2022-2023 ACADEMIC CATALOG

A PRIVATE UNIVERSITY
WITH A *Public Mission*.

Charles R. Drew University
of Medicine and Science

ACCREDITATION

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

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

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

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

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

COVID VACCINATION

Charles R. Drew University of Medicine and Science requires all students to be vaccinated 14 days prior to August 27, 2022. For exemption form, go to https://www.cdrewu.edu/Return-to-Campus

EDUCATION COVID-19 EMERGENCY

With the exception of courses or programs that are designed primarily for online delivery, the delivery of CDU courses, for the most part, are based on a hybrid format, which means at least one class may be held remotely. Increasingly, course delivery and student performance assessments are taking advantage of modern technology to provide both face-to-face and online experiences for students. However, during an emergency that requires campus closure such as the unprecedented health crisis caused by COVID-19, all instruction may be delivered remotely for as long as the University Administration deems necessary to address the emergency.

VETERANS ADMINISTRATION

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

NON-DISCRIMINATION POLICY

Charles R. Drew University of Medicine and Science 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 2022 through Summer Semester 2023.

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 addition. 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.

Charles R. Drew University of Medicine and Science

University Catalog 2022 - 2023

Community • Leadership • Excellence • Diversity • Integrity • Compassion

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

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

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

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

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

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

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

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

A Message from the President

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

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

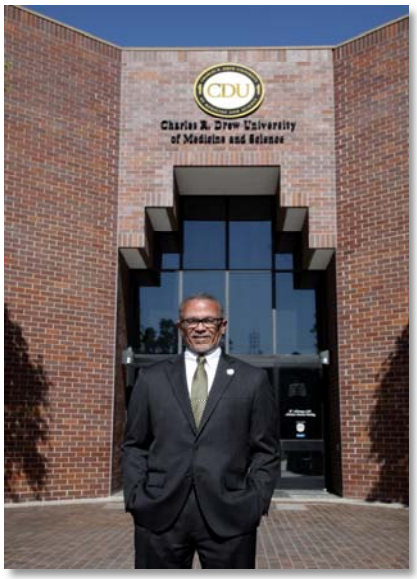
"Education, our Fundamental Resource"– McCone Commission 1965
At CDU, we are committed to academic excellence, and we believe our work here has never been simply for private use, but always for public good. CDU is devoted to preparing future health professionals to lead and advance care in their respective fields. We are committed to ensuring we graduate a diverse body of outstanding students who will become leaders in transforming the quality of healthcare services. We educate our students to provide culturally appropriate care with excellence and compassion. The constantly changing demographics in our community and beyond make it more important than ever for our students to be knowledgeable about and sensitive to the differences in health theories, systems, and practices among the many different cultures represented in today's patient population and community.

CDU faculty and staff ensure that our students gain the relevant skills needed to succeed in today's 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 Services.

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



David M. Carlisle, MD, PhD
President and CEO

A Message from the Provost

Dear Students:

A hearty welcome to all the students of Charles R. Drew University of Medicine and Science. Students are drawn to CDU's vision of "excellent health and wellness for all in a world without health disparities" and our mission to serve under-resourced, diverse communities. We are delighted to have you with us.

The CDU Advantage features five areas of concentration that are woven through the curriculum of every undergraduate and graduate program:

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

In every course of study, the CDU Advantage serves our goal to empower you, affirm you, and provide you the tools you will need as leaders in healthcare who embody the CDU values of Community, Leadership, Excellence, Diversity, Integrity, and Compassion.

This catalog is your guide to the courses that will be the building blocks of your education. It is also chock full of all the rules and regulations and other the information you will want as you navigate the complex place an institution of medical sciences inevitably is. But then don't forget all the things it doesn't contain, such as the extracurricular engagements and the interactions with your classmates, faculty and CDU staff, that will make up the totality of your CDU experience. I hope your matriculation at CDU leads to a love of lifelong learning and ever greater commitment to building a better world.

Sylvia Manning, PhD
Interim Provost

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A Message from the President of the Academic Senate

On behalf of the Academic Senate of Charles R. Drew University of Medicine and Science, I welcome you to our campus. You will find that CDU is a special place. We are a student centered University dedicated to social justice and health equity for our under resourced populations. Our commitment is to provide you with an outstanding education through instruction, research, clinical, and community engagement opportunities. You will experience caring and mentoring faculty that are committed to your academic success. CDU faculty perform world class research that is having a positive impact on our community's health care needs. As we emerge from the Covid-19 epidemic, we are committed to providing you with a safe environment for your educational journey. The Academic Senate represents the voice of your faculty and we want you to be heard in the governance of CDU. We strongly promote leadership skills and we encourage you to participate in student led organizations. We look forward to working with you to make your experience at CDU rewarding in your journey to a health care career.

Thank you for being a part of CDU!

Sincerely,

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

University Colors

The University colors are black and gold.

CDU COVID-19 Vaccination

CDU will require COVID-19 vaccination in Fall semester 2022 subject to limited exceptions and exemptions. The University will also require you to upload proof of COVID-19 vaccination to the Qualtrics Daily Health Screening tool. Non-compliance will result in a stop on Fall 2022 and future registration.

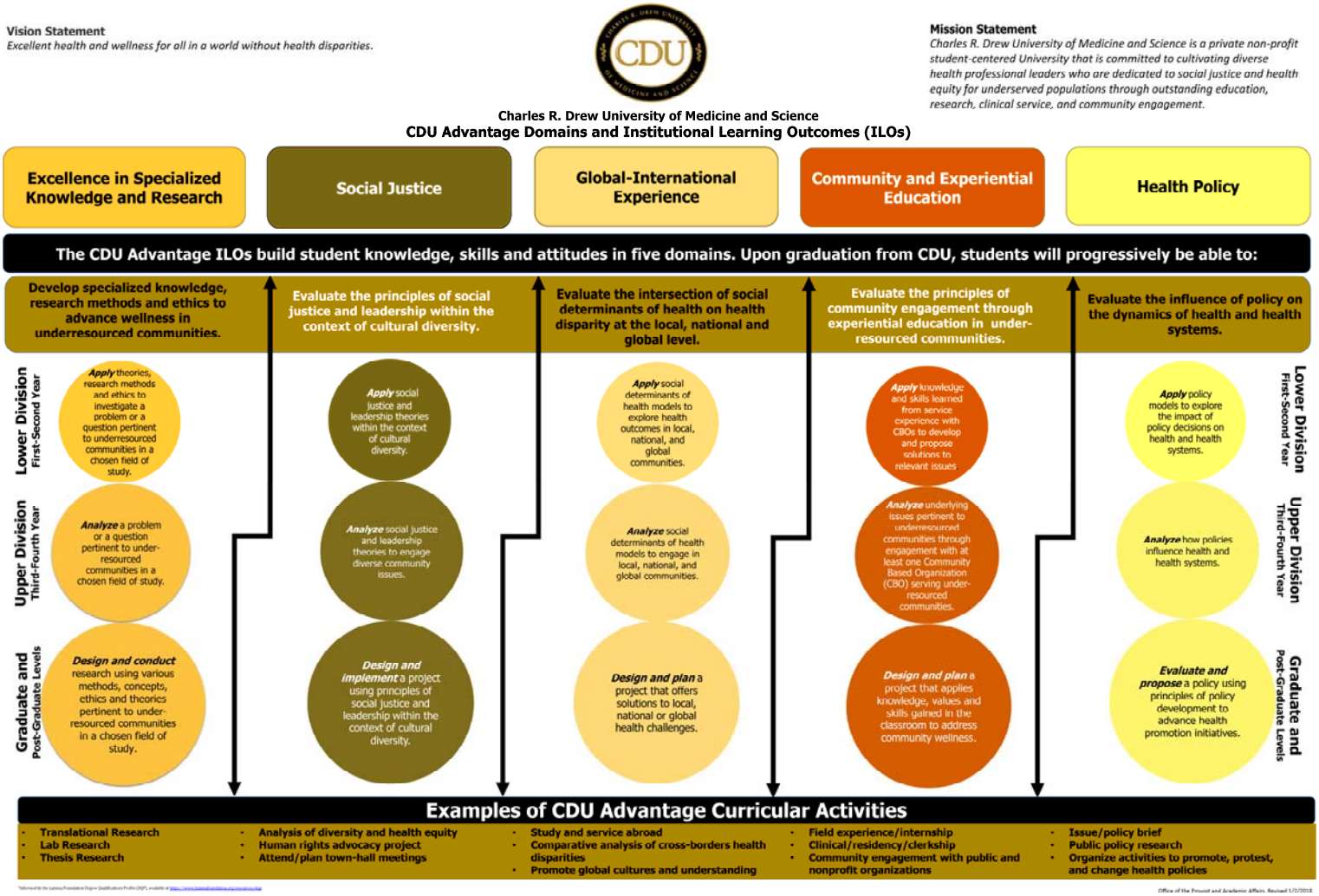
CDU Community Responsibility Acknowledgement

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.

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



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 commonalties. 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.

Saturday Science

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, the King/Drew Medical Magnet High School, (CDU) flagship pipeline program, and the *Saturday Science Academy (SSA-II)*

Saturday Science Academy

- *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 8-week learning-intense programmatic phases throughout the academic school year, 1) Human Anatomy and Physiology, 2) Marine Biology and Plant Life, 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. In 2017, the 227 SSA-II youth served were 81.2% African-American and 10.7% Latino/Hispanic: 61% female and 39% male. 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.

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 Registration and Records. Duplicate or replacement diplomas and certificates may be requested in writing from the Registrar. There is a fee charged for each duplicate diploma or certificate.

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 in 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**	**Three Quarters Time**	**Half Time**	**Less than Half Time**
Associate	12 or more units	11 to 9 units	8 to 6 units	5 or less
Bachelors	12 or more units	11 to 9 units	8 to 6 units	5 or less
Certificate	12 or more units	11 to 9 units	8 to 6 units	5 or less
Graduate Academic Load				
Masters	9 or more units	N/A	8 to 6 units	5 or less
Certificate	9 or more units	N/A	8 to 6 units	5 or less

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.

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"; 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 place on their acceptance.

Academic Dismissal†

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

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

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

Students experiencing academic difficulty are encouraged to enter into a Learning Contract with their Advisor to identify problem areas and develop a strategy to achieve academic/course requirements.

A graduate student may be placed on probation, or may be 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 their advisor to discuss strategies to achieve and maintain a "B" average. Students on probation at the close of their last semester remain on probation.

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

Satisfactory Academic Progress†

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

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

1. CGPA of 2.0 for undergraduate programs; 3.0 for graduate programs

2. CR of 67% (total successful completed credit hours divided by your attempted credit hour)

3. Completion of the program without attempting more than 200% of the credits in the program (students cannot receive financial assistance for periods of enrollment beyond 150% of the average published program length).

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

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

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

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

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

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

Procedure when placed on Warning

1. At end of each semester, the Office of Registration and Records will identify 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 Financial Aid and Scholarships and to Program Directors.
2. Undergraduate students will be placed on Academic Warning and graduate students Academic Probation.
3. Students are required to meet with their Program Directors to discuss the necessary steps to successfully achieve the SAP standards at the end of the next semester. The student and Program Director will complete an Academic Plan that details what is expected of the student.
4. If undergraduate student does not meet the requirements of SAP at the end of the next semester, the student will be placed on Probation. See steps below.

Procedure when placed on Probation

1. The Office of Registration and Records will identify students on warning who have not met the minimum SAP requirements for a second semester. An academic hold will be placed on the student account. Official notification will be sent to students at their CDU email. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Financial Aid and Scholarships, Retention coordinator, and to Program Directors or MMDSON Director of Student Affairs.
2. A student who is placed on probation for violating the Satisfactory Academic Progress policy must appeal in writing to the Program Director (COSH) or the MMDSON Director of Student Affairs (SON) before the start of the following semester. The written appeal must state the mitigating circumstances that contributed to the 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 he or she will be able to meet satisfactory academic progress, if the appeal is approved.
3. The student is required to meet with their Program Director or MMDSON Dir. Of Student Affairs and an Academic Plan must be completed. The plan should outline the necessary steps that need to be taken, including the number of credits required to complete, and the required CGPA. The plan also needs to verify that the student has not violated the 150% rule and that the student has completed a minimum of 67% of the credits attempted.

4. A copy of the plan MUST be provided to the Office of Registration and Records, Retention Coordinator and the Office of Financial Aid and Scholarships. Until such time the plan is received in these offices, a hold will remain on the student account.
5. The academic plan is a multi-semester plan that requires students to successfully complete a certain number of units per semester, or earn a specific semester GPA so as to meet SAP requirements by a particular point in time.
6. Continued receipt of Financial Aid while on probation requires the submission of an official appeal and the Academic Plan.

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

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

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

Dismissal

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

Attendance

Charles R. Drew University of Medicine and Science is an attendance-taking institution. Students are expected to attend classes 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 3 should report to the Office of Registration and Records 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.

The instructor shall have the authority to execute an Administrative Drop for any student who is absent three (3) or more consecutive class meetings without instructor approval. The student must make every effort to dialog with the instructor regarding his/her absence.

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

Administrative Drops will be processed as follows:

1. Within the first two (2) weeks of the term, the student will be dropped without record of enrollment.

2. After week two (2) and before the published deadline to withdraw, a grade of "W" shall be recorded on the student's record.

3. After the published deadline to withdraw, the grade of "U" shall be recorded on the student's record.

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

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

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

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

Tardiness
Tardiness by students is discouraged in both didactic courses and on clinical rotations. Each 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.

Leave of Absence
Students on an 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 180 days in a 12-month period without having to re-apply to the university.

For undergraduates, 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 are related to a student's degree studies. Situations that are considered an 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 a 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 indicate 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 absences 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 member, personal travel, professional opportunity to supplement their studies with practical experience, and participation in a nonacademic program.

A Leave of Absence (LOA) may be granted through the individual academic programs. The student must be in good academic standing (unless a mitigating circumstance is established) and fully accepted to the University prior to requesting the LOA, without any outstanding provisions of a conditional acceptance. To comply with Federal Department of Education requirements, a leave of absence is limited to 180 days, inclusive of approved extensions.

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 all applicable offices and departments including their academic advisor, the Registrar, Financial Aid and student services to fulfill their pending obligations.

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 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 in order 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 his/her 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 Registration and Records for processing.
- 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 the LOA on their financial aid eligibility and loan repayment status.

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, he/she will be administratively withdrawn from the university and will be required to reapply for admission under the degree requirement in effect at the time of readmission. See Readmission policy.

Classification of Students
Freshman: An undergraduate student who has completed less than 30 units.

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

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

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

The residency requirement for all one-year Bachelor of Science clinical completion and Master's degree programs varies by program. See the Master of Science in Biomedical Sciences program, Physician Assistant program, Urban Public Health program, or Nursing program sections of this Catalog for details.

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.

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.

Graduate Readmission Policy
A student who leaves the university without obtaining a formal leave of absence from graduate study is not automatically readmitted. A student wishing to apply for readmission to a graduate degree program must first get the recommendation of the department chair or program director and submit an Application for Readmission to the dean of the degree program. However, if the cumulative GPA is below 3.0, or if readmission is sought after more than two years of an unapproved absence, the Application for Readmission must be sent to the Provost for approval.

The readmission approval process must be completed by the first day of classes for 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. 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. Students seeking readmission after an absence of more than 10 years may be required to re-apply to the university.

A student may not be readmitted into a program of study that has been terminated/ discontinued. The student must either be subject to retroactive enrollment or admission to the new program of study with the corresponding catalog requirements.

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.

Program of Study Reactivation Policy
Students who have failed to attempt course work for at least one semester within an academic year without filing a Leave of Absence form will have their Program of Study expired. Returning undergraduates will be required to meet with their department adviser and complete and sign a Program of Study Reactivation form before registration will be permitted. Undergraduate students who wish to return will be governed by applicable university policies, including the continuous enrollment requirement. Students who have not attempted course work for more than a year, must reapply to the program.

Required Enrollment for Culminating Student
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 be 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.

Undergraduate and graduate 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 physician certification); or

2. The student has encountered family illness or extenuating circumstances (e.g., death in the family or financial hardship). The student must provide documentation to support the request.

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

Grade Change

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

Grade Point Average

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

University Grading System

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

A	Excellent	4.0
A-	Excellent	3.7
B+	Above Average	3.3
B	Above Average	3.0
B-	Above Average	2.7
C+	Average	2.33
C	Average	2.00
C-	Below Average	1.7
D+	Below Average	1.3
D	Below Average	1.0
D-	Below Average	0.7
F	Failure	0.00
U	Unauthorized Withdrawal	0.00
P^	Pass	
F^	Fail	
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 4 weeks. RD grades not resolved after 4 weeks of grade posting will convert to "F". The "RD" is not included in calculations of grade point average.

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 Urban Public Health (UPH) program, **RP** grades not resolved within three (3) consecutive semesters from the first time of enrollment in the course will convert to "F" and the student will have to re-register for the course in the following semester. The "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 an F

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

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

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

Graduation Requirements

Undergraduate students must receive a grade of C or better in all major courses to remain in good academic standing. A grade of C- is unsatisfactory for financial aid and program promotion. Although grades of C- and lower are included in the GPA some programs may not allow courses to satisfy degree requirements in which the student receives a grade below C. See the program pages in this Catalog for specific program policies.
All undergraduates must meet *the minimum* GPA requirement of 2.0 in order to earn a degree. Some programs have higher GPA requirements. See the specific program requirements in this Catalog.

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

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 documentation; even if it is the name you go by.
10. 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 change 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 and documentation of such circumstances must be attached to the *Contract for Assignment of Incomplete Grade.* Completion of the course is determined by the instructor of record following discussion with the student. Only students in good academic standing and without professional issues can be awarded an incomplete grade for a course.

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

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

The instructor must submit the *Contract for Assignment of Incomplete Grade* and documentation of mitigating circumstances to the Registrar's Office within 5 days of approving the *Contract for Assignment of Incomplete Grade*. All portions of the form must be complete before submittal, including the student signature agreeing to comply with the terms of the Incomplete. Requests will not be processed until the completed form is submitted. An Incomplete, not removed within one academic semester, will be converted to an "F." Exceptions to this rule due to serious, protracted illness or other documented extenuating circumstances may be granted by the Dean's Office upon petition by the student prior to the end of the academic semester in which the incomplete record should have been reconciled.

Independent/Directed Study

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

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

Maximum Time to Degree Completion

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

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

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

	University Maximum Time to Completion (200%)	Maximum Time To Remain Federal Aid Eligible (150%)
Associate Degree	4 years	3 years
Bachelor Degree	8 years	6 years
Master of Health Science, Physician Assistant	4.5 years	3.5 years
Master of Science, Nursing (FNP)	2.6 years	2 years
Master of Science, Nursing (ELM)	4 years	3 years
Master of Public Health	3.3 years	2.5 years
Master of Science, Biomedical Sciences	2 years	1.5 years
Post-Baccalaureate Certificate	2 years	1.5 years
Graduate Certificate	2.6 years	2 years

Course Repeat Policy†

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

Undergraduate students may repeat courses in which grades of less than "C" were earned (for Biomedical Science courses, a grade of "D-" may be repeated). An exception for the Prelicensure BSN as grades of less than "B" will have to 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.

School of Nursing

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

Physician Assistant

PA program does not allow repeating course 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, with the exception of the Prelicensure BSN. 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

The dagger mark (†) indicates an error correction in the section.

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.

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 quarters of program start. If the student does not submit all transcripts by the end of the second semester, he/she will not be certified for the use of VA education benefits until transcripts are submitted and reviewed. Veteran students using education benefits are not permitted to opt out of prior credit evaluation. 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 approve for educational benefits at https://inquiry.vba.va.gov/weamspub/buildSearchInstitutionCriteria.do.

Maximum Transfer Credit†

- The maximum transfer credit acceptable for the associate degree is up to 50% of the total units required for the program.
- 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 84 units can be transferred in for the RN to BSN program in the School of Nursing.
- A maximum of 12 units can be transferred toward the Master of Science degree in Nursing
- A maximum of 49 units can be transferred in for the Prelicensure BSN program in the School of Nursing.
- A maximum of 9 units can be transferred to the Master of Public Health degree in Urban Public Health and the Master of Science in Biomedical Sciences.
- A maximum of 63 units can be transferred into the BS- Biomedical Sciences,
- A maximum of 60 can be transferred into the BS- Public Health,
- 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.

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, he/she will not be certified for the use of VA education benefits until transcripts are submitted and reviewed.

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

Department of Veteran Affairs Benefits

The Veteran's Administration (VA) requires all entering veterans to be formally admitted to the University in a VA approved education program before becoming eligible to receive VA benefits. Please visit WEAMS (http://inquiry.vba.va.gov/weamspub/buildSearchInstit

The dagger mark (†) indicates an error correction in the section.

utionCriteria.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 Enrollment Management in order to be evaluated for credit

Credit: Charles R Drew University of Medicine and Science (CDU) awards a 3 semester unit credit (exceptions: 2 unit credit for computer science or 4 unit credit, 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). 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. List of AP examination and the corresponding course requirement fulfilled

AP Examination	Fulfills Requirement
Art History	GE Category C1
Biology	GE Category B1
Calculus BC	GE Category B3
Chemistry	GE Category B2
Computer Science A	GE Category B4
English Language and Composition	GE Category A1
Physics 1	GE Category B2
Physics 2	GE Category B2
Psychology	GE Category D3
Statistics	GE Category B3 or Program or elective credit for Statistics for Research
Spanish Language and Culture	Program or elective credit Introduction to Spanish
United States Government and Politics	GE Category
United States History	GE Category

Restrictions:

1. No credit is given for projected scores, partial scores or sub scores, e.g., Calculus AB Sub score.
2. AP scores do not earn CDU course equivalence.
3. Students may not receive credit for both an AP examination (or 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.
4. Students may receive a combined maximum of 32 credit units for College Board AP examinations (this maximum includes combined AP, IB, and or other international examinations) taken before 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 not withstanding 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:
   - Bachelor of Science, Biomedical Science (BMS) maximum 63 transferrable units
   - Bachelor of Science, Nursing (RN to BSN) maximum 84 transferrable units

- Bachelor of Science, Public Health (BSPH) maximum 60 transferrable units
- Bachelor of Science, Radiologic Science (RAD) maximum 36 transferrable units

Or maximum allowed within a specific articulation agreement or dual degree academic plan.

Admission Procedures and Policies

The Enrollment Management department is located in the Student Center building. To reach the office, please call (323) 563-4839 or **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 requires that all verified SOPHAS applications be received by March 1 through the online Schools of Public Health Applications Service (SOPHAS) program.

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

The Enhanced Post Baccalaureate Pre-Medicine and Master of Science, Biomedical Sciences requires applications submitted in the Centralized Application Service for PostBacc and MS Biomedical Sciences, PostBacCAS. All applications and supporting materials should be completed and submitted through PostBacCAS.

The Doctor of Nursing Practice, Bachelor of Science in Nursing, RN to BSN programs requires applications submitted in the Centralized Application Service for Nursing programs (NursingCAS). The BS in Nursing applications and RN to BSN can also be submitted through CDU's CRM system.

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 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 30th**	**November 30th**	**April 30th**

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 www.fafsa.ed.gov. In order to access personal information on the www.fafsa.ed.gov site and to sign the FAFSA online, applicants must first obtain a PIN# (a 4-digit number that is used in combination with the Social Security Number, name and date of birth to identify the applicant as someone who has the right to access his/her personal information on www.fafsa.ed.gov.) Students who are ineligible for Federal Student Aid are encouraged to complete a California DREAM Application online at www.csac.ca.gov

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

a. Application files completed after the published deadline will be forwarded to the academic department as they are completed and will be considered for acceptance on a space-available basis. If the cohort is filled, accepted applicants will be placed on a wait list 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 (2) 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 Enrollment Management with a completed Admissions Decision Form.

    a. For applicants who are accepted or provisionally accepted to an academic degree program, the Office of Enrollment Management will mail 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 Enrollment Management 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 Enrollment Management will mail or email letters regarding the status within 1 to
    2 business days of receiving decisions from the academic department.

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

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

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

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

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 of Radiologic Technology

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

Application Requirements:

- $50 application fee
- Official transcripts from all schools attended
- Minimum GPA of a 2.5 on a 4.0 scale
- Complete all prerequisite courses with a grade of "C" or better prior to matriculation. All science courses must be taken within (7) years of the submission of application.
    - Medical Terminology (3 units)
    - Anatomy and Physiology (4 units w/lab)
    - Elementary Algebra or higher (3 units)
    - English Composition (3 units)
    - Introduction to Computers (3 units)
    - Public Speaking (3 units)
    - U.S. History (3 units)
    - Humanities (3 units)
    - Political Science/Social Science (3 units)
    -
- Three (3) Letters of Recommendation (academic/professional) - *Recommendation form is required*
- Personal Goal Statement**:**
    - Please explain why you would like to become a student at Charles R. Drew University of Medicine 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)

Bachelor of Science in Biomedical Sciences

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

Application Requirements:

- $50 application fee
- Official transcripts from all schools attended (completion of High School Diploma or GED Equivalent)*
- Minimum GPA of a 2.5 on a 4.0 scale
- Official SAT or ACT exam scores (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

* Waived if Associate Degree has been earned

Bachelor of Science in Radiologic Science

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

Application Requirements:

- $50 application fee
- Must have an Associate of Science degree in Radiologic Technology (JRCERT Accredited)
- Provide proof of active American Registry of Radiologic Technology license
- Official transcripts from all schools attended
- Minimum GPA of a 2.5 on a 4.0 scale
- Three (3) Letters of Recommendation (academic/professional) - *Recommendation form is required*
- A one-page essay describing interest in the Bachelor of Science degree.

Computed Tomography Certificate

The Computed Tomography Certificate is a two semester advanced program designed for the professional development of registered radiologic technologists at the working technologist level.

Application Requirements:

- $50 application fee
- Must have an Associate of Science degree in Radiologic Technology (JRCERT Accredited)
- Provide proof of active American Registry of Radiologic Technology license
- Official transcripts from all schools attended
- Minimum GPA of a 2.5 on a 4.0 scale
- Three (3) Letters of Recommendation (academic/professional) -Recommendation form is required

Bachelor of Science in Public Health

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 public health or health-related fields such as urban planning and public policy. Grounded in the understanding that structural and social inequalities impact health outcomes in historically disadvantaged and under-resourced communities, the 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:

- $50 application fee
- Official transcripts from all schools attended (completion of High School Diploma or GED Equivalent)
- Minimum GPA of a 2.5 on a 4.0 scale
- 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 60 semester units or 90 quarter units of approved transferable credit.

Bachelor of Science in Psychology with an Emphasis in Community Counseling*

Accreditation:

The BS in Psychology with an Emphasis in Community Counseling received full approval from the WASC Senior College and University Commission (WSCUC) August 5, 2019. Charles R. Drew University of Medicine and Science is approved by California Consortium of Addictions Programs and Professionals (CCAPP).

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 or substance abuse counselor. The program provides students the option of completing a field placement in a substance abuse agency and combined with the coursework the student would be eligible to apply for California Credentialing as a Substance Abuse Counselor through California Consortium of Addiction Programs and Professionals. The program emphasis is on mental and behavioral health of diverse populations and underserved communities. The program also prepares students for graduate education in psychology, public health, social work and can meet the prerequisite for Entry Level Masters programs in nursing utilizing elective credits.

Application Requirements:

- $50 application fee
- Official transcripts from all schools attended (completion of High School Diploma or GED Equivalent)*
- Minimum GPA of a 2.5 on a 4.0 scale
- 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 objectives that focus on the development of the nurse's role as a global practitioner, researcher, and leader.

Eligibility Requirements:

- Applicants with an Associate Degree in Nursing & Active Unrestricted RN License
- Pre-licensed applicants with a completed Associate Degree in Nursing*
- Applicants who are currently enrolled in an Associate Degree in Nursing community college program are eligible to enroll in the RN-BSN program after completion of their 2nd semester (Concurrent RN-BSN)

* Pre-licensure students must submit evidence of a nursing license by the end of the 1st semester of CDU's RN-BSN program in order to be eligible to continue the 2nd semester.

Application Requirements:

- $50 application fee
- Official transcripts from all regionally accredited post-secondary schools attended
- Current unrestricted RN License to practice professional nursing in the state of California or current state/country of practice
- Minimum GPA of a 2.5 on a 4.0 scale
- Fulfillment of all General Studies (GE) courses with a grade of "C" or better prior to the completion of the RN-BSN program (*All*

transcripts will be evaluated upon submission, applicants will be notified of GE status upon acceptance into the RN-BSN program)

- One (1) Letter of Recommendation (academic/professional) - *Recommendation form is required*

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

Bachelor of Science in Nursing Pre-Licensure and Nursing Phase†

Pre-Nursing of the Pre-licensure BSN

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

Application Requirements:

- Official transcripts from all regionally accredited secondary (high school) post-secondary schools attended
- SAT/ACT test scores (recommended, not required)
- Minimum GPA of a 3.0 on a 4.0 scale
  Applies to Cumulative GPA
- Applies to Science GPA
- One letter of recommendation (academic/professional) -
  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
- Evidence of Extracurricular Activities

Application Requirements for the Nursing Phase:

- Official transcripts from all regionally accredited post-secondary schools attended
- 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. Applicants for the Nursing phase must have completed general education requirements at the school where currently enrolled (CDU) or previously enrolled and the equivalent of all of the non-nursing preparation for the major courses as follows:

  - CHM 100 (General Chemistry)
  - ENG 111 (English Composition)
  - SOC 141 (Introduction to Sociology)
  - ENG 112 (Critical Thinking)
  - HIS 141 (U.S. History)
  - HUM231 (Humanities I)
  - COM 111 (Public Speaking)
  - MTH 126 (College Algebra)
  - BMS 310 L and 311 L (Human Anatomy & Human Physiology)
  - Psychology 141 (General Psychology)
  - BMS 320L (General Microbiology)
  - ART 131 (Health & Creative Arts)
  - POL 141 (U.S. Political Systems)
  - HUM232 (Humanities II)
- **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.
- The science prerequisite courses include chemistry w/lab, anatomy w/lab, physiology w/lab, and microbiology w/lab. Science prerequisite courses must be taken within (7) years of the submission of application.

* All pre-requisites can be completed at CDU. Students who are enrolled in the CDU Pre-Nursing Phase are eligible to apply for the Nursing Phase after completing the planned courses in Year 1
(Please refer to Plan of Study). Students can apply by the end of Semester 3 in Year 1. Non-CDU students can transfer a maximum of 49 units for the "Nursing Phase."

- 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
- Three letters of recommendation (academic/professional) -
  - 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
- Interviews:
  - Selected applicants will be invited to continue the application process by participating in an in-person interview (selected applicants will be contacted by phone or email)
- Background Check
  - 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.

*Students enrolled in the Pre-Nursing Phase of the BSN at CDU will need to complete the NursingCAS application for the Nursing Direct Intent Phase, but will be given priority consideration for admission (contingent upon successful completion of all academic work/test scores and related program requirements).

*Due to being an impacted major, students in the Pre-Nursing Phase may be denied acceptance into the Nursing major if they do not meet the application requirements.

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 after being interviewed. Matriculation into the program will be contingent upon:

- Completion of pending prerequisites by deadline
- Pending prerequisite grade requirement of 3.0 minimum
- Successful completion of background check and drug screen

Enhanced Post Baccalaureate Certificate Program in Pre-Medicine

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

PostBacCAS

CDU has switched to a new centralized application system for the 2022-2023 application cycle. All applications and supporting materials should be completed and submitted through PostBacCAS. 2022 Application Cycle - Important Dates and Deadlines:

- Application Opens – December 15
- Application Closes – March 16
- Interviews – April – May
- Notifications of Acceptance – May 1 - May 31
- Program Start – August
- Program End – July of following year

Eligibility Requirements:

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

Application Requirements:

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

- A Bachelor degree from a regionally accredited college/Official transcripts from all regionally accredited post-secondary schools attended
- High School transcripts/GED Test Scores
- SAT/ACT transcripts
- MCAT transcripts
- AMCAS application (if previously applied to medical school)

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

All application materials must be received through PostBacCAS by 11:59PM (PST) on application deadline.

Interview: Select applicants will be invited to continue the application process by participating in an in-person or virtual interview

Acceptance: Applicants accepted into the program will be notified by email. Tuition deposits will be due 2 weeks after notification to confirm enrollment.

For International Students

Undergraduate 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
  - A minimum total score of 80
  - The scores must be sent directly from the Educational Testing Service (ETS) to the office of Enrollment Management (admissionsinfo@cdrewu.edu)
  - Only the Internet Based Test TOEFL exam will be accepted
- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)
  - World Education Services (WES)
  - Josef Silny & Associates (JSA)
  - Global Credential Evaluators (GCE)
  - International Education Research Foundation (IERF)
  - Academic Credentials Evaluation Institute (ACEI)
  - American Association of Collegiate Registrars and Admission Officers, International Education Service (AACRAO IES)

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

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 Enrollment Management (admissionsinfo@cdrewu.edu)
  - Only the Internet Based Test TOEFL

exam will be accepted
- Coursework completed outside the U.S., must be evaluated for U.S. course equivalency from one of the following services: (course-by-course evaluation required)
    - World Education Services (WES)
    - Josef Silny & Associates (JSA)
    - Global Credential Evaluators (GCE)
    - International Education Research Foundation (IERF)
    - Academic Credentials Evaluation Institute (ACEI)

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, Office of International Affairs Dr. Lejeune Lockett lejeunelockett@cdrewu.edu or 323-357-3458.

Master of Science, Biomedical Science

The Master of Science, Biomedical Sciences one-year degree program is designed to give you 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

CDU has switched to a new centralized application system for the **2022-2023** application cycle. All applications and supporting materials should be completed and submitted through PostBacCAS.

Application Requirements:
- A Bachelor degree from a regionally accredited college/Official transcripts from all regionally accredited post-secondary schools attended
- 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 (MPH) in Urban Public Health

Application Requirements:

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

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

1. An earned baccalaureate (or higher) degree from a regionally accredited university.
2. Online Application through SOPHAS: https://sophas.liaisoncas.com/applicant-ux/#/login
3. Personal Goal Statement (2-3 pages), which should address the following:
    a. Interest in and potential for contributing to the field of public health;
    b. How applicant's interests are aligned with the mission of CDU and the MPH Program;
    c. Career objectives;
    d. Self-assessment of interpersonal skills, verbal and written skills, computer skills, and general preparation for succeeding in a graduate program in public health.
4. Three (3) letter of recommendation using the SOPHAS online recommendation form.
5. Official transcripts from all regionally

accredited post-secondary institutions attended (or evidence of a U.S. equivalent baccalaureate degree submitted through the World Education Services (WES) foreign credential evaluation).

6. Resume or Curriculum Vitae.

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 but gives priority consideration to applications that have been verified by SOPHAS by March 1st. 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

Graduate students from within CDU graduate programs (such as MS-MBS or MSN) may petition to transfer more than six (6) semesters' units of MPH-relevant graduate coursework taken at CDU.

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.
- 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.
    - The third letter may be from another professional affiliate.
    - 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 a regionally accredited institution or a US equivalent bachelor's degree based on a foreign credential evaluation.

International students, please the visit the Office of Admissions page here.

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 o Psychology, Sociology, Anthropology	6	9
Medical Terminology	3	4.5

**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 with lab or biochemistry with 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 that are Underrepresented Minorities in Medicine
- 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 September and December

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 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 for more information.
- For additional information, please contact CDU Office of Enrollment at (323) 563-4800 or you may contact the Graduate Admissions Office at admissionsinfo@cdrewu.edu or call (323) 563-4839.

Master of Science in Nursing-Entry Level
The Master of Science in Nursing- Entry Level Master's Track is designed for applicants holding a baccalaureate from other fields. 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 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 degree from a regionally accredited college/university (see below requirements for international students)
- Official transcripts from all regionally accredited post-secondary schools attended
- 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
    - See ELM site on CDU website for additional information on admission requirements, dates and link to register
    - Candidates may take multiple times
    - Minimum of 75% overall cumulative & individual module score

- Three (3) Letters of Recommendation (academic/professional) - *Recommendation form is required*
    - Click here for the Recommendation Form
    - 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
- **Interviews:**

- Selected applicants will be invited to continue the application process by participating in a n in-person or virtual interview (selected applicants will be contacted by phone or email)

The Master of Science in Nursing – Family Nurse Practitioner Program

The Master of Science in Nursing - Nurse Practitioner Program prepares advanced practice nurses to manage the care of individuals and families. The NP Program is designed for nurses holding baccalaureate degrees who are interested in completing course requirements leading to a graduate degree in nursing. Graduates of this program are eligible to sit for the NP national certification examinations through the American Nurses Credentialing Center (ANCC), or the American Association of Nurse Practitioners (AANP).

Application Requirements:

- $50 Non-refundable Application Fee
- A Bachelor of Science degree in Nursing from a regionally accredited college/university (see below requirements for international students)
- Official transcripts from all regionally accredited post-secondary schools attended
- All applicants must have a current and unrestricted registered nurse license in the United States
- A minimum of one year of work experience as a Registered Nurse
- Complete all prerequisite courses with a grade of "C" or better prior to matriculation
  - Statistics (3 units)
- Proof of Computer Proficiency (word processing and internet based skills)
- Three letters of recommendation (academic/professional) - *Recommendation form is required*
  - Two letters 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

- $50 Non-refundable Application Fee
- An earned master of science in nursing degree from a regionally accredited college/university or the equivalent of a U.S. master of science in nursing degree from a regionally accredited college/university based on a University approved foreign credential evaluation
- Official academic transcripts from all previous colleges and/or universities attended
- Current unrestricted RN license to practice professional nursing in the state of California
- Completion of the following pre-requisite course
- Statistics
- An absolute cumulative **GPA of 3.0** is required
- Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, http://www.toefl.org/). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score
- Personal Goal Statement (2-3 pages)
  - The applicant's goals must be congruent to those of the MMDSON, the University and the applicant's chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program

- Three (3) Letters of Recommendation (academic/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)

The Master of Science in Nursing -Psych/Mental Health

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 settings. 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.

- Application Requirements:
- $50 Non-refundable Application Fee
- A Bachelor of Science degree in Nursing from a regionally accredited college/university (see below requirements for international students)
- Official transcripts from all regionally accredited post-secondary schools attended
- All applicants must have a current and unrestricted registered nurse license in the United States
- Complete all prerequisite courses with a grade of "C" or better prior to matriculation
- Statistics (3 units)
- Proof of Computer Proficiency (word processing and internet based skills)
- Three letters of recommendation (academic/professional) - *Recommendation form is required*
    - Click here for the Recommendation Form
    - Two letters 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 Psych Mental Health Practitioner

- $50 Non-refundable Application Fee
- An earned master of science in nursing degree from a regionally accredited college/university or the equivalent of a U.S. master of science in nursing degree from a regionally accredited college/university based on a University approved foreign credential evaluation
- Official academic transcripts from all previous colleges and/or universities attended
- Current unrestricted RN license to practice professional nursing in the state of California
- Completion of the following pre-requisite course
    - Statistics
- An absolute cumulative **GPA of 3.0** is required
- Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, http://www.toefl.org/). The minimum overall score is 84; 24 is the

minimum score in the speaking section, and 24 is the writing section minimum score

- Personal Goal Statement (2-3 pages)
    - The applicant's goals must be congruent to those of the MMDSON, the University and the applicant's chosen specialty. A personal goal statement is required, which may be submitted online via the CDU online application system, in a .pdf or Word format. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program
- Three (3) Letters of Recommendation (academic/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

Application requirements:

1. Complete and submit a DNP application available online via NursingCAS
    1. Application Fee $75
2. Graduate of an accredited college or University with a Master of Science Degree in Nursing with Advanced Practice Specialty (Nurse Practitioner [NP] or Clinical Nurse Specialist [CNS])
    - Graduate Program Accreditation Requirements (Applies to both Domestic and International applicants): Commission on Collegiate Nursing Education (CCNE) or a National League of Nursing Accreditation Commission (NLN CNEA)
    - To confer the DNP degree: 1,000 post Baccalaureate or Entry Level Masters' Program clinical hours of face to face, healthcare system preceptored experience are required to meet the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006)
        - Evidence of 500 clinical hours - Students are accepted as advanced practice registered nurses, NP or CNS, providing documentation of the acquired 500 hours of direct patient care.
        - Students acquire the remaining 500 hours during the plan of study of the DNP Program. DNP students conduct their 500 clinical hours on off work hours at one approved healthcare facility-which can be at their place of employment.
    - Opportunities for clinical hour deficiencies - Students will meet with the DNP Director and/or Assistant Director to establish the number of clinical hour deficiencies. If no more than180 hours are incomplete, then students will be given the option of completing the clinical hour deficiencies prior to the start of the DNP program, or the 180 hours may be completed in the first semester of the program. Students will be placed on Provisional Admission.

3. Minimum GPA of a 3.0 on a 4.0 scale - Applicants who fall below the eligibility requirements will be reviewed on a case-by-case basis. In each case, additional supplemental items may be required.

4. Official transcripts from *all* regionally accredited institutions
    0. *International Students: Courses completed outside the U.S. must be

evaluated for U.S. course equivalency (see further requirements below)

5. Licensing Requirements (Applies to both Domestic and International applicants):
    0. *Unencumbered RN license in the state*where you plan to do your clinical hours
    1. *Unencumbered APRN license in the state* where you plan to do your clinical hours. Must be obtained prior to CDU DNP program orientation
        1. Unencumbered APRN license is not required -of CNS or other APRN, if licensure is not required by their state to practice -if the applicant is in the process of taking the national certification exam in their specialty
        2. If an applicant doesn't have the APRN license and it's required in the state the applicant is currently practicing: -the applicant will need to take an LOA from CDU DNP program, to obtain appropriate licensing
6. Resume or Curriculum Vitae
7. Personal goal statement- Self-Evaluation
    0. The Personal Goal Statement-Self Evaluation should address the following areas:
    1. What impact do you foresee your doctor in nursing practice degree will have in your nursing practice?
    2. What motivates you to earn your doctor in nursing practice degree?
    3. What topics are you interested in exploring to complete a DNP project that will focus on change that impacts healthcare outcomes. In what Healthcare system do you foresee doing your DNP project?
    4. Discuss if you are in clinical practice, include the following and describe the practice, name, location to include city, state and zip code.
    5. Describe and discuss two of your strong assets/characteristics.
    6. Describe and discuss two areas where you would like to see improvement.
8. Statement-Evaluation Requirements:
    0. APA format using Microsoft Word and must include both a cover and reference page
    1. Approximately 750 words in length
    2. *Two to Three reference citations from any source*
9. Three letters of recommendation (academic or professional)
    0. Recommendations should address the following areas:

0. Relationships with work associates (paid or voluntary)
    1. Work competence
    2. Communication and interpersonal skills with persons of diverse backgrounds
    3. Leadership skills or potential
    4. Values, ethical standards, responsibility, and initiative

10. Please CLICK HERE for the Letter of Recommendation Form (Recommendation form is required)
11. Virtual interview with DNP Program Director. DNP Assistant Director and DNP faculty may also be present.

Matriculation Requirements (Post Acceptance)

1. Certified Background Check *(Completion instructions will be emailed to you upon acceptance)*

All requirements are due prior to matriculation unless indicated in university policy. All proof/documentation must be on file prior to orientation.

Additional background requirements:

- Background Clearance
- Proof of negative drug screen
- Copy of current CPR "Level C" Certification (Healthcare Provider) that will not be expiring in the next 12 months.

Immunizations requirements: All proof/documentation must be on file prior to orientation.

1. Proof of annual negative Tuberculosis (TB) screening:
    - Two-Step TB skin test OR
    - Past 2-Step TB skin test, along with a current 1-Step TB skin test OR
    - TB blood test (IGRAs).

2. Proof of completion of Hepatitis A and B immunization series or titer demonstrating immunity.
3. Proof of two doses of Measles/Mumps/Rubella (MMR) immunization or titer demonstrating immunity.
4. Proof of one Tetanus/diphtheria/acellular pertussis (Tdap) immunization (after 19 years of age) and boosters per the Centers for Disease Control and Prevention's adult vaccination schedule.
5. Proof of Chicken Pox (Varicella) immunization or titer demonstrating immunity.
6. Proof of annual influenza immunization
7. Proof of COVID-19 vaccination
8. Additional laboratory tests, immunizations, and/or documentation may be required for specific practicum sites.

For International Students:
We do not require a separate application or additional fee, and you should be prepared to meet all of the admissions requirements as outlined above.
Application Requirements for all applicants submitting coursework outside of the USA

1. Coursework completed outside the US must be evaluated for US 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, Office of International Affairs Dr. Lejeune Lockett 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.

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

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 Charles R. Drew University of Medicine and Science Entry Level Master's and Bachelor of science in Nursing (Direct Nursing Phase) are required to take the TEAS Exam. Test results must be less than two years old at the time of application to the Nursing program. Eligible students must score a minimum cumulative score of 75% also in each module and each sub module.

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

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

  Office of Enrollment Management
  Email: admissionsinfo@cdrewu.edu
  Tel: (323) 563-4839
  https://www.cdrewu.edu/admissions

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

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

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

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

Notification of Admission

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

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 Enrollment Management receives an update from academic departments regarding available seats.

Appeal of Admissions Decision

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

Submitting an Appeal

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

Mail documents in a single envelope to:

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

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

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**.

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 deposit fee:

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 School 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.

Readmission of Former Students
Students who have been withdrawn from the university must apply for 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 will be based on the current admissions policies. Candidates for readmission must meet current Program requirements.

- Students who withdrew or were withdrawn while in good standing do not need to apply for readmission if their return date is within one calendar year from when they last attended. Students need only to meet with their Program Director , fill out the Program Reactivation Form and register for the upcoming semester.
- Students participating in an approved planned educational leave do not have to re-apply for readmission unless the terms and conditions set for their Leave of Absence were not satisfied.

Former Students in Good Standing

With approval of the Dean and Program Director, students who previously withdrew or were withdrawn from the University in good standing for more than one calendar year may be readmitted, provided that academic work in the interim period has not altered the student's scholastic status. If a student has attempted coursework at another institution during his/her absence from Charles R. Drew University, official transcripts of that coursework must be submitted to CDU's Office of Enrollment Management for consideration in the readmission process.

Former Students on Probation
Students on probation at the close of their last semester remain on probation if readmitted. Students must meet with their Dean's Office and receive Dean approval in order to return to CDU. If a student has attempted coursework at another institution during his/her absence from Charles R. Drew University, official transcripts of that coursework must be submitted to Charles R. Drew University Office of Enrollment Management.

Former Students Who Were Dismissed
The readmission of a previously dismissed student is by special action only. The University will not consider a student for readmission until one semester of non-attendance has passed and all recommended conditions of readmission have been fulfilled. Readmission action is based upon evidence that the causes of previous low achievement have been removed. This evidence may include grade reports or official transcripts of work completed at other institutions during the student's absence. Students 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 (available in the Office of Enrollment Management.
2. Include a non-refundable application fee of $50 made payable to Charles R. Drew University.
3. Include official transcripts of any coursework attempted during absence from Charles R. Drew University.
4. Programs using external application platforms may require re-application through those platforms.

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 School 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. All students entering the University are required to participate in New Student orientation at CDU. The University will make reasonable efforts to ensure that all students are provided with the opportunity to participate in New Student orientation (NSO) at CDU before their first semester of enrollment. To qualify for institutional based scholarship, student's must complete new student orientation. 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 will mean that the student must meet the regulations current at the time of resuming the degree program or those applicable at the time of graduation.

Course Numbering System
Courses in the College of Science and Health and Mervyn M. Dymally School of Nursing are numbered according to the following system:

000-099	Academic Enhancement Courses (No baccalaureate credit toward degree or certificate)
100-199	Lower-division courses of freshman level
200-299	Lower-division courses of sophomore level
300-399	Upper-division courses of junior level
400-499	Upper-division courses of senior level
500-709	Graduate level courses
701-799	Doctoral level courses

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

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

Individual with a Disability
An "individual with a disability" is someone with a physical or mental impairment that substantially limits one or more "major life activities," including, but not

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

Accommodations

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

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

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

Disability Documentation

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

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

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

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

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

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

The University may use all resources available to fund the purchase of assistive technology and academic support. While the University will strongly consider requests from students that a specific type of assistive technology or academic support be provided, the University maintains the right to make a final decision about its choice of such educational aid.

All students with disabilities who require University assistance with campus accommodations, academic adjustments, or auxiliary aids shall identify themselves to the Disability Services Coordinator (DSC) as soon as they are aware that they require assistance. Students are not eligible for services from the DSC unless they identify themselves to the DSC and provide appropriate disability documentation from a licensed clinician/physician. Students must notify the DSC of a disability as early as possible prior to requesting an accommodation. Disability accommodation requests will be evaluated on a case-by-case basis with no guarantee of immediate approval. Assuming a student provides all necessary documentation; approval for accommodations may take up to ten (10) business days. Retroactive accommodations and/or assistance is prohibited, even if documentation is provided for a disability that would have been accommodated for had the documentation been submitted at an earlier date.
Once a student with a disability has been admitted to CDU and has identified himself/herself to the DSC, the DSC shall work with the various academic departments that will be serving the student to provide necessary assistance or information on accommodations specific to his/her disability. The DSC shall work with the student in locating any necessary educational auxiliary aids and services, acquisition or modification of equipment or devices, or other similar services and actions deemed necessary as educational aids to ensure programmatic and campus accessibility.

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

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

After consulting with the DSC, should the complaint not be resolved to the satisfaction of the student, he/she may file a formal grievance with the University's Compliance Officer, who has executive oversight in helping to ensure that the University complies with the law.

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

Student Disability Services Coordinator
If you need assistance or have questions regarding disability services, students can contact CDU's Student Disability Services Coordinator, Dr. Candice Goldstein at candicegoldstein@cdrewu.edu or (323) 357-3493. Additional queries or complaints can be made to:

Office of Compliance, EEO and Diversity
compliance@cdrewu.edu
(323) 357-3684

U.S. Department of Education, Office of Civil Rights
San Francisco Office
Office for Civil Rights
U.S. Department of Education
50 United Nations Plaza
Mail Box 1200, Room 1545
San Francisco, CA 94102

Telephone: 415-486-5555
FAX: 415-486-5570; TDD: 800-877-8339
Email: ocr.sanfrancisco@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 Services and health plan referral services, as appropriate. All students are expected to be aware of the information contained in the University's policy. For further information and/or to seek assistance for drug and alcohol related problems through confidential counseling, students should contact the Dean of Student Services at 323-563-4922.

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 2022-2023 academic year.

Complete the 2022-2023 **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 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 www.csac.ca.gov.

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 previous year's income and current asset information provided in the application.

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

Federal Work Study Program (FWSP)
The FWSP is a federal program that enables students to earn part of their financial aid award through part-time employment. To be eligible, a student must meet the eligibility requirements for federal financial aid and must maintain good academic standing while employed under the program. This program allows students to work a maximum of 20 hours per week.

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, he/she must notify the Office of Financial Aid and Scholarships within 14 calendar days from the date of notification.

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

Loan Repayment

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

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

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

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

Forbearance: A loan borrower or endorser may receive forbearance from the Department of Education (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 www.studentloans.gov.. 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

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

Financial Aid Satisfactory Academic Progress is defined as:

1. Maintaining a 2.0 semester and cumulative Grade Point Average (GPA or higher (a qualitative measure) for undergraduate students and 3.0 semester and cumulative GPA for graduate students.
2. Successfully completing at least 67% of the course load (credit hours) taken 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, he/she will be placed on financial aid suspension and will stay on suspension until the required cumulative GPA is achieved.

Course Completion Requirements

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

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

Program Completion Timeframe

Students cannot receive financial assistance for periods of enrollment beyond 150% of the 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 he or she meets the minimum standards under the Financial Aid Satisfactory Academic Progress Policy. A student who has been deemed ineligible has the right to submit an appeal. Please reference the appeals section below for more information.

How to Re-Establish Eligibility
Students must enroll and successfully complete the required units for the semester and achieve the required cumulative GPA for their level of study.

Coursework earned at other institutions cannot be considered for the purpose of removing an ineligible status.
Once the required hours have been completed, and the student has earned the required a cumulative GPA or higher, the ineligibility can be removed. Students should contact the Office of Financial Aid and Scholarships to request a review of the course work.

Appeals
A student who has been denied financial aid because of a failure to meet the Financial Aid Satisfactory Academic Progress Standards may petition mailto: to Office of Financial 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 a degree plan completed by a CDU Academic Advisor.

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

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

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

Timing of Disbursements
Funds are applied after the end of the term's Census date, 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 his/her account, which exceeds the total amount of the student's direct charges. Credit balances are given directly to the student or parent in the form of a check 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 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 Finance Office at (323) 563-5824 concerning any of the following:

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

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

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

- Vocational Rehabilitation Assistance
  For details, please contact the Office of Registration and Records 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 eligible for any of these benefits are encouraged to apply early, as funds are limited. Contact the appropriate off-campus agency for more details.

Registration and Records

The Office of Registration and Records 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 Registration and Records manages registration via My*CDU*, the University's self-service student information system. Procedures are explained to students during orientation and in materials supplied by the Office of Registration and Records. Students who register late will incur a late fee. Students are encouraged to be familiar with My*CDU* 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 My*CDU*).
- Register for courses during the Registration Period (see Academic Calendar).
- Pay tuition and all other fees for the semester. Registration is complete when all financial obligations are satisfied.

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

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

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

Students who seek withdrawal from the University must complete the formal withdrawal process. A petition form must be submitted to the Office of Registration and Records and the process completed before leaving the University. The Office of Registration and Records is the designated office contact for students who wish to withdraw. The submission of the withdrawal paperwork

in the Office of Registration and Records will serve as official notification that the student is withdrawing from the University. From this point, students will have 48 hours to rescind, in writing, the withdrawal request. After 48 hours, the Office of Financial Aid and Scholarships will be notified to begin the withdrawal process. Once a student is withdrawn from the University, he/she will need to follow the readmission application procedure to apply for reentry. It is recommended that students review this policy prior to withdrawing from school.

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

When a student who received Federal Title IV financial aid withdraws from the University, the unearned portion of these awards may be returned to Federal Title IV financial aid programs. Charles R. Drew University returns any unearned portion of financial aid in accordance with Department of Education federal guidelines. See the Office of Financial Aid and Scholarships for more information.
Students who withdraw from the University and decide to return at a later date, must reapply for admission under the degree requirements in effect at the time of readmission. See Readmission policy.

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

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

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

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

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

Academic Advising
Students are encouraged to seek academic counseling services from their faculty academic advisor. As a fundamental and integral part of the educational process, emphasis is placed on assisting students to grow and to

accept responsibility for their own actions.

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

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

Steps for Students

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

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

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

Transcripts
Unofficial Transcripts: 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*	
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

**Fees subject to change*

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

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

Family Educational Rights and Privacy Act (FERPA)

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

Definitions

For purposes of this policy only:

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

Third Parties – Non-university persons or entities.

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

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

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

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

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

1. Performing a task that is specified in 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.

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

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, <u>*except:*</u>

a. To officials of another school where the student seeks or intends to enroll;
b. To certain authorized government representatives;
c. In connection with the student's financial aid request or award and the information is necessary for certain purposes set forth in the regulations;
d. To organizations conducting studies for or on behalf of the University;
e. To accrediting organizations to carry out their accrediting function;
f. To comply with a judicial order or lawfully issued subpoena and the University has made reasonable effort to notify the student of the order or subpoena in advance of compliance;
g. To appropriate parties in a health or safety emergency;
h. To victims of crimes of violence or of a

non-forcible sex offense who requests the final results of a disciplinary review process held by the institution against the perpetrator on account of the crime or offense; or

i. In connection with the University's obligation to respond to a request from military recruiters made under the Solomon Amendment.

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

D. *Directory Information*
The University designates the following items as directory information:

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

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

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

a. The student must request an informal discussion of the questionable item with the custodian of record, who will determine whether to comply.

b. If the student is not satisfied with the result and still wishes to have the record corrected, the student must submit a written request for a change in the education record. This written request must state why the education record is inaccurate, misleading or violates the privacy or other rights of the student. This request must be given to the Provost. The Provost will then forward the request to the appropriate University designee for review.

c. Upon receipt of the request, the University designee shall obtain a written statement from the records custodian that explains why the request for the change in the education record was denied at the informal stage.

d. After a review, the University designee will notify the student whether or not the University will comply with the requested change. If not, the designee will notify the student of the right to a hearing to challenge the information believed to be inaccurate, misleading or in violation of the student's rights. A copy of this communication will be sent to the Provost.

e. Upon receiving a written request for a hearing, the Provost, or designee, shall arrange for a hearing within thirty (30) working days after receipt of the request. The student shall be notified at least fifteen (15) working days in advance of the date, time and place of the hearing. The right to a hearing does not include any right to challenge the appropriateness of a grade determined by an instructor. The Provost's Office can apprise students of the appropriate process for challenging a grade.

f. The Provost shall appoint a hearing officer to conduct a hearing. The hearing officer shall be a disinterested party; however, the hearing officer may be an official of the University. The student will be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend the student's

education records. In accordance with University policy, attorneys will not be permitted to attend the hearing.

g. The hearing officer will submit a written decision to the Provost based on the evidence presented at the hearing. The Provost's Office will communicate the decision in writing to the student within fifteen (15) days after the hearing.

h. If the University's decision is that the challenged information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, the record will be amended accordingly and the student will be notified in writing of the amendment by the Provost.

i. If the University's decision is that the challenged information is not inaccurate, misleading or in violation of the student's right of privacy, the Provost will inform the student of the right to place a statement in the record commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision. This statement will be maintained as part of the education record as long as that record is maintained, and the statement will be disclosed whenever the University discloses the portion of the record to which the statement relates. The hearing officer's decision is final.

F. Compliance with FERPA

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

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

Student Conduct

The primary concern of Charles R. Drew University of Medicine and Science (CDU) are the students, their growth and development, and their experience while enrolled at the University. CDU 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, alternation, 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.
    1. Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university, or other educational institution in the state of California (CA Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, university or other educational institution. The term "hazing" does not include customary athletic events or school sanctioned events.
    2. Use, possession, manufacture, or distribution of 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.

3. Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University-related activity.
4. Theft of property or services from the University community, or misappropriation of University resources.
5. Unauthorized destruction or damage to University property or other property in the University community.
6. Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University-related activity.
7. Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
8. Misuse of computer facilities or resources, including:
   - 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
9. Violation of a CDU computer use policy.
10. Violation of any published University policy, rule, regulation, presidential order, or federal, state and local laws.
11. Failure to comply with directions, or interference with any University official or public safety officer while acting in the performance of his/her duties.
12. 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.
13. 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.
14. 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.
15. 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.

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
Student Services
titleix@cdrewu.edu
studentservices@cdrewu.edu
(323)357-3684
(323) 357-3631

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

1. 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);

2. An employee, student or third party engages in unwelcome conduct determined by a reasonable person to be so severe, pervasive and objectionably offensive that is 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- 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- 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- 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 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/TitleIX. 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 MySafeCampus®, the University's 24-hour independent hotline provider, by telephone at 1.800.716.9007, or by submitting information online at http://www.mysafecampus.com/.

Confidential Reporting and Support Services
The Health and Wellness Office 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.

The Title IX Coordinator and the 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 Services
Department of Student Services
CDU Student Center
(323)357-3631
StudentServices@cdrewu.edu

Director of Human Resources
Department of Human Resources
Cobb 2nd Floor
(323) 563-9318
hrdept@cdrewu.edu

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

MySafeCampus Alert Line:

Website: www.mysafecampus.com

Telephone: **(800) 716-9007**

Reports to ***MySafeCampus*** 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/TitleIX

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

The WASC Senior College and University Commission (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) 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 for or 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:

a) 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.

b) 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 or School, curriculum, and courses in which a student enrolls.
Students can expect to pay the following tuition and fees*:

Tuition* (Per Unit)

Undergraduate Programs
Associate's Degree Programs……..……..$478
Bachelor's Degree Programs……..……...$601
Post-Baccalaureate Certificate (Undergraduate)…$601

Graduate Programs……..$961
Post-Baccalaureate Certificate (Graduate)…….....$961

Doctoral Programs……..……..…..…….$1,200

University Fees*

Application Fees
Undergraduate Programs……..$50

BSN Program…….……..$60
Post-Baccalaureate Programs…….$139
Graduate Programs (based on application platform)……. Varies
Non-Matriculated Enrollment……...$50
Readmission……..$50

Registration Fees
One-time Student Activity Fee ……...$100
Student Health Service Fee (per semester)…….....$200
Student Government Fee (per semester)……...$15

Transaction Fees
Late Registration Fee (per occurrence)……...……..$50
Installment Financing Fee…….....……... $35
Course Audit Fee (per class)……..……....$35
Student ID Card Replacement Fee……..……..$10
Petition to Challenge Nursing Prerequisite…….$180
Challenge Exam Fee……...$35
UNVS/Report in Progress "RP"……... $100
Student Health Insurance.....See Below
Official Transcripts.....See *Official Transcripts*

Program–Specific Fees*

College of Science and Health

COSH Laboratory Fee (per lab class) ……$200

Master of Health Science Physician Assistant
Professional Education Fee (per semester)...$2,000

Master of Public Health
Study Abroad Fee for MPH 584/BSPH 311 Global Health: Cuban Health Model (non-refundable)…….……TBD

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

Bachelor of Science Radiologic Science w/ CT
Clinical Fee (one-time)…….……$2,400
Equipment & Supplies Fee (one-time).....$300

Computed Tomography Certificate
Clinical Fee (one-time)…… $2,400
Equipment & Supplies Fee (one-time).....$300

Enhanced Post Baccalaureate Certificate
Professional Program Fee (per semester) $5,000

Mervyn M. Dymally School of Nursing

Bachelor of Science in Nursing (BSN)

RN-BSN (post-licensure program)
Professional Education Fee (one-time) …….....$500

Pre-licensure BSN **
Professional Education Fee (per semester when enrolled in nursing courses) ……..$2,700

Undergraduate General Studies Science Courses
Laboratory Fee (per lab class)……...……...$200

Master of Science in Nursing (MSN)

Entry Level Track **
Professional Education Fee (per semester)...…$2,700

Study Abroad Fee for NUR 599: Global Initiative (non-refundable, fee varies by location)……...TBD

Family Nurse Practitioner Track **
Professional Education Fee (per semester)...…$2,600

Psych Nurse Practitioner Track **
Professional Education Fee (per semester)...…$2,600

Post-Master Certificate in Nursing (PMC)

Family Nurse Practitioner Track **
Professional Education Fee (per semester)...…$2,600

Psych Nurse Practitioner Track **
Professional Education Fee (per semester)...…$2,600

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

Student Health Insurance †

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.

	Annual 2022-2023
Undergraduate Student	$2725
Graduate Student	$3638

**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 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 a full payment at the time of registration or have established an approved Tuition Installment Plan by that time. Either if there can be done in the Finance Office.

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 in order to ensure those payments are available prior to the due dates. Students experiencing delays in Financial Aid awards must pay out of pocket or (if eligible) apply to the Installment Payment Plan prior to the close of the Add/Drop period.
Should subsequent Financial Aid awards exceed the current balance on a student's account, the University will promptly refund the excess in accordance with the requirements of the award source.

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

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

Federal Direct Subsidized & Unsubsidized Loans

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

Federal Grad Plus and Parent Plus Loans

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

Other Financial Aid Programs

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

Payment of Tuition and Fees

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

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

Refund Policy and Procedure

Courses Withdrawal: Tuition refunds are based on the number of days attended. Certain fees charged to students require pre-payment by the university and cannot be refunded after courses begin. Students who drop course(s) during the add/drop period will receive 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 assessed an Installment Financing Fee of $150 for each term of participation. The Installment Fee plus the first payment (1/3 of student's account balance) is due upon application to the installment program. There is no interest charge for this program provided all payments are made as scheduled.

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

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

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 by 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:
Number of Days Completed Before Withdrawal
Total Number of Days in the Enrollment Period= % 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	*2018*	*2019*	*2020*
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
Public Property Areas Contingent to Campus	***2018***	***2019***	***2020***
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	1	0	1
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
Non-Campus Buildings	***2018***	***2019***	***2020***
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

Non-Clery Act Criminal Offenses			
	2018	***2019***	***2020***
Larceny* - On Campus	0	1	0
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.
Inquires regarding the Clery Act and/or the University's Compliance may be directed to:

Director of Campus Safety at (323)357-3404 or
University Compliance, EEO and Diversity Officer
(323) 357-3684

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

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):

12021 Wilmington Ave.
Los Angeles, CA 90059
(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 Student Enrollment Services during CDU new student orientation. Students must wear the University ID badges while on campus. In clinical settings, students should refer to the specific requirements of their academic program. Duplicate identification badges will be provided to students for a $10.00

replacement fee.

Transportation

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

Library and Academic Computing

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

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

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

Monday- Thursday.....7:00 a.m. – 9:00 p.m.
Friday.....7:00 a.m. – 6:00 p.m.
Saturday.....9:00 a.m. – 4:45 p.m.
Sunday.....10:00 a.m. –3:00 p.m.
Extended hours during Final Exam weeks will be posted.

Mission Statement

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

The Collection

The scope of the library's collection supports the educational programs in the College of Medicine, the College of Science and Health and the School of Nursing. The CDU Health Sciences Library collection contains over 7,500 print and access to over 100,000 electronic books, and more than 42,000 volumes of bound journals. The library currently subscribes to over 10,000 electronic journals, 38 health sciences resources and access to over 3,000 audiovisual resources.

Services

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

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

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

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

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

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

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

Library Computers: Seventeen computers are available featuring the Microsoft Office software; Endnote citation management software and SPSS statistical software are available for students and faculty

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

initial cost for the card is $1.00.

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

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

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

Wireless Access (WiFi): The library is equipped with wireless access for students, faculty, staff and guests. Instructions on how to connect to the wireless network are available at the library's Information Kiosk.
Group Study Rooms: The library houses two group study rooms that can be reserved at the circulation desk. Study pods and cubicles are also available throughout the Library for student use. In addition, room 189 is designated as the Quiet Study room, which is located on the Library annex.

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

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

Circulation
Library patrons may borrow books (limit: four) for 21 days, bound journals (limit: four) for 14 days, videos (limit: two) for seven days and audio materials (limit: four) for seven days.

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

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 and online chat support 24/7 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

Computer Requirement
For health and safety reasons related to the global COVID-19 pandemic, CDU courses may be taught at least partially online (hybrid) in the 2022-23 academic year. This will require students to have regular access to a computer with internet access to complete coursework, assignments, reading, 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 are several pc labs located throughout the university which students may access and use (access may be restricted during the covid emergency).
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).

New Computers PC & MAC Recommended†
Technical Specification

	PC	**MAC**
Type	Laptop	Laptop
Processor	I5 or I7	I5 or I7
Operating System	Windows 10 or 11	MAC OS X 10.15 (or higher)
Display/Resolution	1280 × 1080 or better	1280 × 1080 or better
Memory	16 GB	16 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 3.0 & USB C	USB 3.0 & 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 or Firefox - Antivirus	- Parallels (software to run Windows software on a mac) - Microsoft Office - Web browser: Chrome or Firefox - Antivirus

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	I5	I5
Operating System	Windows 10 or 11	MAC OS X 10.14 or higher
Display/Resolution	1280 × 720 (HD)	1280 × 720 (HD)
Memory	16GB RAM	16GB 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 2.0	- USB 2.0
Components	- Web Cam - USB Flash Drive	- Web Cam - USB Flash Drive
Software	- Microsoft Office - Web browser: Chrome or Firefox - Antivirus	- Parallels (software to run Windows software on a mac) - Microsoft Office - Web browser: Chrome or Firefox - Antivirus

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 harms when communicating through less secure accounts.

Appropriate Use of University Email Account
- Notice regarding students' change of course

schedules (drop/adds), general petitions, withdrawals, and residency
- Notice 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
- Student Services 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.

A Message from Student Services

On behalf of the Division of Student Services, we would first like to welcome you all into our Mighty Lion community. Here at Student Services, we aim to foster a dynamic student life and culture that is as diverse as the students who make up our university. Here at CDU, we truly wish to embody a "student-centered" university.

The Charles R. Drew University of Medicine and Science is an educational institution, which serves as a microcosm of the power woven within the tapestry of our unique value set. **Community, Leadership, Excellence, Diversity, Integrity** and **Compassion** are at the center of our commitment to serve.

Student Services is dedicated to supporting and cultivating student success. We can all participate in building a new success model that each student can use to achieve their own goals. We passionately seek to create systems, which can support the growth of the whole person: academically, personally and socially. CDU's intimate campus ensures greater access to professors, faculty and staff while offering excellent chances for peer mentorship, academic support networks and improved research possibilities.

We encourage all students to take advantage of the various programming and events, which the Division of Student Services hosts throughout the entire year. Whether it is a study skills workshop to help pass your final exams, resume building seminar for that first interview, or a cultural heritage event to help you feel more at home, we have something for all of our students during their entire collegiate career at CDU.

I invite you to explore the pages of our new website to better understand our mission and programs at https://www.cdrewu.edu/students.

Yours for a better medical education experience,

Division of Student Services

Student Services

The Office of Student Services is located in the Student Center. To reach the office, please call (323) 563-3343 or StudentServices@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 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 Support Services†

Charles R. Drew University is directly accountable to its students and mission. The Retention and Success Specialist assists students with academic issues, transitioning to CDU, and finding needed resources. The student support segment develops events, activities, and programs that promote student success, student retention, and enable retention efforts across campus. Individual needs of students are addressed to make sure that the CDU community has the tools essential to student success.

Center for Academic Success†

The Center for Academic success helps every student reach full academic potential. Workshops, tutoring, supplemental instruction, and a Learning Specialist provide valuable information on academic topics, specific strategies for challenging courses, and academic coaching.

Research Support and Resources

Charles R. Drew University recognizes the importance of independent research opportunities and efforts for students during their collegiate career. CDU and the Division of Student Services aims 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 on-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 housingresources@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

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

All full-time undergraduate, graduate and post-baccalaureate students attending Charles R. Drew University must enroll in, or waive, the health insurance coverage offered by the University. Students who wish to waive the University's health plan must confirm by established deadline dates that their existing coverage is at least equal to the health plan offered by the University. Students who do not provide the necessary proof to waive the insurance by the established deadlines will be automatically enrolled in the University's health plan. See Tuition and Fees section of this Catalog for program costs.

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, and act as a resource for faculty and staff to assist with their interactions with students. Available is a Psychologist and Case Manager to

assist with needs. Please contact counseling@cdrewu.edu or visit https://www.cdrewu.edu/students/studenthealthandwellness.

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.

Student Government

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

CDUSG objective is promotes unity within the student body by maintaining and exercising student's rights to voice their views, interest, and needs. CDUSG strives to maintain excellent communication between students and the administration. CDUSG's mission is in accordance with the mission of CDU as it creates student leaders who will carry on the legacy and mission of Dr. Charles R. Drew in their professional careers.

Clubs and Organizations

All student organizations must be registered with the Division of Student Affairs to be a University Recognized Student Organization. Student Organizations are required to have a university faculty or staff member designated to serve as the organizations advisor. 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 at the Division of Student Affairs. For additional information about Student Government, Clubs and Organizations at Charles R. Drew University please visit www.cdrewu.edu/students/StudentOrganizations.

Division of Undergraduate and Graduate Studies

Academic Programs

Enhanced Post Baccalaureate Program

The Enhanced Post-Baccalaureate Certificate Program in Pre-Medicine is a structured program designed to assist prospective students (re-applicants, academic enhancers) in gaining
admission into medical school. The 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 population through outstanding education, research, clinical service, and community engagement.

Program Information
• Rigorous academic science courses (including medical school prerequisite course)
• Small class size allowing more interaction with academic professors
• Intensive MCAT preparation including a professional test prep course
• Opportunities for hands-on clinical experiences
• Opportunities for immersive community service experiences in
underserved medicine
• Participation in selected annual pre-health/medical conferences
• Research opportunities with CDU research faculty
• Individualized career advisement sessions
• Longitudinal Pre-Health Series with interactive workshops and guest speakers
• Certificate of Completion*
• Committee Letter Dean/Director Program Letter
• Guaranteed interview to CDU-UCLA Medical Education Program*
•Recognition at the CDU Annual Commencement Ceremony*

* *Awarded to students who successfully complete the program requirements*

Program Details:
The program is open to students who plan
to apply to medical school within 2 years, and fall into one of three
categories:
• Re-Applicants (students who have applied to medical school and did not matriculate)
• Academic Enhancers (students who have taken medical school prerequisite courses and need to improve their GPA)
• Career Changers (students who have not taken medical school prerequisite courses)

Duration/Time Commitment:
The program runs over a 12-month (three-term) period starting in August of each academic year with a mandatory week-long orientation.
Activities will mainly occur during business hours, Monday - Friday 8 a.m. - 5 p.m. However, there will be some required weekend and evening sessions.
Students must be prepared to dedicate 30-40 hours per week to the program for classes, clinical duties, workshops
and personal study. Hence, it is not recommended to work during the program. Limited work study opportunities may be available depending on financial aid eligibility.
Limited financial aid may be available to students in the program who qualify.

Courses:
The program provides both lower and upper division undergraduate science course options to students through the College of Science and Health. Limited non-science courses are also available. Students in the program will also take a mandatory longitudinal Pre-Health Series consisting of interactive workshops designed to equip students with the knowledge, foundation and skills necessary to become successful applicants, and ultimately, successful medical students and physicians

EPB 101A- Pre-Health Series
This mandatory longitudinal seminar is only open to actively enrolled Post-Bacc students. The seminar consists of a series of interactive workshops designed to equip students with the foundation and
skills necessary to become successful applicants, and ultimately, successful medical students and physicians.
Taken in fall semester.
Pass/Fail
Units: 1

EPB 101B- Pre-Health Series
This mandatory longitudinal seminar is only open to actively enrolled Post-Bacc students. The seminar consists of a series of interactive workshops designed to equip students with the foundation and
skills necessary to become successful applicants, and ultimately, successful medical students and physicians.
Taken in spring semester.
Pass/Fail

Units: 1

EPB 101C- Pre-Health Series
This mandatory longitudinal seminar is only open to actively enrolled Post-Bacc students. The seminar consists of a series of interactive workshops designed to equip students with the foundation and skills necessary to become successful applicants, and ultimately, successful medical students and physicians. Taken in summer semester.
Pass/Fail
Units: 1

EPB 102- CDU/TPR MCAT
This 8-week summer MCAT course co-taught by The Princeton Review is designed to get pre-medical students ready for the test and to maximize their scores. Course is only open to CDU Post-Bacc students.
Pass/Fail
Units: 5

Extracurricular:
A wide variety of extracurricular activities including research, clinical, mentoring and networking opportunities are available for students participating in the program. Fifty community service hours are required.
Test Preparation:
Students in the program will receive a formal MCAT prep course.
Advising/Mentoring:
Students will be required to meet regularly for scheduled advising sessions to assess progress. Additional impromptu advising sessions are also available upon request. Students in the program will also benefit from having mentorship from CDU faculty and community members.
Program Requirements:
• Maintain a 3.5 GPA
• Complete a minimum of 24 units - maximum of 36 units at CDU
• Communicate regularly with CDU Enhanced Post-Baccalaureate Director, faculty, and staff
• Participate in all required program activities
• Complete intensive MCAT course
• Take MCAT and receive official MCAT score of 500 or more
• Abide by professionalism standards as detailed in CDU Student Handbook
• Pay all associated tuition/fees by deadlines as listed
• Tuition and fees are subject to change.
Program Benefits:
Upon successful completion of all program requirements, students will receive:
a. Certificate of Completion
b. Dean/Director Program Letter
c. Recognition at annual Commencement Ceremony
d. Guaranteed interview for the CDU-UCLA Medical Education Program

*International Students with at least 60 units of coursework done in the U.S. or with a degree accepted by an accredited U.S., U.S. Territorial, or Canadian post-secondary institution are also eligible to apply

A Message from the Vice President for Research and Health Affairs

Dear CDU Faculty, Staff, Students, and Community,

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

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

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

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

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

Sincerely,

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

University Research

Charles R. Drew University of Medicine and Science performs high quality, cost-effective and culturally relevant research that focuses on key health disparities. Since 1995, Charles R. Drew University has received over 800 distinct awards with funds totaling $555,804,392 from multiple federal divisions within the Department of Health and Human Services (DHHS). Our research faculty, staff and student trainees authored/co-authored more than 200 peer-reviewed publications since 2015. Our nationally and internationally renowned researchers are breaking new ground, integrating research advances into the basic science and setting new standards in healthcare disparities research for underserved communities. Currently CDU boasts over $25 million in federal, state, and local funding. The current endowment assets from research is over $80M.

Research Centers

The various research centers play an important role in the growth and development of medical research with a focus on health disparities at Charles R. Drew University. These center grants are funded for research, education and training, treatment and community partnerships in Cancer, Cardio-Metabolic, HIV/AIDS, Mental Health and Health Service/Policy Research. By promoting strategies that create synergy in research teams and between investigators and the community, CDU creates novel best practice solutions to transform the health of underserved communities that can be used as innovative models throughout the nation and the world.

- Accelerating eXcellence In Translational Science (AXIS) Center
- CDU/UCLA Cancer Center Partnership to Eliminate Health Disparities
- Clinical and Translational Sciences Institute in partnership with UCLA (CTSI)
- Clinical Research Education and Career Development (CRECD)
- CDU/UCLA Excellence in Partnerships for Community Outreach, Research on Health Disparities and Training Center (EXPORT)
- Diversity-promoting Institutions Drug Abuse Research Development Program (DIDARP)
- HIV/AIDS Research - Drew CARES
- Center for Biomedical Informatics

Student Research Training Opportunities

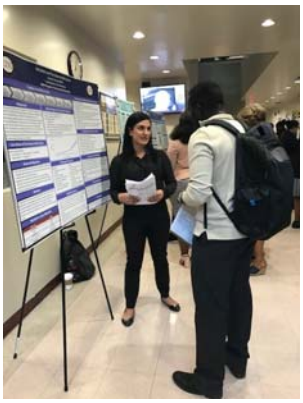
Every student that enters a CDU lab is given the opportunity to work side by side with our researchers to enhance their own education and prepare for careers in all areas. At CDU, our research is designed to encourage and attract the most research-oriented students that will take what they learn today to create a better tomorrow.

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. Our programs are created to ensure that each student acquires the knowledge, skills, and attitudes to become a proficient researcher. We invite you to take a look at https://www.cdrewu.edu/research for more information on the multiple research training opportunities for all student levels.

Research Training Programs:

- Medical Student's Research Training Program (MSRTP)
- Master's in Biomedical Science Program (MBSP)
- Undergraduate Cancer Research Training Program (UCRTP)
- Diversity Promoting Institutions Drug Abuse Research Program (DIDARP)
- CTSI TL 1 Summer Fellowship for Health Professional Students
- CTSI Training Program in Translational Science
- Advancement in Nursing Education
- Bridges to Doctorate
- Student Opportunities to Advance Research (SOAR) Program
- STRIDE Program
- STRIDE II Program

Undergraduate Cancer Research Training Program (UCRTP)



Sponsored by the CDU/UCLA Cancer Center, the Undergraduate Cancer Research Training Program is an 8-12-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, who is paired to work with a faculty principal investigator and/or associate at either a CDU or UCLA laboratory on a selected cancer research project. Since 2010, over 104 students have been accepted and those students co-authored over 90 peer-review publications from working with their mentors.

The goal of the UCRTP is to ensure that each undergraduate student acquires the knowledge, skills, and attitudes to become proficient in cancer health disparities research. On completion of the program, each undergraduate trainee have worked on a hypothesis-driven research project in cancer health disparities and developed a research paper (based on the findings of the ancillary project). Students also have the opportunity to present their findings before a regional or national conference and benefit from seminar series focused on translational cancer health disparities research.

Diversity Promoting Institution Drug Abuse Research Program (DIDARP)

DIDARP's education program is a year-round training that provides opportunity for 10 students to work on drug abuse research projects and in various Labs at CDU. The program has four primary mentors, who 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 Diversity-Promoting Institution Drug Abuse Research Program are to foster interest in substance abuse research among under-represented students and other trainees by providing meaningful educational and research experiences; to increase the number of high quality drug addiction research projects related to the metabolic effects of nicotine and to continue to enhance the research infrastructure at CDU to support substance abuse research.

CTSI TL 1 Summer Fellowship for Health Professional Students

The TL1 Summer Fellowship Program sponsored by the Clinical and Translational Science Institute provides each trainee with early exposure to the practice of interdisciplinary, community- partnered translational or health services research in urban underserved communities. One to two students are accepted each year and receive a stipend of $3,000. We have had 12 CDU students complete the program.

Student Opportunities to Advance Research (SOAR) Program

SOAR is designed for team-based CDU student research in five key research areas: Cancer, Cardio-metabolic, HIV/AIDS, Mental Health, and Health Policy. Focusing on addressing health disparities to achieve health equity, the program is an interdisciplinary research training opportunity that is open to currently enrolled CDU students in COM, COSH and SON. Since the program inception in summer 2016, SOAR has funded 34 CDU students.

SOAR encourages the formation of collaborative teams to conduct integrated, translational, cross-disciplinary and inter-professional research. Upon completion of the SOAR summer fellowship program, student researchers will complete a work in progress paper based on the findings of the project and participate in the annual SOAR symposium where they will present their findings at CDU.

STRIDE and STRIDE II Program

Project STRIDE is an eight to ten week high school clinical research program for 10 underrepresented juniors from local high schools. The students are matched with a mentor in their area of interest. They work a forty-hour week and receive a stipend for their participation.

The students receive leadership training, learn how to conduct a job interview; learn how to dress appropriately; have writing skills workshops; learn how to write a personal statement; have SAT preparation training conducted by a professional; and take field trips when appropriate.

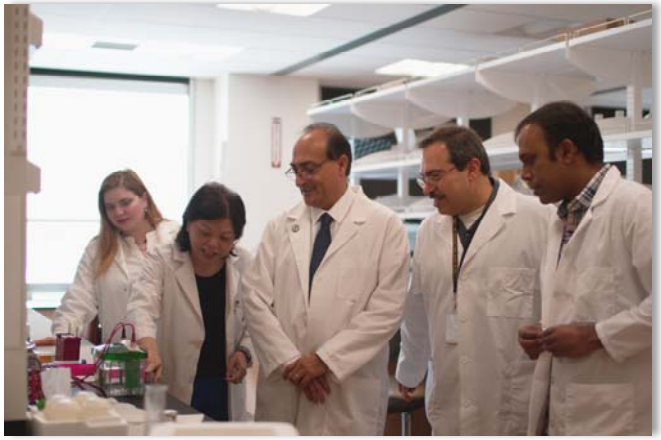
Research Partnership

- University of California, Los Angeles (UCLA) – Since its inception, CDU has conducted numerous collaborative research projects with UCLA.
- The CDU/UCLA Cancer Center Partnership to Eliminate Cancer Health Disparities 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 underserved communities, which face cancer health disparities in Service Planning Area (SPA) 6 region of Los Angeles.
- The Clinical and Translational Science Institute (CTSI) is composed of four partnered institutions located in Los Angeles County: Cedars-Sinai Medical Center, Charles R. Drew University of Medicine and Science, Los Angeles Biomedical Research Institute at Harbor-UCLA Medical Center, and the UCLA-Westwood Medical Center. As a partner of the UCLA-CTSI consortium, CDU has been able to leverage resources to engage in a multitude of activities with other CTSI partners.

Community Partnerships

The University has a number of strong partnerships and collaborations with community organizations and successfully engages surrounding communities in participatory-driven research. This work includes over 100 ongoing partnerships including programs to communicate research-based information to increase public awareness of health issues; efforts to improve the transfer of evidence-based knowledge to community-based healthcare providers; supporting, enhancing and actively engaging in ongoing and new community-based participatory research efforts, with a range of partners, including the South Central Family Health Center, the Nickerson Gardens Housing Project and the Oasis HIV Clinic, among others. Several of the Research Centers, including the CDU/UCLA Cancer Center Partnership, AXIS and CTSI have dedicated Cores/Units for community partnered research and activities.

STRIDE II is an undergraduate students program where STRIDE students can continue their research training from high school through college



CDU Faculty and Research Profiles

To learn more about our faculty and potential mentors, search our faculty directory.

Website

Visit our website to learn more
https://www.cdrewu.edu/research

College of Science and Health

History

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

The first allied health programs at Charles R. Drew University preceded the establishment of the current College of Science and Health with the implementation of MEDEX physician assistant and radiologic technology programs in cooperation with UCLA and Harbor General Hospital. Creation of a College of Science and Health (then the College of Allied Health) was first proposed in 1975 when a number of allied health programs were being developed in response to expanded clinical needs of the surrounding urban population. In 1983, Charles R. Drew University's Board of Directors consolidated existing programs and authorized creation of the College of Science and Health. In 1987, the State of California's Office of Private and Post-Secondary Vocational Education granted Charles R. Drew University's College of Science and Health a license to offer a Bachelor of Science for primary care physician assistants and an Associate of Science degree in medical record technology. Since 1988, a wide range of programs has been added, and that year Charles R. Drew University conferred the first Bachelor's degree for the physician assistants. In April 2005, the College was renamed the College of Science and Health to reflect these and future additions. In 2011, Charles R. Drew University completed the teach-out phase of the bachelor's degree physician assistant program; and in 2014, Charles R. Drew University started the process of 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 new Master of Science in Biomedical Sciences Program was approved by the WASC Senior College and University Commission (WSCUC) in 2016, and the inaugural class matriculated in August that same year. In 2017, the College received approval from the WSCUC for a new Bachelor of Science in Urban Community Health Sciences (UCHS) Program (now the Bachelor of Science in Public Health). The inaugural class matriculated August 2017. A new Bachelor of Science in Psychology with emphasis on community counseling was approved by the WSCUC in 2019, and the inaugural class matriculated in August 2020.

College of Science and Health

Administration

Monica G. Ferrini, MS, PhD
DEAN

Department Chairs and Program Directors

Jorge N. Artaza, MS, PhD
CHAIR, DEPARTMENT OF HEALTH AND LIFE SCIENCES

Candice Goldstein, PhD, CADC-II
CHAIR, DEPARTMENT OF GENERAL STUDIES
DIRECTOR, PSYCHOLOGY PROGRAM

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

Sondos Islam, PhD, MPH, MS
CHAIR, DEPARTMENT OF URBAN PUBLIC HEALTH

Lucy W. Kibe, DrPH, MS, MHS, PA-C
DIRECTOR, PHYSICIAN ASSISTANT PROGRAM

A Message from the Dean†

Dear CDU Family,

Welcome to our College of Science and Health (COSH)! As we embark on the 2022-23 academic year, I am looking forward to joining with new and continuing students in our shared commitment to academic excellence and cultivating diverse health professional leaders dedicated to social justice and health equity for underserved populations.

The global pandemic has made it more evident than ever that this commitment is vitally important. The worldwide pandemic has brought an even more pressing need for health professionals committed to the CDU vision of excellent health and wellness for all in a world without health disparities. Here at the College of Science and Health (COSH), we are dedicated to providing the education, support, and training for students to excel both here at CDU and in their future academic and professional careers. COSH programs offer academic and clinical instruction, research training, hands-on experience, and service-learning in a collaborative community of learners with community engagement. Our programs, faculty, and staff are committed to lifelong learning and performance excellence and are devoted to student success.

CDU students are given the tools to become leaders in biomedical sciences research, clinical professions, and public health. 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 of Science and Health†

The College of Science and Health at Charles R. Drew University of Medicine and Science offers undergraduate degree programs leading to an associate or baccalaureate degree, and graduate and certificate programs. Programs include: Master of Public Health (MPH) degree in Urban Health Disparities; Master of Health Science, Physician Assistant; Master of Science, Biomedical Sciences; Bachelor of Science, Biomedical Sciences; Bachelor of Science, Psychology (Emphasis in Community Counseling); Bachelor of Science, Public Health; Associate of Science in Radiologic Technology; and a Certificate in Computed Tomography.

The College of Science and Health provides students a solid science and liberal arts background, which enables graduates to bring a rich and informed sense of public responsibility to their careers as 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 underprivileged communities. Because of their commitment to the University's mission, most of the University's graduates return to those communities to serve and to work.

Faculty

The Charles R. Drew University faculty are diligent in their commitment to providing quality education to their students and adjusting their teaching methods to accommodate diverse learning styles as well as the learning styles of the 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 degree students must complete 100 hours of service. The College and programs retain the authority to establish requirements for completion of the community service and service-learning component of the curriculum.

Community service and service learning hours are fulfilled when the fieldwork component and the appropriate coursework that accompany this area of study are completed.

Student Awards

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

Dean's List: Undergraduate degree-seeking students enrolled in 12 or more credit units in a semester, or graduate students enrolled in 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 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.

Honor Societies

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

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

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

In order to be eligible for active membership, the student must possess a bachelor degree (or equivalent), complete one full year of academic courses leading to an advanced degree in public health, and intend to

pursue a career in public health. No more than 10% of the graduating students can be elected to membership in a given calendar year. Those elected will represent the upper 25% in class standing and who have demonstrated qualities of leadership in public health in addition to academic excellence.

Lambda Nu National Honor Society
The Lambda Nu national Honor Society for the radiologic and imaging sciences 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

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

Pi Alpha – The National Honor Society for Physician Assistants
Pi Alpha is a non-profit educational organization operating as 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.

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 Division of Student Services and through supporting academic departments or programs. Please see Student Life in the University section of this Catalog.

Academic Advising
Faculty advisors provide academic advice, support and encouragement throughout the duration of the student's academic program. A faculty member from the student's designated program serves as the academic advisor throughout the student's career at the University. Faculty members serve as advisors to provisional students as well, and non-matriculated students are also provided with advisors.

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.

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 decision. The student has the right to appear before the committee. The committee's decision must be submitted to the Dean within the first five weeks of the semester. If the Dean does not favor the committee's process or decision, an *ad hoc* committee can be appointed by the Dean to review the appeal and arrive at a decision. The *ad hoc* committee must reach a decision within one week of receipt of the appeal. Its decision is final.

Degree Requirements

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

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

Associate of Science (AS)

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 have completed at least half of the total units required for degree completion in their program in residence.

G.P.A. Requirement: Achievement of a minimum overall G.P.A. of 2.5 on a 4.0 scale.

General Education Requirement: Completion of the general education requirements.

Course Grade Requirement: A grade of "C" or better is required to pass a class that fulfills the following GE categories (WASC Core Competencies). Category A: Communication in the English Language and English Composition (6 units) Oral Communication and Written Communication (ENG 111 and COM 111). Category B: Mathematical Concepts and Information Literacy (6 units) Quantitative Reasoning and Information Literacy (MTH 126 or above, CPU 125 and ILR 101). Category E: PHE 250 Community Health Issues and PHE 255 Biopsychosocial Dynamics of Health require a C to pass/graduate, as they are core to programs, and in residency for all undergrads.

Program Requirement: Completion of all didactic, clinical, and community service requirements for the major.

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

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.

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

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

General Education Requirement: Completion of the general education requirements.

Course Grade Requirement: A grade of "C" or better is required to pass a class that fulfills the following GE categories (WASC Core Competencies). Category A: Communication in the English Language and Critical Thinking (9 units) Oral Communication, Written Communication and Critical Thinking (ENG 111, 112 and COM 111). Category B: Mathematical Concepts and Information Literacy MTH 126 or above, CPU 125 and ILR 101 (6 units) Quantitative Reasoning and Information Literacy. Category E: PHE 250 Community Health Issues and PHE 450 Global Health Senior Seminar require a C to pass/graduate, as they are core to programs, and In Residency for all undergrads.

Program Requirement: Completion of all didactic and community service requirements for the major.

Unrestricted Elective Requirement: Completion of two lower or upper-division three unit elective courses (6 units total). An unrestricted elective is any course a student wishes to complete for credit toward a degree other than those courses taken that fulfill specific general education, core curriculum, and program curriculum requirements.

This is an in residency requirement and cannot be transferred from other institutions for all undergraduate BS students. For all one-year BS clinical completion programs, the 6 units of electives are required; however, the in residency requirement is recommended but not mandatory.

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 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 101.

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 "C-"(70 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.

Course Listing
Division of General Studies

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

College of Science and Health† Programs

RAD	Radiologic Technology, AS
CT	Computed Tomography Certificate
BMS	Biomedical Sciences, BS
PSY	Psychology, BS
BSPH	Public Health, BS
RS	Radiologic Science, BS
BSRS	Bachelor of Science, Radiologic Science, Computed Tomography Certificate
MBS	Biomedical Sciences, MS

MPA Master of Health Science, Physician Assistant

MPH Master of Public Health

General Education

Department Chair: Candice Goldstein, PhD
CADC-II
Location: W.M. Keck Building
Telephone: (323) 357-3635

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

- Introduce students to the richness and diversity of the various academic disciplines;
- Broaden students' intellectual perspectives as educated members of society; and
- Encourage students to develop commitments to and mutual respect for diverse groups

General Studies Curriculum

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

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

*WSCUC 5 Core Competencies
** Breadth Requirements

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

General Studies Program Student Learning Outcomes (PSLO)

Area I: Written and Oral Communication, and Critical Thinking

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

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

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

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

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

General Studies Requirement

Those students who have tentatively decided on a major or who have declared their major should read the respective program statement to determine any particular general education courses that are required or suggested. Depending on the program of study, students may either take general education courses concurrently with major coursework or complete general education requirements prior to entering the major. Some programs allow a limited number of general education

units to also be counted towards a major. Although this does not lessen the total units required for the degree, it allows for those units to be used as electives. Electives are units needed beyond those taken to fulfill general education and major requirements. Students may take any elective courses for which they have the necessary prerequisites. No course may be repeated for elective credit unless stated in the course description.

Category A: Written and Oral Communication and Critical Thinking (Requires grade of "C' or better to pass core competency courses A 1, A2, A3).

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

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

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

Category B: Natural Sciences, Mathematics and Information Science (Requires grade of "C' or better to pass core competency courses B3 and B4).

B1. Life Science: Biological science courses such as Introductory Biology (BIO 100) or Introduction to Anatomy and Physiology (BIO 120) and introductory courses in human genetics and physical or biological anthropology with laboratory components that emphasize the observation and description of organisms.

B2. Physical Science: Physical science courses such as Introductory Chemistry (CHM 100) or General Physics I (PHY 250) with laboratory components emphasize analytic, quantitative and qualitative investigation of matter.

B3. Mathematical Concepts and Quantitative Reasoning: Mathematics and quantitative reasoning courses, such as College Algebra (MTH 126), Pre-Calculus (MTH 130) and Calculus I (MTH 230).

B4. Information Literacy and Computer Science: Courses such as:

Information Literacy and Computer Applications (CPU 125) and Information Literacy and Research Methods (ILR 101) provide the foundation and skills in information literacy, research methods and computers via various assignments, problem solving and research, including formulating a research question, locating materials using standardized electronic resources and presentation and spreadsheet applications.

Category C: Arts and Humanities

C1. Fine and Performing Arts: Fine and Performing 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 the understanding of aesthetic, philosophical and cultural principles, such as Introduction to Humanities (HUM 231) or Cultural Diversity in Contemporary Literature (HUM 233).

C3: Humanities Courses emphasize the understanding of aesthetic, philosophical and cultural principles, such as Philosophy & Health (HUM 330)

Category D: Social and Behavioral Sciences

D1a. Citizenship I: Courses in United States history (HIS 141) covering United States History to 1877 Civil War and Reconstruction.

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

D2. World Societies and International Cultures: These courses consider individual cultures or multicultural experiences in an international context such as cultural anthropology, ethnic studies and cross-cultural communication, such as Cross Cultural Communication in Healthcare (COM 315). Culture, Spirituality and Health (NURS 403). Foundations of Global Health (BSPH 403), Ethnic Studies in Public Health (BSPH 402).

D3. Social and Behavioral Science: These courses

emphasize individual and human social behavior, such as courses in General Psychology (PSY 141), Human Development (PSY 351) and Introduction to Sociology (SOC 141)

Category E: : Diversity, Service and Community Health: In Residency Requirement– - must be completed in residency at CDU (Requires grade of "C' or better to pass core competency courses E2 and E3).

E1 Spanish: Courses in Introductory Spanish (COM 131) and Spanish for the Healthcare Professionals (COM 231) that offer vocabulary and practical dialogues needed by people working in healthcare.

E2. Health Seminar and Community Service Learning: These courses involve actual voluntary service learning in underserved communities in an attempt to create within students a personal commitment to these communities. Community service hours must be completed prior to starting the health seminar. The health seminar portion of this course involves the integration of knowledge and skills to create an awareness, sensitivity and knowledge of the needs of underserved communities, such as Biopsychosocial Dynamics of Health (PHE 255) Global Health Senior Seminar (PHE 450), Public, Community and Global Health Nursing (NUR 417) and Foundations of Global Health (BSPH 403).

E3. Community Health: Course in Community Health Issues that introduce students to the areas of community health including the medical, legal and social aspects of areas such as substance abuse, communicable diseases, intentional injury and death. Integrates Healthy People 2020 objectives and strategies for promoting health in underserved communities with all course objectives, such as Community Health Issues (PHE 250) Introduction to Public health (BSPH 101), and Public, Community and Global Health Nursing (NUR 417).

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

F1. Courses emphasize interdisciplinary approaches to understanding how we know the world with special attention to education and healthcare, emphasizing the human being as an integrated physiological, psychological and social organism, such as Healthcare Policy and Aging (NURS 415), Health Dynamics and Cultural Diversity (PHE 352) and Human Development (PSY 351).

Checklist of General Education and Core Requirements

Associate of Science Degree (27 units)

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

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

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

Subject Area	Units	COSH Equivalent
B3	3	MTH 121
B4	3	CPU 125 (2 units) and ILR 101 (1 unit)

Category C: Arts and Humanities (3 units required)

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

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

Subject Area	Units	COSH Equivalent
D1a	3	HIS 141
D1b	3	POL 141 or
D2	3	COM 315 or
D3	3	PSY 141, or SOC 14, or PSY 351

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

Subject Area	Units	COSH Equivalent
E1	3	COM 231
E2	1	PHE 255, or NURS 417 or BSPH 403
E3	2	PHE 250

Bachelor of Science Degree (53 units)

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

Subject Area	Units	COSH Equivalent
A1	3	ENG 111
A2	3	COM 111
A3	3	ENG 112

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

Subject Area	Units	COSH Equivalent
B1	4	or BIO 100 or BIO 120 or upper division program course in Biology with lab or Anatomy and Physiology with Lab. (3 units lecture; 1 unit lab)
B2	4	CHM 100 or PHY 250 or upper division program course in Chemistry with lab or Physics with Lab (3 units lecture; 1 unit lab)
B3	3	MTH 126
B4	3	CPU 125(2 units) and ILR 101 (1 unit)

Category C: Arts and Humanities (9 units required)

Subject Area	Units	COSH Equivalent
C1	3	ART 131
C2	3	HUM 231, or HUM 232, or HUM 233
C3	3	HUM 231, or HUM 232, or HUM 233 or HUM 330 or HUM 335

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

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

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

Subject Area	Units	COSH Equivalent
E1	3	COM 231
E2	1	PHE 450, or NURS 417 or UCHS 300
E3	2	PHE 250 or NURS 417 or UCHS 101

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

Subject Area	Units	COSH Equivalent
F1	3	HUM 330, or PHE 352, or PSY 351, NURS 415, or HUM 335

(UE) Unrestricted Elective
* By permission of the Instructor

Course Descriptions

ANTHROPOLOGY

ATH 142 - Cultural Anthropology
Provides an anthropological perspective of the human species through time and space by focusing on fieldwork studies from a variety of cultures.
Formerly: ANTH 142
Category: D2
Units: 3

ART

ART 131 - Health and Creative Arts
Covers creative communication as expressed through poetry, song, drama, and visual media and as related to the influence on people's perception of themselves and their environment. Explores the extent to which these art forms benefit health and recovery.
Formerly: AH 131
Category: C1
Units: 3

BIOLOGY

BIO 025 - Human Anatomy Review and Medical Physiology
Provides a review of human anatomy from the chemical/cellular level to the formation of complex major organ systems. Provides a comprehensive approach to medical physiology to enhance the student's knowledge of organ system integration. Designed to improve learning skills and developmental review, as well as to prepare students for pathophysiology.
Formerly: AP 025
Units: (None) CR/NC

BIO 100- Introductory Biology
The course is an introductory survey of modern

biological concepts covering the areas of molecular, cellular, and organismic biology, with emphasis on the diversity of life in the underlying framework of evolution. This is a preparatory course for entry into HLS130AL. Requirement is waived if the student has taken AP Biology with a score of 3 or above. This course includes a lab.
Category: B1
Units: 4 (3 lecture units, 1 lab unit)

BIO 120 - Introduction to Anatomy and Physiology[2]
Covers the origin of human organ systems, homeostasis, the function of major organ systems and selected diseases that affect each system. Equal consideration is given to anatomy and physiology. Covers current issues relevant to designated organ systems to enhance the students' knowledge of research and basic science contributions.
Formerly: AP 120
Category: B1
Units: 4 (3 lecture units, 1 lab unit)

BIO 114 - General Biology: Principles of Human Biology[2]
Provides a comprehensive study of the human body from the chemical/cellular level to the formation of complex major organ systems.
Units: 4 units (3 lecture units, 1 lab unit)

BIO 310 - Biochemistry
Studies the structure, properties, and metabolism of the constituents of biological systems (amino acids and proteins, carbohydrates, lipids, nucleic acids, and vitamins), the mechanism of enzyme action, ATP generation, information transfer, and the biochemical basis of disease.
Formerly: BCH 320
Prerequisite(s): BIO 120 or BIO 124
Units: 6 (4 lecture units, 2 lab units)

CHEMISTRY

CHM 100 – Basic Chemistry
Introduction to the fundamental concepts of chemistry, atomic theory, electron configuration, periodicity, bonding, molecular structure, reaction stoichiometry, gas laws, and changes in state in preparation. This course includes a laboratory component. The course is also a preparatory course for entry into BMS 140L. Requirement is waived if the student has taken AP Biology with a score of 3 or above
Category: B2
Units: 4 (3 lecture units, 1 lab unit)

CHM 122 - General Chemistry
Considers scientific notation, atomic and molecular structure, the periodic table, ionic and covalent bonds, chemical equations, chemical stoichiometry, mole concepts pH concepts, introduction to organic chemistry, and states of matter, solution, acids, bases, and salts.
Prerequisite(s): MTH 121
Units: 5 (4 lecture units, 1 lab unit)

COLLEGE LEARNING SKILLS

CLS 060- College Reading and Learning Skills
College Reading and Learning Skills Designed to teach reading comprehension skills by exploring and organizing information, taking notes to find main ideas and supporting details in textbooks and other reading materials. Study skills include listening, note taking, memory and concentration skills, test taking, and research skills. Progression in the course is through a series of instructor supervised workshops and computer-assisted instructional modules.
Prerequisite(s): Pre-enrollment reading examination.
Units: 1 Unit
CR/NC

CLS 300 – Information Literacy Skills for Lifelong Learning
Teaches future healthcare professionals how to identify, evaluate, and synthesize information so that they can remain current with rapidly evolving healthcare practices throughout their careers.
Units: 3

COMMUNICATION STUDIES

COM 111 - Public Speaking[1]
Introduces the fundamental principles, skills, and applications of speechmaking, preparation for public speaking, organization of materials, and presentational techniques, as well as critical listening skills and speech analysis. Provides students with opportunities to deliver various speech types. WASC Core Competency: Oral Communication requires a C to pass the course.
Category: A2
Units: 3

COM 113 - Medical Terminology
Emphasizes etymology of disease terms, nomenclature of medical and surgical procedures, use of prefixes, suffixes, word roots, combining forms, and plurality of medical terms.
Formerly: AH 113
Units: 3

COM 111 - Medical Terminology (Self-Paced)
Provides accelerated review of basic medical terminology with modules available from the instructor and a test at the end of each unit to be completed in one

to 12 weeks. Intended to assist those studying medicine and healthcare and who have a need to review or increase their medical vocabulary. Restricted to students with a previous background in medical terminology. Available only in the summer prior to a student's fall entry.
Formerly: AH 113X
Units: 3

COM 210 - Principles of Argumentation
Studies argumentation as a form of critical reasoning by examining the nature of propositions, elements and structure of arguments, and forms and types of arguments concerning current issues in bioethics. Integrates these issues with the concerns of the health sciences professions.
Prerequisite(s): COM 111
Units: 3

COM 131 – Introductory Spanish
A comprehensive beginning Spanish course designed for students with no previous knowledge of Spanish or with a previous Spanish course that was taken more than three years ago. This course includes instruction and practice in all four basic languages skills of speaking, reading, writing, and listening. This course is a recommended before COM 231 Spanish for Healthcare Professionals. Credit by examination is available for this course.
Units: 3

COM 231-Spanish for Healthcare Professionals
Teaches the vocabulary, grammatical principles, and sentence structure needed by those in the medical field. Focus is primarily on methods to take a medical history, perform physical examinations, and counsel patients in Spanish to enhance the patient-healthcare provider relationship. In Residency Requirement for COSH and SON. Undergraduates: Must be completed at Charles R. Drew University. Credit by exam is only available to students who are fluent in Spanish (reading, writing, and comprehension) and can show documentation of using Spanish in a healthcare setting.
Formerly: COM 233 (2 units) plus COM 234 (1 unit)
Prerequisite: None. Recommended: COM 131, one year of high school Spanish/one semester of college Spanish within the last 3 years, previous or concurrent use of the Spanish module within the Plato online learning system (Plato made available to students free of charge upon request).
Units: 3

COM 315- Cross Cultural Communication in Healthcare
Introduces the concepts and principles of effective communication as they are applied to communication within healthcare contexts. Focuses on interpersonal communication, including patient practitioner interactions, barriers to effective communication, verbal and nonverbal behavior, and ethics of communication, with an emphasis on cross-cultural communication. Course also covers professional presentation methods for academic and healthcare settings.
Prerequisite (S): COM111
Category: D2
Units: 3

COMPUTER SCIENCE

CPU 125- Introduction to Computer Applications
Designed for students to enhance competency in information literacy and beginning research methods through the use of computers. Students will learn and practice the use of the internet, introductory website development and Microsoft Office applications of Word, Excel, and PowerPoint. Credit by examination is available for this course. WASC Core Competency: Information Literacy requires a C to pass the course
Category: B4
Units: 2

CPU 126 - Computer Theory and Application for Health Professionals
Designed to introduce students to the major concepts and applications of medical informatics. Includes history and evolution of information processing, elements of the computer system, input/output devices, computer files and databases, programming languages, data management, and ethical issues in computer technology. Teaches applications of computer technology in selected areas of study.
Prerequisite(s): CPU 125*
Units: 3 (2 lecture hours, 3 lab hours)

ECONOMICS

ECN 201- Macroeconomics
Overview of macroeconomic theory. Examines national accounting, levels of output and employment, money supply, government monetary and foreign exchange, and the international monetary system.
Units: 3

ECN 202- Microeconomics
Overview of microeconomic theory. Examines pricing, resource allocation, distribution, current domestic economic problems, international trade, and alternate economic systems.
Units: 3

ENGLISH

ENG 099 – English Fundamentals for College Writing

English Fundamentals for College Writing This course prepares students for English Composition through intensive review of basic English language skills, including sentence structure and composition, mechanics, and usage, as well as study and exercises in word choice, style, paragraph development, and essay structure**. Prerequisite(s): Appropriate score on English Placement Examination.**
Units: 3

ENG 111 - English Composition
Introduces the student to written discourse in the form of the essay. Reviews the stages of writing process and the stylistics involved in essay composition. Analyzes texts of various authors and teaches various types of essay composition. WASC Core Competency: Written Communication requires a C to pass the course.
Prerequisite(s): ENG 099 or appropriate score on the pre-enrollment writing examination.
Category: A1
Units: 3

ENG 112 - Critical Thinking and Text Analysis
This course is an intensive reading and writing course designed to develop the student's ability to think critically, analyze, synthesize, evaluate, and draw conclusions from complex information in a variety of forms and contexts. The primary source material for the course will be texts, that is, textual forms, including, but not limited to, written, cultural, artistic, and various media forms. As the advanced semester of composition, this course will allow students to continue to define their academic reading, writing, and research practice, and to expand upon their knowledge and understanding of fundamental communication theory. The course will also offer opportunities for students to work in collaborative settings in order to broaden their experience in determining effective models for critical and creative thinking, and problem solving. WASC Core Competency: Critical Thinking requires a C to pass the course.
Prerequisite(s): ENG 111
Category: A3
Units: 3

ENG-114 Fundamentals of Writing for Healthcare
This course prepares students to write effectively, especially in professional and academic healthcare contexts. Students will produce individual and collaborative writing projects, including research papers. Course will also provide an intensive review of general and academic English writing skills, including composition, citation, mechanics, usage, and style.
Prerequisite(s) ENG-111; ENG-112; or equivalent.
Units: 3

ENG 314 Writing for Health Care Professionals
Emphasizes professional writing and research methods for students in allied health. Requires students to select, develop, and produce individual and collaborative writing projects from planning through production. Includes organizational or public document projects, such as journal articles, newsletters, a series of health promotion pamphlets, a set of organizational policies and procedures, or a community-based research project culminating in formal proposals.
Prerequisite(s): ENG 111
Units: 3

GENETICS

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

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.
Category: D1a
Units: 3

HEALTH SERVICES MANAGEMENT

HSM 306 – Organization and Management of Healthcare Systems
Examines the administrative elements of health services management. Provides background, theoretical concepts, practices, and opportunities for the exploration and discussion of issues and problems in health services management. Provides a workable overall knowledge of health services management as well as particular insight into certain types of health systems.
Units: 3

HSM 311- Introduction to the U.S. Healthcare System
Provides an overview of the United States healthcare system, including topics in health policy, financing, organization, and the institutions of healthcare systems,

medical practice, and access to care. Introduces students to the historical and traditional bases of programs, issues, and aspects of healthcare delivery system in the United States.
Units: 3

HSM 312 – Introduction to Health Services Management
Introduces management theories, practices, and organizational dynamics. Emphasizes the application of theories to managing health services and healthcare institutions. Topics include ethical and legal considerations, organizational design and change, strategic planning, marketing, quality improvement, motivation, leadership, communication, and human resources.
Units: 3

HSM 405 - Critical Health Issues
Examines and evaluates current issues in the healthcare industry. Devotes particular attention to issues of community health, minority healthcare delivery, healthcare for the poor and the aged, the rising cost of healthcare, current state and federal legislation, and the legislative impact of voluntary and governmental health plans on minorities. Increases understanding of the medical, legal, and social aspects of healthcare, their impact and influence upon community healthcare, and particularly the healthcare delivery system for minority groups.
Units: 3

HSM 410 - Introduction to Managed Care
Provides an understanding of the health maintenance organization (HMO) under current pluralistic systems of healthcare and insurance, and the organizational forms of managed care. Examines the HMO as a health delivery system. Presents an overview of relevant terminology, concepts and issues including benefits packages and health insurance in the United States.
Units: 3

HUMANITIES

HUM 231 - Introduction to Humanities I
Provides an integrated historical, aesthetic, and philosophic perspective on world cultures with readings of primary texts, such as oral traditions from the earliest civilizations, including persistent African traditions, through the European late middle ages.
Prerequisite(s): ENG 111
Category: C2/3
Units: 3

HUM 232 - Introduction to Humanities II
Provides an integrated historical, aesthetic, and philosophic perspective on world cultures with readings of primary texts from the European Renaissance to the end of the second millennium.
Prerequisite(s): ENG 111
Category: C2/3
Units: 3

HUM 233 - Cultural Diversity in Contemporary Literature[3]
Surveys the literatures of various cultural groups as expressed through the texts and voices of representative writers and poets. Emphasizes contemporary ethnic literatures, as well as representative writing of diverse cultural and sub-cultural groups. Focuses occasionally on special topics presented by visiting scholars.
Prerequisite(s): ENG 111
Category: C2/3
Units: 3

HUM 330 – 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 and ENG 112
Category: C2/3 or F
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.
Formerly: AH 335
Prerequisite(s): ENG 111 and ENG 112
Category: C2/3 or F
Units: 3

INFORMATION LITERACY RESEARCH

ILR 101 Information Literacy Research
Designed for students to develop and demonstrate competency in information literacy for research. Students will learn to formulate a research question, locate material using standardized electronic resources, evaluate web sources, apply ethical standards in the use of information, and an introduction to Endnote software. WASC Core Competency: Information literacy requires a C to pass the course.
Category: B4
Units: 1

MATHEMATICS

MTH 121 - Elementary Algebra
Reviews basic arithmetic concepts and introduces the fundamentals of algebra, including algebraic expressions, the multiplication and factoring of polynomials, complex numbers, synthetic division, graphing, linear and quadratic equations, inequalities, and basic functions. ***Fulfills AS degree quantitative reasoning requirement with a grade of C or better. Cannot be used for bachelor degree quantitative reasoning requirement.***
Prerequisite(s): MTH 022 or appropriate score on the pre-enrollment mathematics examination.
Units: 3

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. WASC Core Competency: Quantitative Reasoning requires a C to pass the course. Fulfills BS degree level quantitative reasoning requirement (except BMS see MTH 130).
Prerequisite(s): MTH 121 or appropriate score on the pre-enrollment mathematics examination.
Category: B3
Units: 3

MTH 130 – Pre-Calculus
Elementary function theory with graphing techniques and applications. Polynomials, rational functions, exponential functions, logarithms, and trigonometric functions, arithmetic series, geometric series, and conic sections will be studied in detail. The course provides a solid foundation for the use of scientific and graphics calculators in problem solving. WASC Core Competency: Quantitative Reasoning requires a C to pass the course if used for GE credit. Fulfills BS degree level quantitative reasoning requirement and core requirement for BMS.
Prerequisite(s): MTH 126 or appropriate score on the pre-enrollment mathematics examination.
Category: B3
Units: 3

MTH 140 Mathematics for Healthcare
Review and application of pre-algebra to dosage calculations and the fundamentals of medication administration. Practical problem-solving skills needed to carry out simple and complex calculations encountered in today's healthcare practice. Extension of dosage calculation to major modalities, including intravenous administration. Special emphasis on unit conversions and instrument readings. This course does not fulfill the GE college level math requirement for graduation.
Units: 3

MTH 150 Statistics for Research
This course is an introduction to the fundamental concepts of descriptive and inferential statistics that emphasizes application to the life sciences. Topics include: sampling and measurement, tests of significance, probability distributions, confidence intervals, regression, and correlation.
Prerequisite(s): MTH 130 or instructor approval*
Units: 3

MTH 230 – Calculus I
This course is an introduction to the differentiation and integration of elementary algebraic functions (polynomial, rational, and nth-root) and transcendental functions (exponential, logarithmic, and trigonometric) of one variable and the study of related topics including the fundamental theorems of calculus, maxima and minima, ordinary differential equations, and applications to statistics.
Prerequisite(s): MTH 130
Category: B3
Units: 3

MTH 231 – Calculus II
Continuation of MTH 230 that covers advanced integration techniques, Taylor series, convergence tests for infinite series, and multivariable calculus including: partial derivatives, multiple integrals, gradients and Laplacians, coordinate transformations, and partial differential equations.
Prerequisite(s): MTH 230
Category: B3
Units: 3

MICROBIOLOGY

MIC 223 - Applied Microbiology
Provides an introduction to the biology of microorganisms with emphasis on their roles in infectious disease, production and deterioration of goods in industry, agriculture, waste disposal, and production.
Prerequisite(s): BIO 124
Units: 6 (4 lecture units, 2 lab units)

NUTRITION

NTR 220- Principles of Nutrition
This course will introduce basic concepts of nutrition with an emphasis on methods to improve health through proper nutrition. Principles of digestion and absorption,

the function of nutrients, lifecycle nutritive needs, disease prevention, diet modifications, and weight control will be covered. WASC Core Competency: Critical Thinking requires a C to pass the course.
Units: 3

PHILOSOPHY

PHL 112 - Logic and Critical Reasoning[1]
Introductory course in logic and critical reasoning. Examines basic logical concepts, including formal and informal logic—reasoning, deduction, argument, proposition, induction, truth, and fallacy. Satisfies Division of General Studies critical thinking requirement. WASC Core Competency: Critical Thinking requires a C to pass the course.
Category: A3
Units: 3

PHYSICS

PHY 126 - Introductory Physics
Emphasizes the presentation of Newton's laws of motion, work, and energy. Involves understanding of diverse forms of energy, focusing on the motion of particles and waves, electricity, and magnetism.
Prerequisite(s): *
Category: B2
Units: 4 (3 lecture units and 1 laboratory unit)

PHY 250 – General Physics I
Introductory calculus-based physics course. Topics include kinematics, mechanics, work, momentum, rotational motion, elasticity, mechanical waves, thermodynamics, and fluid mechanics.
Prerequisite(s): MTH 230 or instructor approval
Units: 4 (3 lecture units and 1 laboratory unit)

PHY 251 – General Physics II
Calculus based physics course. Topics include wave motion, electrostatics, electromagnetism, AC and DC circuits, optics, quantum theory, atomic and nuclear structure, relativity, and elementary particles.
Prerequisites(s): PHY 250
Category: B2
Units: 4 (3 lecture units and 1 laboratory unit)

POLITICAL SCIENCE

POL 141 - United States Government
This course is designed to explore the foundations and development of American politics and the American political system from its origins in the Western tradition until the present day and focuses on the ways in which various theoretical, philosophical, and historical ideas contribute to and inform the workings and dynamics of U.S. Politics and Government as it exists in the contemporary moment.
Formerly: POLS 141
Category: D1b
Units: 3

PSYCHOLOGY

PSY 141 - General Psychology
Introduces psychology, including a brief overview of its history and various schools of thought. Focuses on the basics of human behavior, developmental psychology, personality and adjustment, and social psychology. Includes the application of psychological principles to health and cross-cultural experiences. Provides an introduction to methods of psychological evaluations.
Formerly: PSYCH 141
Category: D3
Units: 3

PSY 351 - Human Development
Describes human development from a physical, psychological, biological, anthropological, and sociological perspective from conception to death. Emphasizes the scientific method to describe and explain human development. Examines the influence of culture and the external environment. Discusses practical implications for allied health professionals.
Recommended not required Prerequisite(s): SOC 141 or PSY 141.
Category: D3 or F
Units: 3

PUBLIC HEALTH EDUCATION

PHE 143 - Survey of Allied Health Professions
Provides a basic foundation for student inquiries into allied health occupations as career choices for the healthcare labor force. Develops skill in recognizing components of various options in the AHP.
Units: 3

PHE 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.
Formerly: AH 252 and AH 255
Prerequisite(s): PHE 250
Category: E2
Units: 1

PHE 344 - Educational Methods for Allied Health Practitioners
Provides an overview of theoretical concepts of learning, teaching, planning, implementing, and evaluating education experiences for individuals in various settings and at different stages in the life cycle. Emphasizes the development of lesson plans, usage of audiovisual aids, and application of educational methods in practical settings.
Formerly: AH 344
Prerequisite(s): 3 units in social/behavioral science
Units: 3

PHE 352 - Health Dynamics and Cultural Diversity
Examines cross-cultural views of health, disease, and medicine. Examines health behavior skills intended to facilitate behavior change in cross-cultural groups. Surveys strategies for promoting optimal care for patients and self in the clinical situation, and increasing awareness of health behaviors that can inhibit or enhance behavior change. Provides an overview of four modules: cultural and religious diversity and differences, the dynamics of helping relationships, violence and intentional injury, and interpersonal communication skills. Emphasizes promotion of optimal provider-patient relationships in the clinic and other medical encounters.
Prerequisite(s): SOC 141 or PSY 141
Category: 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.
Formerly: AH 355 and AH 450
Prerequisite(s): PHE 250
Category: E2
Units: 1

PHE 451 - Research Methods
Presents students with various aspects of health-related research. Focuses on basic research design, proposal construction, data collection, statistical theory, and formal report writing. Aims to develop and/or enhance the student's ability to participate in and conduct basic research.
Prerequisite(s): CPU 125*
Units: 3

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

SCIENCE

SCI 101-Basic Sciences
The course is an introduction to fundamental concepts in chemistry, biology, and anatomy and physiology with application on healthcare. The topics include cell structure and function, structure and function of organ systems, as well as the characteristics of biomolecules, metabolism, regulation and metabolic integration. This course is suitable for Biomedical/Nursing majors as an introductory or refresher course before core science requirements.
Units: 3

SOCIOLOGY

SOC 141 - Introduction to Sociology
Introduces the study of self, socialization, and social interaction. Explores interpersonal relations, social roles, structure and social change, and culture.
Category: D3
Units: 3

SOC 240 - Urban Sociology
Examines organization of the modern city with an emphasis on: 1) the social problems of the modern industrial center; 2) comparisons of minority communities across cultures; 3) differential structure and process of minority group life; and 4) analysis of trends in urban and suburban communities.
Prerequisite(s): SOC 141*
Units: 3

ASSOCIATE OF SCIENCE, RADIOLOGIC TECHNOLOGY

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

The Associate of Science degree program in Radiologic Technology serves as the foundation for a Bachelor of Science degree in Radiologic Science (BSRS), BSRS with a Computed Tomography Certificate option or a Computed Tomography Certificate. It is designed to prepare the student for employment as an entry-level radiologic technologist after 21 months of didactic and clinical education. The program also provides the necessary prerequisite courses for a Bachelor of Science degree in Radiologic Science (BSRS) Program. It also provides the necessary prerequisite courses for the BSRS Computed Tomography (CT) degree program or the Computed Tomography (CT) certificate program at CDU.

The primary duties of a radiologic technologist include operating imaging equipment, ensuring radiation safety from unnecessary exposure for the general public and themselves. Technologists perform clinical procedures to produce X-ray studies for the diagnosis and treatment of injury and disease. Other duties include HIPPA compliance, financial stewardship, protection of patient rights and maintaining medical records. Technologist also 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 60 miles each way to the various clinical sites. Clinical site locations currently extend from Los Angeles County to San Bernardino County. Clinical hours vary from 5:00 am to 11:30 pm. 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.

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

Accreditation
The Radiologic Technology program is accredited by:

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

Approval
The Radiologic Technology program is approved by:

The State of California
Department of Public Health
Radiologic Health Branch
MS 7610
1500 Capital Avenue, 5th Floor, Bldg 172
Sacramento, CA 95814-5006
Tel: (916) 327-5106
Website: http://cdph.ca.gov/rhb

Program Specific Requirements
- Equipment and Supplies Fee $300 (one-time)
- Annual Clinical Fee $1,000
- Mandatory 3 day program orientation
- Mandatory CPR class (all new students)
- Parking fees (if any)
- Program admission interview
- Ability to lift 40 pounds without assistance
- Copy of titers showing immunity against measles, mumps, rubella (MMR) and varicella or titers, and tetanus
- Hepatitis B vaccination
- Annual proof of a negative tuberculosis skin test or Chest X-ray if skin test is positive (Annual Requirement) or QuantiFERON TB Blood Test to avoid x-ray exam.
- Annual influenza vaccination
- 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 a regionally accredited college or university with a minimum grade of "C"
- Successful completion of a drug screening
- Completion of a Live Scan (convictions may not disqualify applicant)

Applicants with convictions 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.

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 Dr. Kolini Coleman, Director of Student Services (Kolinicoleman@cdrewu.edu) as soon as possible. For technical support, please contact the Library's Blackboard Helpdesk at http://cdrewu.libguides.com/sesc. For lectures, Zoom and/or Blackboard collaborate will 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 using the Proctorio proctoring service. The Proctorio Chrome extension should be installed on the students' computer.

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

Send the appeal to:
Attn: Office of Enrollment Management
Charles R. Drew University of Medicine and Science
1731 E. 120th St.
Los Angeles, CA 90059

Grievance Policy
The Grievance Policy with a timeline is stated in the University Catalog and, is also, located in the Program Policy and Procedure Manual.

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

1. Visual Acuity
2. Auditory Perception
3. Communication
4. Gross and fine motor 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 each 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.

Students can only fail one course during the academic program and the course may only be repeated one time. A student who fails more than one course or a clinical component may not continue in the radiologic technology program. 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.

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. A dismissal may prevent the student from further enrollment in the Radiologic Technology Program.

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.

Health Insurance Portability and Accountability Act (HIPAA)
Students will learn and be certified in HIPAA practice.

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

Professional Course Curriculum (54 Units)†

RAD 102	Introduction to Radiologic Technology	3
RAD 103	Radiographic Positioning I w/Lab	3
RAD 104	Radiographic Positioning II w/Lab	3
RAD 105	Methods of Patient Care	2
RAD 106	Radiographic Positioning III w/Lab	3
RAD 107	Introduction to Radiography Physics	3
RAD 112	Principles of Radiation Exposure I	3
RAD 113	Principles of Radiation Exposure II	3
RAD 120	Clinical Practicum I	3
RAD 130	Clinical Practicum II	2
RAD 140	Clinical Practicum III	4
RAD 209	Radiographic Positioning IV w/Lab	3
RAD 215	Cross Section Anatomy and Pathology	3
RAD 216	Computed Tomography	3
RAD 217	Sophomore Seminar II and Certification Preparation	6
RAD 220	Clinical Practicum IV	4
RAD 230	Clinical Practicum V	3

Professional courses taken at other institutions will not be accepted

General Education and Capstone (30 Units)

ENG 111	English Composition (*A)	3
COM 111	Public Speaking (*A)	3
MTH 121	Elementary Algebra or higher (*B)	3
ILR 101	Information Literacy and Research Methods (*B)	1
CPU 125	Information Literacy and Computer Applications (*B)	2
ART/HUM	ART or Humanities* (*C)	3
HIS 141	U.S. History (Post 1896) (*D)	3
SOC 141	Sociology (*D)	3
COM 231	Spanish for Healthcare Professionals (*E)	3
PHE 250	Community Health Issues (*E)	2
PHE 255	Sophomore Health Sem and Cap. (*E)	1
COM 131	Introductory Spanish (UE)	3
	Unit Total	**84**

(*A) Fulfills University GE requirements in Category A
(*B) Fulfills University GE requirements in Category B
(*C) Fulfills University GE requirements in Category C
(*D) Fulfills University GE requirements in Category D
(*E) Fulfills University GE requirements in Category E
(UE) Unrestricted Elective must be taken in residency (3 units)
** Information Literacy and Research Methods component, ILR 101 must be taken at CDU for 1 unit.
For a complete listing of general education requirements, see "General Education" in the Catalog.

Advising
The Radiologic Technology Advisors assist students every semester in planning course schedules, evaluating previous 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.

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

Course Descriptions

RAD 102 – Introduction to Radiologic Technology
Provides an introduction to the profession of radiologic technology. Discusses introduction to the clinical setting, radiologic services administration, basic radiation protection, patient interactions, and infection control. Discusses an overview of radiography, its role in the healthcare delivery system, and the history and future of the profession.
Units: 3

RAD 103 - Radiographic Positioning I w/lab
Designed to provide the student with the necessary concepts and practical experiences in basic standardized radiographic positioning of the upper limb, lower limb, and chest. This course also discusses radiographic terminology and considerations related to the production of quality radiographs.
Units: 3

RAD 104 - Radiographic Positioning II w/lab
Designed to provide the student with the necessary concepts and practical experience in basic standardized radiographic positioning of the, pelvic girdle, bony thorax, and abdomen. This course also discusses radiographic terminology and considerations related to the production of quality radiographs.
Prerequisite(s): All RAD course in the first year fall semester
Units: 3

RAD 105 - Methods of Patient Care
Designed to acquaint the student with the necessary concepts of patient care. It includes the consideration of physical and psychological conditions. It describes routine and emergency patient care procedures. It also identifies the role of the radiologic technologist in patient education. This course also discusses aspects of death and dying. It discusses contrast media pharmacology and its practical use and includes certification in basic CPR.
Units: 2

RAD 106 - Radiographic Positioning III w/lab
Provides the necessary concepts and practical experience in basic standardized radiographic positioning of the skull, sinuses, petromastoid, and temporomandibular articulations. Discusses considerations related to the production of quality radiographs. This course also discusses radiographic terminology and considerations related to the production of quality radiographs.
Prerequisite(s): All RAD courses in the first year fall and spring semesters
Units: 3

RAD 107 – Introduction to Radiography Physics
Introduces basic health physics and computational techniques required for further education in the radiologic technology. Topics include atomic physics, quantum mechanics, radioactivity, electromagnetism, X-ray production, X-ray interactions with matter, and a comparative survey of medical imaging techniques.
Units: 3

RAD 112 - Principles of Radiation Exposure I
Provides introductory knowledge and understanding of X-ray exposure technique as correlated with practical application. It provides an introduction to PACS and digital radiography. Develops the capability to devise and revise a technique based on sound principles and practices. It discusses basic math and algebra formulas. Basic fundamentals concerned with the production, analysis, and recording of radiographic images are included in this course. Understanding density, contrast, detail and distortion as well as their interrelationships will be emphasized. Subject matter will include mAs, kVp, distance relationships, geometric image formation, grids, beam limiting devices, and filtration. Laboratory assignments are included.
Prerequisites: 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 year fall and 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: 3

RAD 130 - Clinical Practicum II
Designed to further develop student clinical skills under direct and indirect supervision. This course further develops practical skills in patient care. The student continues to accumulate hours and examinations required by the State of California Department of Health Services.
Prerequisites: All RAD courses in the first year fall semester
Units: 2

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.
Prerequisites: All RAD courses in the first year fall and spring semesters
Units: 4

RAD 209 - Radiographic Positioning IV w/lab
Provides study and laboratory demonstration in various anatomic positions necessary to demonstrate specific anatomical parts for diagnostic evaluation with an emphasis on the vertebral column. Discuss medical terminology and considerations related to the production of quality radiographs.
Prerequisite(s): All RAD courses in the first year
Units: 3

RAD 215 – Cross Section Anatomy and Pathology
Designed to introduce and develop skills necessary to perform advanced diagnostic imaging procedures. This course will also develop skills necessary to perform procedures on patients with unusual conditions or pathologies. This course introduces the student to human anatomy and pathology as seen in various imaging planes using various modalities of radiological images. This course will provide the student with a working knowledge of anatomy and pathologies encountered in sectional imaging modalities. This course also discusses radiographic terminology and considerations related to the production of quality diagnostic images.
Prerequisite(s): All RAD courses in the first year
Units: 3

RAD 216 – Computed Tomography
Designed to further develop theoretical knowledge of advanced studies in X-Ray production, emission, and interaction with matter and a recording medium. It introduces advanced fundamentals of radiation and radiation physics as it applies to humans and advanced diagnostic imaging procedures. This course will introduce the operations of Computed Tomography and focus on building a sound understanding of the underlying scientific theory and practice of Computed Tomography. It is designed to introduce the concepts and scientific principles employed in Computed Tomography imaging techniques. **Prerequisite(s): All RAD courses in the first year 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 guest and faculty. This course also permits the student to use simulated testing software to identify and eliminate their own personal areas of academic weakness before taking the certification examinations.
Prerequisite(s): All RAD courses in the first year and second year fall semesters
Units: 6

RAD 220 - Clinical Practicum IV
Designed to continue develop advanced skills in performing examinations under direct and indirect supervision. The student continues to develop

positioning skills and making exposures using sound radiation protection decisions. Students must demonstrate developing competency in radiographic procedures of patients with emergent and non-emergent conditions.
Prerequisite(s): All RAD courses in the first year
Units: 4

RAD 230 - Clinical Practicum V
Designed to continue to develop advanced skills in performing examinations under indirect supervision. The student begins to master positioning skills and making exposures using sound radiation protection decisions. Students must begin to demonstrate mastery competency in radiographic procedures of patients with emergent and non-emergent conditions. This course enhances skills in procedures learned in prior clinical courses. It provides comprehensive experiences in closely related special imaging and therapeutic modalities to broaden knowledge of the profession.
Prerequisite(s): All RAD courses in the first year and second year fall semester
Units: 3

NOTE: *This curriculum schedule is a correct representation of the program at the time of publication. The Radiologic Technology program has the right to modify its content at any time with the approval of the Program Committees, Education and Academic Policy Committee and the Dean of the College of Science and Health if required. It is the University's responsibility to provide a curriculum, which fulfills all intra and extra institutional requirements. All potential graduates must pass program completion requirements prior to ARRT testing.* ***Students must also pass a final written comprehensive examination with a minimum score of 90% as part of the program completion requirements****. A total of 50 hours of community service must be fulfilled for graduation. Additionally, 1865 hours of clinical practice are required for program completion. Professional courses from other schools will not be accepted as transfer courses. Charles R. Drew University is in compliance with all Laws and Regulations of The State of California Department of Public Health - Radiologic Health Branch.*

COMPUTED TOMOGRAPHY CERTIFICATE PROGRAM

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

The CT program offers the certified Radiologic Technologist, the opportunity to receive a certificate in two semesters.

All coursework and clinical practice must be completed and documented to receive a certificate of completion.

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

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

Grievance Policy
The Grievance Policy with a timeline is stated in the University Catalog and is located in the student handbook.

General Information
All Radiologic Science courses must be completed with a minimum grade of "C" (75% or better) before the student can enroll in subsequent semester courses.

All courses in the Radiologic Technology program are to be taken for a letter grade.

All RAD courses expire in twenty-four (24) months. Therefore, students must apply and pass the computed tomography exam within twenty-four (24) months.

Program Goals and Program Student Learning Outcomes
(See BSRS)

Community Service Learning Requirement
Through service learning, students will develop an understanding of the needs of the community and the people residing therein. They will experience making a difference in the lives of those in need. Students must complete a minimum of 40 hours of community service learning and document their experience in a minimum two page report. Students are encouraged to discuss their options with their faculty advisor.

CURRICULUM

1st Semester		
Course #	**Course Title**	**Units**
RAD 400	Cross Section Anatomy	3
RAD 404	Computed Tomography	3
Semester Unit Total		**6**

2nd Semester		
Course #	**Course Title**	**Units**
RAD 405	Cross Section Pathology	3
RAD 406	Computed Tomography Clinical Practicum	8
Semester Unit Total		**11**
Total Units for Certification		**17**

Course Descriptions

RAD 400 - Cross-Section Anatomy
This course is designed to begin with a review of gross anatomy of the entire body. 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 (or eligible) as a Registered Technologist by the American Registry of Radiologic Technologists.
Units: 3

RAD 404 - 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(s): Active certification (or eligible) as a Registered Technologist by the American Registry of Radiologic Technologists.
Units: 3

RAD 405 - Cross-Section Pathology
This course is designed as an overview of pathologies commonly seen in magnetic resonance imaging and computed tomography. Along with distinguishing various types and pathologies as seen on MRI and CT scans. Emphasis will be placed on a general understanding of the description, etiology, epidemiology, signs and symptoms, imaging characteristics, treatment, and prognosis of those pathologies.
Prerequisite: RAD 400 and RAD 404
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. Students must complete 360 hours of clinical practicum within the 12 weeks of the summer semester. If a student has a clinical site outside of CDU's affiliation list, we will process the necessary paperwork for the student to attend that site.
Prerequisite: RAD 400 and RAD 404
Units: 8

BACHELOR OF SCIENCE,† BIOMEDICAL SCIENCES

Department Chair: Jorge N. Artaza MS, PhD
Location: W.M. Keck Building
Telephone: (323) 563-4915
Website: https://www.cdrewu.edu/cosh/BS-BMS

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

The program offers a multidisciplinary study of health and diseases and particularly the biological and molecular sciences that constitute the foundation of modern medicine.

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

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

Program Objectives/Student Learning Outcomes

Students are immersed in a structured comprehensive curriculum that prepares students for careers in health professions by offering courses and laboratory work. In addition, the core curriculum with pillars in global experience, social justice, health polices, 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 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.

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 Assistant Studies and Pre-Physical therapy.

Application

The Department of Health and Life Sciences accepts applications for the Biomedical Sciences undergraduate program in the Fall and Spring until classes are filled. See Application Deadlines and https://www.cdrewu.edu/admissions/deadlines-admission-and-financial-aid.

Program Admission Requirements

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

Matriculation Requirements:

Upon admission all incoming students (freshman and transfers) must take a placement exam in Math, English, Biology, and Chemistry

Requirements for the Major (120 units)

The Bachelor of Science degree in Biomedical Sciences requires:

- 45 units General Education and core university courses
- 51 units Lower and Upper Division required courses and electives courses for the major
- 24 units lower or upper division Electives courses depending on the track of choice: Pre-Medicine, Pre-Nursing, Pre-Dentistry, Pre-Pharmacy, Pre-Physician Assistant, Pre-Optometry, Pre-Physical therapy and Pre-Podiatry.
- 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, underserved community engagement, and sociopolitical dynamic of health embedded in the Biomedical Sciences curriculum.

The upper division curriculum is tailored to individual career goals, such as pre-medicine, pre-nursing, pre-physician assistant, pre-pharmacy, pre-physical therapy

and pre-dentistry.

Courses marked with a * will fulfill category B for General Studies (8 units)
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 Requirements (45 Credits)

	Course Number	Course Title	Units
GE Category A **9 Units**	ENG 111	English Composition	3
	COM 111	Public Speaking	3
	ENG 112	Critical Thinking and Text Analysis	3

	Course Number	Course Title	Units
GE Category B **3 Credits**	CPU 125	Computer Applications	2
	ILR-101	Information Literacy	1

	Course Number	Course Title	Units
GE Category C **9 Credits**	ART 131	Health and Creative Arts	3
	HUM 231, 232 or 233	Intro to Humanities I, II, Cultural Diversity in Contemporary Literature, or Medical Humanities I (Philosophy of Health)	3
	HUM 231, 232, 233 or 330	Intro to Humanities I, II, Cultural Diversity in Contemporary Literature, or Medical Humanities I (Philosophy of Health)	3

	Course Number	Course Title	Units
GE Category D **12 Credits**	HIS 141	United States History	3
	POL 141	United States Government	3
	COM 315	Cross Cultural Communication in Healthcare	3
	PSY 141 or 351 or SOC 141	General Psychology, Human Development, or Introduction to Sociology	3

	Course Number	Course Title	Units
GE Category E **9 Credits ** Must be taken in residency**	COM 131	Introduction to Spanish	3
	**COM 231	Spanish for Healthcare Professionals	3
	**PHE 250	Community Health Issues	2
	**PHE 450	Senior Health Seminar and Capstone	1

	Course Number	Course Title	Units
GE Category F **3 Credits ** Must be taken in residency**	**HUM 330, or	Philosophy & Health	3
	**BSPH 101	Introduction to Public Health	3
	**PHE 352, or	Health Dynamics and Cultural Diversity	3
	**PSY 351	Human Development	3

Biomedical Sciences major: Required courses (51 Credits)

	Course Number	Course Title	Units
Required Courses for the major	BMS 130L /131L	General Biology w/ Lab Part I and II* B	4,4
	BMS 140L/ 141L	General Chemistry w/ Lab Part I and II * B	4,4
	BMS 201	Social Justice and Leadership Seminar	1
	BMS 210/211L	Organic Chemistry w/ Lab part I and II	4,4
	MTH 150	Statistics for Research	3
	MTH 130	Pre-Calculus	3

	MTH 230	Calculus I (required pre-med)	3
	BMS 365	Neuroscience and Behavior	3
	BMS 303L	Biochemistry w/ Lab	4
	BMS 310L/ 311L	Anatomy and Physiology w/Lab part I and II	4,4
	BMS 320L	General Microbiology w/ Lab	4
	BMS 450	Ethics in Biomedicine	1

Biomedical Sciences major: Electives Courses (24 units)

	Course Number	Course Title	Units
Lower Division Electives Courses	BMS 155	Introduction to Physical Therapy	2
	COM 113	Medical Terminology	3
	BMS 260	Pharmacy calculations	3
	NTR 220	Principles of Nutrition	3
	MTH 231	Calculus II	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 299	Independent Study	1-2

	Course Number	Course Title	Units
Upper Division Electives Courses	BMS 333	Cellular and Molecular Biology	3
	BMS 350	Kinesiology	3
	BMS 368L	Fundamentals of Biotechnology	4
	BMS 400	Social Justice and Leadership Seminar II	1
	BMS 401	Pharmacology	3
	BMS 405L	Immunology w/ Lab	3
	BMS 410	Human Genetics	3
	BMS 425	Human Embryology	3
	BMS 444	Clinical Immunology and Hematology	3
	BMS 453	Biophysics	3
	BMS 455	Diagnostic skills/simulations	1
	BMS 475	Evolutionary Medicine	3
	BMS 480	Global Oral Health	3
	BMS 495/496	Integrative Biomedical Sciences exam preparation- MCAT	2,2
	BMS 497	Integrative Biomedical Sciences exam preparation- HESI	2
	BMS 498	Research Project	2
	BMS Elective	Approved by Department Chair	

Example of the 4-year plan of studies for the pre-Med track

Plan of Studies

YEAR 1			
Semester	**Course**	**Course Name**	**Units**
Fall	BMS 130-L	General Biology I with lab*	4
	BMS 140-L	General Chemistry with lab*	4
	COM 111	Public Speaking	3
	BMS 201	**Social Justice and Leadership Seminar	1
	ILR-101	Information Literacy	1
	CPU 125	Intro to Computers	2
		Total units:	**15**
Spring	BMS 131-L	General Biology II with lab *	4
	BMS 141-L	General Chemistry with lab *	4
	ENG 111	English Composition	3
	MTH 230	Calculus I	3
	PHE 250	Community Health Issues **	2
		Total units:	**16**
Summer	ENG 112	Critical Thinking	3
	ART-131	Health and Creative Art **	3
	POL 141	United States	3

		Government	
	HIS 141	United States History	3
		Total units:	**12**

YEAR 2			
Semester	**Course**	**Course Name**	**Units**
Fall	PHY 250-L	General Physics I with Lab *	4
	BMS 210-L	Organic Chemistry I with Lab	4
	BMS 365	Neuroscience and Behavior	3
	COM 131	Intro to Spanish	3
	PSY 141	Intro to Psychology	3
		Total units:	**17**
Spring	PHY 251-L	General Physics II with Lab *	4
	BMS 211	Organic Chemistry with Lab	4
	MTH 150	Statistic for research*	3
	COM 231	Spanish for Healthcare Professionals	3
		Total units:	**14**

YEAR 3			
Semester	**Course**	**Course Name**	**Units**
Fall	BMS 410	Human Genetics	3
	BMS 303 L	Biochemistry with lab	4
	HUM 233	Cultural Diversity	3
	PSY 351	Human Development	3
		Total units:	**13**
Spring	COM 315	Cross Cultural Communication in Healthcare	3
	BMS 333	Cellular and Molecular Biology	3
	BMS 401	Pharmacology or elective	3
	BMS 499	Research Project**	2
		Total units:	**11**

YEAR 4			
Semester	**Course**	**Course Name**	**Units**
Fall	BMS 320L	Microbiology with Lab	4
	BMS 310L	Anatomy and Physiology I with Lab	4
	BMS 495	Integrative Biomedical Science exam prep II	2
	HUM 330	Philosophy & Health	3
		Total units:	**13**
Spring	BMS 311L	Anatomy and Physiology II with Lab	4
	BMS 496	Integrative Biomedical Science exam prep II	2
	BMS 450	Ethics in Biomedical Sciences**	1
	PHE 450	Senior Health Seminar and capstone**	1
	BMS 453	Biophysics	3
		Total units:	**11**

Research Requirement

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

Community Service Requirement

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

Course Descriptions†

BIOLOGY

BMS 100 - Introduction to 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 is a preparatory course for entry into BMS130L Requirement is waived if the student has taken AP Biology with a score of 3 or above.
Category: B for General Studies
Units: 4 (3 lecture units, 1 lab unit)
Formerly BIO 100

BIO 120 - Introduction to Anatomy and Physiology[2]
Covers the origin of human organ systems, homeostasis,

The dagger mark (†) indicates an error correction in the section.

the function of major organ systems and selected diseases that affect each system. Equal consideration is given to anatomy and physiology. Covers current issues relevant to designated organ systems to enhance the students' knowledge of research and basic science contributions.
Formerly: AP 120
Category: B1
Units: 4 (3 lecture units, 1 lab unit)

BIOMEDICAL SCIENCES

BMS 113 - Medical Terminology
Emphasizes etymology of disease terms, nomenclature of medical and surgical procedures, use of prefixes, suffixes, word roots, combining forms, and plurality of medical terms.
Formerly: AH 113
Units: 3

BMS 130L - General Biology I w/lab
Introduction to the ecology, evolution, and diversity of life, covering all major groups of organisms from a phylogenic perspective.
Prerequisite: BMS 100 or instructor approval
Units: 4

BMS 131L - General Biology II w/Lab
Continuation of the introduction to all major groups of organisms from a phylogenetic perspective, mitosis, meiosis and genetics.
Prerequisites: BMS 130L or instructor approval
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 or instructor approval
Units: 4

BMS 141L- General Chemistry II w/Lab Continuation of the fundamental concepts of chemistry, gas laws, acids and bases, thermodynamics, kinetics, organic molecules, and changes in state in preparation for advanced classes in Biomedical Sciences.
Prerequisite: BMS 140L or instructor approval
Units: 4

BMS 155- Introduction to Physical Therapy
A course designed to familiarize the students with the history, function, purpose of physical therapy and the role of the physical therapist assistant, role in ethics, medical-legal issues, medical terminology, administration and communication skills, patients and other providers.
Prerequisite: BMS 100 or instructor approval
Units: 2

BMS 201- Social Justice and Leadership Seminar 1
This interactive course will explore, both through readings and various activities, the meaning of leadership in today's scientific enterprise at the service of society.
Prerequisite: Instructor Approval
Units: 1

BMS 210L- Organic Chemistry I w/Lab Intermediate chemistry course dealing with structural and synthetic concepts of organic chemistry, atomic theory, electron configuration, bonding, molecular structure, stereochemistry, molecular identification by IR, Mass, and NMR spectroscopy, reaction stoichiometry, purification, and reaction pathways. **Prerequisites: BMS 140L and BMS141L or instructor approval**
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 260- Pharmacy Calculations
Overview of basic mathematic principles and their applications in pharmacy. Students will learn about and practice dosage calculations, systems of measurement, compounding calculations, preparing injectable and intravenous medications, and business mathematics.
Prerequisite: BMS 140L or instructor approval
Units: 3

BMS 299 Independent Study
Provides students an opportunity to apply knowledge and skills obtained in prior courses and to learn skills not specifically presented in the curriculum by working with a mentor.
Prerequisite: Approval of Department Chair
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 lips and amino acids, enzyme kinetics.
Prerequisite: BMS 210L or instructor approval
Units: 4

BMS 333 Cellular and Molecular Biology
This course is intended to help the student to understand how the molecules of the cell cooperate, how the living cells work in their social context. The course provides fundamental and conceptual framework of cell biology and cell signaling to recognize biological and biomedical issues that affect our lives.
Prerequisite: HLS 130ABL or instructor approval
Units: 3

BMS 310L Anatomy and Physiology I w/Lab
Introduction to anatomy and physiology for biomedical students. Includes overview of all body systems, structure and function of cells, tissues, and organs. Detailed survey of the integumentary, musculoskeletal, and nervous system.
Prerequisite: BMS 130L and BMS 131L or instructor approval.
Units: 4

BMS 311L Anatomy and Physiology II w/Lab
Continuation of an introduction to anatomy and physiology for biomedical science students. Includes overview of all body systems, structure and function of cells, tissues, and organs. Detailed survey of special senses digestive, urinary endocrine, reproductive, circulatory and respiratory systems.
Prerequisite: BMS 130L and BMS 131L or instructor approval
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 bacterial genetics or immunology, and issues related to public health.
Prerequisites: BMS 130L and BMS 131L or instructor approval.
Units: 4

BMS 330 Histology and Histopathology
This course covers the microscopic study of normal tissues and organs using light and electron microscopy. It also provides an introduction to the study of histopathology. Students will develop expertise on basic histological techniques for preparing tissues for microscopic study.
Prerequisite: BMS 310L or instructor approval
Units: 3

BMS 350 Fundamentals of Kinesiology
This course explores the fundamental concepts and meaning of movement/physical activity, diversity of humans as moving beings, professional/career options, current issues, and personal characteristics/professional responsibilities.
Prerequisite: BMS 130 and BMS 311 or instructor approval.
Units: 3

BMS 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 sue this model to reference details about the connectional organization and typical behavior of the nervous system.
Prerequisite: BMS 130 and PSY 141 or instructor approval
Units: 3

BMS 368L Fundamentals of Biotechnology w/Lab
This course give an introduction to scientific concepts, laboratory techniques used in biotechnology with emphasis on medical applications. Students develop critical thinking and communication skills; explore and understand bioethics, and explain how it relates to medical biotechnology.
Prerequisites: BMS 130L, BMS 131L and BMS 300L or instructor approval.
Units: 4

BMS 400 Leadership Seminar II
Leadership seminar II will focus on implementation skills discovered in Seminar I.
Prerequisite: BMS 201 or instructor approval
Units: 1

BMS 401 Pharmacology
An introduction to the structure, mechanisms, pharmacokinetics, pharmacodynamics, therapeutic uses and adverse reactions of prototypic agents from the major categories of drugs.
Prerequisites: BMS 210L and BMS 211L or

instructor approval.
Units: 3

BMS 405L Immunology w/Lab
A course designed to introduce the student to the immune response, cellular and humoral, induction of immunity, detection of antibodies, principal serologic methods evaluation of immune response. It will address three sections: fundamental immunology, serology, and introduction to clinical immunology.
Prerequisite: BMS 320L or instructor approval
Units: 3

BMS 410 Human Genetics
Principles and methods of genetics as they relate to humans as individuals and in populations. This course covers the topics of human disease, cytogenetics, medical genetics, cancer genetics, and population genetics. In each section, principles are presented by way of illustration of particular human genetic diseases or conditions.
Prerequisite: BMS 130L and BMS 131L or instructor approval.
Units: 3

BMS 425 Human Embryology
Examining development with emphasis on human embryology. This course examines normal and abnormal human fetal development, birth defects, in vitro fertilization, stem cells, and cloning. Emphasis is put on the mechanisms that underlie development and the effect on the adult. This course is designed for students interested in a career in medicine, biology, research, and allied health sciences.
Prerequisites: BMS 130L and BMS 131L or instructor approval.
Units: 3

BMS 444 Clinical Immunology and Hematology
This course provides basic knowledge in clinical immunology and hematology as it applies to disease pathogenesis and patient care. It will cover new advances in interventional clinical immunology and hematology, and sections on hematopoietic stem cell origins and immune response to infectious diseases.
Prerequisites: BMS 130L and BMS 131L or instructor approval
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 conducing 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: PHY 250L, PHY 251L, BMS 130L and BMS 131L or equivalent or instructor approval.
Units: 3

BMS 475 Evolutionary Medicine
This course examines how our evolutionary past impacts human health and disease. Focus areas include the development of evolutionary theory, evolution theory, evolution of human ancestors, evo-devo, sociobiology and human behavior, and impact on human health and disease. This course is designed for students interested in a career in medicine, biology, research, and allied health sciences.
Units: 3

BMS 480 Global Oral Health
Provides an introduction to the basic concepts, methods, materials, technology, principles and practices in oral public health promotion and disease prevention. This course provides students with a broad understanding of the healthcare system and the social, political, cultural, behavioral and economic forces influencing that system. Students will be introduced to their role as a community health promoter through a variety of didactic and service-learning experiences.
Units: 3

BMS 495 Integrative Biomedical Sciences Exam Prep I-MCAT
A comprehensive review course of the four year BS education for a deeper understanding of scientific principles, with an emphasis on pre-professional exam preparation. The course includes test taking strategy, critical thinking, problem solving elements, overviews the biological and chemical foundations of living systems, and challenges students understanding of the psychological, social and biological foundations of behavior.
Prerequisites: BMS130/131L, BMS 140/141L, BMS210, BMS211, BMS300L, SOC141, PSY141, PHY250/251L, or instructor approval
Pass/Fail
Units: 2

BMS 496 Integrative Biomedical Sciences Exam Prep II -MCAT
Continuation of BMS 495, a comprehensive review course of the four-year BS education for a deeper understanding of scientific principles, with an emphasis on pre-professional exam preparation. The course includes test taking strategy, critical thinking, problem solving elements, overviews the biological and chemical foundations of living systems, and challenges students understanding of the psychological, social and biological foundations of behavior.
Prerequisites: BMS130/131L, BMS140/141L, BMS210, BMS211, BMS300L, SOC141, PSY141, PHY250/251L, or instructor approval
Pass/Fail
Units: 2

BMS 497 Integrated Biomedical Exam Preparation-HESI
A comprehensive review of math, reading vocabulary, grammar, biology, anatomy and physiology and chemistry. The course focuses on test taking strategies and on practice tests for HESI A-2 exam preparation.
Pre-requisites: BMS 130L, BMS 131L, BMS 140L, BMS141L, BMS 310L, BMS 311L or approval of instructor.
Pass/Fail
Units: 2

BMS 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: 2

CHEMISTRY

CHM 100 – Basic Chemistry
Introduction to the fundamental concepts of chemistry, atomic theory, electron configuration, periodicity, bonding, molecular structure, reaction stoichiometry, gas laws, and changes in state in preparation. This course includes a laboratory component. The course is also a preparatory course for entry into BMS 140L. Requirement is waived if the student has taken AP Biology with a score of 3 or above
Category: B2
Units: 4 (3 lecture units, 1 lab unit)

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. WASC Core Competency: Quantitative Reasoning requires a C to pass the course. Fulfills BS degree level quantitative reasoning requirement (except BMS see MTH 130).
Prerequisite(s): MTH 121 or appropriate score on the pre-enrollment mathematics examination.
Category: B3
Units: 3

MTH 130 – Pre-Calculus
Elementary function theory with graphing techniques and applications. Polynomials, rational functions, exponential functions, logarithms, and trigonometric functions, arithmetic series, geometric series, and conic sections will be studied in detail. The course provides a solid foundation for the use of scientific and graphics calculators in problem solving. WASC Core Competency: Quantitative Reasoning requires a C to pass the course if used for GE credit. Fulfills BS degree level quantitative reasoning requirement and core requirement for BMS.
Prerequisite(s): MTH 126 or appropriate score on the pre-enrollment mathematics examination.
Category: B3
Units: 3

MTH 140 Mathematics for Healthcare
Review and application of pre-algebra to dosage calculations and the fundamentals of medication administration. Practical problem-solving skills needed to carry out simple and complex calculations encountered in today's healthcare practice. Extension of dosage calculation to major modalities, including intravenous administration. Special emphasis on unit conversions and instrument readings. This course does not fulfill the GE college level math requirement for graduation.
Units: 3

MTH 150 Statistics for Research
This course is an introduction to the fundamental concepts of descriptive and inferential statistics that emphasizes application to the life sciences. Topics include: sampling and measurement, tests of significance, probability distributions, confidence intervals, regression, and correlation.
Prerequisite(s): MTH 130 or instructor approval*
Units: 3

MTH 230 – Calculus I
This course is an introduction to the differentiation and integration of elementary algebraic functions (polynomial, rational, and nth-root) and transcendental functions (exponential, logarithmic, and trigonometric) of one variable and the study of related topics including the fundamental theorems of calculus, maxima and minima, ordinary differential equations, and applications to statistics.
Prerequisite(s): MTH 130
Category: B3
Units: 3

MTH 231 – Calculus II
Continuation of MTH 230 that covers advanced integration techniques, Taylor series, convergence tests for infinite series, and multivariable calculus including: partial derivatives, multiple integrals, gradients and Laplacians, coordinate transformations, and partial differential equations.
Prerequisite(s): MTH 230
Category: B3
Units: 3

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 250 – General Physics I
Introductory calculus-based physics course. Topics include kinematics, mechanics, work, momentum, rotational motion, elasticity, mechanical waves, thermodynamics, and fluid mechanics.
Prerequisite(s): MTH 230 or instructor approval
Units: 4 (3 lecture units and 1 laboratory unit)

PHY 251 – General Physics II
Calculus based physics course. Topics include wave motion, electrostatics, electromagnetism, AC and DC circuits, optics, quantum theory, atomic and nuclear structure, relativity, and elementary particles.
Prerequisites(s): PHY 250
Category: B2
Units: 4 (3 lecture units and 1 laboratory unit)

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 again, and accordingly. 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 his/her probationary status. The minimum standard(s) required to remove this probationary status will be stated in the notice of probation to the student.

Termination/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 his/her decision within three (3) working days of receipt of the committee's recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

Make Up Exams

Student will only be allow to makeup an exam with proper documentation.

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, PUBLIC HEALTH (BSPH) in URBAN HEALTH DISPARITIES

(Formerly Urban Community Health Sciences UCHS)

Department Chair: Sondos Islam, PhD, MPH, MS
Location: W.M. Keck Building, Room 225
Telephone: (323) 563-5890
Website: https://www.cdrewu.edu/cosh/BSPH

The BSPH with emphasis in Urban Health Disparities is nationally accredited by the Council on Education in Public Health (CEPH) through 2024 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 rich 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, evidence-based research methods and hands-on experience, and health communication skills, all of which enhance our graduates' ability to translate and apply the newly gained public health knowledge and skills to public health practice.

Upon completion of the degree, BSPH graduates will be equipped to addressed 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.

Accreditation
The BSPH program is part of the Masters of Public Health (MPH) program unit accredited by Council on Education for Public Health (CEPH) through 2024.

BSPH Program Vision
To advance social justice through public health education that addresses health disparities and promotes health equity among historically marginalized communities.

BSPH 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.

BSPH Program Goals:

- *Instructional Goal*: To provide a social justice-centered public health education that focuses on structural competency and social determinants of urban health disparities.
- *Research Goal*: To address urban health disparities and advance health equity through research.
- *Service Goal*: To support the development of a community-engaged and social justice-centered public health workforce.

BSPH Program 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 practice 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, fairness, respect, and professional and scholarly ethics.

BSPH Program Student Learning Outcomes (PSLOs)

Upon degree completion, CDU's BSPH graduates will have the knowledge and skills to address and apply the following CEPH Bachelor of Public Health Domains and their aligned BSPH PSLOs.

CEPH PH Bachelor's Domains	CDU BSPH PSLOs
1- **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.	1- Explain the history, philosophy, values, concepts and functions of public health across the globe and in society.
2- **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.	2- 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.
3- **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.	3- Identify and discuss major public health challenges for local, national, and global urban populations.
4- **Human Health**: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.	4- Describe the underlying science of human health and disease prevention methods to promote the health of diverse communities across the life course.
5- **Determinants of Health**: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.	5- Explain the multi-dimensional determinants of health and how they impact human health and health disparities
6- **Project Implementation**: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.	6- Apply basic principles of public health program planning, implementation, assessment and evaluation.
7- **Overview of the Health System**: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries.	7- Compare the fundamental characteristics and organizational structures of the U.S. health system with those in other countries.
8- **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.	8-Describe the multiple dimensions of the US policy-making process, their impact on community health, including the roles of leadership, ethics and evidence.
9- **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.	9- Communicate audience appropriate public health content, research and practice using cultural humility approaches in writing, oral presentation and use of social media.

Requirements for the Major (120 units)

The BSPH major degree is a 120 credit-hour undergraduate degree program that can be completed in nine semesters (including summers). The BSPH curriculum is comprised of:

- 45 units of required/core BSPH courses,
- 16 units of electives from approved BSPH, BMS or GE courses,
- 11 units of required GE and recommended PHE courses for the BSPH major,
- 42 units of GE courses (transferable or in-residency courses),
- 6 units of in-residency GE courses,
- 150 hours of internship/field work experience, and
- 100 hours of community service.

Please see the General Education (GE) section for descriptions of the required and elective GE courses, and the Bachelor of Science-Biomedical Sciences (BMS) section for a description of the approved BMS elective courses.

BSPH Curriculum

Successful completion of the BSPH major requires a minimum grade of "C" for all BSPH required and electives courses. Successful completion of GE courses in categories C, D, and F, towards the BSPH major require a minimum grade of "D". BSPH student may repeat required and elective BSPH courses in which grades of less than "C" were 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.

Required BSPH Course (45 units)	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. To be prepared for the public health workforce, internships will usually start in the summer semester after the completion of third year public health courses and BSPH 307A Domestic & Global Public Health Internship I.

‡ BSPH students who aspire to pursue further graduate education in nursing, medicine or physician assistant degrees can substitute BMS 310/311 Anatomy & Physiology w/Lab for BSPH 310 Physiological and Lifestyle Basis of Disease.

BSPH Approved Electives (9 units required)	Units
BSPH 308 Introduction to GIS Applications in Public Health	3
BSPH 311 Cuban Health Model for Public Health Professionals	1
BSPH 399 Directed Public Health Research	3
BSPH 402 Ethnic Studies in Public Health	3
BSPH 405 Public Health Seminar	3
COM 113 Medical Terminology	3
ENG 314 Writing for Health Professionals	3
MTH 126 College Algebra	3
MTH 230 Calculus I	3
NTR 220 Principles of Nutrition	3
PHY 250/251 General Physics I w/ Lab	4,4
BMS 130/131 General Biology w/ Lab	4,4
BMS 140/141General Chemistry w/ Lab	4,4
BMS 210/211 Organic Chemistry w/ Lab	4,4
BMS 303 Biochemistry w/ Lab	4
BMS 310/311 Anatomy & Physiology w/Lab	4,4
BMS 320 General Microbiology w/ Lab	4
BMS 365 Neuroscience and Behaviors	3
BMS 495/496 Integrative Biomedical Sciences Exam Preparation I, II-MCAT	2,2
BMS 497 Integrative Biomedical Sciences Exam Preparation-HESI	2

Community Service Requirement

CDU requires that all CDU undergraduate students pursuing a bachelor degree to complete 100 hours of community service. Through community 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 are encouraged to discuss their community service options with their faculty advisor and complete the community service verification form available from each faculty advisor.

Course Descriptions†

BSPH 101 Introduction to Public Health (Formerly UCHS 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 (Formerly UCHS 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 (Formerly UCHS 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 in Public Health
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 Community 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 307 II).
Units: 3

BSPH 307B Domestic & Global Community 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 varies lifestyle diseases based on the pathophysiology of diseases. **Units: 3**

BSPH 311 Cuban Health Model for Public Health Professionals
This elective study abroad is an immersion course for health professionals wanting to learn more about the Cuban Health System. The instruction will occur in Cuba with faculty and health professionals.
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.
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 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

Bachelor of Science, Psychology

Department Chair: Candice Goldstein, PhD
CADC-II
Location: W.M. Keck Building
Telephone: (323) 357-3635

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 or substance abuse counselor. The program provides students the option of completing a field placement in a substance abuse agency and combined with the coursework the student would be eligible to apply for California Credentialing as a Substance Abuse Counselor through California Consortium of Addiction Programs and Professionals. The program emphasis is on mental and behavioral health of diverse populations and underserved communities. The program also prepares students for graduate education in psychology, public health, social work 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 jobs at the BS degree level in community agencies.
- Graduates of the program will be prepared to pass the credentialing exam to become a Certified Drug and Alcohol Counselor through California Consortium of Addiction Programs and Professionals if they complete the supervised field training (255 hours plus 3 unit course that can be chosen as an unrestricted elective).

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

4. Translate psychological theories, models and methods to the practice of community counseling interventions.
5. Apply interpersonal communication skills in a psychological context using culturally sensitive interventions.
6. Demonstrate competence in psychological writing for case management.

Attitudes

7. Demonstrate understanding of culturally sensitive interventions with diverse clinical populations.
8. Demonstrate compliance of legal and ethical principles in psychology.
9. Demonstrate understanding of professional attitudes for self-reflection as related to the role of psychological counselor.

Admission Requirement

Program Admission Requirements: The Bachelor of Science in Psychology program accepts applications from freshman and transfer students. Students can transfer a maximum of 18 units to the program.

Upon admission, students must take a placement exam in Math, Writing and Reading Comprehension

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 curriculum is comprised of 53 required GE units (9 of the units are in residency), an additional 13 units in Psychology Program Required Courses offered through General Studies, and 54 units in Psychology Core Program Courses (6 of the 54 units are elective and required in residency). In addition, 100 hours of community service learning hours are required.
Successful completion of the major requires a minimum C (2.0) overall grade point average.

Curriculum

General Studies Required Courses (53 Units)		
Course #	**Course Title**	**Units**
COM 111	Public Speaking (GE Domain A2)	3
ENG 111	English Composition (GE Domain A1)	3
ENG 112	Critical Thinking and Text Analysis (GE Domain A3)	3
CPU 125	Introduction to Computers (GE Domain B4)	2

ILR 101	Information Literacy Research (GE Domain B4)	1
MTH 126*	College Algebra or higher level math (GE Domain B3) Students should enroll in a class determined by placement testing	3
BIO 120*	Anatomy and Physiology with Lab (GE Domain B1) Recommended course students may choose another B1 Domain Course	4
CHM 100*	Basic Chemistry with Lab (GE Domain B2) Recommended course students may choose another B2 Domain Course	4
ART 131*	Health and Creative Arts (GE Domain C1) Recommended course students may choose another C1 Domain Course	3
HUM 233*	Cultural Diversity in Contemporary Literature (GE Domain C2) Recommended course students may choose another C2 Domain Course	3
HUM 330*	Philosophy & Health (GE Domain C3) Recommended course students may choose another C3 Domain Course	3
HIST 141	US History (GE Domain D1a)	3
POL 141	US Government (GE: Domain D1b)	3
SOC 141	Intro to Sociology (GE Domain D3)	3
COM 315*	Cross Cultural Communication in Healthcare (GE Domain D2) Recommended course students may choose another D2 Domain Course	3
PHE 250	Community Health Issues (GE Domain E3) ** in residency	2
PHE 450	Global Health Senior Seminar (GE Domain E2) **in residency	1
COM 231	Spanish for Healthcare Professionals (GE Domain E1) **in residency	3
PHE 352*	Health Dynamics and Cultural Diversity *Recommended course students may choose another F Domain Course (GE Domain F1 ** In residency)	3

Psychology Program Required Courses (13 units)		
COM 231	Introduction to Spanish	3
PHE 255	Biopsychosocial Dynamics of Health Sophomore Seminar	1
MTH 150	Statistics for Research	3
NTR 220	Principles of Nutrition	3
ENG 314	Writing for Healthcare Professionals	3

Psychology Core Required Courses (54 units)		
PSY 141	General Psychology	3
PSY 180	Addiction in Contemporary Society ***CAADAC	3
PSY 210	Counseling Theories ***CAADAC	3
PSY 200	Physiology & Pharmacology***CAADAC	3
PSY 211	Counseling Techniques ***CAADAC	3
PSY 280	Case Management ***CAADAC	3
PSY 300	Law & Ethics ***CAADAC	3
PSY 310	Personal & Professional Development ***CAADAC	3
PSY 350	Psychopathology	3
PSY 351	Human Development	3
PSY 370	Group Counseling	3
PSY 400	Counseling Specialties: Family, Crisis and Career	3
PSY 415	Human Sexuality	3
PSY 425	Community Mental Health	3
PSY 460	Community Psychology	3
PSY 475	Senior Capstone: Diversity and Disparity Counseling Special Populations	3
UE 1*	Unrestricted Elective Students seeking CAADAC certification opt for PSY 490 Supervised Practicum (45 hours)/Externship (255 hours) ***CAADAC	3
UE 2*	Unrestricted Elective	3

*Students may choose any course that fulfills the category that isn't already applied for another requirement
**In residency requirement/must be completed at CDU
*** Fulfills course requirements for CAADAC certification education

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 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 are encouraged to discuss their community service options with their faculty advisor and complete the community service verification form available from each faculty advisor.

Graduate Programs

Master of Public Health (MPH) in Urban Health Disparities

Department Chair: Sondos Islam, PhD, MPH, MS
Location: W.M. Keck Building, Room 225
Telephone: (323) 563-5890
Website: https://www.cdrewu.edu/cosh/MPH

Accreditation

The MPH program in Urban Health Disparities is nationally accredited by the Council on Education for Public Health (CEPH) through 2024.

Program Overview

The MPH in Urban Health Disparities program continues the University's tradition of addressing the health and education needs of underserved populations in South Los Angeles. Cultivating highly competent and committed professionals, CDU's MPH program creates an academically rigorous environment uniquely focused on the urban 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.

MPH Program Vision

To advance social justice through public health education that addresses health disparities and promotes health equity among historically marginalized communities.

MPH 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.

MPH Program Goals:

- *Instructional Goal*: To provide a social justice-centered public health education that focuses on structural competency and social determinants of urban health disparities.
- *Research Goal*: To address urban health disparities and advance health equity through research.
- *Service Goal*: To support the development of a community-engaged and social justice-centered public health workforce.

Program Values

1. **Social Justice and Health Equity:** We believe that health, wellness, and a good quality of life are fundamental rights for all individuals irrespective of socioeconomic status, gender, sex, or racial/ethnic origin.
2. **Respect for Cultural Diversity:** We recognize and respect the differing beliefs, culture, and needs of all individuals, and the communities in which they live.
3. **Community Responsibility and 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.
4. **Excellence, Professionalism, 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 personal integrity, collegiality, and excellence in teaching, scholarship, community service and practice.

Program Diversity Statements:

- Our program values varied cultures, races, ethnicities, ages, genders, classes, orientation and abilities.
- We acknowledge differences and the sharing

of the experiences, challenges, and contributions of those differences.
- Our diversity is built on tenets of respect, equity, support, inclusion and representation.

Diversity Goals

1. A program environment that honors diversity, transparency, civility, honesty, collaboration, engagement, respect and ethical practice.
2. A program faculty, staff and study body that represents a rich diversity related to race, ethnicity, sexual orientation, gender and culture.
3. A health disparities focused curriculum that contributes to the training of a culturally competent and diverse public health workforce.

Career Opportunities

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

Student Learning Outcomes (PSLOs)/Competencies

MPH Program Student Learning Outcomes (PSLOs) and 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. Explain public health history, philosophy and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
6. Explain the critical importance of evidence in advancing public health knowledge
7. Explain effects of environmental factors on a population's health
8. Explain biological and genetic factors that affect a population's health
9. Explain behavioral and psychological factors that affect a population's health
10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
11. Explain how globalization affects global burdens of disease
12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

Foundational PH Competencies

Evidence-based Approaches to Public Health:

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
4. Interpret results of data analysis for public health research, policy or practice

Public Health and Healthcare Systems Skills

5. Compare the organization, structure and function of healthcare, public health and regulatory systems across national and international settings
6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning and Management to Promote Health

7. Assess population needs, assets and capacities that affect communities' health
8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
9. Design a population-based policy, program, project or intervention

10. Explain basic principles and tools of budget and resource management
11. Select methods to evaluate public health programs

Policy in Public Health

12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
15. Evaluate policies for their impact on public health and health equity

Leadership

16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
17. Apply negotiation and mediation skills to address organizational or community challenges

Communication

18. Select communication strategies for different audiences and sectors
19. Communicate audience-appropriate public health content, both in writing and through oral presentation
20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice

21. Perform effectively on interprofessional teams

Systems Thinking

22. Apply systems thinking tools to a public health issue

Urban Health Disparities Competencies:

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, social justice, and determinants of health.
2. Discuss structural racism and the historical formations and uses of race and culture in health disparities research, policy and practice.
3. Practice ethical and effective community engagement approaches with historically marginalized urban communities.
4. Assess public health programs/projects that address urban health disparities for their impact on social justice.
5. Develop theory-based culturally-tailored behavioral change programs that address 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 1 3-unit course

MPH 520	Public Health Biology	3
MPH 530	Conversations on Health and Politics	3
MPH 560	Principles of Biomedical Informatics	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 39 units in residence.

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.

Transfer Credit

Applicants may petition the transfer of MPH-relevant graduate coursework during the application process, or upon notification of acceptance into the program. Normally, the maximum number of units from other institutions that students will be able to transfer into the MPH Program is 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 units with a B- grade or better will be transferable.

Graduate students from within CDU graduate programs (such as MS-MBS or MSN) may petition to transfer more than nine (9) semesters' units of MPH-relevant graduate coursework taken at CDU.

Other Admission Information

For all other admissions information including international applications, registration, appeal, tuition, financial aid and scholarship, please refer to the criteria outlined in the Admission Deadlines section of this catalog and/or https://www.cdrewu.edu/admissions/graduate-programs.

Course Descriptions

Currently approved courses are listed below. Students should check with the Chair of the Department of Urban Public Health to determine availability of additional courses that have been approved and added after the publication of this Catalog.

MPH 502 Racial and Ethnic Disparities in Health

This course offers an analysis and evaluation of various topics and issues on health disparities of underserved racial, ethnic or minority vulnerable populations as well as an analysis of research that describes, explains and examines variables influencing health disparities and intervention strategies to reduce these disparities.

Units: 3

MPH 511 Principles of Epidemiology

Principles of Epidemiology focuses on the study of the distribution and determinants of urban health issues through the use of vital statistics data. The course provides students with the necessary skills to investigate the epidemiology of diseases as well as to critique population-based studies in urban public health.

Units: 3

MPH 512 Principles of Biostatistics

Principles of Biostatistics introduces students to the statistical methods commonly used in public health research, including the appropriate uses and common misuses of health statistics. The course provides the students with the necessary skills to analyze interpret and critique urban public health research studies

Units: 3

MPH 513 Program Planning and Evaluation

Program Planning and Evaluation builds on previously-learned skills of epidemiology, biostatistics, and social and behavioral theories in public health. The course provides students with the necessary skills to plan, design, implement and evaluate public health programs for improving health in urban settings.
Units: 3

MPH 520 Public Health Biology
This elective course introduces students to the role human biology plays in public health. The biological and behavioral basis of diseases, including health promotion and disease prevention strategies are introduced through the study of the pathophysiology of lifestyle diseases and their underlying socioenvironmental determinants.
Units: 3

MPH 521 Environmental Determinants of Health
Urban environmental factors, including social, physical and chemical factors are examined as determinants of health, with a particular emphasis on urban communities and strategies for reducing or eliminating ambient, workplace, and residential environmental threats.
Units: 3

MPH 522 Social and Behavioral Theories in Public Health
This course reviews the social and behavioral theories influencing health-related behavior, and their application in public health programs. Students are provided the skills to apply, critique and recommend theoretically-based public health programs targeting various urban ethnic groups
Units: 3

MPH 523 Health Policy and Management
This course examines the political, structural, economic, ethical, and legal framework in which U.S. public health organizations develop, administer, and evaluate PH programs, and the U.S. policy making processes that affect the health of populations. .
Units: 3

MPH 524 Community Engagement in Public Health
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 560 Principles of Biomedical Informatics
This course provides an overview of the field of Biomedical Informatics for public health graduate students. The goal is to develop competencies that will allow MPH students to take advantage of the technology in this field in order to engage in population health informatics, including public health practice, research and policy.
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)
Formerly Public Health Practicum
This is a Credit/No Credit, hands-on course which transitions students from an academic to a practice mindset. Students demonstrate the attainment of at least five (5) public health competencies through an applied practice experience in a public/private urban health setting, culminating in a written report, and a portfolio with at least two (2) deliverables.
Units: 3

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

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

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 F 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, he/she will be put on probation. A student on probation will be required to repeat and successfully complete the courses the following year when the courses are offered again, and accordingly, will not be able to register for the second year courses being offered on the same evening, thus delaying the student's graduation date. Probation will be lifted when the student successfully completes the repeated courses. A student on probation who fails another MPH course will be administratively dropped from the program, but will be given the option to re-apply to the program the following academic year.

Probation may be considered by the MPH program for the following reasons, but is not limited to:

- Failure to successfully complete two MPH courses with a letter grade of "B-" (80%).
- Record of excessive absences (three or more absences in one class) and/or tardiness.
- Unsatisfactory removal of two "Incomplete" grades.
- The student is in violation of the program, college or university's behavioral or professional standards.
- The student fails to meet the MPH programs "Ethical Guidelines" (see Appendix A in the MPH student handbook).
- Failure to comply with any MPH program policies or regulations.

The MPH program probation is determined to be continuous until the MPH student is either in a good academic standing and/or has met the behavioral standards of the program. The student will be notified in writing of his/her probationary status. The minimum standard(s) required to remove this probationary status will be stated in the notice of probation to the student.

Grading Policy

2. he cut-off passing grade for all letter graded MPH courses remains at 80% (B-).
3. Students who do not successfully complete an MPH course (i.e., overall grade is less than 80%), will have to repeat the course the next time it is offered.

Termination from the MPH Program

MPH faculty have the responsibility to prepare students to function as competent and ethical public health professionals. In this regard, the MPH faculty also have the obligation to terminate a student from the program at any time prior to completion of his/her program when the student fails to maintain minimum expected quality academic and professional standards in the classroom or in the field 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.

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 his/her decision within three (3) working days of receipt of the committee's recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

MASTER OF SCIENCE, BIOMEDICAL SCIENCES

Department Chair: Jorge N. Artaza MS, PhD
Location: W.M. Keck Building
Telephone: (323) 563-4915
Website: https://www.cdrewu.edu/cosh/MS-BMS

The Master of Science, Biomedical Sciences is a degree formulated to prepare students for careers in advanced health professions or for continuation on to PhD level programs in biomedical sciences. The need for professionals with this level of training is growing in the United States and is projected to grow at least 13 percent from 2012 to 2022, similar to other growing medical occupations in demand.

Goals and Student Learning Outcomes

Goal 1: To Acquire the knowledge, skills and attitudes of the biomedical sciences, necessary for a career in health professions.

- Objective 1: Students will successfully complete lecture-based courses in medical biochemistry, genetics, infectious disease and immunology.
- Objective 2: Students will participate in laboratory experiences.

Goal 2: To master oral and written communication skills necessary to convey the results of their scholarly work.

- Objective 1: Students will participate in CEAL and Journal clubs.
- Objective 2: Students will attend scientific meetings.

Goal 3: To develop competency in Biomedical research.

- Objective 1: Students will gain skills in collecting organizing, evaluating and analyzing data.
- Objective 2: Students will complete the research project, write a thesis and publicly defend the research._

Program Student Learning Outcomes (PSLOs)

1. Synthesize advanced knowledge in biomedicine, 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.

Application Process
Students who do not satisfy all these requirements may be admitted as a post baccalaureate student while completing the requirements. Students who meet all but one requirement may be admitted as a conditional graduate student at the discretion of the Department of Health and Life Sciences (DHLS) Admission committee. They must meet any conditions by the beginning of the first semester in that status. Final decision on admission to the master program is made by the DHLS Admission committee.

Curriculum

The curriculum for the Master of Science in Biomedical Science aligns with Charles R. Drew University's vision, mission, and values. Our program has specifically designed courses that addresses our mission by providing advanced scientific knowledge, research training, practice of ethically based research and values, and integrated coverage of global and urban health disparities and social justice.

The program includes a series of core courses and is expected to culminate in a thesis based on original research. The degree requires completion of 36 units with an overall GPA of 3.0 ("B"). The minimum passing grade for courses is "C+." All classes are to be taken for a letter grade.

Fall Sem.	MBS 500	Medical Biochemistry	3
	MBS 545	Advanced Human Anatomy & Development	3
	MBS 520	Principles of Biomedical Informatics	2
	MBS 530	Translational Research Methods I	3
	MBS 540	Ethical Conduct in Medicine and Science	2
		Units	**13**
Spring Sem.	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	Clinical Topics in Urban and Global Medicine	3
		Units	**14**
Sum. Sem.	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**

Course Descriptions

MBS 500 Medical Biochemistry **-** The course is designed to provide a fundamental understanding of biochemistry with clinical correlations. Topics include protein structure, enzyme kinetics, carbohydrate metabolism, lipid utilization and biosynthesis, amino acid metabolism, nucleotide metabolism, and human nutrition. **Units: 3**

MBS 510 Physiological Basis of Health and Diseases This course describes the disordered physiology and clinical consequences resulting from common disease processes. Seminar discussions focus on alterations in normal functions of major organ systems.
Units: 3

MBS 520 Principles of Biomedical Informatics – This course provides an overview of the field of Biomedical Informatics for health professions students and students in other disciplines. The goal is to develop competencies that will allow students to take advantage of the technology in this field in order to engage in clinical practice, research and administration.
Units: 2

MBS 530 Translational Research Methods I – This course reviews the application of basic discovery to human health and disease. Students will understand the basic technologies and techniques used in translational research, the components for protecting human subjects, and how to assemble a multi-disciplinary team to conduct translational research.
Units: 3

MBS 540 Ethical Conduct in Medicine and Science - Examining ethical conduct of medicine and scientific research in the broader context of service to society. Topics include authorship, conflict of interest, data acquisition, and management, and the protection of human subjects and animals involved in research programs.
Units: 2

MBS 545 Advanced Human Anatomy and Development – This course provides an anatomical framework for understanding the development and form of the normal human body. Detailed regional anatomy lectures are complemented by virtual cadaver dissection using "Anatomage." They knowledge students develop about anatomical relationships and structure can then be applied to problems of dysfunction that are 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 is focused on best practices in science communication methods intended for a variety of audiences from students and experts in the field to media representatives, the general public and government agencies.
Units: 2

MBS 570 Advances in Hematology and Immunology Provides advanced knowledge in clinical Immunology and hematology as it applies to disease pathogenesis and patient care. Examines new advances in interventional clinical immunology and hematology, and hematopoietic stem cell origins and immune responses to infectious diseases.
Units: 3

MBS 580 Infectious Diseases and Epidemiology - Examines infectious diseases, dynamics of disease transmission, and knowledge in clinical infectious diseases as it applies to disease pathogenesis and patient care. Delineates the mechanisms behind the emergence of new microbial threats and pathogen establishment and maintenance within a host.
Units: 3

MBS 590 Clinical Topics in Urban and Global Medicine- introduces the most important global and urban health problems with a focus on clinical practice. Causes of global and urban diseases are studied through evidence-based knowledge, skills, and attitudes needed to prepare students to become global leaders in biomedicine.
Units: 3

MBS* 595 *Graduate Seminar in Health Disparities 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

Policies

Credit hour policy

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

One thesis credit hour represents 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.

Students are required to meet with their mentor and work in labs or fields at least 10 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.

Probation Status †

If a student fails to successfully complete two courses within the academic year, he/she will be put on probation. A student on probation will be required to repeat and successfully complete the courses the following year when the courses are offered again, and accordingly, will not be able to graduate. Probation will be lifted when the student successfully completes the repeated courses. A student on probation who fails another course will be administratively dropped from the program, but will be given the option to re-apply to the program the following academic year.

Probation may be considered by the MSBMS program for the following reasons, but is not limited to:

- Failure to successfully complete two MSBMS courses with a letter grade of "C+" (78%) in the same semester.
- 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 his/her probationary status. The minimum standard(s) required to remove this probationary status will be stated in the notice of probation to the student.

Termination/Dimissal 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 his/her decision within three (3) working days of receipt of the committee's recommendation.

Students who are reinstated, as a result of their appeal, but who subsequently violate the above policies are automatically and permanently terminated from the program without an additional opportunity to request reinstatement.

Continuing Student Status

Students must maintain continuous enrollment throughout their time in the graduate program, including the semester they graduate. Students who miss a semester will have to reapply to the university and to the program, unless on an approved Leave of Absence. Students who have completed all course work may enroll in MBS 600 Graduate Continuation Course (0 units) to maintain continuous attendance.

Leave of Absence†

It is a university requirement that graduate students maintain continuous attendance throughout the course of their study for the master's degree. Any graduate student in good academic standing may request a Leave of Absence. Reasons for seeking a leave are likely to be varied, but all applicants should intend to return to formal study within a specified time period.

To apply for a Leave of Absence, the student must be a conditionally classified or classified graduate student with a grade point average of 3.0 or better. Application for the leave must be filed with the appropriate graduate coordinator before the first day of classes for the semester during which the leave is to begin, and should be accompanied by appropriate documentation.

Approval of the leave does not constitute an extension of the time period for completing all course work and other requirements for the master's degree. Approval of the student's leave application constitutes agreement by the university that the student will be temporarily exempted from the continuous attendance requirement as long as the student meets the conditions specified in the approved leave application. Students who do not return to the university at the conclusion of their planned leave will be considered to have withdrawn from the program.

Graduate Committee

Each student must select a thesis advisor to guide their research. The student and advisor will select two additional members for the student's Graduate Committee. At least two members of the committee, including the chair, must be a 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.

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.

Accreditation-Provisional is an accreditation status granted when the plans and resource allocation, if fully implemented as planned, of a proposed program that has not yet enrolled students appear to demonstrate the program's ability to meet the ARC-PA Standards or when a program holding.

Accreditation-Provisional status appears to demonstrate continued progress in complying with the Standards as it prepares for the graduation of the first class (cohort) of students.

Accreditation-Provisional does not ensure any subsequent accreditation status. It is limited to no more than five years from matriculation of the first class.

Description

The Physician Assistant program is 101 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 the PA program website at www.cdrewu.edu/cosh/PA

Mission

The mission of the Charles R. Drew University Physician Assistant program is to support the University Mission and College of Science and Health Mission by preparing a diverse group of uniquely qualified physician assistants who provide excellent medical care with compassion while addressing health disparities, seeking social justice and improving the health of medically underserved communities.

Goals

The goals of the CDU PA program are designed to prepare a diverse group of highly qualified, compassionate physician assistants, who distinguish themselves through providing excellence in patient care as members of the healthcare team.
The goals of the Charles R. Drew University PA program are to:

1. 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.

Admissions Policy

Purpose: To select applicants with attributes congruent with the University and Physician Assistant program mission and goals.

The mission of the Charles R. Drew University Physician Assistant program is to prepare 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.

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.

Transfer/Advanced Placement: 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.

All application documents must be submitted through CASPA. No application documents are to be sent to the Office of Enrollment Management or the PA Program.

Program Competencies

Adapted from the PA profession competencies, the CDU PA program competencies[1] are the overarching summative qualities required of all graduates upon completion of the program in order to be prepared for clinical practice. To ascertain the acquisition of program competencies, the program continuously assesses student learning outcomes. Student learning outcomes are specific and measurable building blocks that need to be attained over the 27 months of study.

Medical Knowledge [MK]

PAs must demonstrate core knowledge about established and evolving biomedical and clinical sciences and the application of this knowledge to patient care in their area of practice. In addition, PAs are

expected to demonstrate an investigative and analytic thinking approach to clinical situations.

Interpersonal & Communication Skills [ICS]

PAs must demonstrate interpersonal and communication skills that result in effective information exchange with patients, patients' families, physicians, professional associates, and other individuals within the health care system.

Patient Care [PC]

PAs must demonstrate care that is effective, safe, high quality, and equitable.

Professionalism [Prof]

PAs must express positive values and ideals as care is delivered. Foremost, professionalism involves prioritizing the interests of those being served above one's own. PAs must acknowledge their professional and personal limitations. PAs must demonstrate a high level of responsibility, ethical practice, sensitivity to a diverse patient population, and adherence to legal and regulatory requirements.

Practice-Based Learning & Improvement [PBLI]

Physician assistants must be able to assess, evaluate, and improve their patient care practices.

System-Based Care [SBC]

PAs must demonstrate an awareness of and responsiveness to the larger system of health care. PAs should work to improve the health care system of which their practices are a part.

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

Courses		
	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
	Total Semester 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
	Total Semester Units	21
	Summer 1	
MPA 507	Research Methods	3
MPA 513	Diagnostic Skills & Procedures II	1
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
	Total Semester Units	20
	Fall 2	
MPA 610	SCPE-Internal Medicine	3
MPA 611	SCPE -Emergency Medicine	3
MPA 612	SCPE - Family Medicine	3
MPA 700	Graduate Seminar I	1

	Total Semester Units	10
	Spring 2	
MPA 621	SCPE -Surgery	3
MPA 622	SCPE -Ob/Gyn	3
MPA 623	SCPE -Pediatrics	3
MPA 701	Graduate Seminar II	1
	Total Semester Units	10
	Summer 2	
MPA 631	SCPE -Behavioral Medicine	3
MPA 632	SCPE Elective I	3
MPA 633	SCPE Elective II	3
MPA 702	Graduate Seminar III	1
	Total Semester Units	10
	Fall 3	
MPA 641	Medical Ethics and Health Law	3
MPA 645	Professional Roles & Responsibilities	2
MPA 660	Summative Evaluation and Medicine Review	5
MPA 703	Graduate Seminar IV	1
	Total Semester Units	11
	Total Program Semester Units	101

** 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

Course Descriptions

MPA 500 Pathophysiology
Lecture/discussion format will be utilized to introduce the physician assistant student to the fundamentals of human pathophysiology and enhance student knowledge in recognizing and identifying pathophysiology for specific disease processes.
Units: 4

MPA 501 Human Anatomy
Lecture/discussion format and laboratory experience for cadaveric dissections will be utilized to introduce the physician assistant student to the fundamentals of human anatomy and enhance student knowledge in gross morphology of the human body including structural relationships, anatomical variations, and radiological correlations. Content will include the basic concepts of embryology, the comparison of normal and abnormal structural relationships and demonstration of how these things relate to health and disease.
Units: 4

MPA 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: 1

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 531 Patient History and Physical Diagnosis II
This course is the second of a two-curse 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 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 aged 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 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 641 Medical Ethics and Health Law
Lecture/discussion/PBL format will be utilized to introduce the physician assistant student to the fundamentals of medical ethics and health law. The course includes an overview of ethical theories and approaches for investigation into specific ethical problems found in the medical setting and will assist the student in making ethical decisions using a systematic, theory-based, organized approach. Supervised Clinical Practice Experience encounters are utilized to demonstrate ethical and legal dilemmas. A framework of ethical decision-making is introduced and used to make decisions using both ethical and legal guidelines on provided medial cases. This course will also review

current laws, program accreditation and licensure standards for the physician assistant.
Units: 3

MPA 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 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: 1 for each course

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. Upon request by the COSH Dean, reviews disciplinary and dismissal actions regarding the academic status of students COSH Programs 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.

COLLEGE OF SCIENCE AND HEALTH †

Faculty by Program

Dean's Office **(323) 563-5851**

Monica G. Ferrini, PhD, MS, Dean

Department of Health and Life Sciences **(323) 563-4820**

Jorge N. Artaza, PhD, MS, Associate Professor, Chair
Arneshia Bryant-Horn, MS, MPH, Adjunct Instructor
Silvana Constantinescu, PhD, Adjunct Associate Professor
Monica G. Ferrini, PhD, MS, Associate Professor, COSH Dean
Lejeune Lockett, DM, MSPH, Assistant Professor Thomas R.
Magee, PhD, Associate Professor
Revecca Millán, MS, Adjunct Instructor
Enrico Rodrigo, PhD, Associate Professor
Bikau Shukla, PhD, Assistant Professor
James Tsao, MD, Assistant Professor
Jasmine Walton, MS, Adjunct Instructor

Department of General Studies **(323) 357-3635**

Candice Goldstein, PhD, CADC-II, Chair
Harold Abramowitz, MFA, Assistant Professor
Enrico Rodrigo, PhD, Associate Professor

Psychology Program, with an Emphasis in Community Counseling **(323) 563-5933**

Candice Goldstein, PhD, CADC-II, Program Director
Noé Rubén Chávez, PhD, Assistant Professor

Radiologic Technology Program **(323) 563-5835**

Eugene Hasson, MS, RT (R), Assistant Professor, Program Director
Walter McMillan BS, RT, CT, CNMT, Instructor
Ryan Garcia, BA, CRT (R), FL, ARRT

Department of Urban Public Health **(323) 563-5890**

Sondos Islam, PhD, MPH, MS, Associate Professor, Chair
Bita Amani, PhD, MHS, Associate Professor
Priscilla Vasquez, PhD, MPH, Assistant Professor
Cynthia Gonzalez, PhD., MPH, Assistant Professor
Cynthia Davis, MPH, Assistant Professor

Fred Dominguez, MD, MPH, Assistant Professor
Mohsen Bazargan, PhD, Professor
Lejeune Lockett, DM, MSPH, Assistant Professor
Shervin Assari, MD, MPH, Associate Professor Yasser
Aman, DrPH, Assistant Professor
Dolores E. Caffey-Fleming, MS, MPH, Instructor
Arneshia Bryant-Horn, MPH, MBS, Adjunct Instructor
Janae Oliver, MPH, MPH, Adjunct Instructor
Richard Lindstrom, EdD, Assistant Professor

Physician Assistant Program **(323) 563-4880**

Lucy W. Kibe, DrPH, MS, MHS, PA-C, Associate Professor, Program Director
David Martins, MD, MSc, Associate Professor, Medical Director
Greta Vines-Douglas, MSHS, PA-C, Assistant Professor, Academic Coordinator
Jennifer Comini, MSPAS, PA-C, Assistant Professor, Clinical Coordinator
Yufu Kuo, DC, MS, Assistant Professor, Associate Academic Coordinator
Samuel Paik, MHS, PA-C, Assistant Professor, Associate Clinical Coordinator
Mohsen Bazargan, PhD, Professor
Margarita Loeza, MD, Assistant Professor
Imani Williams, BS, PA, Instructor
Nick Arce, MA, MS, CPXP, CHI, CMI, Adjunct Faculty
Vinod K. Dhawan, MD, FACP, FRCP(C), FIDSA, Adjunct Faculty
Arnel M. Joaquin, MD, Clinical Liaison Faculty
Chizobam O. Ani, MD, MPH, PhD, Clinical Liaison Faculty
Glenda Lindsey, MD, Clinical Liaison Faculty
Allen Funnye, MD, Clinical Liaison Faculty
Sharon Mohale, PA-C, Adjunct Faculty
Otis Zeon, MD, Assistant Professor, Lead Clinical Coordinator

COLLEGE OF MEDICINE

The CDU College of Medicine (COM): COM houses four educational programs:

- Enhanced Post Baccalaureate Program (transferred to COM in 2017)
- CDU/UCLA MEP - Medical Education Program (first class of 24 entered in 1981)
- ACGME accredited Residency Programs
  - Family Medicine (the first cohort of 8 started in 2018)
  - Psychiatry (the first cohort of 6 started in 2018)
  - Internal Medicine – (the first cohort of 6 to start in 2021)
- 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,[1] 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 stepping stone 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, USLME 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 students[2]. The CDU/UCLA MEP is the only program at CDU that is dependent upon another university for its accreditation.

COM is an applicant with the LCME for its independent medical education program (IMEP) to start in 2023 with 60 students. The IMEP is planned as a direct response to the health needs of CDU's surrounding community. The California Future Health Workforce Commission passed resolution 2.5 that calls for CDU to develop a four-year medical education program. No other private institution is mentioned in the Commissions' report. Increasing the capacity for the College of Medicine to do more of what it does well by creating the IMEP to welcome 60 students in July 2023 is a pivotal step toward addressing the health needs of south Los Angeles

[1] 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.

[2] 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.

The W. Montague Cobb Building is home to the College of Medicine.

College of Medicine
Administration

Deborah B. Prothrow-Stith, MD
Dean

Denese Shervington, MD
assistant Dean

Ronald Edelstein, EdD
Senior Associate Dean, Academic Affairs

Daphne Calmes, MD
Associate Dean, Medical Academic Affairs

Roberto Vargas, M.D., MPH
Assistant Dean, Graduate Medical Education

Lisa Barkley, M.D.
Program director, family medicine residency program

Anish Dube, M.D
Program Director, adult psychiatry residency

William Shay, Ph.D.
Designated institutional officer, Graduate Medical Education

Peregrina Arciaga, MD
Director, simulation education

Cesar Barba, MD
Chair, Drew Urban Underserved College

Monica Perkins, M.Ed.
Director, Recruitment, admissions and retention

College of Medicine

Department Chairs

Sebhat Afework, M.D.
OB/GYN

Lisa Barkley, M.D.
FAMILY MEDICINE

Richard Findlay, M.D.
PEDIATRICS

Theodore Friedman, M.D., Ph.D.
INTERNAL MEDICINE

David Martins, M.D.
PREVENTIVE AND SOCIAL MEDICINE

Denese Shervington, M.D.
PSYCHIATRY AND HUMAN BEHAVIOR

Eleby Washington, M.D.
SURGERY

A Message from the Dean

CDU is a private university with a public mission that inspires students, faculty and staff in the College of Medicine (COM). This is our 50th year of operation and we continue to have the privilege of helping fulfill the dreams of future physician leaders, particularly under-represented African American and Hispanic students.

Our focus on service to underserved populations, research, health equity, and community engagement provides a robust training environment for today's tech-savvy, politically engaged and scientifically astute students.

We emphasize interprofessional training on a campus with the CDU School of Nursing and College of Science and Health. COM students also benefit from the diverse educational experience provided through our affiliation with the David Geffen School of Medicine at UCLA.

CDU/UCLA medical students are selected based on academic performance and demonstrated commitment to the CDU mission. They compete for a number of attractive scholarship opportunities including the coveted Geffen Scholarship, which covers tuition and living expenses for a full four years. Our graduates are successful in securing highly competitive residency training positions and we have one of the nation's highest percentages of graduates choosing primary care residencies.

Needless to say, our students and alumni are a tremendous source of pride. If you are interested in learning more about our program, we invite you to reach out to us, or better still, come for a visit.

Deborah Prothrow-Stith, MD
Dean, College of Medicine

The College of Medicine

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 the Enhanced Post Bacclaurate, CDU/UCLA Medical Education, 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, the King/Drew Medical Magnet High School, (CDU) flagship pipeline program, and the *Saturday Science Academy (SSA-II)*

CDU 4-Year Medical Degree Program†

The MD Program curriculum is based on the CDU Advantage, which has five areas of focused content across the undergraduate and graduate training. These five domains include: excellence in specialized knowledge and research, social justice, global-international experience, community and experiential education, and health policy. The MD Program curriculum is designed to integrate the institutional learning objectives (ILOs) of the CDU Advantage into the medical education curriculum and ensure graduates meet the MD Program's required competencies and educational program objectives. The general structure of the planned curriculum is divided into four phases found in the MD Program Diagram. For more information, please visit: https://www.cdrewu.edu/cdumd/md-program/curriculum-highlights

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 1 (8 weeks)

Pathologic processes, genetics, molecular and cellular biology, basic immunology, and crial 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/o' in the physician's practice site.

Second Year (David Geffen School of Medicine at UCLA)
The courses of the second-year curriculum include foundations in pharmacology, microbiology, infectious diseases, cancer, and hematology; advanced topics in gastrointestinal medicine, nutrition, and reproduction; and advanced topics in cardiovascular, renal, and respiratory medicine.

Block 6: Foundations of Medicine II (8 weeks)
Basic pharmacology, microbes, host defense and immunity, immune disorders, clinical trials 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
Psychiatry Clerkship4 weeks	
Neurology Clerkship	4 weeks
Ambulatory Medicine Clerkship	4weeks
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 he/she is required to complete the clerkship evaluation. Results of each clerkship rotation evaluation will be available to clerkship directors after they have completed and submitted the students' grades. The individual faculty evaluations will be given to the clerkship directors twice a year. This is done in order to protect the anonymity of the students.

The clerkship directors are responsible for providing feedback to faculty on the clerkship and on their individual evaluations. Students who do not complete the evaluations in a timely manner will receive reminders.

Students who are delinquent in completing their clerkship and faculty evaluations will be referred to the Office of Medical Student Affairs. Further penalty for not completing the evaluations will be determined by the Associate Dean for Medical Student Affairs.

Faculty and Resident Evaluation of Medical Students
Attending faculty, house staff, and fellows who have worked with medical students for one or more weeks must complete their evaluation of each student supervised and forward the completed evaluation form (via web-based system) to the appropriate Student Clerkship Coordinator. The Clerkship Director will use the comments to produce the Summative Evaluation and Grade Report.

Clerkship Director's Summative Evaluation and Grading of Medical Students
Clerkship Directors are responsible for providing students with meaningful, written descriptions evaluating performance in the clerkship. All clerkship directors prepare and submit narrative descriptions for all students.

A web-based evaluation program has been implemented. A login and password is assigned to clerkship directors and their coordinators by the UCLA Student Affairs Office upon completion of training on the system.

All performance evaluations must be submitted to the web-based system within six weeks of the conclusion of the clerkship. Evaluations may be reviewed via the web or in the OMSA.

Graduation Requirements
To be awarded the 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, he/she is responsible for informing the Financial Aid Office immediately, with the name and address of the awarding entity. For complete information, go to the David Geffen School of Medicine Student and Resident Financial Aid 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 'f 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 his/her career. Members can be elected as students, graduates, or faculty of an affiliated institution, or on an honorary basis because of their distinguished achievement in any field of medicine. Chapters elect undergraduate members from students in their last two years of medical school. Scholastic excellence is not the only criterion for election: integrity, capacity for leadership, compassion, and fairness i' 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 Life

Charles R. Drew University augments its programs of formal education through community service programs and organizations that provide student activities commensurate with the mission of the University and relevant to the work in which students will be engaged in their professional lives.

The University strives to see that the needs and interests of every student are met and that students are at all times in an atmosphere that is conducive to their social, cultural, and spiritual growth. The atmosphere must also be conducive to the realization and development of a sense of community, state, national, and international responsibility.

Student Health
Before registering at the University, students must show evidence that they have current immunizations, are free from communicable disease, and are physically fit to carry out university work. Copies of these documents must be submitted to the Office of Medical Student Affairs and to the Student Affairs Office (SAO) at the David Geffen School of Medicine at UCLA.

Prior to starting the clinical years, all students are to provide licensed physician-documented evidence of freedom from infectious diseases. The evidence should be based upon physical examination, chest x-ray, tuberculin testing and other methods, as determined by the physician. Students are to consult their private physicians or the Arthur Ashe Student Health and Wellness Center in order to fulfill these requirements and are responsible for all fees not covered by insurance.

Health insurance coverage is required for all students. Proof of such coverage must be presented to the Office of Medical Student Affairs during registration. Students are responsible for their own routine health maintenance and chronic healthcare.

Medical Treatment
UCLA student health insurance is available to all medical students and may be purchased on the UCLA campus. This health insurance plan requires that the student receive care at UCLA.

When a student is injured while on rotations, he/she should report the injury to the nursing supervisor on the nursing unit and to his/her preceptor.

Counseling Services
Students are encouraged to make use of the personal and academic counseling services provided for them throughout their training. Individual appointments are scheduled for students enrolled in CDU/UCLA Medical Education Program through the Office of Medical Student Affairs at (323) 563-4888.

Identification Badges
There are several types of photo identification badges required of students in the CDU/UCLA Medical Education Program:

Charles R. Drew University photo identification issued during the 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 he/she will participate in UCLA's Health Insurance Plan as of September of the current academic year.)

UCLA photo identification is issued by UCLA during first year orientation.

County of Los Angeles photo identification, issued at the start of the clinical years. This identification will not be issued until the student has provided the Office of Medical Student Affairs with evidence of current health insurance coverage, verification of freedom from infectious disease, and an updated registration form.

Students must wear the appropriate identification badges whenever they are at Charles Drew affiliate hospitals or clinics, at the UCLA Center for the Health Sciences, or whenever they are in contact with patients.

Housing
For information, contact the following UCLA offices:

Housing Office	(310) 825-4491
Office of Residential Life	(310) 825-3401

Night Call Rooms
When on call during a clinical clerkship, the student should use the relevant department's 'night call' facilities, which are usually shared with house staff.

Liability during Assigned Travel
The responsibility for safe transportation from Charles R. Drew University' or from students' homes to assigned clinical sites rests with the individual student. All drivers on public thoroughfares in the state of California are required to have car insurance.

Dress Code
A medical student is responsible to the public and to patients and should thus dress and act like a physician-in-training in all patient contact situations. Men are to wear a shirt and tie; women should be dressed in professional attire. All students should wear a short white coat with visible photo identification whenever they are in a clinic or hospital, with a preceptor, or with a patient in any professional capacity.

Student Government/Student Activities
Charles R. Drew University offers broad and diverse opportunities for student involvement and leadership development, ranging from informal groups in which students share common interests and enthusiasms to formal and organized participation in elective government. Students may choose to participate in student government at the program level, the college level, or by becoming active in the University-wide student organization, Charles Drew Student Government (CDSG).

Participation in University and College Governance
Third and fourth-year medical students who are in good academic standing are eligible to serve on College committees.

For each of the committees approved for student membership, the 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 Dissemination Act of 1975 does not discriminate on the basis of race, creed, color, national origin, mental or physical disability, age, or sex in any of its policies, practices, or procedures. The University is in compliance with Title VII of the Consumer Protection Act and the Privacy Act of 1974. This policy includes, but is not limited 'o, 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 base' on an individual's sex, race, ethnicity, age, religion, or any other legally protected characteristic will not be tolerated.
Any student who feels that he/she has been harassed should make it clear to the offending individual that such behavior is offensive and unwelcome. If the behavior continues, the incidents should be reported to the Associate Dean for Medical Student Affairs immediately.

Complaints and Grievances
Charles R. Drew University believes that the campus environment should be conducive to openly expressed and shared ideas that stimulate professional and personal knowledge and growth.

Students who have complaints against other students should report their complaints to the Director of Medical Student Affairs. Students who have a complaint against a staff member should report their complaints to the staff member's supervisor or Program Director. If the Director of Student Affairs, the supervisor, or the Program Director is unavailable, or if the student believes it would be inappropriate to contact one of those individuals, the student should immediately contact the Associate Dean of Medical Student Affairs. Students may raise concerns and make reports without fear of reprisal.

Honor Code
The students of the College of Medicine have adopted the following statement:
We, 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.
- 1.1 Conduct patient-centered encounters that balance the needs of the patient with time constraint of practice.
- 1.2 Accurately perform and document both complete and focused histories and physical examinations that are based on the pathophysiology of presenting complaints, and that address relevant psychosocial and family issues.
- 1.3 Prioritize patient's problems, formulate appropriate differential diagnoses, and develop appropriate plans for diagnosis and/or management.
- 1.4 Perform basic and therapeutic procedures (basic life support, suturing simple lacerations, drawing venous blood, starting an IV, basic airway management).
- 1.5 Be familiar with the technique of normal vaginal delivery.
- 1.6 Be able to discuss the principles of and the relative advantages and disadvantages of various therapeutic modalities, including surgery, pharmacology, physical rehabilitation, mental healthcare, behavioral modification and complementary and alternative medicine, as applied to common clinical situations.
- 1.7 Use epidemiological principles and data to formulate measures for care of individuals and communities and be able to read the medical literature.
- 1.8 Evaluate the roles that unemployment, poverty, and lack of education play as obstacles to quality healthcare.
- 1.9 Develop and implement individualized risk reduction plans based on a culturally-sensitive assessment of important medical and social conditions including sexually transmitted diseases, substance abuse, and interpersonal violence.

O2: Medical Knowledge about established and evolving biomedical, clinical, and cognate (e.g., epidemiological and social-behavioral) sciences and the application of this knowledge to patient care.
- 2.1 Know the scientific principles that underlie current understanding of normal human development, function, and disease. Be able to accurately express and use these principles in discussing health maintenance, common disease processes, and disease evaluation and management.
- 2.2 Demonstrate an understanding of social and behavioral factors that influence patients' responses to health and disease.
- 2.3 Understand the scientific basis and interpretation of common diagnostic modalities. Discuss the indications, contraindications and cost-effectiveness of common diagnostic studies.
- 2.4 Demonstrate knowledge if common problems and diseases for diverse populations.
- 2.5 Understand basic issues for promoting health and preventing disease, including nutrition, exercise, psychological health, preventive pharmacology, genetic predisposition to disease, sanitation, environmental and workplace hazards, life-styles, immunizations, and apply this understanding to patient management.

2.6 Assess the health status, demographics and socioeconomic characteristics of medically underserved populations.
2.7 Know when and how to report incidents of domestic violence.

O3: Practice Based Learning and improvement that involves investigation and evaluation of their own patient care, appraisal and assimilation of scientific evidence, and improvements in patient care.
3.1 Understand the importance of life-long learning to adequately care for patients, to participate in patient education, and to pursue creative scholarly endeavors.
3.2 Use computer-based techniques, including PubMed and other relevant database, to acquire new information and resources for learning.
3.3 Identify and use reliable, authoritative sources of medical information.
3.4 Organize personal resources efficiently and systematically using electronic tools and other methods.
3.5 Describe and assess common scientific methodologies used in clinically-relevant medical research.
3.6 Identify the evidential value, organization and logistics of various types of clinical trials, and be able to advise patient concerning their participation in or interpretation of these.
3.7 Read, summarize and critique research and disease review in articles in peer-reviewed journals.
3.8 Use evidence-base approaches as tools to decide whether to accept new findings, therapies and technologies for incorporation into medical practice.
3.9 Utilize decision-support systems and guidelines for clinical decision making, including an understanding of the roles of preferences and probabilities.
3.10 Understand and use continuous quality improvement practices.
3.11 Translate questions that arise from daily clinical practice into formal research hypotheses.
3.12 Utilize computer technology to aid in the design, writing, analysis, and presentation of data from a clinical research project.
3.13 Design, implement, and complete a clinical research project that will meet the criteria for a thesis.

O4: Interpersonal and Communication Skill that result in effective information exchange and teaming with patients, their families, and other health professionals.
4.1 Demonstrate interpersonal skills that build rapport and empathic communication with patient and their families across socioeconomic, racial, and cultural boundaries.
4.2 Make both complete and focused case presentations that are accurate and well-organized, prepare and maintain complete, accurate, well-organized medical records.
4.3 Demonstrate a commitment to and skill in teaching medical students, colleagues, and other members of the allied health profession using the concepts and vocabulary of contemporary basic and clinical science.
4.4 Function as a productive member of a team.
4.5 Work collaborative with health professionals from other disciplines.
4.6 Skillfully address sensitive issues in an effective, compassionate, non-judgmental manner.
4.7 Describe and use sound principles for changing patients' behavior in order to promote and improve their health.
4.8 Inform patient and their families about health and illness in a way that is culturally-sensitive, jargon-free and appropriate to their needs, including counseling on prevention and psychosocial issues.
4.9 Obtain informed consent from patient by clearly explaining the risks, benefits, and alternative for common medical and surgical procedures in a culturally sensitive manner.

O5: Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient.
5.1 Demonstrate reliability, dependability, and integrity in interactions with colleagues and patients.
5.2 Deal with professional mistakes openly and honestly in ways that promote patient trust and self-learning.
5.3 Accurately assess one's personal strengths and limitations, relevant to one's practice of medicine and continued learning.
5.4 Develop abilities to receive and provide constructive feedback as part of peer and self-assessment of professional behaviors.

5.5 Understand appropriate coping mechanisms for dealing with stress, intellectual uncertainty, interpersonal conflict, and issues related to power.
5.6 Use basic ethical concepts and approaches to identify and analyze the ethical dimensions of common situations in medical practice, health policy, and research.
5.7 Understand the obligation to treat the individual patient, and discuss the conflict between caring for a patient and caring for a population.
5.8 Recognize an obligation to the health of society, locally, regionally, and nationally.
5.9 Demonstrate the ability to provide leadership to groups if colleagues or patient.

O6: System Based Practice, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of healthcare and the ability to effectively call on system resources to provide care that is of optimal value.
6.1 Function under common time constrains in outpatient primary care settings, including managed care groups and underserved populations.
6.2 Discuss changing social, economic, and political factors that are affecting the patterns of healthcare delivery in the United States, and specifically in Southern California.
6.3 Know the structure and function of healthcare delivery and insurance systems currently used in United States.
6.4 Understand how payment systems for medical care affect decision making and care provision, and discuss strategies for delivering quality of care in the face of reimbursement restrictions.
6.5 Apply cost-effectiveness analysis to specific instances of diagnosis and treatment of disease and health promotion.
6.6 Understand the principles of medical record keeping and the use el electronic records.
6.7 Know how and when to use consultants.
6.8 Identify and use resources and ancillary healthcare services for patient in situations in which social and economic barriers to access exist.

Office of Medical Student Affairs and Curriculum

The Office of Medical Student Affairs and Curriculum provides academic, matriculation and personal support services to students in the CDU/UCLA Medical Education Program. These services include academic counseling and scheduling, information regarding graduation and licensure requirements, and assistance and referrals for academic and personal needs. The office is also responsible for the administration of student admission and support services, in coordination with the DGSOM at UCLA Student Affairs Office.

General information about the Medical Education Program and Student Services can be obtained from the Office of Medical Student Affairs.

The Associate Dean for medical student affairs and the staff provide an environment in which the academic and personal needs of students are met on a daily basis. Matters of serious concern may be brought to their attention with assurance of strict confidentiality.

The office is open Monday-Friday, 8:00 a.m. to 5:00 p.m.

Office of Medical Student Affairs
W. Montague Cobb Medical Education Building
Charles R. Drew University
1731 E. 120th Street
Los Ángeles, California 90059

Admission/General Information:
(323) 563-4978

David Geffen School of Medicine at UCLA Student Affairs Office

The UCLA Student Affairs Office (SAO) is located in the UCLA Center for the Health Sciences, Room 12-109. UCLA staff is available to answer questions and provide assistance while students are on the Westwood

campus.

Important telephone numbers at the UCLA office of Student Affairs include the following:

Student Affairs Office	(310) 825-6281
Financial Aid Office	(310) 794-1629

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: Anish R. Dube, MD MPH FAPA DFAACAP

Diplomate of the American Board of Psychiatry and Neurology with certifications in the specialty of Psychiatry and in the subspecialties of Child and Adolescent Psychiatry and Forensic Psychiatry

Program Coordinator: Alejandra Meneses, MS

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: Hector J. Llenderrozos, MD, MPH

Program Coordinator: Stephanie F. Brown, C-TAGME

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
- Other Los Angeles county health care sites

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: Arnel Joaquin, MD

Program Coordinator: Emily Ritter, MA

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

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

Program is in development with a target start date of July 1, 2022

Program Director: Amy Woods, MD

Program Coordinator: Sabrina Amani

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.

* * *

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

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.

FAQs

What is CME?
Continuing Medical Education (CME) consists of educational activities, which serve to maintain, develop, or increase the knowledge, skills, and/or professional performance relationships that a physician uses to provide services for patients, the public, or the profession. The content of CME is the 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 healthcare to the public.

What does AMA "PRA" stand for?
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

What is the ACCME's relationship to the AMA?
The ACCME owns the accreditation system and accredits providers that demonstrate compliance with the criteria for accreditation, which grants such organizations the authority to certify appropriate educational activities for *AMA PRA Category 1 Credit™*. The AMA owns the credit system. Both organizations work in collaboration and support one another's standards and policies. As well, the AMA has a seat on the ACCME's Board.

What is the difference between direct providership and joint providership?
A directly provided activity is one that is planned, implemented and evaluated by the accredited provider (e.g., departments, colleges and/or schools within CDU). A jointly provided activity is one that is planned, implemented and evaluated by the accredited provider and a non-accredited education partner (e.g., community partners).

As a physician in the state of California, what are my CME requirements?
Physicians licensed in the state of California are required to complete at least 50 hours of *AMA PRA Category 1 Credit™* during each biennial renewal cycle. In addition to state requirements for maintenance of licensure, additional requirements may be set forth by certifying boards and/or institutions where a physician practices.

What is the difference between AMA Category 1 and Category 2 credit?
Category 1 CME activities are formally planned activities that are certified for credit by an ACCME accredited provider and in compliance with the ACCME standards for Commercial Support. Category 2 CME activities are physician self-reported educational activities that a physician engages in to improve their knowledge, competence and/or performance as it relates to the care of their patients.

What happens if I cannot attend a CME activity for the entire time?
It is the responsibility of the learner to claim credit commensurate with their participation in a CME activity.

Do I need to complete an application to receive CME credit?
Yes. An Application for Credit must be fully completed and turned into the CME representative in order to receive credit (physicians) and/or a certification of participation (non-physicians).

Who is eligible to receive *AMA PRA Category 1 Credit™* ?
Only MDs and DOs can be awarded *AMA PRA Category 1 Credit™*. Other learners who may be among the target audience for a CME activity will receive a Certificate of Participation indicating the activity was accredited for *AMA PRA Category 1 Credit™*. These learners will need to speak with their respective licensing board as to whether or not this credit is transferrable, and if so, the process. Below are links which may be useful for potential non-physician participations:

- California Board of Registered Nurses: http://www.rn.ca.gov/licensees/lic-renewal.shtml#ce

- American Association of Physician Assistants: https://www.aapa.org/cme-central/
- American Association of Nurse Practitioners: https://www.aanp.org/education

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
aliciareid@cdrewu.edu

or visit our website
https://www.cdrewu.edu/COM/CME

Mervyn M. Dymally School of Nursing

History

At a time when millions of inner-city citizens are suffering from vast health inequities and few clinical care options, the need for innovative, comprehensive medical education and clinical care has never been greater. California consistently ranks 49th or 50th nationwide in the number of registered nurses per capita, with 30% fewer nurses than the national average. The federal Health Resources and Services Agency (HRSA) estimates that by the beginning of the second decade of the 21st century, California will need more than 42,000 additional nurses to meet demand, which it describes as "a target that more than likely will not be met because of the inability of the current nursing education program to prepare sufficient numbers of professionals." In particular demand are healthcare providers with expertise working with highly diverse, low-income communities. California is one of the most racially, ethnically and culturally diverse states in the U.S.,[3] with a significant number of residents living without health insurance (6.3 million in California compared to 45 million for the rest of the U.S.). At the same time, California's nurse workforce is not culturally diverse; the majority of registered nurses in California are Caucasian women.[4]
[5]

The Life Sciences, Research, and Nursing Education Building, home to the Mervyn M. Dymally School of Nursing.

The South Los Angeles area surrounding CDU has the highest concentration of racial/ethnic minorities and is the most socioeconomically disadvantaged community in Los Angeles County. The University's service area is 60 percent Hispanic/Latino, 25 percent African American, 12 percent non-Hispanic/Latino White and 5 percent Asian American. Nearly 32 percent of the population in South Los Angeles lives below the federal poverty level and nearly 46 percent have less than a high school education. The median age is 25.6 years, with a median family income of $17,597. Compared with Los Angeles County overall, this area has significantly fewer physicians and hospital beds per capita and a significantly greater overall age-adjusted mortality rate, with high rates of serious chronic and acute health problems recognized by the National Institutes of Health (NIH) as national priorities. In South Los Angeles, diabetes rates are 44 percent higher than elsewhere in the county, hypertension rates are 24 percent higher, HIV/AIDS rates are 38 percent higher and asthma rates are 11 percent higher.

To tackle the growing demand for nurses who can provide healthcare in South Los Angeles and similar communities across the nation and throughout the world, Charles R. Drew University opened the Mervyn M. Dymally School of Nursing in the fall of 2010. This new institution aims to improve the diversity and cultural sensitivity in the nursing workforce and develop nursing leaders and educators who will achieve

[3] The percentage of Hispanics/Latinos residing in California is more than double that of those residing in the rest of the United States (35.2 percent versus 14.4 percent). Of the uninsured individuals residing in California, 54 percent are Hispanic/Latino (Hispanic/Latino Coalition for a Healthy California, 2007).

[4] Based on 2000 data, following Caucasians, Asian Americans constitute the second largest ethnic group of RNs working in California, at 11 percent of the workforce, followed by 4 percent African American and 3.6 percent Hispanic.

[5] Based on 2000 data, following Caucasians, Asian Americans constitute the second largest ethnic group of RNs working in California, at 11 percent of the workforce, followed by 4 percent African American and 3.6 percent Hispanic.

excellence in patient care in the often-challenging urban healthcare settings.

Following the initial approval for the Master of Science in Nursing (MSN) program granted in June 2009 by the California Board of Registered Nursing (BRN), a nationwide search for the founding dean of the School of Nursing was conducted. In January 2010, Dr. Gloria J. McNeal, PhD, MSN, ACNS-BC, FAAN was appointed Founding Dean. The state-of-the-art, $43 million Life Sciences Research and Nursing Education (LSRNE) Building was officially opened August 2010, and houses the Mervyn M. Dymally School of Nursing (MMDSON), which is located in the first floor of the building. The first cohort of Entry Level Masters students was enrolled in the Fall 2010 semester. Five full-time and one part-time faculty members were hired to begin the curriculum of instruction. To enhance course offerings, the faculty agreed to develop content for the Family Nurse Practitioner (FNP) curriculum of study. Approval for the new course offerings was obtained by the CDU Academic Senate. Six additional faculty holding advanced practice nursing credentials were hired and the first cohort of FNP students was admitted in January 2011. Students enrolled in the first cohort of the entry level program graduated in June 2012, and the first cohort of FNP students graduated December 2011.

The Mervyn M. Dymally School of Nursing (MMDSON) designed and implemented a highly successful recruitment plan. From a beginning cohort of Entry Level Master's students in Fall 2010, the program has grown exponentially. With the support of the California Endowment a recruitment video was widely disseminated, and Time Warner Cable was commissioned to produce several commercials that were aired over local cable networks. Enrollment currently stands at more than 400 students. To be eligible for enrollment into the Master of Science in Nursing program, students must hold a baccalaureate degree to meet minimum requirements; however, the majority of enrollees have exceeded that requirement having earned master or doctoral degrees in a variety of fields. The MMDSON has received 10 year CCNE accreditation in 2017.

With the growth in the student body, there has also been a similar rate of growth in the MMDSON faculty. From a small beginning group of six dedicated faculty, MMDSON now has 19 full-time faculty and 2 part-time and more than 30 Adjunct faculty, of which many either have a doctoral degree or are enrolled in a doctoral program. MMDSON has been awarded over $2.2 million in extramural funding for its Song Brown, Robert Wood Johnson Foundation (RWJF), Department of Labor, and National Institute of Health (R25) grant submissions. Following the initial approval granted by the California Board of Registered Nursing, MMDSON then applied for national certification with both the Accreditation Commission for Education in Nursing (ACEN) and the Commission on Collegiate Nursing Education (CCNE).

Partnerships/PhD Bridges programs have been established with the UCLA and UCI Schools of Nursing. In addition, the UCLA School of Nursing Center for Population Studies is housed on the second floor of the LSRNE Building. Future expansion of the partnership will include joint course offerings, and faculty and student exchanges.

An additional partnership was established with the Los Angeles County Department of Health Services, in collaboration with Worker Education and Resource Center, to provide an educational opportunity for County nurses to earn the family nurse practitioner credential. The first cohort of County nurses enrolled in the Fall 2012 semester and continues to this day.

In Summer 2017, the MMDSON began a Baccalaureate of Science in Nursing completion program for RNs from Diploma, Associate Degree programs and those nursing students that are currently enrolled in an Associate Degree in Nursing programs (ADN).

In Fall 2019, MMDSON began the Master and Post Master of Science in Nursing in the Psychiatric Mental Health Nurse Practitioner specialty.

In Fall 2021, MMDSON began the Baccalaureate of Science in Nursing – Prelicensure Track and the Doctorate of Nursing Practice program.

Mervyn M. Dymally School of Nursing

Administration

Gail Washington, DNS, RN, PHN, FAAN
DEAN
PROFESSOR

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ASSISTANT DIRECTOR, FAMILY NURSE PRACTITIONER PROGRAM
ASSISTANT PROFESSOR

Chasity Burns, DNP, MSN-Ed, RN
ASSISTANT DIRECTOR, BACHELOR OF SCIENCE IN NURSING PROGRAM
ASSISTANT PROFESSOR

Sharon Cobb, PhD, MSN, MPH, RN, PHN
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ASSISTANT PROFESSOR

Farnaz Saadat, PhD, MA
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Anne Wicks MSN, BSN, BA, RN
ASSISTANT DIRECTOR, MASTER OF SCIENCE IN NURSING ELM PROGRAM INSTRUCTOR

Trish Williams-Forde, MSN, APRN, PMHNP-BC
DIRECTOR, PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM
ASSISTANT PROFESSOR

A Message from the Dean

Dear Students,

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

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

Sincerely,

Dr. Gail Washington, DNS, PHN, RN, FAAN
Dean of the Mervyn M. Dymally School of Nursing (MMDSON)

Mervyn M. Dymally School of Nursing

Mission Statement

To advance the science and art of nursing by conducting nursing research and providing nursing students with education that emphasizes the health status of underserved communities, for the purpose of enabling graduates to provide evidence-based nursing care with dignity, respect and compassion to all nursing clients.

The first dimension of the mission is to provide graduate and undergraduate levels of nursing education to individuals who are entering practice at the master's or Baccalaureate degree levels. Student nurses will build on their previous undergraduate education to develop professional accountability and critical thinking. Students will learn and understand nursing theories, principles, concepts and research. Ultimately, they will acquire the ability to select and apply nursing theories, principles, concepts and research to the delivery of quality nursing care.

The second dimension of the mission focuses on contributing to nursing science through research. Research promotes excellence in nursing science. The nursing faculty at Charles R. Drew University actively engages in conducting research on nursing-related phenomena and disseminating the findings in forums including scientific meetings and publications that embody the emphasis on evidence-based practice and contribution to nursing science. Collaborative research with scientists and clinicians at Charles R. Drew University and other scientific communities, locally, regionally, and internationally are encouraged. Although not conducting research as part of the curriculum, nursing students will be exposed to research concepts and studies that advance public health. Upon completion of the program, students will have the ability to improve health outcomes through applied research in various health settings.

The third dimension of the mission is to expand in the program offerings to include doctoral level curricula of study, joining faculty and students in the development of research questions and interventional solutions in meeting the healthcare needs of underserved communities.

The fourth dimension of the mission is to address healthcare disparities worldwide. Faculty and students will participate in faculty-student exchange programs in partnerships with schools of nursing throughout the nation and the world, to develop global immersion experiences designed to address healthcare disparities around the globe.

The nursing program is committed to preparing highly qualified nurses to provide quality nursing care to clients from diverse backgrounds in a multi-cultural society, paying attention to the underserved who present with special needs. The emphasis on evidence-based practice underscores the Program's focus on education, research and practice.

The MMDSON 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 the programs at Mervyn M. Dymally School of Nursing are accredited by The Senior Commission of the Western Association of Schools and Colleges (WSCUC). RN-BSN, BSN, ELM, FNP & PMHNP programs are accredited by Commission on Collegiate Nursing Education (CCNE).

The BSN and ELM programs are accredited by the California Board of Registered Nursing. The NP programs are approved by the California Board of Registered Nursing

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

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

Graduates who complete the Pre-licensure BSN track and the ELM program are eligible to sit for the NCLEX-RN exam and apply for the Public Health Certificate issued by the California Board of Registered Nursing. In addition, ELM graduates are eligible to sit for the CNL certification examination with the American Association of Colleges of Nursing (AACN).

Graduates who complete the BSN and ELM program

are eligible to apply for the Public Health Nurse (PHN) Certificate issued by the California.

Terminal Objectives for MSN and Post Master Programs

The MSN/PMC Programs and terminal objectives are leveled to the expected competencies of a master's level nurse clinician.

The ELM program is for individuals with a bachelor degree in another field, who want to pursue nursing. This program provides nursing students an opportunity to study basic nursing knowledge and science at the graduate level concurrently with graduate core content to prepare for licensure as a registered nurse. The ELM program approved by the California Board of Registered Nursing curriculum contains the CNL content, a generalist role developed by the American Association of College of Nursing. The CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations. Students graduating from the ELM program will be able to assume the role of a direct provider of care, nursing administrator or nursing faculty member.

The (CNL) is a generalist nursing role developed by the American Association of Colleges of Nursing. The CNL oversees the care coordination of a distinct group of patients and actively provides direct patient care in complex situations.

The FNP curriculum prepares the registered nurse to provide primary care services in a variety of clinic and community-based settings.

The PMHNP curriculum prepares advanced practice nurses to manage the care of individuals and families across the lifespan.

The MSN and PMC Programs of study contain a strong foundation in the physical and social sciences and builds upon previous learning experiences in philosophy, arts and humanities. The curriculum also integrates recent and evolving trends in healthcare with a particular emphasis on learning related to: economics, environmental science, epidemiology, genetics, gerontology, global perspectives, informatics, organizations and systems, and communication. Graduates will be eligible to apply for post-master's study and to pursue educational preparation at the doctoral level.

Upon the completion of the MSN and PMC Programs, the student will be able to:

1. Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional nursing practice.
2. Apply the nursing process to all levels of practice using the steps of assessment, diagnosis, outcomes identification, planning, interventions and evaluation.
3. Demonstrate competent practice as a Master's prepared registered nurse in a variety of settings.
4. Implement health promotion and disease prevention strategies for population-based practice that incorporates systems, the community, individuals and families.
5. Communicate effectively using oral, written, and technological skills in clinical, educational and professional settings.
6. Demonstrate ethical nursing practice to improve professional nursing practice, the work environment and influence improvement in healthcare.
7. Advocate for the patient's rights, healthcare policies and finance systems that promote, preserve and restore individual and public health.
8. Provide leadership in collaborative efforts with interdisciplinary and 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.

Terminal Objectives for 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
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.

Curriculum

The Mervyn M. Dymally School of Nursing (MMDSON) is dedicated to enhancement of diversity among future nursing professionals. Its vision is to create a learning environment that contributes to "Excellent Nursing care for all in a world without health disparities." The principle of social justice is centered into the traditional paradigm of patient-nurse-health-environment. The school's conceptual model of practice 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 School of Nursing provides a supportive framework to develop the skills to care for people in our urban communities. The MMDSON programs offer strategies to develop skills to care for people across the lifespan from neonatal to geriatric stages of life. Each nursing program provides a strong foundation for future doctoral studies, career advancement, and the development of strong ethical and leadership qualities.

The programs consider the recommendations presented by the following:

- American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice, and Essentials of Master's Education for Advanced Practice Nursing (2011);
- The Quality and Safety Education for Nursing (QSEN) Competencies;
- The National Organization of Nurse Practitioner Faculties (2012);
- The National League of Nursing Education Competencies Model (2010); and
- The California Board of Registered Nursing.

Theory and clinical practice are concurrent in 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.

Independent/Directed Study

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

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

The Academic Community

Community Service and Service Learning

The intent of the MMDSON's community service and service learning requirement of 60 hours 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.

Academic Advising

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

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

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

Requirements for Admission

Admission is a competitive process in which each student's entire application is individually reviewed. The applicant's previous academic record, i.e., Grade Point Average (GPA) are used to identify the student's potential in fulfilling the CDU mission, and the ability to succeed in this fast-pace rigorous program. The TEAS exam is required for all ELM and BSN Pre-licensure track applicants and the score of 75% on all sections and subsections with no exceptions is required for admission consideration.

Bachelor of Science in Nursing – Pre-licensure Track†

Program Description:

The Bachelor of Science in Nursing – Pre-licensure/Generic Track is designed for non-nurses who are interested in completing course requirements leading to a baccalaureate degree in nursing. Graduates of this track are prepared at the generalist level to assume the entry-level registered nurse role at the point of care.

The Pre-licensure BSN track currently has two phases: *Pre-Nursing* and *Nursing*. The total degree completion of the Pre-licensure BSN is based on a three-year duration and encompasses biological, physical, social and nursing sciences in conjunction with liberal arts components to establish the role of the baccalaureate-prepared registered nurse. The Pre-Nursing phase of Pre-licensure BSN track will consist of four semesters and will be selected twice per year during the Summer and Fall semesters. The Nursing phase of the Pre-licensure BSN track is based on a five-semester duration and will be selected twice per year during the Spring and Fall semesters. Both phases must be completed through full-time study (12 or more credits per semester). Applicants selected for the Pre-Nursing phase and Nursing phase are required to attend a mandatory orientation at the start of each cohort.

Military Education and Experience

The Nursing Program policy will grant credit for military education and experiences towards nursing courses through evaluation and/or challenge exams.

Policy and Procedures

Challenge/Advance Placement for Military-Trained Healthcare Personnel

Individuals who have held Military Healthcare Occupations, may achieve advanced placement (AP) into the 5th semester of the Pre-licensure BSN track, and be exempt from Nursing NUR 421-Nursing Fundamentals, with documentation of education and experience qualifying them for the specific for a Registered Nurse occupation and upon successful completion of the AP challenge exam, AP skills competency assessment, and dosage calculation exam.

Policy†

Applicants must meet all the application requirements of the Nursing Phase of the Pre-licensure BSN track, including completion of the designated prerequisites.

1. Applicants must pass the TEAS Admission Exam with a Minimum of 75% overall cumulative and individual module score (includes module, submodule and subsection scores 75% minimum requirement) Applicants must successfully complete NUR 420-Essential Concepts for Professional Nursing.
2. Acceptance of military challenge students into the Pre-licensure BSN track is contingent upon space availability.
3. Military challenge students who are unable to meet the above AP criteria for entry into the 5th Semester of the Pre-licensure BSN and be exempt from NUR 421-Nursing Fundamentals, may remediate and repeat the AP exam and/or skill competency assessment, and/or the dosage calculation exam. If the student is unsuccessful after the second attempt on any of these challenge exams, the student need to take the NLN, Nursing Fundamentals Challenge Exam. Upon successfully passing the NLN, Nursing Fundamentals Challenge Exam, the student gains priority enrollment into NUR 420-Essential Concepts for Nursing Practice, NUR 424-Physical Assessment in Nursing Practice, and NUR 426-Essential Pathophysiology and based on space availability. The candidate's experience will be evaluated so that credit for skills and/or experience can be awarded.

Procedure:
Interested candidates must request an appointment with the Director of Student Affairs at Mervyn M. Dymally School of Nursing at least one semester prior to the application period to discuss eligibility requirements for the Pre-licensure BSN track program.

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

Clinical and Program Requirements†
The pre-licensure BSN curriculum requires students to complete all hours of clinical practice. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.
Prior to taking clinical courses, students must satisfy all prerequisites and submit important documents for instructor verification. Students must provide documentation of all the requirements listed on the pre-licensure BSN Clinical Requirements form.
These requirements will be uploaded upon instruction onto the certified platform that the MMDSON uses to track clinical clearances for students of all levels. The following information is required upon acceptance into the Nursing Phase of the Pre-licensure BSN track:

- Hepatitis B series and titer, Rubella and Varicella, Measles and Mumps or titers.
- Annual Flu vaccine.
- COVID-19 Vaccine/s & Boosters
- Annual PPD/2 step process or Quantiferon TB Gold blood test (and chest x-ray if TB test is positive).
- Health insurance, private or through the University
- Current American Heart Association BLS certification
- Complete physical examination
- 12 panel drug screening

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. Some agencies also require live scan fingerprinting in addition to background checks. In addition to the above, students may be required to provide additional documentation as required by specific agencies. Students must complete the clinical agency orientation before starting a clinical rotation. Students must complete all required clinical documentation in a timely manner or they will not be allowed to progress in the cohort.

Curriculum

The 124-credit Bachelor of Science in Nursing (Pre-licensure Track) is completed through full-time study in preceptored clinical settings. This foundational level of this program centers on general education courses that will provide introductory knowledge on the physiological, psychosocial, environmental, and political factors that affect the health of individuals and communities. Nursing courses, recognized as upper-level undergraduate courses, will prepare BSN students as nurse generalists who can provide holistic nursing care to various populations in complex environments.

Pre-Licensure BSN Track (Sample Plan of Study)				
	Course No.	**Course Title**	**Credits**	**Lab/Clinical Hours**
Year 1 Semester 1		***PRE-NURSING MAJOR***		
	CHM 100	Basic Chemistry	4	45
	MTH 126	College Algebra	3	
	ENG 111	English Composition	3	
	CPU125	Information Literacy and Computer Applications	2	
	ILR101	Information Literacy Research	1	
		Total Semester Credits/Hours	**13**	**45**
Year 1 Semester 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	
	HIS 141	United States History	3	
		Total Semester Credits/Hours	**13**	**45**
Year 1 Semester 3				
	BMS 311L	Anatomy and Physiology II w/Lab	4	45
	COM 111	Public Speaking	3	
	HUM 231	Introduction to Humanities I	3	
	PSY141	General Psychology	3	
		Total Semester Credits/Hours	**13**	**45**
Year 2, Semester 1	BMS 320L	General Microbiology w/Lab	4	45
	ART 131	Health & Creative Arts	3	
	POL 141	U.S. Political Systems	3	
	HUM 232	Intro to Humanities II	3	
	COM 231	Spanish for Health Care Professionals	3	
		Total Semester Credits/Hours	**16**	**45**
Year 2 Semester 2		***NURSING MAJOR***		
	NUR420	Essential Concepts for Professional Nursing	3	
	NUR421	Nursing Fundamentals	5	90
	NUR424	Physical Assessment in Nursing Practice	3	45
	NUR426	Essential Pathophysiology	3	
		Total Semester Credits/Hours	**14**	**135**
Year 2 Semester 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 Semester Credits/Hours	**14**	**203**
Year 3, Semester 1	NUR 435	Psychiatric/Mental Health Nursing	3	68
	NUR436A	Essential Care of Mother and Infant	3	68
	NUR436B	Essential Care of Children	3	68
	NUR403	Culture, Spirituality, & Health	3	

		Total Semester Credits/Hours	**12**	**204**
Year 3, Semester 2	NUR 450	Medical Surgical II: Entry into Nursing Practice	5	135
	NUR417	Public, Community, & Global Health Nursing	6	90
	NUR416	Biomedical Statistics, Research, and Evidence Based Practice	4	
		Total Semester Credits/Hours	**15**	**225**
Year 3, Semester 3	NUR452	Transformational Leadership in Nursing Practice	5	135
	NUR460	Clinical Decision Making for Safe Practice	3	
	NUR415	Healthcare Policy and Aging	3	
	NUR409	Legal/Ethical Decision Making in Nursing	**3**	
		Total Semester Credits/Hours	**14**	**135**
		Total Program Credits/Hours	**124**	**1082**

Bachelor of Science in Nursing Registered Nurse – Bachelor of Science in Nursing (RN-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 objectives that focus on the development of the nurse's role as a global practitioner, researcher, and leader.

The RN-BSN program also allows concurrent enrollment of current Associate Degree nursing students under a structured program in collaboration with the student's ADN program. Students could enroll concurrently from their first semester in their ADN program. Students must maintain good academic standing at both institutions to continue with the RN-BSN concurrent program and show evidence of current enrollment in ADN program each semester and upon request. Students in the concurrent programs are encouraged to take enroll in a maximum of 6 units in the Fall and Spring semester and no more than 12 units in the Summer semester.

Students must submit evidence of a current and unrestricted nursing license prior to the completion of the RN-BSN in order to be eligible to graduate from the BSN program. Otherwise students who have completed all RN-BSN courses (except the Public, Community and Global Health Nursing course) would need to apply for a leave of absence until successfully completing NCLEX and obtaining a RN license.

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.

Requirements for Admission

RN-BSN Degree Completion Application Process

Students who plan to follow the RN-BSN degree completion program should apply to the MMDSON RN-BSN Completion Program for admission to the University. Please refer to our website for more information https://www.cdrewu.edu/admissions/undergraduate-programs.

RN-BSN Admission Policies

Applicants work with an assigned advisor to complete the application process. Admission requirements.

Graduation Requirements

Undergraduate (RN-BSN) students must receive a grade of C+ or better in all required nursing courses to remain in good academic standing. A grade of C or below is unsatisfactory for program promotion. Although grades of C and lower are included in the GPA, the RN-BSN program does not allow courses to satisfy degree requirements in which the student receives a grade below C+. RN-BSN students must earn a C+ to satisfy degree requirements.

Curriculum

The RN-BSN completion track has a 36-credit required course of study in-residence (32 credits of Nursing courses and 4-credits of General Education Courses). The required course of study includes a capstone course that synthesizes baccalaureate student learning outcomes. The required course of study fulfills only part of the 120-minimum-credit requirement for Bachelor of Science degree completion. Students could transfer up to 84 credits of previous, relevant course work.

The RN-BSN track currently has two pathways: Full-Time and Part-Time. The RN-BSN curriculum for the full-time track is based on a three-semester duration and builds on previous knowledge foundation of biological, physical, social and nursing sciences in conjunction with liberal arts components to enhance the development of a well-rounded, caring, professional nurse. This is completed through full-time study (12 or more credits per semester). The RN-BSN curriculum for the part-time track is based on a six-semester duration. All pre-licensure ADN students in the RN-BSN program will be enrolled in the part-time program. This is completed through part-time study (6 or more credits per semester).

Cohorts are selected three times per year during the Fall, Spring and Summer semesters. Applicants selected for the program are required to attend a mandatory orientation at the start of each cohort. Public, Community and Global Health Nursing is the only clinical course required in this program and it is necessary for students to be eligible for the Public Health Nursing Certificate through the California Board of Registered Nursing. Only students who are licensed as a Registered Nurse can enroll in this course. No other clinical requirements are necessary.

In compliance with policies, there are two different modalities for courses in the RN-BSN program: hybrid and online. Each hybrid theoretical course is scheduled for 7.5 weekly sessions (live sessions alternating with online sessions), with two sessions per semester offered as one weekend per month executive style course delivery format. Each online theoretical course is scheduled for 7.5 weekly alternating onsite and online sessions. Currently, students can choose to enroll in the hybrid or online format for each RN-BSN course. RN-BSN course delivery is Thursday to Sunday.

The combined nursing and required general education courses have been combined to enable students complete the program in 3 semesters for full-time study and 6 semesters for part-time study based on the number of core requirements completed. The plan of study may be individualized based on the student's profile. Students may take less classes and extend their program according to their personal needs and ability. The goal is student's success in completing the program.

RN-BSN Degree Completion (Full Time Sample Plan of Study)

		Course No.	Course Title	Cr	Clinical Hours
Semester 1	A	ILR 101	Information Literacy Research	1	
		NUR 401	Nursing Informatics, Communication and Technologies	2	
		NUR 402	Trends and Issues in Professional Nursing	3	
			Total Session A	**6**	
	B	NUR 403	Culture, Spirituality and Health	3	
		NUR 409	Legal and Ethical Decision-Making in Nursing	3	
			Total Session B	**6**	
			Total Semester Credits/Hours	**12**	
	A	NUR 417	Public, Community, and Global Health	6	90
			Total Session A	**6**	**90**
	B	COM 231	Medical Spanish for Healthcare Professionals	3	
		NUR 416	Biomedical Statistics, Research and Evidence Based Practice	4	
			Total Session B	**7**	
			Total Semester Credits/Hours	**13**	
Semester 3	A	NUR 408	Introduction to Health Promotion	3	
		NUR 412	Introduction to Nursing Leadership and Management	3	
			Total Session A	**6**	
	B	NUR 415	Healthcare Policy and Aging	3	
		NUR 413	Capstone	2	
			Total Session B	**5**	
			Total Semester Credits/Hours	**11**	
	Transfer: 84 Credits		**Total Program Credits/Hours**	**36**	**90**
Elective/ Independent Study	**NUR 599**		**Global Health Initiative (Experience) Duration and Country Varies**	**1-8 units**	

RN-BSN Degree Completion (Part-Time Sample Plan of Study)					
		Course No.	**Course Title**	**Cr**	**Clinical Hours**
Semester 1	**A**	ILR 101	Information Literacy Research	1	
		NUR 401	Nursing Informatics, Communication and Technologies	2	
			Total Session A	**3**	
	B	NUR 402	Trends and Issues in Professional Nursing	3	
			Total Session B	**3**	
			Total Semester Credits/Hours	**6**	
Semester 2	**A**	NUR 403	Culture, Spirituality and Health	3	
			Total Session A	3	
	B	NUR 409	Legal and Ethical Decision-Making in Nursing	3	
			Total Session B	**6**	
			Total Semester Credits/Hours	**6**	
Semester 3	**A**	COM 231	Medical Spanish for Healthcare Professionals	3	
			Total Session A	**3**	
	B	NUR 408	Introduction to Health Promotion	3	
			Total Session B	**3**	
			Total Semester Credits/Hours	**6**	
Semester 4	**A**	NUR 415	Healthcare Policy and Aging	3	
			Total Session A	**3**	
	B	NUR 412	Introduction to Nursing Leadership and Management	3	
			Total Session B	**3**	
			Total Semester Credits/Hours	**6**	
Semester 5	**A**	NUR 416	Biomedical Statistics, Research and Evidence Based Practice	4	
			Total Session A	**4**	
	B	NUR 413	Capstone	2	
			Total Session B	**2**	
			Total Semester Credits/Hours	**6**	
Semester 6	**A**	NUR 417	Public, Community, and Global Health	6	**90**
			Total Semester Credits/Hours	**6**	
	Transfer: 84 Credits		**Total Program Credits/Hours**	**36**	**90**
Elective/ Independent Study	**NUR499**		**Independent Study**	**1-8**	
	NUR 599		**Global Health Initiative (Experience) Duration and Country Varies**	**units**	

Entry Level Master of Science in Nursing (ELM)

Program Description

This is a two-year onsite program leading to a Master's of Science in Nursing degree. The first year of the CDU ELM program consists of courses that provide the foundation for safe nursing practice while immersing students in a variety of classroom, hospital and community based experiences. Cohorts are selected two times per year during the Fall, and Spring semesters.

Courses are sequenced from simple to complex so that students are able to build upon prior learning as they progress through the program.

Through a series of designed learning activities, students are able to learn how to care for patients and their families within a supportive environment that promotes the spirit of inquiry and application of research to nursing practice. The second year of the program provides coursework in nursing research, issues/theory, community health and a final clinical immersion experience in a preceptored course where students can further develop the professional RN role through patient care experiences at the point of care, delegation, prioritization of care, interdisciplinary communication, and team management. Students are eligible to sit for the NCLEX-RN licensing exam after completion of the MSN program. After passing the NCLEX-RN students continue into the upper level clinical nurse leader graduate courses.

Military Education and Experience

The Nursing Program policy will grant credit for military education and experiences towards nursing courses through evaluation and/or challenge exams.

Policy and Procedure

Challenge/Advance Placement for Military-Trained Healthcare Personnel

Individuals who have held Military Healthcare Occupations, may achieve advanced placement (AP) into the 1st semester of the Entry Level Master's (ELM) Nursing program, and be exempt from Nursing NUR 511-Fundamentals, with documentation of education and experience qualifying them for the specific for a Registered Nurse occupation and upon successful completion of the AP challenge exam, AP skills competency assessment, and dosage calculation exam.

Policy

Applicants must meet all the application requirements of the ELM program, including completion of the designated prerequisites and hold a Bachelor degree from an accredited college/university.

1. Applicants must pass the TEAS Exam with a Minimum of 75% overall cumulative and individual module score (includes module, submodule and subsection scores 75% minimum requirement) Applicants must successfully complete NUR 500-Nursing Concepts.
2. Acceptance of military challenge students into the ELM program is contingent upon space availability.
3. Military challenge students who are unable to meet the above AP criteria for entry into the First Semester of the program and be exempt from Nursing NUR 511-Fundamentals, may remediate and repeat the AP exam and/or skill competency assessment, and/or the dosage calculation exam. If the student is unsuccessful after the second attempt on any of these challenge exams, the student need to take the NLN, Fundamentals Challenge Exam. Upon successfully passing the NLN, Fundamentals Challenge Exam, the student gains priority enrollment into NUR 500-Nursing Concepts, NUR 516-Pathophysiology and NUR 520-Physical Assessment based on space availability. The candidate's experience will be evaluated so that credit for skills and/or experience can be awarded.

Procedure:

Interested candidates must request an appointment with the Director of Student affairs at Mervyn M. Dymally School of Nursing at least one semester prior to the application period to discuss eligibility requirements for the ELM program.

1. Applicants who may be eligible for advanced placement include those individuals who have satisfactory completed education and experience for the following:
    a. Basic Medical Technician Corpsman (Navy HM or Air Force BMTCP)
    b. Army Health Care Specialist (68W Army Medic)
    c. Air Force Independent Duty medical Technician (IMDT 4N0X1C)
2. Applicants applying for transfer credit must submit, the following materials verifying education and experience to the Director of Student Affairs at School of Nursing:
    a. CDU Transfer Credit Evaluation Petition (http://docs.cdrewu.edu/assets/students/files/Registrar%20Transfer%20Credit%20Petition.pdf)

b. Transcripts from appropriate education program(s), demonstrating satisfactory completion of coursework and clinical experience
c. Documentation of experience

3. After a review of the applicant's documentation, and upon determination that the applicant has met the educational and experiential requirements, as well as the additional nursing program admission requirements, the student will be invited to take an AP challenge exam, a skills competency assessment, and a dosage calculation exam.
4. Advanced placement will be granted if the applicant meets minimum requirements and is based on space availability.

Resources

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

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

Requirements for Admission

Please visit our website for further information at https://www.cdrewu.edu/admissions/graduate-programs.

Clinical and Program Requirements

The pre-licensure curriculum requires students to complete all hours of clinical practice. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

Prior to taking clinical courses, students must satisfy all prerequisites and submit important documents for instructor verification. Students must provide documentation of all the requirements listed on the ELM Clinical Requirements form.

These requirements will be uploaded upon instruction onto the certified platform that the SON uses to track clinical clearances for students of all levels. The following information is required upon acceptance into the program:

- Hepatitis B series and titer, Rubella and Varicella, Measles and Mumps or titers.
- Annual Flu vaccine.
- COVID-19 Vaccine/s & Boosters
- Annual PPD/2 step process or Quantiferon TB Gold blood test (and chest x-ray if TB test is positive).
- Health insurance, private or through the University
- Current American Heart Association BLS certification
- Complete physical examination
- 12 panel drug screening

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. Some agencies also require live scan fingerprinting in addition to background checks. In addition to the above, students may be required to provide additional documentation as required by specific agencies. Students must complete the clinical agency orientation before starting a clinical rotation. Students must complete all required clinical documentation in a timely manner or they will not be allowed to progress in the cohort.

Role and Qualifications

Graduates of this track are prepared at the generalist level to assume the CNL role at the point of care. The CNL is responsible for the comprehensive clinical management of individuals, families and communities across the continuum of care in a variety of clinical settings, including virtual environments. The CNL designs and implements the plan of care, and is accountable for improving clinical outcomes and care processes in a quality, cost effective manner, as a key member of an interdisciplinary team of healthcare professionals.

Curriculum

The Entry Level Master of Science in Nursing Track is completed through full-time study in preceptored clinical settings. The following course sequence is required for this curriculum of study. 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.

Entry Level Nurse Program Curriculum of Study

	Course No.	Course Title	Credits	Clinical Hours
Year 1 Semester 1				
	NUR 500	Concepts of Professional Practice	3	
	NUR 511	Fundamentals	5	90
	NUR 516	Pathophysiology	3	
	NUR 520	Physical Assessment	3	45
		Total Semester Credits/Hours	**14**	**135**
Year 1 Semester 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 Semester Credits/Hours	**15**	**180**
Year 1 Semester 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 Semester Credits/Hours	**15**	**204**
Year 2 Semester 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 Semester Credits/Hours	**13**	**225**
Year 2 Semester 2				
	NUR 542	Preparation for Safe Practice	3	
	NUR 619	Leadership Management (Capstone)	5	135
	NUR 627	Advanced Biostatics and Epidemiology	3	
	NUR 621	Advanced Nursing Theory	3	
		Total Semester Credits/Hours	**14**	**135**
Year 2 Semester 3				
	NUR 629	Transition into Professional Practice	7	180
	NUR 635	Nursing Research	3	
		Total Semester Credits/Hours	**10**	**180**
		Total Program Credits/Hours	**81**	**1059**

***Degree requirements are subject to change**

LVN to RN 30-Unit Option

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

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

We seriously encourage all applicants, including LVNs who are interested in the Nursing Programs (i.e. 30-unit option) to attend a Nursing Information Session during one of our CDU Discover Days to discuss prerequisites, general education requirements, assessment tests, and the application/selection process. Applicants may also make an appointment with the enrollment Department to discuss individual situations.

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

LVN to RN 30-Unit Courses

Course Number	Course Name	Credits
MIC 223	Applied Microbiology	6.0
NUR 516	Pathophysiology	3.0
NUR 520	Physical Assessment	2.0
NUR 510	Pharmacology	3.0
NUR 512	Medical Surgical	6.0
NUR 517	Psych/Mental Health Nursing	5.0
NUR 619	Leadership Management (Capstone)	5.0

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

LVN to RN 30-Unit Option Admission Policies

All applicants to the LVN to RN 30-Unit Option must satisfy the following minimum application requirements.

1. Unrestricted LVN License (must show proof of license issued by the CA BVN)
2. Official academic transcripts from all previous colleges and/or universities attended.
3. Completion of 9 pre-requisite courses; English, Sociology, Psychology, Nutrition, Human Anatomy with a lab, Human Physiology with a lab, Microbiology with a lab, Statistics and Speech/Communication with a grade of B or better. (See specific qualifiers below).
4. At least 75% overall and on all sections and subsections of the TEAS exam.
5. Proficiency in English is mandatory. All applicants whose first language is not English must take the Test of English as a Foreign Language (TOEFL, http://www.toefl.org). The minimum overall score is 84; 24 is the minimum score in the speaking section, and 24 is the writing section minimum score.
6. The applicant's goals must be congruent to those of the MMDSON, the University and the applicant's chosen specialty. The goal statement is an opportunity for students to tell the admissions committee about their career plans upon completion of their graduate degree. Before writing a goal statement, prospective students should review carefully information about the Entry Level program on CDU's website so that they can clearly indicate to the admissions committee that they are a good fit with the program
7. Three (3) recommendations are required. Recommendations from family, friends or other students are NOT accepted. Recommendations should address the following areas: a. relationships with work (paid or voluntary) associates, b. work competence, c. communication and interpersonal skills with persons of diverse backgrounds, d. leadership skills or potential, and e. values, ethical standards, responsibility and initiative.
8. Computer proficiency is required (especially word processing and internet/web skills).

Selected applicants will be invited to continue the application process by participating in an in-person interview (selected applicants will be contacted by phone or email).

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. Some agencies also require live scan fingerprinting in addition to background checks. In order to do so the Social Security Number in needed.

LVN to RN 30-Unit Option Required Pre-requisites and Qualifiers
All science prerequisites must be completed within 7 years of initial application submission.

- English Composition (3 units)
- Sociology (3 units)
- Psychology (3 units) Qualifier – Introductory psychology, general psychology and developmental psychology are acceptable
- Nutrition (3 units) Qualifier – Eligible courses must include the life-span of the human
- Human Anatomy w/ lab (4 units) Qualifier – If anatomy and physiology are combined, a minimum of 8 semester units will be acceptable
- Human Physiology w/ lab (4 units) Qualifier – If anatomy and physiology are combined, a minimum of 8 semester units will be acceptable
- Microbiology w/ lab (4 units)
- Statistics (3 units) Qualifier – Business statistics, biostatistics, epidemiology, statistics, patients and populations, etc. are acceptable
- Speech/Communication (3 units)* Qualifier – Group communication, storytelling, debate, interviewing, etc. are acceptable

All prerequisites must be completed at a regionally accredited U.S. Institution (exceptions may be made on a case-by-case basis).

All prerequisites must be completed with a grade of "B" or better (a grade of "B-" or lower is not acceptable).

All coursework from non-US institutions must be evaluated for US equivalency by an approved foreign credential evaluation service. University approved evaluation services are listed under International Students section of this Catalog.

English Composition may be taken outside the U.S. in countries whose native language is English.
Will accept Spanish for Speech/Communication. *

Master of Science in Nursing – (MSN) and Post Master's Certificate (PMC) in Family Nurse Practitioner (FNP)

Program Description

The Family Nurse Practitioner (FNP) track prepares advanced practice nurses to manage the care of individuals and families across the lifespan. The MSN-FNP track is designed for nurses holding a nursing baccalaureate degrees and the PMC-FNP track is designed for nurses holding a master in nursing degrees and are interested in completing course requirements leading to a graduate degree in nursing. Graduates of this program are eligible to sit for the FNP national certification examinations through the American Nurses Credentialing Center (ANCC) to earn the FNP-BC credential, or the American Association of Nurse Practitioners (AANP) to earn the NP-C credential.

PLEASE NOTE: Admission requirements are only for California State Board of Registered Nursing. Other State Boards of Registered Nursing FNP certification requirements may be different.

Requirements for Admission

Please visit our website for further information at https://www.cdrewu.edu/admissions/graduate-programs.

Clinical and Program Requirements

The MSN program requires that students complete 645 hours of clinical practice in the FNP specialty. In addition to actual clinical hours, the student will spend additional hours studying, preparing and completing assignments, usually triple the amount of time spent in actual class or role activities, depending on the time necessary to complete assignments and meet individual objectives.

Role and Qualifications

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.

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.

MSN-Family Nurse Practitioner Curriculum of Study

	Course No.	Course Title	Credits	Clinical Hours
Semester 1				
	NUR 610	Advanced Pharmacology	3	
	NUR 616	Advanced Pathophysiology	3	
	NUR 620	Advanced Physical Assessment	4	45
		Total Semester Credits/Hours	**10**	**45**
Semester 2				
	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	
	NUR 621	Advanced Nursing Theory	3	
		Total Semester Credits/Hours	**12**	**180**
Semester 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 Semester Credits/Hours	**15**	**180**
Semester 4				
	NUR 635	Nursing Research	3	
	NUR 633	FNP Practicum	7	240
	NUR 639	Perspectives	3	
	NUR 643	FNP Preparation	1	
		Total Semester Credits/Hours	**14**	**240**
		Total Program Credits/Hours	**51**	**645**

Degree requirements are subject to change

Post-Master Certificate Family Nurse Practitioner Curriculum of Study

	Course No.	Course Title	Credits	Clinical Hours
Semester 1				
	NUR 610	Advanced Pharmacology	3	
	NUR 616	Advanced Pathophysiology	3	
	NUR 620	Advanced Physical Assessment	4	45
		Total Semester Credits/Hours	**10**	**45**
Semester 2				
	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	
		Total Semester Credits/Hours	**9**	**180**
Semester 3				
	NUR 632	Primary Care of Women & Children	6	180
	NUR 627	Advanced biostatistics and Epidemiology	3	
		Total Semester Credits/Hours	**9**	**180**
Semester 4				
	NUR 635	Nursing Research	3	
	NUR 633	FNP Practicum	7	240
	NUR 643	FNP Preparation	1	
		Total Semester Credits/Hours	**11**	**240**
		Total Program Credits/Hours	**39**	**645**

Degree requirements are subject to change

Post-Master Certificate – Family Nurse Practitioner
Curriculum of Study for ELM Alumni

	Course No.	Course Title	Credits	Clinical Hours
Semester 1				
	NUR 610	Advanced Pharmacology	3	
	NUR 616	Advanced Pathophysiology	3	
	NUR 620	Advanced Physical Assessment	4	45
		Total Semester Credits/Hours	**10**	**45**
Semester 2				
	NUR 630	Primary Care of Adults & Aged	6	180
	NUR 631	Health Promotion/Disease Prevention	3	
		Total Semester Credits/Hours	**9**	**180**
Semester 3				
	NUR 632	Primary Care of Women & Children	6	180
		Total Semester Credits/Hours	**6**	**180**
Semester 4				
	NUR 633	FNP Practicum	7	240
	NUR 643	FNP Preparation	1	
		Total Semester Credits/Hours	**8**	**240**
		Total Program Credits/Hours	**33**	**645**

***Degree requirements are subject to change**

Master of Science in Nursing – (MSN) and Post Master's Certificate (PMC) in Psychiatric Mental Health Nurse Practitioner (PMHNP)

Program Description

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Track prepares advanced practice nurses to manage the care of individuals and families across the lifespan. The MSN-PMHNP track is designed for nurses holding a nursing baccalaureate degrees and the PMC-PMHNP track is designed for nurses holding a master in nursing degrees that are interested in completing course requirements leading to a graduate degree in nursing. 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.

Requirements for Admission

Please visit our website for further information at https://www.cdrewu.edu/admissions/graduate-programs.

Clinical and Program Requirements

The MSN program requires that students complete 630 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. 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. individual objectives.

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.

Curriculum

The 59-credit PMHNP Master of Science in Nursing Track and the 47-credit PMHNP Post Master's Certificate Track 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.

Master of Science Psychiatric Mental Health Practitioner Program- Curriculum of Study

	Course No.	Course Title		Credits	Clinical Hours
Semester 1					
	NUR 610	Advanced Pharmacology		3	
	NUR 616	Advanced Pathophysiology		3	
	NUR 620	Advanced Physical Assessment		4	45
			Total Semester Credits/Hours	**10**	**45**
Semester 2	NUR 631	Health Promotion/Disease Prevention		3	
	NUR 641	Primary/Mental Health Care I		4	90
	NUR 621	Advanced Nursing Theory		3	
	NUR 637	Advanced Psychopharmacology		2	
			Total Semester Credits/Hours	**12**	**90**
Semester 3	NUR 627	Advanced Biostatistics & Epidemiology		3	
	NUR 628	Health Systems Management		3	
	NUR 644	Primary/Mental Health Care II		4	90
	NUR 642	Cultural Diversity		3	
			Total Semester Credits/Hours	**13**	**90**
Semester 4	NUR 635	Nursing Research		3	
	NUR 639	Perspectives		3	
	NUR 638	Individual Psychotherapy		6	135
			Total Semester Credits/Hours	**12**	**135**
Semester 5	NUR 640	Psychotherapy W/Group and Families		4	90
	NUR 646	PMHNP Practicum		7	180
	NUR 645	PMHNP Preparation		1	
			Total Semester Credit/Hours	**12**	**270**
			Total Program Credits/Hours	**59**	**630**

***Degree requirements are subject to change**

Post Master's Certificate- Psychiatric Mental Health Practitioner Program Curriculum of Study†

	Course No.	Course Title		Credits	Clinical Hours
Semester 1					
	NUR 610	Advanced Pharmacology		3	
	NUR 616	Advanced Pathophysiology		3	
	NUR 620	Advanced Physical Assessment		4	45
			Total Semester Credits/Hours	**10**	**45**
Semester 2					
	NUR 631	Health Promotion/Disease Prevention		3	
	NUR 641	Primary/Mental Health Care I*		4	90
	NUR 637	Advanced Psychopharmacology*		2	
			Total Semester Credits/Hours	**9**	**90**
Semester 3					
	NUR 644	Primary/Mental Health Care II*		4	90
	NUR 627	Advanced Epidemiology & Biostatistics		3	
			Total Semester Credits/Hours	**7**	**90**
Semester 4					
	NUR 638	Individual Psychotherapy*		6	135
	NUR 635	Nursing Research**		3	

			Total Semester Credits/Hours	**9**	**135**
Semester 5					
	NUR 640	Psychotherapy w/Group and Families*		4	90
	NUR 646	PMHNP Practicum*		7	180
	NUR 645	PMHNP Preparation*		1	
			Total Semester Credits/Hours	**12**	**270**
			Total Program Credits/Hours	**47**	**630**

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-Independent Study (Nursing Research Projects) as an elective course for 2 units in their second semester to be eligible for financial aid.

Post Master's Certificate- Psychiatric Mental Health Practitioner Program Curriculum of Study for CDU ELM Alumni†

	Course No.	Course Title		Credits	Clinical Hours
Semester 1					
	NUR 610	Advanced Pharmacology		3	
	NUR 616	Advanced Pathophysiology		3	
	NUR 620	Advanced Physical Assessment		4	45
			Total Semester Credits/Hours	**10**	**45**
Semester 2					
	NUR 631	Health Promotion/Disease Prevention		3	
	NUR 641	Primary/Mental Health Care I		4	90
	NUR 637	Advanced Psychopharmacology		2	
			Total Semester Credits/Hours	**9**	**90**
Semester 3					
	NUR 644	Primary/Mental Health Care II**		4	90
			Total Semester Credits/Hours	**4**	**90**
Semester 4					
	NUR 638	Individual Psychotherapy		6	135
			Total Semester Credits/Hours	**6**	**135**
Semester 5					
	NUR 640	Psychotherapy w/Group and Families		4	
	NUR 646	PMHNP Practicum		7	90
	NUR 645	PMHNP Preparation		1	180
			Total Semester Credits/Hours	**12**	**270**
			Total Program Credits/Hours	**41**	**630**

Degree requirements are subject to change
** The students can take NUR 599-Research Projects as an elective course for 2 units in the third semester to be eligible for financial aid.

Doctor of Nursing (DNP) Practice Program

Program Description

The **Doctor of Nursing Practice (DNP)** program prepares advanced practice nurses to manage the care of individuals and families across the lifespan. The DNP is designed for nurses holding Masters in Nursing degrees with a NP or CNS 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.

Role and Qualifications

The DNP Graduate is the advanced practice nurse generalist and graduates of this program assume responsibility for the provision of healthcare as leaders in the areas of health promotion, disease prevention and clinical management of the three levels of health prevention, primary, secondary, and tertiary care conditions. The DNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, for improving clinical outcomes and care processes in a safe, quality, and cost-effective manner. The emphasis of this program is *becoming a leader in healthcare* to serve underserved and under resourced populations.

Requirements for Admission

Please visit our website for further information at https://www.cdrewu.edu/admissions/graduate-programs.

Curriculum†

The 40-credit program, which is completed through precepted clinical settings, provides a flexible, executive-education format in which the theoretical content of each course is taught in a one-weekend session, totaling three-weekend sessions per course. Each weekend session is online (3 hours synchronous followed by 12 hours asynchronous). Students are required to be on campus, during the first-weekend session of the program (Immersion Weekend) and the last weekend session of the program (DNP Project presentations). A detailed schedule will be provided for the on-campus sessions. The didactic portion will be taught using both face-to-face and web-enhanced pedagogical approaches 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. Students are admitted to this program as a cohort in Spring and Fall.

Clinical and Program Requirements

The following course sequence is required for this curriculum of study Students complete the required clinical hours (540) and culminating DNP project through active clinical practice. All clinical courses are immersion practicums conducted in faculty approved preceptor-supervised clinical settings.

The DNP program entails 540 hours of clinical practicum, 500 of which must occur as clinical practice required hours while engaged in direct patient care and direct healthcare system activities; the extra 40 hours are for intermittent indirect clinical practice hours devoted to administration of the DNP project.

Student work on the culminating DNP-739 Project begins in the first term of instruction, and proceeds through a scaffold of courses and signature assignments designed to maintain focus on DNP project formulation and implementation. As detailed in roadmap and tracking materials, DNP students navigate a systematic approach to culminating project completion, by leveraging course-specific assignments along the pathway. Each course has a major touchpoint with a DNP project deliverable, and the program requires students to maintain a practicum journal that logs specific clinical activity related to the project. Each line item must also cite the relevant element from the essentials of the American Association of Colleges of Nursing (AACN). Appending the AACN essentials verbatim to the clinical log reinforces the importance of the degree and degree recipient within the nursing profession.

Executive style didactics occur roughly every other month, as cohort-based instruction can be on-campus/synchronous or asynchronous. Students convene DNP project committees prior to the second semester when clinical hours begin, with a designated chair, second faculty mentor, and clinical preceptor. The second member tracks student paperwork and shares formative feedback within one week of submission. The school uses the LMS repository system, LMS records attest to didactic participation, while clinical logs attest to practicum hours; with a dedicated committee deeply familiar with student work across the curriculum, there is an assurance of maintaining academic integrity.

Graduate student cohorts complete the DNP curriculum in four terms, with integrative focus from start to finish on the culminating project. In addition to regular nursing faculty mechanisms for assessment of student, faculty, and program outcomes (see next element on program review), the short duration of the program dictates strong formative assessment via direct communication of students with their instructional faculty and project committee. All didactic coursework and clinical activity in support of the DNP project must align with AACN essentials and be assessed accordingly. The eight essentials for doctoral education in advanced nursing practice are foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.

In addition to alignment of signature assignments based in didactic courses, the DNP project entails a practicum journal for logging the required 500 direct clinical hours of clinical activity with the approved preceptor in the Healthcare System clinical setting. For each of the three clinical courses (DNP 711, 727, 735) there is a specific practicum goal and set of corresponding objectives pre-planned by the doctoral student with the DNP Project Team including the preceptor. The journal entries annotate how particular activities assisted the student in meeting course and practicum-specific goal and objectives. The combination of signature assignments and practicum activity outcomes provide the primary material for DNP project team advising, leading to the last semester and course (DNP-739) where students finalize and present their culminating project in the format of a defense with their respective project committees and community of interest.

The rubric guidelines provide clear expectations from the start of the program about how faculty evaluate projects. The ongoing evaluation process starts with the clinical problem specified in the first semester, proceeds through signature assignments adapted to the problem statement with elaboration of concepts and operational definitions, to implementation and evaluation of the quality improvement project in clinical settings.

Specifically, to MMDSON, assessment data pertaining to didactic instruction (e.g., rubric scores on assignments) is recorded in the university LMS (Blackboard), while data for the purposes of clinical instruction is stored in Blackboard, that can be accessed by students, faculty, and program leadership. Students enter their clinical practice plans, objectives, and goals every day they have direct clinical hours in an approved healthcare system site appropriate for a DNP quality improvement project.

The student and preceptor (3rd DNP Project team member) are responsible to review and clinical log. The preceptor signs attendance logs at the site, on every day of student contact, and the 2nd DNP Project team member reads and comments on clinical evaluation data logged into the Blackboard; if the committee and DNP student determine that the student is not meeting original plans, objectives, or goals, a new or supplemental learning contract will be developed in collaboration with the student.

Adrienne Thompson MS
DNP Program Coordinator
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Course Objectives

On completion of the course, the student will:

1. Evaluate and update the DNP Clinical Project in the healthcare setting.
2. Participate in the supervised practicum plan with assigned preceptor to complete the completion of the 270 clinical hours of the 500 clinical hours required for the DNP program.
3. Assess, analyze health care system to complete the signature assignment which is the dashboard for quality improvement and safety for the DNP project.
4. Gather data to support the signature assignment, which is to complete the draft of the final DNP Project paper.
5. Assess their clinical project decision-making skills with the preceptor focused on the DNP Clinical Project.

Doctor of Nursing Practice
Program Curriculum of Study†

	Course No.	Plan of Study Course Title	Credits Didactic/Clinical	Clinical Hours
Year 1 Semester 1				
	DNP 701	Doctor of Nursing Practice Roles and Theory Development	3/0	
	DNP 703	Information Systems for Quality Improvement of Patient Care	3/0	
	DNP 705	Health Care Organizational and Systems Leadership	3/0	
		Total Semester Credits/Hours	**9/0**	
Year 1 Semester 2				
	DNP 713	Data Analysis for Evidence Based Practice I	3/0	
	DNP 715	Health Care Organizational and Systems Financial Management	3/0	
	DNP 725	Interprofessional Research and Practice	3/0	
		Total Semester Credits/Hours	**9/0**	
Year 1 Semester 3				
	DNP 721	Data Analysis for Evidence Based Practice II	3/0	
	DNP 711	Quality Improvement and Management for Research and Practice	**0/4**	180
	DNP 731	Health Care Policy Analysis and Advocacy	3/0	
		Total Semester Credits/Hours	**6/4**	**180**
Year 2 Semester 1				
	DNP 728	Seminar in Evidence-Based Quality Improvement for Scholarship and Practice	0/6	270
		Total Semester Credits/Hours	**0/6**	**270**
Year 2 Semester 2	DNP 735	Clinical Preventions and Interventions for Population Health	1/2	
	DNP 739	DNP Project Residency	**3/0**	
		Total Semester Credits/Hours	**4/2**	
		Total Program Credit/ Hours	**28/12 (Total 40)**	**540**

The dagger mark (†) indicates an error correction in the section.

Mervyn M. Dymally School of Nursing
Course Curriculum

Course #	Name	Units	Clinical Hours
NUR 401	Nursing Informatics, Communication and Technologies	2 Units	
NUR 402	Trends and Issues in Professional Nursing	3 Units	
NUR 403	Culture, Spirituality and Health	3 Units	
NUR 408	Introduction to Health Promotion	3 Units	
NUR 409	Legal and Ethical Decision-Making in Nursing	3 Units	
NUR 412	Introduction to Nursing Leadership and Management	3 Units	
NUR 413	Capstone	2 Units	
NUR 415	Healthcare Policy and Aging	3 Units	
NUR 416	Biomedical Statistics Research and Evidence-Based Practice	4 Units	
NUR 417	Public, Community and Global Health Nursing	6 Units	90
NUR 420	Essential Concepts for Professional Nursing	3 units	
NUR 421	Nursing Fundamentals	5 units	90
NUR 424	Physical Assessment in Nursing Practice	3 units	45
NUR 426	Essential Pathophysiology	3 units	
NUR 427	Nursing Pharmacology	3 units	23
NUR 428	Medical Surgical Nursing I: Essentials	5 units	135
NUR 430	Nursing Care for the Aging Population	3 units	45
NUR 432	EBP: Informatics and Quality Improvement	3 units	
NUR 435	Psychiatric/Mental Health Nursing	3 units	68
NUR 436A	Essential Care of Mother & Infant	3 units	68
NUR 436B	Essential Care of Children	3 units	68
NUR 450	Medical-Surgical II: Entry into Nursing Practice	5 units	135
NUR 452	Transformational Leadership in Nursing Practice	5 units	135
NUR 460	Clinical Decision Making for Safe Practice	3 units	
NUR 499	Independent Study	1-8 units	
NUR 500	Concepts of Professional Nursing	3 Units	
NUR 510	Pharmacology	3 Units	
NUR 511	Fundamentals	5 Units	90
NUR 512	Medical Surgical Nursing	5 Units	135
NUR 513 A	Nursing Care of Mother and Infant	3 Units	68
NUR 513 B	Nursing Care of Children	3 Units	68
NUR 515	Population Health; Public, Community, & Global Health Nursing	5 Units	90
NUR 516	Pathophysiology	3 Units	
NUR 517	Psychiatric Mental Health	3 Units	68
NUR 520	Physical Assessment	3 Units	45
NUR 542	Preparation for Safe Practice	3 Units	
NUR 546	Caring for Aging Population	3 Units	45
NUR 547	Informatics and Evidenced Based Practice	3 Units	
NUR 599	Independent Study; Global Health Initiative	1-8 Unit	
NUR 610	Advanced Pharmacology	3 Units	
NUR 616	Advanced Pathophysiology	3 Units	
NUR 618	Advanced Medical Surgical	5 Units	135
NUR 619	Leadership Management (Capstone)	5 Units	135
NUR 620	Advanced Physical Assessment	4 Units	45
NUR 621	Advanced Nursing Theory	3 Units	
NUR 627	Advanced Epidemiology and Biostatistics for Nursing	3 Units	
NUR 628	Health Systems Management & Policy	3 Units	
NUR 629	Transition into Professional Practice	7 Units	180

NUR 630	Primary Care of Adults and Aged	6 Units	180
NUR 631	Health Promotion Disease Prevention	3 Units	
NUR 632	Primary Care of Women and Children	6 Units	180
NUR 633	FNP Practicum	7 Units	240
NUR 635	Nursing Research	3 Units	
NUR 637	Advanced Psychopharmacology	2 Units	
NUR 638	Individual Psychotherapy	6 Units	135
NUR 639	Perspectives	3 Units	
NUR 640	Psychotherapy w/Group and Families	4 Units	90
NUR 641	Primary/Mental Health Care I	4 Units	90
NUR 642	Cultural Diversity	3 Units	
NUR 643	FNP Preparation	1 Units	
NUR 644	Primary/Mental Health Care II	4 Units	90
NUR 645	PMHNP Preparation	1 Units	
NUR 646	PMHNP Practicum	7 Units	180
NUR 701	Doctor of Nursing Practice Roles and Theory Development	3 Units	
NUR 703	Information Systems for Quality Improvement of Patient Care	3 Units	
NUR 705	Health Care Organizational and Systems Leadership	3 Units	
NUR 711	Quality Improvement and Management for Research and Practice	4 Units	
NUR 713	Data Analysis for Evidence Based Practice I	3 Units	
NUR 715	Health Care Organizational and Systems and Financial Manageme	3 Units	180
NUR 721	Data Analysis for Evidence Based Practice II	3 Units	
NUR 725	Interprofessional Practice and Research	3 Units	
NUR 728	Seminar in Evidence-Based Quality Improvement for Scholarship and Practice	6 Units	
NUR 731	Health Care Policy Analysis and Advocacy	3 Units	
NUR 735	Clinical Prevention and Interventions for Population Health	3 Units	90
NUR 737	Quality Improvement for Translational Research and Practice	2 Units	90
NUR 739	DNP project Capstone	3 Units	

Course Descriptions

NUR 401- Nursing Informatics, Communication and Technologies
This course provides an overview of the management of information through application of computer information, and nursing science concepts. It focuses on how nurses integrate and apply information technology within clinical practice, administration, education, and research settings to improve communication and the delivery of healthcare.
Units: 2

NUR 402- Trends and Issues in Professional Nursing
This course explores and analyzes basic trends and issues that affect and impact the practice of professional nursing. The course will explore the role of the professional nurse in various clinical and healthcare environments. This course will also explore how education, socio-economic, legal, ethical and political variables could affect professional nursing and healthcare. This is a foundational course that presents a broad overview of major content areas within the RN-BSN curriculum,, thus preparing students for future in-depth exploration of those concepts such as healthcare policy, legal and ethical issues in nursing, cultural and global issues affecting nursing practice and informatics.
Units: 3

NUR 403- Culture, Spirituality and Health
This course explores the relationship between various components of culture, spirituality and the dynamics of health and illness. This course will examine the effects of cultural and lifestyle differences on national and international health status indicators. Discussions will engage cultural, social, economic, ethnic, and spiritual perspectives on healthy behaviors, disease, coping, and healing, as well as their effects on rates of infectious and chronic diseases. There will be an examination of how inequalities and conflicts stemming from differences influence health outcomes for various populations.
Units: 3

NUR 408- Introduction to Health Promotion
This course provides an introduction to the basic concepts of statistics that aims to help students follow statistical reasoning in their fields of study and develop a basic understanding of the statistics and interpret quantitative data. Students will understand the statistical concepts, terminology, and procedures used in the statistical analysis of data in nursing and healthcare. Principles of measurement, data summarization, probability distributions, and hypothesis testing are examined.
Units: 3

NUR 409- Legal and Ethical Decision Making in Nursing
The purpose of this course is to examine legal issues and ethical dilemmas in nursing practice. This course focuses on the nursing legal environment, liability in nursing practice, documentation, workplace employment and ethics. This course will also cover the practicing nurses' legal and ethical rights, responsibilities, and obligations in a changing health environment. Consequences of ethical misconduct and legal malpractice are explored. Emphasis is on ethical decision making processes and recognition of negligent practices. Focus is on case analysis of legal and ethical issues.
Units: 3

NUR 412- Intro to Nursing Leadership and Management
This course explores concepts of leadership and management through an examination of various leadership/management theories, organizational and resource management styles, meeting consumer needs and delegation of nursing care. The course will emphasize the use of critical thinking in the leadership/management role.
Units: 3

NUR 413- Capstone
Capstone project course is an integration of knowledge and skills acquired during the program into one project. The capstone project is the student's scholarly activity that could be either a project or a paper. The objective of this course is to provide foundations to students to integrate knowledge, theory and skills and core competencies (critical thinking, communication, assessment, and technical skills) to develop and complete a nursing research project.
Units: 2

NUR 415 - Healthcare Policy and Aging
This course presents and introduction to health policy, finance, legislative and regulatory processes. This course explores the various ways in which the government plays a role in health and in the provision of healthcare. Health policies can have a profound effect on quality of life of individuals globally. Accessibility, cost, quality of healthcare; safety of food, water, environment; and the right to make

decisions about health. These issues are vitally tied to health policies. Students will develop a basic understanding of the aging process and matters related to the healthcare of older adults. This course provides students with a general background in aging and the challenges and strengths of older persons. Its content is relevant to students who plan to work with older persons, to researchers in fields related to aging and to students who want to better understand their own aging or that of their relatives or friends.
Units: 3

NUR 416- Biomedical Statistics Research and Evidence-Based Practice
This course provides an introduction to the basic concepts of statistics that aims to help students follow statistical reasoning in their fields of study and develop a basic understanding of the statistics and interpret quantitative data. Students will understand the statistical concepts, terminology, and procedures used in the statistical analysis of data in nursing and healthcare. Principles of measurement, data summarization, probability distributions, and hypothesis testing are examined.

This course is designed to help the students develop a basic understanding of nursing research, nursing theory, and evidence-based practice. Students will understand and develop the skills needed to identify and critically appraise scientific evidence to evaluate the quality and applicability to clinical practice.

The course content includes an overview of research concepts, ethical issues, literature searches and reviews, quantitative and qualitative research methods and designs, data collection, analysis and interpretation techniques. Students gain an understanding of the research process and the role of research in evidence-based practice. Students develop a knowledge base needed to identify and format a researchable question or problem.
Units: 4

NUR 417- Public, Community and Global Health Nursing
The Introduction to Community Health Nursing course is designed to facilitate the conceptualizing of family, population groups, and community as units of care. The course focuses on risk reduction, health maintenance, and promotion of high level wellness to individuals, families, and groups of all ages throughout the health continuum in community settings. The student is provided the clinical opportunities to assess the health needs of selected families in the community with selected health promotion and health maintenance needs. Variables such as culture and environment, which influence health behaviors of families and the community, are considered in providing nursing care. Students will learn to integrate the concepts of community assessment, risk reduction, case management, resource coordination and assessment, control and prevention of communicable diseases, prevention, outreach screening, and neglect of children, elders and spouses. This course prepares students for eligibility for the California Public Health Certificate.

Students will get an overview of the determinants of health and how health status is measured globally. Students will also review the burden of disease, who is most affected by different disease burdens, risk factors, and key measures to address the burden of disease in cost-effective ways nationally and internationally. Special attention will be paid throughout the course to global health systems issues. The course will cover key concepts and frameworks in global health. The course will be global in coverage but with a focus on a comparison of United States healthcare with other countries, the health of the poor, equity, and inequality. Particular attention will be paid throughout the course to the linkages between health and development. **90 clinical hours**

* Students enrolled in the RN-BSN track must be licensed as a Registered Nurse to take this course.
Units: 6

NUR420 – Essential Concepts for Professional Nursing†
This course provides an overview of the major concepts in the discipline of nursing, including professional roles and responsibilities within the healthcare environment. This course will also address interpersonal communication, cultural values, and evidence- based practice. Emphasis will center on the MMDSON conceptual framework, the Neuman Systems Model, and other related nursing theories. Pre-Requisite: Admission into the Nursing Phase of the Prelicensure BSN track.
Units: 3

NUR421 – Nursing Fundamentals †
This course is designed to provide the beginning nurse with fundamental principles of nursing. The focus is on beginning competencies required for the care of adults and older adult clients with acute and chronic health problems. Concepts of physiological and psychosocial

integrity, safe and effective care environments, and health promotion and maintenance are examined. Focus will center on the utilization of the nursing process to apply knowledge and critical thinking for the application of evidence-based nursing care. Pre-Requisite: Admission into the Nursing Phase of the Prelicensure BSN track. **90 clinical hours Units: 5**

NUR424: Physical Assessment in Nursing Practice†
The course focuses on health assessment for professional practice. Basic knowledge and skills necessary to perform assessments including interviewing, history taking, and foundational physical assessment skills are acquired. It emphasizes developmental and culturally competent assessment skills and the ability to recognize deviations from normal**.** Pre-Requisite: Admission into the Nursing Phase of the Prelicensure BSN track. **45 clinical hours**
Units: 3

NUR426: Essential Pathophysiology†
This course describes the disordered physiologic and clinical consequences resulting from common disease processes, with emphasis on dynamics of the altered state. Discussions focus on alterations in normal functions of major organ systems. Through problem-solving exercises and case studies, students will focus on interpreting diagnostic tests, clinical findings, and pathophysiological adaptations from various diseases and its processes. Pre-Requisite: Admission into the Nursing Phase of the Prelicensure BSN track. **Units: 3**

NUR427: Nursing Pharmacology
This course explores the nurse's role in relation to the principles of pharmacology, including drug classifications and their effects on the body. The emphasis is on the knowledge of pharmacotherapy used to treat disease processes in individuals, families, and communities across the lifespan. Focus will also center on patient care and education when administering medications. Pre-Requisites: NUR 420, NUR 421, NUR 424, NUR 426. **23 Clinical Hours. Units: 3**

NUR428 - Medical Surgical Nursing I: Essentials
This course utilizes the application of the nursing process, critical thinking and clinical reasoning in caring of adult patients with acute and chronic medical-surgical disease conditions. It covers physiology and pathophysiology, causes and significant clinical manifestations, and important nursing assessment and management of such conditions. Pre-Requisites: NUR 420, NUR 421, NUR 424, NUR 426. **135 clinical hour**s
Units: 5

NUR430 - Nursing Care for the Aging Population
This course focuses on how nursing influences the health and healing capacities of older adults, including the challenges and strengths of the older person. The emphasis in this course is related to the changes of the aging population, including a comprehensive assessment of the older adult's physical, functional, psychosocial, and cognitive capacities. Students will also participate in clinical experiences in healthcare setting that center on aging and the resulting dynamic interactions between older people within healthcare environments. Pre-Requisites: NUR 420, NUR 421, NUR 424, NUR 426. **45 clinical hours**
Units: 3

NUR432: Evidence-Based Practice (EBP): Informatics and Quality Improvement
This course provides an introduction to evidence-based practice and its application with quality improvement and informatics. Students will address the role of evidenced-based nursing practice, including relevant principles, theories, and models for application and its relationship with improving health outcomes and technology. This course will prepare students to utilize nursing informatics and technologies. Pre-Requisites: NUR 420, NUR 421, NUR 424, NUR 426 .
Units: 3

NUR435: Psychiatric/Mental Health Nursing
This course focuses on the knowledge and skills development for the practice of mental health nursing with emphasis on therapeutic nurse-patient relationships. Students will understand the brain-behavior connection and contributing factors to mental illness and maladaptive behaviors. Emphasis will be placed on relevant theories and evidence-based nursing practice pertaining to the prevention, treatment, recovery, and long-term management of mental health/illness. Pre-Requisites: NUR428, NUR430, NUR432. **68 clinical hours.**
Units: 3

NUR436A: Essential Care of Mother and Infant
Utilizes nursing theory for the care of diverse and multicultural women, newborns, and families. Emphasis on the management of human reproductive health with exploration of social determinants of health

and its impact on health promotion, risk reduction, and disease prevention, for women, newborn, and childbearing families. Additionally, this course will focus on the development of caring, communication, and critical thinking skills in providing culturally responsive care with the nursing process for multicultural women, neonates, and their families. Pre-Requisites: NUR428, NUR430, NUR432. **68 clinical hours.**
Units: 3

NUR436B: Essential Care of Children
Applies the dimensions of health, health care, and nursing in addressing the health care needs of infants, children and adolescents with a focus on health promotion, risk reduction, and disease prevention. Additionally, clinical experiences provide opportunities to practice pediatric nursing skills in simulated, acute care, and community- based clinical settings. Pre-Requisites: NUR428, NUR430, NUR432. **68 clinical hours.**
Units: 3

NUR450: Medical-Surgical Nursing II: Entry into Practice
This course provides a continuation of the application of nursing theory for the care of adult and older adult clients with complex health alterations and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Additionally, this course emphasizes the importance of utilizing the nursing process and critical thinking with a focus on the application of theory in clinical interpretation of assessment and diagnostic data. Pre-Requisites: NUR403, NUR435, NUR436A, NUR436B. **135 clinical hours.**
Units: 5

NUR452: Transformational Leadership in Nursing Practice
This course will assist students in the integration of theory and practice as they approach the completion of the nursing major and transition into the role of professional nurse. Emphasis will be placed on the management of nursing care in health care settings. Students will participate in supervised practicum transition experiences within a setting of multidimensional teams, with focus on data-driven evidence-based best practices, to develop unit based leadership skills and initiatives to continuously improve the quality of patient care across the care delivery settings. Pre-Requisites: NUR416, NUR417, NUR450. **135 clinical hours.**
Units: 5

NUR460: Clinical Decision Making for Safe Practice
This is a senior level course designed to assist students in integrating core nursing content and clinical judgment skills. Emphasis will be placed on previously learned nursing concepts and theories as students prepare to sit for the NCLEX®-RN licensure exam and enter practice. It promotes student success by providing opportunities to improve and develop critical thinking and skills through intense preparation and activities. The course builds on the student's understanding of critical reasoning and communication skills to apply in resolving actual clinical programs. Pre-Requisites: NUR416, NUR417, NUR450.
Units: 3

NUR 499- Independent Study;
Under the guidance and with the approval of a selected faculty member, the student develops behavioral objectives appropriate to the topic being studied and a plan of action to achieve objectives. The number of credit hours for which a student registers is determined by the nature of the projected outcome, i.e., project, paper, etc. The independent study may be experiential directed reading, study or research.
Unit (s): 1-8

NUR 500- Concepts of Professional Practice
This course provides an overview of the professional nursing role within the healthcare environment, including nursing theory and evidence-based nursing practice. Highlights of the influence of culture and professionalism. Pre-requisite: ELM admission; Co-requisites: NUR 511, 516, and 520
Units: 3

NUR 510- Pharmacology
Presents core drug knowledge, pharmacotherapeutics, and pharmacodynamics. Emphasizes drug classification by categories affecting various body systems. Pre-requisite: ELM admission, NUR 500,511,516, 520; Co-requisites: NUR 512, 547 & 547
Units: 3

NUR 511- Fundamentals
integrity, psychosocial integrity and effective care environments, and health promotion/maintenance are examined. This course focuses on beginning competencies required for care of adult and older adult clients with acute and chronic health problems. Pre-

requisite: ELM admission; Co-requisites: NUR500, 516, and 520. **90 clinical hours**
Units: 5

NUR 512- Medical Surgical Nursing
This course provides nursing theory and care of adult and older adult clients with medical-surgical health alterations. Includes diagnostic and therapeutic nursing interventions relevant to medical surgical alterations. Emphasizes the nursing process and critical thinking to manage acute and chronic medical-surgical, remedial, supportive and rehabilitative problems. Pre-requisites: NUR 500, 511, 516, and 520 all with grade of "B" or higher; Co-requisites: NUR 510, 547 and 546. **135 clinical hours**
Units: 6

NUR 513A- Nursing Care of Mother and Infant
Utilizing nursing theory for the care of diverse and multicultural women, newborns, and families. Emphasis on integration and application of theory from nursing and related fields, genetics, standards of clinical practice, evidence-based practice, communication, and critical thinking with the nursing process. Additionally, focuses on integration and application of the nursing process in providing care for multicultural women, neonates, and their families. Pre-requisites: NUR 500, 510, 511, 512, 516, 520, 546, 547 all with grade of "B" or higher; Co-requisites: NUR 513B, 517, 639, 642.
68 clinical hours
Units: 3

NUR 513B- Nursing Care of Children
Applies the dimension of health, health care and nursing in addressing the health care needs of infants, children, and adolescents with a focus on health promotion, risk reduction, and disease prevention. Additionally, clinical experiences provide opportunities to practice pediatric nursing skills in simulate, acute care and community- based clinical settings. Emphasis further development of the nursing role as a leader and manager in providing and coordinating care for the pediatric client. Pre-requisites: NUR 500, 510, 511, 512,516, 520, 546, 547 all with grade of "B" or higher; Co-requisites: NUR 513A, 517, 639, 642.
68 clinical hours
Units: 3

NUR 515- Population Health: Public, Community & Global Health Nursing
The community health nursing course is designed to facilitate the conceptualizing of family, population groups, and communities as units of care. The course focuses on risk reduction, health maintenance and promotion of high level wellness to individuals, families, and groups of all ages throughout the health continuum in public, community and global settings. Pre-requisites: NUR 500, 510, 511, 512, 513A & B, 516, 517, 520, 546, 546, 547, 639, 642 with a grade of "B" or higher; Co-requisites: NUR 618 and 628.
90 clinical hours
Units: 5

NUR 516- Pathophysiology
This course covers principles of normal body functioning, pathophysiologic and psychological changes occurring with altered health across the lifespan. Pre-requisites: None; Co-requisites: NUR 500, 511, and 520.
Units: 3

NUR 517- Psychiatric Mental Health
This course provides psychiatric/mental health nursing including scope of practice, roles and responsibilities, and social, political, and economic issues related to mental health/ illness. Relevant theories and evidenced-based research. Pre-requisites: NUR 500, 510, 511, 512, 516, 517, 520, 546, 547, 639 and 642; Co-requisites: NUR 513 A & B, 639 and 642.
68 clinical hours
Units: 3

NUR 520-Physical Assessment
This course focuses on health assessment for professional practice. Basic knowledge and skills necessary to perform assessments including interviewing, history taking, and foundational physical assessment skills are required. Emphasizes developmental and culturally competent assessment skills and ability to recognize deviations from normal across the lifespan. Pre-requisite: ELM admission; Co-requisites: NUR 500, 511 and 516.
45 Clinical Hours
Units: 3

NUR 542- Preparation for Safe Practice
This course is a senior level course designed to assist students in assimilating core nursing content as they prepare to sit for the NCLEX-RN licensure exam and enter practice. It promotes student success by providing opportunities to improve and develop study skills through guided intense preparation and interactive critical thinking activities. The course builds on the

student's understanding of the core content. The course aids the student in enhancing their critical reasoning and communication skills based on best practices. Pre-requisites: NUR 500, 510, 511, 512, 516, 517, 520, 546, 547, 639, 618, 515 & 628 and 642 with a grade "B" or higher. Co-requisites: NUR 619, 621 and 627
Units: 3

NUR 546- Caring for the Aging Population
This course provides students with a general background in the aging population and the challenges of the older person. The emphasis in this course is related to the changes associated with aging and the resulting dynamic interactions between older people within the environment. These changes include cultural, biological, psychological and social aspects of aging. Pre-requisites: NUR 500, 511, 516, and 520, with a grade "B" or higher. Co-requisites: NUR 510, 512 and 547.
45 clinical hours
Units: 3

NUR 547- Informatics and Evidence Based Practice
This course provides an introduction to the concepts of nursing informatics, nursing research, and evidence-based practice. Students will understand and develop the skills needed to identify and critically appraise scientific evidence to evaluate the quality and applicability to clinical practice. Pre-requisites: NUR 500, 511, 516, and 520, with a grade "B" or higher. Co-requisites: NUR 510, 512 and 546.
Units: 3

NUR 599- Independent Study; Global Health
Under the guidance and with the approval of a selected faculty member, the student develops behavioral objectives appropriate to the topic being studied and a plan of action to achieve objectives. The number of credit hours for which a student registers is determined by the nature of the projected outcome, i.e., project, paper, etc. The independent study may be experiential directed reading, study or research. Duration and country varies.
Unit (s): 1-8

NUR 610-Advanced Pharmacology
T
Units: 3

NUR 616- Advanced Pathophysiology
This course provides the pathophysiological principles and concepts essential for performing advanced clinical assessments, differential diagnoses, and therapeutic decision making. Describes the disordered physiology and clinical consequences resulting from common disease processes. Analyses of the biophysical rationale for selecting and interpreting data used in the management of plans of care throughout the life span will be presented. Seminar discussions focus on alterations in normal functions of major organ systems. Through problem-solving exercises and case studies, students are encouraged to recognize the pathophysiologic basis of clinical findings associated with disease processes. This course serves as an essential link between the basic sciences and clinical management. Co-requisites: NUR 610 and 620.
Units: 3

NUR 618- Advanced Medical Surgical
Provides nursing theory for the care of adult and older adult clients with complex health alterations; includes diagnostic and therapeutic nursing interventions relevant to advanced medical-surgical health alterations. Emphasizes the importance of collaboration, accountability, and advocacy in the leadership role.
Pre-requisites: NUR 500, 510, 511, 512, 513 A &B, 516, 517, 520, 546, 547, 639, 642; Co-requisites: NUR 515 and 628.
135 Clinical Hours
Units: 5

NUR 619- Leadership Management (Capstone)
This course will direct students in the integration of theory and practice as they approach the completion of the nursing major and transition into the role of the professional nurse. Supervised practicum transition experience within a setting of multidimensional teams, with a focus on data-driven evidence-based best practices, to develop unit based leadership skills and initiatives to continuously improve quality of patient care across delivery settings, by integration and implementation of advanced nursing processes and care modules for patients as individuals and cohorts. Pre-requisite: completion of all pre-RN licensure clinical courses with grades of "B" or higher, NUR 500, 510, 511, 512, 513 A&B, 515, 516 ,517, 520, 546, 547, 618, 621, 639, 628 642. Co-requisites: NUR 542, 621 and 627
135 Clinical Hours
Units: 5

NUR 620- Advanced Physical Assessment

This course presents information that expands the student's knowledge base related to current health patterns across the lifespan. In addition, faculty will facilitate the students' acquisition of advanced skills in the collection of subjective data and the performance of an adult physical and mental status examination. Students interpret data acquired through the assessment of adults and the results of laboratory and diagnostic tests. Co-requisites: NUR 616 and 610.
45 Clinical Hours
Units: 4

NUR 621- Advanced Nursing Theory
This course provides a study and critique of the organization and development of nursing knowledge. Students will discuss and compare concepts and theories from nursing, humanities, and science with emphasis on their significance to the practice of professional nursing across the lifespan. Pre-requisites:
NUR 500, 510, 511, 512, 513 A&B, 515, 516, 517, 520, 546, 547, 618, 621, 639, 642. Co-requisites: NUR 542, 621 and 627
Units: 3

NUR 627- Advanced Biostatistics and Epidemiology
This course presents core epidemiology and biostatistics knowledge and skills that can be used to draw practical conclusions regarding data pertaining to nursing and patient care. Students will become acquainted with the epidemiological and biostatistical concepts in theory and in practice. Students will develop the basic skills necessary to use epidemiological and biostatistical knowledge and methods as the basis for health practice. Pre-requisite: completion of all pre-RN licensure clinical courses with grades of "B" or higher, NUR 500, 510, 511, 512, 513 A&B,515, 516 ,517, 520, 546, 547, 618, 621, 639, 642. Co-requisites: NUR 542
621 and 627
Units: 3

NUR 628- Health Systems Management & Policy
The course covers current challenges faced by the U.S. health care delivery system and how health policy, both historically and today, has sought to address these challenges. This system is compared with those of other nations to highlight its relative strengths and weaknesses. We will consider health care concerns associated with population and public health, including how the behavior of individuals and groups influences health. Pre-requisites: NUR 500, 510, 511, 512, 513A & B, 516, 517, 520, 546, 546, 547, 639, 642 with a grade of "B" or higher; Co-requisites: NUR 618 and 515
Units: 3

NUR 629- Transition into Professional Practice
Supervised practicum transition experience within a setting of multi-dimensional teams, with focus on data-driven evidence-based practices, to develop unit based leadership skills and initiatives to continuously improve quality of patient care across the care delivery settings, by integration and implementation of advanced nursing processes and care models for patients as individuals and cohorts. Pre-requisite: completion of all pre-RN licensure clinical courses with grades of "B" or higher. Pre-requisites (ELM): NUR 500, 510, 511, 512, 513, 515, 516, 517, 520, 618, 619, 621, 627, 628, 639, 642; Co-requisites: NUR 635
180 Clinical Hours
Units: 7

NUR 630- Primary Care of Adults and Aged
The focus of this course is the development of clinical decision-making skills needed by the primary care provider in the delivery of comprehensive healthcare, including health promotion, health maintenance, and the diagnosis and treatment of common acute and chronic illnesses. Through assigned readings, lectures, class discussion, case studies, and supervised practicum in multicultural practice settings, the student will begin the process of developing sound clinical judgment as a primary care provider. Pre-requisites: NUR 610, 616, and 620.
180 Clinical Hours
Units: 6

NUR 631- Health Promotion Disease Prevention
This course provides an introduction to the description and analysis of characteristics of health promotion disease prevention interventional strategies across a variety of environmental settings. The development of modern population centers will be explored with an emphasis on the interactions among population growth, disease (infectious, epidemic, etc.) and public health measures (water supply, sanitation, food purity, and handling). The significance of these characteristics to strategic healthcare planning, policy formation, health promotion, and disease prevention will be discussed from a public health conceptual framework.

Units: 3

NUR 632- Primary Care of Women and Children
This course will prepare advanced practice nursing students to deliver primary care to women and children within the context of family. This course builds upon the knowledge of primary care obtained in the adult health core theory and practicum courses. The focus of the course will be on methods of health promotion/disease prevention, and assessment and management of common health problems in infants, toddlers, school age children, adolescents, and women from menarche through to the climacteric. Class content will include the direct care provider role in a primary care setting. Health education methodologies and counseling strategies pertinent to a pediatric primary care practice will be explored and intervention strategies developed. Supervised clinical practice with expert primary care clinicians provides the student with opportunities to practice to cognitive and psychomotor skills necessary to provide obstetric, gynecologic and pediatric primary care. Pre-requisite: NUR 630.
180 Clinical Hours
Units: 6

NUR 633- FNP Practicum
This course prepares advanced practice nursing students to deliver primary care services within a variety of supervised clinical practice settings. Students will have the opportunity to investigate the inter-relationships among various socioeconomic, legal, and political factors which impact the structure and function of healthcare delivery systems. Students will be assisted to perform the advanced practice roles of manager, clinician, educator, researcher and consultant in the provision of primary care services across the lifespan to underserved populations. Students will participate in the development of joint protocols, scientific research and development, community service activities and professional endeavors. The purpose of this course is to enable the student to operationalize the role of the family nurse practitioner in the care of individuals, families and communities. Pre-requisites: NUR 630 and 632.
240 Clinical Hours
Units: 7

NUR 635- Nursing Research
This course examines concepts and issues related to evidence-based practice. The course focuses on the development and refinement of the directed project/research proposal. The proposal includes problem/purpose statements, literature review, measurement tools, work plan, timeline, method and evaluation (analysis/synthesis) plan. Pre-requisites (ELM): NUR 500,510,511, 512,513,515,516,517,520,618,619,621,627,628, 639,642; Co-requisites: NUR 629.
Units: 3

NUR 635- Nursing Research
This course examines concepts and issues related to evidence-based practice. The course focuses on the development and refinement of the directed project/research proposal. The proposal includes problem/purpose statements, literature review, measurement tools, work plan, timeline, method and evaluation (analysis/synthesis) plan. Pre-requisites: NUR 500, 510, 511, 512, 513A & B, 516, 517, 520, 546, 546, 547, 639, 642 with a grade of "B" or higher; Co-requisites: NUR 629
Units: 3

NUR 637- Advanced Psychopharmocology
This course examines the psychopharmacologic treatment of psychiatric disorders across the life span within the vulnerable and culturally diverse populations. It is designed to provide an analysis of pharmacokinetics and adverse effects of psychopharmacologic drugs. It is expected of students to develop skills in assessing the need for use of psychotropic interventions. Examination and review of alternative and complementary therapeutic methods related to psychiatric disorders across the lifespan. Pre-requisites: NUR 610, 616 and 620; Co-requisites: NUR 631 and 641.
Units: 2

NUR 638- Individual Psychotherapy
This course provides the requisite knowledge base for Advanced Psychiatric Mental Health Nurse Practitioners and focus is placed on the professional dimensions of the role of the Advanced Practice Psychiatric Nurse Practitioner. Students explore psychotherapeutic modalities in depth expanding their skills and expertise in formulating cases and utilized selected evidence based interventions across the lifespan. The theoretical and conceptual bases for mental health psychiatric treatment planning, intervention, and evaluation of major psychiatric disorders are emphasized in this course The impact of the political, legal, economic, social, cultural, and technological factors on mental health services is addressed. Pre-requisites: NUR 641 and 644; Co-requisites: NUR 635 and 639.
135 Clinical Hours
Units: 6

NUR 639- Perspectives
This course provides an analysis on socioeconomic trends and issues affecting nursing and health care. Bioethics, healthcare legislation, public policy and roles of professional organizations are examined. Nursing leadership tasks are explored in relation to group dynamics, values clarification, and ethical decision making. Pre-requisites: NUR 500, 510, 511, 512, 516, 520, 546, 547. Co-requisites: NUR 513 A & B, 517, and 642.
Units: 3

NUR 640- Psychotherapy w/Groups and Families
Course focuses on the theory relevant to systems dynamics including group and family psychotherapy. Emphasis is on preparing students to make comprehensive assessments and determine appropriate interventions when working individuals in complex systems. Inpatient and community settings provide opportunities for application of theoretical concepts.
Pre-requisites: NUR 641, 644 and 638; Co-requisites: NUR646 and 645
90 Clinical Hours
Units: 4

NUR 641- Primary/Mental Health Care I
Course presents biopsychosocial theories of human behavior as they relate to function, alteration and /or disruption of mental processes; reviews current knowledge related to nursing care, psychiatric treatment and psychosocial rehabilitation of the identified mentally ill adults and children and their families. Pre-requisites: NUR 610, NUR 616, NUR 620. Co-requisites: NUR 631, NUR 627, NUR 637.
90 Clinical Hours
Units: 4

NUR 642- Cultural Diversity
This course provides culturally sensitive approaches to providing nursing care. Focuses on socio-cultural factors and health disparities that influence health and illness and explores that impact in the use of healthcare resources. Pre-requisites: NUR 500, 510, 511, 512, 516, 520, 546, 547. Co-requisites: NUR 513 A & B, 517, and 639.
Units: 3

NUR 643- F NP Preparation
This course is designed to assist students in assimilating core advanced nursing practice content as they prepare to sit for the AANP/ANCC national certification exam and enter practice. It promotes student success by providing opportunities to improve and develop study skills through guided intense preparation and interactive critical thinking activities. The course builds on the student's understanding of the core content presented in Advanced Practice Education Associates' Family Nurse Practitioner Online Review Course. The course aids the student in enhancing their critical reasoning and communication skills based on best practices.
Pre-requisites: NUR 630, NUR 631, NUR 632; Co-requisites: NUR 633.
Units: 1

NUR 644- Primary/Mental Health Care II
This course consists of supervised direct patient care experiences related to nursing assessment and management of the patient with acute and /or severe and persistent mental illness**.** Pre-requisites: NUR 641, 63; Co-requisites: NUR 627, 628, 642
90 Clinical Hours
Units: 4

NUR 645- PMHNP Preparation
This course is designed to assist students in assimilating core advanced nursing practice content as they prepare to sit for the ANCC national certification exam and enter practice. It promotes student success by providing opportunities to improve and develop study skills through guided intense preparation and interactive critical thinking activities. The course builds on the student's understanding of the core content presented in Advanced Practice Education Associates' Psychiatric Mental Health Nurse Practitioner Online Review Course. The course aids the student in enhancing their critical reasoning and communication skills based on best practices.
Pre-requisites: NUR 641, NUR 631, NUR 644, NUR 638; Co-requisites: NUR 646 & 640.
Units: 1

NUR 646- PMHNP Practicum
This course prepares psychiatric/mental health advance practice nursing students to deliver appropriate care services in supervised clinical settings applicable to the psychiatric/mental health specialty in communities in urban, rural and medically underserved areas. Care services involve the application of knowledge of legal standards of care practice management dynamics and use of inter-professional health care team. Students will be assisted to utilize extensive knowledge in psychotherapy and psychotherapeutic medications as interventions applied to increasing complex individuals, families and groups of all ages. The students will be guided to

incorporate promotion of wellness, health maintenance and disease prevention in the care of these patients.
Pre-requisites: NUR 641, NUR 631, NUR 644; Co-requisites: NUR 645 & 640.
180 Clinical Hours
Units: 7

DNP 701-*Doctor of Nursing Practice Roles and Theory Development*
Students explore the competencies and clinical scholarship agendas of nurses prepared with a Doctor of Nursing Practice degree. They compare theoretical and empirical sources of knowledge and examine characteristics of evidence-based clinical practice. Students identify clinical problems in the workplace, examine related literature, and propose topical areas for evidence-based doctoral projects. Conceptual definitions, concept analysis, theory-guided research, and evidence-based quality improvement initiatives are examined. The fit of conceptual models and theories to clinical topics is analyzed using selected exemplars.
DNP admission, Co-requisites: DNP 703, DNP 705
Units: 3

DNP 703 *Information Systems for Quality Improvement of Patient Care*
Students examine software programs used by health care organizations to depict baseline and ongoing effects of quality improvement and safety initiatives on outcomes for patient populations and employees. They investigate quality improvement and high reliability programs linked to improved patient care outcomes in community agencies and health care institutions. Students gain increased literacy with technological systems used in quality improvement processes.
DNP admission, Co-requisites: DNP 701, DNP 705
Credit Units: 3

DNP 705- *Health Care Organizational and Systems Leadership*
In this course students examine the culture, climate, and goals of complex health care systems from the perspectives of leadership, patient safety, and quality improvement theories. They link adverse events and nurse sensitive outcomes with patient safety and quality improvement strategies. Students explore shared governance principles, nursing engagement, and relationship building as collaborating members of clinical and nonclinical health care teams.
DNP admission, Co-requisites: DNP701, DNP703
Credit Units: 3

DNP 711-Quality Improvement and Management for Research and Practice †
The focus of this course is the initial plan and development of the DNP Clinical Project in the healthcare setting. The 40 indirect clinical hours are the planning of onsite direct 140 clinical of the 180 hours for this semester and for the DNP program. The signature assignment is the plan for the DNP project with implementation of clinical practice hours. The clinical project decision-making skills will be identified as needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis, treatment and follow-up care of common acute and chronic illnesses. The supervised practicum in a healthcare setting will be the student meeting with the preceptor focused on the DNP Clinical Project for all 140 direct clinical hours. During the pre-planning, it will be determined if supplemental meetings and preceptors will occur during these hours, e.g., infectious disease specialists, ethicists, nutritionists, etc.
DNP admission, DNP701, DNP703, DNP705, DNP 713, DNP 715, DNP 725; Co-requisites: DNP721, DNP731
Credit Units: 4CUs Clinical

DNP 713 Data Analysis for Evidence Based Practice I †
This course compares research designs and statistical and textual analysis methods used in evidence-based nursing, interprofessional practice, and health care. Published research quantitative and interprofessional clinical problems are critiqued. Students perform frequently used statistical analysis techniques using IBM®SPSS Software and textual data analysis based on Microsoft Word-based approaches. They interpret findings from statistical and textual data analysis methods.
DNP admission, DNP701, DNP703, DNP705; Co-requisites: DNP715, DNP 725
Credit Units: 3

DNP 715 Health Care Organizational and Systems and Financial Management †
Students examine the organizational structures of the U.S. health care system and the costs of hospital, long-term, and ambulatory care services for diverse populations. They differentiate among funding sources and budgetary allocations by federal, state, and local governmental organizations and other payers of health care services. Students compare expenditures for high volume, high risk, high-cost clinical problems. They differentiate among various role functions of nurses

employed by health care organizations using an interprofessional lens and considering cost containment strategies.
DNP admission, DNP701, DNP703, DNP705; Co-requisites: DNP713, DNP725
Credit Units: 3

DNP 721- Data Analysis for Evidence Based Practice II†
Students implement Doctor of Nursing Practice projects by carrying out data analysis plans. They apply techniques of quantitative and qualitative analysis on statistical and textual data required by project designs. Together with project team members, they monitor the progress of project phases and evaluate the execution of project plans. Students plan dissemination of project outcomes and determine project sustainability.
DNP admission, DNP701, DNP703, DNP705, DNP713, DNP715, DNP725: Co-requisites: DNP711, DNP731
Credit Units: 3

DNP 725-Interprofessional Practice and Research†
Students compare differences in role functions among members of the health care team and determine their contributions to patient-centered care, safety outcomes, quality care, and caring and healing work environments. They examine evidence-based decision making from the perspectives of patient-centric values and preferences and team competencies. Students explore team-building and conflict resolution strategies and evaluate team members commitment to and participation in DNP and administrative projects as they are translated and implemented in practice settings.
DNP admission, DNP701, DNP703, DNP705; Co-requisites: DNP713, DNP715
Credit Units: 3

DNP 728-Seminar in Evidence-Based Quality Improvement for Scholarship and Practice
The focus of this course continues with the plan of the DNP Clinical Project in the healthcare setting. These† additional onsite direct 270 clinical hours are carried out during this semester and as the completion of the 500 direct clinical hours for the DNP program. The signature assignment is to complete the draft of the final DNP Project paper. The supervised practicum in a healthcare setting will be the student meeting with the preceptor focused on the DNP Clinical Project, decision-making skills for the completion of the 270 clinical hours of the 500 clinical hours required for the program.
DNP admission, DNP 701, DNP 703, DNP 705, DNP 713, DNP 715, DNP 725, DNP 721, DNP 711, DNP731:Co-requisites: none Credit Units: 6 CUs Clinical

180 Clinical Hours
Credit Units: 4 CUs Clinical

DNP 731- Health Care Policy Analysis and Advocacy †
Students examine the integration of ethical, legal, and health policy issues in contemporary nursing. The major ethical principles, several ethical theories and conceptual frameworks as well as ethical decision-making models are reviewed. The ANA Code of Ethics with Interpretive Statements is analyzed in relation to individual practice settings and the nursing profession. Students utilize debate methodology to resolve common ethical dilemmas in nursing. Legal implications related to providing nursing care, particularly examples of malpractice, how a bill becomes a law, and the legislative process are discussed. Students develop a position paper on a relevant health policy issue including integration of relevant ethical, legal, legislative, and economic implications. This course focuses on how issues and trends in health policy, economics and ethics are linked to the U.S. health care delivery system and other international health care systems. The role of the advanced practice nurse in developing a professional ethical framework, understanding the economic implications of health care and in shaping and formulating health policy will be stressed with a focus on application of course concepts for the advanced practice nurse. Relevant evidenced-based research in health policy, economics and ethics will be analyzed. DNP admission, DNP701, DNP 703, DNP701, DNP703, DNP705, DNP713, DNP715, DNP725: Co-requisites: DNP721, DNP711
Credit Units: 3

DNP 735-Clinical Prevention and Interventions for Population Health †
The focus of this course is a didactic portion of the Preventions and Interventions for Population

Health. This course continues with the plan of the DNP Clinical Project in the healthcare setting. The additional onsite direct 90 clinical hours are carried out during this semester and as part of the 500 direct clinical hours for the DNP program. The signature assignment is to critique an evidence-based intervention for population health for the DNP project with implementation of 90 direct clinical practice hours. The clinical project decision-making skills will continue to be identified as needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis, treatment and follow-up care of common acute and chronic illnesses. The supervised practicum in a healthcare setting will be the student meeting with the preceptor focused on the DNP Clinical Project for these 90 direct clinical hours. During pre-planning, it will be determined if supplemental meetings and preceptors will occur during these hours, e.g., infectious disease specialists, ethicists, nutritionists, etc
DNP admission, DNP701, DNP703, DNP705, DNP713, DNP715, DNP725, DNP721, DNP711, DNP731, DNP728 Co-requisites: DNP739
90 Clinical Hours
Credit Units: 1CU Didactic 2CUs Clinical

DNP 739-DNP Project Residency †
In this course, students complete a unique, evidence-based DNP Project on a challenging clinical problem developed through a collaborative process with a health care institution or with a community setting or agency. Students are immersed in a practicum experience in which the DNP project is implemented. The DNP Project, aimed at prevention interventions for positive outcomes and promoting the health of populations and stakeholders, is achieved through partnerships with clinical and academic experts and consumers of health care services to accomplish project goals and to disseminate the final product.
DNP admission, DNP701, DNP703, DNP705, DNP713, DNP715, DNP725, DNP721, DNP711, DNP731, DNP728 Co-requisites: DNP735
Credit Units: 3

Policies

Attendance

Students must comply with the attendance policy of the University and those provided in each syllabus. Attendance in all nursing courses is conducive to the learning experience of each student. The learning that results from the interaction and sharing with other students is an important and integrative aspect of the learning process. ***Therefore, attendance at all classes is expected. MMDSON policy states that attendance is required for at least 90% of all clinical and theory courses; if attendance falls below 90%, the course grade may be lowered one course grade for every class session missed or the student may need to repeat the course. All absent sessions need to be made up to reach100% of class & clinical time. It is expected that students will arrive on time for class. Absence from clinical for more than one session must be made up and could result in clinical failure, thus a failure in the class.***

All clinical absences are required to be made up in the Clinical Setting or via simulation at faculty and administration decision. Excessive absence from clinical sessions may result in the inability to meet course objectives and failure of the course. Absenteeism from a clinical day that is due to unavoidable and serious reason is acceptable. In such circumstances, the student must advise his/her instructor immediately and make arrangements to complete course requirements. Absences must be reported to the instructor prior to the scheduled class time.

Students are responsible for making up any skills lab and clinical lab hours before the next scheduled skills lab or clinical rotation. If the time missed is longer than three weeks (for example, 10% of the required clinical experience), the student will be required to repeat the course. **Students who must repeat a course will not be allowed to progress with the cohort.**

Promotion †

To pass a course, students must obtain a cumulative grade of 80% (B) as a graduate student. As in all clinical nursing courses, a grade point average of "B" or better is required to progress in the program. Students must pass the assigned "pass/fail" components of the course and must complete all clinical hours. For undergraduate courses, students must obtain a cumulative grade of 75% (C), expect for the Prelicensure BSN, in which they must earn a cumulative grade of 80% (B).

Clinical rotation and supporting theory components are offered as 15- week sessions. The clinical and theory components of a course must be passed independently of one another to progress to the next course.

Students who are failing clinical component, but are receiving a passing grade in the theory component of a course, will receive an "F" for the entire course. Students can only fail one course in the program. A student who fails more than once in nursing courses (Theory and/or clinical component) may not continue in the nursing program.

Retention †

A graduate student is subject to academic probation if a cumulative GPA of at least 3.0 (B) is not maintained. An undergraduate student is subject to academic probation if a cumulative GPA of at least 2.5 (C). A listing of students subject to probation will be reviewed each semester by the MMDSON. The MMDSON will, disqualify a graduate student who is on academic probation if the student does not, or cannot, raise the study plan course work cumulative GPA to 3.0 or 2.5 depending on program *by the completion of the second regular semester following the session in which the cumulative GPA failed to meet the minimum 3.0 or 2.5 standard per program requirements*. A student who has been dismissed from a graduate degree program may apply for readmission to that program or any other after one calendar year following dismissed.

A new study plan must be filed for any student who wishes to use previous course work and must have it approved by the MMDSON. A Dismissal will remove a student and prevent further enrollment in the University.

Students experiencing academic difficulty will enter into a Success Contract with their faculty to identify problem areas and develop a strategy to achieve academic/course requirements.

Any MMDSON 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, non-compliance with an academic requirement, and inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of the University Catalog. Students on probation must meet with their advisor and program director to discuss strategies to achieve and maintain a "B" average for graduate students and prelicensure BSN and a "C+" average for RN-BSN students.

Repeated Course Policy:

 The dagger mark (†) indicates an error correction in the section.

Students may repeat only one course in which a substandard grade of less than a B for graduate students or Prelicensure BSN is earned, or in which a substandard grade of less than a C+ for RN-BSN students is earned. All attempted courses and earned grades at Charles R. Drew University School of Medicine and Science will appear on the students' permanent academic record. Only when a course is repeated for a second time that the grade from the second attempt will be used to replace the original one in the overall GPA calculation.

Transfer Credits and Challenge†

Undergraduate students in the RN-BSN program may be able to transfer a maximum of 84 units in meeting the requirements for the BSN degree. There is no time restriction on any transferred credits. The use of transfer credits on the student's study plan can fulfills the 120-minimum-credit requirement for Bachelor of Science degree completion. Only units with a B grade or better will be transferable.

Currently, students are allotted the credits for the following areas:

- Pre-Licensure Nursing Courses: 30 Units
- Written and Oral Communication and Critical Thinking: 9 Units
- Physical Universal and Mathematical Concepts: 11 Units
- Arts and Humanities: 9 Units
- Social and Behavioral Sciences: 9 Units
- Additional transferable elective courses: 16 units

Upon admission to the program, students will be notified of the number of units accepted toward the BSN degree. The student will also receive formal documentation of any above areas that are not met after review of transfer credit. The RN-BSN student must complete additional coursework to fulfill the required areas prior to graduation of the program. Students should provide a description of the course to the RN-BSN department to ensure that it will fulfill any outstanding areas. For more information, please the Transfer Credit section in the CDU catalog.

Students in the Prelicensure BSN program may be able to transfer a maximum of 49 units in meeting the requirements for the BSN degree.

The use of transfer credits on the student's study plan can fulfills the 120-minimum-credit requirement for Bachelor of Science degree completion. Only units with a B grade or better will be transferable.

Currently, students are allotted the credits for the following areas:

- Written and Oral Communication and Critical Thinking: 9 Units
- Physical Universal and Mathematical Concepts: 11 Units
- Arts and Humanities: 9 Units
- Social and Behavioral Sciences: 9 Units
- Additional transferable elective courses: 16 units

Graduate students may be able to transfer a maximum of 12 units in meeting the requirements for the MSN and Post Master's Certificate programs. The use of transfer credits on the student's study plan is subject to the following criteria.

Policy on transfer units and challenge examination. Graduate students may be able to transfer a limited number of course units (12 units) in meeting the requirements of the program. The use of transfer credits on the student's study plan is subject to the following criteria.

Each course:

- must have been taken at a regional or nationally accredited college or university;
- be acceptable for credit toward a graduate degree at the institution where the course was taken;
- have been completed with a grade of B or better;
- not have been used in meeting the requirements for another earned degree;
- the student must have left the previous school in good academic standing, and;
- have been completed within the student's seven-year time limit.

The Challenge Exam Procedure for MMDSON is as follows:

MMDSON faculty and/or advisors are responsible for explaining and following the following procedure listed below:

1. The student is directed to speak with the course Faculty of Record (FOR) at least one month prior to the beginning of the class. The FOR will clarify the specific requirements and process for challenging an ELM course.
2. The FOR determines whether the student has adequate knowledge and preparation of the subject matter to challenge the course. Prior course work must be part of preparation for nursing or another health profession (e.g., dentistry, psychology, pharmacy, medicine, physical therapy).

3. If the student is determined to be eligible to challenge the course, the student and faculty member agree on a date and time for the examination. The schedule must allow adequate time for course enrollment if the student is not successful in the challenge.
4. The student obtains the form, "SON Petition for Credit by Examination" from the School of Nursing. The student completes the "Student" section and the FOR completes the "Instructor" section of the form.
5. Faculty provides the student with the following documents as preparation for the examination:
    - Course outline
    - Detailed course objectives
    - Bibliography and textbook list
    - Style and format of the examination
6. The examination for credit shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives.
7. Once the examination is completed and graded, the student is informed of the grade. If the grade earned is passing, the student can then decide whether they wish to take the class or accept the exam grade as their final grade for the course. Students who fail the challenge exam are required to take the course.
8. If the student successfully passes the exam, the FOR notifies the MMDSON Office of Student Affairs (OSA). The student brings the form to OSA for completion of the form.
9. The student then brings the completed form to the Registrar's Office and pays the required fee.
10. Students who successfully challenged the course must include the course on the study list

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Phoenix Williamson, BA
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DIRECTOR, RESEARCH DESIGN AND BIOSTATISTICS AND ASSOCIATE PROFESSOR

Peter Tom, Pharm D
ASSISTANT PROFESSOR

2022-2023 Academic Calendar

The University operates on a semester calendar. Each fall and spring term is approximately 15 weeks in length; each summer term is approximately 12 weeks in length. See the CDU website for the most current Academic Calendar https://www.cdrewu.edu/registrar.

Fall Semester 2022

(August 27-December 16)

Date	Day	Description
July 5	Tuesday	Fall 2022 Registration begins via MyCDU Self-Service
July 5- August 26	Tuesday	Registration via MyCDU for continuing students
July 11-August 26	Monday	Registration via MyCDU for new student students
July 15	Friday	Deadline to File Graduation Application for Fall 2022
TBD	Tuesday	New Student Orientation- University Services- Undergraduate
TBD	Wednesday	New Student Orientation- Academic Programs- Undergraduate
TBD	Tuesday	New Student Orientation- University Services- Graduate
TBD	Wednesday	New Student Orientation- Academic Programs- Graduate
August 27	**Saturday**	**Fall 2022 Classes Begin**
August 27- September 9	Saturday-Friday	Late Registration ($50 late fee) and Add/Drop Period via MyCDU. (No grades posted)
September 5	*Monday*	*Labor Day Holiday*
September 9	Friday	Add/Drop Period Ends
September 9	Friday	Student Health Insurance Waiver Deadline
September 16	Friday	Census
September 16	Friday	Final Deadline for Pass/No Pass Grade Option
October 21	Friday	End of Session "A" (BSN Program)
October 22	Saturday	Session "B" Begins (BSN Program)
November 1	Tuesday	Last Day for "W." (Drops after this date will receive a grade of "F.")
November 4	Friday	Deadline to File Graduation Application for Spring 2023
November 7	Monday	Spring 2023 Registration begins via MyCDU Self-Service
November 7- January 17, 2022	Monday	Registration via MyCDU for continuing students
November 11	*Friday*	*Veteran's Day Holiday*
November 14- January 17, 2022	Monday	Registration via MyCDU for new student students
November 24	*Thursday*	*Thanksgiving Holiday*
November 25	*Friday*	*Friday after Thanksgiving*
December 6	Tuesday	New Student Orientation- University Services- Graduate
December 7	Wednesday	New Student Orientation- Academic Programs- Graduate
December 10-16	Saturday- Friday	Final Exams
December 21	Wednesday	Grades Due
December 22	Thursday	Degree Conferral
**December 23- January 2, 2023*	*Friday- Monday*	*Winter Break – University Closed*

Spring Semester 2023

(January 17-May 16)

Date	Day	Description
January 16	*Monday*	*Martin Luther King Jr. Holiday*
January 17	**Tuesday**	**Spring 2023 Classes Begin**
January 17-30	Tuesday	Late Registration ($50 late fee) and Add/Drop Period via MyCDU.

		(No grades posted)
January 30	Monday	Add/Drop Period Ends
January 30	Monday	Student Health Insurance Waiver Deadline
February 6	Monday	Census
February 6	Monday	Final Deadline for Pass/No Pass Grade Option
February 10	Friday	Deadline to File Graduation Application for Summer 2023
February 20	*Monday*	*President's Day Holiday*
March 5	Sunday	End of Session "A" (BSN Program)
March 6-10	Monday- Friday	Spring Break
March 11	Saturday	Session "B" Begins (BSN Program)
March 20	Monday	Summer 2023 Registration begins via MyCDU Self-Service
March 20-May 19	Monday	Registration via MyCDU for continuing students
March 27-May 19	Monday	Registration via MyCDU for new student students
March 24	Friday	Last Day for "W." (Drops after this date will receive a grade of "F."
**March 31*	*Friday*	*Cesar E. Chavez Day Holiday*
May 6-12	Saturday-Friday	Final Exams
May 12	Friday	End of Session "B" (BSN Program)
May 16	Tuesday	New Student Orientation- University Services- Graduate
May 17	Wednesday	New Student Orientation- Academic Programs- Graduate
May 18	Thursday	Grades Due
May 19	Degree Conferral	Degree Conferral

Summer Semester 2023

(May 20-August 11)

Date	Day	Description
May 20	**Saturday**	**Summer 2023 Classes Begin**
May 20	Saturday	Session "A" Begins
May 20-June 2	Saturday	Late Registration ($50 late fee) and Add/Drop Period via MyCDU. (No grades posted)
May 29	*Monday*	*Memorial Day Holiday*
June 2	Friday	Add/Drop Period Ends
June 2	Friday	Student Health Insurance Waiver Deadline
June 5	Monday	Commencement Ceremony
June 9	Friday	Census
June 9	Friday	Final Deadline for Pass/No Pass Grade Option
**June 19*	*Monday*	*Juneteenth Holiday (Observed)*
June 30	Friday	End of Session "A"
July 1	Saturday	Session "B" Begins
July 4	*Tuesday*	*Independence Day Holiday*
July 7	Friday	Last Day for "W." (Drops after this date will receive a grade of "F."
July 14	Friday	Deadline to File Graduation Application for Fall 2023
August 5-11	Saturday- Friday	Final Exams
August 11	Friday	End of Session "B"
August 17	Thursday	Grades Due
August 18	Friday	Degree Conferral

**Tentative Dates*

University Holidays 2022-2023

Labor Day (Campus Closed)	September 5
Veterans Day (Campus Closed)	November 11
Thanksgiving (Campus Closed)	November 24-25
University Holiday Closure	Dec. 23- Jan. 2
Martin Luther King Day (Campus Closed)	January 16
President's Day Observed (Campus Closed)	*February 20
Spring Break (No classes, Campus Open)	March 6-10
Cesar Chavez (Campus Closed)	*March 31
Memorial Day (Campus Closed)	May 29
Juneteenth Day	June 19
Independence Day, (Campus Closed)	July 4

Key Telephone Numbers

Main Campus Number
(323) 563-4800

Office of the President
(323) 563-4987

Office of the Provost
(323) 563-4927

College of Science and Health
(323) 563-5851

College of Medicine
(323) 563-4991

Mervyn M. Dymally School of Nursing
(323) 568-3301

Office of Enrollment Management Services
(323) 563-4839

Office of Financial Aid and Scholarships
(323) 563-4824

Office of Student Services
(323) 563-3343

Office of Registration and Records
(323) 563-4839

Office of Medical Student Affairs
(323) 563-5956

Office of Academic Senate
(323) 563-5978

Office of Finance
(323) 563-5836

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

Office of Undergraduate and Graduate Studies
(323) 563-4839

Office of Campus Safety
(323) 563-4918

After Hours and Weekends
(323) 326-4859

Travel Directions

University Mailing Address
1731 East 120th Street
Los Angeles, CA 90059

University Physical Address:
1730 E. 118th Street
Los Angeles, CA 90059

FREE parking is available in the PARKING STRUCTURE located adjacent to campus on 118th Street

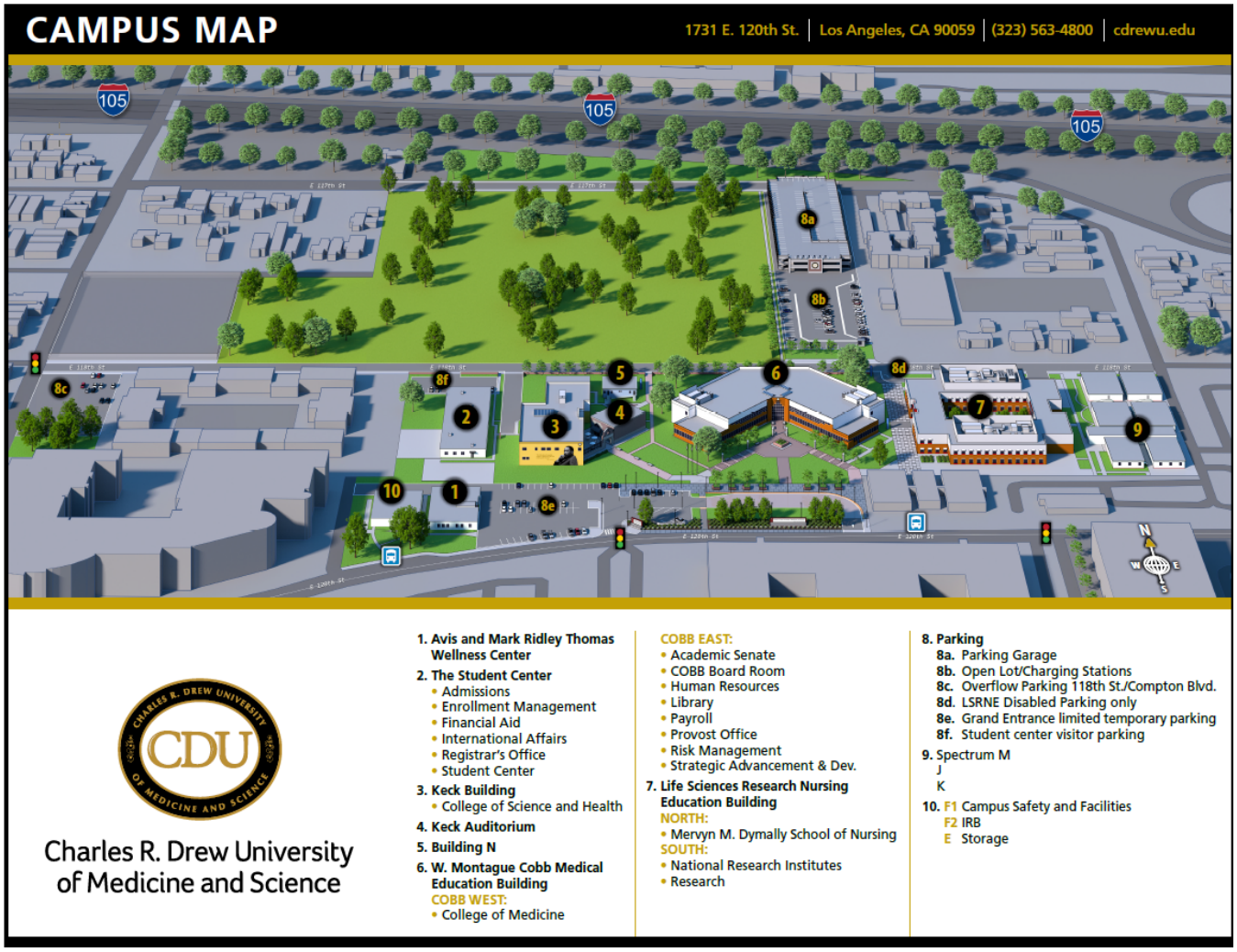
Location

Charles R. Drew University is located at 1731 East 120th Street in Los Angeles, California, about a 16-minute drive from Los Angeles International Airport. There is easy access to the campus from the Glenn Anderson Freeway (I-105) off the Wilmington Avenue exit.

Facility

The main campus is on approximately 11 acres of land within the unincorporated area of Willowbrook in South Los Angeles. Currently, the university campus is composed of three permanent two-story buildings and several smaller facilities, including some temporary buildings. The W.M. Keck Foundation building houses COSH program offices, the Student Education and Services Center (SESC), and nine classrooms. The W. Montague Cobb Medical Education building houses university administrative offices, the Health Sciences Library, Learning Resource Center, Clinical Simulation Center, and COM administrative offices. The Life Sciences Research and Nursing Education (LSRNE) building is a 63,922-square-foot, two-story building that houses the SON administrative offices, a clinical simulation center, three classrooms, a learning resource center, and research facilities. There are three learning centers across campus; two state-of-the art clinical science simulation/education technology centers; and numerous resources and facilities supporting biomedical, clinical, and translational research for faculty and students

Campus Map



Charles R. Drew University of Medicine and Science

1. **Avis and Mark Ridley Thomas Wellness Center**
2. **The Student Center**
   - Admissions
   - Enrollment Management
   - Financial Aid
   - International Affairs
   - Registrar's Office
   - Student Center
3. **Keck Building**
   - College of Science and Health
4. **Keck Auditorium**
5. **Building N**
6. **W. Montague Cobb Medical Education Building**
   COBB WEST:
   - College of Medicine

   COBB EAST:
   - Academic Senate
   - COBB Board Room
   - Human Resources
   - Library
   - Payroll
   - Provost Office
   - Risk Management
   - Strategic Advancement & Dev.
7. **Life Sciences Research Nursing Education Building**
   NORTH:
   - Mervyn M. Dymally School of Nursing

   SOUTH:
   - National Research Institutes
   - Research
8. **Parking**
   - **8a.** Parking Garage
   - **8b.** Open Lot/Charging Stations
   - **8c.** Overflow Parking 118th St./Compton Blvd.
   - **8d.** LSRNE Disabled Parking only
   - **8e.** Grand Entrance limited temporary parking
   - **8f.** Student center visitor parking
9. Spectrum M
   J
   K
10. F1 Campus Safety and Facilities
    F2 IRB
    E Storage

University Catalog Committee

Raquel Munoz, MS
CHAIR AND EDITOR
REGISTRAR

Keosha Partlow, PhD, MPH
INTERIM DEAN, UNDERGRADUATE AND GRADUATE STUDIES

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A Private University with a Public Mission

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