 Trauma Informed Community Externship (3 Units)

Consult with the Psychology program for additional approved Psychology elective courses.

Community Service Requirement

CDU requires that all CDU undergraduate students pursuing a bachelor's degree complete 100 hours of community service. Through community service, students develop an understanding of the needs of the community and experience the joy of making a difference in the lives of those in need. Students are encouraged to discuss their community service options with their designated advisor and complete the community service verification form available from the program.

Master of Public Health in Urban Health Disparities

Program Director: Bitu Amani, PhD, MHS

Location: W.M. Keck Building, Room 226

Telephone: (323) 563-5890

Website:

<https://www.cdrewu.edu/academics/program/master-of-public-health-mph-in-urban-health-disparities/>

Accreditation

The MPH program in Urban Health Disparities is nationally accredited by the Council on Education for Public Health (CEPH) through July 1, 2032.

Program Overview

Within the Department of Urban Public Health, the MPH in Urban Health Disparities program continues the University's tradition of addressing the health and education needs of underserved populations in South Los Angeles. Cultivating highly competent and committed professionals, CDU's MPH program creates an academically rigorous environment uniquely focused on the urban socio-environmental determinants of health. The program offers intimate evening classes, conducive for working adults and provides opportunities for students to work with CDU faculty and community-based organizations, participate in community-based research, acquire new hands-on skills, and implement innovative public health solutions. Learning in South Los Angeles, students are exposed to public health within a health disparities framework and join a historic institution that has both geographically and demographically linked itself with underserved communities of color.

CDU's MPH program is a cohort-based five-semester (including summer) scaffolded sequenced curriculum of 45 competency-based semester units. The program currently accepts full-time students for Fall semester matriculation

only MPH students must continue to be fulltime graduate students each semester, i.e., MPH students must register for at least three 3-unit MPH courses each semester (9 graduate units), as scheduled in the MPH curriculum, to remain in the program and complete the MPH degree. MPH classes are offered once a year and are held in the evenings from 6-9 pm, three days a week.

Program Vision

To advance social justice through public health education that addresses health disparities and promotes health equity among historically marginalized communities.

Program Mission

To provide a social justice-centered public health training with a focus on racially and ethnically diverse students to address health disparities and advance health equity in historically marginalized communities, including South Los Angeles.

Program Goals

- Provide a social justice-centered public health education that focuses on structural competency and social determinants of urban health disparities.
- Address urban health disparities and advance health equity through research.
- Support the development of a community-engaged and social justice-centered public health workforce.

Program Values

Through its pursuit of exemplary education, service and research, the CDU MPH accredited unit embraces and commits to the following values:

Diversity Statements

- Our program values varied cultures, races, ethnicities, ages, genders, classes, orientation, and abilities.
- We acknowledge differences and the sharing of the experiences, challenges, and contributions of those differences.
- Our diversity is built on tenets of respect, equity, support, inclusion, and representation.

Diversity Goals

1. A program environment that honors diversity, transparency, civility, honesty, collaboration, engagement, respect and ethical practice.
2. A program faculty, staff and student body that represents a rich diversity related to race, ethnicity, sexual orientation, gender and culture.
3. A health disparities focused curriculum that

contributes to the training of a culturally competent and diverse public health workforce.

Career Opportunities

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

Student Learning Outcomes (PSLOs)/Competencies

The Council on Education in Public Health (CEPH) requires all CEPH accredited programs to assure that each MPH graduate attains and demonstrates each of the following fundamental Public Health (PH) Knowledge Learning Outcomes (LOs) and Foundational PH Competencies:

Fundamental PH Knowledge LOs

1. Profession and Science of Public Health
2. Factors Related to Human Health

Foundational PH Competencies

Evidence-based Approaches to Public Health:

1. Public Health and Healthcare Systems Skills
2. Planning and Management to Promote Health
3. Policy in Public Health
4. Leadership
5. Communication
6. Interprofessional Practice
7. Systems Thinking

Urban Health Disparities Competencies

In addition to the above fundamental PH learning outcomes and the foundational PH Competencies, CDU MPH graduates will have the knowledge and skills to:

1. Analyze the complex relationship between anti-racism movements, social justice, and determinants of health.
2. Discuss the historical formations and uses of race and culture in health sciences research, policy and practice as it applies to structural racism.
3. Practice ethical and effective community engagement approaches with historically marginalized urban communities.
4. Assess public health programs/projects or policies that address urban health disparities for their impact on social justice.
5. Develop a theory-based culturally-responsive behavioral change program that addresses urban health disparities using a community-led approach

to improve the health of historically marginalized urban communities.

Graduation Requirement

A cumulative GPA of 3.0 or better upon graduation, which requires the successful completion of all MPH courses with a grade of 80% (B-) or better.

MPH students may only repeat an MPH course in which a grade of less than "B-" was earned. If a student repeats a course, both attempts will appear on the transcript and the grade from the second attempt will be used in the cumulative GPA calculations.

Curriculum

Students are required to complete at least 15 3-unit MPH courses, 14 are required MPH courses and one is an elective MPH course.

Required MPH Courses		
Course #	Course Title	Units
MPH 502	Racial and Ethnic Disparities in Health	3
MPH 511	Principles of Epidemiology	3
MPH 512	Principles of Biostatistics	3
MPH 513	Program Planning and Evaluation	3
MPH 521	Environmental Determinants of Health	3
MPH 522	Social and Behavioral Theories in Public Health	3
MPH 523	Health Policy and Management	3
MPH 524	Community Engagement in Public Health	3
MPH 526	Health Communication and Data Visualization	3
MPH 527	Race, Cultural Competency and Health	3
MPH 581	Research Methods	3
MPH 585	Global Health Disparities	3
MPH 590	Applied Practice Experience (APE)	3
MPH 595	Integrative Learning Experience (ILE)	3
Elective MPH Courses: Select at least one 3-unit course		
Course #	Course Title	Units
MPH 530	Conversations on Health and Politics	3
MPH 540	Foundations of Maternal and Child Health (MCH)	3
MPH 582	Public Health Thesis	3
MPH 583	Grant Proposal	3
MPH 584	Global Health Studies- The Cuban Health System Model	3
MPH 599	Independent PH Research	3

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

MBS-MPH Sequential Curriculum, Accelerated Pathway

CDU MS-MBS Students who have been accepted into the MBS-MPH Accelerated pathway are completing a sequential curriculum. The MPH courses and units required for this accelerated sequential degree are indicated in the table below. :

MPH Courses for MBS Graduates			Units
Fall	MPH 511	Principles of Epidemiology	3
	MPH 521	Environmental Determinants of Health	3

	MPH 526	Health Communication and Data Visualization (Mondays)	3
	MPH 527	Race, Cultural Competency and Health	3
Spring	MPH 512	Principles of Biostatistics	3
	MPH 522	Social and Behavioral Theories in PH	3
	MPH 523	Health Policy and Management	3
Summer	MPH 513	Program Planning and Evaluation (Mondays)	3
	MPH 524	Community Engagement in PH	3
	MPH 590	Applied Practice Experience (APE)	3
	MPH 595	Integrative Learning Experience (ILE)	3
MPH Units			33
Total Units for MPH Degree Completion			45

Time to Degree

The maximum time to degree completion is 10 semesters/4 academic calendar years; students who do not complete the MPH degree within this time frame will be administratively dropped from the program.

MPH Program Academic Standards and Policies

CDU's MPH program is a five-semester cohort-based program of required courses, currently accepting only full-time students for fall semester matriculation. MPH classes are offered only once a year and are held in the evenings from 6 - 9 pm, three days a week. Accordingly, a student who fails to successfully complete an MPH course, i.e., passing the course with a letter grade of "B-" (80%) or better, will have to repeat and re-register for the course in the following year when the course is offered again, and will not be able to register for the second year course being offered on the same evening, thus delaying the student's graduation date.

Students registering for MPH 582 PH Thesis, MPH 590 Applied Practice Experience (APE), or MPH 595 Integrative Learning Experience (ILE), will receive a grade of Report in Progress (RP) if they fail to complete the course requirements by the end of the semester in which they first enrolled. For MPH 590 APE, a grade of RP will remain in effect for a maximum time of three (3) consecutive semesters from the first time of enrollment in the course. The RP grade is not included in calculation of grade point average (GPA). If a student fails to complete the APE course requirements by the end of the third semester from the first time of enrollment in the course, the RP grade will convert to an NC and the student will have to re-register and pay tuition for the same APE course the next time it is offered.

Students working on their ILE culminating project, capstone, or thesis may take up to 1 year to complete the work after the end of the formal course in the program. However, to be counted as enrolled students, students must maintain enrollment by registering for other courses

or by registering for a one unit flat fee of University Studies (UNVS). The purpose of this policy is to allow for continuous enrollment of all graduate and undergraduate students for completion of the culminating experience, capstone and/or thesis.

If a student fails to successfully complete two MPH courses within an academic year, they will be put on probation. A student on probation will be required to repeat and successfully complete the courses the following year when the courses are offered again, and accordingly, will not be able to register for the second year courses being offered on the same evening, thus delaying the student's graduation date. Probation will be lifted when the student successfully completes the repeated courses. A student on probation who fails another MPH course will be administratively dropped from the program but will be given the option to re-apply to the program the following academic year.

Probation may be considered by the MPH program for the following reasons, but is not limited to:

- Failure to successfully complete two MPH courses with a letter grade of "B-" (80%).
- Record of excessive absences (three or more absences in one class) and/or tardiness.
- Unsatisfactory removal of two "Incomplete" grades.
- The student is in violation of the program, college or university's behavioral or professional standards.
- The student fails to meet the MPH programs "Ethical Guidelines" (see Appendix A in the MPH student handbook).
- Failure to comply with any MPH program policies or regulations.

The MPH program probation is determined to be continuous until the MPH student is either in a good academic standing and/or has met the behavioral standards of the program. The student will be notified in writing of their probationary status. The minimum standard(s) required to remove this probationary status will be stated in the notice of probation to the student.

Grading Policy

1. The cut-off passing grade for all letter graded MPH courses remains at 80% (B-).
2. Students who do not successfully complete an MPH course (i.e., overall grade is less than 80%), will have to repeat the course the next time it is offered.

Termination from the MPH Program

MPH faculty have the responsibility to prepare students to function as competent and ethical public health professionals. In this regard, the MPH faculty also have the obligation to terminate a student from the program at any time prior to completion of their program when the student fails to maintain minimum expected quality academic and professional standards in the classroom or in the field applied practice experience.

Upon review by the MPH faculty, a student may be terminated from the MPH program if one or more of the following occurs:

- Failure to successfully complete two MPH courses with a letter grade of “B-” (80%);
- Earns below the minimum 3.0 cumulative grade point average (GPA) at the end of two consecutive grading periods;
- Demonstrates inappropriate or disrespectful conduct toward faculty, staff and/or student peers; or
- Fails to demonstrate ethical conduct.

Any MPH faculty member may request an MPH faculty committee review of a student at any other time if circumstances warrant such a review. The request for special review must be in writing to the Department Chair. The Department Chair must approve the request before the review is scheduled. The MPH faculty review committee will consist of a minimum of three MPH or COSH faculty members and is subject to approval by the Department Chair.

Students will be notified, in writing, of termination following an MPH/COSH faculty vote to dismiss.

Time to Completion Policy for APE, PH Thesis, and ILE Courses

Students working on their APE, PH Thesis, and/or ILE papers may take up to 1 year (that is, 3 semesters) to complete and submit their final work to the faculty mentor. However, students must maintain university enrollment during the completion of their course work by registering for other courses or by registering for a one-unit flat fee University Studies (UNVS), if all other required courses have been completed.

Petition for Reinstatement

Upon receipt of a termination notice, a student who believes there are extenuating circumstances that led to the noted deficiencies may submit a written request for reinstatement into the program. Requests must be made within ten (10) working days after receipt of the program’s notice of termination. Once the program receives a

reinstatement request, the following process will occur:

1. The student shall submit a written petition explaining the extenuating circumstances leading to the notice of termination;
2. The Department Chair will constitute a Reinstatement Review Committee consisting of three (3) MPH faculty. The Reinstatement Committee will meet within five (5) working days following receipt of the student’s written petition;
3. The committee shall deliberate in private and transmit its recommendations to the Department Chair within five (5) working days following the reinstatement meeting;
4. The Department Chair shall consider the Reinstatement Review Committee’s recommendation and provide written notification to the student and the committee of their decision within three (3) working days of receipt of the committee’s recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

MPH Student Advising

Each matriculating MPH student will be assigned to an MPH faculty academic and career advisor for the duration of their tenure in the MPH Program. Two weeks after the start of the first fall semester, at the end of the add/drop period, newly matriculating students will receive an email from the DUPH Chair/MPH Director with the name of their faculty advisor, contact information and office hours. Students are encouraged to make initial contact with their academic faculty advisor to discuss the student’s career goals and needs.

One-Year Master of Public Health (MPH)

The One-Year Master of Public Health (MPH) is a full-time, cohort-based program designed for students seeking to complete the MPH degree in 12 months. The program consists of three consecutive semesters (Fall, Spring, and Summer) and requires completion of 45 graduate units.

The One-Year curriculum provides students with the knowledge and skills necessary to address public health challenges through evidence-based practice, community engagement, health policy, epidemiology, biostatistics, and health equity. Students also complete an Applied Practice Experience (APE) and an Integrated Learning Experience (ILE). The One-Year MPH pathway was initially developed to support healthcare professionals and clinical

research scholars participating in the Clinical Research Education and Career Development (CRECD) Program. However, the pathway may also be available to other qualified applicants seeking an intensive, year-round course of study that leads to expedited degree completion.

Program Curriculum

Fall Semester (18 Units)

- MPH 521 – Environmental Determinants of Health
- MPH 511 – Principles of Epidemiology
- MPH 527 – Race, Cultural Competency and Health
- MPH 526 – Health Communication & Data Visualization
- MPH 512 – Principles of Biostatistics
- MPH 522 – Social and Behavioral Theories in Public Health

Spring Semester (15 Units)

- MPH Elective Course
- MPH 513 – Program Planning and Evaluation
- MPH 523 – Health Policy and Management
- MPH 585 – Global Health Disparities
- MPH 581 – Research Methods

Summer Semester (12 Units)

- MPH 502 – Racial & Ethnic Disparities in Health
- MPH 524 – Community Engagement in Public Health
- MPH 590 – Applied Practice Experience (APE)
- MPH 595 – Integrated Learning Experience (ILE)

Total Units Required

45 graduate units

Degree Requirements

Students enrolled in the One-Year MPH pathway must satisfy all degree requirements for the Master of Public Health (MPH) in Urban Health Disparities, including successful completion of 45 graduate units, all required coursework, the Applied Practice Experience (MPH 590), and the Integrated Learning Experience (MPH 595). Students must maintain a minimum cumulative GPA of 3.0 and comply with all university and program academic policies.

Lactation Education Pathway 2 (LEP 2) Program

Department Chair: Bitu Amani PhD, MHS

Program Director: Bitu Amani, PhD, MHS

Location: W.M. Keck Building, Room 226

Telephone: (323) 563-5890

Website:

<https://www.cdrewu.edu/academics/program/lactation-education-pathway-2-lep2-certificate/>

Accreditation:

The Lactation Consultant Certificate (LEP2) program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), effective January 16, 2026, with the next evaluation scheduled for 2031.

Program Overview

Within the Department of Urban Public Health, the LEP2 program is a graduate certificate program that prepares students for eligibility to sit for the International Board-Certified Lactation Consultant (IBCLC) examination administered by the International Board of Lactation Consultant Examiners (IBLCE).

The IBCLC credential may be obtained through multiple eligibility pathways established by IBLCE, and this program is a Pathway 2 program. The Pathway 2 option is designed for students enrolled in an academic program that provides a structured curriculum in lactation and supervised clinical training. The LEP2 program at CDU provides at least 95 hours of lactation-specific didactic education and at least 301 hours of supervised clinical lactation practice, meeting the educational and clinical requirements for IBCLC Pathway 2 eligibility.

Program Vision

We envision a future where equitable breastfeeding support transforms maternal and child health outcomes, particularly for underserved and historically marginalized communities. Through systemic change, culturally competent education, and community-centered care, families and health professionals are empowered to overcome barriers, fostering a healthier, more equitable generation.

Program Mission

Our mission is to advance health equity and improve maternal and child health outcomes through culturally responsive lactation education and training. We empower diverse and compassionate lactation professionals dedicated to serving historically marginalized communities. By fostering collaboration, advocacy, and innovation, we strive to dismantle systemic barriers to breastfeeding support and create a sustainable workforce equipped to promote inclusive and equitable infant feeding journeys.

Program Values

Through its pursuit of exemplary education, service and research, the CDU Accredited Pathway Program 2 embraces and commits to the following values:

- Health Equity: Commitment to addressing disparities in breastfeeding rates and maternal-child health outcomes by prioritizing underserved and

underrepresented communities. Cultural Competence and Humility: Provide education and training that respects and integrates the diverse cultural values, experiences, and needs of the populations we serve.

- **Community-Centered Care:** Focus on supporting historically underserved populations including but not limited to African American, Latinx, Indigenous, LGBTQIA+, low income housing-unstable, and teenage populations through inclusive and accessible programs.
- **Empowerment:** Equip students and families with the skills and knowledge to advocate for improved infant feeding journeys and maternal-child health outcomes. **Collaboration:** Build strategic partnerships with communities, organizations, and stakeholders to amplify impact and advance health equity.
- **Excellence in Education:** Deliver high-quality training aligned with the LEP2 framework, preparing
- professionals to provide compassionate and evidence-based lactation care.
- **Innovation:** Develop and implement creative solutions to overcome structural and systemic barriers to breastfeeding support.

Program Goals

As an accredited Pathway 2 Lactation Consultant training program, the goal is:

1. To prepare competent entry-level lactation consultants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.”
2. To fill critical workforce gaps by training culturally competent International Board-Certified Lactation Consultants (IBCLCs)

Diversity Statements

1. Our program values varied cultures, races, ethnicities, ages, genders, classes, orientations and abilities.
2. We acknowledge differences and the sharing of the experiences, challenges, and contributions of those differences.
3. Our diversity is built on tenets of respect, equity, support, inclusion, and representation.

Diversity Goals

1. A program environment that honors diversity, transparency, civility, honesty, collaboration, engagement, respect, and ethical practice.
2. A program faculty, staff and student body that represents a rich diversity related to race, ethnicity, sexual orientation, gender, and culture.
3. A health disparities focused curriculum that contributes to the training of a culturally competent and diverse public health workforce.

LEP2 Student Learning Competencies

Upon certificate program completion, LEP2 graduates will attain the following competencies that have been established by the Lactation Education Accreditation and Approval Review Committee (LEAARC). There are 12 categories of competencies in addition to General Education (GE). GE is obtained through required coursework that is completed prior to enrollment within the LEP2 program. Competencies A-L are achieved through didactic and clinical requirements while enrolled.

- General Education (GE)
- Communication and Counseling (A)
- Documentation and Communication (B)
- History Taking and Assessment (C)
- Prenatal and Perinatal Breastfeeding Support (D)
- Extended Breastfeeding Support (E)
- Problem Solving (F)
- Infant/Child Breastfeeding Challenges (G)
- Maternal Breastfeeding Challenges (H)
- Public Health (I)
- Research, Legislation and Policy (J)
- Professional Responsibilities and Practice (K)
- Leadership and Teaching (L)

Pre-Requisites

IBLCE requires accredited programs to ensure applicants have completed specific college-level prerequisite coursework and demonstrated knowledge in additional topic areas. The required college-level courses must be completed prior to starting the program in the fall semester.

Additional topic areas must also be completed before the first day of fall semester classes. To assist students in meeting these requirements, the program will offer a mandatory workshop prior to the start of the fall semester covering all required topic areas except Basic Life Support (BLS). Students are responsible for completing the BLS requirement independently before the first day of fall semester classes.

Required College-Level Courses Applicants must complete college-level coursework in the following areas: 1) Biology, 2) Introduction to Clinical Research, 3) Human Anatomy, 4) Human Physiology, 5) Infant and Child Growth and Development, 6) Basic Nutrition, 7) Psychology or Counseling Skills, and 8) Sociology, Cultural Sensitivity or Cultural Anthropology.

Additional Topic Areas: IBCLE also requires that students have knowledge in the following 6 areas listed below.

1. Basic Life Support (BLS)*
2. Medical Documentation**
3. Medical Terminology**

4. Occupational Safety and Security for Health Professionals**
5. Professional Ethics for Health Professionals**
6. Universal Safety Precautions and Infection Control**

*To meet the BLS requirement, students are required to complete this on their own through the American Heart Association; the program will only accept AHA BLS for Providers course.

**To meet the topic requirements 2-5, students will be required to attend a Fall workshop where these topics will be covered. Attendance to this workshop is mandatory.

Policy on Advanced Placement

Students entering AY 2026-2027 who previously completed PHE 500: Lactation Education I and PHE 501: Lactation Education II within the Department of Urban Public Health in either AY 2024-2025 or AY 2025-2026. These students may be eligible to enroll directly in the clinical course without repeating didactic coursework.

Eligibility is contingent upon successful completion of both courses, meeting current program admission and clinical readiness requirements, and approval by the Program Director. The program reserves the right to require additional coursework or documentation to ensure

Course	Fall Semester	Spring Semester	Credits Earned
LEP2 500	47.5 didactic hours	X	3
LEP2 502	150.5 clinical hours	X	3
LEP2 501	X	47.5 didactic hours	3
LEP2 503	X	150.5 clinical hours	3
Program Totals			
Didactic Hours: 95 hours		Clinical Hours: 301	Credits Earned: 12 credits

student preparedness and compliance with current standards.

Policy on Credits for Experiential Learning

Students are required to meet course requirements regarding experiential learning throughout the semester to didactic and clinical hour requirements set forth by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Upon completion of the program, students will be able to take the IBCLC examination. The following table outlines the courses within this program by name, description, and units:

Credits Required for Program Completion

Successful completion of each class is required to receive full credit for the program, meet the qualifications of a LEP2 Program and meet eligibility criteria to apply to sit for the certification exam. Students must successfully earn passing grades for each course, for a total of 12 credits (6 credits in the fall semester and 6 credits in the spring semester). Failure to earn a B or better in each course will prohibit the student from completing the program.

Criteria for Graduation

Students will be expected to complete 301 hours of supervised clinical experience and 95 hours of didactic lactation education to comply with the requirements of the program and be in compliance with the requirements of an accredited Pathway 2 Training Program. Successful completion of all clinical coursework, competencies, and passing grades of B or better for all courses are required for graduation from the program. Clinical logs will be kept on file to demonstrate the meeting of the LEP2 guidelines for clinical experience.

Once the student has successfully completed the program and fulfilled all financial and programmatic obligations, the Program Director will issue each student a letter of verification of completion of the program that may be submitted to the International Board of Lactation Consultant Examiners (IBLCE) to apply to sit for the exam.

Policies for Performing Clinical Work While Enrolled in the Program/Student Status

Clinical hours will only be generated from course approved clinical experiences. Students may not count time at places of personal employment towards the required clinical hours. Program participants are to remain in student status for the duration of the program and may not be counted as lactation educators or staff members for patient census purposes. Questions about specific policies should be directed towards the Lead Clinical Instructor(s) at the sites as well as the Program Director and Clinical Coordinator.

Master of Science, Biomedical Sciences

Department Chair: Jorge N. Artaza, PhD, MS

Location: W.M. Keck Building 222

Telephone: (323) 563-4915

Program Manager: Keonna Simpson Avina, MPH

Location: W.M. Keck Building 221

Telephone: (323) 563-4820

Website:

<https://www.cdrewu.edu/academics/program/master-of-science-biomedical-sciences/>

The Master of Science, Biomedical Sciences is a degree formulated to prepare students for careers in advanced health professions or for continuation on to PhD level programs in biomedical sciences. The need for professionals with this level of training is growing in the United States and is projected to grow at least 17 percent from 2022 to 2032, similar to other growing medical occupations in demand.

Goals and Student Learning Outcomes

Goal 1: To Acquire the knowledge, skills and attitudes of the biomedical sciences, necessary for a career in health professions.

- Objective 1: Students will successfully complete lecture-based courses in medical biochemistry, genetics, infectious disease and immunology.
- Objective 2: Students will participate in a variety of research experiences.

Goal 2: To master oral and written communication skills necessary to convey the results of their scholarly work.

- Objective 1: Students will participate in CEAL and Journal clubs.
- Objective 2: Students will attend scientific meetings.

Goal 3: To develop competency in Biomedical research.

- Objective 1: Students will gain skills in collecting, organizing, evaluating and analyzing data.
- Objective 2: Students will complete the research project, write a thesis and publicly defend the research.

Program Student Learning Outcomes (PSLOs)

1. Synthesize advanced knowledge in biomedicine, Biomedical informatics and translational sciences.
2. Evaluate and judge the challenges of health disparities in the community and globally
3. Develop critical thinking skills for applying scientific knowledge in evaluating scientific literature.
4. Acquire skills for developing hypotheses, analyzing data, and interpreting and communicating results in the biomedical sciences.
5. Promote ethical standards for all professional activities in the biomedical sciences and healthcare.

Curriculum

The curriculum for the Master of Science in Biomedical Science aligns with Charles R. Drew University's vision, mission, and values. Our program has specifically designed courses that addresses our mission by providing advanced scientific knowledge, research training, practice of ethically based research and values, and integrated

coverage of global and urban health disparities and social justice.

Curriculum			
Semester	Course	Course Name	Units
Fall	MBS 500	Medical Biochemistry	3
	MBS 545	Advanced Human Anatomy & Development	3
	MBS 520	Principles of Biomedical Informatics	2
	MBS 530	Translational Research Methods	3
	MBS 540	Ethical Conduct in Medicine and Science	2
			Units: 13
Spring	MBS 510	Physiological Basis of Health and Diseases	3
	MBS 550	Medical Genetics and Epigenetics	3
	MBS 560	Scientific Communication	2
	MBS 570	Advances in Hematology and Immunology	3
	MBS 590	Topics in Urban and Global Medicine	3
			Units 14
Summer	MBS 580	Infectious Diseases and Epidemiology	3
	MBS 595	Graduate Seminar in Health Disparities and Social Justice	2
	MBS 599	Research Thesis	4
			Units: 9
			Total Units: 36

MSBMS Curriculum for CDU MPH Alumni

Curriculum			
Semester	Course	Course Name	Units
Fall	MBS 500	Medical Biochemistry	3
	MBS 520	Principles of Biomedical Informatics	2
	MBS 540	Ethical Conduct in Medicine and Science	2
	MBS 545	Advanced Human Anatomy & Development	3
			Units 10
Spring	MBS 510	Physiological Basis of Health and Diseases	3
	MBS 550	Medical Genetics and Epigenetics	3
	MBS 570	Advances in Hematology and Immunology	3
			Units 9
			Total Units 19

Students are required to meet with their mentor and work in labs or fields at least 15 hours a week for the Fall and Spring semester and 20 hours a week during the Summer semester. Failure to complete the schedule will lead to withdraw from the program.

Policies

Probation Status

If a student fails to successfully complete two courses within the academic year, they will be put on probation. A student on probation will be required to repeat and successfully complete the courses the following year when

the courses are offered again, and accordingly, will not be able to graduate. Probation will be lifted when the student successfully completes the repeated courses. A student on probation who fails another course will be administratively dropped from the program, but will be given the option to re-apply to the program the following academic year.

Probation may be considered by the MSBMS program for the following reasons, but is not limited to:

- Failure to successfully complete two MSBMS courses with a letter grade of “C+” (78%).
- Obtain a GPA below 3.0 in two consecutive semesters
- The student is in violation of the program, college or university’s behavioral or professional standards.
- Failure to comply with any MSBMS program policies or regulations.

The probation status will continue until the student is either in a good academic standing and/or has met the behavioral standards of the program. The student will be notified in writing of their probationary status. The minimum standard(s) required to remove this probationary status will be stated in the notice of probation to the student.

Termination/Dismissal of the Program

A student may be terminated/dismissed from the MS BMS program if one or more of the following occurs:

- Failure to successfully complete two courses with a letter grade of “C+” (78%) after re-taking it
- Failure to complete three courses with a letter grade of “C+” in one semester
- Record of excessive absences (three or more absences in one class) and / or tardiness
- Unsatisfactory removal of two “Incomplete” grades
- Demonstrates inappropriate or disrespectful conduct toward faculty, staff and/or student peers;
- Fails to demonstrate ethical conduct.
- Dismissed if GPA of 3.0 not reached by third semester, warning obtained in the first semester, probation obtained in second semester, dismissed by third semester.

Petition for Reinstatement

Upon receipt of a termination notice, a student who believes there are extenuating circumstances that led to the noted deficiencies may submit a written request for reinstatement into the program. Requests must be made within ten (10) working days after receipt of the program’s notice of termination. Once the program receives a reinstatement request, the following process will occur:

1. The student shall submit a written petition explaining the extenuating circumstances leading to the notice of termination;
2. The Program Director will constitute a Reinstatement Review Committee consisting of three (3) faculty. The Reinstatement Committee will meet within five (5) working days following receipt of the student’s written petition;
3. The committee shall deliberate in private and transmit its recommendations to the Program Director within five (5) working days following the reinstatement meeting;
4. The program Director shall consider the Reinstatement Review Committee’s recommendation and provide written notification to the student and the committee of their decision within three (3) working days of receipt of the committee’s recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

Graduate Committee

Each student must select a thesis advisor to guide their research. The academic advisor will select two additional members for the student’s Graduate Committee. At least two members of the committee, including the chair, must be CDU faculty. The research mentor may be a faculty member from another department or academic institution. The thesis advisor must be selected in the first semester of the program and may be a faculty member from another department or academic institution.

Master of Science, Genetic Counseling

Program Director: Raluca Kurz, MS, PhD.

Location: W.M. Keck Building

Telephone: (323) 563-5835

Accreditation Information

All genetic counseling programs must be accredited by the Accreditation Council for Genetic Counseling (ACGC).

The Genetic Counseling Program (GCP) at Charles R. Drew University of Medicine and Science is recognized as an *accredited new program* by the Accreditation Council for Genetic Counseling (ACGC), valid until August 2029.

Accreditation Council for Genetic Counseling, Inc.
1660 International Drive, Suite 600
McLean, VA 22102
(703) 506-7667

Program Description

CDU offers a 66-unit, two-year (5 semester) Master of Science degree in genetic counseling that will integrate five terms of didactic coursework, clinical fieldwork, supplementary community activities, and an independent research project to best prepare program graduates for successful careers as leader practitioner in the genetic counseling profession. The program combines online coursework with required on-campus, in-person sessions held once per semester, along with a mix of on-site and remote clinical rotations. Consistent with the University's mission to prepare healthcare professionals who serve their communities, the program accepts students from across the United States. When local clinical rotation sites are not available within a reasonable distance, students will complete approved distant clinical rotations to meet all clinical training requirements.

Program Mission

The mission of the GCP is to prepare a diverse group of highly qualified genetic counselors that will excel in counseling and clinical genomics with compassion, while addressing health disparities, seeking social justice, and improving health outcomes in medically underserved communities.

Program Goals

The program goals include:

1. Promote diversity and inclusion in the genetic counseling profession.
2. Prepare students with the knowledge and skills necessary for GC practice.
3. Prepare students who will apply the principles of community engagement, cultural sensitivity, and health equity by providing outstanding GC services.
4. Prepare students who will practice GC in medically underserved shortage areas like SPA 6, located in South Los Angeles.
5. Engage students, faculty and staff in active on-going professional leadership, advocacy, research, and scholarly activities in GC.

The goals and curriculum of the program are anchored in the mission of the University and aligned with the practice-based competencies required by the Accreditation Council for Genetic Counseling (ACGC). ACGC maintains standards for educational and clinical training of genetic counseling students and implements a peer-review process to evaluate how well programs prepare students for entry-level practice in the profession.

Graduates of the CDU program will be prepared to pass the American Board of Genetic Counseling certification

exam and trained to function as competent empathetic genetic counselors in a wide range of settings and roles. The settings range from both adult and pediatric genetics clinics, specialty clinics such as cancer genetics, cardiovascular genetics, metabolic clinics, and prenatal diagnosis clinics, as well as research or commercial genetics laboratories relevant to genetic counseling and human genetics. Consistent with the mission of the institution, genetic counseling program graduates will also be motivated and prepared to work in and on behalf of medically underserved communities with growing needs for genetic counseling services.

Program Learning Outcomes

The genetic counseling program learning outcomes (PLOs) are expressive of the CDU mission and ACGC accreditation standards for master's degree entry-level practice in the profession of genetic counseling:

- **PLO 1:** Synthesize advanced knowledge in genetics and genetic counseling.
- **PLO 2:** Evaluate and judge the challenges of health disparities relating to genetic counseling.
- **PLO 3:** Develop critical thinking skills in genetic counseling and medical genetics treatment.
- **PLO 4:** Acquire skills for developing hypotheses for research in genetic counseling.
- **PLO 5:** Promote ethical standards for genetic counseling professional practice.
- **PLO 6:** Master oral and written communication skills that convey results of scholarly work and accurately represent genetic counseling encounters in the medical record.
- **PLO 7:** Foster an inquisitive, thoughtful, unbiased and systematic approach to solving problems that can translate into improved health outcomes for all.

Curriculum

First Year, First Semester			
	Course #	Course Name	Units
Fall 1	GENC 501	Foundations of Genetic Counseling I: The Basics	2
	GENC 503	Principles in Biostatistics	3
	GENC 511	Advanced Human Anatomy and Development	3
	GENC 504	Medical Genetics	3
	GENC 502	Psychosocial Dynamics in	2



		Health Care	
	GENC 505	Clinical Practicum I	1
	Semester Unit Total		14
First Year, Spring Semester			
Spring 1	GENC 515	Maternal and Fetal Genetics and Development	3
	GENC 513	Clinical Genetics: Pediatrics, Rare Disease and Metabolic Genetics	3
	GENC 516	Clinical Cancer Genetics	3
	GENC 507	The Practice of Genetic Counseling I (Weekend Class)	1
	GENC 509	Clinical Practicum II	2
	Semester Unit Total		12
First Year, Summer Semester			
Summer	GENC 508	Problem Based Learning in Genetic Counseling	2
	GENC 522	Research Methods	3
	GENC 517	Clinical Practicum III	5
	Semester Unit Total		10
Second Year, Fall Semester			
Fall 2	GENC 524	Principles of Epidemiology	3
	GENC 520	Laboratory Techniques in Genomics: Variant Interpretation and Curation	3
	GENC 523	Medical Ethics and Health Law	2
	GENC 512	The Practice of Genetic Counseling II (Weekend Class)	1
	GENC 526	Master’s Thesis I	3
	GENC 518	Clinical Practicum IV	3
	Semester Unit Total		15
Second Year, Spring Semester			
Spring 2	GENC 528	Human Variation and Disease: Precision Medicine and Pharmacogenomics	3
	GENC 529	Professional Issues and the Business of Healthcare	3
	GENC 525	Foundations in Genetic Counseling II: Journal Club and Critical Thinking Skills	3
	GENC 527	Master’s Thesis II	3
	GENC 519	Clinical Practicum V	2
	Semester Unit Total		14
GENC 510 Community Educational Outreach Project			1
Program Unit Total			66

Research Project

All students will be required to complete a research project. The capstone project provides culminating training in research, scientific writing, and dissemination of genetics counseling research results, with instruction

outside of a traditional lecture setting. The Program Director will help students with the selection of a primary expert faculty advisor/research mentor, and with the formulation of an original research project. Lastly, students select an expert thesis committee to help guide them through the completion of their Master Thesis Project.

Physician Assistant, Master of Health Science

Program Director: Lucy W. Kibe, DrPH, MS, MHS, PA-C
Location: W.M. Keck Building
Telephone: (323) 563-5882

Accreditation Information

The Accreditation Review Commission on Education for the Physician Assistant, Inc. (ARC-PA) has granted Accreditation – Continued status to the Charles R. Drew University Physician Assistant Program.

Accreditation – Continued is an accreditation status granted when a currently accredited program is in compliance with the ARC-PA Standards.

Accreditation remains in effect until the program closes or withdraws from the accreditation process or until accreditation is withdrawn for failure to comply with the Standards. The approximate date for the next validation review of the program by the ARC-PA will be March 2031. The review date is contingent upon continued compliance with the Accreditation Standards and ARC-PA policy.

Description

The Physician Assistant program is 110 semester units and a 27-month program beginning in August of each year and leads to a Master of Health Science (MHS) degree. The PA Program is a full-time on campus program.

The PA Program recruits students who believe in the importance of sharing medical knowledge to benefit the global community, and will provide students with the skills necessary to become exemplary medical providers. Students will learn and acquire clinical skills in a variety of healthcare settings and will obtain experience in disease management, disease prevention and health promotion. Students will have the opportunity to practice physical diagnosis, history taking skills and work with standardized patients in the Clinical Skills and Simulation Center.

Students will share the campus and have the opportunity to collaborate with members of the medical, nursing and public health disciplines.

For more detailed information, please visit PA program website at

<https://www.cdrewu.edu/academics/program/master-of-science-physician-assistant/>

Mission

The mission of the Charles R. Drew University Physician Assistant program is to support the University Mission and College of Science and Health Mission by preparing a diverse group of uniquely qualified physician assistants who provide excellent medical care with compassion while addressing health disparities, seeking social justice and improving the health of medically underserved communities.

Goals

The goals of the CDU PA program are designed to prepare a diverse group of highly qualified, compassionate physician assistants, who distinguish themselves through providing excellence in patient care as members of the healthcare team.

The goals of the Charles R. Drew University PA program are to:

1. Promote diversity and inclusion in the PA profession.
2. Prepare students with the knowledge and skills necessary for entry-level PA practice.
3. Prepare students who will apply the principles of community engagement, cultural sensitivity and health equity.
4. Prepare students who will practice medicine in medically underserved shortage areas.
5. Engage students, faculty and staff in active and on-going professional leadership, advocacy, research, and scholarly activities.

Definition

The Charles R. Drew University Physician Assistant program is committed to the principles of equal opportunity in education. In accordance with the Charles R. Drew University equal opportunity policy, the Physician Assistant program makes admission decisions based on merit. University policy prohibits unlawful discrimination based on race, religion, color, sex, sexual orientation, actual or perceived gender identity, national origin or ancestry, citizenship status, uniformed service member status, marital status, pregnancy, age, genetic information, medical condition (cancer or HIV/AIDS-related), handicap, disability, association with an individual in a protected category or any other consideration made unlawful by federal, state, or local laws. All students are expected to relate professionally and positively with persons of all backgrounds, cultures, races, ages, and genders.

Program Student Learning Outcomes (PSLO)

Graduates of the CDU PA Program will demonstrate entry-

level proficiency necessary to perform the following functions and tasks:

- PSLO1: Elicit, efficiently and effectively, pertinent information in a medical history and perform an appropriate physical exam for patients of various ages and clinical settings [MK, ICS, PC]
- PSLO2: Select, order and interpret laboratory and diagnostic studies [MK, PC]
- PSLO3: Integrate data obtained through history, physical examination and laboratory/diagnostic studies to develop a differential and final diagnosis [MK, PC]
- PSLO4: Select and perform routine technical skills and clinical procedures [MK, PC]
- PSLO5: Develop and implement patient management plans based on evidence-based clinical judgement and respect for patient preferences and cultural values [MK, PC, ICS, Prof, PBLI, SBP]
- PSLO6: Record and orally present clinical findings in a clear, concise, and organized manner to patients, families and members of the healthcare team [ICS, PC, Prof]
- PSLO7: Demonstrate professionalism, honesty and integrity in all interactions with colleagues, patients and families [Prof, PC, ICS]
- PSLO8: Appraise, integrate and apply scientific and medical research to the practice of medicine [MK, PC, Prof, PBLI, SBP]
- PSLO9: Incorporate the concepts and principles of the social and behavioral sciences to identify and address health disparities and advocate for underserved populations [MK, PC, Prof, PBLI, SBP]

Curriculum

Curriculum**			
Semester	Course	Course Name	Units
Summer 0 (Pre-PA)	MPA 490	Foundations of PA Student Success	0
Fall 1	MPA 500	Pathophysiology	4
	MPA 501	Human Anatomy	4
	MPA 512	Principles of Medicine I	6
	MPA 524	Psychosocial Dynamics in Health Care	2
	MPA 530	Patient History & Physical Diagnosis I	3
	MPA 530b*	Patient History & Physical Diagnosis Ib	3
	Units:		19
Spring 1	MPA 503	Diagnostic Skills & Procedures I	2
	MPA 504	Pharmacology & Pharmacotherapeutics I	3
	MPA 506	Introduction to Medical Spanish for the Physician Assistant	2
	MPA 511	Microbiology and Infectious Disease	2
	MPA 522	Principles of Medicine II	9



	MPA 531	Patient History & Physical Diagnosis II	3
	MPA 531b*	Patient History & Physical Diagnosis IIb	3
	Units:		21
Summer 1	MPA 507	Research Methods	3
	MPA 513	Diagnostic Skills & Procedures II	2
	MPA 513b*	Diagnostic Skills & Procedures IIb	2
	MPA 514	Pharmacology & Pharmacotherapeutics II	3
	MPA 520	Principles of Surgery & Emergency Medicine	3
	MPA 521	Principles of Obstetrics & Gynecology	3
	MPA 523	Principles of Behavioral Medicine	2
	MPA 643	Principles of Medicine III	5
	Units:		21
	Fall 2	MPA 610	SCPE - Internal Medicine
MPA 611		SCPE - Emergency Medicine	3
MPA 612		SCPE - Family Medicine	3
MPA 641		Medical Ethics and Health Law	3
MPA 700		Graduate Seminar I	3
MPA 700b*		Graduate Seminar Ib	3
Units:		15	
Spring 2	MPA 621	SCPE - Surgery	3
	MPA 622	SCPE - Ob/Gyn	3
	MPA 623	SCPE - Pediatrics	3
	MPA 701	Graduate Seminar II	3
	MPA 701b*	Graduate Seminar IIb	3
	Units:		12
Summer 2	MPA 631	SCPE -Behavioral Medicine	3
	MPA 632	SCPE Elective I	3
	MPA 632b*	SCPE Elective Ib	3
	MPA 632c*	SCPE Elective 1c	3
	MPA 633	SCPE Elective II	3
	MPA 633b*	SCPE Elective IIb	3
	MPA 633c*	SCPE Elective IIc	3
	MPA 634***	Independent Study I	3
	MPA 635***	Independent Study II	3
	MPA 702	Graduate Seminar III	3
	MPA 702b*	Graduate Seminar IIIb	3
Units:		12	
Fall 3	MPA 645	Professional Roles & Responsibilities	2
	MPA 660	Summative Evaluation and Medicine Review	5
	MPA 703	Graduate Seminar IV	3
	MPA 703b*	Graduate Seminar IVb	3
	Units:		10
Total Program Units			110

*Courses labelled with "b" or "c" include an international service-learning experience or international supervised clinical practice experience

** Didactic year prerequisites: Admission to the CDU PA Program or program permission

** Clinical year prerequisites: Completion of the preclinical phase of the CDU PA program or program permission

***Program permission required

PA Honor Society

Pi Alpha is a non-profit educational organization operating as a part of the Physician Assistant Education Association (PAEA). The Pi Alpha Honor Society was organized in 2004 for the promotion and recognition of significant academic

achievement, leadership, research, community/professional service, and the encouragement of a high standard of character and conduct among physician assistants (PA) students and graduates.

The motto of Pi Alpha is "Scholarship, Service, Leadership." The organization is committed to lifelong learning and participation in intellectual life.

Social Justice Society (SJS)

SJS is a student-led club that provides an avenue for students to exemplify the CDU mission. The Social Justice Society organizes service activities around the CDU community.

EDGE-PA Program

EDGE-PA is a free, virtual initiative within the Physician Assistant Department dedicated to opening doors to Physician Assistant education for students who have faced significant barriers in life or their academic journey. The acronym EDGE symbolizes Empowerment, Diversity, Growth, and Excellence. Through mentorship, educational enrichment, and admissions guidance, EDGE-PA equips students across the US to apply to any PA program of their choice with confidence.

EDGE-PA Curriculum

Course	Course Name	Units
MPA 481	EDGE-PA Success: Readiness for PA School & Beyond I	0
MPA 482	EDGE-PA Success: Readiness for PA School & Beyond II	0
MPA 483	EDGE-PA Success: Readiness for PA School & Beyond III	0
MPA 490	Foundations of PA Student Success	0

Doctor of Philosophy, Translational Biomedical Sciences (PhD-TBS)

Department of Health and Life Sciences

Department Chair and Program Director: Jorge N. Artaza, PhD, MS

Location: W.M. Keck Building, Room 222

Telephone: (323) 563-4915

Associate Program Director: Ashraf S. Ibrahim

Location: Lundquist Institute

1124 W. Carson Street

Torrance, CA 90502

Telephone: (323) 457-1564

In collaboration with The Lundquist Institute, the CDU College of Science and Health offers an in-person PhD program in Translational Biomedical Sciences (PhD-TBS) that will cultivate a new generation of researchers and practitioners who can translate scientific discoveries into practical therapies and interventions for human health.

The mission of the PhD-TBS program is to provide a comprehensive education, including didactic coursework, laboratory rotations, extracurricular community service activities, and an independent original research dissertation, to prepare graduates for successful careers in academia, industry, startup environments, and clinical research settings. PhD-TBS graduates will also develop a thorough understanding of regulatory requirements and strategies for commercializing their findings.

Goals and Student Learning Outcomes

PhD-TBS Program Goals:

- Develop advanced research skills in translational biomedical sciences.
- Gain specialized knowledge in translational biomedical sciences.
- Cultivate interdisciplinary collaboration and team-based research.
- Enhance biomedical research by aligning community and clinical needs, fostering bidirectional collaboration to eliminate health disparities.
- Foster ethical conduct and responsible innovation in translational research.
- Prepare students for diverse career paths in translational biomedical sciences by providing them with the necessary skills, knowledge, and experiences to excel in their chosen field.
- Provide training in the commercialization process, including intellectual property rights, entrepreneurship, and industry partnerships, to help students bring their research discoveries to market.

Program Student Learning Outcomes (PSLOs)

At the end of the PhD program, students will be able to

- PSLO 1: Identify critical biomedical research problems at the interface of translational sciences and clinical applications oriented to eliminate health disparities.
- PSLO 2: Design, conduct, and analyze rigorous translational research studies.
- PSLO 3: Apply regulatory requirements, ethical considerations, and best practices in translational research.
- PSLO 4: Summarize the latest theories, methodologies, and technologies in translational biomedical research.
- PSLO 5: Critically evaluate and interpret scientific literature in the field.
- PSLO 6: Translate skills applicable to academia, industry, government, and other settings involved in translational biomedical research.

Curriculum

The PhD-TBS program requires a minimum of 98 units,

which include 41 units of essential didactic courses, 48 units dedicated to dissertation activities such as laboratory rotations, dissertation research, journal clubs, and research-in-progress seminars, and nine units of specialized elective courses designed to align with students' research interests, allowing them to deepen their knowledge in specific niche areas. Students who are unable to complete their dissertation in the fourth year may add 12 additional research units to finish it.

Didactic Required Research Courses

Course	Course Name	Units
MBS 500	Medical Biochemistry	3
MBS 510	Physiological Basis of Health and Diseases	3
MBS 530	Translational Research Methods	3
MBS 540	Ethical Conduct in Medicine and Science	2
MBS 545	Advanced Human Anatomy and Development	3
MBS 550	Medical Genetics and Epigenetics	3
MBS 560	Scientific Communication I	2
MBS 561	Scientific communication II: Grant Writing	2
MBS595	Graduate Seminar in Health Disparities	2
TBS 660	Introduction to Translational Bioinformatics	3
TBS 600	Introduction to Graduate Studies	0
TBS 605	Cellular and Molecular Biology	3
TBS 606	Cellular and Molecular lab Techniques	3
TBS 620	Biostatistics	3
TBS 645	Introduction to Quality and Regulatory Sciences	3
TBS 720	Business in Translational Biomedical Sciences	3
Total Didactic Required Units		41

Dissertation Research Courses

Students are required to complete two laboratory rotation courses before selecting their dissertation topics. Each rotation involves eight weeks of interaction with three different Principal Investigators (PIs). If a student cannot choose a thesis advisor, they will need to complete an additional laboratory rotation during the summer semester. If the student identifies their thesis advisor and dissertation topic by the end of the second rotation, they will begin work in the chosen laboratory for at least five semesters. Throughout both the pre-candidacy and post-candidacy phases of the program, students are expected to participate in journal clubs and research-in-progress seminars.

Course	Course Name	Units
TBS 610/611	Translational Laboratory Rotations I and II (3 units each course)	6
TBS 700-705	Dissertation Research Lab I-VI (6 units each course)	36
TBS 708	Dissertation Preparation	6
Total Dissertation Units		48

Electives: Total of 9 Units

Elective courses are designed to align with students' research interests and dissertation topics. Students select 3 elective courses (3 units each) from the list below for 9 units.

Course	Course Name	Units
TBS 612	Translational Laboratory Rotation III	3
TBS 650	Experimental Pharmacology	3
TBS 651	Stem cells and regenerative therapies	3
TBS 711	Clinical Research: principles and practice	3
TBS 712	Microbial Pathogenesis	3
TBS 713	Advanced Immunology	3
TBS 714	Neuroscience and Therapeutic	3
TBS 715	Mechanism of Cancer Development and Therapeutic	3
TBS 716	Public Health: Epidemiology and Social Determinant of Health	3

Dissertation Committee

The Dissertation Committee comprises five members: a Committee Chair, at least two subject matter experts, an external member, and an additional unrelated subject matter expert. At least two committee members must be faculty from CDU. The research mentor can be a faculty member from another department or academic/research institution. The dissertation advisor must be chosen in the program's first year and may also be a faculty member from another department or academic institution.

Qualifying Exam

PhD-TBS students must complete the Qualifying Exam at the end of the fifth (5th) semester. The Qualifying Exam is one of the milestones in the PhD-TBS program, typically completed at the end of the second year. It has two components:

- Written Component:** The student will prepare an NIH R21-style research grant proposal (6-pages) on a topic unrelated to their thesis research. The proposal should demonstrate the student's ability to design a novel, compelling research plan that is not directly related to their thesis project.
- Oral Component:** In the oral examination, the student will present and defend their proposal. This presentation should showcase a comprehensive understanding of the chosen topic, a well-justified research approach, and readiness to respond to critical questions from the committee.

Evaluation and Advancement to Candidacy

The committee will assess the student's performance using a rubric, with each committee member independently scoring the exam. **To pass, the student must score 15 points across the evaluation criteria.** A unanimous committee recommendation is necessary for the student to advance to candidacy.

Remediation

Students who do not achieve the required score of 15 must address specific areas of concern as outlined by the dissertation committee. The dissertation committee will define the remediation steps necessary to bring the

student's performance to a passing level. If, after the remediation, the student still does not pass, a master's degree in biomedical sciences will be awarded.

Dissertation Proposal

Concentrated work on a dissertation proposal usually begins after passing the qualifying exam. The dissertation proposal is a comprehensive statement on the extent and nature of the student's research interests. Students submit a draft proposal to their dissertation advisor between the program's fifth and sixth semesters.

The dissertation proposal should describe:

- The background and significance of the proposed project;
- The overall goal and specific aims to be accomplished;
- The methods and approaches to be used;
- The preliminary results that have been obtained to support the feasibility of the project, and how the results obtained will be evaluated.

Dissertation Progress Review: The Dissertation committee will evaluate students' dissertation proposals and progress in Years Three through Five. Students will present their research to the faculty, and faculty will use a standardized rubric to assess:

- Originality and significance of research;
- Methodological soundness;
- Progress towards completion.

Student Evaluation

Annual Student Performance Review:

The committee will review student performance across the cohort at the end of each academic year. This review will include:

- Evaluation of coursework and grades;
- Assessment of research proposals and progress;
- Feedback from faculty mentors;
- Consideration of student engagement in departmental and community service activities.

Student Self-Assessment:

At the end of each semester, students will complete a self-assessment reflecting on their progress toward achieving the PSLOs. This will encourage self-reflection and accountability.

Feedback Mechanisms

The dissertation committee will provide feedback to students based on their performance review, identifying strengths and areas for improvement.

Policies

Maximum Time for Degree Completion:

The program is anticipated to be completed in 4 years (10 semesters); however, some students may require more than four years to complete their dissertation project, and therefore, we have set the maximum time-to-degree completion at 7.5 years (17 semesters).

COSH Governance

The COSH Faculty Association serves as the official voice of the Faculty of the College of Science and Health.

1. **Faculty Affairs Committee:** Takes action on recommendations of faculty appointments and promotions to the Dean of the College based on documentation. Hears appeals of faculty members who are qualified, but not recommended for appointment and promotion. Monitors and reviews matters concerning academic freedom, faculty conduct, recruitment and retention, educational leave, sabbaticals, vacation, (and other leaves), compensation and benefits. Promotes understanding and adherence to established policies. Delineates and resolves disputes which are identified as grievances relating to faculty rights, responsibilities, or related matters.
2. **Education and Academic Policy Committee:** Formulates and recommends educational policy in all matters of concern to the College of Science and Health, including the implementation of such policy. Initiates studies or considers matters referred to it and reports its findings to the Dean regarding the curricula and academic or administrative policies of a fundamental character involving educational policy. Supervises periodic reviews and evaluations of all departments and programs. Oversees and approves the development of curriculum within the departments and programs of the College. Oversees and approves substantive changes to programs and curriculums within departments and/or programs of the college. Reviews and approves new programs within departments and/or programs of the college.
3. **Faculty Constitution, By-Laws and Election Committee:** Maintains a current faculty constitution through the review of issues of academic governance, relevant policies and procedures of University and College. Interprets the Constitution and makes recommendations relating to the adoption and amendment as appropriate to the Faculty Association. Determines nominations for all elected officers and committees of the Faculty Association.
4. **Research Committee:** Supports and encourages the development and implementation of research in the College of Science and Health. Establishes a research-oriented environment among faculty and students. Develops and recommends policies and procedures to improve and monitor research administration practices, resource acquisition, institutional safety and scientific ethics. Reviews and evaluates the quantity and quality of research.
5. **Student Academic Performance, Promotion, and Judiciary Committee (SAPPJC):** Maintains liaison with the University's Office of Academic Affairs, including the Registrar and Financial Assistance Functions, Student Services Office, and/or other related committees of the Academic Senate. Reviews Program criteria for the promotion, dismissal and graduation of the College's students for the purposes of ensuring appropriate standards across the College. Reviews disciplinary and dismissal actions regarding the academic status of students for each Program and submits recommendations/actions to the COSH Dean. (For information on the process of appeal to the COSH Dean or SAPPJC, please see the Catalog section on Academic Grievance/Grade Appeal.) Exercises original jurisdiction and confidentiality over all situations of discipline and dismissal involving students enrolled in the College. Disciplinary action recommended shall be aligned with the rights and freedoms of students as outlined in the University policies.

COSH Course Descriptions

HEALTH LIFE SCIENCES

BMS 100 – Human Biology

Survey of human biological concepts covering the areas of anatomy and physiology, genetics, cellular, and molecular biology. No laboratory component is required. This course satisfies category B2 for General Education for the BSN program.

Units: 3

BMS 100L - Human Biology with lab

Survey of human biological concepts covering the areas of anatomy and physiology, genetics, cellular, and molecular biology. The laboratory component is required. This course satisfies category B for General Education.

Units: 4

BMS 130L- General Biology I w/Lab

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

Prerequisites: BMS 100 .

Units: 4

BMS 131L - General Biology II w/Lab

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

Prerequisites: BMS 130L

Units: 4

BMS 140L - General Chemistry I w/Lab

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

Prerequisite: CHM 100

Units: 4

BMS 141L- General Chemistry II w/Lab

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

Prerequisite: BMS 140L

Units: 4

BMS 201- Social Justice and Leadership Seminar 1

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

Prerequisite: Sophomore or higher.

Units: 1

BMS 210L- Organic Chemistry I w/Lab

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

Prerequisites: BMS 140L and BMS141L

Units: 4

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

BMS 211L- Organic Chemistry II w/Lab

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

Prerequisite: BMS 210L or equivalent

Units: 4

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

BMS 299 Independent Study

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

Prerequisite: Approval of Department Chair

Units: 2

BMS 303L Biochemistry w/Lab

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

Prerequisite: BMS 210L

Units: 4

BMS 310L Anatomy and Physiology I w/Lab

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

Prerequisite: BMS 100 or BMS 130L or BMS 131L .

Units: 4

BMS 311L Anatomy and Physiology II w/Lab

Continuation of an introduction to anatomy and physiology for biomedical science students. Includes overview of all body systems, structure and function of cells, tissues, and organs. Detailed survey of special senses digestive, urinary endocrine, reproductive, circulatory and respiratory systems.

Prerequisite: BMS 310L

Units: 4

BMS 320L General Microbiology w/Lab

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

Prerequisites: BMS 100 or BMS 130L or BMS 131L .

Units: 4

BMS 330 Histology and Histopathology

This course covers the microscopic study of normal tissues and organs using light and electron microscopy. It also provides an introduction to the study of histopathology.

Prerequisite: BMS 130L or BMS 131L

Units: 3

BMS 333 Cellular and Molecular Biology

This course aims to provide a foundation in the principles of modern molecular and cellular biology and its applications in biotechnology and medical sciences. It will also provide the fundamental and conceptual framework for cell biology, which is found in cell signaling, cellular transport, genetic analysis, and cancer biology.

Prerequisite: BMS 130L or BMS 131L

Units: 3

BMS 365 Neuroscience and Behavior

The general approach of this course is to build a cognitive model of the spatial and functional structure of brain systems and use this model to reference details about the connectional organization and typical behavior of the nervous system.

Prerequisite: BMS 130L and PSY 141

Units: 3

BMS 368L Fundamentals of Biotechnology w/Lab

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

Prerequisites: BMS 130L, BMS 131L .

Units: 4

BMS 401 Pharmacology

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

Prerequisites: BMS 130L or BMS 131L or BMS 310L or BMS 311L

Units: 3

BMS 405 Immunology

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

Prerequisite: BMS 130, BMS 131

Units: 3

BMS 410 Human Genetics

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

Prerequisite: BMS 130L and BMS 131L .

Units: 3

BMS 425 Human Embryology

Examining development with emphasis on human embryology. This course examines normal and abnormal human fetal development, birth defects, in vitro fertilization, stem cells, and cloning. Emphasis is put on the

mechanisms that underlie development and the effect on the adult. This course is designed for students interested in a career in medicine, biology, research, and allied health sciences.

Prerequisites: BMS 130L and BMS 131L .

Units: 3

BMS 444 Clinical Immunology and Hematology

This course provides basic knowledge in clinical immunology and hematology as it applies to disease pathogenesis and patient care. It will cover new advances in interventional clinical immunology and hematology, and sections on hematopoietic stem cell origins and immune response to infectious diseases.

Prerequisites: BMS 130L and BMS 131L

Units: 3

BMS 430 Parasitology

This course is designed to provide an overview of the parasites affecting humans, including protozoa, helminths, and ectoparasites. Emphasis is placed on understanding the life cycles, transmission, and pathogenesis of parasites and the mechanisms of host-parasite interactions. Topics covered in this course include morphology, taxonomy, and classification of human parasites.

Prerequisite: BMS 130L

Units: 3

BMS 450 Ethics in Biomedicine

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

Prerequisite: Sophomore Standing

Units: 1

BMS 453 Biophysics

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

Prerequisites: BMS 130L and BMS 131L .

Units: 3

BMS 475 Evolutionary Medicine

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

a career in medicine, biology, research, and allied health sciences.

Prerequisite: BMS 130L

Units: 3

BMS 498 Research Project

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

Prerequisite: Approval of Department Chair

Units: 1

BMS 499 Research Project

Provides students an opportunity to apply knowledge and skills obtained in prior courses and to learn skills not specifically presented in the curriculum by working with a mentor on a particular research project of the student's choice. This Research Project course allows students to take more time for their research.

Prerequisite: Approval of Department Chair

Units: 2

CHM 100 Basic Chemistry with lab 4 units

Introduction to the fundamental concepts of chemistry, atomic theory, electron configuration, periodicity, bonding, molecular structure, reaction stoichiometry, gas laws, and changes in state in preparation. This course includes a laboratory component. The course is also a preparatory course for entry into BMS 140L. The requirement is waived if the student has taken AP Biology with a score of 3 or above.

Category: B1

Units: 4

COM 113 Medical Terminology

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

Units: 3

MBS 500 Medical Biochemistry

The course is designed to provide a fundamental understanding of biochemistry with clinical correlations. Topics include protein structure, enzyme kinetics, carbohydrate metabolism, lipid utilization and biosynthesis, amino acid metabolism, nucleotide metabolism, and human nutrition.

Units: 3

MBS 510 Physiological Basis of Health and Diseases

This course describes the physiology and clinical consequences resulting from common disease processes.

Seminar discussions focus on alterations in normal functions of major organ systems.

Units: 3

MBS 520 Principles of Biomedical Informatics

This course provides an overview of the field of Biomedical Informatics for health professions students and students in other disciplines. The goal is to develop competencies that will allow students to take advantage of the technology in this field in order to engage in clinical practice, research and administration.

Units: 2

MBS 530 Translational Research Methods

This course reviews the application of basic discoveries to human health and disease. Students will be exposed to the basic technologies and techniques used in translational research, the components for protecting human subjects, and how to assemble a multi-disciplinary team to conduct translational research.

Units: 3

MBS 540 Ethical Conduct in Medicine and Science

Examining ethical conduct of medicine and scientific research in the broader context of service to society. Topics include authorship, conflict of interest, data acquisition, management, and the protection of human subjects and animals involved in research programs.

Units: 2

MBS 545 Advanced Human Anatomy and Development

This course provides an anatomical framework for understanding the development and normal human anatomy. Detailed regional anatomy lectures are complemented by virtual cadaver dissection using "Anatomage." The students will learn about anatomical relationships and structures that can be applied to problems relevant to clinical practice.

Units: 3

MBS 550 Medical Genetics and Epigenetics

Provides an overview of human genetic concepts and clinical disorders and application to clinical problems. Surveys cytogenetics, molecular genetics, biochemical genetics, population genetics, clinical genetics and epigenetics.

Units: 3

MBS 560 Scientific Communication

This course explores best practices in science communication, equipping students with effective methods to engage diverse audiences—including students, experts, media representatives, the general public, and government agencies.

Units: 2

MBS 561 Scientific Communication II-Grant Writing

This course offers an introductory guide to grant writing. It focuses on developing components of a K Award, R21, or the NIH Ruth L. Kirschstein National Research Service Award (NRSA) F31 fellowship proposal for all participants.

Units: 2

MBS 570 Advances in Hematology and Immunology

Provides advanced knowledge in clinical Immunology and hematology as it applies to disease pathogenesis and patient care. Examines new advances in interventional clinical immunology and hematology, and hematopoietic stem cell origins and immune responses to infectious diseases.

Units: 3

MBS 580 Infectious Diseases and Epidemiology

Examines infectious diseases, dynamics of disease transmission, and knowledge in clinical infectious diseases as it applies to disease pathogenesis and patient care. Delineates the mechanisms behind the emergence of new microbial threats and pathogen establishment and maintenance within a host.

Units: 3

MBS 590 Topics in Urban and Global Medicine

Introduces the most important global and urban health problems with a focus on clinical practice. Causes of global and urban diseases are studied through evidence-based knowledge, skills, and attitudes needed to prepare students to become global leaders in biomedicine.

Units: 3

MBS 595 Graduate Seminar in Health Disparities and Social Justice

Provides an introduction to health disparities and social justice. Includes in depth discussion of the theories of justice, social determinants of health, and community-based participatory research and narrative methods.

Units: 2

MBS 599 Research Thesis

Provides training in research, scientific writing, and dissemination of research results.

Units: 4

TBS 600. Introduction to Graduate Studies

This course provides an essential foundation for success in graduate-level academic work. Students will explore strategies for effective research, scholarly writing, and critical thinking while developing skills in time management, project planning, and academic integrity. Students will also be exposed to the research portfolio at CDU and the Lundquist Institute and familiarize themselves with institutional resources and support systems for graduate success.

Units: 0 eight-week course.

TBS 605 Cellular and Molecular Biology

This advanced course offers lectures, problem solving sessions, and discussions to give students a thorough understanding of the organization, origin, function, and regulation of the cell and its organelles at the molecular level. The objective is to ensure that students have enough comprehension of molecular cell biology to stay updated on the latest advancements in this fundamental and rapidly expanding area of research.

Units: 3

TBS 606 Cellular and Molecular Laboratory Techniques

The course teaches essential hands-on skills used in modern molecular biology research laboratories. These skills include monitoring bacterial growth, conducting phenotype testing of bacterial strains, isolating plasmid DNA, analyzing restriction digests, performing DNA cloning and fingerprinting, culturing mammalian cells, conducting western blot analysis, utilizing flow cytometry, and omics techniques.

Prerequisite: TBS 605 Cellular and Molecular Biology

Units: 3

TBS 610/611/612 Translational Laboratory Rotations I, II, and III

The laboratory rotations courses introduce first-year graduate students to ongoing research in the laboratories of two faculty members each semester. Students participate in the study and engage in informal discussions like those in research laboratories. Each rotation in a lab lasts for eight weeks. The purpose is not for students to complete a research project but to select the lab where they will conduct their thesis. Translational Laboratory Rotation III is optional if the students cannot select the laboratory for conducting their dissertation.

Units: 3 units for each course

TBS 620 Biostatistics

This course introduces students to statistical methods commonly used in biomedical research. It covers descriptive and inferential statistics, with topics such as confidence intervals, basic probability, discrete and continuous distributions, t-tests, correlation, regression,

chi-square tests, and analysis of variance (ANOVA).

Units: 3

TBS 645 Introduction to Quality and Regulatory Sciences

This course introduces the concepts and requirements for global biotechnical and pharmaceutical quality compliance. It covers current Good Manufacturing Practices (cGMP), quality considerations for Biosimilars, stability of biotechnology products, FDA inspection processes, and other quality aspects associated with Biopharmaceuticals to ensure product quality.

Units: 3

TBS 650 Experimental Pharmacology

This course provides an in-depth exploration of experimental techniques and methodologies in pharmacology. Designed for students interested in understanding how drugs interact with biological systems, the course emphasizes the principles of drug action, pharmacokinetics, pharmacodynamics, and molecular mechanisms of therapeutic agents. Students will gain hands-on experience in designing and conducting pharmacological experiments using both in vitro and in vivo models.

Units: 3

TBS 651 Stem Cells and Regenerative Therapies

This course examines the field of stem cell biology and its transformative applications in regenerative medicine. Students will explore the fundamental properties of stem cells, including their ability to self-renew and differentiate into specialized cell types. The course encompasses a wide range of topics, such as embryonic and adult stem cells, induced pluripotent stem cells (iPSCs), tissue engineering, and advanced regenerative therapies for conditions like neurodegenerative diseases, organ failure, and traumatic injuries.

Units: 3

TBS 660 Introduction to Translational Bioinformatics

This course covers the techniques to acquire and analyze genomics and proteomic data and to apply such data in the clinical realm.

Units: 3

TBS 700-705 Dissertation Research Laboratory

For graduate students in their second year or beyond, this course series involves conducting fundamental dissertation research after completing the first-year laboratory rotation. The laboratory work forms the foundation for the student's thesis research and prepares them for the candidacy application and the post-candidacy stage. As part of this course series, students must attend the following weekly seminars in years 1-4.

Journal Club: to enhance student's ability to present scientific data effectively and build a solid foundation for

critically reviewing articles. It will promote problem-solving and critical thinking skills. The selected articles will cover various topics relevant to the student's research.

Research in Progress Seminar. to introduce students to current research, explore potential future research directions, and discuss research problems that could benefit from various perspectives. In addition, participants will have the opportunity to present their ongoing research to a diverse audience and engage in discussions about their work. All students are expected to present their research progress annually from year 1 through year 4.

Units: 6 for each course.

TBS 708 Dissertation in Translational Biomedical Sciences

This course provides the guidelines for submitting a dissertation. It is designed to guide graduate students through writing their final dissertation in translational biomedical sciences. Emphasis is placed on structuring the dissertation, integrating research findings, and ensuring clarity, precision, and scientific rigor. Students will produce a complete, committee-ready draft of their dissertation by the end of the course. Students must register for this course in their final semester.

Units: 6

TBS 711 Clinical Research-Principles and Practice

This course provides a comprehensive introduction to clinical research, equipping students with the knowledge and skills necessary to design, conduct, and evaluate clinical studies. Topics include research ethics, study design, regulatory frameworks, clinical trial phases, data collection and analysis, and the role of clinical research in advancing medical knowledge and patient care. Emphasis is placed on Good Clinical Practice (GCP) guidelines, ethical considerations in human subjects' research, and the critical evaluation of scientific literature.

Units: 3

TBS 712 Microbial Pathogenesis

This course explores the fundamental mechanisms by which microorganisms cause disease, emphasizing the molecular and cellular interactions between pathogens and their hosts. Topics include the biology of bacterial, viral, fungal, and parasitic pathogens, virulence factors, host immune responses, and the roles of microbiota in health and disease.

Units: 3

TBS 713 Advanced Immunology

This course focuses on the fundamental role of the immune system in maintaining health and combating disease. Topics include the cellular and molecular components of the immune system, antigen recognition, immune signaling pathways, and the mechanisms of innate and adaptive immunity. Students will explore

immune responses to infections, vaccines, autoimmunity, hypersensitivities, immunodeficiencies, and cancer immunology. The course will also cover recent advances in immunotherapy and the immune system's role in emerging infectious diseases.

Units: 3

TBS 714 Neuroscience and Therapeutics

This course combines foundational neuroscience with emerging therapies like gene editing and neurostimulation to develop interventions for neurological and psychiatric disorders. Students will understand brain structure, neural mechanisms of behavior, and the pathophysiology of conditions such as Alzheimer's, depression, epilepsy, and Parkinson's disease.

Units: 3

TBS 715 Mechanism of Cancer Development and Therapeutic

This course examines the molecular and cellular mechanisms that underlie cancer development and progression, as well as current and emerging therapeutic strategies. Topics include the genetic and epigenetic changes that drive tumorigenesis, the hallmarks of cancer, and the role of the tumor microenvironment. The course also discusses advanced therapies, such as chemotherapy, targeted therapy, immunotherapy, precision medicine, and experimental methods like CRISPR-based gene editing and nanotechnology.

Units: 3

TBS 716 Public Health- Epidemiology and Social Determinants of Health

This course explores the fundamental principles of epidemiology and their role in public health. Students will learn to measure disease patterns, identify risk factors, and assess health outcomes in populations. It examines how social determinants like socioeconomic status, education, housing, and healthcare access contribute to health disparities. Understanding these structural and societal factors will prepare students to address public health challenges and promote health equity in under-resourced communities.

Units: 3

TBS 720 Business in Translational Biomedical Sciences

This course equips students with the skills to transform new biomedical technologies and basic science discoveries into clinical products. The course encompasses the business, economics, and law aspects of commercializing drug and device development.

Units: 3

GENETIC COUNSELING

GENC 501 Foundations of Genetic Counseling I: The Basics

GENC 501 provides students with a review of the history of genetic counseling, and topics to include medical terminology, the structure of genetic counseling sessions, discussion of the scope of practice and disability rights, instruction in obtaining family pedigrees, review of genetic testing practices, and the National Society of Genetic Counselors' Code of Ethics and Scope of Practice.

Units: 2

GENC 502 Psychosocial Dynamics in Healthcare

Lecture/discussion/group interactive format will be utilized to introduce Genetic Counseling students to societal and individual prejudices, preconceived perceptions and biases that influence clinical interactions. Development of strategies for cultural and structural competency and structural humility will be emphasized. This course addresses common psychosocial problems encountered by medical professionals and explores issues related to sexuality, culture, structural competence and humility, multicultural health, cross-cultural communication, health care disparities and underserved populations.

Units: 2

GENC 503 Principles in Biostatistics

This course is designed to familiarize students with statistical methods commonly used in the health sciences including epidemiology, medicine, and life sciences. Topics include descriptive statistics, probability theory, hypothesis testing, testing of significance, confidence intervals, relative measures (risk and odds), sample size determinations, and an introduction into regression and other techniques for inference. Additionally, the course will guide students on how to use Excel and CrunchIt! software to perform statistical computations. By the end of the course, the student should be able to think critically about data, design simple studies, select and use graphical and numerical summaries, apply standard statistical inference procedures, and draw comprehensive conclusions from such analyses. Students will be prepared to take courses covering the use of more advanced statistical procedures and courses requiring an understanding of research methods. Students will also be able to contribute to projects, reports, research, internships, and jobs that require basic data analysis skills.

Units: 3

GENC 504 Medical Genetics

Medical genetics is a specialty that integrates all components of medicine. This course provides information on the foundation and background in medical genetics for individuals training in Genetic Counseling. Genetic counselors provide education, genetic risk assessment,

genetic testing options and psychosocial implications to patients and their families who may be at risk for a genetic disease. This course is essential for effective genetic counseling, which includes basic and complex principles of human heredity. The course utilizes problem-based learning scenarios, supplemented by lectures, reviews and examinations. The course will cover principles of cytogenetics, molecular genetics, genetic technologies, modes of inheritance and principles of mathematical and populations genetics.

Units: 3

GENC 505 Clinical Practicum I

Students will rotate through a variety of placements, including some genetic/genomic laboratories. These experiences will be primarily observational and will move toward interactive encounters over time. 8 hours a week, 1 day per week, 8 weeks; 64 hours

Units: 1

GENC 507 The Practice of Genetic Counseling

In preparation for this weekend group meeting, students will be asked to read a variety of manuscripts and books and watch videos covering the lived experience of individuals with genetic diseases. An experiential workshop on Oral History and Narrative will introduce the student to the importance of hearing the patient story. Students will engage in role-plays and sessions with standardized patients at the Simulation Center. Students will engage with a variety of counseling techniques and how they can be applied to genetic counseling sessions. Theories that will be covered include person-centered counseling with the emphasis on authenticity and empathy. Approximately 14 hours

Units: 1

GENC 508 Problem-Based Learning in GC

This course requires students to present a primary literature paper relating to genetic case-based articles. Fellow students will comment and participate by asking questions regarding the paper content. The course will enhance genetic counseling students' understanding of the current state of knowledge regarding genetic counseling; and provide experience in reviewing and critiquing research articles either retrieved from online or the library. This course will also help students develop their scientific inquiry and written skill sets. Topics that will be covered include medical terminology, the structure of genetic counseling sessions, discussion of the scope of practice and disability rights, instruction in obtaining family pedigrees, review of genetic testing practices, and the National Society of Genetic Counselors' Code of Ethics and Scope of Practice. Case-based sessions will be used in this lecture.

Units: 2

GENC 509 Clinical Practicum II

This practicum will pick up on the learning in Practicum 1, moving from observation to interaction and specific PBC skills. 8 hours a week, 1 day per week, 15 weeks; 120 hours

Units: 2

GENC 510 Community Educational Outreach Project

Each student will be responsible for developing two outreach-based presentations during the first year of the program. They will identify an organization. That they would like to learn more about, including but not limited to support groups, educational programs, community outreach organizations, healthcare facilities and industry to interact with. They will contact the organization and develop a plan for an audiovisual program to present to the groups' members, including handouts. Each student will then share their experience with their classmates, including lessons learned, challenges, and ways to improve their presentation to future audiences.

Units: 1

GENC 511 Advanced Human Anatomy & Development

Provides an anatomical framework for understanding the development and form of the normal human body relating to Dymorphology, Anatomy, and Embryology. Detailed regional anatomy lectures are complemented by virtual cadaver dissection using "Anatmage" and visible body. The knowledge that students will develop can then be applied to problems of birth defects that are relevant to clinical practice in genetic counseling.

Units: 3

GENC 512 The Practice of Genetic Counseling II

This weekend experience will follow up on GENC 507. Students will repeat the exercises from the previous course and compare their two exercises, assessing their growing skill set, noting their progress and identifying areas needing additional attention. Students in need of remediation will receive additional activities to improve their skills. Weekend Class; 14 hours.

Units: 1

GENC 513 Clinical Genetics: Pediatrics, Rare Disease & Metabolic Genetics

This course is intended to provide a comprehensive curriculum on major topics in medical genetics. Various applications of genetics to human health, including studies of the inheritance of diseases in families, mapping of disease genes to specific locations on chromosomes, analyses of the molecular mechanisms through which genes cause disease, diagnosis and treatment of genetic disease, and genetic counseling, in which information regarding risks, prognoses, is communicated to patients and their families. This course will also cover the social

implications of genetic disease and diagnosis. These principles will be illustrated using examples from clinical practice. Emphasis in lectures will be placed on molecular medicine with discussion of the most up-to-date clinical diagnostics and therapeutics.

Units: 3

GENC 515 Maternal and Fetal Genetics and Development

This course will provide an overview of preconception and prenatal genetic counseling. Topics will include preconception carrier screening, advanced maternal/paternal age, maternal serum screening, cell-free DNA testing, ultrasound anomalies, diagnostic procedures (chorionic villus sampling, amniocentesis, etc.), assisted reproductive technologies (including preimplantation genetic testing), and advanced topics such as multiple gestation, neonatal loss, and infertility. This course will include discussion of and preparation for the ABGC Certification Examination, including development of exam questions for a practice examination.

Units: 3

GENC 516 Clinical Cancer Genetics

This course provides a foundation of knowledge and skills in the multidisciplinary specialty practice of genetic cancer risk assessment and counseling. The course designed is a blended, flipped-classroom model that combines recorded core distance-learning didactic modules developed by recognized experts in the field of cancer genomics with topic-specific discussion board engagement between learners and faculty, and weekly interactive (via web lecture) application of new knowledge into practice through individual and team-centered case-based learning and cancer risk counseling skills development.

Units: 3

GENC 517 Clinical Practicum III

GENC 517 is a hands-on intensive experience during the summer that will allow students to gain skills in genetic counseling. 8 hours a day, 5 days a week, 6 weeks; 240 hours

Units: 5

GENC 518 Clinical Practicum IV

GENC 518 will allow students to practice components of the genetic counseling session in a safe clinical environment. During the course of this program, the genetic counseling rotations focus on communicating basic genetic information in the clinic, to the families seeking advice and help. Clinical rotations will continue to move towards higher-level counseling skills. 8 hours a day, 2 days per week, 10 weeks; 160 hours

Units: 3

GENC 519 – Clinical Practicum V

GENC 519 continues genetic counseling clinical rotations and will allow students to practice components of the genetic counseling session in a safe clinical environment. During the course of this program, the genetic counseling rotations focus on communicating basic genetic information in the clinic, to the families seeking advice and help. Clinical rotations will continue to move towards higher-level counseling skills. 8 hours a day, one day per week, 10 weeks; 80 hours

Units: 2

GENC 520 Laboratory Techniques in Genomics, Variant Interpretation, and Curation

This course is designed to familiarize students with laboratory technologies and the interpretation of laboratory results. Students will understand the principles of variant interpretation and the evidence types used in variant assessment. By understanding the technical details and limitation of testing techniques and the components that go into interpretation of results, students will be able to apply that into their clinical practice as genetic counselors. This course provides essential knowledge on laboratory technologies, equipping students with the skills to understand and interpret laboratory results accurately. By exploring the principles of variant interpretation and the types of evidence used in variant assessment, students will gain a comprehensive understanding of genetic testing. This knowledge is crucial for genetic counselors, as it enables them to effectively integrate laboratory findings into clinical practice, ensuring informed decision-making and patient care.

Units: 3

GENC 522 Research Methods in Public Health

This course introduces students to the fundamentals of research study design, methods, and data collection. By the end of this course, students are expected to know the rules and best practices generally associated with quantitative and qualitative research methods. The course examines the historical and social context in which research institutions and the knowledge they produce are formed and maintained. The course will unpack the role that research methods play in producing ideas about race, gender, class, and sexuality. Using contemporary social justice issues, students will think through how shifting perspectives creates more opportunities for thinking through the relationship between populations, society, the environment, and health.

Units: 3

GENC 523 Medical Ethics and Health Law

Lecture/discussion/PBL format will be utilized to introduce

the genetic counseling student to the fundamentals of medical ethics and health law. The course includes an overview of ethical theories and approaches for investigation into specific ethical problems found in the medical setting and will assist the student in making ethical decisions using a systematic, theory-based, organized approach. A framework of ethical decision-making is introduced and used to make decisions using both ethical and legal guidelines on provided medical cases. This course will also review current laws, program accreditation, and licensure standards for genetic counseling.

Units: 2

GENC 524 Principles of Epidemiology

This course discusses how health statistics data are obtained and interpreted for the purpose of systematically assessing the health of populations, and how studies are conducted to evaluate various potential health-related risk and preventive factors. The course reviews basic principles and vocabulary related to disease types, course, transmission, and control, and it equips students with a critical awareness of how to evaluate data quality and study methodologies. The students will understand why epidemiology is considered foundational to the scientific understanding of population health and trends, and how epidemiologic research plays a critical role in determining causation and modes of disease transmission. Students will develop a critical eye toward the biases inherent to and produced from epidemiological endeavors.

Units: 3

GENC 525 Foundations of Genetic Counseling 2: Journal Club and Critical Thinking Skills

GENC 525 will provide students with opportunities to present and discuss articles on all aspects of genetics, which will include but not limited to: Genetic Engineering, Immunogenetics, Biometry, Clinical Genetics, Biochemical Genetics, Genetic Testing and Gene Manipulation, Genetic Counseling, Molecular Genetics, Cytogenetics and Population Genetics. Through this course students will be able to review published literature and summarize significant findings, analyze, and critically evaluate data from the literature and present key findings in the literature.

Units: 3

GENC 526 Master's Thesis I

This course enables all graduate students in the genetic counseling program to complete a research project as a requirement for the master's degree in genetic counseling. The Program Director will help students select a primary expert faculty advisor/research mentor and form an

original research project. Lastly, students select an expert thesis committee to help guide them through the completion of their Master Thesis.

Units: 3

GENC 527 Master's Thesis II

GENC 527 continues to allow all graduate students in the genetic counseling program to complete a research project as a requirement for the master's degree in genetic counseling. Students will continue to work on their research projects. The research project culminates with a written thesis approved by the thesis committee, an oral defense, and a formal research presentation at the student colloquium that precedes graduation.

Units: 3

GENC 528 Human Variation and Disease: Precision Medicine and Pharmacogenomics

This course will enhance genetic counseling students' knowledge of how variation in the human genome can lead to both disease and treatment. Examples from clinical genomics and pharmacogenomics will be used didactically. Each student will be asked to prepare two 30-minute presentations on: A) a genetic condition that exemplifies how human variation causes disease and B) a gene-drug interaction that exemplifies how human variation can be used for treatment.

Units: 3

GENC 529 Professional Issues and The Business of Healthcare

GENC 529 covers current and future issues facing the genetic counselor profession, the genetics community and the public. Topics will include current social and ethical issues, professional issues such as billing and reimbursement, networking, CV development, career development, and salary negotiations. Guest speakers will share their expertise. Students will be prepared to transition to practicing professionals in job search, billing/reimbursement, credentialing/licensure, service delivery, professional relationships, clinical supervision, developing effective educational programs, advocacy, legal issues, conflicts of interest, leadership and other relevant areas. Students will develop individualized plans for continuing professional development after graduation through self-study exercises. Classes will utilize flipped and in-class lectures, discussions, interactive activities, projects, and oral presentations. Coverage of GC Certification Examination, including development of exam questions for a practice examination.

Units: 3

MATHEMATICS

MTH 126 College Algebra

Reviews basic algebra concepts and presents intermediate to advanced treatments of linear and quadratic equations and their applications, function composition and inversion, polynomial functions, exponential functions, logarithmic functions, graphing of asymptotic behavior, matrices, determinants, systems of linear equations, sequences, series, and probability.

Category: B3

Units: 3

MTH 130 Pre-Calculus

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

Category: B3

Units: 3

MTH 150 Statistics for Research

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

Category: B3

Units: 3

MTH 230 Calculus

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

Prerequisite(s): MTH 130

Category: B3

Units: 3

MTH 231 Calculus II

Continuation of MTH 230 with respect to derivatives, calculation of derivatives of algebraic functions, and applications of derivatives (approximations, curve plotting, related rates, maxima and minima), and indefinite integrals. Fundamental theorem of calculus.

Differentiation and integration of sine and cosines.

Prerequisite(s): MTH 230

Units: 3

NUTRITION

NTR 220 Principles of Nutrition

This course will introduce basic concepts of nutrition with an emphasis on methods to improve health through proper nutrition. Principles of digestion and absorption, the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight control will be covered. WASC Core Competency: Critical Thinking requires a C to pass the course.

Units: 3

PHYSICS

PHY 250L General Physics I

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

Prerequisite(s): MTH 126

Units: 4

PHY 251L General Physics II

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

Prerequisites(s): PHY 250

PUBLIC HEALTH

BSPH 101 Introduction to Public Health

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

Units: 3

BSPH 202 Health Disparities, Equity and Social Justice

This course will explore health disparities, examine social determinants of health, and understand multi-level strategies at reducing poor health outcomes within a public health context founded in social justice. As an introductory course, we will examine, address, and respond to health disparities for the achievement of health equity.

Units: 3

BSPH 203 Community Health Education and Communication

The course introduces students to the theoretical foundations and practical applications of community health education and effective health communication strategies. Through a number of active learning

experiences, students will develop the skills necessary to develop, structure and communicate health education content to a variety of audiences.

Units: 3

BSPH 301 Introduction to Epidemiology

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

Units: 3

BSPH 302 Theoretical Principles of Health Behavior

This course introduces students to the behavioral, social, cultural, and environmental theories influencing health behaviors, and their application in public health promotion programs. Students will explore, critique and recommend appropriate health behavior change theories to address health promotion and disease prevention programs targeting culturally diverse underserved populations.

Units: 3

BSPH 303 Comparative Health Systems

This course provides students with a comprehensive analysis of the health care delivery system and the public health system and services. It covers identification of health problems and potential solutions related to health service delivery, health care reform, and trends in issues, policy, financing, regulation, and technology in U.S. and globally.

Units: 3

BSPH 304 Introduction to Environmental Health

This course introduces students to the key areas of environmental health. Students will gain an understanding of the interaction of communities with the urban environment, the domains of environmental health (water and air quality, food safety, waste disposal, occupational health), environmental risk factors (microbial agents, ionizing and nonionizing radiation), and their potential impact on health.

Units: 3

BSPH 306 Research Methods

This course provides an introduction to research methods and concepts, including research study design, methods, and tools of public health data collection, use and analysis. It serves as an introduction to quantitative, qualitative, mixed method and community participatory approaches to research, as well as ethical issues in conducting research.

Units: 3

BSPH 307A Domestic & Global Public Health Internship I

This is part one of the supervised field experience/internship for the BSPH students. This course provides the instructions and requirements of the hands on internship experience for the second part of this course (BSPH 307 II); it exposes students to the different internship sites and preceptors, their organizations' mission and goals, and prepares the students to submit their internship proposal for their hands-on experiential learning during the second part of this course (BSPH 307B).

Units: 3

BSPH 307B Domestic & Global Public Health Internship II

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

Units: 3

BSPH 308 Intro to GIS Applications in Public Health

This elective course introduces students to Geographic Information Systems (GIS) and its role in public health, highlighting the social determinants of health, health services, and how place impacts health. The course covers the basic concepts of geospatial theories, methods, and technologies with an emphasis on health disparities.

Units: 3

BSPH 310 Physiological and Lifestyle Basis of Disease

This course introduces students to the role of behavioral and lifestyle factors on human health and disease. Students will be able to propose health promotion and disease prevention strategies to address various lifestyle diseases based on the pathophysiology of diseases.

Pre-requisite (s): BMS 100 OR BMS 130/L or BMS 310/L

Units: 3

BSPH 311 Cuban Health Model for PH Professionals

This study abroad course is designed to expose public health professionals to the integrated health system used in Cuba. Internationally respected for its commitment to health as a human right, the Cuban Health Model has challenged the world to re-think the manner in which health systems should address the basic physical and mental needs of those it serves. There is a successful model that has guaranteed 98% of its urban and rural population access to preventive and primary care. Not surprisingly their maternal and infant mortality and life expectations are on par with many First World Nations.

Units: 1

BSPH 399 Directed Public Health Research

This elective course is designed to provide BSPH students

with an opportunity to explore an area of interest related to public health research and to enhance their public health research knowledge and skills.

Units: 3

BSPH 400 Program Planning, Proposal and Evaluation

This course provides students with the knowledge and skills to plan, develop, and evaluate public health programs and interventions for the improvement of community health and quality of life specifically focusing on culturally diverse urban communities burdened with disease, using a social ecologic framework and the PRECEDE-PROCEED Approach.

Units: 3

BSPH 401 Health Policy, Leadership and Ethics

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

Pre-requisite(s): HIS 141 or POL 141

Units: 3

BSPH 402 - Ethnic Studies in Public Health

This elective course will review the racial ideologies underwriting the historical formation and uses of race and culture throughout the world, and the use of race and culture as categories central to public health practice and service. Structural roots of social injustice and critical discourses of race that enhance our understandings of power and privilege will be emphasized.

Units: 3

BSPH 403 Foundations of Global Health

This course introduces students to key challenges and proposed solutions to global health disparities that impact health and wellbeing. The course covers the social determinants of health and the impact of global politics, economics, social norms, health beliefs, cultures, traditions and practices that impact global health inequities.

Units: 3

BSPH 405 Public Health Seminar

This elective public health seminar course is designed to expose the BSPH students to a broad range of health disparities by bringing together the many different social, political and academic arenas that are discussing health and social justice issues. The overarching objective is to impress upon the student the different ways that "public health" is addressed and how it works.

Units: 3

BSPH 410 Capstone Project

This course focuses on the integration of public health knowledge, skills, and practice acquired during the BSPH course of study and the student's internship experience. The capstone course engages students in assessing their individual level of achievement of the BSPH public health domains and learning outcomes, and allows students to reflect on, finalize, and present their internship experience projects in a high quality written report.

Units: 3

MPH 502 Racial and Ethnic Disparities in Health

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved racial, ethnic or minority vulnerable populations as well as an analysis of research that describes, explains and examines variables influencing health disparities and intervention strategies to reduce these disparities.

Units: 3

MPH 511 Principles of Epidemiology

Principles of Epidemiology focuses on the study of the distribution and determinants of urban health issues through the use of vital statistics data. The course provides students with the necessary skills to investigate the epidemiology of diseases as well as to critique population-based studies in urban public health.

Units: 3

MPH 512 Principles of Biostatistics

Principles of Biostatistics introduces students to the statistical methods commonly used in public health research, including the appropriate uses and common misuses of health statistics. The course provides the students with the necessary skills to analyze interpret and critique urban public health research studies

Units: 3

MPH 513 Program Planning and Evaluation

Program Planning and Evaluation builds on previously-learned skills of epidemiology, biostatistics, and social and behavioral theories in public health. The course provides students with the necessary skills to plan, design, implement and evaluate public health programs for improving health in urban settings.

Units: 3

MPH 520 Public Health Biology

This elective course introduces students to the role human biology plays in public health. The biological and behavioral basis of diseases, including health promotion and disease prevention strategies are introduced through the study of the pathophysiology of lifestyle diseases and their underlying socioenvironmental determinants.

Units: 3

MPH 521 Environmental Determinants of Health

Urban environmental factors, including social, physical and chemical factors are examined as determinants of health, with a particular emphasis on urban communities and strategies for reducing or eliminating ambient, workplace, and residential environmental threats.

Units: 3

MPH 522 Social and Behavioral Theories in Public Health

This course reviews the social and behavioral theories influencing health-related behavior, and their application in public health programs. Students are provided the skills to apply, critique and recommend theoretically-based public health programs targeting various urban ethnic groups

Units: 3

MPH 523 Health Policy and Management

This course examines the political, structural, economic, ethical, and legal framework in which U.S. public health organizations develop, administer, and evaluate PH programs, and the U.S. policy making processes that affect the health of populations. .

Units: 3

MPH 524 Community Engagement in Public Health

This course provides students with the knowledge and skills to empower underserved urban communities to address health disparities through community organization, capacity and coalition building, community-based participatory research, and transcultural communication.

Units: 3

MPH 526 Health Communication and Data Visualization

The course provides an overview of the development, design, and delivery process for public health education, communications and informatics. It is designed to familiarize students with the process of communicating public health information, goals, and objectives, and the application of both traditional and advanced communication technology into meaningful interventions.

Units: 3

MPH 527 Race, Cultural Competency and Health

Working towards "cultural competence," this course discusses the historical and contemporary ways that race and culture have been measured and understood in public health research and practice. The course examines racial formation, medicalization, biological and cultural determinism, and ways that differences between racial/ethnic groups are central to managing health disparities.

Units: 3

MPH 530 Conversation on Health and Politics

This elective course is designed to expose MPH graduate students to the breadth of public health via invited CDU faculty and guest lecturers. Guest lecturers discuss current research in salient public health issues through the lens of health disparities.

Units: 3

MPH 540 Foundations of Maternal and Child Health (MCH)

Foundations of Maternal and Child Health critically examines the history, systems, and policies shaping MCH in the United States. Emphasizing life course theory, Title V, structural determinants of health, midwifery model of care, and leadership development, the course prepares students to analyze inequities and advance community-centered, systems-level solutions.

Units: 3

MPH 581 Research Methods

Fundamentals of research study design, methods and data collection are examined. The course introduces quantitative, qualitative and mixed method approaches to research, as well as ethical issues in conducting research.

Units: 3

MPH 582 Public Health Thesis

This elective course (part of a two-semester series) provides students with the knowledge and skills to develop and refine public health research questions, conduct a comprehensive review and analysis of the literature, select a theory or organizing framework, outline the methods, formulate a data analysis plan.

Units: 3

MPH 583 Grant Proposal Development

This elective course provides students an opportunity to enhance their skills in grant proposal writing. Student will become familiar with the funding environment, identify potential funders, understand the grant submission and review process, and respond to an official public health "Request for Application" grant.

Units: 3

MPH 584 Global Health Studies-The Cuban Health System Model

This is a Credit/No Credit course. This elective study abroad, global health studies course exposes students to the Cuban integrated health system. The course utilizes experiential learning, and as such, the majority of the instruction take place in Cuba where students receive first hand instruction from those who work within the Cuban health system and are served by it, including faculty in the Cuban School of Public Health, experts in the health field,

community members, and patients. This course requires faculty approval. This course has a study abroad fee of approximately \$4,000. The travel fee is susceptible to change depending on final flight prices. Airfares are not guaranteed until ticketed. All changes are subject to availability, additional fees, airline rules and regulations.

Units: 3

MPH 585 Global Health Disparities

This course provides an interdisciplinary perspective on key challenges and proposed solutions to global health disparities that impact health and wellbeing. The course covers the relevance of global politics, economics, health systems, culture and society, and the health beliefs and practices that impact global health disparities.

Units: 3

MPH 590 Applied Practice Experience (APE)

This is a Credit/No Credit, hands-on course which transitions students from an academic to a practice mindset. Students demonstrate the attainment of at least five (5) public health competencies through an applied practice experience in a public/private urban health setting, culminating in a written report, and a portfolio with at least two (2) deliverables.

Units: 3

MPH 595 Integrative Learning Experience (ILE)

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

Units: 3

MPH 599 Independent Public Health Research

This elective course is designed to provide MPH students with an opportunity to explore an area of interest related to public health research focused on urban health disparities, and to enhance their public health research knowledge and skills.

Units: 3

LACTATION EDUCATION PROGRAM

LEP 500 – Lactation Education I

Formerly PHE 500- Lactation Education I for Health Professionals

This course is Part 1 of a 2-part course on breastfeeding/chestfeeding support education, focusing on cultural competence and historical barriers for underserved communities. Students gain comprehensive lactation education, including anatomy and physiology of lactation, techniques, problem-solving, nutritional needs, pumping and storage, counseling, cultural sensitivity, and principles of diversity and equity in lactation healthcare. This course is only for those officially enrolled in the Lactation Education Pathway 2 (LEP2) Program.

Units: 3

LEP 501 – Lactation Education II

Formerly PHE 501-Lactation Education II for Health Professionals

This course is Part 2 of a 2-part course on breastfeeding/chestfeeding support education, focusing on cultural competence and historical barriers for underserved communities. Students gain comprehensive lactation education, including anatomy and physiology of lactation, techniques, problem-solving, nutritional needs, pumping and storage, counseling, cultural sensitivity, and principles of diversity and equity in lactation healthcare. This course is only for those officially enrolled in the Lactation Education Pathway 2 (LEP2) Program.

Prerequisite: LEP2 500

Units: 3

LEP2 502- Clinical Instruction for Lactation Education I

LEP2 students receive 1:1, culturally competent clinical training, and clinical hours. Students begin with observing care of the breastfeeding dyad and then move to a more in-depth, hands-on, clinical practice experience that allows for the student to become more involved under the direct supervision of a clinical instructor by the end of the semester. This course is only for those officially enrolled in the Lactation Education Pathway 2 (LEP2) Program.

Prerequisite: LEP2 501

Units: 3

LEP2 503- Clinical Instruction for Lactation Education II

LEP2 students receive 1:1, culturally competent clinical training, and clinical hours. Students begin with observing care of the breastfeeding dyad and then move to a more in-depth, hands-on, clinical practice experience that allows for the student to become more involved under the direct supervision of a clinical instructor by the end of the semester. This course is only for those officially enrolled in the Lactation Education Pathway 2 (LEP2) Program.

Prerequisite: LEP2 502

Units: 3

PUBLIC HEALTH EDUCATION

PHE 143 - Survey of Allied Health Professions

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

Units: 3

PHE 190 A and B - President's Seminar on Health Leadership

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

Units: 1

PHE 290 A and B – President's Seminar on Health Systems

Students will engage with Dr. David M. Carlisle, President and CEO of Charles R. Drew University of Medicine and Science (CDU), other faculty, and invited guests for an innovative seminar on health systems. The class meets once a week during the fall and spring semester and is designed to supplement students' existing coursework.

Units: 1

PHE 250 - Community Health Issues

Discusses issues in community health including the medical, legal, and social aspects of areas such as substance abuse, communicable diseases, intentional injury, and death. Provides an overview of lifestyle behaviors that influence attitudes, services, and personal and social issues related to health. Provides an overview of behavior change strategies to improve health status. Integrates Healthy People 2020 objectives strategies for promoting health in underserved communities. This course is a residency requirement for all undergraduate students in the College of Science and Health.

Prerequisite(s): None

Category: E3

Units: 2

PHE 390 A and B – President's Seminar on Contemporary Health Affairs

Students will engage with Dr. David M. Carlisle, President and CEO of Charles R. Drew University of Medicine and Science (CDU), other faculty, and invited guests for an innovative seminar on current trends and approaches to U.S. healthcare issues.

Units: 1

PHE 255 – Biopsychosocial Dynamics of Health



Sophomore Seminar

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

Prerequisite(s): PHE 250

Category: E2

Units: 1

PHE 344 - Educational Methods for Allied Health Practitioners

Provides an overview of theoretical concepts of learning, teaching, planning, implementing, and evaluating education experiences for individuals in various settings and at different stages in the life cycle. Emphasizes the development of lesson plans, usage of audiovisual aids, and application of educational methods in practical settings.

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

Units: 3

PHE 352 - Health Dynamics and Cultural Diversity

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

Prerequisite(s): SOC 141 or PSY 141

Category: F

Units: 3

PHE 450 - Global Health Senior Seminar

Students synthesize, integrate, and build upon their academic achievements from their general education course work and service learning experiences with an emphasis on communication, critical thinking, understanding cultural diversity, and technical skill development. This course is an in-residency requirement for all undergraduate Bachelor's degree students in the College of Science and Health.

Prerequisite(s): PHE 250

Category: E2

Units: 1

PHE 451 - Research Methods

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

Prerequisite(s): CPU 125*

Units: 3

PHE 490 A and B – President's Seminar on US Health Policy

Students will engage with Dr. David M. Carlisle, President and CEO of Charles R. Drew University of Medicine and Science (CDU), other faculty, and invited guests for an innovative seminar on US health policy. The class meets once a week during the fall and spring semester and is designed to supplement students' existing coursework.

Units: 1

PHYSICIAN ASSISTANT

MPA 481 to MPA 483 EDGE-PA Success: Readiness for PA School & Beyond I – III (EDGE-PA Program)

Three consecutive courses designed to equip students for PA school by integrating application preparation, academic readiness, and professional development. In addition to CASPA guidance, students will develop key competencies such as critical thinking, study strategies, professionalism, and resilience. Through structured learning, mentorship, peer support, and clinical shadowing, students will strengthen their competitiveness and readiness for PA education.

Units: 0

^ Must be enrolled the EDGE-PA program or have permission from PA Program Director to enroll.

MPA 490 Foundations of PA Student Success

This course is designed for incoming PA students to equip them with the fundamental knowledge and tools to excel in the PA curriculum. The course reviews essential anatomy and physiology, integrating relevant disease processes to bridge scientific knowledge with pathology, along with study plans, test-taking strategies, and time management skills necessary for the PA educational environment.

Units: 0

MPA 492 Anatomy and Physiology with Clinical Integration (EDGE-PA Program)

This fully virtual course provides a focused understanding of human anatomy and physiology with an emphasis on clinical applications relevant to pre-physician assistants (PAs). Students will study the structure and function of major body systems, integrating this knowledge with clinical practices. Through lectures, interactive modules, assessments, and case studies, students will learn to apply anatomical and physiological concepts to medical scenarios. In conjunction with classroom instruction, the anatomy and physiology online lab component for this course requires students to apply knowledge to critical-thinking application exercises.

Units: 4

^ Must be enrolled the EDGE-PA program or have permission from PA Program Director to enroll.

MPA 500 Pathophysiology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of human pathophysiology and enhance student knowledge in recognizing and identifying pathophysiology for specific disease processes.

Units: 4

MPA 501 Human Anatomy

Lecture/discussion format and laboratory experience for cadaveric dissections will be utilized to introduce the physician assistant student to the fundamentals of human anatomy and enhance student knowledge in gross morphology of the human body including structural relationships, anatomical variations, and radiological correlations. Content will include the basic concepts of embryology, the comparison of normal and abnormal structural relationships and demonstration of how these things relate to health and disease.

Units: 4

MPA 503 Diagnostic Skills and Procedures I

Lecture, discussion and practical experiences will introduce the student to procedures and techniques used in the diagnosis of illness or disease. Students will be taught to understand, interpret and apply diagnostic findings to clinical situations. Safety principles and policies related to performance of diagnostic tests will be reviewed.

Units: 2

MPA 504 Pharmacology and Pharmacotherapeutics I

MPA 514 Pharmacology and Pharmacotherapeutics II

This two-semester course will utilize lecture/discussion format and problem based learning activities to introduce the physician assistant student to the fundamentals of pharmacology and pharmacotherapeutics. The student

will learn the basic principles of pharmacology including pharmacokinetics, prescription writing, drug interaction mechanisms and pharmacodynamics.

Pharmacotherapeutics is incorporated into the curriculum through utilization of clinical guidelines and evidence-based medicine.

Units: 3; 3

MPA 506 Introduction to Medical Spanish for the Physician Assistant

Lecture/discussion/interactive format will be utilized to introduce the students to the study of Medical Spanish. Students will gain familiarity with basic written and oral vocabulary in addition to instruction on socioeconomic and cultural factors impacting healthcare delivery.

Units: 2

MPA 507 Research Methods

This course introduces students to various aspects of health-related research. It provides a basic understanding of application of statistical methods to biologic and health sciences. Students will review research and develop a research activity utilizing research and proposal design fundamentals learned within the course.

Units: 3

MPA 511 Microbiology and Infectious Disease

Lecture, discussion and case-based learning will be utilized to introduce the student to biochemical, serological and virulence characteristics of microorganisms. Correlation with clinical presentation will be emphasized along with fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, host response, differential diagnosis, management and follow-up care for various infectious diseases and disorders.

Units: 2

MPA 512 Principles of Medicine I

This course will address topics related to the etiology, epidemiology, pathophysiology, history and physical presentation, differential diagnosis, diagnostic methods, treatment, prevention and follow-up care of various medical disorders occurring across the lifespan. This course will also introduce the student to the newest advances in medicine and latest global medical topics.

Units: 6

MPA 513 Diagnostic Skills and Procedures II

Lecture, interactive format and practical experiences will be used to introduce the PA student to the fundamentals of various diagnostic modalities and procedures. Safety principles, rationale for ordering diagnostic tests or performing procedures, interpretation and correlation to clinical symptoms will be emphasized.

Units: 2

MPA 513b Diagnostic Skills and Procedures IIb

Lecture, interactive format and practical experiences will be used to introduce the PA to the fundamentals of various diagnostic modalities and procedures. Safety principles, rationale for ordering diagnostic tests or performing procedures interpretation and correlation to clinical symptoms will be emphasized. Promoting global health through an international service-learning experience is a unique component of this course.

Units: 2

MPA 520 Principles of Surgery and Emergency Medicine

Lecture/discussion/laboratory experience format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, pathophysiology, differential diagnosis, surgical and medical management, and follow-up care and prevention of specific conditions encountered in surgical, surgical subspecialty and emergency settings. Laboratory sessions will be used to familiarize the student with basic surgical procedures, aseptic technique and clinical correlation.

Units: 3

MPA 521 Principles of Obstetrics and Gynecology

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, anatomy, pathophysiology, differential diagnosis, clinical and medical management, and follow-up care and prevention of various obstetric and gynecological diseases and disorders.

Units: 3

MPA 522 Principles of Medicine II

This course will address topics related to the etiology, epidemiology, pathophysiology, history and physical presentation, differential diagnosis, diagnostic methods, treatment, prevention and follow-up care of various medical disorders occurring across the lifespan. This course will also introduce the student to the newest advances in medicine and latest global medical topics.

Units: 9

MPA 523 Principles of Behavioral Medicine

Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of signs, symptoms, etiology, epidemiology, anatomy, pathophysiology, differential diagnosis, clinical and medical treatment, and follow-up care and prevention of various disorders of behavioral psychiatry. This course will also introduce the student to the relationship between physical and psychological health.

Units: 2

MPA 524 Psychosocial Dynamics in Health Care

Lecture/discussion/group interactive format will be utilized to introduce the physician assistant student to societal and individual prejudices, preconceived perceptions, and biases that influence clinical interactions and how to develop appropriate responses and strategies to develop cultural and structural competency and structural humility.

This course provides students with common psychosocial problems encountered by medical professionals and explores issues related to sexuality, cultural, structural competence and humility, multicultural health, cross-cultural communication, healthcare disparities and underserved populations.

Units: 2

MPA 530 Patient History and Physical Diagnosis I

Lectures, small groups and practical lab experiences will introduce students to the fundamental skills necessary to conduct a medical interview, perform and to present the information in organized oral and written formats. Students will use patient history, physical exam and clinical data to formulate an assessment and develop a care plan.

Units: 3

MPA 530b Patient History and Physical Diagnosis Ib

Lectures, small groups and practical lab experiences will introduce students to the fundamental skills necessary to conduct a medical interview, perform and to present the information in organized oral and written formats. Students will use patient history, physical exam and clinical data to formulate an assessment and develop a care plan. Promoting global health through an international service-learning experience is a unique component of this course.

Units: 3

MPA 531 Patient History and Physical Diagnosis II

This course is the second of a two-course series. Lectures, small groups and practical lab experiences will introduce students to the fundamental skills necessary to conduct a medical interview and to present the information in organized oral and written formats. Students will use patient history, physical exam and clinical data to formulate an assessment and develop a care plan

Units: 3

MPA 531b Patient History and Physical Diagnosis IIb

This course is the second of a two-course series. Lectures, small groups and practical lab experiences will introduce students to the fundamental skills necessary to conduct a medical interview and to present the information in organized oral and written formats. Students will use patient history, physical exam and clinical data to formulate an assessment and develop a care plan.

Promoting global health through an international service-learning experience is a unique component of this course.

Units: 3

MPA 610 Supervised Clinical Practice Experience (SCPE) – Internal Medicine

This SCPE introduces students to internal medicine and the evaluation and management of adults in inpatient or outpatient settings. Students will evaluate and manage adult patients under appropriate supervision through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, and development of management plans.

Units: 3

MPA 611 Supervised Clinical Practice Experience (SCPE) – Emergency Medicine

This SCPE introduces students to hospital-based emergency medicine. Students will evaluate and manage patients of all ages under appropriate supervision through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, recognition of life-threatening conditions and development of management plans.

Units: 3

MPA 612 Supervised Clinical Practice Experience (SCPE) – Family Medicine

This SCPE introduces students to the fundamentals of family medicine in the outpatient setting. Students will evaluate and manage patients throughout the lifespan under appropriate supervision through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, development of management plans, and dissemination of preventive care recommendations.

Units: 3

MPA 621 Supervised Clinical Practice Experience (SCPE) – Surgery

This SCPE introduces students to the fundamentals of surgery and inpatient medicine. Students will participate in both intraoperative procedures and the preoperative and postoperative management of patients throughout the lifespan under appropriate supervision in both emergent and nonemergent surgical cases.

Units: 3

MPA 622 Supervised Clinical Practice Experience (SCPE) – Obstetrics and Gynecology

This SCPE introduces students to the fundamentals of women's health. Students will evaluate and manage patients with gynecological and obstetric medical and surgical issues throughout the lifespan under appropriate supervision through accurate analysis of history and

physical examination findings, interpretation of diagnostic studies, and development of management plans.

Units: 3

MPA 623 Supervised Clinical Practice Experience (SCPE) – Pediatrics

This SCPE introduces students to the fundamentals of pediatrics. Students will evaluate and manage patients from birth through adolescence under appropriate supervision through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, development of management plans, and dissemination of preventive care recommendations.

Units: 3

MPA 631 Supervised Clinical Practice Experience (SCPE) – Behavioral Medicine

This SCPE introduces students to the fundamentals of behavioral medicine and psychosocial components of health, disease, and disability in the inpatient setting. Students will evaluate and manage patients with various psychiatric disorders under appropriate supervision through accurate analysis of history and mental status examination and development of management plans.

Units: 3

MPA 632 Supervised Clinical Practice Experience (SCPE) – Elective 1

This SCPE introduces students to a specific medical discipline in an offsite medical facility. Students will evaluate and manage patients with various medical disorders related to the selective rotation under appropriate supervision through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, and the development of management plans.

Units: 3

MPA 632b Supervised Clinical Practice Experience (SCPE) – Elective 1b

This SCPE introduces students to a specific medical discipline in an offsite internationally located medical facility. Students will travel to a specific international medical facility where students will evaluate and manage patients with various medical disorders related to the elective rotation under appropriate supervision. Students will participate through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, and the development of management plans.

Units: 3

MPA 632c Supervised Clinical Practice Experience (SCPE) – Elective 1c

This SCPE introduces students to a specific medical discipline in an offsite internationally located medical

facility. Students will travel to a specific international medical facility where students will evaluate and manage patients with various medical disorders related to the elective rotation under appropriate supervision. Students will participate through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, and the development of management plans.

Units: 3

MPA 633 Supervised Clinical Practice Experience (SCPE) – Elective 2

This SCPE introduces students to a specific medical discipline in an offsite medical facility. Students will evaluate and manage patients with various medical disorders related to the elective rotation under appropriate supervision through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, and the development of management plans.

Units: 3

MPA 633b Supervised Clinical Practice Experience (SCPE) – Elective 2b

This SCPE introduces students to a specific medical discipline in an offsite internationally located medical facility. Students will travel to a specific international medical facility where students will evaluate and manage patients with various medical disorders related to the elective rotation under appropriate supervision. Students will participate through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, and the development of management plans.

Units: 3

MPA 633c Supervised Clinical Practice Experience (SCPE) – Elective 2c

This SCPE introduces students to a specific medical discipline in an offsite internationally located medical facility. Students will travel to a specific international medical facility where students will evaluate and manage patients with various medical disorders related to the elective rotation under appropriate supervision. Students will participate through accurate analysis of history and physical examination findings, interpretation of diagnostic studies, and the development of management plans.

Units: 3

MPA 634 - Independent Study I

Independent study rotations are 5 weeks in length. The first four weeks include a student-led, on-campus independent study completed under the guidance of a faculty member. This course is designed to facilitate the student's studying and mastery of medical knowledge. Students will be required to demonstrate a level of proficiency in medical knowledge commensurate with

their level of training. Students will attend end-of-rotation activities during the last week of the rotation.

The student will actively participate in the learning process by utilizing multiple resources, including recommended textbooks, lecture slides, assigned board review practice questions, and other assignments. Additional support such as tutoring, study skill seminars, live review courses, and success coaching may be incorporated to enhance their learning experience.

Units: 3

MPA 635 - Independent Study II

Independent study rotations are 5 weeks in length. The first four weeks include a student-led, on-campus independent study completed under the guidance of a faculty member. This course is designed to facilitate the student's studying and mastery of medical knowledge. Students will be required to demonstrate a level of proficiency in medical knowledge commensurate with their level of training. Students will attend end-of-rotation activities during the last week of the rotation.

The student will actively participate in the learning process by utilizing multiple resources, including recommended textbooks, lecture slides, assigned board review practice questions, and other assignments. Additional support such as tutoring, study skill seminars, live review courses, and success coaching may be incorporated to enhance their learning experience.

Units: 3

MPA 641 Medical Ethics and Health Law

Lecture/discussion/PBL format will be utilized to introduce the physician assistant student to the fundamentals of medical ethics and health law. The course includes an overview of ethical theories and approaches for investigation into specific ethical problems found in the medical setting and will assist the student in making ethical decisions using a systematic, theory-based, organized approach. Supervised Clinical Practice Experience encounters are utilized to demonstrate ethical and legal dilemmas. A framework of ethical decision-making is introduced and used to make decisions using both ethical and legal guidelines on provided medical cases. This course will also review current laws, program accreditation and licensure standards for the physician assistant.

Units: 3

MPA 643 Principles of Medicine – III

This course will address topics related to the etiology, epidemiology, pathophysiology, history and physical presentation, differential diagnosis, diagnostic methods, treatment, prevention and follow-up care of various medical disorders occurring across the lifespan. This course will also introduce the student to the newest

advances in medicine and latest global medical topics.

Units: 5

MPA 645 Professional Roles and Responsibilities

This course addresses factors relating to the PA profession including history, credentialing requirements, policies, laws, regulations, practice dynamics, and professional development. The course also introduces students to a historical understanding of the community surrounding CDU and addresses the social, health and economic challenges of providing health care to underserved populations.

Units: 2

MPA 600 Summative Evaluation and Medicine Review

This comprehensive medicine review course is designed to further develop and assess the student's ability to apply the fundamentals of medicine in written, practical and verbal formats. Weekly system-based exams are administered in preparation for the summative examination and PANCE. Lectures includes exam analysis, system-based review, and case-based learning.

Units: 5

MPA 700 - 703 (Graduate Seminar I-IV)

The graduate seminar series will provide the PA student with tools necessary for scholarly practice, professional advancement, leadership, and service in the context of addressing health disparities, seeking social justice and improving the health of medically underserved communities. Lecture/discussion/small group format will be utilized. Lectures and activities will be completed during the clinical year and the last fall semester.

Units: 3 for each course

MPA 700 - 703b (Graduate Seminar I-IVb)

The graduate seminar series will provide the PA student with tools necessary for scholarly practice, professional advancement, leadership, and service in the context of addressing health disparities, seeking social justice and improving the health of medically underserved communities. Promoting global health through an international service-learning experience is a unique component of this course. Lecture/discussion/small group format will be utilized. Lectures and activities will be completed during the clinical year and the last fall semester.

Units: 3 for each course

RADIOLOGIC SCIENCES

RAD 102 – Introduction to Radiologic Technology

Introduces the profession of radiologic technology. Discusses introduction to the clinical setting, radiologic services administration, basic radiation protection, patient interactions, and infection control. Discusses an overview

of radiography, its role in the healthcare delivery system, and the history and future of the profession.

Units: 2

RAD 103 - Radiographic Positioning I w/lab

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

Units: 3

RAD 104 - Radiographic Positioning II w/lab

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

Prerequisite(s): All RAD course in the first Fall semester

Units: 3

RAD 105 - Methods of Patient Care

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

Units: 3

RAD 106 - Radiographic Positioning III w/lab

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

Prerequisite(s): All RAD courses in the first Fall & Spring semesters

Units: 3

RAD 107 – Introduction to Radiography Physics

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

Units: 3

RAD 112 - Principles of Radiation Exposure I

Provides introductory knowledge and understanding of X-ray exposure technique as correlated with practical application. It provides an introduction to PACS and digital radiography. Develops the capability to devise and revise a technique based on sound principles and practices. It discusses basic math and algebra formulas. Fundamentals concerned with the production, analysis, and recording of radiographic images are included in this course.

Understanding density, contrast, detail and distortion as well as their interrelationships will be emphasized. Subject matter will include mAs, kVp, distance relationships, geometric image formation, grids, beam limiting devices, and filtration. Laboratory assignments are included.

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

Units: 3

RAD 113- Principles of Radiation Exposure II

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

Prerequisite(s): All RAD courses in the first Fall & Spring semesters

Units: 3

RAD 120 - Clinical Practicum I

Designed to introduce the student to the clinical setting and exposure to departmental organization; patient flow, and digital imaging; observation in various sections of the radiography department. It requires assigned students to assist in various patient care and departmental functions and perform examinations under direct supervision.

Units: 4

RAD 130 - Clinical Practicum II

Designed to further develop student clinical skills under direct and indirect supervision. This course further develops practical skills in patient care. The student continues to accumulate hours and examinations required by the State of California Department of Health Services.

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

Units: 3

RAD 140 – Clinical Practicum III

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

competency in radiographic procedures of patients with emergent and non-emergent conditions. The student continues to accumulate hours and examinations required by the State of California Department of Health Services.

Prerequisite(s): All RAD courses in the first Fall & Spring semesters

Units: 4

RAD 209 - Radiographic Positioning IV w/lab

Provides study and laboratory demonstration in various anatomic positions necessary to demonstrate specific anatomical parts for diagnostic evaluation with an emphasis on the vertebral column. Discuss medical terminology and considerations related to the production of quality radiographs.

Prerequisite(s): All RAD courses in the first academic year (Fall, Spring, and Summer semesters)

Units: 3

RAD 215 – Advanced Radiographic Procedures

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

Prerequisite(s): All RAD courses in the first academic year (Fall, Spring, and Summer semesters)

Units: 3

RAD 216 – Principles of Radiation Exposure III

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

Prerequisite(s): All RAD courses in the first academic year (Fall, Spring, and Summer semesters)

Units: 3

RAD 217 – Sophomore Seminar II and Certification Preparation

Designed for the student to review those subjects necessary for the successful completion of the American Registry of Radiologic Technologists (ARRT) certification examination, fluoroscopy, and/or the California Certified

Radiologic Technologist (CRT) certification exams in radiography. Consists of lectures by guests and faculty. This course also permits the student to use simulated testing software to identify and eliminate their own personal areas of academic weakness before taking the certification examinations.

Prerequisite(s): All RAD courses in the first academic year and second year Fall semester

Units: 6

RAD 220 - Clinical Practicum IV

Designed to continue developing advanced skills in performing examinations under direct and indirect supervision. The student continues to develop positioning skills and making exposures using sound radiation protection decisions. Students must demonstrate developing competency in radiographic procedures of patients with emergent and non-emergent conditions.

Prerequisite(s): All RAD courses in the first academic year (Fall, Spring, and Summer semesters)

Units: 3

RAD 230 - Clinical Practicum V

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

Prerequisite(s): All RAD courses in the first academic year and second year Fall semester

Units: 2

RAD 400 - Cross-Section Anatomy & Pathology

This course is designed to begin with a review of gross anatomy of the entire body. An overview of pathologies commonly seen will be reviewed. A general understanding of descriptions, signs and symptoms and imaging characteristics of those pathologies will be discussed. Detailed study of gross anatomical structures will be conducted systematically for location, relationship to other structures and function.

Gross anatomical structures are located and identified in axial (transverse), sagittal, coronal and orthogonal (oblique) planes. Illustrations and anatomy images will be compared with CT and MR images in the same imaging planes and at the same level when applicable. The characteristic appearance of each anatomical structure as it appears on CT, MR and ultrasound images, when applicable, will be stressed.

Prerequisite: Active certification as a Registered

Technologist by the American Registry of Radiologic Technologists.

Units: 3

RAD 401 – Principles of Magnetic Resonance Imaging

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

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

Units: 3

RAD 404 - Principles of Computed Tomography

This course is designed to provide detailed information of procedures for CT whole body imaging of adult and pediatric patients. The procedures include, but are not limited to, indications, patient education, patient preparation, orientation and positioning, patient history and assessment, contrast media usage, localizer image, selectable scan parameters and viewing and archiving of the images. CT procedures will be explained for differentiation of specific structures, patient symptomology and pathology. CT exam images will be reviewed for quality, anatomy and pathology. CT procedures vary from facility to facility and normally are dependent on the preferences of the radiologists.

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

Units: 3

RAD 406 – Computed Tomography Clinical Practicum

The clinical practice in CT will sequentially develop the student in critical thinking, patient care, safety, image production and analysis as it pertains to computed tomography. At the conclusion of the 16 week-long spring or fall semester, to become eligible to take the Computed Tomography Certificate Exam, students must have all 125 clinical procedures on their ARRT Postprimary account and verified by their Precepting Techs. **Prerequisite(s):** Active certification as a Registered Technologist by the American Registry of Radiologic Technologists.

Units: 6

RAD 407 – Magnetic Resonance Imaging Clinical Practicum.

Intensive clinical placement at affiliated medical centers, providing immersive experiences in MRI examinations for mastering clinical competencies, patient interaction, and application of MRI procedures. At the conclusion of the 16 week-long spring or fall semester, to become eligible to take the Magnetic Resonance Imaging Certificate Exam,

students must have all 125 clinical procedures on their ARRT Postprimary account and verified by their Precepting Techs. **Prerequisite(s): Active certification as a Registered Technologist by the American Registry of Radiologic Technologists.**

Units: 6

RADM 100 – Principles of Mammographic Imaging

In-depth exploration of breast anatomy, physiology, pathology, and mammographic imaging procedures. Focus on mammogram interpretation and understanding of contemporary mammographic images.

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

Units: 3

RADM 102 – Mammography Clinical Practicum

In-depth exploration of breast anatomy, physiology, pathology, and mammographic imaging procedures. Focus on mammogram interpretation and understanding of contemporary mammographic images. At the conclusion of the 16 week-long spring or fall semester, to become eligible to take the Mammography Certificate Exam, students must complete their Initial 25 MQSA-qualified Mammograms and verify the additional 112 clinical procedures on their ARRT Postprimary account and verified by their Precepting Techs.

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

Units: 6

RSC 400 – Medico-legal Issues in Radiology

Designed to be an overview of medico-legal issues in radiology as they affect imaging professionals. This course will provide insight into legal doctrines, hospital labor relations, ethics, patients' rights, licensing and certification, teleradiology concerns, and more.

Units: 3

RSC 402– Quality Management in Imaging Sciences

This course equips students with the foundational knowledge, practical skills, and ethical considerations needed to manage quality effectively in imaging sciences. Covering a range of topics, from maintaining image quality to quality control across various imaging modalities, the curriculum emphasizes diagnostic accuracy, patient safety, and ethical practices. Students will engage in lectures, case studies, and hands-on assessments to learn how to monitor and enhance imaging services, supporting high standards of care and equitable patient treatment outcomes globally.

Units: 3

RSC 404– Radiation Biology and Protection

Designed to be an overview of ionizing and non-ionizing radiation exposure and how it affects the biological systems. This course will review the sources of radiation and methods of reducing the amount of exposure to patients and personnel, while optimizing image quality.

Units: 3

RSC 410– Medical Imaging Informatics

Designed to be an overview of medical imaging informatics. This course will provide insight into medical image management processing systems (MIMPS) and includes basic terminology in informatics and how they relate to computed and digital radiography, hospital information systems, radiology information systems, systems interoperability, DICOM, and HL-7.

Units: 3

RSC 412– Global Health Radiology

This comprehensive course is designed to equip students with the foundational strategies, practical knowledge, and ethical considerations necessary to implement and manage radiology services in global health contexts, particularly in underserved regions. Students will explore the critical role of radiology in addressing global health disparities through the application of medical imaging technologies. The curriculum covers the assessment, planning, and support of medical imaging services, focusing on improving health and achieving equity in healthcare for all populations worldwide.

Units: 3

RSC 414– Research and Senior Capstone

This course is designed specifically for students in Radiology Sciences, guiding them through the stages of a bachelor's-level capstone project from initiation to final presentation. It covers key aspects such as topic selection, research methodology, literature review, and project execution within the context of Radiology Sciences education and research. Students will undertake a focused project relevant to the field, culminating in a comprehensive report and a TEDx-style public presentation. The curriculum emphasizes critical thinking, effective communication, and the practical application of academic research and theory in Radiology Sciences. Each project phase, from the initial proposal to the final presentation, is tailored to develop skills essential for professional practice in the discipline.

Units: 4

RSC 420– Leadership in Radiology

Designed to be an introduction into the roles of leadership in Radiology. This course will provide insight into the challenges of being a leader in Radiology, as well as the qualities and skills that lead to being a successful leader in the field.

Units: 3

GENERAL EDUCATION

ART

ART 131 - Health and Creative Arts

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

Units: 3

COMMUNICATIONS

COM 111 - Public Speaking

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

Units: 3

COM 131 - Introductory Spanish

A comprehensive beginning Spanish course designed for students with no previous knowledge of Spanish or with a previous Spanish course that was taken more than three years ago. This course includes instruction and practice in all four basic language skills of speaking, reading, writing, and listening. This course is recommended before COM 231 Spanish for Healthcare Professionals.

Units: 3

COM 231 - Spanish for Healthcare Professionals

Teaches the vocabulary, grammatical principles, and sentence structure needed by those in the medical field. Focus is primarily on methods to take a medical history, perform physical examinations, and counsel patients in Spanish to enhance the patient-healthcare provider relationship.

Units: 3

COM 315 - Cross Cultural Communication in Healthcare

Introduces the concepts and principles of effective communication as they are applied to communication within healthcare contexts. Focuses on interpersonal communication, including patient/practitioner interactions, barriers to effective communication, verbal and nonverbal behavior, and ethics of communication,

with an emphasis on cross-cultural communication. Course also covers professional presentation methods for academic and healthcare settings.

Prerequisite (S): COM111

Units: 3

COMPUTER STUDIES

CPU 125 - Introduction to Computer Applications

Designed for students to enhance competency in information literacy and beginning research methods through the use of computers. Students will learn and practice the use of the internet, introductory website development and Microsoft Office applications of Word, Excel, and PowerPoint. Credit by examination is available for this course.

Units: 2

ENGLISH

ENG 111 - English Composition

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

Prerequisite(s): Appropriate score on the pre-enrollment writing examination.

Units: 3

ENG 112 - Critical Thinking and Text Analysis

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

Prerequisite(s): ENG 111

Units: 3

ENG 314 - Writing for Health Care Professionals

Emphasizes professional writing and research methods for students in allied health. Requires students to select, develop, and produce individual and collaborative writing projects from planning through production. Includes organizational or public document projects, such as journal articles, newsletters, a series of health promotion

pamphlets, a set of organizational policies and procedures, or a community-based research project culminating in formal proposals.

Prerequisite(s): ENG 111

Units: 3

HISTORY

HIS 141 - United States History

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

Units: 3

HUMANITIES

HUM 231 - Introduction to Humanities I

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

Prerequisite(s): ENG 111

Units: 3

HUM 232 - Introduction to Humanities II

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

Prerequisite(s): ENG 111

Units: 3

HUM 233 - Cultural Diversity in Contemporary Literature

Surveys the literatures of various cultural groups as expressed through the texts and voices of representative writers and poets. Emphasizes contemporary ethnic literatures, as well as representative writing of diverse cultural and sub-cultural groups. **Prerequisite(s): ENG 111**

Units: 3

HUM 330 - Philosophy & Health

Provides a humanistic study of medicine and healthcare from the perspectives of traditional and contemporary philosophies. Approaches current medical thought and healthcare in terms of the historical, cultural, and intellectual formation of such concepts as illness, wellness, methods of discovery and knowledge, mind/body, scientific, and holistic views of reality. Formerly: AH 330

Prerequisite(s): ENG 111

Units: 3

HUM 335 - Literature of Health

Provides a humanistic perspective of medicine and healthcare revealed through literary studies. Engages students in critical analyses and discussions of literary texts.

Prerequisite(s): ENG 111

Units: 3

INFORMATION STUDIES

ILR 101 - Information Literacy Research

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

Unit: 1

PSYCHOLOGY

PSY 141 - General Psychology

Introduces psychology, including a brief overview of its history and various schools of thought. Focuses on the basics of human behavior, developmental psychology, personality and adjustment, and social psychology. Includes the application of psychological principles to health and cross-cultural experiences. Provides an introduction to methods of psychological evaluations.

Units: 3

PSY 180 – Psychology of Addiction

Introduction to addiction studies and the psychology of addiction. Presents the impact of alcohol and other drugs of abuse and dependence on the individual, family and society by reviewing biological, psychological, behavioral, social and environmental factors that can lead to and exasperate addiction. Historical and modern day diversity and disparity will be reviewed in related to course concepts that include but are not limited to, prevention and education, assessment and differential diagnosis of co-occurring disorders, and treatment and maintenance modalities. This course curriculum applies toward addiction studies certifications.

Units: 3

PSY 190 Cultural Psychology

This course offers an overview of diverse topics in cultural psychology, including: cultural evolution, self and culture, development and socialization, acculturation, physical and mental health, cognition, motivation and emotions, relationships, and organizations. Various concepts and theories of culture will be examined to diversify and deepen knowledge of concepts and issues in psychology, health, and social justice.

Units: 3

PSY 200 – Physiology & Pharmacology

Biopsychosocial effects of mood altering substances and behaviors and their implications for the addiction process are discussed. Emphasis is placed on pharmacological effects of tolerance, withdrawal, dual diagnosis, and drug interaction.

Units: 3

PSY 210 – Counseling Theories: Individuals, Families & Groups

Introduces models and theories of counseling and psychotherapy for individuals, families and groups. Students utilize critical thinking skills to conceptualize cases, and begin to formulate their theoretical orientation. Course content focuses on empirically supported mental health and addiction counseling techniques and interventions for culturally diverse client populations.

Units: 3

PSY 211 Counseling Techniques: Individuals, Families & Groups

This course is designed to provide students with attending, and interviewing skills. Skills required for rapport building, gathering information, and bringing about change in others will be emphasized. Skills are developed through a combination of didactic demonstration and role playing activities. Students will practice applying the counseling theory learned in PSY 210.

Units: 3

PSY 212 Counseling Specialties: Individuals, Families & Groups

This course will introduce students to the various specializations within the profession (i.e., addictions counseling; career counseling; clinical mental health counseling; rehabilitation counseling; marriage, couple, and family counseling; college counseling). Special topics (e.g., trauma and crisis counseling, art therapy, dance and movement therapy, and treatment of eating disorders) will also be introduced. Additionally, students will learn to integrate counseling theories and techniques and apply them equitably in a specialized practice with individuals, families, and groups.

Units: 3

PSY 240 – Clinical Practice and Activism with LGBTQ+ Communities

This course examines the diversity of experiences related to marginalized gender and sexual identities, with a focus on affirming care and humanistic practices in three main areas: a. counseling/mental health services, b. healthcare services and systems, and c. activism and community organizing. Students will learn various relevant theories in community psychology and social sciences (e.g., ecological,

minority strengths, intersectionality theory, queer theory, feminist critical epistemology) to critique and enhance research, clinical practice, and community health activism. Students will also learn best practices and resources to best support the biopsychosocial health/well-being of diverse LGBTQ+ communities in a holistic way.

Units: 3

PSY 250 – Adverse Childhood Experiences, Trauma, & Resilience

Adverse childhood experiences (ACES) can include many different types of challenges, including intergenerational trauma, parental abuse or separation, death of a loved one, collective trauma, witnessing a traumatic event, racism, sexism, poverty, or other psychosocial issues. ACES can impact developmental processes and health throughout childhood into adulthood, having wide-ranging and long-term effects on social, behavioral, and physical health at the individual, family, community, and societal levels. This course will explore the relationship between social inequality, ACEs, developmental trauma, negative health outcomes and social disparities. Strategies to address the root causes of systemic trauma and build resilience will be discussed as community and clinical approaches to reduce the prevalence and impact of traumatic exposure and adversity.

Units: 3

PSY 260 – Immigrant Health & Justice in Community Psychology

This interdisciplinary course explores the psychological, social, and political dimensions of immigration through a critical and liberatory lens. We will examine historical and global patterns of migration and the socio-political contexts that shape immigrant experiences (e.g., mental health, resilience, immigrant paradox, acculturation). Key concepts and theories examined include acculturation, intersectionality, well-being, empowerment, and social justice rooted in activist scholarship, participatory action research, trauma-informed care, a decolonial framework, socio-ecological perspectives, and the broader community psychology field. Implications for fostering humane and just community interventions, healthcare systems, and policies empowering immigrant/refugee individuals and communities will be explored.

Units 3

PSY 300 – Law and Ethics

Designed to prepare psychology students for their fieldwork, future employment as counselors in the community, and counseling certification exams. This course covers the required knowledge and application of legal and ethical issues in the field of psychology and within substance abuse counseling.

Units: 3

PSY 310 – Personal & Professional Development

The purpose of this course is to facilitate the personal and professional growth and development of individual students. The course continues to expand on the knowledge, skills and attitudes of the BSPSY program to prepare students to be mindful, ethical and well prepared for applied psychology clinical training, and employment. This course focuses on development self-awareness, ethical practice and professionalism. Students will have the opportunity to experience being a client and working through any personal issues that may hinder their objectivity and readiness to work in the field of counseling and applied psychology.

Units: 3

PSY 350 - Psychopathology

Diagnostic classifications of psychopathology are emphasized as it is outlined in the American Psychiatric Association's Diagnostic and Statistical Manual of Mental Disorders. Differential diagnosis, ethical considerations, historical context, research and assessment, and diversity and disparity issues related to psychopathology and its treatment will also be discussed. The course will include an in depth analysis of chemical dependency and mental illness, as well as neurodiversity and spectrum disorders.

Units: 3

PSY 351 - Human Development

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

Units: 3

PSY 400 Case Management, Assessment & Intervention

Students will learn management of individual, family and group counseling caseloads. Screening, intake, orientation, assessment, biopsychosocial reports, treatment planning, progress and process notes, discharge planning as well as ethical and legal responsibility with patient records will be practiced.

Units 3

PSY 410 Participatory Action Research

This course offers an overview of participatory action research (PAR) approaches. The course explores the theory, principles, and diversity of methods grounding PAR. PAR approaches will be contextualized to a diversity of communities for informing culturally grounded interventions and policies addressing health inequities, social justice, well-being, and systems change.

Units: 3

PSY 415 – Human Sexuality

Explores the biopsychosocial factors of human sexuality. Students will examine the broad range of human sexual expression throughout history and across a lifespan taking into consideration culture, religion, and the law. The course also covers anatomy, gender and sexual variations, physical and sexual development, sexual health and disease, disability and dysfunction, and abuse and aggression.

Units: 3

PSY 425- Health Psychology

This course offers a broad overview of the field of health psychology. The course covers topics including: stress and coping, resilience, health behaviors, psychoneuroimmunology, psychological experiences related to chronic and terminal illness, patient-doctor interactions, experiences with pain, quality of life, and cultural/community approaches to health. A biopsychosocial framework will be applied throughout and issues of cultural diversity and social justice will also frame the examination of the intersection of psychology and health.

Units: 3

PSY 450 – Trauma Informed Community Externship

It has been estimated that over 70% of the people who receive public physical health services and 90% of those who receive public mental health services have had traumatic experiences in their lives. This community externship course will provide experiential learning opportunities for students who are interested in careers that work with trauma survivors in the public systems. Externships are opportunities for students to explore career interests, gain professional experience, build relationships with community members, and cultivate their knowledge and skills in new areas. Students will be in community settings on a weekly basis providing assistance at the organizational and/or clinical domains.

Units 3

PSY 460 – Community Psychology

Covers the history of community psychology in the context of community mental health. Applies the core principles and theories of community psychology (e.g., social justice, socio-ecological frameworks, critical frameworks, community participatory research, empowerment, community resilience, and cultural diversity). Focuses on the theories, concepts, and research from community psychology to help you think critically about your professional development.

Units: 3

***PSY 475 - Senior Capstone: Diversity and Disparity
Counseling Special Populations***

Designed to guide students to become proficient and knowledgeable in the theory, research, and practice covering neurodiversity, mental health diversity and disparity within multicultural counseling and therapy. This course is also designed to prepare counseling students for This course is designed to explore the foundations and development of American politics and the American political system from its origins in the Western tradition until the present day and focuses on the ways in which various theoretical, philosophical, and historical ideas contribute to and inform the workings and dynamics of U.S. Politics and Government as it exists in the contemporary moment.

their fieldwork, future employment as counselors in a community setting, and counseling certification exams.

Units: 3

POLITICAL SCIENCE

POL 141 - United States Government

Units: 3

SOCIOLOGY

SOC 141 - Introduction to Sociology

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

Units: 3

COSH Faculty by Program

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Jessyca Wagner, Ph.D., RT(R), CIIP | Adjunct Instructor
Kenya Haugen DM, R.T.(R), FAEIRS | Adjunct Instructor
Denisse Chavez, R.T. (R) (CT) | Adjunct Instructor
Ilin Davoodian, MSRS, R.T. (R)(CT)(MR)(ARRT) | Adjunct Instructor
Elizabeth Kerns, R.T. (R)(M)(ARRT) | Adjunct Instructor
Steven Reeves, R.T. (R) (CRT) | Adjunct Clinical Instructor

College of Medicine



The Health Professions Education Building is home to the College of Medicine.

Introduction | College of Medicine (COM)

COM houses three educational programs:

- The CDU College of Medicine which is a 4-Year Program
- The final years of the joint CDU/UCLA MEP - Medical Education Program (first class of 24 entered in 1981 and the final class entered July 2023 – no longer accepting applications)
- Accreditation Council for Graduate Medical Education (ACGME) accredited Residency Programs
 - Family Medicine (first cohort of 8 started in 2018)
 - Psychiatry (first cohort of 6 started in 2018)
 - Internal Medicine (first cohort of 6 to start in 2021)
 - Physical Medicine and Rehabilitation
 - ACCME accredited Continuing Medical Education (accredited with commendation)

In addition, COM has a program in Zambia for HIV prevention and treatment among girls and young women. There are 270 faculty members in seven departments: Family Medicine, Internal Medicine, Obstetrics/Gynecology, Pediatrics, Psychiatry, Social and Preventive Medicine, and Surgery. In addition to teaching and mentoring our students, the faculty conduct research and develop and implement community health programs.

Created as a direct response to the community uprising known as the Watts Revolt,² CDU began as a graduate medical institution with residents at LA County MLK Hospital, which opened in 1972. Since its incorporation, CDU planned to develop a 4-year medical education program as one of its degree offerings in the College of Medicine. As a steppingstone towards that goal and supported by California state legislature funding, CDU signed an affiliation agreement with UCLA in 1978 to create the CDU/UCLA Medical Education Program (MEP). The first class of 24 students in the MEP was admitted in 1981 and each year since.

The Liaison Committee for Medical Education (LCME) accredits the MEP through UCLA. The students are UCLA MD students, and a portion of their required and elective support services and educational programs are offered by the CDU faculty with joint UCLA appointments. Historically CDU was responsible for the majority of the clinical years for the CDU/UCLA MEP students.

Today, CDU is responsible for the pre-matriculation program, the 1st-year course on the health system, preceptorships, three clerkships (Family Medicine, Ambulatory Care, and Longitudinal Primary Care), required research thesis program, USMLE preparation, exam proctoring, several co-curricular activities, e.g., mentoring, community service, and some student services and student support for the 28 CDU/UCLA MEP students³. The

² August 1965: Civil disturbance erupts in the Watts community of Los Angeles, California, an event later known as the “Watts Rebellion” or “Watts Revolt.” Before the 1960s were over, a total of 265 American cities would experience similar racial upheaval. In the wake of the violence in Los Angeles, the McCone Commission cited poor health status and diminished access to healthcare as major factors contributing to

the upheaval.

³ 24 students are admitted through a CDU process and an additional 4 are admitted through a PRIME process with the final decision in both cases at the UCLA admissions committee. PRIME is a UC training program focused on meeting the needs of California’s underserved populations in both rural communities and urban areas.

CDU/UCLA MEP is the only program at CDU that is dependent upon another university for its accreditation.

Charles R. Drew University of Medicine and Science (CDU) has received preliminary accreditation from the Liaison Committee on Medical Education (LCME) for a Doctor of Medicine (MD) degree program in October 2022. We are

in the process of receiving full accreditation from the LCME. The LCME is recognized by the U.S. Department of Education as an accreditation agency for medical education programs leading to the MD degree. Effective October 15, 2021, the WASC Senior College and University Commission (WSCUC) awarded CDU final approval to implement the new degree of Doctor of Medicine.

College of Medicine Administration

Deborah B. Prothrow-Stith, MD
DEAN AND PROFESSOR OF MEDICINE
FOUNDING DEAN, CDU COM MD PROGRAM

Ronald Edelstein, EdD
SENIOR ASSOCIATE DEAN, ACADEMIC AFFAIRS

Daphne Calmes, MD
SENIOR ASSOCIATE DEAN, STUDENT AFFAIRS AND ADMISSIONS

Keosha Partlow, PhD, MPH
VICE PROVOST, STUDENT AFFAIRS AND ADMISSIONS

Mijiza Sanchez-Guzman
SENIOR ASSOCIATE DEAN, STUDENT AFFAIRS

Margarita Loeza, MD, MPH
ASSISTANT DEAN, STUDENT AFFAIRS AND ADMISSIONS

Arthur Gomez, MD
SENIOR ASSOCIATE DEAN, MEDICAL EDUCATION

Shanika Boyce, MD, MPH
ASSOCIATE DEAN, MEDICAL EDUCATION

Dotun Ogunyemi MD
ASSOCIATE DEAN OF GRADUATE MEDICAL EDUCATION
DESIGNATED INSTITUTIONAL OFFICIAL (DIO)

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ASSOCIATE DEAN, MEDICAL EDUCATION

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Matthew Yu, MD, MPH
PROGRAM DIRECTOR, FAMILY MEDICINE RESIDENCY PROGRAM

Daniel Cho, MD
PROGRAM DIRECTOR, ADULT PSYCHIATRY RESIDENCY

Arnel Joaquin, MD
PROGRAM DIRECTOR, INTERNAL MEDICINE RESIDENCY PROGRAM

Cesar Barba, MD
PLANNING DIRECTOR, CAREER DEVELOPMENT

Robin Clay, MEd
ASSOCIATE DIRECTOR, ADMISSIONS

Kay Lynn Ceja, PhD
SENIOR DIRECTOR, LEARNING SKILLS

Department Chairs

Victor Chaban, PhD

BIOMEDICAL SCIENCE EDUCATION

Lisa Barkley, MD

FAMILY MEDICINE

LaShonda Spencer, MD

PEDIATRICS

Theodore Friedman, MD, PhD

INTERNAL MEDICINE

Lola Ogunyemi, MD

PREVENTIVE AND SOCIAL MEDICINE

Denese Shervington, MD

PSYCHIATRY AND HUMAN BEHAVIOR

Eleby Washington, MD

SURGERY

Dotun Ogunyemi, MD

OBSTETICS AND GYNECOLOGY

Agnes Wallbom, MD

PHYSICAL MEDICINE AND REHABILITATION

A Message from the Dean

Charles R. Drew University of Medicine and Science (CDU) has accomplished the dream of opening a medical school in the Watts-Compton-Willowbrook area in South Los Angeles. CDU has received preliminary accreditation from the Liaison Committee on Medical Education (LCME), which is big step closer to our mission of serving the 1.3 million residents of South Los Angeles by focusing on health for under-resourced communities, training physician leaders, increasing education and career opportunities, and providing sustained economic benefit.

Opening a medical school here on the CDU campus has been a longstanding dream of this community and now is a critical time to step up. The COVID-19 pandemic and its continuing disproportionate impact on Black and Brown communities highlighted the enduring health disparities by race in America. CDU, with its 56-year history of training diverse physicians, nurses, and physician assistants, is prepared for this next step of operating its accredited MD program. It is time for CDU to do more of what it does well – training diverse physician leaders who understand social justice and are experts at serving under-resourced communities.



The curriculum for the new medical degree program is based on the CDU Advantage, a set of institutional learning objectives that include:

- Research Experience: Excellence in Specialized Knowledge and Research.
- Social Justice: Advocacy based on broad cultural diversity awareness.
- Global-International Experience: A focus on comparative health disparities in the global setting.
- Community Engagement: Experiential Education through engagement with underserved communities.
- Health Policy: Education focused on the sociopolitical dynamics of health as a key part of leadership training and development.

In addition to outstanding Clinical and Basic Science Faculty, CDU's Community Faculty are critical to the training in cultural competence, asset-based approaches to community engagement, and Community Based Participatory Research (CBPR). Community Faculty connect CDU to its surrounding communities in ways that enhance the research, teaching, and service.

As the University embarks on this new chapter in its history, important milestones have been achieved. CDU ranks at the top of the national rankings in faculty diversity, all-campus diversity, and status as a value-added institution. The addition of our MD program allows us to do more of what we do well, in service to South Los Angeles, the larger county, the state, and the nation. We thank you for your support and interest in Charles R. Drew University.

Warm Regards,

Deborah Prothrow-Stith, MD

Dean, College of Medicine



Our Faculty

Faculty of the Charles R. Drew University College of Medicine perform an enormous scope of work to fulfill the College's mission of education, patient care, research, and service in improving healthcare in underserved communities.

The College's faculty are responsible for CDU/UCLA Medical Education, 4-Year MD Program (UME), and Graduate Medical Education (GME) Programs. College of Medicine faculty also conduct programs in Continuing Medical Education (CME) for faculty and community physicians. The Charles R. Drew University is one of only a select group requiring medical students to complete a research thesis for graduation supervised by faculty research mentors

Faculty supervise community-based programs affiliated with Charles R. Drew University. These affiliated programs are central to the University's teaching mission. The community-based programs serve as clinical teaching sites, community service hubs, and demonstration projects for testing innovative methods of healthcare delivery, clinical care, and health services research.

CDU faculty is also responsible for teaching an array of pre-collegiate programs that make up the Charles R. Drew University Extended Science Pipeline Programs. Individual programs in which College faculty are involved include the Saturday Science Academy II and the King/Drew Medical Magnet High School (CDU) flagship pipeline program.

CDU 4-Year Medical Degree Program

The MD Program curriculum is grounded in the CDU Advantage framework, which emphasizes excellence in medical knowledge and research, social justice, global and community engagement, experiential education, and health policy. The curriculum integrates biomedical sciences, clinical medicine, research, professional identity formation, and community engagement through a

longitudinal and competency-based educational model. The MD curriculum is designed to ensure students achieve the program's educational objectives, institutional learning outcomes, and competencies required for residency training and professional practice.

Curriculum Structure

The MD program is a four-year curriculum organized into three integrated phases:

- Phase I: Pre-Clerkship
- Phase II: Clerkship
- Phase III: Residency Preparation

The curriculum includes the following required longitudinal course sequences that span multiple phases of the curriculum:

- Clinical Skills I–III
- Medicine and Society I–II
- Foundations of Research I–IV
- Medical Problem Solving I–IV

College of Medicine Mission Statement

The mission of the College of Medicine is to provide education, research and clinical service in the context of community engagement to train physician leaders who promote wellness, who provide care with excellence and compassion, and who are committed to transforming the health of diverse and underserved communities.

Phase I – Pre-Clerkship

Phase I provides students with foundational biomedical science instruction integrated with early clinical skills development, professional identity formation, research training, and systems-based medical education.

Required Components

Students must successfully complete all required coursework in the following curricular areas:

Gateway

MED 701 – Gateway

The Gateway course serves as the introduction to the MD curriculum and the CDU Advantage framework. The course includes orientation to medical education, professional identity formation, academic success strategies, community engagement, wellness, and learning skills development.

Fundamentals of Medicine (FM) Sequence

The Fundamentals of Medicine sequence provides foundational instruction in the biomedical sciences.

- MED 704: FM1 – Anatomy & Embryology
- MED 705: FM2 – Genetics, Biochemistry & Metabolism

- MED 706: FM3 – Immunology & Microbiology
- MED 707: FM4 – Physiology
- MED 708: FM5 – Pharmacology
- MED 709: FM6 – Histology & Pathology

Organ Systems (OS) Sequence

The Organ Systems sequence integrates foundational sciences with clinical medicine through a systems-based approach.

- MED 719: OS1 – Cardiovascular & Respiratory Systems
- MED 720: OS2 – Renal, Urology & Gastrointestinal Systems
- MED 722: OS3 – Rheumatology, Dermatology & Musculoskeletal Systems
- MED 723: OS4 – Hematology, Oncology & Otolaryngology
- MED 724: OS5 – Nervous System, Behavior & Ophthalmology
- MED 726: OS6 – Endocrinology & Reproductive Systems

Longitudinal Courses

Students participate in the following required longitudinal courses during the pre-clerkship phase:

- MED 730 – Clinical Skills I
- MED 733 – Clinical Skills II
- MED 731 – Medicine and Society I
- MED 734 – Medicine and Society II
- MED 732 – Foundations of Research I
- MED 735 – Foundations of Research II
- MED 742 – Medical Problem Solving I
- MED 743 – Medical Problem Solving II

These longitudinal experiences emphasize clinical reasoning, communication skills, patient-centered care, social determinants of health, population health, professionalism, scholarly inquiry, and preparation for clinical training.

Additional Pre-Clerkship Requirements

Intersessions MED 775 – MED 779, MED 786-787

Structured intersessions are integrated throughout the pre-clerkship curriculum and may include: Assessment and remediation activities, Objective Structured Clinical Examinations (OSCEs), Professional development, Wellness programming, Board preparation activities, Simulation experiences, and Community engagement and health policy content

Summer Selective MED 780 – MED 784

Students are required to complete a structured summer

selective experience between the MS1 and MS2 years.

- Total duration: 8 weeks
- Experiences may include research, clinical preceptorships, community engagement, health policy, or other approved educational activities.
- Up to 4 weeks of the Summer Selective may be applied toward the elective requirement in Phase III, subject to approval by the Office of Medical Education.

Clerkship Foundations MED 749

Students must complete Clerkship Foundations prior to entry into the clerkship phase. This course prepares students for clinical training through simulation activities, clinical documentation instruction, oral presentations, clinical reasoning exercises, professionalism training, and patient safety instruction.

Phase II – Clerkship

Phase II provides supervised clinical training through required core clerkships in inpatient, outpatient, community, and affiliated healthcare settings.

Required Core Clerkships

Students must complete all required clerkships:

<i>Clerkship Courses</i>	<i>Duration</i>
MED 749: Clerkship Foundations	1 week
MED 752: Internal Medicine	12 weeks
MED 758: Surgery	9 weeks
MED 755: Pediatrics	6 weeks
MED 754: Obstetrics and Gynecology	6 weeks
MED 751: Family Medicine	4 weeks
MED 753: Neurology and Rehabilitation	4 weeks
MED 757: Psychiatry	4 weeks
MED 750: Emergency Medicine	2 weeks
MED 756: Procedures	1 week

Additional Requirements

Students continue participation in longitudinal curricular experiences including:

- MED 736: Clinical Skills III
- MED 738: Foundations of Research III
- MED 744: Medical Problem Solving III

Clerkship Intersessions: MED 788 – MED 789

Structured intersessions are integrated during the clerkship curriculum and may include clinical and written assessments including USMLE preparation exams, professional development, wellness programming, and scholarly project check-ins.

Phase III – Residency Preparation

Phase III focuses on advanced clinical training, residency readiness, scholarly completion requirements, and transition to graduate medical education.

Required Components

Students must complete the following requirements:

Sub-Internship

One required sub-internship (4 weeks) in one of the following disciplines: Internal Medicine, Surgery, Pediatrics, Obstetrics and Gynecology, or Psychiatry

Critical Care Rotation

One required critical care rotation (4 weeks) in:

- Medical Intensive Care Unit (MICU), Pediatric Intensive Care Unit (PICU), or Coronary Care Unit (CCU)

Electives

Students must complete a minimum of 16 weeks of approved elective experiences.

- At least 12 weeks must be clinical electives
 - Up to 4 weeks from the MS1 Summer Selective may be applied toward the elective requirement with approval

Elective experiences may include: Clinical subspecialties, Research, Health policy, Community health, Global health, or Other approved educational experiences as approved by the Office of Medical Education and the Educational Policies and Curriculum Committee (EPCC).

Residency Phase Foundations MED 739

This course provides structured preparation for residency through guidance on the Electronic Residency Application Service (ERAS) process and interview readiness. Students participate in mock interviews and demonstrate professional competencies essential for successful residency placement.

Transition to Residency / Capstone Course MED 795

Students complete a transition-to-residency course aligned with the AAMC Core Entrustable Professional Activities (EPAs) for Entering Residency.

Longitudinal Courses

Students complete the following longitudinal experiences during Phase III:

- MED 740: Foundations of Research IV
- MED 745: Medical Problem Solving IV

Electives Policy

Electives are primarily completed during Phase III of the curriculum.

All elective experiences must be approved, supervised, and meet institutional educational standards. Elective experiences completed outside of Phase III, including Summer Selective experiences, may only count toward elective requirements if explicitly approved by the College of Medicine.

Elective and Sub-Internship Course Designations

Fourth-year electives and sub-internships are assigned course code designations based on the specialty or discipline in which the educational experience is completed. Elective and sub-internship offerings may vary by academic year and are subject to institutional approval, site availability, and prerequisite requirements. The following course code prefixes are utilized for fourth-year elective and sub-internship coursework:

Surgical Specialties

- SUR – General Surgery
- NSU – Neurological Surgery (Neurosurgery)
- ORS – Orthopedic Surgery
- OTO – Otolaryngology
- PLA – Plastic Surgery
- THO – Thoracic Surgery
- URO – Urology

Medical and Primary Care Specialties

- INT – Internal Medicine
- FAM – Family Medicine
- PED – Pediatrics
- EMM – Emergency Medicine
- NEU – Neurology
- PSI – Psychiatry
- DER – Dermatology

Diagnostic and Supportive Specialties

- RAM – Diagnostic Radiology
- PAT – Pathology
- RON – Radiation Oncology
- NUC – Nuclear Medicine
- PMR – Physical Medicine and Rehabilitation

Additional Specialties

- ANE – Anesthesiology
- OBG – Obstetrics and Gynecology
- MGE – Medical Genetics and Genomics
- PRM – Preventive Medicine
- TYP – Transitional Year
- MSC – Miscellaneous

Elective and sub-internship experiences are assigned specific course numbers and titles within the applicable specialty designation. All elective and sub-internship

experiences must be approved by the College of Medicine and completed under appropriate faculty supervision in accordance with institutional policies and graduation requirements.

Course Descriptions

Phase I – Pre-Clerkship Courses

MED 701 – Gateway – 3 Weeks

A foundational introductory course designed to orient students to the MD curriculum, the CDU Advantage framework, and the professional expectations of medical education. The course includes instruction in professional identity formation, academic success strategies, wellness, community engagement, and learning skills development.

Fundamentals of Medicine (FM) Courses

MED 704 – Fundamentals of Medicine I: Anatomy & Embryology – 9 Weeks

Course focused on the structural organization and developmental processes of the human body, emphasizing clinically relevant anatomy, embryology, and developmental abnormalities in health and disease.

MED 705 – Fundamentals of Medicine II: Genetics, Biochemistry & Metabolism – 7 Weeks

Course focused on the molecular, genetic, biochemical, and metabolic foundations of human health and disease, including mechanisms underlying inherited and acquired disorders.

MED 706 – Fundamentals of Medicine III: Immunology & Microbiology – 6 Weeks

Course focused on immunologic principles, host defense mechanisms, microbiology, and the pathogenesis, diagnosis, and prevention of infectious diseases.

MED 707 – Fundamentals of Medicine IV: Physiology – 4 Weeks

Course focused on normal physiologic function and homeostatic regulation across organ systems, emphasizing mechanisms underlying health and disease.

MED 708 – Fundamentals of Medicine V: Pharmacology – 4 Weeks

Course focused on pharmacologic principles, including pharmacodynamics, pharmacokinetics, therapeutic mechanisms, adverse drug effects, and clinical applications of medications.

MED 709 – Fundamentals of Medicine VI: Histology & Pathology – 4 Weeks

Course focused on microscopic tissue structure and the cellular and molecular mechanisms of disease, integrating histologic and pathologic principles relevant to clinical medicine.

Note: For students matriculating in 2023, 2024, and 2025, the Fundamentals of Medicine curriculum utilized course numbers MED 710–MED 718. While course sequencing and structure differed, the overall curricular content remained substantially equivalent.

Organ Systems (OS) Courses

MED 719 – Organ Systems I: Cardiovascular & Respiratory Systems – 4 Weeks

Integrated systems-based course focused on normal and abnormal structure and function of the cardiovascular and respiratory systems, including clinical correlations and disease processes.

MED 720 – Organ Systems II: Renal, Urology & Gastrointestinal Systems – 5 Weeks

Integrated systems-based course focused on renal, urologic, and gastrointestinal physiology, pathology, and clinical medicine.

MED 722 – Organ Systems III: Rheumatology, Dermatology & Musculoskeletal Systems – 4 Weeks

Integrated systems-based course focused on musculoskeletal, rheumatologic, and dermatologic systems and the diagnosis and management of common related disorders.

MED 723 – Organ Systems IV: Hematology, Oncology & Otolaryngology – 4 Weeks

Integrated systems-based course focused on hematologic, oncologic, and otolaryngologic disorders, including underlying mechanisms, diagnostic evaluation, and therapeutic approaches.

MED 724 – Organ Systems V: Nervous System, Behavior & Ophthalmology – 5 Weeks

Integrated systems-based course focused on neurologic, psychiatric, behavioral, and ophthalmologic conditions and their clinical manifestations.

MED 726 – Organ Systems VI: Endocrinology & Reproductive Systems – 5 Weeks

Integrated systems-based course focused on endocrine and reproductive physiology, pathology, and clinical medicine.

Longitudinal Courses

MED 730 – Clinical Skills I

Longitudinal course focused on development of foundational clinical skills, including history-taking, physical examination, communication skills, professionalism, and patient-centered care. Students are also exposed to service-learning activities including EMT, Community Health Worker, and Patient navigation.

MED 733 – Clinical Skills II

Continuation of Clinical Skills I with emphasis on advanced clinical interviewing, physical examination techniques, clinical reasoning, and supervised patient care experiences both with standardized patients and in the clinical setting with preceptors.

MED 731 – Medicine and Society I

Longitudinal course examining social determinants of health, population health, health equity, healthcare systems, professionalism, ethics, and community engagement.

MED 734 – Medicine and Society II

Continuation of Medicine and Society I with emphasis on advocacy, policy, community health, and structural factors influencing health outcomes.

MED 732 – Foundations of Research I

Longitudinal course introducing principles of clinical and translational research, scientific methodology, literature review, and scholarly inquiry.

MED 735 – Foundations of Research II

Continuation of Foundations of Research I emphasizing research design, data analysis, scientific communication, and development of scholarly projects.

MED 742 – Medical Problem Solving I

Longitudinal course focused on development of clinical reasoning, diagnostic thinking, problem-solving strategies, and application of foundational science concepts to clinical cases, as well as development of life-long learning skills, as well as building readiness towards application of these skills towards the USMLE licensing exams.

MED 743 – Medical Problem Solving II

Continuation of Medical Problem Solving I, emphasizing integration of clinical reasoning, differential diagnosis formation, and evidence-based decision-making. This course will culminate in the application of these skills towards readiness in sitting for the USMLE Step 1 exam.

Note: Medical Problem Solving I and II were added to the curriculum beginning in 2025. Students matriculating prior to 2025 may not have completed these courses as part of the originally published curriculum.

Intersessions and Additional Pre-Clerkship Courses

MED 775–MED 779 and MED 786–MED 787 – Intersessions – 1 Week

Structured intersession courses integrated throughout the pre-clerkship curriculum. Content may include clinical and written assessments including USMLE preparation exams,

remediation activities, professional development, wellness programming, simulation experiences, and interprofessional educational activities.

MED 780–MED 784 – Summer Selective – 8 Weeks

Structured summer educational experiences completed between the MS1 and MS2 years. Experiences may include research, clinical preceptorships, community engagement, health policy, global health, or other approved academic activities.

MED 749 – Clerkship Foundations – 1 Week

Transitional course designed to prepare students for entry into the clinical clerkship phase through simulation activities, clinical documentation instruction, oral presentations, clinical reasoning exercises, professionalism training, and patient safety instruction.

Phase II – Clerkship Courses

MED 752 – Internal Medicine Clerkship – 12 Weeks

Core clinical clerkship providing supervised patient care experiences in inpatient and outpatient internal medicine settings with emphasis on diagnostic reasoning, chronic disease management, and evidence-based care.

MED 758 – Surgery Clerkship – 9 Weeks

Core clinical clerkship providing supervised experiences in perioperative and surgical patient care, including operative procedures, surgical evaluation, and management of common surgical conditions.

MED 755 – Pediatrics Clerkship – 6 Weeks

Core clinical clerkship focused on the health and medical care of infants, children, and adolescents in inpatient, outpatient, and community settings.

MED 754 – Obstetrics and Gynecology Clerkship – 6 Weeks

Core clinical clerkship focused on women's health, obstetric care, gynecologic conditions, preventive care, and reproductive health.

MED 751 – Family Medicine Clerkship – 4 Weeks

Core clinical clerkship focused on comprehensive primary care across the lifespan with emphasis on continuity of care, preventive medicine, and community health.

MED 753 – Neurology and Rehabilitation Clerkship – 4 Weeks

Core clinical clerkship focused on neurologic disorders, rehabilitation medicine, neurologic examination, and patient management.

MED 757 – Psychiatry Clerkship – 4 Weeks

Core clinical clerkship focused on psychiatric evaluation,

diagnosis, treatment, and behavioral health management

MED 750 – Emergency Medicine Clerkship – 2 Weeks

Core clinical clerkship focused on the evaluation and management of acute illness and injury in emergency care settings.

MED 756 – Procedures – 1 Week

Clinical skills course focused on procedural training, simulation, patient safety, and interprofessional clinical experiences.

Clerkship Phase Longitudinal Courses

MED 736 – Clinical Skills III

This course ensures students demonstrate competency in essential clinical skills through successful completion of required assessments and performance examinations. Emphasis is placed on the integration of clinical reasoning, patient communication, and procedural proficiency necessary for advancement to residency training.

MED 738 – Foundations of Research III

Continuation of the research curriculum focused on implementation, analysis, and advancement of scholarly projects.

MED 774 – Medical Problem Solving III

Continuation of Medical Problem Solving II, emphasizing integration of clinical reasoning, differential diagnosis formation, and evidence-based decision-making. This course will culminate in the application of these skills towards readiness in sitting for the USMLE Step 2CK exam.

Clerkship Phase Intersessions

MED 788–MED 789 – Clerkship Intersessions – 1 Week

across diverse patient populations.

Structured clerkship intersessions focused on clinical skills reinforcement, board preparation, simulation activities, professional development, and assessment.

Phase III – Residency Preparation Courses

MED 739 – Residency Phase Foundations – 1 Week

This course provides structured preparation for residency through guidance on the Electronic Residency Application Service (ERAS) process and interview readiness. Students participate in mock interviews and demonstrate professional competencies essential for successful residency placement.

MED 795 – Transition to Residency / Capstone Course – 1 Week

Capstone course designed to prepare students for transition to residency through advanced clinical skills training, professional development, procedural instruction, and application of the AAMC Core Entrustable Professional Activities (EPAs).

Residency Preparation Phase Longitudinal Courses

MED 740 – Foundations of Research IV

Culminating scholarly course requiring completion, presentation, and/or defense of a research or capstone project.

MED 745 – Medical Problem Solving IV

Continuation of Medical Problem Solving III emphasizing integration of clinical reasoning, differential diagnosis formation, and evidence-based decision-making, with focus on preparation of the application of these skills in residency, as well as towards future licensure exams.

Grading System

The 4-Year Medical Degree Program utilizes a pass/fail grading system. There are no grade points in the University's MD program. Courses are graded on the Pass/Fail system with an Honors distinction available to 4th year medical students who exceed performance expectations in their clinical courses/electives.

Grade	Symbol	Description
Honors	H	Student has exceeded performance expectations for the 4th year elective/sub internship. This grade is only applicable to the specified 4th year clinical course/electives.
Pass	P	Student has met all performance expectations for the course/required clerkship.
Fail	F	Student has demonstrated critical deficiencies, has not met all performance expectations for the course/required clerkship or has failed to remediate a required deficiency successfully.
Incomplete	I	An incomplete "I" is a temporary grade given at the course director's discretion when illness, necessary absence or other reasons beyond the student's control prevent completion of course requirements by the scheduled end of the class. Incomplete grades may be given only in the following circumstances: - The student's work to date is passing - Attendance has been satisfactory through at least 60% of the course - An illness or other extenuating circumstance legitimately prevents completion of required work by the due date - Required work may reasonably be completed in an agreed-upon time frame and does not require the student to retake any portion of the course The incomplete is not given as a substitute for a failing grade. The incomplete is not given solely on the basis of a student's failure to complete work or as a means of raising their grade by doing additional work after the grade deadline.
Remediation	R	The student has failed to complete a required expectation of the course and has been assigned to remediation of the deficiency, retake of an examination or submission of an agreed upon assignment in order to receive a passing grade in the course. Students who fail to remediate the course in the method defined or in the specified time-frame will receive an F (Fail) in the course. This excludes students who need to repeat a course, phase or year of the curriculum. Once a student has successfully remediated and/or successfully retaken the course, clerkship or elective, the MSEP committee will redesignate the grade. If their academic status is In Good Standing, the redesignation will be Pass.
Pass, with Alternate Status	P*	Student has met all performance expectations for the course/required clerkship on an alternate Academic Status, or by the MSEP committee alternate determination. Possible Alternative Statuses are described in the: Deficiencies, Remediation, Academic Warning, Probation, Dismissal, and Appeal Policy.
In-Progress	SP	Grade not yet awarded. Used predominately for Longitudinal Courses offered over multiple terms.

Credit Hour Conversion Policy

The Liaison Committee on Medical Education (LCME) accredits the MD program and defines the program length in terms of weeks of instruction. The LCME requires that a program of medical education leading to the MD degree must include at least 130 weeks of instruction. The College of Medicine (COM) at Charles R. Drew University of Medicine and Science (CDU) program length is 208 weeks, exceeding the LCME minimum requirement. The CDU COM defines program length based on LCME requirements and the Office of the Registrar has established an indirect Credit-Hour Equivalency Policy for the MD degree program for reporting and other purposes when necessary.

Currently, Charles R. Drew University of Medicine and Science adheres to the following definition of course credit hour: each unit of course credit is equivalent to approximately 1 hour of lecture per week. The following points expands the language of the CDU course credit hour definition—

Year 1 and 2 medical students in the Gateway and Pre-Clerkship phases of their program will spend an average of 26 hours per week—though no more than 40 hours—in required activities, including, but not limited to, lectures, laboratory, small group discussions, and case-based learning activities.

Year 2, 3, and 4 medical students in the Clerkship and Residency Preparation phases of the program will spend an average of 40 hours per week—though no more than 80 hours—in required activities, including, but not limited to, clinical simulation exercises, small group discussions, interactive learning skills workshops, patient care, clinical skills exams, assessments, and professional development.

While the credit to weekly hours ratio deviates from the standard conversion for non-MD CDU programs, the College of Medicine translates each week of a course to 1 credit hour per course for the MD program. That is, 1 credit is awarded for every week of instruction per class.

Students will also complete longitudinal components of the curriculum, which run in tandem with the M1 – M4 courses or clerkships. Course work and contact hours may be either synchronous or asynchronous, depending on the course structure. Credit hours are approximately the number of work hours divided by the number of weeks in the term, equaling a range of 0.5 to 6 credit hours per course, at times split by semester.

Graduation Requirements

The CDU Medical Degree Program has a single set of core

standards for promotion and graduation that have been approved by the EPCC for all courses, clerkships, and rotations in the curriculum across all sites to ensure that there is no disparate treatment across training locations. These requirements are codified in the Academic Status: Deficiencies, Remediation, Academic Warning, Probation, Dismissal, and Appeal Policy.

Doctor of Medicine Degree Requirements

Academic requirements for the degree of Doctor of Medicine are:

1. Students are expected to adhere to a schedule that will result in graduation within four years after matriculation.
2. Requests for exception to this four-year rule require approval by the MD Program Committee on Medical Student Evaluations and Promotions (MSEP). Standing exceptions include dual-degree programs and research tracks.
3. The candidate must have completed and successfully passed the Pre-Clerkship Phase of the Curriculum before beginning the Required Clerkship Phase of the Curriculum.
4. The candidate must have taken and passed Step I of the United States Medical Licensing Examination prior to graduation.
5. The candidate must have satisfactorily completed the Required Clerkship phase of the Curriculum, including clerkships and courses. Exceptions to this require specific approval by the EPCC. Standing exceptions include approved dual-degree programs and clinical tracks that require a modified curriculum.
6. The candidate must have behaved and performed in a manner consistent with professional standards necessary for the practice of medicine and must have achieved the general competencies required by the COM, including established competencies in patient care, medical knowledge, interpersonal and communication skills, professionalism, system-based practice, and life-long learning skills.
7. The candidate must have taken and passed Step II of the United States Medical Licensing Examination prior to graduation.
8. Prior to graduation, the Committee on MSEP shall present to the FEB the list of recommended candidates for their presentation to the provost for action.
9. The Committee on MSEP recommendations that involve/require extensions of the four-year rule are de facto approval of the extension of time.

Degree program, all applicants are required to follow the procedures listed below:

1. Fulfill the academic prerequisites
2. Apply through the American Medical College Admissions Service (AMCAS), Association of American Medical Colleges (www.aamc.org/amcas). School Name: Charles R Drew University of Medicine and Science College of Medicine; AAMC ID: 876
3. Take the Medical College Admissions Test (MCAT). We require all candidates to take the MCAT, and it must be taken no later than September of the year preceding admission to the College of Medicine. If there is more than one MCAT attempt, all test scores must be included on the application. MCAT scores are only valid for three years preceding the application year. Applicants must have a score of 498 or above for consideration.
4. Grade Point Average (GPA): The admissions team uses the verified AMCAS GPA that calculates all biology, chemistry, physics, and math (BCPM) courses. Applicants must have a BCPM GPA of 3.3 or above for consideration.

The Charles R. Drew University of Medicine and Science Medical Degree Program does not accept transfer students.

Timeline

- AMCAS application deadline: November 15, 2026
- Medical College Admissions Test deadline: September 13, 2026
- Supplemental/Secondary application deadline: 14 days after the date of the supplemental application request letter.
- Screening of completed applications: July 2026 through November 2026
- Invitations for interviews: August through December 2026
- Interviews: September through December 2026
- Offers of admission: Begins February 15, 2027, and continues until the class is filled (sixty spots available)
- Applicant's response to acceptance offers: Maximum time is two weeks
- School Starts: June 15, 2026

Prerequisites for Admissions

In addition to the minimum prerequisites listed below, successful applicants will have obtained a bachelor's degree from an accredited U.S. or Canadian college/university. Prerequisites expire after 10 years.

Admissions

To be considered for admission to the 4-Year Medical



Prerequisites for Admission to Medical School

Required Course	Lab	Time
Biology	X	1 Year
General Chemistry	X	1 Year
Organic Chemistry	X	1 Year
Biochemistry		1 Semester or quarter
Physics	X	1 Year
Calculus		1 Semester or quarter
English		1 Year

Recommended Courses (Not Required)

Recommended Course	Focus
Sociology	Introductory
Psychology	Introductory
Philosophy/Ethics	Introductory
Spanish Intermediate	Verbal Proficiency
Humanities	Ethnic Studies/Social Justice
Research Courses	Scientific Writing
Statistics	Introductory

Background Check

For training purposes, CDU uses multiple clinical partners that require background checks.

Vaccine Requirements

Students are required to attest to their vaccination status and receive vaccinations including COVID-19 vaccines and submit documentation of vaccines upon request. Vaccines are required for all medical students. Please see the Adult Immunization Schedule provided by the CDC:

<https://www.cdc.gov/vaccines/schedules/hcp/imz/adult.html>

Program Policies

All Policies for the 4-Year Medical Degree program are located at <https://www.cdrewu.edu/cdumd/policies-and-support-documentation>

Program Tuition & Fees

Tuition Per Year	\$65,000.00
Fees	\$4,000.00

Financial Aid & Scholarships

To learn more about financial aid and scholarships, visit <https://www.cdrewu.edu/admissions/financial-aid/scholarships-and-grants/> for more information.

Refunds

Tuition refund policy and procedure are set at the university level and described in the CDU Academic Catalog. Tuition refunds are based on the number of days attended. Certain fees charged to students require pre-payment by the university and cannot be refunded after courses begin. Students who drop course(s) during the add/drop period will receive a 100 percent refund. Any student that withdraws from any course(s) or the university after the add/drop deadline will receive a

prorated refund based on days of attendance. After the withdrawal deadline (60% mark) no refunds are given. Students who drop below half-time enrollment may be expected to repay a portion of their financial aid. According to a formula prescribed by state and federal regulations, any refundable amount used to pay tuition and fees is returned to the appropriate financial aid sources. Students also may be required to pay the unjustified portion of assistance that was directly disbursed to them. Students who completely withdraw from the university must give written notification to the Office of the Registrar, Program Advisor and Office of Financial Aid and Scholarships, and must complete all withdrawal procedures to be eligible for any refunds. A refund, if applicable, will be calculated based upon the Federal refund methodology also known as the Return to Title IV (R2T4). Financial aid refunds are calculated on a per diem basis (days attended at time of withdrawal) for withdrawals up through the 60% point in time for each semester. After 60% of the semester has elapsed, there is no refund calculation for federal aid programs. Non-refundable fees are excluded from the refund calculation. Calculated refunds are returned to the appropriate aid programs. Students should contact the Office of Financial Aid and Scholarships to discuss the impact of withdrawing from courses on their financial aid eligibility.

If a student has been awarded financial aid, the financial aid programs from which the funds are disbursed will be refunded in accordance with federal regulations. Refunds will be mailed to the student's permanent home address as soon as the required withdrawal forms have been processed. It is the student's responsibility to ensure that the university has a current address on file for them at all times. The refund amount is apportioned back to the individual financial aid programs in a priority sequence, paying back all that was disbursed from one program before paying back the next program. Disability and health insurance fees are not prorated or refunded; however, students will keep and benefit from the insurance plan until it terminates at the end of the school year.

Student Health

The MD Program Student Health & Disability Insurance Policy requires all full-time students to maintain comprehensive health insurance. Students will be automatically enrolled in the CDU student health insurance plan and the premium coverage will be added to their tuition billing unless proof of comparable coverage is received by the deadline. Eligible students who do enroll may also insure their dependents. Eligible dependents are considered the following: the student's legal spouse or domestic partner and dependent children under 26 years of age. Health insurance will be available to all medical students and their dependents through Gallagher Health

Insurance (CIGNA). All CDU medical students will be required to purchase and maintain health insurance coverage throughout medical school to assist with paying for services outside of the scope of services provided through the student health services fee. Students will provide proof of health insurance prior to matriculation. Students will be provided health insurance information in pre-matriculation documents.

CDU uses a third party (Gallagher Health Insurance) who works directly with the health insurance company (CIGNA) in providing premiums that are beneficial for the students. Gallagher negotiates and works directly with health insurance on behalf of smaller institutions. Gallagher presents premiums. Students waive/enroll with Gallagher. Gallagher provides information to WellFleet CIGNA, in turn, students create login and download health insurance cards. Each student will provide the CDU Office of Student Affairs proof of health insurance prior to matriculation.

There are several options for health care within close proximity to the campus. The College of Medicine will provide students with a list of providers who accept the Cigna Health Insurance. Providers will have no role in teaching or assessing students.

Counseling Services

Students will have access to individual counseling through the CDU Health and Wellness Center. Providers will have no role in teaching or assessing medical students. Additional student health and wellness services include group counseling sessions, consultation, workshops, and training.

Services for students attending classes remotely will be available by phone or video chat through a secure line. Students attending classes on campus will have access to counseling through offices located in a private area where confidential services may be provided at the Wellness Center. Counseling will be available to all enrolled students. Service providers will maintain confidentiality by holding counseling sessions in secure offices in an area where there is little staff, faculty and student traffic. Service providers will keep counseling records private according to HIPAA and FERPA standards. The CDU FERPA Policy and Educational COI Policy regarding confidentiality will be explained to students at their mandatory orientation. The policies are also on the website and in the student handbook that students attest to reading on an annual basis. Additionally, students receiving services will be required to sign consent forms affirming that these policies have been explained and are understood.

In addition, a list of mental health service providers broken down by specialty who accept the CDU insurance plan and

are within a 20-mile radius of the CDU campus is provided on the CDU website. Behavioral health services will be provided by health professionals who do not teach or assess medical students.

Reporting Student Mistreatment

Mechanisms for students to report alleged mistreatment including the following:

1. **Informal:** Whenever possible, it is preferred that students who believe they have been mistreated or those who have witnessed others being mistreated, discuss and attempt to resolve the matter with the alleged offender. It is well recognized that this may not always be a comfortable or viable approach.
2. **Formal:** Students can formally report inappropriate behavior in a few ways and are encouraged to use the process that is most comfortable for their particular circumstance.
 - a. Submit a named or confidential Student Complaint report via the CDU-MD Program's web-based system: [Tinyurl.com/CDUMDStudentReporting](https://tinyurl.com/CDUMDStudentReporting)
 - b. Submit a named or anonymous report via Convercent®, the university's 24-hour independent hotline provider, by telephone at 1.800.461.9330., or by submitting information online at <https://app.convercent.com/en-us/Anonymous/IssueIntake/IdentifyOrganization>
 - c. Submit concerns about mistreatment or unprofessional behavior through the course, clerkship, and end-of-year evaluations.
 - d. Raise concerns personally to one of the following individuals:
 - i. Dean, COM
 - ii. Senior Associate Dean, Student Affairs and Admissions
 - iii. Assistant Dean, Medical Education
 - iv. Assistant Dean, Graduate Medical Education
 - v. Compliance, EEO Officer and Title IX Coordinator
 - vi. Learning Skills Specialist
 - vii. Director of Student Services/Student Life
 - viii. Course/Clerkship Director
 - ix. Department Chair
 - x. Faculty or Administrator
3. **University Chief Compliance Officer, EEO/Title IX & Diversity** - Individuals may submit reports in person by contacting the university's Chief

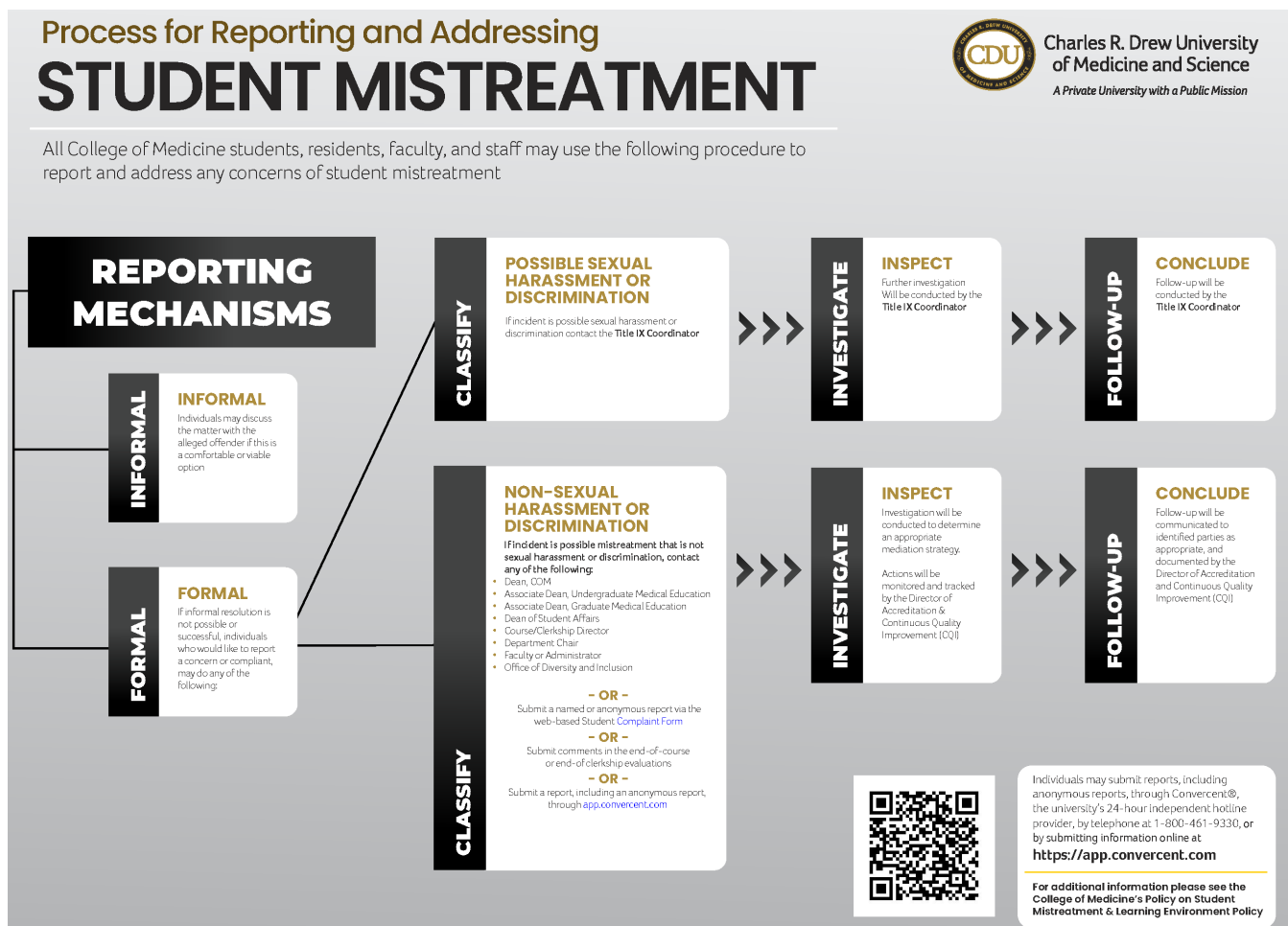


Compliance Officer, EEO/Title IX & Diversity
Officer:
Keith L. Henderson JD, LL.M
keithhenderson@cdrewu.edu
(323) 357-3684

To view the full MD Program Student Mistreatment and Learning Environment Policy, visit
<https://www.cdrewu.edu/cdu-md/policies-and-support-documentation>

The university's course catalog describes the school's no retaliation policy as follows:

No individual will be subject to retaliation for making a report, participating or cooperating with any process related to this policy. Retaliation will be treated as a separate allegation and potential violation, independent of any underlying complaint of discrimination or harassment.



Contact Information

Office of Admissions
College of Medicine
Admissions Office Email address: medschool@cdrewu.edu
Admissions Office Phone: 323.563.9393

Graduate Medical Education (GME)

Graduate medical education has played a historic role in the University's 50-year commitment to the health of under-resourced communities in South Los Angeles. Many of the physicians still practicing in these communities graduated from Charles R. Drew University, College of Medicine (CDU/COM) residency and fellowship programs.

Designated as a minority-serving institution by the U.S. Office of Civil Rights and as a Historically Black Graduate Institution (HBGI as designated by Title III B) by the Department of Education (DOE). The University is also a charter member of the Hispanic Serving Health Professions Schools, a national nonprofit dedicated to improving the health of Hispanic people through research initiatives, training opportunities, and academic development. These designations describe a health workforce training institution that is uniquely positioned to educate a diverse and culturally aligned provider network.

Our residency and fellowship programs offer a unique and varied array of clinical education sites and opportunities. The educational program takes advantage of the distinctive characteristics of the communities of South Los Angeles County. Our programs feature concentrations in:

- Patient-centered team-based health care of under-resourced patients
- Trauma-informed assessment and care
- Community violence as a public health problem
- Social and environmental determinants of health, illness and health disparities
- Health needs and resources of immigrant communities
- Community-engaged health equity research
- Democratization of health care for special needs patients
- Healthcare needs of jail and transitioning populations
- Medical-legal partnerships
- Healthcare of homeless youth, adults, and families
- Healthcare financing, delivery systems, policy and advocacy

These concentrations are unique to our residency and fellowship programs. Trainees our programs develop knowledge, skills and attitudes that enable them to practice and lead health care design and delivery anywhere. The CDU College of Medicine is Sponsoring Institution accredited by the Accreditation Council of Graduate Medical Education (ACGME).

Psychiatry Residency Program

Founding Date: July 1, 2018

Number of Approved Positions: 26

Program Director: Daniel Cho

Program Coordinator: Tanesha Moore

Program Mission & Vision Statement

The mission of the Charles R. Drew University Psychiatry Residency Program (CDU PSYCH) is "to train diverse, world class, physician leaders dedicated to social justice and health equity, able to effectively tend to the complex socio-medical needs of underserved communities". All components of the CDU Psychiatry program are designed for medically underserved, multicultural communities. The participating residency rotation sites are located in South Los Angeles or nearby communities. Charles R. Drew University Psychiatry residents are provided the resources to begin their clinical careers promoting equity for both patients and systems they serve.

The residents experience various participating sites and work alongside other existing residency programs in Los Angeles County. In doing so, the program curriculum and training experience continues to develop in innovative and collaborative ways. This program model highlights each clinical site's strengths in resident education and is instrumental to diversifying resident training. The advantage of being a resident at Charles R. Drew University is the enriching exposure the program's clinical sites provide, while belonging to an institution deeply invested in their success and committed to tackling socioeconomic and racial health disparities since its origin.

Rotation Sites

- Kedren Community Health Center (primary)
- Rancho Los Amigos National Rehabilitation Center
- Veteran's Association Long Beach Healthcare System
- UCLA Resnick Neuropsychiatric Hospital
- Harbor-UCLA Medical Center
- Augustus F. Hawkins Mental Health Center
- West Central Family Mental Health
- Los Angeles County - Department of Mental Health Clinics

All applications to our program (and supporting documents) must be submitted via ERAS (Electronic Residency Application System). We use the National Resident Matching Program (NRMP) to fill resident positions.

Family Medicine Residency Program

Founding Date: July 1, 2018

Number of Approved Positions: 24

Program Director: Matthew Yu

Program Administrator: Ken Jones

Program Coordinator: Ebelynn Skinner

Program Mission & Vision Statement

To train compassionate, well-rounded family physicians who are passionate about providing care that is sensitive to the needs of diverse communities. The program aims to serve as a national leader for empowering wellness in communities, families and individuals through healthcare equity, compassion and excellence.

Rotation Sites

- Martin Luther King Outpatient Center (primary)
- California Hospital
- Long Beach Veterans Administration Medical Center
- Harbor UCLA Medical Center
- Other health care sites in Los Angeles County

All applications to our program (and supporting documents) must be submitted via ERAS (Electronic Residency Application System). We use the National Resident Matching Program (NRMP) to fill resident positions.

Internal Medicine Residency Program

Founding Date: July 1, 2021

Number of Approved Positions: 24

Program Director: Binay Eapen

Program Coordinator: LeeTanya Marion-Murray

Program Mission & Vision Statement

To develop compassionate, well-rounded, culturally competent internists dedicated to serving the needs of underserved and special populations. The goal of the internal medicine program is to train culturally and clinically competent clinicians using the “CDU Advantage,” a curriculum based on five specific pillars – research, social justice, international exposure, experiential education, and health policy, dedicated to serve the primary care needs of the underserved and under-resourced communities.

This will be accomplished by recruiting individuals who have shown interest and readiness to serve indigent patients. We will enhance the skills of these individuals through education about available community services and resources, training in making and understanding public policy, and improve understanding of health care disparities.

The program aligns with the larger University mission of 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.

Rotation Sites

- Long Beach Veterans Administration Medical Center (primary)
- Martin Luther King Outpatient Center
- Other health care sites in Los Angeles County

All applications to our program (and supporting documents) must be submitted via ERAS (Electronic Residency Application System). We use the National Resident Matching Program (NRMP) to fill resident positions.

Child and Adolescent Psychiatry Fellowship Program

Founding Date: July 1, 2022

Number of Approved Positions: 4

Program Director: Amy Woods, MD

Program Coordinator: Ifeanyi Ikebudu

Program Mission & Vision Statement

To train physicians to lead with their humanity and to develop the clinical acumen to provide excellent clinical care to under-resourced communities. Using innovative and evidence-based approaches, we train child and adolescent psychiatrists to evaluate children and families in the context of the communities to which they belong.

Understanding the impact of racial and structural disparities, historical and present-day trauma, as well as the resilience and strength of the people of South Los Angeles, CDU fellows have a strong commitment to progressing the field of child and adolescent psychiatry and are dedicated to social justice producing lasting and positive change.

Rotation Sites

- Kedren Community Health Center (primary)
- Rancho Los Amigos National Rehabilitation Center
- Los Angeles Department of Mental Health
- Harbor – UCLA Medical Center
- UCLA Westwood Medical Center
- Other health care sites in Los Angeles County

All applications to our program (and supporting documents) must be submitted via ERAS (Electronic Residency Application System). We use the National Resident Matching Program (NRMP) to fill resident positions.

For more information about our residency and fellowship programs, please contact the GME Office.

Contact Information

For more information about our residency and fellowship programs, please contact the GME Office at:



Office of Graduate Medical Education

College of Medicine
Charles R. Drew University of Medicine and Science
1731 E. 120th Street
Los Angeles, CA 90059
GMEOffice@cdrewu.edu or visit our website at
<https://www.cdrewu.edu/COM/GME>

Office of Continuing Medical Education (CME)

The Charles R. Drew University Office of CME is dedicated to the pursuit and dissemination of knowledge in the medical and health sciences through education, research, and services to the public. We are committed to providing our students and faculty with the highest quality education. Our academic instruction is distinguished by high quality, innovative, patient-centered care.

Our CME Mission

Our mission is to provide excellent Continuing Medical Education (CME). At CDU, we place particular emphasis on primary care, specialty care and research clusters focused on high impact problems in underserved and minority communities, including factors and conditions that influence health care disparities. The CDU CME Program is geared to improve the physician's ability to become a leader within the health care team, implementing evidence-based medicine. Our continuing education uses the IOM and ACGME/ABMS core competencies as a basis for the content developed to ensure we are meeting the needs of our learners.

Background

The Accreditation Council for Continuing Medical Education (ACCME) states "Continuing medical education consists of educational activities which serve to maintain, develop or increase the knowledge, skills and professional performance and relationships that a physician uses to provide for patients, the public or the profession. The content of CME is that body of knowledge and skills generally recognized and accepted by the profession as within the basic medical sciences, the discipline of clinical medicine and the provision of health care to the public."

Continuing education of health professionals was stated in the first section of senate bill 1026 (1973) in the state of California authorization for the Charles R. Drew Postgraduate Medical School, now Charles R. Drew University of Medicine and Science.

The Continuing Medical Education (CME) program at CDU is nationally accredited by the ACCME. Our current accreditation term runs through November 2025.

CME Policies and Procedures

All individuals in a position to affect or control the content of a CME activity must provide disclosure of all relevant financial relationships with an ACCME-defined commercial interest occurring in the past 12 months for themselves, their spouse, and/or their life partner. Completed **COI Disclosure Forms** must be received in sufficient time for CDU to identify and resolve any reported conflicts of interest (COIs). Individuals who fail or refuse to disclose relevant financial relationships will be ineligible to participate in the planning, presentation, or evaluation of a CME activity.

CDU will review Disclosure Forms and take the following actions:

- Individuals reporting no relevant financial relationships, and thus possessing no conflicts of interest are eligible to plan, create or present the CME activity.
- Financial relationships reported by individuals (their spouse/domestic partner) in a position to influence content of a CME activity must be reviewed by CDU to determine whether a "relevant" conflict(s) exists, and if so, the mechanism(s) that will be used to resolve the conflict(s).

Resolution of identified conflicts of interest (COI) may be accomplished via implementation of a multi-mechanism approach, as deemed appropriate by the Office of CME.

Joint Providership

Charles R. Drew University requires that all activities which it jointly provides comply with the Criteria, Standards for Commercial Support and policies of the ACCME, the requirements of the American Medical Association Physician Recognition Award.

CME Application Process

Once approved as a potential joint providership partner by CDU's Office of CME, applicants must complete the CDU CME Application within the required timeframe outlined by the Office of CME. Each complete CME Application must then be formally reviewed and approved.

Joint Providership Agreement

Upon approval of a CME Application, CDU and the joint provider will sign a Joint Providership Agreement delineating all pertinent information, roles and responsibilities.

Fees and Payment

Fees and payment schedule will be negotiated on an activity-by-activity basis and will be delineated in the Joint

Providership Agreement.

Notification

The applicant organization will be notified in writing when its request is approved or disapproved. Audience generation or activity materials may not be disseminated without approval from the Office of CME.

Commercial Support

The Office of CME must approve all requests for financial and other support sought from commercial companies. In addition, the Office of CME must accept any commercial support, which may be awarded. When commercial support funds are solicited and/or accepted, CDU enforces the following requirements:

- The CDU Office of CME makes all decisions regarding the disbursement of any potential commercial support funds and in-kind support received for CME activities.
- The CDU Office of CME will not be required by a commercial interest to accept advice or services concerning teachers, authors, or participants or other education matters, including activity content and format, from a commercial interest as conditions of contributing funds or services.
- All commercial support associated with a CME activity must be given with the full knowledge and approval of the Office of CME. No additional funds or in-kind support will be provided to the planning committee members, teachers, or authors beyond those defined in the budget.
- All educational grant amounts will be based on an itemized and estimated budget prepared in advance and shared with the commercial supporter.
- The total dollar amount and/or in-kind contribution will be specifically detailed in the Letter of Agreement.
- All commercial support expenditures must be documented and, upon request, provided to the commercial supporter.
- A Letter of Agreement must accompany any support provided, monetary or “in kind.” The Letter of Agreement shall define the terms, purposes, and conditions of the grant and shall be signed by the commercial interest, CDU, and any other provider or educational partner involved in the planning and implementation of the CME activity.
- All requests for commercial support must first be approved by the Dean of the College of Medicine at least 6-months prior to the accredited activity. The Office of CME requires at least a 1-month lead for review of commercial support requests

inclusive of the grant proposal and budget.

- The Course Director must adhere to the roles and responsibilities for solicitation of and receipt of commercial support.
- If commercial support is awarded, the Course Director is responsible for being on-site at the accredited activity to ensure compliance with all Office of CME Policies and Procedures
- All requests for commercial support must include an accreditation fee, if permitted.

Social Events

The CDU Office of CME must approve all social events associated with a CME activity. Approved social events, including meals at CME activities, will not compete with or take precedence over the educational activity. Modest meals and receptions, based upon local standards, are appropriate social events for CME activities. Social events must be modest with the educational components of an activity accounting for the majority of the activity’s total time. Spouses or guests may not attend social events and strict separation of promotion is maintained from any social event associated with a CME activity.

AMA “PRA”

The American Medical Association Physician's Recognition Award (PRA) and the related credit system recognizes physicians who demonstrate their commitment to staying current with advances in medicine by participating in certified CME activities. Established in 1968, the AMA PRA today stands as the most widely accepted award for recognizing physician CME achievement. AMA PRA credit is recognized by many state licensing boards, medical specialty boards, hospital credentialing bodies, and other entities. The AMA Physician's Recognition Award or AMA-approved application is currently accepted in many states as documentation for purposes of licensure reregistration.

What is the ACCME?

The ACCME is the Accreditation Council for Continuing Medical Education. It is the organization that sets the standards for the accreditation of all providers of CME activities. ACCME providers are dedicated to the identification, development, and promotion of standards for quality CME utilized by physicians in their maintenance of competence and incorporation of new knowledge, in order to improve quality medical care for patients and their communities. For more information on ACCME, visit <http://www.accme.org>

Contact Information

For more information, please contact our office at:

Office of Continuing Medical Education

College of Medicine
Charles R. Drew University of Medicine and Science
1731 E. 120th Street
Los Angeles, CA 90059
(323) 563-9349
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or visit our website at
<https://www.cdrewu.edu/COM/CME>

CDU/UCLA Medical Education Program

The CDU/UCLA Medical Education Program was initiated in 1978, by joint approval of the Regents of the University of California and the Board of Directors of Charles R. Drew University of Medicine and Science, (known then as the Charles R. Drew Postgraduate Medical School). The charter class entered in August 1981 as candidates for the MD degree.

The Medical Education Program is especially designed to attract students who have an interest in addressing the concerns of underserved populations and who are prepared to do so with competence and compassion. Undergraduate medical students accepted into this program benefit from the best efforts of both the Charles R. Drew University the David Geffen School of Medicine at UCLA in a combined curriculum.



The Pre-matriculation Program

During the summer preceding the first year of study, students entering the Medical Education Program are required to attend a two-week pre-matriculation program. The purpose of the program is to orient students to the medical education curriculum, Charles R. Drew University and the surrounding community. The program emphasizes the development of specific learning skills such as critical thinking, problem solving, and study group interaction which are needed for successful completion of the CDU/UCLA Medical Education Program.

First and Second Years

The first and second years of study are conducted chiefly at the David Geffen School of Medicine at UCLA.

The block-based curriculum for years one and two integrates normal human biology with disease processes and clinical skills. Instruction is accomplished through lectures and in small group discussions, laboratories and conferences.

Progress is evaluated on a pass/fail basis.

First Year (David Geffen School of Medicine, UCLA)

The following courses are taught in sequential order:

Block 1: Human Biology and Disease 401 Foundations of Medicine I (8 weeks)

Pathologic processes, genetics, molecular and cellular biology, basic immunology, and clinical appraisal.

Block 2: Cardiovascular, Renal, and Respiratory Medicine I (8 weeks)

Anatomy, histopathology, physiology, biochemistry, genetics, imaging, and selected pathophysiologic mechanisms of these organ systems along with the clinical assessment of these organ systems.

Block 3: Gastrointestinal, Endocrine, and Reproductive Medicine I (8 weeks)

Anatomy, histopathology, biochemistry, nutrition, genetics, and selected pathophysiologic mechanisms, along with the clinical assessment of these organ systems.

Block 4: Musculoskeletal Medicine (5 weeks)

Anatomy, imaging, histopathology, pathophysiology and pharmacology related to this system with a focus on rheumatology and physical medicine.

Block 5: Medical Neurosciences I (5 weeks)

Neuroanatomy, histopathology, neurobiology, neurology, imaging, pharmacology, pathophysiology, and clinical assessment of the neurological systems.

A preceptor program is offered in which a faculty or house officer preceptor introduces the student to patient care on the wards and/or in the physician's practice site.

Second Year (David Geffen School of Medicine at UCLA)

The courses of the second-year curriculum include foundations in pharmacology, microbiology, infectious diseases, cancer, and hematology; advanced topics in gastrointestinal medicine, nutrition, and reproduction; and advanced topics in cardiovascular, renal, and respiratory medicine.

Block 6: Foundations of Medicine II (8 weeks)

Basic pharmacology, microbes, host defense and immunity, immune disorders, clinical trials and epidemiology, infectious diseases, including classification of pathogens and therapeutics, cancer-including classification, causes and therapeutics of other blood disorders.

Block 6: Foundations of Medicine II (8 weeks)

Basic pharmacology, microbes, host defense and immunity, immune disorders, clinical trials and epidemiology, infectious diseases, including classification of pathogens and therapeutics, cancer- including classification, causes, and therapeutics of other blood disorders.

Block 7: Medical Neurosciences II (5 weeks)

Neuroanatomy, neurobiology, psychopathology, neurology, and psychopharmacology.

Block 8: Gastrointestinal, Endocrine and Reproductive Medicine II (8 weeks)

Endocrinology, reproductive health and disease; gender specific diseases, skin diseases; common infectious diseases, therapeutics and prevention, including nutrition.

Clinical Skills Assessment and Independent Study:

One week block of assessment concludes the second year to prepare for the USMLE and clerkships.

Third Year (Charles R. Drew University)

The third year consists of 49 weeks of required clerkships; one week of Clinical Foundations and 48 weeks of clinical clerkships. All third year coursework must be completed before a student is allowed to take senior and elective courses. It is in the third year that most students decide their specialty.

Third Year Core Clerkships

All required clerkships are taken at Charles R. Drew University and the David Geffen School of Medicine at UCLA affiliates.

Clerkship	Duration
Clinical Foundations	1 week
Primary Care Continuity Clinic	Longitudinal
Radiology	Longitudinal
Track A Clerkships	24 weeks
Surgery Clerkship	12 weeks
General Surgery	(6 weeks)
Surgical Subspecialties	(6 weeks)
Pediatrics Clerkship	6 weeks
Obstetrics and Gynecology Clerkship	6 weeks

Track B Clerkships **24 weeks**

Inpatient Medicine Clerkship	8 weeks
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Psychiatry Clerkship	4 weeks
Neurology Clerkship	4 weeks
Ambulatory Medicine Clerkship	4 weeks
Family Medicine Clerkship	4 weeks

Total Required Weeks **49 weeks**

Unscheduled Time

Winter Break	2 weeks
Spring Break	2 weeks

Learning Objectives for Required Clerkships

Upon completion of the required clerkships, it is expected that the student will be able to demonstrate:

1. The ability to take an accurate, focused patient history, including psychosocial and family issues;
2. The ability to perform a complete or focused physical and psychiatric examination;
3. The ability to give a complete, accurate, and organized case presentation;
4. The ability to keep a complete, accurate, organized medical record;
5. Knowledge of common acute and chronic problems across age and gender;
6. A basic knowledge of gender and age-specific preventive health measures;
7. Interpersonal skills that enable the development of patient rapport;
8. The ability to use evidence-based medicine to solve clinical problems;
9. Knowledge of appropriate use of imaging modalities, including conventional radiography, ultrasound, CT, or MR imaging;
10. The ability to formulate a patient-centered management plan that incorporates the principles of prevention and health education;
11. Knowledge of, and sensitivity to, cultural and socioeconomic issues that impact patient care;
12. Knowledge and skills needed to provide cost effective and appropriate care;
13. Skills in life-long learning, including the ability to search computerized medical databases;
14. The ability to utilize other members of the healthcare team, including consultant physicians, nurse practitioners, nutritionists, and mental health professionals.

These learning objectives have been compiled by the Educational Policy and Curriculum Committee (EPCC) in an effort to inform students of the expectations of their performance on clinical clerkships. The objectives apply to all the required third year clerkships.

Students can access detailed descriptions of required clerkships in the Handbook of Courses for Third Year

Students published by the UCLA David Geffen School of Medicine at UCLA Student Affairs Office or at:
<http://medschool.ucla.edu/current-student-affairs>.

Students may also access course information on Gryphon, the online curriculum resource at the:
<https://gryphon.medsch.ucla.edu/>.

Fourth Year: Urban/Underserved College (Charles R. Drew University)

Curricular revision at the David Geffen School of Medicine at UCLA has resulted in the development of smaller focused entities known as "Colleges" to enhance career advising and mentoring in addition to other defined activities. The fourth year of the CDU/UCLA Medical Education Program at Charles R. Drew University is known as the Urban/Underserved College.

- One week of College Foundations and thirty (30) weeks of coursework are required for the fourth year. Of these, twelve weeks must be sub-internships (300 and 400 level) and three weeks must be an ICU elective.
- 3 week, 400-level sub-internship

The remaining 18 weeks may be spent in approved electives at any level. However, no more than 6 weeks may be spent in research or non-clinical electives. Up to 12 elective weeks may be arranged at other community medical centers and hospitals, also known as "away electives". Information on elective courses offered both at Charles R. Drew University and UCLA is available from the Handbook of Courses for Fourth Year Medical Students published by the David Geffen School of Medicine at UCLA Student Affairs Office or at.

Course	Duration
College Foundations	1 week
Medicine Sub internship	3 weeks
Intensive/Critical Care Sub internship	3 weeks
Senior Selective	3 weeks
Additional Electives	21 weeks
Total number of weeks required for the fourth year:	31 weeks

Unscheduled Time

Winter Break	2 weeks
Vacation/interviewing	12 weeks

Elective Clerkships

The goal of the Elective Program is to broaden the medical education experience of the student. The fourth year provides the opportunity to investigate personal interests as well as gain exposure to subjects that students may not have the time to experience after medical school. Elective

clerkships may only be taken once the third year core clerkships are successfully completed. The maximum duration of an elective course for which a student may receive credit is four weeks.

Electives are of three types: in-depth non-clinical electives, advanced clinical clerkships and sub-internship or sub-internship/inpatient courses. Below are descriptions of the three types of electives. For more information, please refer to the *Handbook of Courses for Fourth Year Medical Students*.

In-Depth Non-Clinical Electives explore the basic sciences as well as the clinical aspects of an organ system and its disease states; or focus on a particular field of study.

In-Depth Non Clinical Electives do not count toward California licensing. No more than six weeks (6) of In-Depth Non Clinical Electives and Research Electives combined will be granted toward the 30 weeks of required course work for the fourth year.

Advanced Clinical Clerkships Electives (200 level) enable students to utilize and build on the fundamental information and skills acquired during required rotations from the third year. Courses are structured to increase students' depth of insight into complex medical problems and to stress development of intellectual and decision-making processes.

Sub Internship Electives (300 and 400 levels) are inpatient, emergency or outpatient clerkships that give students increased responsibility for decisions made for the total care of the patient. In general, the student will be expected to function at a first-year resident level.

Research Electives

In addition to clinical clerkships, research electives are also available and may be developed with mentors to meet special interests. Research sabbaticals may be arranged to accommodate a year of study at UCLA, an affiliated hospital, the National Institutes of Health, or any other appropriate institution. Fellowship and research opportunity information is available from the Office of Medical Student Affairs.

Medical Student Research Thesis Program (Longitudinal Experience)

All students in the CDU/UCLA Medical Education Program are required to complete a research project and research thesis. The goal of the research project/thesis is to address medical conditions commonly encountered in primary care practice. Students develop, design and implement a research project during their two-year longitudinal research experience.



Longitudinal Clerkships

Primary Care, PC011 (Third Year)

Primary Care, PC02 (Fourth Year)

Radiology (integrated in all rotations throughout the third year)

Scheduling

Students are responsible for scheduling their courses. Each student is provided with a scheduling packet containing samples of forms and an outline of requirements.

Scheduling meetings are held by the DGSOM at UCLA Student Affairs Office and the Charles R. Drew University Office of Medical Student Affairs. The meetings outline the clerkship scheduling process. An introduction to the National Residents Matching Program is also provided at these meetings.

Scheduling Fourth Year Electives

The access of CDU/UCLA Medical Education Program students to electives published online in MyCourses, at the following URL:

<https://ucla.oasisscheduling.com/index.html>, is equal to that of UCLA students, subject to a computerized lottery system.

To participate in non-UCLA system electives, students must ensure that all necessary forms are routed to the appropriate persons, e.g., course chair, faculty advisor, and Associate Dean of Student Affairs. These forms include the outside institution's own forms, as well as special "away elective" forms. In order for the Associate Dean of Student Affairs to accurately complete the paperwork, it will be necessary to provide documentation of an active personal health insurance plan and evidence of Rubella status (a record of immunization or result of a screening test). Upon receipt of all paperwork, the Office of Medical Student Affairs will complete the forms retaining for the student's file the documentation of personal health insurance, rubella immune status, and other relevant information; and will then forward the completed application to the institution at which the elective will be taken.

An elective is not considered to be approved until all required signatures have been obtained.

Prior to starting the senior year, students are to complete an elective scheduling form outlining their proposed schedule. Each student is to discuss the schedule with the Associate Dean of Student Affairs.

Changes to a student's elective clerkship schedule may be accomplished by completing an add/drop form with the Charles R. Drew University Office of Medical Student

Affairs. An appropriately completed and signed add/drop form must be provided to the Associate Dean of Student Affairs at least 30 days before the requested date of the addition or deletion of a course from a student's program.

Grading System

The CDU/UCLA Medical Education Program currently has a strict pass/fail grading system for those students who have matriculated prior to Fall 2015. Those students who have matriculated in the Fall of 2015 and after, will be graded during the third and fourth clinical years. The grading system will include: Honors, High Pass, Pass and Fail.

Evaluations

There are three categories of evaluations: Student Evaluation of Clerkships and Faculty; Faculty and Resident Evaluations of Students; and clerkship Director's Summative Evaluation and Grading.

Student Evaluation of Clerkships and Faculty

Medical students are responsible for providing evaluation as requested through the standardized evaluation system, "CoursEval". The data collected is used in the aggregate to evaluate courses, curricula, and faculty, and the data is reported back to Clerkship Directors for use in improving teaching and rotations. The time and tools are provided to the student for critiquing the instructional program, and it is incumbent on the student to provide the information for assessment. Constructive criticisms as well as positive recognition will be appreciated and the anonymity of the student is protected. The URL for the web-based program is

https://evaluation.medsch.ucla.edu/Online_Evaluation_Site/Home.html. Students complete evaluation forms online upon completion of a given clerkship.

At the close of a clerkship, each student will receive an email reminder that they are required to complete the clerkship evaluation. Results of each clerkship rotation evaluation will be available to clerkship directors after they have completed and submitted the students' grades. The individual faculty evaluations will be given to the clerkship directors twice a year. This is done in order to protect the anonymity of the students.

The clerkship directors are responsible for providing feedback to faculty on the clerkship and on their individual evaluations. Students who do not complete the evaluations in a timely manner will receive reminders.

Students who are delinquent in completing their clerkship and faculty evaluations will be referred to the Office of Medical Student Affairs. Further penalty for not completing the evaluations will be determined by the Associate Dean for Medical Student Affairs.

Faculty and Resident Evaluation of Medical Students

Attending faculty, house staff, and fellows who have worked with medical students for one or more weeks must complete their evaluation of each student supervised and forward the completed evaluation form (via web-based system) to the appropriate Student Clerkship Coordinator. The Clerkship Director will use the comments to produce the Summative Evaluation and Grade Report.

Clerkship Director's Summative Evaluation and Grading of Medical Students

Clerkship Directors are responsible for providing students with meaningful, written descriptions evaluating performance in the clerkship. All clerkship directors prepare and submit narrative descriptions for all students.

A web-based evaluation program has been implemented. A login and password is assigned to clerkship directors and their coordinators by the UCLA Student Affairs Office upon completion of training on the system.

All performance evaluations must be submitted to the web-based system within six weeks of the conclusion of the clerkship. Evaluations may be reviewed via the web or in the OMSA.

Graduation Requirements

To be awarded the MD degree from the CDU/UCLA Medical Education program, the following are required:

- Successful passage of each year of the four-year medical school curriculum
- Annual recommendation for promotion by the Progress/Promotions Committee
- Passage of the USMLE Step 1, Step 2 CK and Step 2 CS
- Passage of a Clinical Performance Examination (CPX) at the end of the third year
- Completion of requirements of the 4th year Urban/ Underserved College

Postgraduate Employment Opportunities | Internships and Residencies

Most students make their choice of specialties during the third year. Except for some programs requiring early matches (e.g., urology, ophthalmology), interviews for internships and residencies are generally conducted during fall of the senior year. Students typically apply for these programs through the National Resident Matching Program (NRMP), more commonly known as "The Match." The NRMP application and matching process is coordinated through the Office of Medical Student Affairs by the Associate Dean of Medical Student Affairs. Students will be given an orientation to "The Match" in the spring of

their junior year.

Graduates of the CDU/UCLA Medical Education Program enter into intern positions at institutions throughout the United States at the Postgraduate Year I (PGY-I) level.

Overview

The CDU/UCLA Medical Education program seeks to provide an education in the scholarly and humane aspects of medicine and to foster the development of leaders who will advance medical practice and knowledge in underserved areas of the United States and abroad. The admissions committee seeks to admit students who are best suited for the educational program and mission of the University. In particular, it looks for intelligent, mature, and highly motivated students who show promise in becoming leaders in medicine. The admissions committee also considers very carefully personal qualities necessary for the successful study and practice of humanistic medicine. These include integrity, professionalism, dedication to community service, scholastic accomplishments and potential.

The CDU/UCLA Medical Education Program admissions committee is committed to diversity by ensuring adequate representation of women and all minority groups with diverse interests and backgrounds. All applications are given careful consideration without regard to gender, race, age, religion, national origin, sexual orientation, or financial status. In evaluating candidates, the committee takes into consideration many factors including academic record, MCAT scores, record of activities and accomplishments, and recommendations from premedical committees and science teachers. We use the Multiple Mini-Interview process (MMI) which is an integral part of the selection process.

Students who are admitted into the program spend the first two years of medical school on the campus of the David Geffen School of Medicine at UCLA. World-renowned leaders in medical education have implemented an innovative preclinical curriculum ensuring a quality science foundation. The third year of medical education coordinated and supervised by Charles R. Drew University located in South Los Angeles approximately 17 miles from the Westwood campus. Students rotate through the various services including pediatrics, psychiatry, obstetrics/gynecology, surgery, Family Medicine and internal medicine at Charles R. Drew and UCLA affiliate sites.

A unique component of the CDU/UCLA Medical Education program is the longitudinal primary care clinical experience. Students in the third year spend two to three mornings per month at a primary care clinic located in an

underserved area of Los Angeles. In addition, students are required to develop and implement a primary care research project, and produce a thesis with a faculty mentor that will be presented at the annual research colloquium just prior to graduation.

The fourth year begins with a one-week orientation designed for students to hone their clinical skills and prepare for residency. A mentorship program in the fourth year allows the students to work closely with faculty to ensure appropriate career and academic guidance and successful completion of the research thesis.

Students successfully matriculating through the program are encouraged to pursue additional postgraduate training or scholarly activity on the UCLA campus. Students may choose programs in either the Schools of Public Health or Business. Graduates of the CDU/UCLA Medical Education have also successfully completed joint MD/PhD degrees.

Academic Requirements

The following courses are required:

- One year of college English to include the study of English composition
- One year of college mathematics to include the study of introductory calculus and statistics
- One year of college physics, (with laboratory)
- One year of general biology (with laboratory)
- Two years of college chemistry to include the study of inorganic chemistry, quantitative analysis and organic chemistry (with laboratory)

The following courses are recommended:

- One year of foreign language (Spanish is highly recommended)
- Coursework in Humanities
- Coursework in Computer Skills

Preference shall not be given to undergraduate science majors over non-science majors. Applicants are urged to acquire a broad experience in the humanities, behavioral sciences, and social sciences in their college years, but they should follow their own interests whether in the arts or in the sciences. Prior research experience and conversational Spanish are highly recommended but not required.

High school and advanced placement courses do not fulfill these requirements. If an applicant has been excused from a required college-level course, another course at the same or higher level must be substituted. Applicants currently enrolled in a professional or graduate school must be in the terminal year of the degree program to be considered for admission to the first-year class. Post-

Baccalaureate students are encouraged to apply.

Students must complete all premedical requirements before beginning the first year of medical study, although these requirements need not be completed at the time the application for admission is filed.

All students must take the Medical College Admissions Test (MCAT). Arrangements for taking the MCAT must be made directly with the MCAT Program Office, <http://www.aamc.org> or (202)-828-0690.

Applicants are strongly urged to take the MCAT in the spring of the year of application. Please refer to the AAMC web site for more information. The test must be repeated if, at the time of the application, more than three years have elapsed since it was taken.

Admissions

In order to be considered for admission to the CDU/ UCLA Medical Education Program, all applicants are required to follow the procedures listed below:

1. Fulfill the academic requirements.
2. Submit an application through the American Medical College Admissions Service (AMCAS), Association of American Medical Colleges (www.aamc.org/amcas). Completed applications and supporting documents must be received by AMCAS no later than November 1 of the year preceding anticipated entry.
3. Take the Medical College Admissions Test (MCAT).

Selected applicants will be invited to submit a supplemental application and three letters of recommendation or a composite report from a professional advisory committee of the student's college or University. The deadline for receipt of this additional information is January 31 of the year in which entry is anticipated.

Selected applicants who are invited to submit and complete the supplemental application process will be invited for an interview with members of the admissions committee.

Refer to website (www.cdrewu.edu) for updated information.

Transfer Application

Admission is granted into the first year of the Medical Education Program only. The CDU/UCLA Medical Education Program does not accept transfer students.

Application Processing Fee

An application fee of \$80 is required for all applicants



invited to submit a supplemental application. Fee waivers are granted only with approval of the Admissions Committee and a copy of the AMCAS fee waiver documentation must be submitted.

Registration

During the four years in the CDU/UCLA Medical Education Program, students are registered at University of California, Los Angeles, for a total of eight semesters and one summer session. Enrollment is distributed as follows:

First Year:	Fall, Spring
Second Year:	Fall, Spring
Third Year:	Summer, Fall, Spring

Fourth Year: Fall, Spring

Annual Fees and Expenses

Tuition and fees of the CDU/UCLA Medical Education Program are determined by the Regents of the University of California and are subject to change without notice.

Refer to the Registrar website:

<https://www.registrar.ucla.edu/> for updated information.

Refund Procedure

Prior to the first day of instruction, fees paid are refunded in full. After that, refunds are determined based on the number of weeks classes were attended. For more information including a schedule of refunds, refer to the registrar website at <https://www.registrar.ucla.edu/>.

Financial Aid

The David Geffen School of Medicine at UCLA Student and Resident Financial Services Office administers all financial aid for students of the CDU/UCLA Medical Education Program, regardless of their year in the program. Responsibilities of this office include the processing of all applications, assessment of student eligibility for financial aid, and awarding of financial aid.

Financial aid application forms are only sent to students accepted into the CDU/UCLA Medical Education Program.

In general, awards of both loan and scholarship funds are made on the basis of demonstrated financial need—that is, the difference between the standard costs of attendance at school and the student's resources from parents, spouse, and self. However, there are several awards which are made primarily on the basis of academic excellence. Awards are determined annually, and support in subsequent years is dependent on continued demonstration of financial need, availability of funds, and satisfactory academic progress as determined by the College of Medicine and by the appropriate promotion committee.

Details about financial aid are provided at the time of application, and supplemented by information posted by the David Geffen School of Medicine Student and Resident Financial Services Office on the following website:
<http://www.medstudent.ucla.edu>.

The Office is located at the Center for the Health Sciences (CHS), Room 12-109, (310) 825-4181.

Medical students are eligible to receive need-based aid for the normative four-year length of the MD program. Up to one year of additional aid may be granted to a student required to repeat course work, if a minimum of two-thirds of the normal academic load is carried. However, if a student is allowed to repeat a second year (or third semester), financial aid will not be provided during that specific year or semester.

Foreign nationals are generally not eligible for student aid. Such students may be required to submit letters explaining how they will finance their education.

Application Deadlines

There are no deadlines for entering first-year students. However, the sooner the forms are received, the sooner an award can be made. The process requires approximately six weeks from receipt of application to disbursement of a check.

After the first year, continuing students must reapply by the deadline date each year to receive full consideration for financial aid. When awards are made, the offer letter must be signed and returned immediately, in order to prevent any delay in processing and dispensing the awards.

Types of Aid Available

The David Geffen School of Medicine at UCLA generally offers a combination of grants, scholarships, and loans to help finance a student's education. The ratio of scholarship to loan may vary from year to year depending upon the availability of funds and current regulations.

Should a student be awarded a private scholarship, they are responsible for informing the Financial Aid Office immediately, with the name and address of the awarding entity. For complete information, go to the David Geffen School of Medicine Student and Resident Financial Aid and Scholarships website at <http://medschool.ucla.edu/current-financial-aid-scholarships>.

Emergency Loans

CDU/UCLA Medical Education Program students may take advantage of UCLA funds that are made available on the



UCLA campus for emergency purposes. These loans provide from \$75 to \$300 for a short period of time (30-90 days) in order to help a student overcome temporary financial problems. Loans may be obtained in one day and are interest-free. Repayment of loans by the due date is a requirement for continued registration. There is a \$10 late fee for all loans repaid after the due date.

Extramural Funding

The following scholarships, fellowships, and grants are offered by agencies other than the University, but are coordinated through the Charles R. Drew University's Office of Medical Student Affairs. To apply for these funds, CDU/UCLA Medical Education Program students should obtain an application and/or letter of support from the Associate Dean of Medical Student Affairs at Charles R. Drew University.

Association of Black Women Physicians (ABWP)

Minority medical students with demonstrable financial need are eligible for scholarships from this organization. Between eight and ten scholarships are awarded annually, the amount varying according to individual need. Winners are announced in mid-October at the time of the annual dinner dance of this organization.

Auxiliary to the Charles R. Drew Society Scholarship

The Los Angeles minority physicians, spouses, make the Charles R. Drew Medical Society and Auxiliary fund possible and friends to Minority medical students in the sophomore or junior year with demonstrated financial need and leadership /community involvement may apply by May 15 of a given year. The Office of Medical Student Affairs disseminates applications each April.

National Medical Fellowships

National Medical Fellowships, Inc. is a nationwide private organization that provides financial assistance to minority medical students for their first two years. Eligibility is limited to minority students (African-Americans, Mexican-Americans, mainland Puerto Ricans, and Native Americans) who have demonstrable financial need and who are United States citizens. Application for these awards requires a Dean's letter in all cases.

Student Awards

Students in the Medical Education Program are encouraged to learn and perform in a manner that is consistent with the University's Mission and are recognized for their achievements in the following categories of awards:

Dr. Charles R. Drew Award: The College of Medicine's highest award, this honor is presented to the graduating student who, in the opinion of the faculty, has most

exemplified a combination of compassion and academic excellence overall years of training. Winners of this award perform in a manner exemplary of the institution's Mission, as manifested in academic achievement in basic science and clinical coursework. Awardees also demonstrate compassion in clinical service. The Awards Committee, with input from the senior class, selects the winner of this award.

Dr. Mitchell Spellman Award: This award, named for the first Dean of the College of Medicine, is presented to the graduating student who has demonstrated unique and noteworthy achievement, not necessarily in the field of medicine. The Awards Committee, with input from the fourth-year class, selects the winner of this award.

Dr. Geraldine Burton-Branch Award: Named for a physician who resides in the community served by the MLK Hospital, this award is presented to the graduating student who has demonstrated outstanding performance in the primary care course over the clinical years. The Awards Committee with input from the primary care faculty selects the winner of this award.

Dr. Carlos Juan Finlay Award: This award, named after the Cuban physician who discovered the role of the *Aedes aegypti* mosquito in the transmission of yellow fever, is presented to the graduating student who has most exemplified excellence in community service or public health. The Awards Committee, with input from the fourth-year class, selects the winner of this award.

Dr. Martin Luther King, Jr., Award (Silver Medal): Named for the noted civil rights leader, this award is presented to the graduating student who has most exemplified peer support and advocacy. The Awards Committee, based on nominations by the members of the fourth-year class, selects the recipient of this award.

Dr. Rebecca Lee Award: This award, named for the first Black woman to receive the MD degree in the United States, is presented to the graduating student who has best exemplified excellent performance despite adverse circumstances. The Awards Committee, with input from the senior class, selects the recipient of this award.

Honor Society

Alpha Omega Alpha is the only medical honor society in the world. Its aims are the promotion of scholarship and research in medical schools, the encouragement of a high standard of character and conduct among medical students, and the recognition of high attainment in medical science, practice, and related fields.

Election to Alpha Omega Alpha is a distinction that

accompanies the physician throughout their career. Members can be elected as students, graduates, or faculty of an affiliated institution, or on an honorary basis because of their distinguished achievement in any field of medicine. Chapters elect undergraduate members from students in their last two years of medical school. Scholastic excellence is not the only criterion for election: integrity, capacity for leadership, compassion, and fairness in dealing with one's colleagues are considered to be of equal significance.

Students elected to the society are men and women who, in the judgment of the local chapter, have shown promise of becoming leaders in their profession. The number of students elected from any CDU/UCLA class may not exceed one-sixth of those expected to graduate for that year.

Professional Associations

Students at Charles R. Drew University participate in a wide variety of professional associations designed to broaden the scope of their collegial relationships and provide support for ongoing career development.

- Latino Medical Student Association (LMSA)
- Student National Medical Association (SNMA)
- American Medical Student Association (AMSA)

United States Medical Licensing Examinations (USMLE)

All students enrolled in the CDU/UCLA Medical Education Program are required to take and pass Step 1, Step 2 Clinical Knowledge (CK), and Step 2 Clinical Skills (CS) of the USMLE before a student is eligible to graduate.

Students must take Step 1 before beginning Clinical Foundations in their third year. Step 1 must be passed in order to advance to the fourth year. Failure of Step 1 may require removal from the clinical curriculum or the student may not be allowed to start the next rotation. The Associate Dean of Medical Student Affairs will meet individually with students who do not pass Step 1 of the USMLE to plan the best course of action. Failure of Step 1 on the third attempt will result in dismissal from the Medical Education Program.

Students must take the USMLE Step 2 CK examination by the date specified in the *Handbook of Courses for Fourth Year Medical Students*. If Step 2 CK is not attempted by the deadline (usually the last day of December of the fourth year), credit will not be given for any course work completed after the deadline and before the examination. No retroactive credit will be given. Failure of Step 2 CK on the third attempt will result in dismissal from the Medical Education Program.

Students must take Step 2 CS examination by the date specified in the *Handbook of Courses for Fourth Year Medical Students*. The clinical performance exam (CPX) given at the end of the third year must be passed before taking the Step 2 CS.

The National Board of Medical Examiners offers self-assessment resources for medical students on its website: <http://www.nbme.org/>. In an effort to facilitate students' success on these examinations, Charles R. Drew University's Learning Resource Center offers Step preparation materials for student review. Additionally, the Office of Medical Student Affairs provides limited individual study skills counseling for its medical students. Please refer to the *Handbook of Courses for 4th-Year Medical Students* for more specific information on the USMLE policy.

Course Responsibilities during Board Review Programs

Since passing Step 1, 2 CK and CS of the USMLE is an institutional priority at CDU, any student may, by the decision of the Associate Dean of Medical Student Affairs, be relieved of course responsibilities in order to take part in an approved USMLE review course. The student so excused must complete coursework missed while completing a USMLE review course.

Student Health

Before registering at the University, students must show evidence that they have current immunizations, are free from communicable disease, and are physically fit to carry out university work. Copies of these documents must be submitted to the Office of Medical Student Affairs and to the Student Affairs Office (SAO) at the David Geffen School of Medicine at UCLA.

Prior to starting the clinical years, all students are to provide licensed physician-documented evidence of freedom from infectious diseases. The evidence should be based upon physical examination, chest x-ray, tuberculin testing and other methods, as determined by the physician. Students are to consult their private physicians or the Arthur Ashe Student Health and Wellness Center in order to fulfill these requirements and are responsible for all fees not covered by insurance.

Health insurance coverage is required for all students. Proof of such coverage must be presented to the Office of Medical Student Affairs during registration. Students are responsible for their own routine health maintenance and chronic healthcare.

Medical Treatment

UCLA student health insurance is available to all medical



students and may be purchased on the UCLA campus. This health insurance plan requires that the student receive care at UCLA.

When a student is injured while on rotations, they should report the injury to the nursing supervisor on the nursing unit and to their preceptor.

Counseling Services

Students are encouraged to make use of the personal and academic counseling services provided for them throughout their training. Individual appointments are scheduled for students enrolled in CDU/UCLA Medical Education Program through the Office of Medical Student Affairs at (323) 563-4888.

Identification Badges

There are several types of photo identification badges required of students in the CDU/UCLA Medical Education Program:

- Charles R. Drew University photo identification issued during the Pre-matriculation Program upon completion of the Charles Drew portion of registration. (This identification indicates the student has met the requirements for UCLA Student Health Services and has provided evidence of a current health insurance policy or has signed a statement that they will participate in UCLA's Health Insurance Plan as of September of the current academic year.)
- UCLA photo identification is issued by UCLA during first year orientation.
- County of Los Angeles photo identification, issued at the start of the clinical years. This identification will not be issued until the student has provided the Office of Medical Student Affairs with evidence of current health insurance coverage, verification of freedom from infectious disease, and an updated registration form.

Students must wear the appropriate identification badges whenever they are at Charles Drew affiliate hospitals or clinics, at the UCLA Center for the Health Sciences, or whenever they are in contact with patients.

Housing

For information, contact the following UCLA offices:

Housing Office
(310) 825-4491

Office of Residential Life
(310) 825-3401

Night Call Rooms

When on call during a clinical clerkship, the student should use the relevant department's 'night call' facilities, which are usually shared with house staff.

Liability during Assigned Travel

The responsibility for safe transportation from Charles R. Drew University' or from students' homes to assigned clinical sites rests with the individual student. All drivers on public thoroughfares in the state of California are required to have car insurance.

Dress Code

A medical student is responsible to the public and to patients and should thus dress and act like a physician-in-training in all patient contact situations. Men are to wear a shirt and tie; women should be dressed in professional attire. All students should wear a short white coat with visible photo identification whenever they are in a clinic or hospital, with a preceptor, or with a patient in any professional capacity.

Student Government/Student Activities

Charles R. Drew University offers broad and diverse opportunities for student involvement and leadership development, ranging from informal groups in which students share common interests and enthusiasms to formal and organized participation in elective government. Students may choose to participate in student government at the program level, the college level, or by becoming active in the University-wide student organization, Charles Drew Student Government (CDSG).

Participation in University and College Governance

Third and fourth-year medical students who are in good academic standing are eligible to serve on College committees.

For each of the committees approved for student membership, the third and fourth year classes are each entitled to one representative and two alternates. Each class selects its representatives and alternates through a democratic process, and submits the roster of selectees to the Associate Dean of Medical Student Affairs, who verifies that each person on the roster is in good academic standing. The slate of nominees is presented to the College's Faculty Council, which has the right of final approval.

Student representatives will serve one-year appointments but may serve successive terms if appointed or elected. The following College committees are approved for student representation:

The *Educational Policy and Curriculum Committee* reviews and makes recommendations on educational policy and procedure and reviews the administration and curricula of all medical student education programs. One faculty member who may serve an unlimited number of consecutive two-year terms represents each department in the College on the committee. The committee meets monthly.

The *Medical Student Admissions Committee* participates in the recruitment and selection of a medical student body that is committed to the University's mission and is motivated and capable of fulfilling the academic requirements of the CDU/UCLA Medical Education Program with, particular emphasis on its primary care curriculum. This committee develops, maintains, publishes, and distributes guidelines for medical student admissions which state the admission policies and procedures developed by the faculty according to its bylaws.

Any breach of confidentiality as a student member of either of these committees may be considered grounds for immediate dismissal from the committee.

Policies

Attendance Policy

The attendance of all students is required at all regularly scheduled class sessions, laboratories, or clinical training sessions and will be used in assessing grades and meeting state requirements. All of the above stated experiences and training sessions are viewed as extremely important by the faculty and, therefore, participation in such sessions is expected of all students on an ongoing and regular basis. Students in the College of Medicine will adhere to specific attendance policies.

Compliance Statement

Charles R. Drew University of Medicine and Science, in compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 does not discriminate on the basis of race, creed, color, national origin, mental or physical disability, age, or sex in any of its policies, practices, or procedures. The University is in compliance with Title VII of the Consumer Protection Act and the Privacy Act of 1974. This policy includes, but is not limited to, the University's offices and programs related to admissions, employment, financial aid, educational services, and activities.

Harassment

Charles R. Drew University is committed to providing a work and educational environment that is free of discrimination and unlawful harassment. The University

seeks to prevent and prohibit misconduct on the campus, including sexual harassment or any other type of harassment by fellow students, staff, or faculty. Actions, words, jokes, or comments based on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic will not be tolerated.

Any student who feels that they have been harassed should make it clear to the offending individual that such behavior is offensive and unwelcome. If the behavior continues, the incidents should be reported to the Associate Dean for Medical Student Affairs immediately.

Complaints and Grievances

Charles R. Drew University believes that the campus environment should be conducive to openly expressed and shared ideas that stimulate professional and personal knowledge and growth.

Students who have complaints against other students should report their complaints to the Director of Medical Student Affairs. Students who have a complaint against a staff member should report their complaints to the staff member's supervisor or Program Director. If the Director of Student Affairs, the supervisor, or the Program Director is unavailable, or if the student believes it would be inappropriate to contact one of those individuals, the student should immediately contact the Associate Dean of Medical Student Affairs. Students may raise concerns and make reports without fear of reprisal.

Honor Code

The students of the College of Medicine have adopted the following statement:

We, the students of the CDU/UCLA Medical Education Program, being cognizant of the high ideals of the profession of medicine and of the part that honor, and self-discipline play in the maintenance of such ethical standards, pledge ourselves to observe this fundamental code in our formative years that we may better uphold the honor code for which the profession of medicine has always been venerated.

1. *We will act at all times in a manner creditable to our school and future profession.*
2. *No un-permitted aid will be given or received for an examination, paper, or other assigned work.*
3. *It will be the responsibility of each student to uphold these ideals and aid in their enforcement.*

Further, we agree to the establishment of an Honor Council to review infractions of the above principles during our clinical years at Charles R. Drew University according to the preceding sections of the article.

During the preclinical years at the David Geffen School of Medicine at UCLA, the Medical Code of Ethics as outlined in the Medical Student Honor Code binds the students of

the CDU/UCLA Medical Education Program to its policies. The Medical Student Honor Code is under the jurisdiction of the UCLA Medical Student Council. Further information regarding the Medical Student Honor Code at UCLA can be obtained from the website

<http://medschool.ucla.edu/apply-honor-code>.

Nondiscrimination Policy

The Charles R. Drew University of Medicine and Science does not discriminate on the basis of sex in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972, as amended, and the administrative regulations adopted there under, prohibit discrimination on the basis of sex in education programs and activities operated by the Colleges. Such programs and activities include the admission of students and employment. Inquiries concerning the application of Title IX to programs and activities of the Colleges may be referred to the Title IX Coordinator, who is assigned the administrative responsibility for reviewing such matters.

Student Code of Conduct

The Charles R. Drew University of Medicine and Science has an obligation to maintain conditions under which the College can carry out its primary function of teaching, research, and public service in accordance with the highest standards of quality and institutional integrity. The Office of Medical Student Affairs reviews all matters relating to student conduct and academic integrity.

In granting each student the MD degree, the faculty of the Charles R. Drew University College of Medicine endorses each student as having maintained the academic, moral, and ethical standards appropriate to the practice of medicine. It is the responsibility of the faculty to help each student recognize and correct any deficiencies before the MD can be granted. The formality of any such correction should vary in proportion to the gravity of the deficit.

To this end, every registered student and every instructor with an academic appointment has agreed to abide by the Student Code of Conduct and Academic Integrity guidelines. These guidelines provide the standard by which students, faculty, and administration are encouraged to take reasonable steps to prevent violations. If violations occur, however, they will be handled in accordance with the policies of the College of Medicine.

Medical Education Program Student Learning Outcomes

- O1: Patient Care that is compassionate, appropriate, and effective for the treatment of health problems and the promotion of health.
- O2: Medical Knowledge about established and evolving biomedical, clinical, and cognate (e.g.,

epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.

- O3: Practice Based Learning and improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care.
- O4: Interpersonal and Communication Skill that result in effective information exchange and teaming with patients, their families, and other health professionals.
- O5: Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient.
- O6: System Based Practice, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of healthcare and the ability to effectively call on system resources to provide care that is of optimal value.



Office of Medical Student Affairs and Curriculum

The Office of Medical Student Affairs and Curriculum provides academic, matriculation and personal support services to students in the CDU/UCLA Medical Education Program. These services include academic counseling and scheduling, information regarding graduation and licensure requirements, and assistance and referrals for academic and personal needs. The office is also responsible for the administration of student admission and support services, in coordination with the DGSOM at UCLA Student Affairs Office.

General information about the Medical Education Program and Student Services can be obtained from the Office of Medical Student Affairs.

The Associate Dean for medical student affairs and the staff provide an environment in which the academic and personal needs of students are met on a daily basis. Matters of serious concern may be brought to their attention with assurance of strict confidentiality.

Contact Information

Office of Medical Student Affairs

Health Professions Education Building
Charles R. Drew University
1731 E. 120th Street
Los Angeles, California 90059

Admission/General Information

Phone Number: (323) 563-4978

David Geffen School of Medicine at UCLA

Student Affairs Office

The UCLA Student Affairs Office (SAO) is located in the UCLA Center for the Health Sciences, Room 12-109. UCLA staff is available to answer questions and provide assistance while students are on the Westwood campus.

Important telephone numbers at the UCLA office of Student Affairs include the following:

Student Affairs Office

(310) 825-6281

Financial Aid Office

(310) 794-1629

Mervyn M. Dymally College of Nursing



The Life Sciences, Research, and Nursing Education Building, home to the Mervyn M. Dymally College of Nursing.

College Overview

The Mervyn M. Dymally College of Nursing, abbreviated as MMDCON, is part of Charles R. Drew University of Medicine and Science, abbreviated as CDU. MMDCON prepares diverse and qualified nurse leaders who are committed to social justice and health equity for underserved populations.

MMDCON is located in the Life Sciences Research and Nursing Education Building. The College's learning spaces include classrooms and hands-on training areas, including a mock hospital ward with exam rooms and operating rooms. Students also participate in learning experiences in hospitals and through community events such as health fairs throughout Los Angeles.

Academic Programs

MMDCON offers the following programs and options:

- Bachelor of Science in Nursing, Prelicensure Track
- Bachelor of Science in Nursing, LVN-BSN Track
- Bachelor of Science in Nursing, RN-BSN Program
- Entry Level Master of Science in Nursing
- Master of Science in Nursing, Family Nurse Practitioner specialty
- Master of Science in Nursing, Psychiatric Mental Health Nurse Practitioner specialty
- Doctor of Nursing Practice
- Post-Master's Certificates in the Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner specialties

History and Community Context

As health inequities deepen in many urban communities and access to clinical care remains limited, the need for innovative nursing education has never been greater. California consistently ranks 49th or 50th nationally in registered nurses per capita and has about 30% fewer nurses than the national average. Federal projections estimate RN demand will exceed 3.6 million by 2030, requiring the healthcare system to add nearly 50,000 new registered nurses to meet that need. In California, the 2020 Survey of California Registered Nurses estimated a shortage of more than 40,000 RNs, a 13.6% gap projected to persist through at least 2026 and beyond.

The Health Resources and Services Administration has warned that this shortage is unlikely to be resolved under current nursing education capacity. The COVID-19 pandemic intensified the strain, especially the need for nurses prepared to serve highly diverse, low-income communities. California is one of the most racially, ethnically, and culturally diverse states in the U.S., and millions of residents remain uninsured, including about 3.2 million in California. At the same time, the state's nursing workforce does not reflect that diversity. Nearly 60% of registered nurses in California are non-Hispanic White women.

Charles R. Drew University is located in South Los Angeles, in the Watts and Willowbrook area. The surrounding community has the highest concentration of racial and ethnic minorities and is among the most socioeconomically disadvantaged areas in Los Angeles County. CDU's service area is 68% Hispanic or Latino, 27%

African American, 3% non-Hispanic White, and 1% Asian or Pacific Islander. Nearly 32% of residents live below the federal poverty level and 42% have less than a high school education. The median age is 30.1 years, and the median family income is \$25,161. Compared with Los Angeles County overall, South Los Angeles has fewer healthcare professionals and fewer hospital beds per capita, along with higher age-adjusted mortality. Death rates from diabetes, hypertension, respiratory diseases such as COPD and emphysema, and stroke are higher than elsewhere in the county. HIV/AIDS and other sexually transmitted infections are also substantially higher.⁴

Founded in 2010, the Mervyn M. Dymally College of Nursing at Charles R. Drew University was created to expand the nursing workforce serving South Los Angeles and other underserved communities. The college's work is grounded in health equity and social justice, preparing nurses to deliver culturally responsive, community-based care and to lead in safety-net hospitals, community clinics, and other settings that serve marginalized populations.

After the California Board of Registered Nursing granted initial approval for the Master of Science in Nursing program in June 2009, CDU conducted a national search for the founding dean. In January 2010, Dr. Gloria J. McNeal, PhD, MSN, ACNS-BC, FAAN, was appointed Founding Dean. The Life Sciences Research and Nursing Education Building opened in August 2010 to house the program, and the first cohort enrolled in Fall 2010. The curriculum soon expanded to include Family Nurse Practitioner preparation, with the first cohort admitted in January 2011. The college celebrated its first formal commencement in June 2012 with 91 graduates from the Entry-Level Master's and Family Nurse Practitioner programs. The master's program earned accreditation from the Commission on Collegiate Nursing Education in 2012 and later received a 10-year CCNE accreditation in 2017, supporting continued growth in advanced practice and leadership education.

Over the following decade, the college expanded its master's and doctoral pathways and strengthened its national profile in graduate nursing education, including recognition in U.S. News and World Report rankings for master's-level nursing programs. In Fall 2019, the college launched the master's and post-master's Psychiatric Mental Health Nurse Practitioner specialty. In Fall 2021, the college launched the Bachelor of Science in Nursing prelicensure track and the Doctor of Nursing Practice program.

MMDCON integrates community engagement throughout

didactic and clinical training. Students build skill in evidence-based, compassionate care for under-resourced populations while learning to address social determinants of health, advocate for policy change, and design interventions grounded in community priorities. Learning environments include a mock hospital ward with exam rooms and operating rooms, and students gain hands-on experience through labs, hospital-based training, and community health events across Los Angeles.

Enrollment now stands at nearly 500 students, with faculty growth matching the expansion. From an initial team of six faculty members, the college now includes 19 full-time faculty, 2 part-time faculty, and more than 30 adjunct faculty. Many hold doctoral degrees or are currently enrolled in doctoral programs. The college has secured more than \$10 million in external funding through sources that include the Department of Health Care Access and Information, Song-Brown, the Robert Wood Johnson Foundation, HRSA, the Department of Labor, and National Institutes of Health R25 grant submissions. Following initial state approval, the college also pursued national accreditation through the Accreditation Commission for Education in Nursing and the Commission on Collegiate Nursing Education.

The college is named for Dr. Mervyn Malcolm Dymally, California's first Black lieutenant governor, who also served in the State Assembly, State Senate, and the U.S. House of Representatives. He advocated for CDU to establish a nursing school and advanced educational and health initiatives benefiting underserved communities. The name reflects the college's commitment to public service, representation, and the preparation of nurse leaders dedicated to eliminating health disparities.

In Spring 2023, CDU approved the transition from the Mervyn M. Dymally School of Nursing to the Mervyn M. Dymally College of Nursing, recognizing the breadth of its programs and its growing role in education, leadership, research, and community impact.

⁴ Based on 2018 data from the California Board of Registered Nursing, following non-Hispanic Whites, Asians/Pacific Islanders constitute the second

largest ethnic group of RNs working in California, at 31 percent of the workforce, followed by 11 percent Hispanic and 5 percent African American.

Mervyn M. Dymally College of Nursing Administration

Leah FitzGerald, PHD, FNP-BC, FAAN
DEAN

Sheryl Antido, DNP, MBA, APRN, FNP-BC, FNP-C, CPAN
ASSOCIATE DEAN & DIRECTOR, DOCTOR OF NURSING PRACTICE PROGRAM
ASSOCIATE DEAN

Emilyn Lao, DNP, APRN, MSN, NP-C
DIRECTOR, POST-LICENSURE NURSING PROGRAMS
ASSISTANT PROFESSOR

Kenya Smith, DNP, APRN, PMHNP-BC
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Michael Thopson EdD, MBA, MSN, RN
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Catherine Gabster, MSN, CNS, CNL, NP
ASSISTANT DIRECTOR OF SIMULATION EDUCATION FOR CDU SIMULATION CENTER
ASSOCIATE PROFESSOR

Charit M. Chimwala-Selico, DNP, AARPN, CRNP, FNP-BC, ACUE
INTERIM ASSISTANT DIRECTOR, PRELICENSURE NURSING PROGRAM, ELM
ASSITANT PROFESSOR

Shaleta Royster, MSN, RN
ASSISTANT PROGRAM DIRECTOR, LVN-BSN AND BSN PROGRAMS
ASSISTANT PROFESSOR

A Message from the Dean

Dear Students,

On behalf of the faculty and staff, welcome to the Mervyn M. Dymally College of Nursing. At the College of Nursing, we are committed to excellence and leadership, and a faculty that understands your individual needs as students and future health care professionals.

Our programs prepare students to improve the health of individuals, families, and communities through a thorough understanding of the social determinants of health and care needs of patients in diverse health care settings and patient care experiences. As such, our graduates are 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.

As the Dean, my goal is to provide leadership to our accredited academic nursing programs to support these efforts to improve the health of our communities through cultivating the healthcare leaders of tomorrow who demonstrate caring and compassionate care as they advocate for a world without disparities.

As we honor our students' accomplishments and commitment to service, we encourage you to embrace the call for change by becoming practice-ready nurses equipped to excel in today's rapidly shifting healthcare landscape.

Sincerely,

Leah FitzGerald PhD, FNP-BC, FAAN
Dean of the Mervyn M. Dymally College of Nursing (MMDCON)



Mission Statement

The mission of the Mervyn M. Dymally College of Nursing is 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 is committed to preparing highly qualified nurses to provide quality, compassionate, evidence-based nursing care to under-resourced populations.

Vision Statement

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.

Philosophy Statement

Health care is a human right delivered equitably to all individuals who, regardless of their circumstances, need health care.

Curriculum Framework and Integration with Institutional Learning Outcomes

The Mervyn M. Dymally College of Nursing (MMDCON) is dedicated to enhancement of diversity among future nursing professionals. Its vision is to create a learning environment that contributes to “Excellent Nursing care for all in a world without health disparities.” The principle of social justice is centered into the traditional paradigm of patient-nurse-health- environment. The school’s conceptual model of practice historically has been based on the Neuman Systems model for prevention interventions and the total patient approach. As time evolved, the Roy Adaptation Model (RAM) was integrated as well as the Watson Theory of Caring. Concepts and Advanced Nursing Theory Essentials courses are in the curriculum to understand the philosophy and science of Nursing.

The curriculum emphasizes the health status of underserved communities for the purpose of enabling graduates to provide evidence-based nursing care honoring the dignity of our clients with respect and compassion. Whether the student is starting the nursing degree or advancing their nursing practice, Mervyn M. Dymally College of Nursing provides a supportive framework to develop the skills to care for people in our urban communities. The MMDCON programs offer strategies to develop skills to care for people across the lifespan from neonatal to geriatric stages of life. Each nursing program provides a strong foundation for future

doctoral studies, career advancement, and the development of strong ethical and leadership qualities.

The programs consider the recommendations presented by the following:

- American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice, and Essentials of Master’s Education for Advanced Practice Nursing (2011 & 2021);
- The Quality and Safety Education for Nursing (QSEN) Competencies;
- The National Organization of Nurse Practitioner Faculties (2012);
- The National League of Nursing Education Competencies Model (2010); and
- The California Board of Registered Nursing.

Theory and clinical practice are concurrent in all the clinical courses. Integrated curriculum content also includes the following topic areas: personal hygiene, human sexuality, client abuse, cultural diversity, nutrition, pharmacology, legal, social and ethical aspects of nursing, nursing leadership and management.

All courses must be taken in sequence as the program curriculum.

Theoretical Foundations

Historically, the MMDCON has held the Neuman Systems Model as the theoretical underpinning, 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 in increasing minority representation. By aligning curriculum development, support programs, and cultural competency training with the five stages of nursing proficiency outlined in the Benner model—Novice, Advanced Beginner, Competent, Proficient, and Expert—MMDCON can 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

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 changes within healthcare systems. MMDCON 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.

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 prepare students to deliver culturally competent and patient-centered care but also inspire 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.

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

This would involve joining faculty and students in the development of research questions and interventional solutions to meet the healthcare needs of underserved communities.

Community Experiential Education. The fourth integration of the ILOs is to address healthcare disparities by connecting theoretical knowledge with real-world application. 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

Health Policy. The fifth integration of the ILOs centers on equipping future nurses with the ability to advocate for patient care improvements, 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 change and improve practices within their professional environments.

The nursing program is committed to preparing highly qualified nurses to provide quality nursing care to clients from diverse backgrounds in a multi-cultural society, paying attention to the underserved who present with special needs. The emphasis on evidence-based practice underscores the Program's focus on education, research and practice.

The MMDCON currently offers degree programs in Bachelor of Science in Nursing (Pre-Licensure & RN-BSN); a degree program leading to the Master of Science in Nursing, (MSN) with the following specialties; Entry Level Master (ELM), Family Nurse Practitioner (FNP) and Psychiatric Mental Health Nurse Practitioner (PMHNP); and Doctorate of Nursing Practice (DNP). Post Masters Certificates are offered in the FNP and PMHNP specialties.

Accreditation

All programs within the Mervyn M. Dymally College of Nursing are accredited by the Senior Commission of the Western Association of Schools and Colleges (WASC) and the Commission on Collegiate Nursing Education (CCNE).

The Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN) programs, and Doctor of Nursing Program (DNP) are approved by the California Board of Registered Nursing.

Graduates of the Family Nurse Practitioner (FNP) specialty are eligible to sit for a certification examination through either the American Nurses Credentialing Center (ANCC) to earn the FNP-BC credential or 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 sit for the American Nurses Credentialing Center (ANCC) certification examination to earn the PMHNP-BC credential or the American Association of Nurse Practitioners (AANP) to earn the NP-C credential.

Graduates who complete the Pre-licensure BSN track and the Entry-Level Master's (ELM) program are eligible to sit for the NCLEX-RN examination and to apply for the Public Health Nurse (PHN) Certificate.

Graduates who complete the BSN and ELM program are eligible to apply for the Public Health Nurse (PHN) Certificate issued by the State of California.

Terminal Objectives

BSN Program

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

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

6. Implement elements of health promotion and disease prevention in planning and providing care for individuals, families and populations.
7. Implement leadership strategies that support and promote professional nursing practice.
8. Integrate effective communication, informatics, and information literacy skills for professional nursing practice.
9. Integrate use of political regulatory processes to impact healthcare systems, clinical practice and quality improvement policies.
10. Use evidence-based practice and research findings in provision of professional nursing practice.

Terminal Objectives for MSN-APRN

The MSN-ELM and MSN-APRN programs are designed around the expected competencies of a master's-level nurse clinician, with terminal objectives leveled accordingly.

Advanced Practice Registered Nurse (APRN) The MSN-APRN program offers two specialty tracks:

- *Family Nurse Practitioner (FNP)* Prepares registered nurses to deliver primary care across a range of clinic and community-based settings.
- *Psychiatric-Mental Health Nurse Practitioner (PMHNP)* Prepares advanced practice nurses to manage the care of individuals and families across the lifespan.

Curriculum Foundation Both programs are grounded in the physical and social sciences and build upon prior learning in philosophy, the arts, and the humanities. The curriculum integrates emerging healthcare trends with focused study in: economics, environmental science, epidemiology, genetics, gerontology, global health perspectives, informatics, organizational systems, and communication.

MSN-ELM Program

Upon completion of the ELM Program, graduates will be able to:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
2. Apply the nursing process to all levels of practice using the steps of assessment, diagnosis, outcomes identification, planning, interventions and evaluation.
3. Demonstrate competent practice as a Master's prepared registered nurse in a variety of settings.
4. Implement health promotion and disease prevention strategies for population-based practice that

incorporates systems, the community, individuals and families.

5. Communicate effectively using oral, written, and technological skills in clinical, educational and professional settings.
6. Demonstrate ethical nursing practice to improve professional nursing practice, the work environment and influence improvement in healthcare.
7. Advocate for the patient's rights, healthcare policies and finance systems that promote, preserve and restore individual and public health.
8. Provide leadership in collaborative efforts with interdisciplinary and intra-disciplinary teams, thus providing a broad approach to complex patient care and community problems.
9. Demonstrate a spirit of inquiry and critically analyzes data, research findings, and other evidence to advance nursing practice, initiate change, and promote quality healthcare.
10. Formulate a professional philosophy that incorporates a commitment to human values and lifelong learning.
11. Provide leadership in collaborative efforts with other disciplines to improve professional nursing practice, the work environment and influence improvement in healthcare.

MSN-APRN Program*

Upon completion of the APRN program, graduates will be able to:

1. Integrate knowledge from nursing science, biophysical science, psychosocial science, and related disciplines to support advanced clinical judgment, diagnostic reasoning, and evidence-based nurse practitioner practice.
2. Provide person-centered, relationship-based advanced nursing care that is developmentally appropriate, culturally responsive, trauma-informed, and grounded in respect, dignity, and shared decision-making.
3. Perform comprehensive and focused advanced assessments and synthesize clinical data to formulate differential diagnoses, clinical priorities, and evidence-based plans of care for individuals, families, and populations within the nurse practitioner scope of practice.
4. Manage health promotion, disease prevention, acute and chronic conditions, and behavioral and

mental health needs through evidence-based pharmacologic, nonpharmacologic, psychotherapeutic, and educational interventions as appropriate to population focus and role preparation.

5. Apply population health principles, epidemiologic reasoning, and knowledge of social drivers of health to design, coordinate, and evaluate strategies that improve health equity and outcomes for diverse communities and underserved populations.
6. Translate, appraise, and apply current evidence, clinical guidelines, and quality improvement methods to improve outcomes, strengthen systems of care, and advance advanced nursing practice.
7. Collaborate effectively with patients, families, communities, and interprofessional partners to promote care coordination, therapeutic communication, role clarity, and high-quality outcomes across settings.
8. Use informatics, healthcare technologies, and outcomes data to support clinical decision-making, patient safety, quality evaluation, and responsible management of health information.
9. Demonstrate ethical, legal, and professional accountability in advanced nursing practice through advocacy, policy awareness, responsible prescribing and decision-making, and commitment to equitable access to care.
10. Exhibit leadership, professional identity, and lifelong learning through self-reflection, practice improvement, scholarly engagement, and sustained commitment to the nurse practitioner role in a changing healthcare environment.

*Pending Approval Fall 2026

DNP Program

Upon completion of the DNP program, graduates will be able 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.

2. Develop healthcare practices that draw from theory and evidence-based advanced nursing practice that create and evaluate innovative, complex approaches to deliver patient-centered care.
3. Examine the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations.
4. Design and implement safe, equitable, and quality health care for the vulnerable population based on translational science, multidisciplinary knowledge, and social justice principles.
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.
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.
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.
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.
9. Create a professional development program that outlines nursing's 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.
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.

Student Support and Learning Resources

The Academic Community

MMDCON supports a learning environment that values diversity, equity, inclusion, and respect. Students are encouraged to engage actively with faculty, peers, and community partners as part of their professional formation and commitment to service.

Faculty are committed to student success and use teaching strategies that support varied learning styles and levels of preparation. Learning experiences promote critical thinking, self-reflection, evidence-based practice, and continuous growth in clinical judgment and professional conduct.

Academic Advising

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

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

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

Community Service and Service Learning

The intent of the MMDCON's community service and service-learning requirement of 60 hours for ELM program and 50 hours for Prelicensure BSN is to fulfill the mission of the University. The community service learning will also provide students with an opportunity to apply the theories and competencies learned in their core and program courses to the real needs of the community.

To facilitate achievement of these community service-learning goals, volunteer experiences must be conducted at CDU affiliated events (both on-campus & off-campus).

Students must receive prior faculty approval to participate in the event (the same faculty will need to sign off for your participation in the event). You will receive the volunteer event tracker form in your orientation packet or during orientation. You must keep track of the volunteer event tracker form throughout the program. Faculty signatures can be electronic or written. It is recommended that volunteer events meet at least one of the following criteria: 1) low income; 2) medically disadvantaged, underserved or under-represented; or 3) other special populations or communities as defined by course requirements (e.g., hospice patients, victims of domestic violence, students with special learning needs, etc.). Volunteer time should not conflict with academic coursework and other clinical-related responsibilities or hours.

MMDCON POLICIES AND REQUIREMENTS

Admission Overview and Competitive Selection
Admissions to the Mervyn M. Dymally College of Nursing are competitive and space limited. All applicants must meet the published minimum requirements for the program to which they apply, submit a complete application by the stated deadline, and provide official documentation as required. Meeting minimum requirements does not guarantee admission.

Applications are reviewed individually through a holistic process that considers academic readiness and indicators of success in a rigorous curriculum. Depending on the program, review factors may include the applicant's prior academic record, grade point average in relevant coursework, completion of required prerequisites, required entrance exam results, and other information submitted in the application. For programs that require the Test of Essential Academic Skills exam, applicants must meet the minimum score requirement published for that program, including any required section or subsection minimums, to be considered for admission. See program specific Application Requirements above for more details.

Admission decisions are made by the program based on the strength of the applicant pool and the number of seats available for the entering cohort. Selected applicants may receive an offer of admission, placement on a waitlist, or notice of non-admission. Offers of admission may be contingent upon verification of eligibility, submission of final official transcripts or licensure documentation, and timely completion of any pre-enrollment requirements. Applicants are responsible for ensuring that all application materials are accurate and complete. Misrepresentation or omission of required information may result in denial of admission or subsequent administrative action.

Attendance

Attendance is an essential expectation in the Mervyn M. Dymally College of Nursing because course learning occurs through regular participation in lectures, skills lab, simulation, and clinical experiences. Students are expected to arrive on time, remain for the full scheduled session, and be prepared to participate. Excessive absences or repeated tardiness can lead to academic consequences, including course removal or a lowered course grade. Clinical attendance is especially critical because required hours must be completed to meet course, program, and licensure requirements, and missed clinical time must be made up when available. For additional attendance definitions, procedures, and consequences, students should refer to the MMDCON Student Handbook.

Academic Progression and Promotion

Academic progression in the Mervyn M. Dymally College of Nursing is designed to support student success while protecting patient safety and meeting program, accreditation, and clinical agency requirements. Students are expected to demonstrate ongoing academic and professional readiness through satisfactory course performance, timely completion of required clinical and skills components, and compliance with all program requirements. Nursing courses are offered in a prescribed sequence, and students must follow the published plan of study for their program. Failure to follow the required course sequence, registration pattern, or program timeline may affect enrollment and progression.

Progression decisions are based on performance in both didactic and clinical education. In courses with separate theory and clinical or skills components, students must meet the passing standard in each required component and complete all required clinical hours to successfully complete the course and progress. Students are also expected to maintain the minimum cumulative grade point average required for their program and to meet the program's minimum passing grade requirement in nursing coursework. Because these minimum standards vary by program and degree level, students must follow the specific progression and grading requirements listed in their program section in addition to the college-wide expectations.

Students who do not meet progression standards may be subject to academic action such as remediation requirements, a success or learning contract, probation, course repetition, delayed progression to the next term or cohort, or dismissal from the program. The college evaluates progression at designated points each term, and students are responsible for monitoring their academic standing and meeting with their advisor or

program leadership when performance concerns arise. For detailed progression thresholds, course failure limits, remediation steps, and related procedures, students should refer to the MMDCON Student Handbook.

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 earned, but the course must be repeated before 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	
≤ 59	F	0.0	Course failure. The course must be repeated.

Course Sequencing and Cohort Progression

Nursing courses are designed as a sequenced curriculum, and students are expected to follow the published plan of study and complete courses in the required order. Progression is cohort-based when applicable, and enrollment in subsequent courses depends on successful completion of prerequisite and co-requisite requirements and continued eligibility for clinical participation. Because changes to the sequence can delay graduation or affect cohort progression, students should consult the MMDCON Student Handbook for policies and procedures related to sequencing, enrollment, and progression.

Course Repeat Policy

Nursing courses build on prior learning and may be offered in specific terms, repeating a course may delay progression and graduation. The MMDCON Student Handbook provides details and the impact of repeats on progression.

Retention, Probation, and Dismissal

Students are retained in the Mervyn M. Dymally College of Nursing by maintaining continuous eligibility to enroll and progress in the curriculum. Eligibility depends on meeting college requirements for academic standing, completing required courses and clinical components on time, and remaining able to participate in required learning experiences, including clinical education.

A student may be placed on probation when the College determines that the student's academic standing, progression, or compliance with required expectations is at risk. Probation may include specific conditions for continued enrollment, such as required meetings with an advisor or program leadership, a written improvement plan or Success Contract, remediation activities, and limits on course enrollment or clinical participation.

A student may be dismissed when the student does not meet the conditions required to return to good standing, cannot progress within required program timeframes, or is unable to continue safely and appropriately in the academic or clinical learning environment. Dismissal may result from academic or clinical deficiencies, failure to meet required obligations for participation in clinical education, or conduct that violates university or college policies. For procedures, timelines, notices, and any applicable appeal or readmission information, students should refer to the MMDCON Student Handbook.

Professional Behavior and Academic Standing

Professional behavior is an academic expectation and a condition of participation in clinical education. Students are expected to demonstrate integrity, accountability, respectful communication, and adherence to patient safety standards in the classroom, lab, simulation, and clinical settings. Conduct that is unsafe, unprofessional, or inconsistent with university or college policies may affect academic standing and progression, including removal from learning activities or administrative action. Standards of conduct and related procedures are detailed in the MMDCON Student Handbook.

Clinical Clearance and Required Documentation

Clinical education requires students to complete and maintain all health and compliance requirements before participating in class, lab, simulation, and clinical experiences. The MMDCON health policy applies to every student enrolled full-time or part-time in the College of Nursing, and all students accepted into an MMDCON program must provide complete documentation, including immunization records, prior to the start of the semester. Students who do not submit required documentation may be excluded from class and/or clinical, and may not be permitted to register until all requirements have been met.

Required records are submitted by uploading to the designated student clinical documents platform used by MMDCON to track compliance, which may include CastleBranch or Exxat. Students are oriented to the platform during MMDCON orientation, and students are expected to submit complete and timely records.

At a minimum, incoming students must complete a full history and physical examination within six months prior to the first class. Students must also provide evidence of tuberculosis testing within one month prior to first class, using QuantiFERON blood testing or two-step TB skin testing, and TB documentation must be submitted annually. No exceptions. Students with a prior positive TB test must document the required follow-up, including a chest x-ray report and history of preventive therapy consistent with CDC guidance.

Students must also submit proof of required immunizations and immunity prior to the start of the semester, including documentation for MMR, varicella, hepatitis B, Tdap, and the annual influenza vaccine, along with proof of COVID-19 vaccination and updated annual booster, and a drug screening conducted within the required timeframe.

Acceptable documentation may include an official school immunization record, a public health department record, a medical history form signed by a licensed healthcare provider, or serology testing showing immune status.

Limited exemptions may be available for religious beliefs or medical contraindication when allowed and when the exemption does not prevent fulfillment of program requirements.

For the full list of requirements, deadlines, acceptable documentation, and clearance procedures, students should refer to the MMDCON Student Handbook.

Health Insurance Requirement

For coverage expectations, documentation standards, and deadlines, students should refer to the MMDCON Student Handbook.

PRE-LICENSURE SPECIFIC POLICIES

HESI Exam

ATI/HESI examinations are used in the pre-licensure programs as a standardized benchmark to measure student readiness for the NCLEX-RN. ATI/HESI results help the College identify strengths and gaps in core content and clinical judgment, guide remediation and academic support, and monitor cohort progress toward licensure outcomes. Students are expected to complete required ATI/HESI exams when scheduled and to participate in any assigned preparation or remediation activities based on their results. For the specific exams used, required scores if applicable, testing schedules, and follow-up requirements, students should refer to the MMDCON Student Handbook and course syllabi.

Dosage Calculation Examinations

Dosage calculation examinations are required only for pre-licensure students in the BSN and ELM programs as part of the College's pre-licensure testing standards.

Students must complete the required medication math dosage exam(s) in the course(s) where they are assigned and meet the established passing standard in order to remain eligible for clinical participation and course progression. The dosage calculation exam requirements, including the passing score, timing, and allowable attempts, are governed by the MMDCON Student handbook.

POST-LICENSURE SPECIFIC POLICIES

RN Licensure and Regulatory Requirements

Post-licensure nursing programs require students to meet licensure and regulatory expectations applicable to their program of study. When required for admission, clinical enrollment, or progression, students must hold and maintain a current, active, and unencumbered registered nurse license and must promptly report any change in licensure status to the College. Requirements for licensure, certification, and practice may vary by state and by credentialing body, and students are responsible for understanding requirements in the state where they intend to complete clinical practice and seek certification or licensure. For procedures and documentation requirements, students should refer to the MMDCON Student Handbook.

Graduate Clinical Placements, Preceptors, and Clinical Hour Documentation

Post-licensure programs include supervised clinical education in approved practice settings. Clinical placements and preceptors must meet program and clinical agency requirements and must be approved by the College prior to the start of the clinical experience. Students may be responsible for participating in the identification of appropriate clinical sites and preceptors, and inability to secure an approved placement by required deadlines may delay clinical enrollment and progression. Students must complete required clinical hours and submit accurate clinical hour documentation and verification as directed by the program. Detailed placement procedures, clinical documentation standards, and timelines are provided in the MMDCON Student Handbook.

MMDCON PROGRAMS

Bachelor of Science in Nursing – Pre-licensure Track

BSN Pre-Licensure Track Program Description

The Bachelor of Science in Nursing, Pre-licensure Track is designed for individuals who are not nurses and who seek to complete course requirements leading to a baccalaureate degree in nursing. Graduates are prepared at the generalist level to assume the entry-level registered nurse role at the point of care. The program is a full-time, cohort-based curriculum that integrates foundational sciences, liberal arts, and upper-division nursing

coursework with skills development, simulation, and supervised clinical experiences.

The Bachelor of Science in Nursing, LVN-to-BSN Track is a pre-licensure option within the BSN program designed for Licensed Vocational Nurses who want to earn the baccalaureate degree in nursing and prepare for registered nurse licensure. The program builds on prior vocational nursing education and experience while providing the additional academic and clinical preparation required for professional RN practice. The curriculum is delivered through full-time, cohort-based study in a prescribed sequence that includes didactic instruction, skills and simulation learning, and supervised clinical experiences. Eligible students may petition for Credit by Challenge Examination for selected pre-licensure nursing courses, consistent with published college policies.

BSN Prelicensure Requirements for Admission

Students who plan to apply to the MMDCON Prelicensure BSN should refer to our website for more information <https://www.cdrewu.edu/admissions/undergraduate-programs>.

BSN Admission Policies

Applicants work with an assigned admission advisor to complete the application process and meet admission requirements. See Application Requirement section of this University Catalog for details.

BSN Pre-licensure Track Curriculum

The **121-credit** Bachelor of Science in Nursing, Pre-licensure Track is completed through full-time study in supervised, preceptored clinical settings. The curriculum combines general education and foundational sciences with upper-division nursing coursework to prepare graduates for entry-level registered nurse practice. Didactic instruction, skills lab, simulation, and clinical learning experiences are integrated throughout the program to strengthen clinical judgment, evidence-based practice, quality and safety, communication, and professional accountability. All required courses must be completed in the published sequence.

BSN Pre-licensure Clinical Hours

Pre-Licensure BSN Track - Plan of Study				
Semester	Course	Course Name	Units	Lab/Clinical Hrs
Year 1 Sem 1	CHM 100	Basic Chemistry	4	45
	MTH 126	College Algebra	3	-
	ENG 111	English composition	3	-
	BMS 100	Human Biology	3	-
	Total Units/Hours		13	45
Year 1 Sem 2	BMS 310L	Anatomy and Physiology I w/Lab	4	45

	SOC 141	Introduction to Sociology	3	-
	ENG 112	Critical Thinking and Text Analysis	3	-
	COM 111	Public Speaking	3	-
	Total Units/Hours		13	45
Year 1 Sem 3	BMS 311L	Anatomy and Physiology II w/Lab	4	45
	NUR 418	Mastering Nursing Essentials: Dosage Calculations and Medical Terminology	3	-
	HUM 231	Introduction to Humanities I	3	-
	PSY 141	General Psychology	3	-
	Total Units/Hours		13	45
Year 2 Sem 1	BMS 320L	General Microbiology w/Lab	4	45
	ART 131	Health & Creative Arts	3	-
	NUR 419	Critical Thinking and Clinical Judgment: Enhancing Decision-Making in Nursing Practice	3	-
	COM 231	Spanish for Health Care Professionals (or general Humanities course)	3	-
	Total Units/Hours		13	45
Year 2 Sem 2 Nursing (Upper Division)	NUR 420	Essential Concepts for Professional Nursing	3	-
	NUR 421	Nursing Fundamentals	5	90
	NUR 424	Physical Assessment in Nursing Practice	3	45
	NUR 426	Essential Pathophysiology	3	-
	Total Units/Hours		14	135
Year 2 Sem 3	NUR 427	Nursing Pharmacology	3	23
	NUR 428	Medical Surgical Nursing I: Essentials	5	135
	NUR 430	Nursing Care for the Aging Population	3	45
	NUR 432	EBP: Informatics and Quality Improvement	3	-
	Total Units/Hours		14	203
Year 3 Sem 1	NUR 435	Psychiatric/Mental Health Nursing	3	68
	NUR 436A	Essential Care of Mother and Infant	3	68
	NUR 436B	Essential Care of Children	3	68
	NUR 403	Culture, Spirituality, & Health	3	-
	Total Units/Hours		12	204
Year 3 Sem 2	NUR 450	Medical Surgical II: Entry into Nursing Practice	5	135
	NUR 417	Public, Community, & Global Health Nursing	6	90
	NUR 416	Biomedical Statistics, Research, and Evidence Based Practice	4	-
	Total Units/Hours		15	225

Year 3 Sem 3	NUR 452	Transformational Leadership in Nursing Practice	5	135
	NUR 460	Clinical Decision Making for Safe Practice	3	-
	NUR 415	Healthcare Policy and Aging	3	-
	NUR 409	Legal/Ethical Decision Making in Nursing	3	-
	Total Units/Hours		14	135
Total Program Units/Hours			121	1082

The Pre-licensure BSN program requires completion of all assigned clinical, lab, and simulation experiences in the published course sequence. Students must maintain required clinical clearance and meet all agency requirements to participate in clinical education. The program includes **1,082 total clinical hours** across the curriculum, and students must complete all required clinical hours to progress and graduate.

LVN to BSN Curriculum

The Bachelor of Science in Nursing (LVN-to-BSN Track) is a full-time, seven-semester program delivered in supervised clinical settings. Licensed Vocational Nurses who meet admission and eligibility requirements may petition to receive credit for selected pre-licensure nursing courses through Credit by Challenge Examination. Eligible courses include Nursing Fundamentals, Physical Assessment, Medical-Surgical Nursing I, Pharmacology, Obstetrics, and Pediatrics. Credit is granted only after successful completion of the required challenge exam(s) and any required skills competency and dosage calculation requirements.

To be considered for Credit by Challenge Examination, students must submit an official transcript from their vocational nursing program and course descriptions that document content and clinical hours for each course requested for challenge. Coursework used for challenge eligibility must have been completed within the last seven years. Scholastic eligibility is determined using multi-screening criteria, which may include prior 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.

LVN-to-BSN Credit by Challenge Examination

The LVN-to-BSN pathway is a track within the Pre-licensure BSN program. Students apply through the standard Pre-licensure admission process. LVN-to-BSN students may petition for Credit by Challenge Examination during the first and second semesters of enrollment. Students who successfully pass a challenge examination are exempt from taking the corresponding course.

Challenge examinations are organized into three

sequential groups. Students may not attempt a subsequent group until the prior group has been successfully completed.

- Group A:** NUR 421 Nursing Fundamentals and NUR 422 Physical Assessment
If a course is not passed by examination, the student must take it in **Semester 3**.
- Group B:** NUR 427 Nursing Pharmacology and NUR 428 Medical-Surgical Nursing I
If a course is not passed by examination, the student must take it in **Semester 4**.
- Group C:** NUR 436A Obstetrics and NUR 436B Pediatrics
If a course is not passed by examination, the student must take it in **Semester 5**.

Students must pass both courses in Group A before petitioning for Group B, and must pass both courses in Group B before petitioning for Group C.

LVN to BSN Clinical Hours

The LVN to BSN program requires completion of all assigned clinical, lab, and simulation experiences in the published course sequence. Students must maintain required clinical clearance and meet all agency requirements to participate in clinical education. The program includes **1,082 total clinical hours** across the curriculum, and students must complete all required clinical hours to progress and graduate.

Pre-Licensure BSN Track - Plan of Study - LVN-BSN				
Semester	Course	Course Name	Units	Lab/Clinical Hrs
Year 1 Sem 1 Session A	CHM 100	Basic Chemistry	4	45
	BMS 100	Human Biology	3	-
	ENG 111	English composition	3	-
	NUR470	LVN to RN: Role Transition I	1	-
	Total Units/Hours		11	45
Year 1 Sem 1 Session B	BMS 310L	Anatomy and Physiology I w/Lab	4	45
	MTH 126	College Algebra	3	-
	Total Units/Hours		7	45
Year 1 Sem 2 Session A	BMS 311L	Anatomy and Physiology II w/Lab	4	45
	NUR 471	LVN to RN: Role Transition II	2	-
	PSY141	General Psychology	3	-
	Total Units/Hours		9	45
Year 1 Sem 2 Session B	BMS 320L	General Microbiology w/Lab	4	45
	SOC 141	Introduction to Sociology	3	-

	Total Units/Hours		7	45
Year 1 Sem 3	NUR 420	Essential Concepts for Professional Nursing	3	-
	NUR 421*	Nursing Fundamentals	5	90
	NUR 422*	Physical Assessment	3	45
	COM 111	Public Speaking	3	-
	NUR 418	Mastering Nursing Essentials: Dosage Calculations and Medical Terminology	3	-
	NUR 426	Essential Pathophysiology	3	117
	Total Units/Hours		20	
Year 2 Sem 1	HUM 335	Literature of Health	3	-
	ART 131	Health & Creative Arts	3	-
	NUR 427*	Nursing Pharmacology	3	
	NUR 428*	Medical-Surgical Nursing I	5	108
	NUR 430	Nursing Care for the Aging Population	3	45
	NUR 432	EBP: Informatics and Quality Improvement	3	-
	Total Units/Hours		20	45
Year 2 Sem 2	NUR 435	Psychiatric/Mental Health Nursing	3	48
	NUR 436A*	Obstetrics	3	48
	NUR 436B*	Pediatrics	3	48
	COM 231	Medical Spanish for Healthcare Professionals (or general Humanities course)	3	-
	ENG 112	Critical Thinking & Text Analysis	3	-
	NUR 403	Culture, Spirituality, & Health	3	-
	Total Units/Hours		12	144
Year 2 Sem 3	NUR 450	Medical Surgical II: Entry into Nursing Practice	5	135
	NUR 417	Public, Community, & Global Health Nursing	6	90
	NUR 416	Biomedical Statistics, Research, and Evidence Based Practice	4	-
	Total Units/Hours		15	225
Year 3 Sem 1	NUR 452	Transformational Leadership in Nursing Practice	5	135
	NUR 460	Clinical Decision Making for Safe Practice	3	-
	NUR 415	Healthcare Policy and Aging	3	-
	NUR 409	Legal/Ethical Decision Making in Nursing	3	-
	Total Units/Hours		14	135
Total Program Units/Hours			121	1082

*Note: Courses marked with an asterisk are eligible for Credit by Challenge Examination. If a student does not

pass the challenge examination for a course, the student must enroll in and complete that course in the semester in which it appears on the LVN-BSN plan of study: Nursing Fundamentals and or Physical Assessment (Year 1, Semester 3), Nursing Pharmacology and or Medical-Surgical Nursing I (Year 2, Semester 1), and Obstetrics and or Pediatrics (Year 2, Semester 2). Taking these courses may increase the student's unit load for the term and may affect scheduling.

LVN to BSN Graduation Requirements

The following Science and Math prerequisites must be completed with a grade of 'B' or better:

- College Algebra (3 units)
- Biology – no lab required (3 units)
- General Microbiology w/ lab (4 units)
- General Chemistry w/ lab (4 units)
- Human Anatomy & Physiology I w/lab
- Human Anatomy & Physiology II w/ lab

The following nursing in-residency courses:

- NUR470: LVN to RN: Role Transition I
- NUR471: LVN to RN: Role Transition II
- NUR 418: Mastering Nursing Essentials: Dosage Calculations and Medical Terminology

The remaining prerequisite courses must be completed with a grade of 'C' or better prior to matriculation to be transferable.

- English Composition (3 units)
- Introduction to Sociology (3 units)
- English Critical Thinking (3 units)
- Humanities I
- Medical Spanish for Healthcare Professionals or Humanities II
- Public Speaking (3 units)
- General Psychology (3 units)
- Art: Health & Creative Arts (3 units)

Bachelor of Science in Nursing – RN-BSN Program

The RN-BSN degree completion program is designed for registered nurses with a previous associate degree or diploma and current, unrestricted RN licensure who seek to earn a baccalaureate degree in nursing. The program focuses on professional role development and builds the nurse's capacity as a global practitioner, researcher, and leader. The RN-BSN program also permits structured concurrent enrollment for eligible ADN students in collaboration with the student's ADN program, with continued participation based on good academic standing at both institutions.

RN to BSN Role and Qualifications

The program is designed to develop the professional knowledge and skills of registered nurses and prepare them as generalists who are able to apply critical thinking, professional skills and knowledge to client outcomes and healthcare systems. The emphasis of this program is on meeting the healthcare needs of underserved populations.

RN to BSN Requirements for Admission

See Application Requirement section of this University Catalog for details.

RN to BSN Admission Policies

Applicants work with an assigned advisor to complete the application process. Admission requirements. See Application Requirement section of this University Catalog for details.

RN to BSN Curriculum

The RN-BSN degree completion curriculum includes a **36-credit required course of study in residence**, consisting of **32 credits of nursing courses and 4 credits of general education courses**. The required course of study fulfills part of the **120-minimum-credit** requirement for the Bachelor of Science degree, and students may transfer up to **84 credits** of previous relevant coursework. The curriculum emphasizes professional role development in leadership, evidence-based practice, informatics, healthcare policy, population health, and culturally responsive care. The program is offered in full-time and part-time pathways and includes a capstone course that synthesizes baccalaureate learning outcomes.

RN to BSN Clinical Hours

The RN-BSN program includes two required clinical course:

- Public, Community, and Global Health Nursing, which includes **90 clinical hours**.
- Leadership Management, which includes 108 clinical hours.

Students must maintain required compliance and meet any site requirements for the clinical experience. Only students who hold current RN licensure may enroll in the clinical course, and students must complete the required clinical hours to satisfy degree requirements.

RN-BSN Degree Completion - Full Time Plan of Study				
Semester	Course	Course Name	Units	Lab/Clinical Hrs
Semester 1 A	ILR 101	Information Literacy Research	1	-
	NUR 401	Nursing Informatics, Communication and Technologies	2	-
	NUR 402	Trends and Issues in Professional Nursing	3	-
	Total Session A Units/Hours		6	0

Semester 1 B	NUR 403	Culture, Spirituality and Health	3	-
	NUR 409	Legal and Ethical Decision-Making in Nursing	3	-
	Total Session B Units/Hours		6	0
Total Semester 1 Units/Hours			12	0
Semester 2 A	NUR 417	Public, Community, and Global Health	6	90
	Total Session A Units/Hours		6	90
Semester 2 B	COM 231	Medical Spanish for Healthcare Professionals (or general Humanities course)	3	-
	NUR 416	Biomedical Statistics, Research and Evidence Based Practice	4	-
	Total Session B Units/Hours		7	0
Total Semester 2 Units/Hours			13	90
Semester 3 A	NUR 408	Introduction to Health Promotion	3	-
	NUR 412	Introduction to Nursing Leadership and Management	3	108
	Total Session A Units/Hours		6	108
Semester 3 B	NUR 415	Healthcare Policy and Aging	3	-
	NUR 413	Capstone	2	-
	Total Session B Units/Hours		5	0
Total Semester 3 Units/Hours			11	0
Total Program Units/Hours			36	90
Additional Credit	Transfer Credit			84 units
	NUR 499: Elective/Independent Study			1-8 units
	NUR 599: Global Health Initiative (Experience) Duration and Country Varies			

RN-BSN Degree Completion, Part-Time Plan of Study				
Semester	Course	Course Name	Units	Lab/Clinical Hrs
Semester 1 A	ILR 101	Information Literacy Research	1	-
	NUR 401	Nursing Informatics, Communication and Technologies	2	-
	Total Session A Units/Hours		3	0
Semester 1 B	NUR 402	Trends and Issues in Professional Nursing	3	-
	Total Session B Units/Hours		3	0
Total Semester 1 Units/Hours			6	0
Semester 2 A	NUR 403	Culture, Spirituality and Health	3	-
	Total Session A Units/Hours		3	90
Semester 2 B	NUR 409	Legal and Ethical Decision-Making in Nursing	3	-
	Total Session B Units/Hours		3	0
Total Semester 2 Units/Hours			6	90
Semester 3 A	COM 231	Medical Spanish for Healthcare Professionals (or general Humanities course)	3	-
	Total Session A Units/Hours		3	0
Semester 3 B	NUR 408	Introduction to Health Promotion	3	-
	Total Session B Units/Hours		3	0
Total Semester 3 Units/Hours			6	0
Semester 4 A	NUR 415	Healthcare Policy and Aging	3	-
	Total Session A Units/Hours		3	0
Semester 4	NUR 412	Introduction to Nursing	3	-

B		Leadership and Management		
	Total Session B Units/Hours		3	0
Total Semester 4 Units/Hours			6	0
Semester 5 A	NUR 416	Biomedical Statistics, Research and Evidence Based Practice	4	-
	Total Session A Units/Hours		4	0
Semester 5 B	NUR 413	Capstone	2	-
	Total Session B Units/Hours		2	0
Total Semester 5 Units/Hours			6	90
Semester 6 A	NUR 417	Public, Community, and Global Health	6	90
	Total Session A Units/Hours		6	90
Total Program Units/Hours			36	90
Additional Credit	Transfer Credit			84 units
	NUR 499: Elective/Independent Study NUR 599: Global Health Initiative (Experience) Duration and Country Varies			1-8 units

Entry Level Master of Science in Nursing (ELM) ELM Program Description

The Entry Level Master of Science in Nursing program is a full-time, onsite graduate program for individuals who hold a bachelor's degree in a non-nursing field and want to enter the nursing profession. The program provides foundational nursing education while integrating graduate-level content to prepare students for registered nurse licensure and master's-level professional practice. Students progress through a sequenced curriculum that includes classroom instruction, skills and simulation learning, and supervised clinical experiences, culminating in a final clinical immersion experience.

ELM Curriculum

The Entry Level Master of Science in Nursing Track is completed through full-time study in preceptor clinical settings. The following course sequence is required for this curriculum of study. 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. Students are admitted to this program in either the Spring or Fall semester of each academic year as a cohort.

The Entry Level Master of Science in Nursing curriculum is completed through full-time, cohort-based study and includes an **81-credit** required sequence. The first year provides the foundation for safe nursing practice through integrated classroom learning, skills development, and clinical experiences. The second year builds professional RN role development through advanced coursework, research and evidence-based practice content, community and population health, and a final clinical immersion experience designed to support transition into professional practice. Students must follow the published

course sequence in order to progress.

ELM Clinical Hours

The ELM program requires completion of all clinical, lab, and simulation experiences in the prescribed sequence, including a final clinical immersion experience. Students must maintain clinical clearance and meet agency requirements throughout the program. The ELM curriculum includes **1,059 total clinical hours**, and all required hours must be completed successfully for progression and graduation.

Entry Level Nurse Program Curriculum of Study				
Semester	Course	Course Name	Units	Lab/Clinical Hrs
Year 1 Sem 1	NUR 500	Concepts of Professional Practice	3	-
	NUR 511	Fundamentals	5	90
	NUR 516	Pathophysiology	3	
	NUR 520	Physical Assessment	3	45
	Total Units/Hours		14	135
Year 1 Sem 2	NUR 510	Pharmacology	3	-
	NUR 546	Caring for the Aging Population	3	45
	NUR 512	Medical Surgical	6	135
	NUR 547	Informatics and Evidence Based Practice	3	-
	Total Units/Hours		15	180
Year 1 Sem 3	NUR 517	Psych/Mental Health	3	68
	NUR 513 A	Nursing Care of Mother and Infant	3	68
	NUR 513 B	Nursing Care of Children	3	68
	NUR 642	Cultural Diversity	3	-
	NUR 639	Perspectives	3	-
	Total Units/Hours		15	204
Year 2 Sem 1	NUR 618	Advanced Medical Surgical	5	135
	NUR 515	Population Health; Public, Community & Global Health Nursing	5	90
	NUR 628	Health Systems Management & Policy	3	-
	Total Units/Hours		13	225
Year 2 Sem 2	NUR 542	Preparation for Safe Practice	3	-
	NUR 619	Leadership Management (Capstone)	5	135
	NUR 627	Advanced Biostatistics and Epidemiology	3	-
	NUR 621	Advanced Nursing Theory	3	-
	Total Units/Hours		14	135
Year 2 Sem 3	NUR 629	Transition into Professional Practice	7	180
	NUR 635	Nursing Research	3	-
	Total Units/Hours		10	180
Total Program Units/Hours			81	1059

*Degree requirements are subject to change

Advanced Practice Registered Nurse Programs

The Advanced Practice Registered Nurse programs in the Mervyn M. Dymally College of Nursing prepare registered nurses for advanced clinical roles that emphasize evidence-based practice, population-focused care, interprofessional collaboration, and leadership in complex health systems. These programs combine

graduate-level didactic coursework with supervised, faculty-approved clinical practica in approved practice settings. Students progress through a prescribed course sequence and must maintain required clinical clearance and meet clinical agency requirements to participate in clinical education. Program outcomes and clinical preparation are aligned with applicable professional standards and support eligibility for national certification in the student's specialty area, as described in each program section.

Master of Science in Nursing (MSN) and Post Master's Certificate (PMC), Family Nurse Practitioner (FNP)

FNP Program Description

The Family Nurse Practitioner program prepares registered nurses for advanced practice in the provision of primary care services in clinic and community-based settings across the lifespan. The MSN-FNP track is designed for nurses who hold a baccalaureate degree in nursing, and the Post-Master's Certificate track is designed for nurses who already hold a graduate nursing degree and seek additional preparation in the FNP specialty. The curriculum integrates advanced didactic coursework with precepted clinical practica to prepare graduates for national certification as Family Nurse Practitioners. Graduates of this program are eligible to sit for the FNP national certification examinations through the American Nurses Credentialing Center (ANCC) to earn the FNP-BC credential, or the American Association of Nurse Practitioners (AANP) to earn the NP-C credential.



FNP Clinical and Program Requirements

The MSN program requires that students complete 645 hours of clinical practice in the FNP specialty. This is projected to increase to 750 clinical hours. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

FNP Role and Qualifications

The FNP is the advanced practice nurse generalist and graduates of this track assume responsibility for the provision of healthcare in the areas of health promotion, disease prevention and clinical management of primary care conditions. The FNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in quality, cost effective manner. The emphasis of this program is on meeting the healthcare needs of underserved populations.

FNP Curriculum

The 51-credit FNP Master of Science in Nursing and the 39-credit FNP Post Master's Certificate Track, which are completed through precepted clinical settings, provide a flexible, executive-education format in which the theoretical content of all courses is taught in one weekend session per month (4 days; Saturday-Tuesday) each semester. The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, precepted clinical settings. 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. The following course sequence is required for this curriculum of study: Students are admitted to this track as a cohort in the Summer, Spring, or Fall semester.

FNP Clinical Hours

The FNP program includes faculty-approved, in-person, precepted clinical practica in primary care settings across the lifespan. Students must maintain clinical clearance and meet site-specific requirements to participate in practicum courses. Clinical placements and preceptors must be approved by the program.

The MSN-FNP and PMC-FNP tracks require a minimum of **645** supervised clinical hours. All required clinical hours must be completed to meet program and certification eligibility requirements.

MSN – Family Nurse Practitioner Curriculum of Study				
Semester	Course	Course Name	Units	Clinical Hrs
Sem 1	NUR 610	Advanced Pharmacology	3	-
	NUR 616	Advanced Pathophysiology	3	-
	NUR 620	Advanced Physical Assessment	4	45
	Total Units/Hours		10	45
Sem 2	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease	3	-

		Prevention		
	NUR 621	Advanced Nursing Theory	3	-
	Total Units/Hours		12	180
Sem 3	NUR 632	Primary Care of Women & Children	6	180
	NUR 628	Health Systems Management	3	-
	NUR 627	Advanced Biostatistics and Epidemiology	3	-
	NUR 642	Cultural Diversity	3	-
	Total Units/Hours		15	180
Sem 4	NUR 635	Nursing Research	3	-
	NUR 633	FNP Practicum	7	240
	NUR 639	Perspectives	3	-
	NUR 643	FNP Preparation	1	-
	Total Units/Hours		14	240
Total Program Units/Hours			51	645

*Degree requirements are subject to change

Post-Master Certificate Family Nurse Practitioner Curriculum of Study				
Semester	Course	Course Name	Units	Clinical Hrs
Sem 1	NUR 610	Advanced Pharmacology	3	-
	NUR 616	Advanced Pathophysiology	3	-
	NUR 620	Advanced Physical Assessment	4	45
	Total Units/Hours		10	45
Sem 2	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	-
	Total Units/Hours		9	180
Sem 3	NUR 632	Primary Care of Women & Children	6	180
	NUR 627	Advanced Biostatistics and Epidemiology	3	-
	Total Units/Hours		9	180
Sem 4	NUR 635	Nursing Research	3	-
	NUR 633	FNP Practicum	7	240
	NUR 643	FNP Preparation	1	-
	Total Units/Hours		11	240
Total Program Units/Hours			39	645

*Degree requirements are subject to change

Post-Master Certificate – Family Nurse Practitioner Curriculum of Study for ELM Alumni				
Semester	Course	Course Name	Units	Clinical Hrs
Sem 1	NUR 610	Advanced Pharmacology	3	-
	NUR 616	Advanced Pathophysiology	3	-
	NUR 620	Advanced Physical Assessment	4	45
	Total Units/Hours		10	45
Sem 2	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	-
	Total Units/Hours		9	180
Sem 3	NUR 632	Primary Care of Women & Children	6	180
	Total Units/Hours		6	180
Sem 4	NUR 633	FNP Practicum	7	240
	NUR 643	FNP Preparation	1	-
Total Units/Hours			8	240
Total Program Units/Hours			33	645

*Degree requirements are subject to change

Master of Science in Nursing (MSN) and Post Master's Certificate (PMC), Psychiatric Mental Health Nurse Practitioner (PMHNP)

PMHNP Program Description

The Psychiatric Mental Health Nurse Practitioner program prepares registered nurses for advanced practice in the assessment, diagnosis, and management of mental health conditions across the lifespan. The MSN-PMHNP track is designed for nurses who hold a baccalaureate degree in nursing, and the Post-Master's Certificate track is designed for nurses who already hold a graduate nursing degree and seek additional preparation in the PMHNP specialty. The curriculum combines graduate-level coursework with supervised clinical practica in approved practice settings to prepare graduates for national certification as Psychiatric Mental Health Nurse Practitioners. Graduates of this program are eligible to sit for the PMHNP national certification examinations through the American Nurses Credentialing Center (ANCC) to earn the PMHNP-BC credential.



PMHNP Clinical and Program Requirements

The MSN program requires that students complete 750 hours of clinical practice in the PMHNP specialty. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives. hours of clinical practice in the PMHNP specialty.

PMHNP Role and Qualifications

The PMHNP is the advanced practice nurse generalist and graduates of this track assume responsibility for the provision of healthcare in the areas of mental health

promotion, disease prevention and clinical management of mental health conditions. The PMHNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner. The

emphasis of this program is on meeting the healthcare needs of underserved populations.



PMHNP Curriculum

The 59-credit PMHNP Master of Science in Nursing Track and the 47-credit PMHNP Post Master's Certificate Tracks are completed through full-time study in preceptored clinical settings, provide a flexible, executive-education format in which the theoretical content of all courses is taught in one weekend session per month each semester (4 days, Saturday-Tuesday). The remainder of each semester is taught using both a face-to-face and web-enhanced pedagogical approach for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings. 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. The following course sequence is required for this curriculum of study: Students are admitted to this track as a cohort in the Summer, Spring, or Fall semester.

PMHNP Clinical Hours

The PMHNP program includes faculty-approved, in-person, precepted clinical practica focused on psychiatric and mental health care across the lifespan. Students must maintain clinical clearance and meet site-specific requirements to participate in practicum courses. Clinical placements and preceptors must be approved by the program.

The MSN-PMHNP and PMC-PMHNP tracks require a minimum of **750** supervised clinical hours. All required clinical hours must be completed to satisfy program requirements and certification eligibility standards.

MSN – Psychiatric Mental Health Practitioner Program Curriculum of Study				
Semester	Course	Course Name	Units	Clinical Hrs
Sem 1	NUR 610	Advanced Pharmacology	3	-
	NUR 616	Advanced Pathophysiology	3	-

	NUR 620	Advanced Physical Assessment	4	45
	Total Units/Hours		10	45
Sem 2	NUR 631	Health Promotion/Disease Prevention	3	-
	NUR 641	Primary Mental Health Care I – Adult & Aging Adult	4	150
	NUR 621	Advanced Nursing Theory	3	-
	NUR 637	Advanced Psychopharmacology	2	-
	Total Units/Hours		12	150
Sem 3	NUR 627	Advanced Biostatistics and Epidemiology	3	-
	NUR 628	Health Systems Management	3	-
	NUR 644	Primary Mental Health Care II – Child & Adolescence	4	150
	NUR 642	Cultural Diversity	3	-
	Total Units/Hours		13	150
Sem 4	NUR 635	Nursing Research	3	-
	NUR 639	Perspectives	3	-
	NUR 638	Individual Psychotherapy – Life Span	6	135
	Total Units/Hours		12	135
Sem 5	NUR 640	Psychotherapy w/Group and Families – Life Span	4	90
	NUR 646	PMHNP Practicum – Life Span	7	180
	NUR 645	PMHNP Preparation	1	-
	Total Units/Hours		12	270
Total Program Units/Hours			59	750

*Degree requirements are subject to change

Post Master's Certificate – Psychiatric Mental Health Practitioner Program Curriculum of Study				
Semester	Course	Course Name	Units	Clinical Hrs
Sem 1	NUR 610	Advanced Pharmacology	3	-
	NUR 616	Advanced Pathophysiology	3	-
	NUR 620	Advanced Physical Assessment	4	45
	Total Units/Hours		10	45
Sem 2	NUR 631	Health Promotion/Disease Prevention	3	-
	NUR 641	Primary Mental Health Care I – Adult & Aging Adult*	4	150
	NUR 637	Advanced Psychopharmacology*	2	-
	Total Units/Hours		9	150
Sem 3	NUR 627	Advanced Biostatistics and Epidemiology	3	-
	NUR 644	Primary Mental Health Care II – Child & Adolescence*	4	150
	Total Units/Hours		7	150
Sem 4	NUR 635	Nursing Research*	3	-
	NUR 638	Individual Psychotherapy – Life Span*	6	135
	Total Units/Hours		9	135
Sem 5	NUR 640	Psychotherapy w/Group and Families – Life Span*	4	90
	NUR 646	PMHNP Practicum – Life Span*	7	180
	NUR 645	PMHNP Preparation*	1	-
	Total Units/Hours		12	270
Total Program Units/Hours			47	750

*Degree requirements are subject to change

*CDU-FNP alumni only courses

** The course NUR 635-Research became part of the FNP curriculum since 2015. If the student already took the course in the FNP program, it does not need to be repeated. The students can take NUR 599- projects as an elective course for 2 units in their second semester to be eligible for financial aid.

Doctor of Nursing (DNP) Practice Program DNP Program Description

The Doctor of Nursing Practice program prepares master's-prepared nurses for doctoral-level practice leadership focused on evidence-based practice, quality improvement, systems thinking, and health equity. The program emphasizes the development of advanced leadership and practice competencies through doctoral coursework, practice immersion experiences, and completion of a culminating DNP project implemented in collaboration with an approved healthcare system or community partner. Graduates are prepared to lead practice change initiatives, improve outcomes, and strengthen healthcare delivery for underserved and under-resourced populations.

DNP Role and Qualifications

Graduates of the Doctor of Nursing Practice (DNP) program are nursing practice leaders prepared to improve health outcomes through evidence-based practice, quality improvement, systems leadership, and interprofessional collaboration. Grounded in the **AACN 2021 Essentials**, DNP graduates integrate clinical expertise, population health principles, informatics, and healthcare technologies to advance safe, equitable, and person-centered care across diverse settings.

Advanced Practice Registered Nurse (APRN) DNP graduates provide direct, evidence-based clinical care and assume leadership in health promotion, disease prevention, and the management of acute and chronic conditions across the lifespan. APRN graduates integrate advanced clinical decision-making with quality improvement and systems leadership to deliver safe, equitable, and cost-effective care across primary, secondary, and tertiary levels of prevention.

Non-APRN DNP graduates function as nurse leaders who strengthen healthcare delivery systems through quality improvement initiatives, evidence-based practice implementation, care coordination, informatics utilization, and population health strategies. They lead organizational and community initiatives to improve care processes, enhance patient safety, and reduce health disparities, particularly within underserved and under-resourced populations.

DNP Curriculum

The Doctor of Nursing Practice (DNP) program requires 40 credits for APRN students and 51 credits for non-APRN students. The curriculum is completed through a combination of doctoral coursework and precepted clinical

or practice immersion experiences designed to support systems leadership and practice improvement.

The program follows a flexible, executive-format delivery model. Course content is delivered through structured weekend sessions that include a **3-hour synchronous online class** complemented by **approximately 12 hours of asynchronous learning activities**. This format allows working professionals to integrate advanced doctoral study with ongoing professional responsibilities while achieving program outcomes.

Students are required to attend on campus during the first weekend session of the program (**Immersion Weekend**) and the final weekend session (**DNP Project Presentations**). The didactic portion of the program is delivered using a combination of face-to-face, synchronous, asynchronous, and web-enhanced instructional approaches that support student-faculty collaboration, faculty presentations, and clarification of theoretical content. A detailed schedule for these required on-campus sessions will be provided in advance.

Clinical and Program Requirements

The Doctor of Nursing Practice (DNP) program follows a structured course sequence that supports the progressive development of advanced clinical, leadership, and systems-based competencies. Students complete all required didactic coursework, supervised clinical practicum experiences, and a culminating DNP scholarly project as outlined in the program roadmap. All clinical courses are designed as immersion practicums conducted in faculty-approved, preceptor-supervised settings. Students enrolled in the APRN-to-DNP track complete a minimum of 540 post-baccalaureate practicum hours in alignment with national doctoral standards, including at least 500 hours of direct clinical practice involving direct patient care and healthcare system-focused initiatives; the remaining hours may be fulfilled through indirect practicum activities directly related to DNP project planning, implementation, evaluation, and dissemination. Students enrolled in the Non-APRN-to-DNP track must complete a total of 1,035 clinical practicum hours to achieve doctoral-level competencies and advanced practice role preparation, including direct clinical experiences encompassing foundational and advanced practice immersion, systems-level engagement, and project-related clinical activities consistent with accreditation and regulatory expectations. All practicum hours must be appropriately documented, verified, and approved in accordance with program policies and applicable regulatory requirements.

Work on the culminating DNP Project (DNP-739) begins in the first term and progresses through a sequenced set of scaffolded courses and signature assignments that guide students from problem identification through

implementation, evaluation, and dissemination. Students follow a structured project roadmap with defined milestones and maintain a practicum journal documenting clinical and systems-level activities directly related to their scholarly work. All project and practicum activities must be aligned with the 2021 AACN Essentials domains and sub-competencies, with competencies cited in clinical logs to demonstrate integration of doctoral-level practice standards. This process is consistent with national doctoral education expectations and accreditation standards, including those established by the Commission on Collegiate Nursing Education (CCNE), ensuring academic rigor, competency attainment, and accountability in advanced nursing practice.



Executive-style didactic delivery is structured in a cohort model and occurs approximately every other month through on-campus, synchronous, and asynchronous modalities to support advanced doctoral learning. Consistent with the 2021 AACN Essentials and accreditation standards of the Commission on Collegiate Nursing Education (CCNE), students convene a DNP Project Committee at the beginning of the first semester, when practicum hours may commence is composed of a designated faculty chair, course faculty, clinical faculty, and a qualified clinical mentor. The faculty chair monitors required documentation, ensures timely formative feedback (within one week of submission), and oversees academic progression. The University utilizes a learning management system (LMS) repository to document didactic engagement and competency achievement, while verified clinical logs document practicum hours and alignment with AACN domains and sub-competencies. A dedicated faculty committee, familiar with each student's scholarly progression, ensures academic integrity, rigor, and compliance with CCNE expectations for practice-focused doctoral education.

Graduate cohorts complete the curriculum in four terms (APRN-to-DNP) or five terms (Non-APRN-to-DNP), with an integrated, continuous emphasis on the culminating quality improvement (QI) and evidence-based practice (EBP) leadership project from program entry through dissemination. Due to the accelerated structure, the program maintains a high level of academic rigor through intensive scholarship, systems-level inquiry, and sustained faculty mentorship. Strong formative assessment

processes including structured faculty feedback, committee oversight, and milestone evaluations to ensure competency attainment in leadership, systems thinking, quality improvement, and translation of evidence into practice. All didactic coursework and clinical experiences supporting the DNP project are explicitly mapped to and evaluated against the AACN Essentials, which define the foundational competencies required of all graduates of a practice-focused doctoral nursing program, regardless of specialty or role preparation.

In addition to the alignment of signature assignments embedded within didactic coursework, the DNP project requires completion of a structured practicum journal documenting required direct clinical hours completed with an approved preceptor in an authorized healthcare system setting. For the APRN-to-DNP track, practicum courses (DNP 701, 711, 728, and 739) each include defined practicum goals and measurable objectives developed collaboratively by the doctoral student and the DNP Project Team, including the preceptor. For the Non-APRN-to-DNP track, practicum courses (DNP 710, 720, 711, 728, 730, 721, and 739) similarly include structured clinical immersion experiences with clearly articulated goals and objectives that reflect foundational and advanced practice development, systems leadership, and project implementation milestones. Journal entries require students to explicitly describe how clinical and systems-level activities support achievement of course objectives and project outcomes, consistent with the **2021 AACN Essentials** and practice-focused doctoral standards. The integration of signature assignments and documented practicum outcomes serves as the primary evidence base for ongoing DNP Project Team advisement and competency evaluation, culminating in DNP 739, where students complete, defend, and disseminate their scholarly project before their project committee and community of interest.

Rubric guidelines establish clear evaluation expectations at program entry, guiding students from initial identification of the clinical problem in the first semester through progressive signature assignments, project implementation, and evaluation of the quality improvement initiative in practice settings. At MMDCON, didactic assessment data (e.g., rubric scores) are recorded in the university LMS (Blackboard), while clinical documentation, including practicum plans, objectives, goals, and verified direct clinical hours completed at approved healthcare system sites is maintained within the LMS (EXXAT) and accessible to students, faculty, and program leadership for ongoing monitoring and evaluation.

Consistent with the 2021 AACN Essentials and CCNE standards for practice-focused doctoral education, the

student, clinical faculty, and site-based clinical mentor share responsibility for oversight and verification of clinical practicum documentation. The clinical site mentor facilitates the student's integration into the healthcare system and supports engagement with relevant stakeholders as the student completes approved practicum hours. The clinical faculty reviews and approves documented hours in collaboration with the site mentor to ensure alignment with course objectives, planned learning outcomes, and doctoral-level competencies. Ongoing evaluation confirms that practicum experiences support attainment of established goals related to leadership, quality improvement, and systems-based practice. If objectives are not being met, a revised or supplemental learning contract is developed collaboratively with the student to ensure progression toward competency achievement in accordance with AACN and CCNE expectations.

APRN to DNP Pathway - Doctor of Nursing Practice Plan of Study				
Semester	Course	Course Name	Units	Clinical Hrs
Sem 1	DNP 701	Doctor of Nursing Practice Roles and Theory Development	4	-
	DNP 729	Health Care Organizational Systems Leadership and Financial Management	4	-
	Total Units/Hours		8	0
Sem 2	DNP 707	Data Analysis for Evidence Based Practice	4	-
	DNP 711	Quality Improvement and Management for Research and Practice (DP 1)	5	180
	Total Units/Hours		9	180
Sem 3	DNP 703	Information Systems for Quality Improvement Patient Care	3	-
	DNP 728	Seminar in Evidenced-Based Quality Improvement for Scholarship & Practice (DP 2)	7	270
	DNP 725	Interprofessional Research and Practice	3	-
	Total Units/Hours		13	270
Sem 4	DNP 731	Health Care Policy Analysis & Advocacy	3	-

	DNP 735	Clinical Preventions and Interventions for Population Health	3	-
	DNP 739	DNP Project Residency	4	90
	Total Units/Hours		10	90
Total Program Units/Hours			40	540

Non-APRN to DNP Pathway - Doctor of Nursing Practice Plan of Study				
Semester	Course	Course Name	Units	Clinical Hrs
Sem 1	DNP 710	Doctor of Nursing Practice Roles and Theory Development/Practicum I	6	135
	DNP 720	Health Care Organizational System Leadership/Practicum II	5	135
	Total Units/Hours		11	270
Sem 2	DNP 730	Information Systems for Quality Improvement of Patient Care/Practicum III	6	135
	DNP 721	Health Care Financial System Management/Practicum IV	5	135
	Total Units/Hours		11	270
Sem 3	DNP 707	Data Analysis for Evidence Based Practice	4	-
	DNP 711	Quality Improvement and Management for Research and Practice	5	180
	DNP 731	Health Care Policy Analysis & Advocacy	3	-
	Total Units/Hours		12	180
Sem 4	DNP 728	Seminar in Evidenced-Based Quality Improvement for Scholarship & Practice	7	270
	DNP 725	Interprofessional Research and Practice	3	-
	Total Units/Hours		10	270
Sem 5	DNP 735	Clinical Preventions and Interventions for Population Health	3	-
	DNP 739	DNP Project Residency	4	90
Total Units/Hours			7	90
Total Program Units/Hours			51	1080

Nursing Course List

Course #	Name	Units	Clinical Hrs.
NUR 401	Nursing Informatics, Communication and Technologies	2	—
NUR 403	Culture, Spirituality, & Health	3	—
NUR 408	Introduction to Health Promotion	3	—
NUR 409	Legal and Ethical Decision Making in Nursing	3	—
NUR 412	Intro to Nursing Leadership and Management	3	108

NUR 415	Healthcare Policy and Aging	3	—
NUR 416	Biomedical Statistics, Research and Evidence Based Practice	4	—
NUR 417	Public, Community, & Global Health Nursing	6	90
NUR 418	Mastering Nursing Essentials: Dosage Calculations and Medical Terminology	3	—
NUR 419	Critical Thinking and Clinical Judgment	3	—
NUR 420	Essential Concepts of Professional	3	—

	Nursing		
NUR 421	Nursing Fundamentals	5	90
NUR 424	Physical Assessment in Nursing Practice	3	45
NUR 426	Essential Pathophysiology	3	—
NUR 427	Nursing Pharmacology	3	23
NUR 428	Medical Surgical I: Essentials	5	135
NUR 430	Nursing Care for the Aging Population	3	45
NUR 432	Evidence-Based Practice Informatics & Quality Improvement	3	—
NUR 435	Psychiatric/Mental Health Nursing	3	68
NUR 436A	Nursing Care of Mother and Infant	3	68
NUR 436B	Essential Care of Children	3	68
NUR 450	Medical Surgical II: Entry into Nursing Practice	5	135
NUR 452	Transformational Leadership in Nursing Practice	5	135
NUR 460	Clinical Decision Making for Safe Practice	3	—
NUR 470	LVN to RN: Role Transition I	1	—
NUR 471	LVN to RN: Role Transition II	2	—
NUR 499	Independent Study	1-8	—
NUR 500	Concepts of Professional Practice	3	—
NUR 510	Pharmacology	3	—
NUR 511	Fundamentals of Nursing	5	90
NUR 512	Medical Surgical	6	135
NUR 513A	Nursing Care of Mother and Infant	3	68
NUR 513B	Nursing Care of Children	3	68
NUR 515	Population Health: Public/Community/Global	5	90
NUR 516	Pathophysiology	3	—
NUR 517	Psychiatric/Mental Health Nursing	3	68
NUR 520	Physical Assessment	3	45
NUR 542	Preparation for Safe Practice	3	—
NUR 546	Caring for the Aging Population	3	45
NUR 547	Informatics and Evidence-Based Practice	3	—
NUR 599	Independent Study	1-8	—
NUR 610	Advanced Pharmacology	3	—
NUR 616	Advanced Pathophysiology	3	—
NUR 618	Advanced Medical Surgical	5	135
NUR 619	Leadership Management (Capstone)	5	135
NUR 620	Advanced Physical Assessment	4	45
NUR 621	Advanced Nursing Theory	3	—
NUR 627	Advanced Biostatistics and Epidemiology	3	—
NUR 628	Health Systems Management & Policy	3	—

NUR 629	Transition into Professional Practice	7	180
NUR 630	Primary Care of Adults & Aged	6	180
NUR 631	Health Promotion and Disease Prevention	3	—
NUR 632	Primary Care of Women & Children	6	180
NUR 633	FNP Practicum	7	240
NUR 635	Nursing Research	3	—
NUR 637	Advanced Psychopharmacology	2	—
NUR 638	Individual Psychotherapy	6	135
NUR 639	Perspectives	3	—
NUR 640	Psychotherapy with Groups and Families	4	90
NUR 641	Primary/Mental Health Care I	4	150
NUR 642	Cultural Diversity	3	—
NUR 643	FNP Preparation	1	—
NUR 644	Primary/Mental Health Care II	4	150
NUR 645	PMHNP Preparation	1	—
NUR 646	PMHNP Practicum	7	180
DNP 701	Doctor of Nursing Practice Roles and Theory Development	4	—
DNP 703	Information Systems for Quality Improvement of Patient Care	3	—
DNP 707	Data Analysis for Evidence Based Practice	4	—
DNP 710	Doctor of Nursing Practice and Theory Development Practicum	6	135
DNP 711	Quality Improvement and Management for Research and Practice	5	180
DNP 720	Health Care Organizational System Leadership/Practicum	5	135
DNP 721	Health Care Financial System Management/Practicum	5	135
DNP 725	Interprofessional Practice and Research	3	—
DNP 728	Seminar on Evidence Based Quality Improvement for Scholarship and Practice	7	270
DNP 729	Health Care Organizational System Leadership and Financial Management	4	—
DNP 730	Information Systems for Quality Improvement of Patient Care	6	135
DNP 731	Health Care Policy Analysis and Advocacy	3	—
DNP 735	Clinical Prevention and Interventions for Population Health	3	90
DNP 739	Project Residency	4	90

Course Descriptions

NUR 401 Nursing Informatics, Communication and Technologies

This course examines the integration of nursing informatics, communication technologies, and information management systems to improve quality, safety, and patient-centered care across complex health systems and across diverse populations. Students analyze how electronic health records, clinical decision support tools, telehealth, and data management systems influence communication, workflow, and care outcomes. Emphasis is placed on ethical data stewardship, regulatory requirements and policy frameworks, and the use of evidence to guide technology implementation in addressing social determinants of health in diverse and underserved populations. Students explore how technology solutions can both mitigate and perpetuate health disparities, with a focus on equitable access. Learners evaluate and apply informatics solutions that strengthen care coordination, promote equity, and support population health outcomes, while promoting interprofessional collaboration and professional nursing leadership in designing just, inclusive, and accountable healthcare systems.

Prerequisites: Admission to RN-BSN program; current RN licensure.

Units: 2 units.

NUR 403 Culture, Spirituality, & Health

This course develops the RN-to-BSN student's ability to promote wellness, prevent disease, and reduce risk across the lifespan through evidence-based population and community health strategies. Students analyze health behavior theories, epidemiologic data, and social determinants of health to design culturally responsive interventions for diverse and underserved populations. Emphasis is placed on translating evidence into health education and health promotion plans, evaluating outcomes, and collaborating with community and interprofessional partners to advance health equity. Students apply professional and ethical standards to health promotion practice, communication, and use of health information resources.

Prerequisites: NUR 402.

Units: 3 units.

NUR 408 Introduction to Health Promotion

This course develops the RN-to-BSN student's ability to promote wellness, prevent disease, and reduce risk across the lifespan through evidence-based population health approaches and community health strategies grounded in social justice and health equity. Students analyze health behavior theories, epidemiologic data, and social and structural determinants of health to identify patterns of inequity and design culturally and structurally responsive

interventions for diverse and underserved populations. Emphasis is placed on addressing upstream drivers of health disparities, including systemic inequities, policy contexts, and resource distribution, while translating evidence into health education and health promotion plans, evaluating outcomes, and collaborating with community and interprofessional partners to advance health equity. Students evaluate population-level outcomes to advance health systems and improve community well-being. Learners apply professional and ethical standards to health promotion practice, communication, and use of health information resources.

Prerequisites: NUR 403; NUR 417.

Units: 3 units.

NUR 409 Legal and Ethical Decision Making in Nursing

This course examines legal and ethical decision-making in professional nursing practice with emphasis on accountability, patient rights, and safe, equitable care. Students analyze case-based scenarios involving negligence and malpractice risk, documentation and regulatory compliance, confidentiality and privacy protections, and workplace and employment issues. Using structured ethical reasoning and applicable legal/regulatory standards, students evaluate options and consequences, communicate professional recommendations, and articulate advocacy strategies that support patient autonomy, health equity, and social justice in diverse care settings.

Prerequisites: NUR 420; NUR 403; ENG 112.

Units: 3 units.

NUR 412 Intro to Nursing Leadership and Management

This course develops RN-to-BSN leadership and management competencies for practice across complex healthcare systems. Students analyze leadership and management theories, examine organizational structures and professional role expectations, and apply principles of delegation, communication, and team dynamics to coordinate safe, equitable, person-centered care. Emphasis is placed on systems thinking, quality and safety improvement, ethical decision-making, and resource stewardship within diverse care environments. Students use evidence, informatics, and reflective practice to strengthen leadership identity and to plan actionable strategies that improve outcomes for underserved populations.

Prerequisites: NUR 402; NUR 409; NUR 417.

Units: 3 units.

Skills/Clinical Hours: 108 lab/clinical hours.

NUR 415 Healthcare Policy and Aging

This course examines how health policy, financing, and regulatory decisions shape health outcomes and care delivery, with focused application to the needs, strengths,

and lived experiences of older adults. Students analyze policy development and evaluation processes; compare financing and reimbursement models; and evaluate how social and structural determinants of health – including policy environments, institutional practices, and systemic inequities, shape access, quality, and outcomes for aging populations. Emphasis is placed on professional nursing advocacy, policy analysis skills, ethical, equitable, systems-based and evidence-informed policy solutions that improve access, quality, safety, and affordability of care for underserved older adults and communities.

Prerequisites: NUR 417; NUR 409; NUR 416.

Units: 3 units.

NUR 416 Biomedical Statistics, Research and Evidenced Based Practice

This course develops foundational competence in nursing scholarship and statistical reasoning to support evidence-based practice. Students interpret descriptive and basic inferential statistics as reported in published nursing and health care research, and recognize how data are represented through tables and graphs. Students differentiate research, quality improvement, evaluation, and evidence-based practice; evaluate study designs for rigor and bias; and locate, critique, and appraise existing evidence for applicability to practice decisions. Ethical and regulatory expectations for scholarly work are emphasized throughout. Students apply these skills to questions relevant to health equity and underserved populations, communicating scholarship using professional standards.

Prerequisites: MTH 126; NUR 432; ENG 112.

Units: 4 units.

NUR 417 Public, Community, & Global Health Nursing

This course prepares prelicensure nurses to provide population-focused, equity-centered care by conceptualizing families, aggregates, and communities as units of care across public, community, and global settings. Students apply community assessment and epidemiologic reasoning to identify population priorities, social determinants of health, and environmental and cultural influences on health behaviors. Using a public health nursing framework, students plan and participate in prevention-oriented interventions, communicable disease control activities, outreach and screening efforts, and resource coordination for vulnerable populations. Clinical learning emphasizes interprofessional collaboration, ethical practice, and culturally and linguistically responsive approaches that advance health equity and support readiness for Public Health Nurse (PHN) certificate eligibility where applicable.

Prerequisites: NUR 428; NUR 430; NUR 432; NUR 403.

Units: 6 units.

Skills/Clinical Hours: 90 lab/clinical hours.

NUR 419 Critical Thinking and Clinical Judgment: Enhancing Decision-Making in Nursing Practice

This course develops entry-level professional nursing students' critical thinking and clinical judgment for safe, person-centered care in diverse settings. Students apply clinical reasoning and decision-making frameworks to interpret patient data, prioritize problems, and select evidence-based nursing actions. Learning experiences emphasize recognizing cues, analyzing risks, communicating decisions, and evaluating outcomes while attending to health equity, social determinants of health, and the needs of underserved populations. Through case-based learning and reflective practice, students strengthen professional accountability, teamwork behaviors, and ethical decision-making to support high-quality nursing practice.

Prerequisites: NUR 418; ENG 112; PSY 141.

Units: 3 units.

NUR 418 Mastering Nursing Essentials: Dosage Calculations and Medical Terminology

This course develops foundational competency in safe medication dosage calculation and in the medical language used in nursing practice. Students apply arithmetic reasoning, unit conversion, and dosage formulas to interpret medication orders, calculate accurate doses, and support safe preparation and administration across common routes. Students also analyze and construct medical terms using prefixes, suffixes, roots, and combining forms to interpret terminology across body systems and care contexts. Learning activities emphasize clinical judgment, error prevention, and clear communication that promotes patient safety and equitable, person-centered care for diverse and underserved populations.

Prerequisites: MTH 126; BMS 100.

Units: 3 units.

NUR 420 Essential Concepts of Professional Nursing

This course introduces entry-level professional nursing practice through the lens of nursing as a discipline and a socially accountable profession. Students apply foundational nursing theory and evidence to clinical reasoning and beginning clinical judgment, with attention to health equity, culturally responsive communication, and ethical practice in underserved and diverse communities. The course emphasizes professional identity formation, scope and standards of practice, interprofessional collaboration, and systems awareness across care settings. Students build information literacy skills to locate, evaluate, and communicate evidence that supports safe, person-centered care and professional decision-making.

Prerequisites: Successful completion of all pre-nursing foundation courses.

Units: 3 units.

NUR 421 Nursing Fundamentals

This course prepares beginning nurses to deliver person-centered, evidence-informed fundamental nursing care for adults and older adults across acute and chronic conditions. Students apply the nursing process and clinical judgment to perform holistic assessment, prioritize needs, implement foundational interventions, and evaluate outcomes within safe, effective care environments. Emphasis is placed on therapeutic communication, health promotion, infection prevention, medication safety, documentation, and professionalism, with attention to cultural humility, health equity, and care for underserved populations. Clinical learning includes skills lab, simulation, and community-based practice experiences that support safe performance of essential nursing skills and collaborative team practice.

Prerequisites: Successful completion of all pre-nursing foundation courses; NUR 418; NUR 419.

Units: 5 units.

Skills/Clinical Hours: 90 lab/clinical hours.

NUR 424 Physical Assessment in Nursing Practice

This course develops entry-level competence in person-centered health assessment as the foundation for clinical judgment and safe nursing care. Students practice culturally responsive interviewing and complete health history collection, perform developmentally appropriate head-to-toe physical assessments, and distinguish expected findings from cues of potential concern across diverse populations. Using simulation and supervised skills/clinical lab experiences, students synthesize subjective and objective data to prioritize health concerns, document and communicate findings accurately, and support risk reduction, screening, education, and referral planning—especially in underserved communities. Emphasis is placed on respectful therapeutic communication, professional accountability, and evidence-informed assessment practices that promote equity and safety.

Prerequisites: BMS 310L; BMS 311L.

Units: 3 units.

Skills/Clinical Hours: 45 lab/clinical hours.

NUR 426 Essential Pathophysiology

This course examines mechanisms of disease and the resulting clinical manifestations across major body systems. Students apply foundational biologic and nursing science to explain pathophysiologic processes, connect subjective and objective findings to underlying mechanisms, and interpret common diagnostic data to support clinical judgment. Case studies and problem-solving activities emphasize developmentally appropriate, person-centered analysis of acute and chronic conditions, with attention to health equity and factors that influence risk, presentation, and outcomes in underserved

populations. Content prepares learners to communicate clinically relevant interpretations that support safe, evidence-informed nursing care across settings.

Prerequisites: BMS 310L; BMS 311L; BMS 320L; CHM 100.

Units: 3 units.

NUR 427 Nursing Pharmacology

This course prepares prelicensure nursing students to apply pharmacologic principles and clinical judgment to safe, person-centered medication therapy across the lifespan. Students examine major pharmacotherapeutic classes, prototype medications, and mechanisms of action to anticipate therapeutic effects, adverse reactions, and clinically significant drug–drug and drug–food interactions. Emphasis is placed on nursing roles in medication safety, error prevention, patient education, and culturally responsive teaching that supports health equity for underserved populations.

Prerequisites: NUR 426; NUR 421; NUR 424; NUR 418.

Units: 3 units.

Skills/Clinical Hours: 23 lab/clinical hours.

NUR 428 Medical Surgical I: Essentials

This course develops entry-level clinical judgment and the application of the nursing process in the care of adults and older adults experiencing common acute and chronic medical-surgical conditions. Students integrate pathophysiology and evidence to complete focused assessments, prioritize needs, and implement safe, person-centered interventions across care settings. Emphasis is placed on health equity, culturally responsive communication and education, interprofessional teamwork, delegation within scope, and ethical/legal accountability. Clinical and simulation experiences strengthen medication safety, technical skill performance, and structured handoff to support quality outcomes for underserved and diverse populations.

Prerequisites: NUR 420; NUR 421; NUR 424; NUR 426.

Units: 5 units.

Skills/Clinical Hours: 135 lab/clinical hours.

NUR 430 Nursing Care for the Aging Population

This course prepares students to deliver person-centered, evidence-based nursing care to older adults across settings, with attention to health equity and the needs of underserved populations. Students examine normal aging, common geriatric syndromes and chronic conditions, and the influence of ageism, culture, and social determinants of health on outcomes. Using clinical judgment, students perform comprehensive geriatric assessments and apply findings to prioritize nursing diagnoses, plan care, and support self-management, safety, and quality. Clinical experiences emphasize therapeutic communication, interprofessional collaboration, care coordination, and ethical decision-making related to transitions, serious

illness, loss, and end-of-life care.

Prerequisites: NUR 420; NUR 421; NUR 424.

Units: 3 units.

Skills/Clinical Hours: 45 lab/clinical hours.

NUR 432 Evidence-Based Practice Informatics & Quality Improvement

This course develops entry-level competence in evidence-based practice (EBP) and nursing informatics to advance safe, equitable, person-centered care across individual, community and population levels. Students use structured EBP models to generate clinical questions, locate and appraise evidence, and translate findings into practice recommendations that improve outcomes for and reduce health disparities among underserved populations. Students apply quality improvement principles and measurement concepts to identify practice gaps, analyze patterns of inequity, evaluate practice gaps and propose data-driven changes that promote aligned with a culture of safety, health equity, and population health improvement. Students also use health information and communication technologies to support clinical decision-making, care-coordination, documentation and population health management, while ensuring ethical management stewardship of health information consistent with professional and regulatory standards.

Prerequisites: NUR 420; ENG 112.

Units: 3 units.

NUR 435 Psychiatric/Mental Health Nursing

This course develops entry-level competencies for psychiatric-mental health nursing practice with an emphasis on therapeutic communication, relationship building, clinical judgment, and recovery-oriented, person-centered care. Students apply biopsychosocial and nursing theories to understand brain-behavior relationships and the social determinants of mental health and illness. Using evidence-based practice, students assess mental status and safety risk, plan and implement interventions (including patient/family education and psychopharmacology monitoring), and evaluate outcomes across care settings. The course integrates culturally responsive, trauma-informed, and legally/ethically grounded approaches that advance health equity for underserved populations through interprofessional collaboration and safe, accountable nursing practice.

Prerequisites: NUR 428; NUR 427; PSY 141.

Units: 3 units.

Skills/Clinical Hours: 68 lab/clinical hours.

NUR 436A Nursing Care of Mother and Infant

This course applies nursing science and evidence-based practice to provide person-centered, culturally responsive care for women, newborns, and families across the childbearing continuum. Students use comprehensive

assessment and clinical judgment to identify actual and potential needs, plan and implement therapeutic interventions, and evaluate outcomes for maternal-newborn health promotion and risk reduction. Emphasis is placed on communication, interprofessional collaboration, patient education, safety practices, and ethical-professional accountability, with attention to social determinants of health and health equity in underserved populations.

Prerequisites: NUR 428; NUR 427; NUR 424.

Units: 3 units.

Skills/Clinical Hours: 68 lab/clinical hours.

NUR 436B Essential Care of Children

This course prepares prelicensure nursing students to deliver evidence-based, developmentally appropriate, and family-centered nursing care for infants, children, and adolescents across acute, community, and simulated practice settings. Students integrate clinical judgment, pediatric assessment, and safe medication administration to recognize deterioration, prioritize interventions, and evaluate outcomes. The course emphasizes health promotion, risk reduction, and disease prevention while strengthening therapeutic communication, interprofessional collaboration, and documentation practices that support coordinated care. Learners apply professionalism, quality and safety principles, and culturally responsive approaches to promote equitable outcomes for children and families in underserved communities.

Prerequisites: NUR 428; NUR 427; NUR 424.

Units: 3 units.

Skills/Clinical Hours: 68 lab/clinical hours.

NUR 450 Medical Surgical II: Entry into Nursing Practice

This course prepares prelicensure students to provide person-centered, evidence-based nursing care for adult and older adult patients experiencing complex acute and chronic alterations in health across medical-surgical and high-acuity settings. Students apply clinical judgment and the nursing process to interpret assessment and diagnostic data, prioritize problems, implement safe therapeutic interventions (including medication management), and evaluate outcomes. Learning experiences emphasize quality and safety practices, culturally responsive communication, interprofessional collaboration, and care coordination that support health equity for underserved populations. Students strengthen professional accountability, time management, and leadership behaviors to promote safe transitions of care and readiness for entry into practice.

Prerequisites: NUR 428; NUR 427; NUR 435; NUR 436A; NUR 436B.

Units: 5 units.

Skills/Clinical Hours: 135 lab/clinical hours.

NUR 452 Transformational Leadership in Nursing Practice

This course prepares students to transition into professional nursing practice through supervised practicum experiences within interprofessional care teams. Students apply evidence-based nursing processes, quality and safety principles, and systems thinking to coordinate care for individuals and groups across care settings. Emphasis is placed on communication, delegation, clinical judgment, and leadership behaviors that support equitable, person-centered care, continuous quality improvement, and professional accountability. Learning activities promote culturally responsive practice and attention to health equity and social determinants influencing outcomes for underserved populations.

Prerequisites: NUR 450; NUR 417; NUR 416.

Units: 5 units.

Skills/Clinical Hours: 135 lab/clinical hours.

NUR 460 Clinical Decision Making for Safe Practice

This course prepares prelicensure students to integrate core nursing knowledge and clinical judgment for safe entry-level RN practice and NCLEX-RN readiness. Students apply evidence-based test plans and next-generation item formats to analyze patient cues, prioritize actions, and evaluate outcomes within the RN client needs framework. Emphasis is placed on person-centered, culturally responsive communication; safety and risk reduction; and use of informatics tools to support clinical reasoning and self-directed learning. Learning activities strengthen professional accountability during transitions to practice, with attention to quality, equity, and safe care across settings.

Prerequisites: NUR 450; NUR 427; NUR 428.

Units: 3 units.

NUR 470 LVN to RN: Role Transition I

This course supports LVN-to-BSN students in transitioning to entry-level RN practice by building on prior vocational nursing experience and expanding professional role expectations. Students examine RN scope of practice, professional identity formation, and ethical/legal accountability while applying clinical judgment to common role-transition scenarios. The course emphasizes person-centered, culturally responsive communication; interprofessional teamwork and delegation; and systems awareness related to safety, quality, and care coordination across settings. Students use evidence-informed strategies for learning, test preparation, and professional development to promote readiness for RN practice that advances health equity for underserved populations.

Units: 1 units.

NUR 471 LVN to RN: Role Transition II

This course supports Licensed Vocational Nurses transitioning to entry-level Registered Nurse practice by

building on prior clinical experience and advancing professional identity formation. Students analyze current trends and issues that influence nursing practice and care delivery across settings, with attention to health equity, social determinants of health, and care for underserved populations. Learning activities strengthen evidence-based practice, clinical judgment, and communication in team-based care. Students apply principles of quality and safety, systems thinking, delegation, and professional accountability consistent with the RN scope of practice and standards. The course prepares learners to engage in lifelong learning and to lead within evolving healthcare environments.

Units: 2 units.

NUR 499 Independent Study

This course provides an individualized learning experience designed in collaboration with a faculty mentor. With faculty approval, the student develops a focused topic, measurable learning objectives, and a plan to achieve agreed-upon outcomes. The independent study may include directed readings, clinical or community-based experiential learning, quality improvement exploration, or scholarly inquiry resulting in a product such as a paper, presentation, teaching tool, proposal, or project portfolio. Emphasis is placed on professional accountability, ethical conduct, evidence-informed decision-making, and reflection on learning that supports equitable, culturally responsive care for diverse and underserved populations. Credit hours are determined by the scope of the proposed outcomes and required learning activities.

Units: 1-8 units.

NUR 500 Concepts of Professional Practice

This course introduces entry-level professional nursing practice through the lens of nursing as a discipline and a socially accountable profession. Students apply foundational nursing theory and evidence to clinical reasoning and beginning clinical judgment, with attention to health equity, culturally responsive communication, and ethical practice in underserved and diverse communities. The course emphasizes professional identity formation, scope and standards of practice, interprofessional collaboration, and systems awareness across care settings. Students build information literacy skills to locate, evaluate, and communicate evidence that supports safe, person-centered care and professional decision-making.

Prerequisites: Admission to ELM program.

Units: 3 units.

NUR 510 Pharmacology

This course prepares prelicensure nursing students to apply pharmacologic principles and clinical judgment to safe, person-centered medication therapy across the lifespan. Students examine major pharmacotherapeutic

classes, prototype medications, and mechanisms of action to anticipate therapeutic effects, adverse reactions, and clinically significant drug–drug and drug–food interactions. Emphasis is placed on nursing roles in medication safety, error prevention, patient education, and culturally responsive teaching that supports health equity for underserved populations.

Prerequisites: NUR 516; NUR 511; NUR 520.

Units: 3 units.

NUR 511 Fundamentals of Nursing

This course prepares beginning nurses to deliver person-centered, evidence-informed fundamental nursing care for adults and older adults across acute and chronic conditions. Students apply the nursing process and clinical judgment to perform holistic assessment, prioritize needs, implement foundational interventions, and evaluate outcomes within safe, effective care environments. Emphasis is placed on therapeutic communication, health promotion, infection prevention, medication safety, documentation, and professionalism, with attention to cultural humility, health equity, and care for underserved populations. Clinical learning includes skills lab, simulation, and community-based practice experiences that support safe performance of essential nursing skills and collaborative team practice.

Prerequisites: Admission to ELM program.

Units: 5 units.

Skills/Clinical Hours: 90 lab/clinical hours.

NUR 512 Medical Surgical

This course develops entry-level clinical judgment and the application of the nursing process in the care of adults and older adults experiencing common acute and chronic medical-surgical conditions. Students integrate pathophysiology and evidence to complete focused assessments, prioritize needs, and implement safe, person-centered interventions across care settings. Emphasis is placed on health equity, culturally responsive communication and education, interprofessional teamwork, delegation within scope, and ethical/legal accountability. Clinical and simulation experiences strengthen medication safety, technical skill performance, and structured handoff to support quality outcomes for underserved and diverse populations.

Prerequisites: NUR 500; NUR 511; NUR 516; NUR 520.

Units: 6 units.

Skills/Clinical Hours: 135 lab/clinical hours.

NUR 513A Nursing Care of Mother and Infant

This course applies nursing science and evidence-based practice to provide person-centered, culturally responsive care for women, newborns, and families across the childbearing continuum. Students use comprehensive assessment and clinical judgment to identify actual and

potential needs, plan and implement therapeutic interventions, and evaluate outcomes for maternal–newborn health promotion and risk reduction. Emphasis is placed on communication, interprofessional collaboration, patient education, safety practices, and ethical–professional accountability, with attention to social determinants of health and health equity in underserved populations.

Prerequisites: NUR 512; NUR 510; NUR 520.

Units: 3 units.

Skills/Clinical Hours: 68 lab/clinical hours.

NUR 513B Nursing Care of Children

This course prepares prelicensure nursing students to deliver evidence-based, developmentally appropriate, and family-centered nursing care for infants, children, and adolescents across acute, community, and simulated practice settings. Students integrate clinical judgment, pediatric assessment, and safe medication administration to recognize deterioration, prioritize interventions, and evaluate outcomes. The course emphasizes health promotion, risk reduction, and disease prevention while strengthening therapeutic communication, interprofessional collaboration, and documentation practices that support coordinated care. Learners apply professionalism, quality and safety principles, and culturally responsive approaches to promote equitable outcomes for children and families in underserved communities.

Prerequisites: NUR 512; NUR 510; NUR 520.

Units: 3 units.

Skills/Clinical Hours: 68 lab/clinical hours.

NUR 515 Population Health: Public/Community/Global

This course prepares prelicensure nurses to provide population-focused, equity-centered care by conceptualizing families, aggregates, and communities as units of care across public, community, and global settings. Students apply community assessment and epidemiologic reasoning to identify population priorities, social determinants of health, and environmental and cultural influences on health behaviors. Using a public health nursing framework, students plan and participate in prevention-oriented interventions, communicable disease control activities, outreach and screening efforts, and resource coordination for vulnerable populations. Clinical learning emphasizes interprofessional collaboration, ethical practice, and culturally and linguistically responsive approaches that advance health equity and support readiness for Public Health Nurse (PHN) certificate eligibility where applicable.

Prerequisites: NUR 512; NUR 546; NUR 547; NUR 642.

Units: 5 units.

Skills/Clinical Hours: 90 lab/clinical hours.

NUR 516 Pathophysiology

This course examines mechanisms of disease and the resulting clinical manifestations across major body systems. Students apply foundational biologic and nursing science to explain pathophysiologic processes, connect subjective and objective findings to underlying mechanisms, and interpret common diagnostic data to support clinical judgment. Case studies and problem-solving activities emphasize developmentally appropriate, person-centered analysis of acute and chronic conditions, with attention to health equity and factors that influence risk, presentation, and outcomes in underserved populations. Content prepares learners to communicate clinically relevant interpretations that support safe, evidence-informed nursing care across settings.

Prerequisites: Admission to ELM program.

Units: 3 units.

NUR 517 Psychiatric/Mental Health Nursing

This course develops entry-level competencies for psychiatric–mental health nursing practice with an emphasis on therapeutic communication, relationship building, clinical judgment, and recovery-oriented, person-centered care. Students apply biopsychosocial and nursing theories to understand brain–behavior relationships and the social determinants of mental health and illness. Using evidence-based practice, students assess mental status and safety risk, plan and implement interventions (including patient/family education and psychopharmacology monitoring), and evaluate outcomes across care settings. The course integrates culturally responsive, trauma-informed, and legally/ethically grounded approaches that advance health equity for underserved populations through interprofessional collaboration and safe, accountable nursing practice.

Prerequisites: NUR 512; NUR 510.

Units: 3 units.

Skills/Clinical Hours: 68 lab/clinical hours.

NUR 520 Physical Assessment

This course develops entry-level competence in person-centered health assessment as the foundation for clinical judgment and safe nursing care. Students practice culturally responsive interviewing and complete health history collection, perform developmentally appropriate head-to-toe physical assessments, and distinguish expected findings from cues of potential concern across diverse populations. Using simulation and supervised skills/clinical lab experiences, students synthesize subjective and objective data to prioritize health concerns, document and communicate findings accurately, and support risk reduction, screening, education, and referral planning—especially in underserved communities. Emphasis is placed on respectful therapeutic communication, professional accountability, and evidence-

informed assessment practices that promote equity and safety.

Prerequisites: Admission to ELM program.

Units: 3 units.

Skills/Clinical Hours: 45 lab/clinical hours.

NUR 546 Caring for the Aging Population

This course prepares students to deliver person-centered, evidence-based nursing care to older adults across settings, with attention to health equity and the needs of underserved populations. Students examine normal aging, common geriatric syndromes and chronic conditions, and the influence of ageism, culture, and social determinants of health on outcomes. Using clinical judgment, students perform comprehensive geriatric assessments and apply findings to prioritize nursing diagnoses, plan care, and support self-management, safety, and quality. Clinical experiences emphasize therapeutic communication, interprofessional collaboration, care coordination, and ethical decision-making related to transitions, serious illness, loss, and end-of-life care.

Prerequisites: NUR 500; NUR 511; NUR 520.

Units: 3 units.

Skills/Clinical Hours: 45 lab/clinical hours.

NUR 542 Preparation for Safe Practice

This capstone-preparation course supports ELM-PLO students in consolidating entry-level nursing knowledge and clinical judgment required for safe RN practice and NCLEX-RN readiness. Students apply evidence-based decision making to next-generation case items, integrate prioritization and delegation principles, and strengthen safety-focused reasoning across high-risk clinical concepts. Emphasis is placed on effective, culturally responsive communication; prevention of errors and near misses; and the ethical use of informatics and adaptive quizzing analytics to guide individualized remediation. Course learning reinforces professional identity and accountability during transition to practice, with attention to equity and quality outcomes.

Prerequisites: NUR 618; NUR 510.

Units: 3 units.

NUR 547 Informatics and Evidence-Based Practice

This course develops entry-level competence in evidence-based practice (EBP) and nursing informatics to advance safe, equitable, person-centered care across individual, community, and population levels. Students use structured EBP models to generate clinical questions, locate and appraise evidence, and translate findings into practice recommendations that reduce health disparities among underserved populations. Students apply quality improvement principles and measurement concepts to identify practice gaps, analyze patterns of inequity and propose data-driven changes aligned with a culture of

safety health equity, and population health improvement. Students also use health information and communication technologies to support care-coordination and population health management, while ensuring ethical stewardship of health information consistent with professional and regulatory standards.

Prerequisites: NUR 500.

Units: 3 units.

NUR 599 Independent Study: Global Health

This course provides an individualized, faculty-mentored learning experience focused on global health priorities and health equity. With faculty approval, the student develops a country- or region-specific topic, measurable learning objectives, and a plan to achieve agreed-upon outcomes. The independent study may include directed readings, field-based or virtual experiential learning, community engagement, needs assessment, program evaluation, policy analysis, or scholarly inquiry that results in a deliverable such as a paper, presentation, project report, educational toolkit, or portfolio. Emphasis is placed on culturally responsive, ethically grounded practice; understanding social, political, and structural drivers of health; and applying evidence to improve outcomes for diverse and underserved populations. Duration and country/site vary. Credit hours are determined by the scope of the proposed outcomes and learning activities.

Units: 1-8 units.

NUR 610 Advanced Pharmacology

This course prepares advanced practice nurses to integrate pharmacokinetics, pharmacodynamics, pharmacogenetics, and current evidence to support safe, person-centered prescribing across the lifespan. Students apply advanced clinical reasoning to select, initiate, monitor, and adjust pharmacologic and select nonpharmacologic/adjunctive therapies based on comprehensive assessment data, patient goals, and risk–benefit analysis. Emphasis is placed on medication safety, controlled-substance stewardship, legal and ethical prescribing responsibilities, and culturally responsive patient education to promote adherence and self-management in underserved populations. Learning activities include case-based decision-making, guideline appraisal, and applied prescribing exercises.

Prerequisites: Admission to MSN-FNP program.

Units: 3 units.

NUR 616 Advanced Pathophysiology

This course examines advanced pathophysiologic mechanisms that underpin clinical assessment, diagnostic reasoning, and therapeutic decision-making across the lifespan. Students analyze altered physiology of major body systems and connect disease mechanisms to clinical manifestations, diagnostic findings, and complications. Using case-based problem solving and seminar discussion,

students synthesize evidence to support differential diagnosis and management planning in advanced practice nursing. Emphasis is placed on interpreting clinical data to guide safe, person-centered care for diverse and underserved populations, strengthening the link between foundational science and evidence-informed clinical management.

Prerequisites: Admission to MSN-FNP program.

Units: 3 units.

NUR 618 Advanced Medical Surgical

This course prepares prelicensure students to provide person-centered, evidence-based nursing care for adult and older adult patients experiencing complex acute and chronic alterations in health across medical-surgical and high-acuity settings. Students apply clinical judgment and the nursing process to interpret assessment and diagnostic data, prioritize problems, implement safe therapeutic interventions (including medication management), and evaluate outcomes. Learning experiences emphasize quality and safety practices, culturally responsive communication, interprofessional collaboration, and care coordination that support health equity for underserved populations. Students strengthen professional accountability, time management, and leadership behaviors to promote safe transitions of care and readiness for entry into practice.

Prerequisites: NUR 512; NUR 510; NUR 517; NUR 513A; NUR 513B.

Units: 5 units.

Skills/Clinical Hours: 135 lab/clinical hours.

NUR 619 Leadership Management (Capstone)

This capstone course supports entry-level master's students in synthesizing nursing knowledge and practicum experience to transition into professional RN practice. In supervised clinical immersion, students collaborate within interprofessional teams to coordinate care, apply evidence-based standards, and evaluate quality and safety outcomes for individuals and groups. Emphasis is placed on clinical judgment, delegation, communication, ethical practice, and leadership behaviors that strengthen systems-based care delivery and promote health equity for underserved populations. Students use unit data to identify improvement opportunities and contribute to feasible practice-change recommendations.

Prerequisites: NUR 618; NUR 515; NUR 628.

Units: 5 units.

Skills/Clinical Hours: 135 lab/clinical hours.

NUR 620 Advanced Physical Assessment

This course develops advanced practice competencies in comprehensive, culturally responsive health assessment across the lifespan. Students employ advanced interviewing and therapeutic communication to obtain

complete histories and conduct holistic physical, psychosocial, and mental status examinations. Using context-driven clinical reasoning, students synthesize subjective and objective findings, point-of-care and diagnostic data, and social drivers of health to identify health problems, prioritize differential diagnoses, and initiate evidence-based plans of care. Emphasis is placed on equitable assessment practices for underserved populations, accurate documentation and communication of findings, and integration of current evidence to support safe, person-centered decision-making in advanced nursing practice.

Prerequisites: Admission to MSN-FNP program.

Units: 4 units.

Skills/Clinical Hours: 45 lab/clinical hours.

NUR 621 Advanced Nursing Theory

This course examines the organization, development, and critique of nursing knowledge to strengthen theory-guided advanced nursing practice. Students analyze major nursing conceptual models and middle-range theories and synthesize insights from the humanities and sciences to inform clinical reasoning, person-centered care, and health equity. Emphasis is placed on evaluating theory fit, assumptions, and utility for diverse populations and underserved communities; translating theory to guide practice decisions and quality improvement; and communicating theory-informed perspectives using scholarly standards. Learning activities support professional identity formation, ethical reasoning, and leadership in applying nursing's disciplinary knowledge across settings and the lifespan.

Prerequisites: Admission to MSN program.

Units: 3 units.

NUR 627 Advanced Biostatistics and Epidemiology

This course develops the biostatistical reasoning and applied analytic skills graduate nursing students need for data-informed clinical and population-health decision-making. Students are introduced to foundational epidemiologic concepts before focusing extensively on hands-on statistical analysis using real-world public-health datasets. Through structured analytic exercises, students select appropriate quantitative methods, interpret results, and critically appraise research for methodological rigor and practice relevance. Emphasis is placed on translating evidence to advance health equity, improve outcomes in underserved communities, and support quality improvement initiatives. Students communicate analytic findings clearly to interprofessional stakeholders and apply statistical conclusions to guide evidence-based practice, policy, and innovation in diverse clinical and community settings.

Prerequisites: NUR 631.

Units: 3 units.

NUR 628 Health Systems Management & Policy

This course examines U.S. health system structure, financing, and governance to strengthen advanced nursing leadership in systems-based practice and health policy. Students analyze historical and current policy drivers shaping access, quality, equity, and cost; evaluate workforce and management challenges; and compare U.S. system performance with international models to identify actionable lessons. Using population and public health perspectives, students appraise social drivers of health and risks affecting underserved and vulnerable groups. Students also evaluate how health information technologies influence care coordination, safety, and value-based delivery. Emphasis is placed on evidence-informed advocacy and systems-level strategies to advance equitable outcomes.

Prerequisites: NUR 500; NUR 547; NUR 639 for ELM. NUR 621 for APRN

Units: 3 units.

NUR 629 Transition into Professional Practice

This course provides a supervised transition-to-practice practicum focused on safe, person-centered care and the development of unit-based leadership skills within interprofessional teams. Students integrate evidence, clinical judgment, and quality and safety principles to coordinate care for individuals and cohorts across care settings. Emphasis is placed on communication, care coordination, ethical and professional accountability, and data-informed improvement of patient outcomes. Practice experiences support role transition, professional identity formation, and readiness for entry-level professional nursing practice in diverse, culturally responsive environments.

Prerequisites: All prior NUR courses; NUR 619; NUR 542.

Units: 7 units.

Skills/Clinical Hours: 180 lab/clinical hours.

NUR 630 Primary Care of Adults & Aged

This course prepares advanced practice nursing students to deliver evidence-based, person-centered primary care for adult and older adult populations at a primary clinical setting. Students integrate comprehensive assessment skills developed in advanced physical assessment with knowledge from advanced pharmacology and advanced pathophysiology (including cellular-level understanding) to enhance diagnostic reasoning and clinical judgment in evaluating and managing common acute and chronic conditions in diverse and underserved communities. Emphasis is placed on culturally responsive care, health promotion and disease prevention, risk reduction, interprofessional collaboration, and safe prescribing. Using clinical cases and supervised practicum experiences, students synthesize current guidelines, diagnostics, and informatics tools to develop equitable management plans,

evaluate outcomes, and address legal, ethical, and regulatory responsibilities of nurse practitioner practice.

Prerequisites: NUR 610; NUR 616; NUR 620.

Units: 6 units.

Skills/Clinical Hours: 180 lab/clinical hours.

NUR 631 Health Promotion and Disease Prevention

This course examines evidence-based health promotion and disease prevention strategies to improve equitable outcomes across diverse populations and settings. Students analyze social determinants of health, environmental and structural influences, and public health system functions that shape risk and protective factors locally and globally. Using population health data, prevention frameworks, and nursing and public health conceptual models, students design culturally and linguistically responsive interventions that leverage community partnerships and available resources. Emphasis is placed on policy-relevant prevention planning, patient-centered counseling for behavior change, and advocacy to advance health equity for underserved and historically marginalized communities.

Prerequisites: NUR 620; NUR 616.

Units: 3 units.

NUR 632 Primary Care of Women & Children

This course prepares advanced practice nursing students to provide evidence-based, person-centered primary care to women and children within the context of the family across diverse community and clinical settings. Students integrate comprehensive women's health and pediatric assessments, diagnostic reasoning, and safe prescribing to manage common acute and chronic conditions from infancy through adolescence and from menarche through the climacteric. Emphasis is placed on health promotion and disease prevention, culturally responsive counseling, and addressing social determinants of health to advance equity for underserved populations. Supervised clinical experiences develop progressive proficiency in clinical judgment, documentation, interprofessional collaboration, and care coordination for obstetric/gynecologic and pediatric primary care.

Prerequisites: NUR 630; NUR 610; NUR 616; NUR 620.

Units: 6 units.

Skills/Clinical Hours: 180 lab/clinical hours.

NUR 633 FNP Practicum

This practicum provides supervised, immersive clinical practice that supports the transition to family nurse practitioner role performance in primary care across the lifespan. Using cumulative knowledge and experience from prior clinical courses, students perform comprehensive and focused assessments, apply advanced clinical reasoning to diagnostic decision-making, and implement evidence-based management plans for common acute,

chronic, and complex health conditions. Clinical experiences are further enhanced through exposure to diverse populations across the lifespan. Students also examine how legal, ethical, policy, and socioeconomic factors shape access, quality, and outcomes, and use outcome data and feedback to strengthen practice performance and professional development.

Prerequisites: NUR 630; NUR 632; NUR 610; NUR 616; NUR 620.

Units: 7 units.

Skills/Clinical Hours: 240 lab/clinical hours.

NUR 635 Nursing Research

This course prepares graduate nursing students to appraise, synthesize, and translate evidence to advance equitable, person-centered outcomes for underserved populations. Students develop and refine a directed project/research proposal grounded in a PICOT question, rigorous literature synthesis, and appropriate theoretical and methodological approaches. Emphasis is placed on ethical and regulatory protections, selection and critique of measures, feasible work plans and timelines, and analytic strategies that support practice improvement and systems-level decision-making. Students use evidence appraisal tools and scholarly writing to produce a proposal-ready product and communicate recommendations that strengthen quality, safety, and evidence-based practice.

Prerequisites: NUR 547; NUR 627; NUR 621 for ELM. NUR 627; NUR 621 for APRN.

Units: 3 units.

NUR 637 Advanced Psychopharmacology

This course prepares PMHNP students to apply advanced psychopharmacology knowledge to person-centered psychiatric care across the lifespan, with emphasis on culturally responsive prescribing in vulnerable and underserved populations. Students integrate pharmacokinetics, pharmacodynamics, pharmacogenetic and environmental considerations, and adverse-effect risk mitigation to formulate evidence-based medication plans. Clinical decision-making focuses on safety, monitoring, patient education, therapeutic outcomes, and ethical/legal dimensions of prescribing. Students also appraise complementary and alternative approaches for appropriateness, efficacy, and interactions to support shared decision-making and equitable access to mental health treatment.

Prerequisites: NUR 610; NUR 616.

Units: 2 units.

NUR 638 Individual Psychotherapy

This course prepares Psychiatric-Mental Health Nurse Practitioner students to deliver evidence-based individual psychotherapy across the lifespan using advanced

communication, comprehensive assessment, diagnostic reasoning, and person-centered treatment planning. Students develop case formulations grounded in theory and current evidence, select and adapt psychotherapeutic interventions to patient goals, culture, and social determinants of health, and evaluate psychotherapy outcomes over time. Emphasis is placed on ethical and professional boundaries, interprofessional collaboration, documentation, and clinical decision-making that integrates psychotherapy and psychopharmacology. Students also analyze how legal, policy, economic, and technology factors shape access, quality, and equity in mental health services for underserved populations.

Prerequisites: NUR 641; NUR 644; NUR 637.

Units: 6 units.

Skills/Clinical Hours: 135 lab/clinical hours.

NUR 639 Perspectives

This course analyzes how socioeconomic conditions, ethics, law, and health policy shape nursing practice and healthcare delivery across diverse settings. Students evaluate ethical theories and professional standards to address complex dilemmas in resource allocation, access, and equity for underserved populations. Emphasis is placed on the nurse's leadership role in policy advocacy, professional accountability, and interprofessional communication to influence systems-level decisions. Students apply structured ethical and legal reasoning to contemporary case scenarios, synthesize evidence to support position statements, and develop strategies to prevent or manage conflict in healthcare organizations.

Prerequisites: NUR 500; NUR 547 for ELM. NUR 628; NUR 642 for APRN.

Units: 3 units.

NUR 640 Psychotherapy with Groups and Families

This course prepares PMHNP learners to integrate advanced, evidence-based group and family psychotherapy approaches into psychiatric-mental health care across the lifespan. Learners apply systems and group process frameworks to conduct comprehensive assessments, formulate diagnoses, and develop person-centered plans of care that reflect cultural humility, ethical-legal standards, and the realities of contemporary care delivery. Emphasis is placed on therapeutic factors, change processes, and clinician skills that strengthen engagement, safety, and outcomes for individuals, families, and groups in diverse practice settings. Supervised clinical practice focuses on implementing and evaluating group and family interventions, collaborating with interprofessional partners, and optimizing care coordination for underserved and vulnerable populations.

Prerequisites: NUR 638.

Units: 4 units.

Skills/Clinical Hours: 90 lab/clinical hours.

NUR 641 Primary/Mental Health Care I

This course prepares Psychiatric-Mental Health Nurse Practitioner (PMHNP) students to deliver advanced, person-centered psychiatric care grounded in biopsychosocial nursing science. Students apply comprehensive psychiatric assessment skills, including screening tools and the mental status exam, to inform context-driven diagnostic reasoning and initial treatment planning for adults and older adults. Emphasis is placed on evidence-based psychiatric interventions, therapeutic communication, ethical and legal practice, and interprofessional collaboration to support recovery, safety, and health equity for underserved populations. Students strengthen clinical documentation and clinical judgment to promote quality care across settings and transitions.

Prerequisites: NUR 610; NUR 616; NUR 620.

Units: 4 units.

Skills/Clinical Hours: 150 lab/clinical hours.

NUR 642 Cultural Diversity

This course prepares graduate nursing students to deliver culturally responsive, person-centered care that advances equity for diverse and underserved populations. Students critically analyze transcultural nursing theories and applied frameworks (e.g., cultural humility and intersectionality) to guide comprehensive cultural assessment, therapeutic communication, and evidence-informed care planning across settings. Using population and social data, students evaluate health inequities and design culturally and linguistically responsive strategies that improve access, experience, and outcomes. Emphasis is placed on interprofessional partnership, ethical practice, and leadership actions that reduce disparities and support inclusive healthcare environments.

Prerequisites: NUR 500; NUR 546 for ELM. NUR 621; NUR 631 for APRN

Units: 3 units.

NUR 643 FNP Preparation

This course prepares Family Nurse Practitioner students to consolidate advanced practice knowledge and demonstrate readiness for national certification and transition to entry-level NP practice. Students engage in structured, evidence-based review and applied clinical reasoning activities that emphasize advanced assessment, diagnostic decision-making, evidence appraisal, and guideline-informed management across the lifespan. Learning experiences strengthen test-taking strategy, professional communication, and clinical judgment through interactive practice questions, case-based synthesis, and reflective performance analysis. The course reinforces person-centered, equitable care for underserved and diverse populations while supporting professional accountability and lifelong learning in advanced practice.

Prerequisites: NUR 630; NUR 632.

Units: 1 unit.

NUR 644 Primary/Mental Health Care II

This clinical practicum provides supervised direct patient care experiences in advanced psychiatric-mental health nursing focused on children and adolescents with acute and severe/persistent mental health conditions. Students integrate advanced assessment, diagnostic reasoning, and evidence-based treatment planning within culturally responsive, trauma-informed, and developmentally appropriate care. Emphasis is placed on safe psychopharmacologic decision-making, therapeutic communication, risk assessment, care coordination, and measurable outcome evaluation in collaboration with families and interprofessional teams. Practice experiences strengthen ethical and legal accountability, documentation quality, and leadership behaviors that advance health equity for underserved populations.

Prerequisites: NUR 641; NUR 637.

Units: 4 units.

Skills/Clinical Hours: 150 lab/clinical hours.

NUR 645 PMHNP Preparation

This course prepares PMHNP students to synthesize advanced practice role knowledge and apply certification-focused clinical reasoning as they transition to entry into psychiatric-mental health nurse practitioner practice. Students use structured self-assessment, evidence-based study strategies, and certification-style case analysis to strengthen clinical judgment, advanced communication, and ethical decision-making across diverse populations. The course emphasizes professional identity formation, interprofessional role clarity, and systems-based considerations for practice readiness, including regulatory requirements, quality and safety expectations, and practice management fundamentals. Learning activities support exam readiness while reinforcing accountable, equitable, and culturally responsive PMHNP practice aligned with current professional standards.

Prerequisites: NUR 641; NUR 644; NUR 638.

Units: 1 unit.

NUR 646 PMHNP Practicum

This practicum course prepares Psychiatric-Mental Health Nurse Practitioner students to deliver safe, evidence-based, person-centered psychiatric care in supervised clinical settings serving diverse and medically underserved communities. Students apply advanced assessment, diagnostic reasoning, psychotherapy, and psychopharmacology to develop and implement developmentally appropriate plans of care for individuals, families, and groups across the lifespan. Emphasis is placed on quality and safety in emergent and complex presentations, interprofessional collaboration, ethical-

legal decision-making, culturally responsive care, and practice management within healthcare systems. Students integrate health promotion, prevention, and care coordination to support equitable outcomes and continuity of care across settings.

Prerequisites: NUR 641; NUR 644; NUR 638.

Units: 7 units.

Skills/Clinical Hours: 180 lab/clinical hours.

DNP 701 Doctor of Nursing Practice Roles and Theory Development

This course prepares DNP learners to enact doctoral-level practice scholarship by examining the DNP role, competencies, and expectations for theory-guided, evidence-based quality improvement. Learners identify a practice problem situated in their organizational context, develop a PICOT-informed inquiry, and evaluate the fit of conceptual models and theories to guide project design. Using systematic search strategies, learners critically appraise, synthesize, and organize evidence to justify the problem's significance and to inform an implementation-ready project foundation. Emphasis is placed on distinguishing research, evidence-based practice, and quality improvement; constructing conceptual definitions and concept analyses; and applying informatics tools to support evidence synthesis and clinical scholarship that advances equitable outcomes for diverse and underserved populations.

Prerequisites: Admission to APRN-to-DNP pathway; MSN with APRN certification.

Units: 4 units.

DNP 703 Information Systems for Quality Improvement of Patient Care

This course develops DNP learners' ability to use health information systems and analytic tools to plan, implement, and evaluate quality improvement and patient safety initiatives. Learners apply quality improvement and high-reliability frameworks to a practice-identified problem; select measures and data sources; and use software-enabled analysis to monitor outcomes for patients, populations, and the workforce. Emphasis is placed on interprofessional collaboration, organizational change, and the ethical, secure use of informatics to support risk reduction, performance surveillance, and sustainable improvements across community and healthcare settings.

Prerequisites: DNP 707; DNP 729.

Units: 3 units.

DNP 707 Data Analysis for Evidenced Based Practice

This course prepares Doctor of Nursing Practice learners to apply advanced quantitative and qualitative analytic approaches to evidence-based quality improvement and practice transformation. Learners critically appraise research and quality improvement evidence, select and

justify appropriate analytic strategies, and use statistical and textual analysis software to manage and analyze DNP project data. Emphasis is placed on generating actionable insights that support equitable outcomes for underserved populations, monitoring implementation progress using data, and translating findings into system-level recommendations. Learners collaborate with interprofessional stakeholders to communicate results, support decision-making, and develop dissemination and sustainability strategies aligned with organizational priorities and AACN Essentials competencies in scholarship, informatics, quality, and systems-based practice.

Prerequisites: DNP 701 for APRN-to-DNP Pathway. DNP 710; DNP 730 for Non-APRN-to-DNP Pathway.

Units: 4 units.

DNP 710 Doctor of Nursing Practice and Theory Development Practicum

This practicum course prepares Doctor of Nursing Practice learners to develop the scholarly identity, theoretical foundation, and evidence-based inquiry skills required for doctoral project work. Learners examine the advanced roles and competencies of the DNP-prepared nurse; analyze theoretical, conceptual, and empirical sources of knowledge; and apply theory to the identification of clinically relevant organizational or practice problems. Through guided practicum experiences, learners conduct focused literature appraisal, refine a project-ready practice question, and align evidence, theory, and quality improvement principles to support equitable, practice-based change for diverse and underserved populations.

Prerequisites: Admission to Non-APRN-to-DNP pathway; MSN.

Units: 6 units.

Skills/Clinical Hours: 135 lab/clinical hours.

DNP 711 Quality Improvement and Management for Research and Practice

This course prepares Doctor of Nursing Practice learners to design an evidence-based quality improvement (QI) project plan and demonstrate implementation readiness in a healthcare setting. Learners apply improvement science, systems thinking, and ethical scholarship to refine a practice problem; align the project with organizational priorities; and establish feasible measures for outcomes, process, and sustainability. Through supervised practicum experiences, learners collaborate with preceptors and interprofessional stakeholders to document clinical hours, coordinate project roles and resources, and prepare required regulatory submissions, including site and university IRB materials. Emphasis is placed on equity-centered practice change, data-informed decision-making, and clear scholarly communication to support DNP project progression.

Prerequisites: DNP 701; DNP 729 for APRN-to-DNP Pathway. DNP 710; DNP 720; DNP 730 for Non-APRN-to-DNP Pathway.

Units: 5 units.

Skills/Clinical Hours: 180 lab/clinical hours.

DNP 720 Health Care Organizational System Leadership/Practicum

This practicum course prepares Doctor of Nursing Practice learners to lead systems-level organizational assessment, strategic planning, and practice transformation in complex healthcare environments. Learners analyze organizational culture, leadership and change theories, governance structures, interprofessional partnerships, and policy influences to identify system needs and design evidence-based leadership strategies. Through supervised practicum experiences, learners synthesize evidence, engage stakeholders, and develop sustainable action plans that strengthen quality, safety, equity, accountability, and population health outcomes for diverse and underserved communities.

Prerequisites: Admission to Non-APRN-to-DNP pathway.

Units: 5 units.

Skills/Clinical Hours: 135 lab/clinical hours.

DNP 721 Health Care Financial System Management/Practicum

This practicum course prepares Doctor of Nursing Practice learners to lead the application of financial and economic principles in healthcare system management and sustainable practice transformation. Learners analyze reimbursement structures, budgeting approaches, cost-effectiveness, return on investment, and resource allocation strategies to guide fiscally responsible decisions in complex care environments. Through applied practicum experiences, learners develop business cases, evaluate organizational and population-level financial implications of quality improvement initiatives, and communicate evidence-based fiscal strategies that support efficiency, equity, accountability, and long-term value for underserved populations.

Prerequisites: DNP 720.

Units: 5 units.

Skills/Clinical Hours: 135 lab/clinical hours.

DNP 725 Interprofessional Practice and Research

This course prepares Doctor of Nursing Practice (DNP) learners to lead and evaluate interprofessional partnerships that advance evidence-based, equitable, and person-centered outcomes. Learners analyze role clarity, team dynamics, and collaborative practice models that influence quality, safety, and healing work environments in diverse health systems serving underserved populations. Using improvement science and practice scholarship, learners apply communication and conflict

resolution strategies to strengthen accountability and team performance during DNP project planning and implementation. Emphasis is placed on systems-level decision making, ethical collaboration, and translation of evidence into sustainable practice change through engagement with stakeholders in real-world settings.

Prerequisites: DNP 701; DNP 707 for APRN-to-DNP Pathway. DNP 707; DNP 710 for Non-APRN-to-DNP Pathway.

Units: 3 units.

DNP 728 Seminar on Evidenced Based Quality Improvement for Scholarship and Practice

This course supports doctoral-level implementation and evaluation of a DNP evidence-based practice quality improvement (EBPQI) project within a healthcare system. Students complete 270 supervised direct practicum hours in collaboration with a preceptor and project stakeholders to operationalize an implementation plan, monitor outcomes, and adapt strategies using improvement science and systems thinking. Emphasis is placed on ethical project execution, data-driven decision-making, and use of informatics to track quality and safety metrics and equity-relevant outcomes for underserved populations. The signature deliverable is a comprehensive draft of the final DNP project paper demonstrating scholarly synthesis, evaluation of outcomes, and readiness for dissemination and sustainability planning.

Prerequisites: DNP 711; DNP 707 for APRN-to-DNP Pathway. DNP 711; DNP 707 for Non-APRN-to-DNP Pathway.

Units: 7 units.

Skills/Clinical Hours: 270 lab/clinical hours.

DNP 729 Health Care Organizational System Leadership and Financial Management

This course prepares Doctor of Nursing Practice (DNP) learners to lead practice transformation in complex health systems by integrating systems thinking, quality and safety science, and financial stewardship. Learners analyze organizational culture, governance, and performance metrics to evaluate safety threats, nurse-sensitive outcomes, and regulatory expectations across care settings serving diverse populations. Using value-based purchasing and reimbursement principles, learners appraise funding sources, budgeting strategies, and cost drivers to inform resource allocation and sustainability. Emphasis is placed on interprofessional collaboration, shared governance, and data-informed decision-making to design system-level improvement strategies that reduce harm, strengthen quality outcomes, and demonstrate fiscal accountability.

Prerequisites: Admission to APRN-to-DNP pathway.

Units: 4 units.

DNP 730 Information Systems for Quality Improvement of Patient Care

This practicum course prepares Doctor of Nursing Practice learners to lead the strategic use of health information systems, data analytics, and digital technologies to advance quality, safety, and evidence-based decision-making in complex healthcare settings. Learners evaluate data infrastructure, electronic health records, clinical decision-support tools, and interoperability challenges to identify system needs and guide sustainable improvement. Emphasis is placed on ethical, legal, and regulatory stewardship of health information, integration of clinical, financial, and organizational data, and leadership of technology-enabled change that promotes equity, accountability, and high-reliability care for diverse and underserved populations.

Prerequisites: DNP 710; DNP 720.

Units: 6 units.

Skills/Clinical Hours: 135 lab/clinical hours.

DNP 731 Health Care Policy Analysis and Advocacy

This course prepares Doctor of Nursing Practice learners to evaluate and influence health policy through ethical reasoning, legal and regulatory analysis, and systems-based decision-making. Learners compare U.S. and international health systems, examine how policies are developed and implemented, and appraise the economic and quality implications of policy choices. Emphasis is placed on applying the ANA Code of Ethics to policy dilemmas, analyzing malpractice and risk mitigation, and assessing how regulatory and accreditation bodies shape safety and accountability. Using evidence-based policy analysis and structured debate, learners develop an advocacy position paper that integrates ethical, legal, legislative, and economic considerations to advance health equity for diverse and underserved populations.

Prerequisites: DNP 729; DNP 728 for APRN-to-DNP Pathway. DNP 720; DNP 721 for Non-APRN-to-DNP Pathway.

Units: 3 units.

DNP 735 Clinical Prevention and Interventions for Population Health

This course prepares DNP learners to lead evidence-based prevention and intervention strategies that improve equitable population health outcomes while advancing the DNP clinical project. Learners apply translational science, population health analytics, and systems-based thinking to select, implement, and evaluate an evidence-based population-focused intervention in collaboration with practice partners. Emphasis is placed on ethical, culturally responsive, and policy-aware decision-making that addresses social determinants of health, reduces inequities, and supports quality and safety. Supervised practicum (90 direct clinical hours) supports

implementation activities, interdisciplinary collaboration, outcome monitoring, and refinement of the DNP project intervention and evaluation plan.

Prerequisites: DNP 711; DNP 728 for APRN-to-DNP Pathway. DNP 711; DNP 728 for Non-APRN-to-DNP Pathway.

Units: 3 units.

DNP 739 Project Residency

This culminating residency course immerses Doctor of Nursing Practice students in implementation, evaluation, and dissemination of an evidence-based practice quality improvement project developed in partnership with a healthcare system or community agency. Students apply advanced clinical judgment, systems thinking, and implementation strategies to achieve measurable outcomes that advance health equity and improve quality and safety for underserved populations. Through structured practicum engagement and interprofessional collaboration, students synthesize outcome data, refine the scholarly manuscript, and prepare professional dissemination products to support sustainability and practice change.

Prerequisites: DNP 728; DNP 725; DNP 707.

Units: 4 units.

Skills/Clinical Hours: 90 lab/clinical hours.

University Holidays 2026 – 2027

Campus Closed

Labor Day	September 7
Veterans Day	November 11
Thanksgiving Day	November 26
Friday after Thanksgiving Day	November 27
University Holiday Closure	December 21 - January 1
Martin Luther King Day	January 18
President's Day Observed	February 15
Spring Break (No Classes, Campus Open)	March 8-12
Farmworkers' Day	March 31
Memorial Day	May 31
Juneteenth Day	June 18 (observed)
Independence Day Observed	July 5 (observed)

Key Telephone Numbers

Main Campus Number

(323) 563-4800

Office of the President
(323) 563-4987

Office of the Provost
(323) 563-4927

College of Science and Health
(323) 563-5851

College of Medicine
(323) 563-4991

Mervyn M. Dymally College of Nursing
(323) 568-3301

Office of Admissions
(323) 563-4839

Office of Financial Aid and Scholarships
(323) 563-4824

Office of Student Life
(323) 563-4802

Office of the Registrar
(323) 563-4839

Office of Medical Student Affairs
(323) 563-5956

Office of Academic Senate
(323) 563-5978

Office of Finance
(323) 563-5836

Office of Human Resources
(323) 563-5827

Office of Research
(323) 249-5702

Office of Information Systems / Helpdesk
(323) 563-4990

Office of Continuing Medical Education
(323) 563-4975

Office of Graduate Medical Education
(323) 563-9373

CDU Health Sciences Library
(323) 563-4871

Division of Student Affairs
(323) 563-4839

Office of Campus Safety
(323) 563-4918

After Hours and Weekends
(323) 326-4859

Student Health and Wellness
(323) 357-3426

Location

Charles R. Drew University is located at 1731 East 120th Street in Los Angeles, California, about a 16-minute drive from Los Angeles International Airport. There is easy access to the campus from the Glenn Anderson Freeway (I-105) off the Wilmington Avenue exit.

Travel Directions

University Mailing Address

1731 East 120th Street
Los Angeles, CA 90059

University Physical Address

1730 E. 118th Street
Los Angeles, CA 90059

FREE parking is available in the PARKING STRUCTURE located adjacent to campus on 118th Street

Facility

The main campus is on approximately 11 acres of land within the unincorporated area of Willowbrook in South Los Angeles. Currently, the university campus is composed of four permanent two-story buildings and several smaller facilities, including some temporary buildings. The W.M. Keck Foundation building houses COSH program offices, teaching laboratories, simulation space and classrooms. The W. Montague Cobb Medical Education building houses university administrative offices, Clinical Simulation Center, and administrative offices. The Life Sciences Research and Nursing Education (LSRNE) building is a 63,922-square-foot, two-story building that houses the MMDCON administrative offices, a clinical simulation center, three classrooms, a computer lab, a learning resource center, and research facilities. There are two state-of-the art clinical science simulation/education technology centers; and numerous resources and facilities supporting biomedical, clinical, and translational research for faculty and students. The Health Professions Education Building, the new home of the CDU College of Medicine.

Campus Map



1. Avls & Mark Ridley Thomas Wellness Center

2. Student Center

- Admissions
- Enrollment Management Services
- Financial Aid
- International Affairs
- Pipeline & Pathways Program
- Registrar's Office
- Student Lounge

3. W.M. Keck Building

- College of Science and Health

4. Keck Lecture Hall (Auditorium)

5. Building N

- Strategic Advancement (Development, Communications, and Alumni Relations)

6. W. Montague Cobb Medical Education Building

(Cobb West)

- Campus Safety / Information Booth
- College of Medicine
- Information Technology
- Office of Finance
- Sponsored Programs

6. W. Montague Cobb Medical Education Building

(Cobb East)

- Academic Senate
- Cobb Board Room
- Human Resources
- Health Life Sciences Library
- Office of the Provost
- Payroll
- Risk Management
- Strategic Advancement (Executive Office)

7. Life Sciences Research & Nursing Education Building

(LSRNE North)

- National Research Institute
- Research
- Shipping & Receiving / Mail Room

(LSRNE South)

- Mervyn M. Dymally College of Nursing
- LSRNE Board Room

8. Parking

- 8a Parking Garage
- 8b Open Lot and Charging Stations
- 8c Overflow Parking (118th Street & Compton Ave)
- 8d LSRNE Disabled Parking Only
- 8e Grand Entrance limited temporary parking
- 8f Student Center Visitor Parking

9. Building D

- Campus Safety & Security Offices
- Facilities Offices (Maintenance and Custodial Services)

Building M

- Drew CARES
- Building J & K Offices

10. Health Professions Education Building (HPEB)

University Catalog Committee

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