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NOTICE:

This University General Catalog is not a contract nor an offer to enter into a contract and is updated on an annual basis. While every effort is made to ensure the accuracy of the information provided in this University General Catalog, it must be understood that all courses, course descriptions, designations of instructors, curricular and degree requirements and other academic information described herein are subject to change or elimination at any time without notice or published amendment to this catalog. In addition, California Northstate University reserves the right to make changes at any time, without prior notice, to programs, policies, procedures and information, which are described in this University General Catalog only as a convenience to its readers. Fees and all other charges are subject to change at any time without notice. Students should consult the appropriate academic or administrative department, college, or other service provider for currently accurate information on any matters described in this University General Catalog; contact information is available at <http://www.cnsu.edu/>.

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement.

IT IS THE RESPONSIBILITY OF THE INDIVIDUAL STUDENT TO BECOME FAMILIAR WITH THE ANNOUNCEMENTS AND REGULATIONS OF THE UNIVERSITY PRINTED IN THIS GENERAL CATALOG.

California Northstate University will provide assistance to the visually impaired regarding the information contained in this catalog. Questions should be directed to the office or department concerned.

The 2023-2024 University General Catalog covers the academic year from June 1, 2023, to May 31, 2024.

University General Catalog
Academic Year 2023-2024
College of Health Sciences
Addendum 2/6/2024

COLLEGE OF HEALTH SCIENCES

Mission, Vision, and Values

Mission: To advance the science and art of healthcare through education, service, research, personal wellness, and social accountability..

Vision: Evolution to excellence in education requires continual pursuit of higher levels of performance and achievement. We seek to challenge health science undergraduate students with a comprehensive academic program that prepares them for success and leadership in a professional healthcare career. Quality education for students pursuing a career in healthcare professions begins with rigorous study of core sciences such as biology, chemistry, mathematics, and physics. The program of education must further empower students to apply quantitative methods and critical thinking to the practice of healthcare. Strength of character and interpersonal skills essential for work in healthcare-related fields are developed and enhanced through the study of relevant humanities and social science disciplines. Along with traditional lecture and lab courses, the opportunity to perform community service-learning projects and independent scholarly research provides important capstone experience in applying concepts and theory learned in the classroom to real-world situations.

Values: Integrity, Ethical Conduct, Empathy, Inter-Personal Collaboration, Social Accountability, Civic-Minded Commitment to Service, Respect for Human Diversity.

Educational Philosophy

The philosophy of our academic program encompasses three goals of competency and personal development which students who pursue careers in biomedical science and healthcare must attain in order to be compassionate practitioners. These competencies broadly include Cognitive Ability and Intellectual Depth, Social and Communication Skills, and Community Engagement/Civic Responsibility.

Cognitive Ability and Intellectual Depth corresponding to command of any subject is best achieved by thoughtful study of the relevant body of knowledge under the guidance of a faculty who is an expert in the field and is well prepared to mentor students. Learning is often a demanding and inscrutable process, but it is known to emerge reliably from the interplay of thoughtful reading, attendance of inspiring lectures, meaningful laboratories, case studies and practice problems, classroom discussion, and assessment. Ultimately, every student must commit to personal engagement in the learning process using methods that work best for the individual. There is no magic substitute for the hard work of studying. However, our faculty members are tasked to use innovative teaching methods and technologies proven to be effective by pedagogical research. Each concentration and every course delivered at CNUCHS has specific learning outcomes that are measured by various forms of assessment. The assessment results are used to make changes that continually improve upon teaching and the curriculum. The goal of every faculty is not merely to convey a list of facts but to transform novice students into active scholars and ultimately prepare them for life-long learning. Every field of knowledge, especially science, is being constantly revised by discovery through research.

Learning a subject does not end with the final exam of the course; it only begins a life's journey.

The goal of acquiring Social and Communication Skills acknowledges the need to communicate effectively. As professionals, we must be proficient in the art of written, verbal, and non-verbal communication in order to exchange technical information and establish rapport with different people.

Moreover, the best health science in the world loses its purpose unless it can benefit the people who need it. This process involves personal interaction between the healthcare professional and the patient or consumer. The patient must feel free to communicate concerns and the care provider must be able to respond effectively. Values beyond mastery of medical science such as empathy and compassion fall within this area. Emotional and cultural understanding must be conveyed along with the delivery of care. These values are difficult to objectify but they fall within the realm of liberal arts, humanities, and social sciences. Courses in areas such as Cultural Anthropology, Sociology, Psychology, Art Appreciation, and Music Appreciation provide context and insights into the complexity and diversity of human behavior. Our students are encouraged to become socially and intellectually well-rounded through the study of human culture and participation in extra-curricular activities.

Community Engagement and Civic Responsibility also lies within the territory of being a health science professional. People need to live in healthy communities to sustain their own good health. Health care professionals play a major role in fostering a healthy society by advocating for policies that promote the conditions, resources, and behavior conducive to social well-being. Our educational program guides students to the rich content of voluntary service and contributing to the greater good through supervised projects that partner with advocacy groups and organizations for the benefit of the community at large.

Learning Outcomes

The goals of the Bachelor of Science in Health Sciences program are defined and assessed by a set of carefully designed Program Learning Outcomes and General Education Learning Outcomes. These outcomes specify the intellectual substance and interpersonal communication skills that our students are expected to demonstrate by the time they graduate. As overarching educational standards, Program Learning Outcomes (PLOs) define the primary learning agenda and the associated platform of assessment that measures teaching effectiveness and student competency.

Program Learning Outcomes (PLOs)

Upon successful completion of the CNUCHS Bachelor of Science in Health Sciences, students will be able to demonstrate the following Program Learning Outcomes (PLOs):

PLO1: Core Sciences and Mathematics. Demonstrate knowledge of the core sciences and mathematics.

PLO2: Arts and Humanities. Demonstrate understanding of how the arts and humanities enhance health, well-being, and healthcare practice and delivery.

PLO3: Critical and Systemic Thinking. Demonstrate understanding of the collaborative nature of healthcare delivery.

PLO4: Professional Interaction. Communicate with respect, empathy, and cultural competence.

PLO5: Social Accountability and Community Service. Acts with social accountability and demonstrates commitment to community service.

The Program Learning Outcomes are fulfilled by completion of the following courses:

PLO1: Core Sciences and Mathematics (3 Credits) BIOL310; BIOL310L; BIOL320; BIOL330; BIOL340; BIOL350; BIOL410; BIOL420; BIOL440; BIOL450; BIOL460; BIOL470; BIOL480; CHEM 310.

PLO2: Arts and Humanities (3 Credits) ENGL310; ENGL320; HIST310; HUMN410; PHIL310; PHLT310.

PLO3: Critical and Systemic Thinking (3 Credits) PSYC310; PSYC320; PSYC410; PSYC420; PSYC430; SOCL410; COLL 310; COLL 320.

PLO4: Professional Interaction (3 Credits) COLL420 & COLL 430.

PLO5: Social Accountability & Community Service (2 Credits) COLL 210 & COLL220

PLO Requirement

Courses satisfying a PLO must be completed at CNUCHS. While a transferred equivalent course cannot satisfy a PLO, it can count toward general elective degree credit. In some instances, a course may satisfy more than one PLO. In such instances, the credit from the course will only count once toward the degree.

Pathway coursework requirements may require students to complete more than one course per Program Learning Outcome category. Refer to the specific course plan to identify required coursework.

Curricular Learning Outcomes:

Upon successful completion of the CNUCHS Bachelor of Science in Health Sciences, students will be able to demonstrate the following co-curricular learning outcomes:

1. **Social Awareness and Cultural Sensitivity.** Demonstrate awareness of and responsiveness to social and cultural differences by adapting behaviors appropriately and using effective interpersonal skills.
2. **Self-Awareness and Learning.** Demonstrate self-awareness through reflection and the development of appropriate plans for self-directed learning and development.
3. **Service and Leadership.** Demonstrate the ability to lead and work collaboratively with others to accomplish a shared goal.
4. **Professionalism.** Demonstrate professional behavior and effective interactions with others.
5. **Oral Communication.** Demonstrate appropriate delivery techniques when communicating materials to an audience.

General Education Learning Outcomes (GELOs)

Upon successful completion of the CNUCHS Bachelor of Science in Health Sciences, students will be able to demonstrate the following general education learning outcomes:

1. **Written Communication.** Demonstrate the ability to write coherent, supported and logically structured prose.
2. **Oral Communication.** Listen and speak effectively in formal communication.
3. **Information Literacy.** Identify and search relevant libraries of information and databases; synthesize information obtained from primary literature using properly referenced citations.
4. **Critical Thinking.** Exercise reasoned judgement to assess technical information and make well-informed decisions using evidence-based approaches.
5. **Scientific Inquiry and Quantitative Reasoning.** Demonstrate knowledge of the complexity of biological systems and chemistry of matter through research with the use of mathematics and statistics in problem solving.
6. **Liberal Arts.** Demonstrate knowledge of diverse human cultures and influences of social forces, economic principles, and human interactions within the framework of social sciences.

The GE Requirements encompass a suite of courses that provide a broad educational framework for students. The GE curriculum at CNUCHS is designed to provide students with a solid foundation for advanced studies and essential skills needed to work effectively in diverse health-related careers. As required by the California Code of Regulations – Title 5 – Article 2 on Admissions and Academic Achievement Standards “At least 25 percent of the credit requirements for a Bachelor’s degree shall be in general education.” Accordingly, the GE courses comprise approximately 36 credit units of the minimum 120 required credits for graduation (30% of total degree credits).

The GE Learning Outcomes are fulfilled by completion of the following courses:

GELO1: Written Communication (6 Credits): ENGL 110 (3 Credits); ENGL 110x (3 Credits) ENG 120 (3 Credits) ENGL 120x (3 Credits)

GELO2: Oral Communication (3 Credits): COMM 110 (3 Credits)

GELO3: Information Literacy (3 Credits): ENGL 120 or ENGL 120x (3 Credits)

GELO4: Critical Thinking (3 Credits): ENGL 120 or ENGL 120x (3 Credits)

GELO5: Scientific Inquiry and Quantitative Reasoning (14 Credits): BIOL 110/L (3 Credits/1 Credit) and CHEM 110/L (3 Credits/1 Credit); MATH 120 (3 Credits); MATH 120x (3 Credits); MATH 125 (3 Credits), MATH 125x (3 Credits) or MATH 130 (3 Credits), MATH 130x (3 Credits)

GELO6: Liberal Arts (13 Credits):

- **Fine Arts (3 Credits):** ARMU 110 (3 Credits), ARMU 120 (3 Credits), ARMU120x (3 Credits), or approved Arts elective
- **Humanities (3 Credits):** ANTH 210 (3 Credits), ANTH210x (3 Credits) or approved Humanities elective
- **Social Sciences (3 Credits):** ECON 210 (3 Credits), GOVT 110 (3 Credits), PSYC 110 (3 Credits), PSYC 110x (3 Credits) SOCL 110 (3 Credits), or approved Social Sciences elective
- **Social Accountability and Community Service (4 Credits):** COLL 210 (2 Credits) and COLL 220 (2 Credits)

Academic Program

Overview

The College of Health Sciences (CNUCHS) offers an undergraduate program leading to the Bachelor of Science in Health Sciences (BSHS) degree. CHS has pathways that allow BSHS students to progress to California Northstate University's College of Dental Medicine, College of Medicine, College of Pharmacy, College of Psychology, and the College of Graduate Studies (Master of Pharmaceutical Sciences and Master of Healthcare Administration) provided they maintain the outlined benchmarks. Such pathways are collectively called 'Pre-Health Professions Pathways – PHP'. Pathways are not programs and CHS students must meet the admission criteria of each individual CNU professional school in order to be able to progress.

CHS also offers a curriculum plan designed for those who already have a Bachelor's degree and want to meet prerequisites for professional schools in the health professions as well as to improve his/her academic credentials and application portfolio to those schools – the Pre-Med Post-Baccalaureate coursework (PMPB). The PMPB coursework is not a program and does not lead to a diploma or a degree.

Bachelor of Science (BS)

In the undergraduate Bachelor of Science (BS) in Health Sciences program, students may choose from four concentrations within the program: Biotechnology, Human Biology, Biopsychology, and Health Science Administration. Each concentration has a defined curriculum progressing from introductory to advanced courses. All concentrations include the same General Education (GE) requirements that fulfill a common set of learning outcomes spanning communication and critical thinking skills, natural sciences, liberal arts, and the social sciences. Additionally, the four concentrations are aligned with specific options for career paths in healthcare. This comprehensive program delivers a robust university education that prepares graduates to think independently and creatively as well as training them for practical occupations in health science.

BS Concentrations

Biotechnology: This concentration is appropriate for students interested in the latest advances in technologies that contribute to understanding the molecular nature of living organisms. Coursework is designed to support content expertise and hands-on lab skills development in areas necessary for the biotechnology industry. Key courses including Advanced Cell and Molecular Biology, Bioinformatics, and Ethical Concerns in Biotechnology are just some of the options students choose from. Students that choose this concentration are prepared to pursue careers in the biotechnology industries, academic research laboratories, postgraduate work in molecular biology or biochemistry, or professional health programs.

Human Biology: This concentration is appropriate for students who are seeking focused coursework in biomedical sciences. It is a challenging curriculum that focuses upper division coursework on advanced topics of human biology such as functional anatomy, human genetics, microbiology, immunology, and pharmacology. Students who complete this concentration are expected to be exceptionally well prepared for a variety of professional health programs and employment in a variety of healthcare-related professions.

Biopsychology: This concentration is also appropriate for students headed for professional health programs since it includes many of the same rigorous basic science courses as the Human Biology concentration. However, students following this plan of study choose from a suite of psychology courses in

the science of human behavior, mental health and mental illness. Such courses include developmental psychology, cognitive psychology, health psychology, and abnormal psychology. In addition to professional school options, students choosing this concentration will have a strong academic background for graduate schools that provide specialized training and certification for occupations such as clinical psychologists, psychiatrists, and counselors.

Health Science Administration: This concentration is offered for students who wish to work in the administrative side of health care delivery. The curriculum includes introductory science in the first year that is essential for understanding the basics of human biology. The second to fourth years of the curriculum consist of many courses relevant to business and management. Such courses include human resources management, healthcare financing, healthcare regulations and accreditation, and entrepreneurship. Students who complete this concentration will have a strong background in business and science to work as administrators, managers, and sales representatives in hospitals, medical insurance companies, public health agencies, the pharmaceutical sector, health advocacy foundations, and other professions.

Bachelor of Sciences and the Pre-Health Professions (PHP) Pathways

Our Pre-Health Professions (PHP) Pathways establishes CNUCHS as the premier destination for students pursuing health professions careers. In addition to our strong academic preparation and embedded research and service-learning experiences, our CNUCHS PHP Pathways undergraduates also receive focused, personalized health profession academic and career advising from our academic and faculty advisors. While earning the BS degree in Health Sciences, our CNUCHS PHP Pathways undergraduates can also earn a priority interview to any of our CNU professional schools:

- College of Dental Medicine
- College of Medicine
- College of Pharmacy
- College of Psychology
- College of Graduate Studies
 - Master of Pharmaceutical Sciences
 - Master of Healthcare Administration

How to Earn the Priority Interview with one or more CNU Professional Schools

One of the many benefits our CNUCHS PHP Pathways offer students is the unique opportunity to earn the priority interview with our CNU Professional schools. To earn the priority interview, our CNUCHS PHP Pathways students will need to meet or exceed the established benchmarks between CNUCHS and the CNU Professional school pathway of choice. Benchmarks differ between the CNU Colleges. CNUCHS PHP Pathways students may pursue more than one CNU College Pathway if they choose.

General Benchmarks of the Pre-Health Professions Pathways

The benchmarks set the criteria for CNUCHS Pathway students to become academically prepared to apply and hopefully attend CNU Professional Schools (including Graduate Programs). Pathway students who complete the rigorous academic and good conduct benchmarks and entry requirements of their chosen CNU Professional School shall be granted an interview at the professional school upon completion of the CNUCHS program of study

Applicant Status Definitions

First-Time College Student: The College of Health Sciences (CNUCHS) defines a first-time college student applicant as one who is either currently enrolled in, or has graduated from, a high school and has not registered in a regular session at any collegiate level institution since high school graduation. An applicant who has completed college courses while in high school or in a summer session immediately following high school graduation is still considered a first-time college student applicant. At the time a student is registering for class at CNUCHS, the student must have earned a high school diploma or equivalent.

Transfer Student: A transfer student applicant is a student who has been a registered student in a regular term at a college, university or in college-level extension classes since graduating from high school. A summer session attended immediately following high school graduation is excluded in this definition. Transfer applicants may not disregard any of their college records or apply for admission as a first-time college student. Students with 25 or more college credits are considered transfer students.

International Student: International student applicants are applicants with citizenship from and residence in any country other than the United States of America.

Post-Baccalaureate Student: A post-baccalaureate applicant is one who has earned or will earn a Bachelor's degree prior to their enrollment at CNUCHS.

CNUCHS Admission Criteria

The College offers a program attracting high school graduates who demonstrated notable academic and co-curricular accomplishments, and an interest in serving society in the health professions. The goal of the admission process is to identify and select applicants that have excellent chances of success, are most likely to thrive at our campus, and will enhance the university's academic and cultural community.

The CNUCHS Admissions Committee employs a holistic review, relying on both quantitative and qualitative indicators, to admit the most qualified applicants. The Admissions Committee reviews applications and makes admission recommendations based upon the qualifications of the applicant pool.

Applicants for the Bachelor of Science in Health Sciences (including the Pre-Health Professions (PHP) Pathways) must fulfill at a minimum the following requirements to be admitted into the Bachelor of Science in Health Sciences program:

- High school diploma or equivalent (a General Education Development certificate, a California High School Proficiency Examination certificate, other official completion documentation recognized by the state of California) before entering the program.
- Overall GPA of 2.7 (on a 4.0 scale) and completion of the following classes with a grade of C or better.
 - 4 years of English
 - 3 years of mathematics (4 recommended)
 - 2 years of natural science (3 recommended)
 - 2 years of social sciences
 - 2 years of a language other than English

Standardized Test Scores: CNUCHS does not require official standardized test scores (e.g., SAT and ACT) to be submitted for the application. Official test scores may be submitted voluntarily by the applicant for our admissions committee's consideration.

Extra-Curricular Accomplishments: Demonstration of service activities in the community and/or school, employment, athletic accomplishments, or other extra-curricular accomplishments.

Personal Statement: CNUCHS highly recommends that students take the time to consult different resources, like their high school counselor, before writing the personal statement. The personal statement is a critical component of the selection process.

Letters of Recommendation: CNUCHS does not require letters of recommendation.

Admission Criteria for First-Time College Student

First-Time College student must have earned a high school diploma or equivalent before registering for classes at CNUCHS. Besides the high school diploma requirement, the Admissions Committee has established the following criteria for selecting and enrolling qualified students.

For First-Time College students interested in the PHP Pathway, please note that PHP Pathways are not programs. Admission to Pre-Health Professions (PHP) Pathways does not guarantee admission to CNU Colleges and Professional schools. To be considered for the PHP Pathways:

Admission Requirements for First Time College Students

| | |
|---|--------------|
| Min HS GPA for BS traditional students | 2.70 |
| Min HS GPA for BS PHP Pathways students | 3.00 |
| SAT | Not required |
| ACT | Not required |

Admission Criteria for Transfer Students

Transfer students are those with 25 or more transferable college credits. Transfer students are recommended to have a GPA of 3.00 or higher in college coursework.

Students with GPA from 3.40 and above may be considered for admission directly into one of CNUCHS' Pre-Health Professions pathways, if received a favorable assessment by the CNUCHS admission's committee. Admission into a pathway is not guaranteed.

Admission Recommendations for Transfer Students

| | |
|----------------------------|------|
| Min College Cumulative GPA | 3.00 |
| Admission in Pathways | 3.40 |
| Interview | NA |

Guidelines for Evaluation of Transfer Student Coursework

For applicants seeking to matriculate to CNUCHS as a transfer student from another college or university, the following general standards apply to the acceptance and award of transfer credits:

CNUCHS will consider transfer of credit for college-level (not remedial) courses in which the student has earned a minimum grade of "C" (2.0 = "C" Grade Point Equivalent) (4.00 = "A") or higher from regionally accredited colleges and universities. A maximum of 60 credit hours will be considered for transfer from regionally accredited community colleges, junior colleges, two-year and/or four-year colleges, and other regionally accredited colleges, with exception of certain unrecognized programs. All upper division courses must be taken at CNUCHS. Acceptance of any course for transfer credit granted toward the BS in Health Sciences is subject to evaluation of the course topic, content, and teaching methodologies/pedagogy by expert faculty in that discipline.

Credit for equivalent courses and/or AP/IB exams will be awarded from only one source toward a course equivalency. CNUCHS does not award duplicate credit. Students are advised to speak with an academic advisor to determine which course or exam credit will provide the greatest benefit.

Course credits earned at other institutions based on different credit hours than used by CNUCHS are subject to conversion and possible decrease in credit hour value. Transfer students are subject to the same graduation requirements as CNUCHS for the B.S. degree.

The CNUCHS cumulative grade point average (GPA) is based solely upon coursework taken at CNU.

Types of Transfer Credits NOT Accepted by CNU:

- Courses in which the student earned below "C" (2.0 = Grade Point Equivalent) (4.0 = "A") as the final grade, including "C-"
- Credit awarded by post-secondary schools in the United States that lack candidate status or are not accredited by a regional accrediting association.
- Credit awarded by post-secondary schools for life experience.
- Credit awarded by post-secondary schools for courses taken at non-collegiate institutions and society workshops (e.g., governmental agencies, corporations, industrial firms, etc.).
- Credit awarded by postsecondary schools for noncredit courses, workshops, and seminars offered by other postsecondary schools as part of continuing education programs (e.g., governmental agencies, corporations, industrial firms, etc.).
- Credit awarded by postsecondary schools for noncredit courses, workshops, and seminars offered by other postsecondary schools as part of continuing education programs.

Admission Criteria for International Students

California Northstate University accepts applications from graduates of foreign institutions. Transcripts and coursework from foreign institutions must be evaluated by WES, ECE or IERF. Evaluations must be sent directly to the College of Health Sciences Admissions Office, and must include semester units and letter grades for each course, as well as a cumulative GPA and, when possible, a science GPA. If accepted, the applicant must provide an official copy of their transcript directly to the Office of Admission. If a copy of their official transcript is not received prior to the start of school, the offer of admission will be revoked, and the seat will be offered to another candidate.

For international students interested in the Pre-Health Professions (PHP) Pathways to the CNU College of Medicine (CNUCOM) and the CNU College of Dental Medicine

(CNUCDM), please note that CNUCOM and CNUCDM do not admit International PHP students.

Applicants who receive their degree from a non-English speaking country will be requested to submit scores from the TOEFL Examination or the TSE. This will not apply, if an additional degree is obtained at a U.S. institution.

Applicants whose native language is not English must provide evidence of English language proficiency by submitting test scores from one of the following:

1. Test of English as a Foreign Language (TOEFL): minimum 510 paper/88iBT
2. International English Language Testing System (IELTS) (Academic): minimum 6.5

Applicants must have the test score sent directly to the College of Health Sciences at:

College of Health Sciences California Northstate University
2910 Prospect Park Drive
Rancho Cordova, CA 95670

TOEFL: The official TOEFL score report can be sent directly to CNUCHS from the Educational Testing Service. For information about this test and registration procedures, contact:

ETS
PO Box 6151
Princeton, NJ 08541-6151, USA
or visit www.toefl.org

IELTS: For information about this test and registration procedures, contact:

IELTS Office
University of Cambridge Local Examination Syndicate
1 Hills Road, Cambridge/CB1 2EU, UK
or visit www.ielts.org

Admission Criteria for Pre-Med Post Baccalaureate Students

Applicants for the PMPB must fulfill the following requirements in order to be considered for admission in the coursework:

- Have earned a Bachelor's degree before enrolling at CNUCHS. Although recommended college overall GPA of 3.00 with a minimum BCPM GPA of 2.50 will be considered, competitive PMPB applicants are encouraged to have a minimum overall GPA of 3.20 with a minimum BCPM GPA of 3.00.
- Have submitted a complete application to the PMPB coursework, including a personal statement and a BCPM calculation spreadsheet (part of the application process). Must be a US citizen or US legal permanent resident at the time of the PMPB application.
- When admitted, PMPB students are required to maintain full-time status at CNUCHS while enrolled as a PMPB student. It is important to note that PMPB Limited Pathway or Non-Pathway students do not have the option to petition into the PMPB PHP Pathway.

Progression Criteria

Once admitted to CNUCHS, students must achieve and maintain certain requirements to progress towards earning a BSHS degree and for the professional schools. Progression requirements are regulated by CHS 3101 Academic Progression Policy.

Bachelor of Science Progression Requirements

- CNUCHS Bachelor of Science in Health Sciences is designed to be completed in a minimum of 3 years and a maximum of 6 years, with 4 years as a standard completion length. To successfully progress through this degree program, students must maintain a CNUCHS cumulative GPA of at least 2.0 per semester/term. Failure to meet this requirement subjects the student to be placed in academic warning, academic probation, or having their enrollment terminated for academic reasons, as per our CHS 3125 Academic Standing and Formal Warning Policy.
- Students not meeting academic progression requirements are expected to repeat courses and/or complete other required activities to regain good academic standing status. Please refer to CHS 3125 Academic Standing and Formal Warning Policy, CHS 3126 Course Failure Remediation Policy, CHS 3128 Course Repeat Policy, and CHS 3130 Transient Student Credit Policy. Also, note that CHS has restrictions in transferring selected core science courses for transient students.
- Students who do not successfully complete a prerequisite course to a successive course must retake the prerequisite course in the next term it is offered at CNUCHS and prior to enrolling in the successive course.
- Students must maintain good professional, and conduct standing and abide strictly by CNUCHS Code of

Honor as included in the CHS 3801 Academic Standing and Good Conduct Policy.

- Students must have a minimum of 120 semester credit hours to be able to graduate, provided they took a minimum of 36 upper division credits at CNUCHS and all courses that are degree requirements

Pathway to the CNU College of Dental Medicine (CNUCDM)

Below are the specific benchmarks required to meet/exceed for CNUCHS Pathway students seeking the priority interview with CNUCDM:

- Successfully complete the CNUCDM pre-requisite coursework (earning your CNUCHS BS Health Sciences degree prior to CNUCDM matriculation is preferred).
- Maintain a cumulative GPA of 3.3 and a cumulative BCP GPA of 3.1.
- Be in good academic and conduct standing each semester at CHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Score a minimum 19 Academic Average (AA) with a 19 Perceptual Ability (PA) or higher on the Dental Admission Test (DAT).
- Successfully completed the CASPer exam.
- Participate in at least one professional or academic activity per year with CNUCDM while at CNUCHS.
- Submit a completed and verified application to CNUCDM through the ADEA Associated American Dental Schools Application Service (ADEA AADSAS).
- Submit a completed supplemental application to CNUCDM as required.
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy CNUCDM technical standards.
- Satisfy all [CNUCDM Requirements](#).

Admission processes at CNUCHS and CNUCDM are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

Pathway to the CNU College of Medicine (CNUCOM)

Below are the specific benchmarks required to meet/exceed for CNUCHS Pathway students seeking the priority interview with CNUCOM:

- Successfully complete the CNUCOM pre-requisite coursework AND earn your CNUCHS BS Health Sciences degree prior to CNUCOM matriculation.
- Maintain a cumulative GPA of 3.5.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Score 510 or higher on the Medical College Admission Test (MCAT).
- Participate in at least one professional or academic activity per year with CNUCOM while at CNUCHS.

- Submit a completed and verified application to CNUCOM through the American Medical College Application Services (AMCAS).
- Submit a completed supplemental application to CNUCOM as required.
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy CNUCOM technical standards.
- Satisfy all [CNUCOMRequirements](#).

Admission processes at CNUCHS and CNUCOM are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

Pathway to the CNU College of Pharmacy (CNUCOP)

Below are the specific benchmarks required to meet/exceed for CNUCHS Pathway students seeking the priority interview with CNUCOP:

- Successfully complete the CNUCOP pre-requisite coursework.
- Maintain a cumulative GPA of 3.0.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Participate in at least one professional or academic activity per year with CNUCOP while at CNUCHS.
- Submit a completed and verified application to CNUCOP through the Pharmacy College Application Service (PharmCAS).
- Submit a completed supplemental application to CNUCOP as required.
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy CNUCOP technical standards.
- Satisfy all [CNUCOPRequirements](#).

Admission processes at CNUCHS and CNUCOP are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

Pathway to the CNU College of Psychology (CNUPSY)

Below are the specific benchmarks required to meet/exceed for CNUCHS Pathway students seeking the priority interview with CNUPSY:

- Successfully complete the CNUPSY pre-requisite coursework AND earn your CNUCHS BS Health Science degree prior to CNUPSY matriculation.
- Maintain a cumulative GPA of 3.2.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Participate in at least one professional or academic activity per year with CNUPSY while at CNUCHS.

- Submit a completed and verified application to CNUPSY through the Psychology College Application Service (PSYCAS).
- Attend CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy CNUPSY technical standards.
- Satisfy all [CNUPSYRequirements](#).

Admission processes at CNUCHS and CNUPSY are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

Pathway to the CNU Master of Pharmaceutical Sciences (CNUMPS)

Below are the specific benchmarks required to meet/exceed for CNUCHS Pathway students seeking the priority interview with CNUMPS:

- Successfully complete the CNUMPS pre-requisite coursework.
- Maintain a cumulative GPA of 3.0.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Participate in at least one professional or academic activity per year with CNUMPS while at CNUCHS.
- Submit a completed and verified application to CNUMPS through the Pharmacy Graduate Application Service (PharmGrad).
- Submit a completed supplemental application to CNUMPS as required.
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy all [CNUMPSRequirements](#).

Admission processes at CNUCHS and CNUMPS are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

Pathway to the CNU Master of Healthcare Administration (CNUMHA)

Below are the specific benchmarks required to meet/exceed for CNUCHS Pathway students seeking the priority interview with CNUMHA:

- Successfully complete the CNUMHA pre-requisite coursework.
- Maintain a cumulative CNUCHS GPA of 2.5.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Score 500 (30% Q & V) or higher on the Graduate Management Admission Test (GMAT) or 320 and higher on the Graduate Record Examinations (GRE).
- Submit a completed and verified application to CNUMHA through the Health Administration, Management & Policy Centralized Application Service (HAMPCAS).

- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy all [CNUMHARequirements](#).

Admission processes at CNUCHS and CNUMHA are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

PMPB Pathways

The following PMPB pathways set the criteria for CNUCHS PMPB Pathway students to become academically prepared to apply and hopefully attend CNU Professional Schools and Graduate Programs. PMPB Pathway students who complete the rigorous academic and good conduct entry requirements of their chosen graduate school shall be granted an interview at the professional school upon completion of the CNUCHS program of study. The following pathways outline the specific benchmarks of the eligible CNU Professional Schools and Graduate Programs.

PMPB Pathway to the CNU College of Dental Medicine (CNUCDM)

Below are the specific benchmarks required to meet/exceed for PMPB Pathway students seeking the priority interview with CNUCDM:

- Successfully complete the CNUCDM pre-requisite coursework.
- Maintain a cumulative CNUCHS GPA of 3.3 and a cumulative BCP GPA of 3.1.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Score a minimum 19 Academic Average (AA) with a 19 Perceptual Ability (PA) or higher on the Dental Admission Test (DAT).
- Successfully completed the CASPer exam.
- Participate in at least one professional or academic activity per year with CNUCDM while at CNUCHS.
- Submit a completed and verified application to CNUCDM through the ADEA Associated American Dental Schools Application Service (ADEA AADSAS).
- Submit a completed supplemental application to CNUCDM as required.
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy CNUCDM technical standards.
- Satisfy all [CNUCDMRequirements](#).

Admission processes at CNUCHS and CNUCDM are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

PMPB Pathway to the CNU College of Medicine (CNUCOM)

Below are the specific benchmarks required to meet/exceed for CNUCHS PMPB Pathway students seeking the priority interview with CNUCOM:

- Successfully complete the CNUCOM pre-requisite coursework.
- Maintain a cumulative CNUCHS GPA of 3.5.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Score 510 or higher on the Medical College Admission Test (MCAT).
- Participate in at least one professional or academic activity per year with CNUCOM while at CNUCHS.
- Submit a completed and verified application to CNUCOM through the American Medical College Application Services (AMCAS).
- Submit a completed supplemental application to CNUCOM as required.
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy CNUCOM technical standards.
- Satisfy all [CNUCOMRequirements](#).

Admission processes at CNUCHS and CNUCOM are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

PMPB Pathway to the CNU College of Pharmacy (CNUCOP)

Below are the specific benchmarks required to meet/exceed for CNUCHS PMPB Pathway students seeking the priority interview with CNUCOP:

- Successfully complete the CNUCOP pre-requisite coursework.
- Maintain a cumulative CNUCHS GPA of 3.0.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Participate in at least one professional or academic activity per year with CNUCOP while at CNUCHS.
- Submit a completed and verified application to CNUCOP through the Pharmacy College Application Service (PharmCAS).
- Submit a completed supplemental application to CNUCOP as required.
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy CNUCOP technical standards.
- Satisfy all [CNUCOPRequirements](#).

Admission processes at CNUCHS and CNUCOP are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

PMPB Pathway to the CNU College of Psychology (CNUPSY)

Below are the specific benchmarks required to meet/exceed for CNUCHS PMPB Pathway students seeking the priority interview with CNUPSY:

- Successfully complete the CNUPSY pre-requisite coursework.
- Maintain a cumulative CNUCHS GPA of 3.2.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Participate in at least one professional or academic activity per year with CNUPSY while at CNUCHS.
- Submit a completed and verified application to COPSy through the Psychology College Application Service (PSYCAS).
- Attend CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy CNUPSY technical standards.
- Satisfy all [CNUPSYRequirements](#).

Admission processes at CNUCHS and CNUPSY are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Score 500 (30% Q & V) or higher on the Graduate Management Admission Test (GMAT) or 320 and higher on the Graduate Record Examinations (GRE).
- Submit a completed and verified application to CNUMHA through the Health Administration, Management & Policy Centralized Application Service (HAMPCAS).
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy all [CNUMHARequirements](#).

Admission processes at CNUCHS and CNUMHA are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

PMPB Pathway to the CNU Master of Pharmaceutical Sciences (CNUMPS)

Below are the specific benchmarks required to meet/exceed for CNUCHS PMPB Pathway students seeking the priority interview with CNUMPS:

- Successfully complete the CNUMPS pre-requisite coursework.
- Maintain a cumulative CNUCHS GPA of 3.0.
- Be in good academic and conduct standing each semester at CNUCHS.
- Maintain full-time enrolled student status each semester at CNUCHS.
- Participate in at least one professional or academic activity per year with CNUMPS while at CNUCHS.
- Submit a completed and verified application to CNUMPS through the Pharmacy Graduate Application Service (PharmGrad).
- Submit a completed supplemental application to CNUMPS as required.
- Attend all CNUCHS Annual Summer Pathway preparation workshops while attending CNUCHS.
- Satisfy all [CNUMPSRequirements](#).

Admission processes at CNUCHS and CNUMPS are independent, and admission decisions are at the sole discretion of each college according to their own criteria and standards.

PMPB Pathway to the CNU Master of Healthcare Administration (CNUMHA)

Below are the specific benchmarks required to meet/exceed for CNUCHS PMPB Pathway students seeking the priority interview with CNUMHA:

- Successfully complete the CNUMHA pre-requisite coursework.
- Maintain a cumulative CNUCHS GPA of 2.5.

Catalog, Performance Fact Sheet, and Website Before signing the Student Enrollment Agreement, the prospective student is strongly urged to visit the University and College website at www.cnsu.edu and to read and review the CNU General Catalog and School Performance Fact Sheet (SPFS). The SPFS contains important performance data for the institution. The Catalog contains important information and policies regarding this institution.

Student's Right to Cancel, Withdraw, and Refund You have the right to cancel the Student Enrollment Agreement until 12:01 AM on the first calendar day after the first classroom instruction session attended, or until 12:01 AM on the eighth calendar day after a student has signed the Enrollment Agreement, whichever is later. Cancellation shall occur when you give written notice of cancellation to the Admission Office at the University's address shown at the top of the first page of the Enrollment Agreement. You can do this by hand delivery, email, facsimile, or mail. Written notice of cancellation sent by hand delivery, email, or facsimile is effective upon receipt by the University. Written notice of cancellation sent by mail is effective when deposited in the mail properly addressed with postage prepaid. After the cancellation period described above, you have the right to withdraw from the University at any time. Withdrawal shall occur when you give written notice of withdrawal to the Registrar at the University's address shown at the top of the first page of the Enrollment Agreement. When withdrawing from the college/university, please complete the Official College Withdrawal form available from the Registrar's request form website: <http://www.cnsu.edu/office-of-the-registrar/registrar-services>. Do not use this form to indicate your intent to cancel your enrollment agreement. For information on refund calculations due to cancellation or college withdrawal, please see the FINANCIAL SERVICES & DISCLOSURES on page 219 of this catalog.

Tuition & Fees

All tuition, fees, expenses, and policies listed in this publication are effective as of June 2023 and are subject to change without notice by California Northstate University. In the tables below, Y1, Y2, Y3, and Y4 indicate the student's year in the program (e.g., Y1 is a first-year student; Y2 is a second-year student, etc.).

Tuition is charged on a full-time, semester basis. Generally, tuition and fees are charged to a student's account thirty (30) days prior to the start of each semester term. The above is based on the assumption that a student will attend each semester term on a full-time basis, which allows for a student to graduate after successfully completing four (4) years of coursework consisting of 120-125 semester credit hours, depending on concentration.

International Students are not charged additional fees or charges associated with vouching for student status.

Payment deadlines, loan obligations, refund calculations due to cancellation and withdraw, and the Student Tuition Recovery Fund (STRF) disclosures are located in FINANCIAL SERVICES & DISCLOSURES (page 219).

Effective for the 2023-2024 academic year, a change in tuition charges is applicable to new incoming students enrolled for the 2023-2024 academic year. For continuing students, the tuition charges will remain the same with the exception of the annual estimated tuition and fee increases.

For New First Time Incoming Students beginning enrollment in the 2023-2024 academic year.

2023-2024 Tuition & Fees for Degree Seeking

| Tuition & Fees | Amount | Class |
|------------------------------------|--------------------|-------------|
| Enrollment Fee | \$100.00 | Y1 |
| Tuition (new incoming) | 53,656.00 | Y1 |
| Tuition | 56,338.00 | Y2 |
| Tuition | 59,158.00 | Y3 |
| Tuition | 62,664.00 | Y4 |
| Student Association & Activity | \$200.00 | Y1,Y2,Y3,Y4 |
| Technology Fee | \$50.00 | Y1,Y2,Y3,Y4 |
| Student Tuition Recovery Fund | \$587.00 | Y1 |
| Lab Fee | \$700.00 | Y1,Y2 |
| Orientation Fee | \$75.00 | Y1 |
| Lab Fee & Scholarly Fee | \$400.00 | Y3 |
| Graduation Fees ² | \$300.00 | Y3 or Y4 |
| Y1 Total Estimated Cost per | \$55,368.00 | |
| Y2 Total Estimated Cost per | \$57,288.00 | |
| Y3 Total Estimated Cost per | \$60,108.00 | |
| Y4 Total Estimated Cost per | \$62,664.00 | |

*Total estimated cost for tuition and fees for entire 4-year College of Health Sciences undergraduate program is \$235,428.00¹

| Estimated Other Educational | Amount | Class |
|---|-------------|-------------|
| Health Insurance Premium ⁴ | \$3,345.00 | Y1,Y2,Y3,Y4 |
| MyRecord Tracker Fee | \$25.00 | Y1,Y2,Y3,Y4 |
| Books and Supplies | \$1,600.00 | Y1,Y2,Y3,Y4 |
| Laptop | \$1,100.00 | Y1,Y2,Y3,Y4 |
| Room and Board ⁵ (based on 12) | \$27,293.00 | Y1,Y2,Y3,Y4 |

| | | |
|---|---------------------|-------------|
| Transportation ⁵ (based on 12 months) | \$5,324.00 | Y1,Y2,Y3,Y4 |
| Y1 Total Estimated Cost per Year⁶ | \$94,055.00 | |
| Y2 Total Estimated Cost per Year⁶ | \$95,975.00 | |
| Y3 Total Estimated Cost per Year⁶ | \$98,795.00 | |
| Y4 Total Estimated Cost per Year⁶ | \$101,351.00 | |

¹ Tuition, fees and charges are determined for the entire length of the program at the time of signing an Enrollment Agreement with CNU so long as state, federal and oversight fees do not change in any substantive way.

² Covers diploma cover, transcripts, etc.

³ Costs a student may incur as part of participation in the applicable year of the program, whether or not paid directly to CNU.

⁴ Optional, estimated, and subject to modification based on number of insured members.

⁵ (Based on 12 months) Estimated amount of student's individual housing, transportation, and food costs, not operated or charged by CNUCHS.

⁶ Includes tuition, fees, and other estimated educationally related costs.

⁷ The STRF fee charge was re-instated to \$2.50 per \$1,000 of institutional charges on April 1, 2022.

2023-2024 Tuition & Fees for Pre-Medicine Post-Baccalaureate Program

| Tuition & Fees | Amount |
|---|--------------------|
| Enrollment Fee (nonrefundable) | \$100.00 |
| Summer/Fall 2023 Tuition | \$20,454.00 |
| Spring 2024 Tuition | \$20,454.00 |
| Student Tuition Recovery Fund Fee ⁶ | \$103.00 |
| Scholar Activity Fee Fall 2021 (nonrefundable upon | \$100.00 |
| Technology Fee Fall 2023 (nonrefundable upon start of instruction) | \$50.00 |
| Orientation Fee Fall 2023 (nonrefundable upon start of instruction) | \$50.00 |
| Total Tuition & Fees | \$41,311.00 |

*Total cost for tuition and fees for one year of Pre-Medicine Post-Baccalaureate program will be \$41,311.00¹

| Estimated Other & Optional Education | Amount |
|---|--------------------|
| Health Insurance Premium ³ | \$3,345.00 |
| Books & Supplies | \$1,000.00 |
| Room & Board ⁴ | \$27,293.00 |
| Transportation ⁴ | \$5,324.00 |
| PMPB Total Estimated Cost per Year⁵ | \$78,273.00 |

¹ Tuition, fees and charges are determined for the entire length of the program at the time of signing an Enrollment Agreement with CNU so long as state, federal and oversight fees do not change in any substantive way.

² Costs a student may incur as part of participation in the applicable year of the program, whether or not paid directly to CNU.

³ Optional, estimated, and subject to modification based on number of insured members.

⁴ (Based on 12 months) Estimated amount of student's individual housing, transportation, and food costs, not operated or charged by CNUCHS.

⁵ Includes tuition, fees, and other estimated educationally related costs.

⁶ The STRF fee charge was re-instated to \$2.50 per \$1,000 of institutional charges on April 1, 2022.

**For Continuing Students previously enrolled at CHS prior to the 2023-2024 academic year
2023-2024 Tuition & Fees for Degree Seeking**

| Tuition & Fees | Amount | Class |
|------------------------------------|--------------------|------------|
| Tuition | \$53,656.00 | Y4 |
| Tuition | \$53,656.00 | Y2, Y3 |
| Student Association & Activity | \$200.00 | Y2, Y3, Y4 |
| Technology Fee | \$50.00 | Y2, Y3, Y4 |
| Lab Fee | \$700.00 | Y2, Y3 |
| Lab Fee & Scholarly Fee | \$400.00 | Y3 |
| Graduation Fees ² | \$300.00 | Y3 or Y4 |
| Y2 Total Estimated Cost per | \$54,606.00 | |
| Y3 Total Estimated Cost per | \$55,306.00 | |
| Y4 Total Estimated Cost per | \$54,206.00 | |

| Estimated Other Educational Related Costs ³ | Amount | Class |
|--|--------------------|------------|
| Health Insurance Premium ⁴ | \$3,345.00 | Y2, Y3, Y4 |
| MyRecord Tracker Fee | \$25.00 | Y2, Y3, Y4 |
| Books and Supplies | \$1,600.00 | Y2, Y3, Y4 |
| Laptop | \$1,100.00 | Y2, Y3, Y4 |
| Room and Board ⁵ (based on 12 months) | \$27,293.00 | Y2, Y3, Y4 |
| Transportation ⁵ (based on 12 months) | \$5,324.00 | Y2, Y3, Y4 |
| Y2 Total Estimated Cost per Year⁶ | \$93,293.00 | |
| Y3 Total Estimated Cost per Year⁶ | \$93,993.00 | |
| Y4 Total Estimated Cost per Year⁶ | \$92,893.00 | |

¹ Tuition, fees and charges are determined for the entire length of the program at the time of signing an Enrollment Agreement with CNU so long as state, federal and oversight fees do not change in any substantive way.

² Covers diploma cover, transcripts, etc.

³ Costs a student may incur as part of participation in the applicable year of the program, whether or not paid directly to CNU.

⁴ Optional, estimated, and subject to modification based on number of insured members.

⁵ (Based on 12 months) Estimated amount of student's individual housing, transportation, and food costs, not operated or charged by CNUCHS.

⁶ Includes tuition, fees, and other estimated educationally related costs.

Scholarships

Information regarding various scholarships can be found on the College of Health Science's website (healthsciences.cnsu.edu), Financial Aid, Types of Assistance, Grants and Scholarships as well as within the Grants and Scholarships section of this catalog.

Merit Scholarships

CHS offers generous merit scholarships to qualified applicants ranging in value from \$3,000 to \$7,500. There are three award levels: Scholastic Award, Dean Scholarship Award, and the President Scholarship Award. Incoming freshman will be evaluated using their weighted high school GPA, SAT, or ACT scores if available. The student will be awarded the highest level of scholarship possible in accordance with the criteria listed. The merit scholarships are awarded each academic year and the student must maintain the GPA requirements listed in the notification letter while enrolled at CHS to continue receiving the scholarship.

President's Diversity Excellence Scholarship

This scholarship recognizes the achievement and potential of students who, through sharing their varied cultural perspectives, will enhance the education, excellence, and diversity of our CNUCHS student body. This scholarship looks to award undergraduate students of African American or Latino heritages who intend to study health sciences at CNUCHS. The scholarship pays for all tuition, fees, books, and health insurance. Students **must maintain a 3.00 GPA each semester** to keep the scholarship until graduation.

Continuing Student Need-Based Scholarship (CSNB)

The CSNB Scholarship is available in fall and spring semesters to all current CNUCHS students (including PMPBs) not receiving the President's Diversity Excellence or the Merit Scholarships. This scholarship serves to act as partial aid for current CNUCHS students who may need supplementary assistance during their time at CNUCHS. To be considered for a CSNB Scholarship, students must have a cumulative GPA of at least 3.00, be in good academic and conduct standing, and have attended at least one term as a CNUCHS full-time student at the time of the award. Awards range from **\$500.00 to \$3,000.00**. Awards are applied to tuition.

General Policies

Orientation and Registration

Mandatory orientation for new students is held during the days preceding the start of classes. The Office of Academic and Student Affairs must be notified if a new student is unable to attend scheduled orientation due to illness or emergency.

Registration for classes requires:

1. All admission contingencies be fulfilled.
2. Financial aid clearance from the Financial Aid Office.
3. Completion of all new student paperwork.

Admission contingencies include a final, official high school transcript evidencing high school graduation, or equivalent, required immunizations, evidence of health insurance coverage, and any other institutional requirements.

New students must submit the *Emergency Contact and Medical Information Form* to the Office of the Registrar by the end of Orientation. To make updates, a new form must be submitted to the Registrar. New students should review their local, home, and billing contact information via the Student Portal and update as needed. It is the student's responsibility to maintain valid contact information throughout their enrollment at CNU. Instructions for accessing the Student Portal is sent by the CNU IT department to the student's CNU email address.

The Office of the Registrar requires submission of the Authorization to Release Student Records if a student desires to grant a personal third-party (such as a parent, spouse, etc.) access to his/her student record. Please refer to the Directory Information and Access to Student Records section of this catalog for more information.

The Registrar acting in cooperation with the Office of Academic and Student Affairs at CHS is responsible for managing course registration for incoming freshmen, non-degree seekers, transfer students, PMPB students, and continuing students. The process of course registration for current students continuing

into the next semester should be completed by the end of the 14th week of classes (or the 7th week of classes during the summer). The Registrar will enroll students in assigned and previously elected classes according to the curriculum plan prior to the start of each semester. Students must follow all procedures indicated in the "CHS 3127 Course Add/Drop and Withdrawal Policy" in order to add, drop or withdraw from any CHS course. Please note that students are required to follow the course sequencing as indicated in the standard curriculum plan for the selected BSHS alternative (3- or 4-year plan). Any change in the course sequencing must be formally approved by the Office of Academic and Student Affairs after consultation with the academic advising team.

Students with business, financial, or any other registration holds on their account will not be registered until the Registrar is notified that the hold has been cleared. Students who are non-compliant with institutional requirements or who have a hold on their student account at the time of registration are required to satisfy the requirement and may also be required to submit the Course Add/Drop form by the end of the Add/Drop period (as indicated in the CHS 3127 Course Add/Drop and Withdrawal Policy) to register or make schedule changes. It is important to note that all students with business, financial or other registration holds on their account will lose access to the course management system (CANVAS) until the hold is removed.

Address Where Instruction Will Be Provided

Class sessions are conducted at the campus located at 2910 Prospect Park Drive and 2920 Prospect Park Drive, Rancho Cordova, CA 95670 and 9700 West Taron Drive, Elk Grove, CA 95757. Experiential education and service-learning activities are conducted at assigned locations and community sites as established by agreement among the student, and College.

Instruction/Course Delivery

The College of Health Sciences utilizes a variety of active learning pedagogical approaches within a classroom setting and through integrated research and teaching.

Research Instruction

The Freshman Research Experience is part of the core curriculum. Students enrolled in freshman biology and chemistry participate in original research projects during the entire first year or course work. The project is called the Interdisciplinary Science Learning and Novel Discovery (ISLaND) project and is a cross disciplinary innovation where student teams research the relationship between organismal health and environmental variables within a local ecosystem. This is an embedded research experience in the curriculum and all students are required to participate. ISLaND represents the first formal research experience for all students at CHS, in their freshman year.

All students are required to take COLL 310 Research Methods (a degree requirement) to prepare for other research experiences within the college. This course serves as a foundation for COLL 320 Scholarly Project, which focuses on the language, ethics, approaches, and challenges of the research process. COLL 320 is also a degree requirement and is a research experience (3 units) in which students engage with faculty members in specific research activities designed to enhance students' research experience. Students will work in collaborative course-based teams to further develop research projects with assigned faculty mentors.

Students can participate in structured research experience including:

- Apprenticeship with a faculty research mentor (COLL 490b), or;
- CURE (COLL 320 - Course-Based Undergraduate Research Experience) with different themes, topics, and techniques.

Community Service Learning

Service Learning is a critical learning component that CHS requires of all undergraduate students. CHS offers a unique one-year approach: the first semester combines academic studies, experiential learning, and professional development prior to placement in a community agency. The subsequent semester includes meaningful work in the community with a concurrent course to support students as they move from theory to practice.

Language of Instruction

All courses are delivered in English and English language services are not provided.

Catalog, School Performance Fact Sheet, and Website

Before signing the Student Enrollment Agreement, students are strongly urged to visit the College website at healthsciences.cnsu.edu/ and to read and review the CNU General Catalog and School Performance Fact Sheet (SPFS). The SPFS contains important performance data for the institution. The Catalog contains important information and policies regarding this institution. By signing the Enrollment Agreement, the student is acknowledging that the catalog, disclosures, and information located on the website have been made available to the student to read and review.

Academic Policies and Procedures

IMPORTANT!

This Catalog brings a general summary of CNUCHS Academic Policies and Procedures. Students must consult the full policies available at the Office of Academic and Student Affairs.

Academic Calendar

The academic calendar consists of two semesters lasting approximately 15 weeks and an 8-week summer term. The academic calendar includes additional critical information for the student such as the mandatory orientation and townhall meetings, deadlines for add and drop courses, grade appeal deadlines, and remediation periods.

Degree Requirements for the Bachelor of Science in Health Sciences

The diploma of Bachelor of Science degree in Health Sciences from California Northstate University shall be awarded to a student who has met all of the following criteria:

1. A minimum of 120 credit hours. A maximum of 60 credit hour units from officially transmitted AP/IB courses and/or officially transferred from another with a grade point of 2.0 (letter grade of C or better) may be counted toward this total. At least 60 credit hours must be from courses taken at CNUCHS. Students must earn 36 upper division credit hours towards the Bachelor of Science in Health Sciences from courses taken within CNU. Credit hours from courses with a grade of D, F, AU or W are not counted toward the credit hour minimum for graduation.
2. Pertaining to students in good standing and officially enrolled in pathways, CNUCHS will accept transfer credit hours from certain specified courses in the CNU Health Professional programs as substitute credit hours for upper division courses in the CHS curriculum for the BS Degree in Health Sciences. Credit earned at a CNU health professional program to be applied to the BS degree is considered transfer credit and is included in the 60-credit transfer limit.
3. An overall grade point average of 2.0 (letter grade of C) or higher as calculated by the average of all course credit units and grade points for courses taken at CNU.
4. Students who complete all the course requirements specific to a health sciences area concentration as Human Biology, Biopsychology or Health Science

Administration as defined in the Concentration Policy (CHS 3129) may have the area concentration listed on the BS degree diploma as follows: "Bachelor of Science Degree in Health Sciences with a Concentration in -- (Biotechnology, Biopsychology, Human Biology, or Health Science Administration)." Students who do not complete all the undergraduate courses specific to the health science concentration area will be awarded the "Bachelor of Science Degree in Health Sciences" without a concentration area listed on the diploma.

5. Students are expected to complete the Bachelor of Science in Health Sciences degree within six years or less after the date of admission to the program.
6. Any deviation from these standards must be approved by the Dean after consideration of supporting material. Reasons for the exception must be fully documented.

Degree Honors

Students who complete the BS degree requirements with specified CHS grade point averages (GPAs) will have an Honors designation placed on their transcripts. Coursework completed at other institutions are not considered in calculating degree honors. The requirements for graduating with honors are as follows:

- Summa Cum Laude: 3.80 – 4.00 GPA
- Magna Cum Laude: 3.65 – 3.79 GPA
- Cum Laude: 3.50 – 3.64 GPA

Advanced Placement (AP) & International Baccalaureate (IB) Credit Evaluation Policy

For students pursuing the Bachelor of Science in Health Sciences, CNUCHS awards credit according to the following guidelines:

1. CNUCHS will accept AP test scores of 3, 4, or 5 for most exams; and IB test scores of 5, 6, or 7 for most exams. Credit hours for AP and IB courses will appear on the student's transcript. Credits for AP and IB courses will not be used in the calculation of the Grade Point Average (GPA) noted on the CNUCHS transcript.
2. A maximum of 60 course credit hours from AP, IB, and/or regionally accredited institutions of higher education can be transferred to CHS.
3. Duplicate credit will not be awarded for equivalent AP/IB test scores or transfer courses.

Students are required to submit official test scores for AP and IB courses directly from the testing agency in order to receive consideration for course credit. The College will evaluate the AP and IB credits and grant credit to students based on the attached tables.

While some graduate and professional schools accept AP and IB courses to satisfy admissions requirements pertaining to course subject preparation, many do not. Undergraduate students planning to apply to graduate or professional schools are advised to carefully research admission requirements before deciding to use AP/IB credits to opt out of required college courses. CHS is prepared to award course credit hours based on the equivalency table in CHS3202 Appendix A Advanced Placement and International Baccalaureate Credit Evaluation Chart.

List of AP courses from: <https://aphighered.collegeboard.org/exams>

| Examination | Score | Credit Hours | Equivalency | GE Area |
|--|------------|--------------|---------------------------------|------------------------------|
| Art: Art History | 3, 4, or 5 | 3 | ARMU 110 | Liberal Arts: Fine Art |
| Biology | 4 or 5 | 3 | General Elective | |
| Chemistry | 4 or 5 | 3 | General Elective | |
| Economics: Macroeconomics | 3, 4 or 5 | 3 | ECON 110 | Liberal Arts: Social Science |
| Economics: Microeconomics | 3, 4 or 5 | 3 | ECON 120 | Liberal Arts: Social Science |
| English: Language/Composition | 3, 4 or 5 | 3 | ENGL 110 or General Elective | Written Communication |
| English: Literature/Composition | 3, 4 or 5 | 3 | ENGL 110 or General Elective | Written Communication |
| Environmental Science | 3, 4 or 5 | 3 | Biology Elective | |
| Comparative Government/Politics | 3, 4 or 5 | 3 | General Elective | |
| U.S. Government/Politics | 3, 4 or 5 | 3 | GOVT 110 | Liberal Arts: Social Science |
| History: European | 3, 4 or 5 | 3 | General Elective | |
| History: U.S. | 3, 4 or 5 | 3 | General Elective | |
| History: World | 3, 4 or 5 | 3 | General Elective | |
| Human Geography | 3, 4 or 5 | 3 | General Elective | |
| Chinese Language/Culture | 3, 4 or 5 | 3 | General Elective | |
| French Language | 3, 4 or 5 | 3 | General Elective | |
| French Literature | 3, 4 or 5 | 3 | General Elective | |
| Japanese Language/Culture | 3, 4 or 5 | 3 | General Elective | |
| Latin | 3, 4 or 5 | 3 | General Elective | |
| Spanish Language | 3, 4 or 5 | 3 | General Elective | |
| Spanish Literature | 3, 4 or 5 | 3 | General Elective | |
| Math: Calculus AB/AB subscore | 4 or 5 | 3 | General Elective | |
| Math: Calculus BC | 4 or 5 | 3 | General Elective | |
| Physics AP 1 Mechanics | 4 or 5 | 3 | General Elective | |
| Physics AP 2 Electricity and Magnetism | 4 or 5 | 3 | General Elective | |
| Physics AP Mechanics C | 4 or 5 | 3 | General Elective | |
| Physics AP Electr/Magnet C | 4 or 5 | 3 | General Elective | |
| Psychology | 4 or 5 | 3 | PSYC 110 | Liberal Arts: Social Science |
| Statistics | 3, 4 or 5 | 3 | General Elective | |

* No credit is awarded if the language is the student's native language. For tests not listed, scores will be evaluated independently.

International Baccalaureate (IB) Diploma/Certificate

| Examination* | Score | Credit Hours | Equivalency | GE Area |
|---|------------|--------------|---------------------|--|
| Art/Design | 5, 6, or 7 | 3 | ARMU 110 | Liberal Arts: Fine Art |
| Biology | 5,6, or 7 | 3 | General Elective | |
| Business and Management | 5, 6, or 7 | 3 | General Elective | |
| Chemistry | 5,6 or 7 | 3 | General Elective | |
| Classical Languages (Latin) | 5, 6, or 7 | 3 | General Elective | |
| Economics | 5, 6, or 7 | 3 | ECON 110 or ECON120 | Liberal Arts: Social Science |
| English A | 5, 6, or 7 | 3 | ENGL 110 | Written Communication |
| English B | No credit | 0 | None | |
| Geography | 5, 6, or 7 | 3 | General Elective | |
| History—American | 5, 6, or 7 | 3 | General Elective | |
| History—East and Southeast and Oceania | 5, 6, or 7 | 3 | General Elective | |
| History—European | 5, 6, or 7 | 3 | General Elective | |
| Mathematics | 5,6, or 7 | 3 | General Elective | Scientific Inquiry and Quantitative Inquiry: Mathematics |
| Music | 5, 6, or 7 | 3 | ARMU 120 | Liberal Arts: Fine Art |
| Modern Languages | 5, 6, or 7 | 3 | General Elective | |
| Physics | 5,6, or 7 | 3 | General Elective | |
| Psychology | 5, 6, or 7 | 3 | PSYC 110 | Liberal Arts: Social Science |
| Social and Cultural Anthropology | 5, 6, or 7 | 3 | General Elective | |
| Theatre | 5, 6, or 7 | 3 | General Elective | Liberal Arts: Fine Art |
| Visual Arts | 5, 6, or 7 | 3 | General Elective | Liberal Arts: Fine Art |
| * No credit is awarded if the language is the student's native language. For tests not listed, scores will be evaluated independently. | | | | |
| List of IB curriculum from: http://www.ibo.org/en/programmes/diploma-programme/curriculum/ | | | | |

Credit Hour Policy

For a 15-week semester, 1 credit is assigned per hour each week of classroom or direct faculty didactic instruction (that is, per hour of lecture or student in class time) and a minimum of 2 hours of out-of-class student work (homework) (LEC/SEM). For courses that include workshop and/or laboratory time, 1 credit is assigned per 3 hours each week of student time spent in this activity (LAB/EL).

| Code | Course Type | C | Course Type |
|------|-----------------------|-----|----------------|
| EL | Experiential Learning | LEC | Lecture course |
| LAB | Laboratory course | SEM | Seminar |

Grading Convention Policy

As per CHS 3106 Grading Convention Policy, all courses are assigned student performance grades by the teaching faculty according to the following grade point and letter grade convention. If the course instructor approves of the granting of an "I" grade for the course, they will complete the Incomplete Grade Agreement and enter an "I" grade for the course and send to the Associate Dean of Academic and Student Affairs for approval. If the Associate Dean of Academic and Student Affairs approves the incomplete, the "I" is then transmitted to the Registrar by the grade submission deadline and the "I" is noted on the transcript for the corresponding course. An "I" grade may be changed to a letter grade upon the completion of the stipulations contained in the Incomplete Grade Agreement within 21 days following the last day of the term. Failure to complete the course within the 21-day extension period will result in a conversion of the "I" to the calculated grade for the course. In cases of valid excuses, students may request an exception to this deadline by completing and submitting a Petition Form.

Pass/No Pass

A course grade of "P" (Passing Course) will be recorded on student transcripts when students take a course on a Pass/No

| Grade Point Equivalent | Letter Grade & Definition | Score % |
|------------------------|------------------------------|----------|
| 4.00 | A+ Outstanding | 97-100% |
| 4.00 | A Excellent | 94 - 96% |
| 3.70 | A- Very good | 90 - 93% |
| 3.30 | B+ Commendable | 87 - 89% |
| 3.00 | B Good | 84 - 86% |
| 2.70 | B- Fair | 80 - 83% |
| 2.30 | C+ Satisfactory | 75 - 79% |
| 2.00 | C Pass | 70 - 74% |
| 1.00 | D Unsatisfactory | 60 - 69% |
| 0.00 | F Fail | < 60% |
| Incomplete | I Incomplete | n/a |
| Withdraw | W Withdraw | n/a |
| Audit | X Audit | n/a |
| Pass | P Passes Course | > 70% |
| No Pass | NP Not Passing Course | < 70% |

Pass basis. A "P" grade indicates that the student achieved 70% or higher in the course. A course grade of "NP" (Not Passing Course) indicates that the student earned less than 70% in the course. Courses taken on a P/NP basis will count toward the total hours earned but will not be used to satisfy degree/program completion. Courses with a P/NP grade from another institution cannot be transferred to CNUCHS. "P/NP" grades are not calculated into the GPA, thus, have no effect on the term or cumulative GPA. Undergraduate and PHPB students may take only 10% of their courses with a P/NP grading option approximately 12 credit hours for undergraduate students and 2-3 credit hours for PMPB students. The P/NP grading option is usually allowed only for courses where a letter grade is not practicable, i.e., Teaching/Research/Student Service Assistant courses or selected introductory science courses.

A course grade of "P" (Pass) is to be placed on the transcript in lieu of an "A-F" letter grade in cases where the course is not required for degree completion and the student earns 70% or higher in the course.

A course grade of "NP" (No Pass) to be placed on the transcript in lieu of an "A-F" letter grade in cases where the course is not required for degree completion and the student earns less than 70% in the course.

Course Withdrawal

A course grade of "W" (Withdraw) will be recorded on the student transcript in lieu of an "A-F" letter grade in cases where withdrawal from a course is formally initiated and executed as described according to guidelines of the CHS3127 Course Add/Drop and Withdraw Policy. Students may withdraw from a course until the 10th week of classes for fall and spring semesters or the end of 5th week of classes for a summer term.

Incomplete

A course grade of "I" (Incomplete) may be recorded on the student transcript in cases where extenuating circumstances prevent a student from completing assignments or exams by the end of an academic term. Granting a grade of "I" is at the discretion of the instructor of the course and must be approved by the Associate Dean of Academic and Student Affairs. Students must request an incomplete grade within two weeks of the extenuating circumstance by submitting an Incomplete form.

Course Auditing

A course grade of "X" (Audit) will be recorded on a student transcript when a student has been granted permission to audit a course and enrolls in the course. "X" notations have no grade point value. Students are charged tuition for courses taken as audit. Students may only audit one course per semester and a total of only two courses in their time in the College. CNU students may audit lecture courses (i.e., attend lectures without receiving credit or calculated grade) only with advance permission of the faculty instructor. The instructor will inform the student of the amount of participation that is expected in the course. Lab courses cannot be audited. The responsibility of course instructors is to first meet the needs of officially registered students. Faculty are not obligated to review work submitted by course auditors.

GPA Calculation

The running and final grade point average (GPA) is calculated according to the following formula where C1 = credit hours of Course1 and GP1 = grade points of Course1, etc.:

$$GPA = \frac{(C1 \times GP1) + (C2 \times GP2) + \dots + (Cn \times GPn)}{\text{Total Credit Hours}}$$

Note that GPAs recorded on semester grade reports and transcripts are calculated on the basis of grade point credits from courses taken exclusively at CNU. Scores from Advanced Placement, International Baccalaureate, and college level courses reported and/or transferred as credits toward the CNU degree are listed on the transcript but are not included in the CNU GPA calculation.

Academic Honors

Undergraduate students who earn 12 or more graded semester hours during a semester, or in 6 or more graded hours in the summer, in residence at CHS can qualify for semester honors. The honor is noted on the transcript for the semester it is earned and will receive a recognition letter.

President's List: GPA of 3.75 or higher

Dean's List: GPA of 3.50 or higher

Grade Change Policy

CHS 3121 Course Grade Change Policy regulates the processes and procedures to change the final grade of a course under certain recognized circumstances.

Course grade changes are permissible under the following circumstances:

1. When a faculty member has issued a grade of Incomplete (I) and the course has subsequently been completed. The "I" grade can be changed to the grade earned.
2. When a grade appeal process results in the legitimate change of grade.
3. When there has been a calculation or procedural error in the posting of a course grade.

To change a student's final grade, the faculty member must complete and sign a CNU Grade Change Request form with an explanation of the circumstances for the change and submit it to the Office of Academic and Student Affairs. The request will be reviewed in accordance with the policy statement outlined above and either approved or denied. If approved, the completed form will be sent by the Office of Academic and Student Affairs directly to the Office of the Registrar for processing.

Course Grade Appeal Policy

Students are permitted to appeal a final course grade if they believe the assigned course grade is inaccurate based on calculation error by faculty course instructor(s) or actions inconsistent with official published grading policies of the course, College, or University. Grade appeal is regulated by CHS 3120 Course Grade Appeal Policy.

Early Resolution

Students using this appeal must communicate questions or disputes regarding the final course grade within 5 business days after the grade posting by discussing the basis of their concerns with the faculty instructor who issued the course grade. Students should obtain a Course Grade Appeal form from the Office of the Registrar, the faculty instructor, or other College personnel to document the discussion.

Formal Appeal

If the faculty member and the student do not resolve the issue, the student may escalate to the appropriate Department Chair for the course in question. A student has 5 business days to appeal to the Department Chair, from the day the faculty instructor provides an answer, as per the early resolution above.

If the Department Chair and the student do not resolve the issue, the student may initiate a formal grade appeal by completing the Course Grade Appeal form and submitting it to the Associate Dean of Academic and Student Affairs within 5 business days after the meeting with the Department Chair.

The grade appeal must address at least one of the following:

- a. Errors in grade calculation, or
- b. Unpublished criteria used to calculate the grade, or
- c. The assigned grade was based on procedures inconsistent with specific course, College, or University policies.

Students who file a Grade Appeal form must provide the following materials and requests for information:

- a. A description of their attempt at resolution of the grade dispute with the faculty instructor and Department Chair;
- b. Evidence of graded assignments, and/or
- c. Any other relevant materials.

The Associate Dean of Academic and Student Affairs may request additional materials from the student or faculty instructor.

The Associate Dean of Academic and Student Affairs may convene an ad hoc committee of 3 faculty members to review the materials submitted by the student and the faculty instructor. This committee will report their recommendation to the Associate Dean of Academic and Student Affairs.

If the Associate Dean of Academic and Student Affairs decides that a grade change is appropriate and necessary, the faculty instructor will be notified within 5 business days after appeal form submission to submit a Grade Change form to the Office of Academic and Student Affairs within 5 business days.

If the Associate Dean of Academic and Student Affairs decides that a grade change is inappropriate, the student may appeal the decision to the Dean of the College of Health Sciences. The appeal to the Dean must be submitted within 5 business days after the student is notified of the result of the formal grade appeal. The Dean's decision is final.

Academic Standing and Formal Warning Policy

CHS 3125 Academic Standing and Formal Warning Policy regulates the subject within CHS. The following levels of official standing with the university are applied in cases of academic underperformance:

1. 1st Warning Status: A semester GPA of less than 2.0 (C average) will result in a record of "1st Warning" placed on the semester grade report. The record of 1st Warning will be removed if the student achieves a semester GPA of greater than 2.0 for a full course schedule taken the following semester.
2. 2nd Warning - Probation status: If a second semester GPA of 2.0 or less follows a semester after 1st Warning, a record of "2nd Warning - Probation" is placed on the semester grade report. This record will also be removed if the student achieves a GPA of greater than 2.0 for a full course schedule taken the following semester.
3. A third semester of poor performance with a GPA less than 2.0 will result in official separation from the university and termination of the student's enrollment pending the outcome of any appeals for consideration and readmission on a probationary basis. Students in this category will be notified via email and official letter of separation at the home address on record.

Course Failure Remediation Policy

CHS 3126 Course Failure Remediation Policy regulates the matter. A grade of D in a course indicates a significant lack of understanding of the content of the course necessary for completion of the academic program. Remediation of D grades up to a C grade may be offered to students if all the conditions set forth in CHS 3126 Course Failure Remediation Policy are met. A grade of F is not eligible for remediation. Student must have followed all academic recovery agreement terms, as a result of CHS early academic alert system, in order to be eligible for remediation. Any student under academic recovery plan, if not complies with all terms in the plan throughout the semester is waiving the rights to take advantage of the end-of-the-semester remediation. The Course Instructor will decide the format of the remediation exam. Students may prepare for the exam using a combination of self-study, tutoring, and meeting with the instructor. A course score of 70% or better after the remediation exam will be reported to the Registrar. If the course is not satisfactorily remediated, the original course grade will remain on the transcript and used in the calculation of the official GPA. The end of the term remediation process must be completed within 14 calendar days after the end of the term. Each CHS student is allowed a maximum of 3 course remediation opportunities throughout their tenure at the college. Core math and science courses (Biology, General Chemistry, Organic Chemistry, Statistics, and Calculus) unsatisfactorily remediated, or not remediated, are required to be repeated at CHS the next time the course is offered.

Transient Student Credit Policy

Transient Students are CHS degree seeking students that are requesting to take courses outside of CHS for credit to apply towards their degree. Students who wish to take courses at another institution must request permission from the CHS Office of Academic and Student Affairs (OASA) using the Transient Student Credit Approval Form, before registering for any course outside CHS. The following criteria must be met for approval to take courses for credit at colleges or universities outside of California Northstate University (CNU):

1. Students must have a minimum cumulative CHS grade point average (GPA) of 2.0 and be in good standing with CNU.
2. All requests must be approved by the OASA prior to enrolling in transient coursework in order to transfer credit towards a degree requirement.
3. The student requesting transient coursework is required to submit a syllabus for the requested course to the OASA in order to determine transfer eligibility. Courses must be taken at a regionally accredited institution to be eligible for transfer. See the CHS Transfer Policy (CHS 3203) for more details.

Note that 1 quarter-system credit is equal to 2/3 of a semester credit.

The CNU official transcript reflects awarded transfer credit, but not the final grade earned. Courses taken as a transient student will not be calculated in the CHS GPA. Transient work may affect a student's progression in pathways.

Re-taking courses at other institutions that were initially taken at CNU may satisfy degree requirements, but the CNU course grade and resulting impact on GPA remain unchanged.

It is also important to note that enrollment status (i.e. full-time/part-time) is determined by CNU credits attempted only. Students enrolled in pathways are required to maintain full-time status.

IMPORTANT: Current students must take core science and math courses at CHS (Biology, General Chemistry, Organic Chemistry, Statistics, and Calculus). Such courses may only be authorized to be taken outside when they are not offered at CHS and might prevent the student from graduating or progressing on time.

Leave of Absence Policy

CHS 3802 policy specifies procedures and rules for students who wish to take a Leave of Absence from the CHS.

A Leave of Absence is defined as a hiatus from college enrollment for one or two semesters. An official Leave of Absence may be approved for reasons in the student's best interest but may not exceed one academic year. The CHS will permit a student on an approved Leave of Absence to return to the College and re-enroll in classes without formal re-application for admission. Non-attendance does not constitute notification of intent to apply for Leave of Absence status. The starting date of Leave of Absence status is the date the Registrar receives the completed and signed Leave of Absence form. Because the curriculum progression is linear and most courses are offered in sequence in either the Fall or Spring semester, it is expected that most Leaves of Absence will be for one year. However, a one-semester Leave of Absence is permissible with the understanding that students may have to take certain courses out of sequence. Students who take a one or two semester Leave of Absence must consult with the Office of Financial Aid to determine how the leave will affect their eligibility for financial aid. In some cases, students returning from a Leave of Absence may need to reapply for financial aid.

Procedure

Students requesting a Leave of Absence from the College of Health Sciences should fill out a Leave of Absence Form after discussing their decision with one of the college's health professions advisors. The Leave of Absence form must be signed by the student, the Associate Dean of Academic and Student Affairs, and the Dean before it is forwarded to the Office of the Registrar for official notation on the transcript.

Course Enrollment Policy

CHS 3803 policy specifies rules and procedures for enrolling in courses at the CHS.

Course Advisement and Enrollment

Incoming students entering college for the first time after completion of high school are automatically enrolled in an

appropriate schedule of courses by the Office of the Registrar in consultation with the health professions advising team.

Transfer students are offered assistance in course selection and registration at the time of admission by the Admissions Office and an assigned health professions advisor. Currently enrolled students in the College of Health Sciences are required to follow the exact course sequence as in their curriculum plan. If there is a need to change course sequence, students must meet with an academic advisor to create a new curriculum plan. Changing course sequence without formal approval may subject the student to delay graduation or progression, since the college will not guarantee course offering in such cases. Lecture and laboratory courses that are companion and/or co-requisite courses must be taken concurrently in the same term, unless student has transfer credits or has failed one of the courses. Students have the right to choose among optional course electives offered in any given semester within the constraints of course prerequisites stated in the college catalog and course syllabus. Registration is online, except for freshmen, according to a published annual registration calendar.

Minimum and Maximum Number of Credit Hours per Semester

A standard load of courses is considered to average 15 credit hours per semester. A minimum of 12 credit hours for fall or spring semester is required to be considered a full-time student. A maximum of 20 credit hours per fall or spring semester is allowed. During the summer session a maximum of 10 credit hours is allowed. A student may not enroll in more than 30 total credit hours for the summer and fall terms combined.

Course Auditing

CNU students may audit lecture courses (i.e., attend lectures without receiving credit or transcript documentation) only with advance permission of the faculty instructor. The responsibility of course instructors is to first meet the needs of officially registered students. Faculty are not obligated to review work submitted by course auditors. Students may only audit one course per semester and a total of only two courses in their time in the College. Audited courses will be identified on the transcripts and the "grade" listed will be an "X". Students are charged tuition for courses taken as audit.

Attendance Expectations

Students are encouraged to attend all lecture and discussion courses on a regular basis and are required to attend and complete all laboratory sessions and work. The college recognizes that illness and circumstances beyond one's control may cause a student to miss an occasional class. Course instructors are free to set their own attendance policy that may include signing in for each class and having a portion of the grade dependent on attendance. Laboratory courses require students to be present and actively engaged in order to meet the learning objectives. As such, students who have 4 or more absences (excused or unexcused) in experiential/ laboratory courses will be required to repeat the course. Please read carefully the course syllabus to know instructor's specific attendance requirements.

Excused Absence

CHS 3806 Excused Absence Policy specifies rules and procedures for obtaining an excused absence. A student may request a formal excused absence for illness, or hospitalization, death of immediate family member (parent, legal guardian, spouse of life partner, child, sibling, as well as step- and in-laws of the same relationship), jury duty and court subpoena, professional school entrance exam, and personal emergency. To request an excused absence, students must complete a "Request for Excused Absence" form and submit to CHS Office of Student Affairs as per instructions provided in the form. Such reasonable requests are normally granted for a

period of 1-5 academic days. Absences longer than 5 days may require a student to request a leave of absence or college withdrawal. Approved formal absence will be communicated to the relevant course instructors who will make necessary accommodations for missed work. Official forms and directions for submitting a Request for Excused Absence are available on the college website and at the Office of Student Affairs. Student may have a maximum of 4 excused absences per term. Students who have 4 or more absences (excused or unexcused) in laboratory or experiential learning courses are automatically administratively withdrawn from such courses.

Course Placement Policy

Math Placement

Entering students must take the CHS Mathematics Placement Test. Students scoring below 60% on the CHS Mathematics Placement Test will be enrolled in MATH125 Pre-Calculus. Students scoring above 60% may be enrolled in MATH120 Applied Statistics or MATH 130 Differential and Integral Calculus.

English Placement

Incoming students are eligible for the ENGL 110 credits if they satisfy any of the following criteria:

1. A score of 3 or above on the AP (Advanced Placement) English Language and Composition or AP English Literature and Composition Exam. An additional 3 credits can be awarded for English elective credit;
2. A score of 5 or above on IB (International Baccalaureate) English A; or
3. Official transcript record of a 3-unit college-level English composition course equivalent to ENGL 110 with a grade of C or higher.

Students who are awarded credit for ENGL 110 are not excused from taking the English Placement Diagnostic offered by CHS.

Students with 6 or more credit hours of English composition or writing courses with grades of C or better from a community college or four-year university are eligible to be credited with ENGL 110 and 120. The syllabus/syllabi of the qualifying course(s) must be reviewed for approval and one of the courses in question should have included a documented research paper. Students who transfer approved credits equivalent to both ENGL110 and ENGL120 may also be excused from taking the English Placement Diagnostic test if they so choose.

New first-year CHS students who do not meet one of the criteria above are required to take the English Placement Diagnostic Test given before the beginning of the semester to assess reading and writing skills and facilitate appropriate English composition course placement.

Course Repeat Policy (CHS 3128 Course Repeat Policy)

Students may only repeat courses in which they have received a grade of D or F; and, ordinarily, a course may only be repeated once. If a second repeat is desired, the student may petition to the Office of Academic and Student Affairs by describing extenuating circumstances that merit a second repeat attempt. If warranted, the Associate Dean of Academic and Student Affairs may authorize a second course repeat via a signed Exceptions Form. Only six courses (up to 24 credits in the four-year program) may be repeated by any given student. Once a student successfully repeats a previously failed course, revised grade point units for the repeated course are calculated and the original grade points and credit hours for the initial course are removed and the course is marked as "Repeated" on the student transcript.

Course Add/Drop and Withdrawal Policy (CHS 3127 Course Add/Drop and Withdrawal Policy)

The course add, drop, and withdraw period allows for course adjustment at each semester or term, in order for students to

make the necessary changes in the best interest of his or her academic preferences and curriculum plan. During the add and drop period, students may add (register for) one or more additional courses or drop (cancel registration for) any course except required, faculty sponsored and courses that require community service placement. As stated in the CHS enrollment agreement, tuition is non-refundable for individual dropped classes. The CHS enrollment agreement specifies conditions for pro-rated tuition refund in cases where a student completely withdraws from the college during the academic term as described under the *Student's Right to Withdraw and Refund* policy.

Course add and drop period: Students may add or drop courses up to the end of the 2nd week of classes for fall and spring semesters or by the 5th day of classes for a summer term. If a class is dropped by the end of the 2nd week of classes, or the 5th day of summer term, the record of class enrollment is removed from the transcript.

Limit to course add and drop: Students may add up to four and drop up to four courses per semester and two courses per summer term, provided all requirements set forth in this policy are met. No student can add or drop the same course more than once each semester or term. The Office of Academic Affairs may grant exceptions to this provision if a documented special circumstance arises.

Course withdrawal period: Students may withdraw from a course until the end of the 10th week of classes for fall and spring semesters or the end of the 5th week of classes for a summer term. Course withdrawal is documented by course grade of "W" with no credit noted on the permanent transcript.

Limit to course withdrawal: Students are limited to a maximum of four course withdrawals (up to 12 units in the four-year program). Note that course withdrawal may increase the time of completion to graduation of the standard four-year BS degree program. The Office of Academic Affairs may grant exceptions to this provision if a documented extenuating circumstance arises.

Faculty sponsored courses add, drop, and withdrawal: The COLL 490 course series (COLL 490a: Peer Assistant Learning; COLL 490b: Research Experience, and; COLL 490c: Student Services Assistant) are faculty sponsored courses, since they require previous agreement between faculty and student on a specific plan that is devised on a case-by-case basis. The add, drop, and withdrawal processes for such courses should be authorized by the faculty member.

Add, drop and withdrawal from courses that require community service placement: All service learning courses that require placement with community partners may be added, dropped, or withdrawn only after authorization from the Director of Community Service-Learning and the Office of Academic Affairs.

No request for add and drop is automatically granted. It is effective only after it goes through the approval processes as indicated in this policy. As a result, a student must continue attending the course in which he or she was originally registered, until the add or drop request is reflected in his or her official CAMS schedule.

Note that course withdrawal may increase the time of completion to graduation of the standard four-year BS degree program.

The addition or removal of courses from the current course registration list and transcript is handled by submission of a Course Add/Drop Form or Course Withdrawal Form that must be signed by the student, course instructor, Senior Health Professions Advisor and the Associate Dean of Academic and Student Affairs before it is sent to the Registrar's Office for documentation on the student schedule and transcript.

Academic Integrity and Good Conduct Code of Honor

CHS 3801 Academic Integrity and Good Conduct Policy governs standards of academic integrity and good conduct expected of students, faculty, and staff at the College of Health Sciences. It also establishes the operational plan for reporting and investigation of incidents, procedures of adjudication, and

determination of sanctions pertaining to violations of academic integrity and personal misconduct.

The College's Academic Integrity and Good Conduct Code of Honor aligns with the Academic Integrity and Good Conduct Policy by emphasizing core principles all College community members are expected to exemplify: Respect, Honesty and Integrity, Professionalism, and Legal and Ethical Behavior.

Respect: The College is dedicated to the pursuit of education, scholarly activity, research, and service in an open, honest and responsible manner. We extend respect to all persons and disavow none. We promote goodwill within our diverse population and uphold the autonomy, dignity, and moral integrity of all. We respect the abilities, customs, beliefs, values, and opinions of others. We exemplify respect within and beyond the college. The College curriculum provides a variety of lectures and seminars on student success and leadership featuring professional standards of personal ethics and teaching students how to model respectful behavior and exemplify good conduct.

Honesty and Integrity: The College is committed to teaching, scholarly activity, and professional growth in a community-based learning environment. Academic honesty and integrity are required in all aspects of education, scholarly activity, research, and service. Members are to be truthful in their academic and professional relationships. Individual work must result from individual effort. Work assigned to a team, whether students, staff, or faculty, requires both individual contribution and collaborative effort inclusive of all team members. Examinations, projects, in-class work, and off-campus assignments, whether individual or team-based, are to be accomplished with honesty and integrity. Cheating, plagiarism, commercial purchase of term paper assignments, and other forms of academic dishonesty are prohibited. Acts in violation of the honesty and integrity principle are subject to disciplinary action.

Professionalism: The College abides by high standards of professionalism in learning, teaching, scholarly activity, research, and service. In educating students, the College cultivates professional virtues and provides opportunities for professional development. All members of the College community are required to meet expectations for participation and timeliness, seek and accept feedback and constructive instruction, admit to and assume responsibility for mistakes, be mindful of demeanor, language, and appearance, and be accountable to all individuals in the College, our partner organizations and the broader community. Students, staff, and faculty serve as positive role models by striving for excellence in the performance of their duties, while protecting the health and autonomy of classmates, colleagues and clients, and in serving individual, community, and societal needs. Good judgment, accuracy and honesty are expected in all social media communications, and members should take care to do no harm to themselves, others, and the College. Among all College members email correspondence should include a formal greeting, an informative subject line, content that is clear, polite, and succinct, and a closing courtesy. Civility and respect should prevail in the classroom and beyond.

Breaches in academic professionalism, a core competency of the College, are subject to disciplinary action.

Legal Standards and Ethical Behavior: The College is dedicated to behavior that follows legal and ethical standards in learning, teaching, scholarly activity, research, and service. The commitment extends to following all federal, state, and local laws and regulations, and professional practice standards. Members of the College community are expected to develop and maintain a culture of consideration for the codes of ethics, values, and moral convictions of those who could be affected by our decisions and actions. Whenever appropriate, members should seek advice and counsel to make the best decision and determine the appropriate course of action on behalf of those who depend on them to do so. Acts in violation of the legal standards and ethical behavior principle are subject to disciplinary actions.

Violations of Academic Integrity: Attempts to be dishonest or deceptive in the performance of academic work whether in or out of the classroom/lab, alterations of academic records, alterations of official data on paper or electronic documents, or unauthorized collaboration with another student are violations of academic integrity. Knowingly allowing others to represent one's work as their own is as serious an offense as submitting another's work as one's own. They include but are not limited to: a) Cheating on Assignments or Exams. Any attempt by a student to alter her/his performance on an assignment or examination in violation of the understood ground rules. I. Communicating answers with another person during an exam. II. Preprogramming a device to contain answers or other unauthorized information for exams. III. Use of unauthorized materials, prepared answers, written notes, or concealed information during an exam. IV. Sharing answers unless specifically authorized by course instructor. V. Tampering with an exam after it has been graded and returning it in an attempt to earn more credit. b) Plagiarism I. Buying, stealing, or borrowing a paper or portions of a paper. II. Hiring another to write a paper. III. Claiming authorship of written material not so authored. IV. Lack of attribution of cited material. V. Using a source too closely when paraphrasing. VI. Changing key words or phrases but retaining essential content of the source. VII. Including citations to non-existent or inaccurate information about sources. VIII. Reusing large portions of a work produced in one class for submission in another class. IX. Including proper citation but the paper includes almost no original work. X. Citing sources that do not exist. XI. Purposefully misinterpreting a source or citing a source out of context. XII. Claiming personal credit for research performed by others. XIII. Claiming participation on a team project while not participating on the project. c) Additional Actions of Academic Misconduct I. Furnishing false information in the context of an academic assignment. II. Theft or destruction of academic materials owned by CNUCHS or a member of the CNUCHS community. III. Contamination of laboratory samples or altering indicators during a practical exam, such as moving a pin in a dissection specimen for an anatomy course. IV. Selling, distributing, website posting, or publishing course lecture notes, handouts, readers, recordings, or other information provided by an instructor, or using them for any commercial purpose without the express permission of the instructor. V. Failure to identify one's role in an academic incident. VI. Fabrication or alteration of information or data and presenting it as legitimate. VII. Providing false or misleading information to an instructor or any other College official. VIII. Forgery of an instructor's signature on a letter of recommendation or any other document. IX. Violation of course rules.

Violations of Good Conduct: Personal misconduct involves behaviors that disrespect the rights and dignity of others both within and outside of the College community. Professional misconduct includes disrespectful and discourteous interactions with students, colleagues, and members of the broader community outside the College. The list is not exhaustive as there are many additional forms.

1. Harassment: Conduct that is sufficiently severe, pervasive, or persistent to create a hostile environment that interferes with or diminishes the ability of an individual to participate in or benefit from activities in the College.
2. Bullying: Repeated acts of aggression by an individual with greater power targeted toward a weaker individual.
3. Cyberbullying: Willful and repeated taunting, threatening, harassing, or intimidation inflicted through the medium of electronic text.
4. Sexual misconduct: Sexual discrimination, sexual harassment, sexual assault, interpersonal violence, and stalking.
5. Harmful behavior: Action that threatens the health and/or safety of another person.

6. Hate crime: Prejudice motivated action in which one targets another person or person's property motivated by a bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.
7. Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for the person's safety or the safety of others.
8. Disruptive conduct: Inappropriate actions that have the potential to interfere or disrupt student learning, research, administration or other authorized activity. Attempt to violate any College rule.
9. Theft and/or property damage: Action that damages, defaces, destroys, tampers with or takes without authorization property of the College or property of another person.
10. Firearms, dangerous materials, and prohibited items: Possession, use or display of any firearm, dangerous material that could be used as a weapon.
11. Additional actions of personal and professional misconduct
 - a) Slander, libel or defamation.
 - b) False accusation of misconduct, forgery, alteration, or misuse of any College document, record, or identification. Providing a College official information known to be false.
 - c) Assuming another person's identity or role through deception or without proper authorization. Communicating or acting under the guise, name, identification, e-mail address, signature, or other indications of another person or group without proper authorization or authority.
 - d) Knowingly initiating, transmitting, filing, or circulating a false report or warning concerning an impending bombing, fire, or other emergency or catastrophe; or transmitting such a report to an official or an official agency.
 - e) Unauthorized release or use of any university access codes for computer systems, duplicating systems, and other university equipment.
 - f) Actions that endanger oneself, others in the university community, or the academic process.
 - g) Unauthorized entry, use, or occupancy of College facilities.
 - h) Any behavior that violates federal, state, or local laws, of any University/College or formal affiliate policy or rule.

Action on Suspected Violations

If a faculty member has reason to believe that a student violated the College policy on academic integrity, they should meet with the student, inform the student of the suspected violation and document the student's response. Faculty member will then report the suspected violation to the Office of Student Affairs, using the Faculty Report of Academic Integrity Incident form. Faculty members will then report the suspected violation to the Office of Student Affairs, using the Faculty Report of Academic Integrity Incident form.

a) *Cases of undisputed academic misconduct by first-time offenders.* If the student admits to academic misconduct and has not been found guilty of previous violations, the faculty member may sanction the student by means of a course related penalty. The faculty member will enter into a written agreement with the student outlining the option given to agree to a course penalty. This written agreement is formalized using the Faculty Disposition for Resolution of Student Academic Integrity Incident form. The accused student is not compelled to sign such an agreement and may instead choose to have the case moved to the Office of Student Affairs.

b) *Cases of disputed academic misconduct or repeat offenders.* If the student disputes the alleged misconduct, the case moves to the Office of Student Affairs. If the Office of Student Affairs determines that the violation likely did not occur, the process ends without further reporting. If the Office of Student Affairs determines that the violation may have occurred, the charge and supporting evidence move to the Academic Integrity and Good Conduct Committee to review evidence. In all cases involving possible repeat offenders, the OSA will send the case and

supporting documents to the Academic Integrity and Good Conduct Committee.

If a student or staff suspects a student of academic dishonesty or misconduct. The College member reports the suspected violation to the Office of Student Affairs using the Incident of Misconduct form. If after investigating the Office of Student Affairs determines that the violation likely did not occur, the process ends without further reporting. If the Office of Student Affairs determines that the violation may have occurred, the charge and supporting evidence are referred to the Academic Integrity and Good Conduct Committee for review and decision. In all cases involving possible repeat offenders, the case is referred by the Office of Student Affairs to the Academic Integrity and Good Conduct Committee for review and decision.

Adjudication of case: If the investigation produces evidence supporting a finding of violation, the Academic Integrity and Good Conduct Committee recommends an appropriate sanction to the Office of Student Affairs. The Office of Student Affairs presents the student with an Administrative Disposition. If the student accepts the finding and the sanction, the Administrative Disposition is final, the associated files are entered into a report and the process ends.

Appeal Process. If the student does not accept the finding and sanction or accepts the Administrative Disposition yet chooses to appeal the sanction, the student may request a hearing with the Dean of the College. To request a hearing with the Dean, the student must register the request with the Office of the Dean no later than 14 days after notification of the Administrative Disposition. The Dean may uphold or modify the finding and/or sanction, the associated files are entered into a report and the process ends. Should the student fail to request the hearing within 14 days of the Administrative Disposition, the Dean may uphold or modify the finding and/or sanction and file the associated reports, completing the process.

Personal Accountability and Expectations

All students, faculty, and staff of the CNUCHS community are required to follow this Academic Integrity and Good Conduct Code of Honor. We are all personally responsible and accountable for maintaining an environment and culture of respect, honesty, integrity, legal and ethical behavior, and professionalism. This environment and culture is to be extended off campus when it involves a CNUCHS-related matter or a member of the CNUCHS community, including, but not limited to clients, preceptors, and volunteer sites participating in the CNUCHS experiential education program. It is understood that teamwork is necessary for ensuring and sustaining an environment and culture that support these core principles and related values.

As such, it is expected that all students, faculty, and staff of CNUCHS shall:

- Embrace the Academic Integrity and Good Conduct Code of Honor and its standards of expected behavior.
- Uphold the Code of Honor in daily life both on and off-campus.
- Promote the Code of Honor in an environment and culture of respect, honesty, integrity, legal and ethical behavior, and professionalism.
- Report Academic Integrity and/or Good Conduct violations to the appropriate faculty and administrators.
- Seek appropriate advice if unsure or in doubt.
- Cooperate with investigations of violations of this Code of Honor

Possible Disciplinary Actions for Violations of the Academic Integrity and Good Conduct Policy and Code of Honor

Actions include but are not limited to:

- Written warning or censure

- Loss of assignment credit
- Special assignments such as attending a workshop, writing a paper, etc.
- Disciplinary probation
- Suspension from classes for a semester
- Delayed graduation
- Restriction from University and/or College activities or functions
- Restitution to repair or compensate for loss or damages.
- Holds on transcripts.
- Notation on transcript of academic dishonesty or violation of good conduct.
- Dismissal from the College.

A record of formal student complaints and their resolutions will be maintained by the Dean's Office. For complaints related to accreditation standards, please see page 10 of this catalog.

Non-Retaliation

CNUCHS does not tolerate retaliation against individuals who report dishonest, illegal, unethical, unprofessional, hateful, or otherwise inappropriate acts. Anyone who retaliates against reporting or whistle-blower individuals is in violation of the Code of Honor and is subject to appropriate disciplinary action for that violation including suspension and termination of employment or enrollment.

Complaint/ Grievance Policy

California Northstate University College of Health Sciences (CNUCHS) is committed to serving students by providing a rigorous academic program and the appropriate student services to promote success upon graduation. If students are dissatisfied with a decision, act, or condition at CNUCHS that is evidence-based, regarding negative, unjust, arbitrary, or discriminatory treatment they are encouraged to seek a remedy. Also see the Discrimination and Sexual Harassment and Sexual Violence Policies.

Early Resolution

Students who have a complaint relating to a college or University issue may wish to first discuss the matter with the relevant person or office. If this is not possible or the student is uncomfortable with a direct approach, the student may discuss the issue with a university official such as a faculty member, Director, or other neutral party. If the issue is not resolved through such an informal approach, the student may file an official written grievance using the Student Complaint or Grievance Form as soon as possible after the occurrence.

Formal Grievance

For grievances of an academic nature, students should direct their appeal to the Senior Associate Dean of Academic Affairs. See the Student Complaint or Grievance Form.

For grievances non-academic in nature, students should direct their appeal to the Associate Dean of Student Affairs. See the Student Complaint or Grievance Form.

Students filing an official written grievance must identify the specific College or University Policy that has been allegedly violated, cite specific evidence supporting the allegation, and suggest a possible approach to resolution.

As appropriate, the Associate Dean for Academic Affairs or the Associate Dean for Student Affairs will convene an ad hoc committee of 3 faculty members or Directors. This committee will examine the grievance and recommend a remedy to the Senior Associate Dean or Associate Dean. The appropriate

Associate Dean will provide a written response to the student with proposed resolution within 21 calendar days after receiving the written complaint. If the student is dissatisfied with the resolution, a further appeal can be made to the Dean of the College of Health Sciences within 7 calendar days after the formal written resolution. The Dean is charged with investigating the matter by examining all the relevant evidence. Upon due consideration, the Dean shall issue a final decision documented in a letter to the student and the relevant individuals involved in the matter. The Dean's decision is final.

CHS Course Descriptions

In alphabetical order

ANTH 210 Cultural Anthropology (3 Credits)

Cultural anthropology is the systematic study of human culture in different parts of the world. This course surveys the intellectual history of this branch of anthropology and considers the impact of environment, traditions, religion, history and many other factors to cultural diversity.

Prerequisites: sophomore year standing or administrative approval.

Curriculum map: ANTH 210 satisfies GE requirements in the liberal arts/humanities.

ANTH 210x Cultural Anthropology Online (3 Credits)

Cultural anthropology is the systematic study of human culture in different parts of the world. This course surveys the intellectual history of this branch of anthropology and considers the impact of environment, traditions, religion, history and many other factors to cultural diversity.

Prerequisites: sophomore year standing or administrative approval.

Curriculum map: ANTH 210x satisfies GE requirements in the liberal arts/humanities.

ARMU 110 Art Appreciation (3 Credits)

Artists document and interpret the human experience through creative expression recorded in drawings, painting, sculpture and other media. The history of art is also a catalog of human development from primitive origins to modern civilization. This course will enhance students' appreciation of art by exploring its many forms, interpretations, and creators.

Prerequisites: None.

Curriculum map: ARMU 110 satisfies GE requirements in the liberal arts/fine arts.

ARMU 120 Music Appreciation (3 Credits)

Students survey the evolution of western music from the middle ages to the present by identifying and analyzing musical compositions. The course explores basic elements of music, including structure of musical compositions as well as orchestral instrumentation and elements of world music culture as it relates to each stylistic period. For each musical period, students explore styles, characteristics, and major composers. Emphasis is placed on becoming a knowledgeable and discerning listener.

Prerequisites: None.

Curriculum map: ARMU 120 satisfies GE requirements in the liberal/fine arts.

ARMU 120x Music Appreciation Online (3 Credits)

Students survey the evolution of western music from the middle ages to the present by identifying and analyzing musical compositions. The course explores basic elements of music, including structure of musical compositions as well as orchestral instrumentation and elements of world music culture as it relates to each stylistic period. For each musical period, students explore styles, characteristics, and major composers. Emphasis is placed on becoming a knowledgeable and discerning listener.

Prerequisites: None.

Curriculum map: ARMU 120x satisfies GE requirements in the liberal arts-fine arts.

BIOL 100 Principles of General Biology (1 Credit)

An introductory course covering the basic principles of biology in preparation for general biology. Topics include experimental design/hypothesis crafting, scientific writing, evolution, basic physiology, cell biology, genetics, microbiology, and ecology.

Prerequisites: None.

Curriculum map: BIOL 100 is an introductory course designed to support success in the general biology course series.

BIOL 110 Biology I – Inheritance, Evolution, & Diversity of Life (3 Credits)

BIOL110 is an introductory course focusing on

exploring the evolution and diversity of living organisms, including how organisms interact with each other and the environment. Emphasis is placed on relationships between living organisms and on organismal form and function. Companion laboratory course (BIOL110L) to be taken concomitantly with BIOL110 lecture course.

Prerequisites: None.

Co-requisite: BIOL110L.

Curriculum map: BIOL 110 is a degree requirement for the Bachelor of Science in Health Sciences. It satisfies GE requirements for scientific inquiry and quantitative reasoning in the biology sub-area.

BIOL 110L Biology I – Inheritance, Evolution, & Diversity of Life Laboratory (1 Credit)

Companion laboratory course to be taken concomitantly with BIOL110 lecture course, unless student is re-taking only the laboratory after have taken it concurrently with BIOL 110.

Prerequisites: None.

Co-requisite: BIOL110.

Curriculum map: BIOL 110L is a degree requirement for the Bachelor of Science in Health Sciences. It satisfies GE requirements for scientific inquiry and quantitative reasoning in the biology sub-area.

BIOL 120 Biology II – Cells & Biomolecules (3 Credits)

A continuation of BIOL110 that focuses on cell and molecular biology. Topics include cell organelles, cell physiology, membrane biology, bioenergetics, DNA, RNA, replication, gene transcription and regulation, protein synthesis, and protein structure and function.

Prerequisites: BIOL110, CHEM110, or administrative approval.

Co-requisite: BIOL120L.

Curriculum map: BIOL 120 is a degree requirement for the Bachelor of Science in Health Sciences.

BIOL 120L Biology II – Cells & Biomolecules Laboratory (1 Credit)

A co-requisite of BIOL 120 that focuses on current themes and techniques commonly used in cell and molecular biology laboratories.

Prerequisites: BIOL110, BIOL110L, CHEM110.

Co-Requisite: BIOL120.

Curriculum map: BIOL 120L is a degree requirement for the Bachelor of Science in Health Sciences.

BIOL 210 Human Anatomy (3 Credits)

This course provides a comprehensive overview of the gross anatomy of the human body. The architecture of the body and its structural relationships are presented with the use of three-dimensional models and software. No dissection is required.

Prerequisite: BIOL120 or administrative approval.

Co-requisite: BIO210L.

Curriculum map: BIOL 210 is a degree requirement for the Bachelor of Science in Health Sciences.

BIOL 210L Human Anatomy Laboratory (1 Credit)

Companion laboratory course to be taken concurrently with BIOL 210 lecture course. Organ dissections (kidney, heart, brain, eye) will be performed by students. Virtual dissections may also be part of the course. Should a student wish not to engage in dissection (e.g., ethical or religious concerns), he/she may observe dissections performed by other students or study digital video demonstration of dissections.

Prerequisite: BIOL120.

Co-requisite: BIOL 210.

Curriculum map: BIOL 210L is a degree requirement for the Bachelor of Science in Health Sciences.

BIOL 220 Human Physiology (3 Credits)

The science of human physiology addresses how the body functions at a mechanistic level. A systems-based approach is used to examine the detailed function of the major organs and compartments of the body.

Prerequisites: BIOL210 & BIOL210L, or administrative approval.

Curriculum map: BIOL 220 is a degree requirement for the Bachelor of Science in Health Sciences.

BIOL 220L Human Physiology Laboratory (1 Credit)

Companion physiology laboratory course to be taken concurrently with BIOL220 lecture course. This course provides a hands-on experience in applying physiological concepts and practices in addressing human health.

Prerequisites: BIOL210, BIOL210L.

Co-requisite: BIOL220.

BIOL 230 Genetics – From Genes to Genomes (3 Credits)

Genetics deals with the structure and role of genes as determinants of inheritance (genotype) and biological function (phenotype) of all living organisms. The course explores the intricacies of gene function as elucidated from the structure of DNA to the organization and evolution of the genome – the entire complement of genes for a given organism.

Prerequisite: BIOL120 or administrative approval.

BIOL 240 Essentials of Biochemistry (3 Credits)

Essentials of Biochemistry will focus on discovering the biological aspects of chemistry. Throughout the semester students will focus on fundamental topics in relation to the molecular design of life and transducing and storing energy. Specifically, students will build their foundations with macromolecule structure and function, energy storage and metabolism, synthesis of the molecules of life and the experimental methods used to study these components.

Prerequisites: BIOL120, CHEM120.

BIOL 240x Essentials of Biochemistry Online (3 Credits)

Essentials of Biochemistry online will focus on discovering the biological aspects of chemistry. Throughout the semester students will focus on fundamental topics in relation to the molecular design of life and transducing and storing energy. Specifically, students will build their foundations with macromolecule structure and function, energy storage and metabolism, synthesis of the molecules of life and the experimental methods used to study these components.

Prerequisites: BIOL120, CHEM120.

BIOL 310 General Microbiology (3 Credits)

This course is a general introduction to the history, structure, metabolism, genetics, and ecology of microscopic life forms including viruses, bacteria, protozoa, fungi, and algae. In addition, the relationship of microorganisms to mammalian disease, immunology, agriculture and industry will be explored.

Prerequisite: BIOL120, or Post Baccalaureate standing, or administrative approval.

Co-requisite: BIOL310L.

Curriculum map: It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 310L General Microbiology Laboratory (1 Credit)

A companion laboratory course designed to be taken concurrently with BIOL310. This course will emphasize the development of techniques used in the detection, isolation, and identification of both harmless and pathogenic microorganisms.

Prerequisites: BIOL120.

Co-requisite: BIOL310.

Curriculum map: It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 320 Medical Microbiology & Epidemiology (3 Credits)

A continuation of microbiology discussed in BIOL320 with a specific focus on microorganisms associated with infectious diseases of biomedical concern such as influenza, measles, methicillin-resistant staphylococcus, and HIV-AIDS. Epidemiology is the study of how microbial infections originate and spread within a population, and how they are contained.

Prerequisites: BIOL310, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 320 is an elective course. It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 330 Human Nutrition (3 Credits)

This course describes the nutrient requirements of the human body and the principles that define the relationship between diet and good health.

Prerequisites: BIOL120, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 330 is an elective course. It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 340 Immunology (3 Credits)

Immunology is the study of the innate and adaptive capacities of the immune system as a complex cellular network that functions in the body's response to exposure to foreign substances (antigens) and organisms. The immune system exhibits a wide variety of cell-mediated defensive functions and antibody-mediated protective functions. It is also involved in pathological conditions such as septic shock and autoimmune disorders that are also covered in this course.

Prerequisites: BIOL220, or Post Baccalaureate standing, or administrative approval.

Curriculum plan: BIOL 340 satisfies the program area requirements for Core Sciences and Mathematics.

BIOL 350 Current Topics in Biology and Medicine (3 Credits)

This course surveys important developments in biology and medicine with regard to their present and future implications. Discussions may include such topics as discovery of DNA and founding of molecular biology, eugenics, biotechnology, human genome sequencing, genetic fingerprinting, and gene therapy. Special attention will be given to ethical issues concerning the practice of medicine and the creation and application of biotechnology.

Prerequisites: sophomore year standing, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 350 is an elective course. It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 410 Neuroscience (3 Credits)

Neuroscience is the study of the cellular and molecular basis of nervous system function. This course provides an in-depth overview of neurobiology relevant to the physiological function of peripheral nerves and central nervous system (brain and spinal cord) as well as the pathogenesis of neurodevelopmental, neuropsychiatric and neurodegenerative diseases.

Prerequisites: BIOL110, BIOL120, CHEM110, CHEM120, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 410 fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 420 Advanced Cell and Molecular Biology (3 Credits)

This course covers a variety of advanced topics in cell biology such as mechanisms of membrane transport, signal transduction, bioenergetics, cell cycle regulation, cell migration, gene expression, cancer, and cell death mechanisms. BIOL 210 and CHEM 310 are highly recommended to be taken before this course.

Prerequisites: BIOL110, BIOL120, CHEM110, CHEM120, or Post Baccalaureate standing, or administrative approval.
Curriculum map: BIOL 420 satisfies the Program Area requirements for Core Sciences and Mathematics.

BIOL 430 Pharmacology (3 Credits)

This course surveys major classes of drugs in clinical use and also introduces the science of modern drug discovery. A drug is broadly defined as any chemical that affects physiological function. Drugs that have been clinically tested and approved for human use are also powerful chemical tools used to manage symptoms and treat disease. The science of pharmacology is concerned with mechanisms of drug action at various levels from the whole organism to the cellular level to molecular interactions.

Prerequisites: BIOL220, BIOL240 or BIOL240x or CHEM310, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 430 fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 440 Pathophysiology (3 Credits)

Pathology refers to the general study of disease. The science of pathophysiology seeks to understand the physiological bases of the origin and progression of disease. This course also covers advanced methods used to detect and diagnose diseases such as histological examination of tissue samples and biochemical analysis of biomarkers.

Prerequisites: BIOL220, BIOL420, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 440 is an elective course. It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 450 Human Genetics and Genomics (3 Credits)

This course is an advanced course in human genetics which will build upon the fundamentals of Mendelian genetics by examining the chromosomal basis of inheritance and variation, complex inheritance patterns and advances in DNA technology and genomics. In particular, we will explore important ethical questions in addition to the benefits and limitations surrounding the field of human genetics.

Prerequisites: BIOL230, or Post Baccalaureate standing or administrative approval.

Curriculum map: BIOL 450 is an elective course. It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 460 Human Functional Anatomy (3 Credits)

This course provides a comprehensive and integrative examination of the structure, function, and evolution of the human body through integration of several fields of study. Structures and their organization are interpreted in terms of embryological, developmental, biomechanical, and phylogenetic properties. Although the course requires rigorous, focused effort, its pay-off comes from a solid understanding of the whole organism's biology. The course reduces the number of unexplained facts otherwise encountered in descriptive anatomy, in favor of an in-depth study of human form and function.

Prerequisites: BIOL 110 and BIOL 110L, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 460 is an elective course. It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 470 Integrated Biological Problem Solving (3 Credits)

Students will work each week to enhance critical thinking skills required by working through integrated biological problems. Students will be expected to integrate their knowledge of the basic sciences including cell biology, biochemistry, immunology, genetics, and pharmacology in order to solve clinically based

biological science problems. It is recommended to take BIOL 240 as a preparation for this course.

Prerequisites: CHEM210 & BIOL220, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 470 is a required course for all BS-MD pathways. It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 480 Biomechanics of Human Movement (3 Credits)

An integrative examination of human positional anatomy and behavior focusing on limb biomechanics, economy, efficiency and energetics. Experimental and field data are introduced in the context of different theoretical approaches to the study of human movement. In combination with lectures, readings and problem sets, students conduct observational and experimental exercises.

Prerequisites: BIOL 210, or Post Baccalaureate standing, or administrative approval.

Curriculum map: BIOL 480 fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOT 210 Introduction to Biotechnology (3 Credits)

This course provides an introduction to the current field of biotechnology through a broad coverage of topics including cell and molecular biology, biochemistry, bioinformatics, genetics, genomics, proteomics, and others. This course covers contemporary biotechnology techniques and applications, the business of biotechnology, integration of ethical issues, coverage of important regulatory considerations, and career guidance.

Prerequisites: BIOL110, BIOL110L, BIOL120, BIOL120L

Recommended Preparation: BIOL230 and BIOL240

Curriculum Map: BIOT210 is required for the concentration in Biotechnology.

BIOT 310 Ethical Concerns in Biotechnology (3 Credits)

Competent, successful health practitioners understand the ethical and social impacts of advancements in medicine as well as they comprehend the scientific and technical aspects. BIOT310 will provide students with experience in effectively communicating complex information to multiple audiences, professional and lay, while simultaneously engaging with the moral dilemmas that abound relating to clinical trials, informed consent, genetic manipulation, non-human animal testing, and technology transfer. Lessons from historical cases will inform class discussion and serve as a foundation for future deliberations – in the course and beyond. Students will unravel the interconnections between research and therapy as well as the ethical challenges accompanying each. Readings will draw from ethics, history, and the life and social sciences, and projects will encourage students to see human consequences of technical choices.

Prerequisites: ENGL120, BIOT210

Curriculum Map: BIOT310 is required for the concentration in Biotechnology.

BIOT 320 OMICS in Biotechnology Research (3 Credits)

This course introduces the usage of several Omics technologies in the field of medical biotechnology research. The students will get knowledge of various Omics technologies, as well as their benefits and drawbacks.

Prerequisites: BIOL110, BIOL120

Curriculum Map: BIOT320 is required for the concentration in Biotechnology.

CHEM 100 Principles of General Chemistry (1 Credit)

A course introducing the basic principles of chemistry in preparation for general chemistry. Topics include basic anatomic structure, concepts of bonding, electronegativity, molecular geometry, chemical equations, stoichiometry, concentration, and acids/bases.

Prerequisites: None.

Curriculum map: Preparatory course for students who will take General Chemistry.

CHEM110 General Chemistry I (3 Credits)

This course covers the electronic structure of atoms, periodic table, quantum theory, atomic bonding, molecular orbitals, principles of molecular structure, and chemical reactions. Students are introduced to the diversity of inorganic and organic chemical interactions that underlie the physical substance of matter.

Prerequisites: None.

Co-requisite: CHEM110L.

Curriculum map: CHEM 110 is a degree requirement for the Bachelor of Science in Health Sciences and a prerequisite for all pathways except BS to PsyD. It satisfies GE requirements for scientific inquiry and quantitative reasoning-chemistry.

CHEM 110L General Chemistry I Laboratory (1 Credit)

Companion laboratory course to be taken concurrently with CHEM110 lecture course.

Prerequisite: None.

Co-requisite: CHEM110.

Curriculum map: CHEM 110L is a degree requirement for the Bachelor of Science in Health Sciences and fulfills prerequisites for all pathways except BS to PsyD. It satisfies GE requirements for scientific inquiry and quantitative reasoning-chemistry.

CHEM 120 General Chemistry II (3 Credits)

The second semester of general chemistry investigates the guiding principles of the behavior of chemical systems including thermodynamics, kinetics, equilibrium, electrochemistry, and radioactivity.

Prerequisites: CHEM110 & CHEM110L.

Co-requisite: CHEM120L.

CHEM 120L General Chemistry II Laboratory (1 Credit)

Companion laboratory course to be taken concurrently with CHEM120 lecture course.

Prerequisite: CHEM110 and CHEM110L.

Co-requisite: CHEM120.

CHEM 130 Foundations in General, Organic, and Biological Chemistry (3 Credits)

This course provides broad introductions to general, organic, and biological chemistry. Throughout the course students will explore the scientific method, measurements, atomic structure, radioactivity, ionic and covalent compounds, reactions, oxidation-reduction, solutions, acids and bases, organic compounds, and biological macro-molecules.

Prerequisite: None.

Co-requisite: None.

Curriculum map: CHEM 130 contributes to GE requirement for Scientific Inquiry & Quantitative Reasoning – Chemistry area.

CHEM 200 Principles of Organic Chemistry (1 Credits)

A course highlighting and extending the basic principles from general chemistry imperative to organic chemistry. Topics include extended geometry, basic nomenclature, molecular orbitals, resonance, electronegativity, polarity, acids, bases, pKa, kinetics, and thermodynamics.

Prerequisites: CHEM120.

Curriculum map: Preparatory course for students who will take Organic Chemistry.

CHEM 210 Organic Chemistry I (3 Credits)

This course introduces the major concepts in organic chemistry including nomenclature, structure, properties, reaction mechanisms, synthesis and spectroscopy. The format of the course focuses on providing a foundational understanding of organic molecules, mechanisms, and reactions in order to develop students' critical thinking skills and prepare them for

more in depth investigation of organic molecules in CHEM 220 and biological molecules and reactions in CHEM 310.

Prerequisites: CHEM120 and CHEM120L.

Co-requisite: CHEM210L.

CHEM 210L Organic Chemistry I Laboratory (1 Credit)

Companion laboratory course to be taken concurrently with Organic Chemistry I (CHEM210). Students will explore principles and techniques of organic chemistry while developing proper safety and laboratory skills. Focus is placed on separation, purification, and characterization techniques including extraction, distillation, chromatography, optical activity, recrystallization, and spectroscopy.

Prerequisite: CHEM120 and CHEM120L.

Co-requisite: CHEM210.

CHEM 220 Organic Chemistry II (3 Credits)

The second semester of a two-semester course in organic chemistry. The second semester will expand upon organic reactions and organic synthesis in connection with aromatic and carbonyl containing molecules. In addition, it will explore radical chemistry and pericyclic reactions and mechanisms. Spectroscopic data will be utilized throughout the course to support the reactions and mechanisms discussed.

Prerequisites: CHEM210 and CHEM210L.

Co-requisite: CHEM220L.

CHEM 220L Organic Chemistry II Laboratory (1 Credit)

Companion laboratory course to be taken concurrently with CHEM 220L/. The focus is on having students further explore reactions and mechanisms discussed in the lecture through hands-on synthesis experience while developing proper safety and laboratory techniques. Spectroscopy will be used throughout to aid in the understanding of the reactions performed and mechanisms they go through.

Prerequisites: CHEM210 and CHEM210L.

Co-requisite: CHEM220.

CHEM 220R Organic Chemistry II Recitation (1 Credit)

A companion course to the second semester of a two-semester course in organic chemistry. The recitation course focus on reinforcing the conceptual frameworks and developing a greater understanding of the topics covered in CHEM 220. In addition, emphasis will be placed on improving approaches to studying and exam taking strategies.

Prerequisite: CHEM 210.

Co-requisite: CHEM 220.

Curriculum map: CHEM 220R is recommended to those students who need reinforcement of the topics covered in CHEM220.

CHEM 310 Biochemistry (3 Credit)

The science of biochemistry is focused on chemistry specific to living organisms. Beginning with a detailed description of the structure of biomolecules and macromolecules such as DNA, amino acids, proteins, carbohydrates, and lipids, major topics of the course include enzyme mechanism and kinetics, metabolic pathways of biosynthesis and catabolism, and physical methods of analysis used in biochemical research.

Prerequisites: CHEM220 or administrative approval.

Curriculum map: CHEM 310 fulfills the Program Area Requirement for Core Sciences and Mathematics.

COLL 100A Student Success Seminar A (2 Credits)

The purpose of this course is to guide first-year combined program students in a successful transition from high school to college. Students will participate in several self-reflection activities; acquire college learning skills; examine careers in the healthcare industry; learn about resources available to them and policies that affect them.

Prerequisites: None.

Curriculum map: COLL 100 is a degree requirement for the BSHS.

COLL 100B Student Success Seminar B (1 Credit)

This course was formerly named COLL 105. It is now the second part of the revised COLL 100 course series. COLL 100B goes beyond the transition from high school to college and provides students the opportunity to develop necessary skills to be successful in higher education courses of study in the healthcare professions. It brings the focus more intensively in the association of academic and non-academic skills and behaviors needed to be successful in college.

Prerequisites: COLL100A.

Curriculum map: COLL 100 is a degree requirement for the BSHS.

COLL 110X Medical Terminology (2 Credits)

A basic review of medical terms and technical jargon commonly encountered in medical school and in the health science workplace. Students will spend approximately 30 hours using computer-based instruction via learning software.

Prerequisite: None.

Curriculum map: COLL 110x is an elective course recommended to all students who want to familiarize themselves with medical jargon.

COLL 210 Foundations of Service Learning (2 Credits)

The course provides frameworks, theories, experiential learning, and models for to prepare students for service learning experiences with community organizations. Students achieve learning outcomes through critical reflection and interactive activities meant to prepare students for social accountability and cultural competence development.

Prerequisites: None.

Curriculum map: COLL 210 is a degree requirement for the BSHS. It also applies towards the General Education requirements in the liberal arts- service learning and the Program Area Requirement for Social Accountability and Community Service.

COLL 220 Service Learning Practicum (2 Credits)

The course provides support for students in conjunction with their service-learning placement with a previously identified community partner. Some discussions will review frameworks, theories, experiential learning, and models in order for them to integrate these into their service-learning experience. Student work addresses the needs of the community, as identified through collaboration with community partners, while meeting learning outcomes through critical reflection meant to prepare students for social accountability and cultural competence development. Students who do not fulfill the volunteer requirement for any reason, including but not limited to tardiness, work ethic, or absenteeism, will not receive credit for the course.

Prerequisite: COLL 210.

Curriculum map: COLL 220 is a degree requirement for the BSHS. It also applies towards the General Education requirements in the liberal arts-service learning. It fulfills the Program Area Requirements for Social Accountability and Community Service, and Professionalism.

COLL 310 Scholarly Project I/Research Methods (3 Credits)

This course introduces students to the research methodologies applied to both natural and behavioral sciences. Students will be exposed to the research process from topic selection to the communication of results/findings. Topics include problem statements, research questions and hypotheses, ethical issues in research, literature review, research design, data collection and analyses, and reporting research findings.

Prerequisites: MATH 120 Applied Statistics.

Curriculum map: COLL 310 is a degree requirement for the BSHS. It fulfills the Program Area Requirement for Critical and Systemic Thinking.

COLL 320 Scholarly Project II (3 Credits)

Research methods introduced in COLL310 are used to design and execute an independent research project.

Prerequisites: COLL 310.

Curriculum map: COLL 320 is a degree requirement for the BSHS. It fulfills the Program Area Requirement for Critical and Systemic Thinking.

COLL 420 Leadership (3 Credits)

This course asks the question: What type of leader are you? Through reflection, group presentations, and other engaging and interactive projects, students will have the opportunity to develop as a leader. Additionally, students will draw connections between their strengths as a leader and their future success in the health field.

Prerequisites: at least junior year standing, or Post Baccalaureate standing, or administrative approval.

Curriculum map: COLL 420 is a degree requirement for the BSHS. It fulfills the Program Area Requirement for Professionalism.

COLL 430 Service Learning for Health Care Professionals (3 Credits)

This course provides frameworks, theories, experiential learning, and models for students to understand their service learning experience and support them during their placement with a community partner. Student work addresses the needs of the community, as identified through collaboration with community partners, while meeting learning outcomes through critical reflection meant to prepare students for social accountability and cultural competence development. A background check (fee varies) may be required by community partners.

Prerequisites: COLL210 and COLL220 or Post Baccalaureate standing.

Curriculum map: COLL 430 is an elective course that fulfills the Program Area Requirements for Social Accountability and Community Service, and Professionalism.

COLL 489 PAL Education Seminar (1 Credit)

This is a 7-week long, hybrid course required for students who are interested in becoming a peer learning assistant (PAL) for all CHS courses. It is focused on how to effectively facilitate a lecture, laboratory, hold a recitation session, and/or lead a study group. Key learning theories, teaching techniques and methods, ethics and professionalism, and cooperative learning are discussed, among other topics.

Prerequisites: Have taken 12 credits at CHS or 25 college credits outside CHS.

Curriculum Map: COLL 489 is an elective course.

COLL 490a Peer-Assistant Learning (1-3 Credits)

Students may elect to receive official credit on their transcripts for work as peer learning assistants in lecture and/or laboratory courses or for tutoring other students who need additional support. This is a faculty-sponsored course. Faculty sponsor will supervise the PAL activity. Four hours of work must be completed per week for the semester (6 hours per week during summer) to earn the equivalent of 1 credit unit. Course may be taken more than once, but no more than 2 units may be applied to the degree or program requirement. Grading: P/NP only.

Prerequisites: COLL 489, faculty sponsorship, and administrative approval.

Curriculum map: COLL 490a is an elective course.

COLL 490b Research Experience (1-3 Credits)

COLL 490b provides students with training and engagement in academic research. Students receive official credit on their transcripts for work as research assistants in faculty research groups. Students electing this course must be approved by a faculty member who will supervise the research activity. The course may be taken more than once, but no more than 2 units may be applied to degree or program requirements. Over the course of the semester, 45 hours of work must be completed during the semester to earn the equivalent of 1 credit unit. Grading: P/NP only.

Prerequisites: COLL 310, CITI training certificate, faculty sponsorship, and administrative approval.

Curriculum map: COLL 490b is an elective course.

COLL 490c Student Services Assistant (1-3 Credits)

Students will receive official credit on their transcripts for work performed as a Student Services Assistant. Students must be approved by the Office of Academic and Student Affairs to work with a faculty or a staff member, based on a specific project. Four hours of work must be completed per week for the semester (6 hours per week during summer) to earn the equivalent of 1 credit unit. Course may be taken more than once, but no more than 2 units may be applied to the degree or program requirement. Grading: P/NP only.

Prerequisites: Faculty/staff sponsorship and administrative approval.

Curriculum map: COLL 490c is an elective course.

COMM 110 Oral Communication (3 Credits)

This course allows student to learn and practice the art of oral communication in a variety of formats commonly encountered in professional settings: small group discussion and conferences, teaching, presentations accompanied by visual information, and formal speeches. Practice exercises with feedback from the instructor and student peers will help each student to improve delivery and confidence in speaking before groups.

Prerequisites: None.

Curriculum map: COMM 110 meets GE requirements for the oral communication area, and is a prerequisite for the BS to PharmD pathways.

ECON 210 Macroeconomics (3 Credits)

Macroeconomics is concerned with the behavior of the whole economy at a national or global level. The significance of broad measures of economic activity and the influence of governmental policies such as monetary policy, fiscal policy, spending, and taxation are a few of the topics covered in this course.

Prerequisites: None.

Curriculum map: ECON 210 satisfies GE requirements for the Liberal Arts-Social Sciences area, is a prerequisite for the BS to PharmD pathways.

ECON 220 Microeconomics (3 Credits)

Microeconomics deals with the economic relationships of supply and demand for goods and services within a limited market. Sound understanding of the impact of microeconomic factors such as pricing and competition is important to the normal operation of any business as well as the healthcare marketplace.

Prerequisites: None.

Curriculum map: ECON 220 satisfies GE requirements for the Liberal Arts-Social Sciences area, is a prerequisite for the BS to PharmD pathways.

ENGL 110 English Composition I (3 Credits)

This purpose of this course is to ensure that all students develop the ability to write lucid and logically structured prose that meets accepted standards of business correspondence and professional publications and are able to effectively use word

processing software and online writing tools. Diagnostic writing exercises will be used to assess students' basic skills of English grammar and vocabulary in order to customize instruction to level of skill. Increasingly complex assignments on topics relevant to health science will be used to establish and refine writing competency.

Prerequisites: High school English with a grade of B or better.

Curriculum map: ENGL 110 contributes to GE requirements for the Written Communication area.

ENGL 110x English Composition I (3 Credits)

The purpose of this course is to ensure that all students develop the ability to write lucid and logically structured prose that meets accepted standards of business correspondence and professional publications and are able to effectively use word processing software and online writing tools. Diagnostic writing exercises will be used to assess students' basic skills of English grammar and vocabulary in order to customize instruction to level of skill. Increasingly complex assignments on topics relevant to health science will be used to establish and refine writing competency.

Prerequisites: High school English with a grade of B or better.

Curriculum map: ENGL 110x contributes to GE requirements for the Written Communication area.

ENGL 110L English Composition I Writing Lab (1 Credit)

This Writing Lab course gives students the opportunity to strengthen their academic writing skills in a supportive and interactive environment. Students will focus on creating coherent and organized prose through review and application of grammar, sentence and paragraph construction, thesis formulation, and vocabulary development. Enrollment in ENGL110L is determined by student performance on the English Placement Exam.

Co-requisite: ENGL110.

ENGL 110Lx English Composition I Writing Lab – Online (1 Credit)

This course gives students the opportunity to strengthen their academic writing skills in a supportive and interactive environment. Students will focus on creating coherent and organized prose through review and application of rhetorical and style skills, grammar, sentence and paragraph construction, and workshops of existing writing assignments. Enrollment in ENGL110L is determined by student performance on the English Placement Exam.

Co-requisite: ENGL110.

ENGL 115 Research and Writing (1 Credit)

A one unit writing course, English 115 invites students to explore contemporary issues through critical thought, reasoning, and research. Students will learn to use the CNU library, develop research skills, critical analysis skills, and engage in the research writing process. Students will craft a college-level research paper and develop a professional oral presentation based on a topic of their choice.

Prerequisites: ENGL 110 or equivalent.

Curriculum map: ENGL 115 is an elective course for those students interested in advancing their research writing skills.

ENGL 120 English Composition II (3 Credits)

This is a writing intensive course in which students will receive instruction in advanced principles of expository writing. Throughout the course students will hone their skills in a variety of genres of research-based writing, including analysis, explanation, and argument. This course is intended to prepare and introduce students to what reading and writing professionals do in their disciplines and majors.

Prerequisite: ENGL110 or equivalent.

Curriculum map: ENGL 120 contributes to GE requirements for the Written Communication, Information Literacy, and Critical Thinking areas.

ENGL 120x English Composition II Online (3 Credits)

This is a writing intensive course in which students will receive instruction in advanced principles of expository writing. Throughout the course students will hone their skills in a variety of genres of research-based writing, including analysis, explanation, and argument. This course is intended to prepare and introduce students to what reading and writing professionals do in their disciplines and majors.

Prerequisite: ENGL110 or equivalent.

Curriculum map: ENGL 120 contributes to GE requirements for the Written Communication, Information Literacy, and Critical Thinking areas.

ENGL 120L English Composition II Writing Lab (1 Credit)

This course gives students the opportunity to strengthen their academic writing skills in a supportive and interactive environment. Students will focus on creating coherent and organized prose through review and application of rhetorical and style skills, grammar, sentence and paragraph construction, and workshops of existing writing assignments from ENGL 120 or other classes. Enrollment in ENGL 120L is required for all students who did not meet the minimum requirements in the English placement exam.

Co-requisite: ENGL120.

ENGL 120LX English Composition II Writing Lab Online (1 Credit)

This course gives students the opportunity to strengthen their academic writing skills in a supportive and interactive environment. Students will focus on creating coherent and organized prose through review and application of rhetorical and style skills, grammar, sentence and paragraph construction, and workshops of existing writing assignments from ENGL 120 or other classes. Enrollment in ENGL 120L is required for all students who did not meet the minimum requirements in the English placement exam.

Co-requisite: ENGL120.

ENGL 310 Professional Communication Seminar (2 Credits)

This course is an elective option for students who wish to improve written and oral communication skills useful for advancement in the health professions. The course focuses on building reading, writing, and oral skills in a variety of contexts, including written composition of personal statements for medical school applications, interview techniques, and critical reasoning skills applicable to reading comprehension of literature on standardized tests such as the MCAT exam.

Prerequisites: ENGL120, or Post baccalaureate standing, or administrative approval.

Curriculum map: ENGL 310 is an elective course that fulfills the Arts and Humanities Program Area.

ENGL 320 Writing in the Health Sciences (3 Credits)

This course exposes students to a variety of writing that they can be expected to participate in during their role as a health professional. This course builds upon ENGL 120 to broaden students' academic writing that focuses on creating coherent and organized prose through writing and rhetorical analysis of selected works.

Prerequisites: ENGL 120.

Curriculum map: ENGL 320 is an elective course that fulfills the Arts and Humanities Program Area Requirement.

GOVT 110 US Government (3 Credits)

This course reviews the organization and principles of U.S. government at the federal, state, and local levels. It also takes an in-depth look at governmental agencies responsible for

oversight and administration of matters related to health science and healthcare.

Prerequisites: None.

Curriculum map: GOVT 110 is an elective course and is applied towards Liberal Arts Social Sciences area.

HIST 310 History of Medicine (3 Credits)

Beginning with crude concepts of how the body works as developed by Hippocrates, this course will follow the story of how medicine evolved from myth and superstition into a modern science.

Prerequisites: ENGL110 or Post Baccalaureate standing, or administrative approval.

Curriculum map: HIST 310 is an elective course and satisfies Program Area Requirements the Arts & Humanities area.

HUMN 210 Still Human: Science, Technology, and Culture (3 Credits)

In this course, students critically engage two sprawling, dominant drivers of individual, cultural, and societal changes: science and technology. Students will explore the manifold ways that individuals and institutions, as well as sciences and technologies, shape one another. Humanities 210 students will not merely be passive observers of such changes; they will parse the normative fine print of scientific developments and emerging technologies to understand where and how to add their voices and perspectives. The aims will be arguments; the products will be essays, debates, and multi-media presentations.

Prerequisites: ENGL110.

Curriculum map: HUMN 210 is an elective course, and its credits apply towards the GE requirements Liberal Arts - Humanities area.

HUMN 220 Critically Engaging Contemporary Concerns (1 Credit)

This course provides students with the opportunity to discuss and debate dissimilar, spirited, and considered perspectives, HUMN 220 invites critical engagement on significant contemporary topics. The themes will relate to current events, matters of regional, cultural, and international significance, subjects of moral import, scientific controversies, and issues that draw from the health sciences but have import far beyond the classroom. Course may be taken more than once, but no more than 3 units may be applied to the degree or program requirement. 3-5 hours of work must be completed per week for the semester to earn the equivalent of 1 credit unit.

Prerequisites: None.

Curriculum map: HUMN 220 is an elective course and its credits apply towards the GE requirements Liberal Arts - Humanities area.

HUMN 225 The Music of Change: A Social and Cultural Exploration (3 Credits)

In this course, styles of protest music are studied and analyzed for historical, cultural, political, and social significance. Students survey music of the 19th, 20th, and 21st centuries for style, form, lyrics, context, and expression in order to instill deeper musical and cultural understanding. Students will also learn how to use the styles and literary techniques present in music to create their own pieces. Emphasis is placed on becoming a more knowledgeable and discerning listener and practitioner.

Prerequisites: None.

Curriculum map: HUMN 225 satisfies GE requirements in the Liberal Arts - Fine Arts.

HUMN 410 Critical Analysis and Reasoning: Contemporary Issues in Science and Technology (3 Credits)

This course invites critical engagement on significant contemporary topics through textual analysis of academic literature from the humanities and social sciences. Readings

draw from current, and sometimes controversial, topics related to health sciences, bioethics, medical ethics, medicine, pharmacology, and culture. Students will refine their reading comprehension skills and further develop their abilities to reason within and beyond the texts themselves. Through journal responses, short essays, discussions and debates, and multimedia presentations, students will demonstrate their abilities to engage critically with contemporary issues in science, technology, and culture.

Prerequisites: ENGL110 and ENGL120.

Curriculum map: HUMN 410 satisfies the Program Area Requirement for Arts & Humanities.

MATH 110 College Algebra (3 Credits)

MATH 110 is a course designed to understand and present the concept of functions and their applications in solving real world problems. The symbolic, numerical, graphical, and narrative representations of functions are discussed in detail. Emphasis will be placed on solving problems symbolically, numerically, and graphically while understanding the connections among these methods in interpreting and analyzing results. The course will cover linear, quadratic, polynomial, rational, exponential, and logarithmic functions.

Prerequisites: None.

Curriculum map: MATH 110 contributes to GE requirement for Scientific Inquiry & Quantitative Reasoning - Math area.

MATH 120 Applied Statistics (3 Credits)

This course emphasizes the understanding, interpretation, and application of statistical methods and concepts to problems of interest for health science professionals. This course covers key statistical concepts which include: descriptive and inferential statistics, normal distribution, standardization and standard errors, measures of central tendency and variability, hypothesis testing, statistical significance and confidence intervals, correlation, contingency tables, differences between group means (t- tests and ANOVA), regression and chi-square.

Prerequisites: None.

Curriculum map: MATH 120 contributes to GE requirement for Scientific Inquiry & Quantitative Reasoning - Math area.

MATH 120x Applied Statistics Online (3 Credits)

This online course emphasizes the understanding, interpretation, and application of statistical methods and concepts to problems of interest for health science professionals. This course covers key statistical concepts which include: descriptive and inferential statistics, normal distribution, standardization and standard errors, measures of central tendency and variability, hypothesis testing, statistical significance and confidence intervals, correlation, contingency tables, differences between group means (t- tests and ANOVA), regression and chi-square.

Prerequisites: None.

Curriculum map: MATH 120x contributes to GE requirement for Scientific Inquiry & Quantitative Reasoning - Math area.

MATH 125 Pre-Calculus (3 Credits)

This course reviews and elaborates upon mathematics essential for the study of calculus. Specific topics include polynomials, trigonometric functions, exponential and logarithmic functions, infinite series, and complex numbers. Enrollment in MATH125 is determined by student performance on the Math Placement Exam.

Prerequisites: None.

Curriculum map: MATH 125 fulfills the General Education Area of Scientific Inquiry and Quantitative Reasoning-Math area.

MATH 125x Pre-Calculus Online (3 Credits)

This course reviews and elaborates upon mathematics essential for the study of calculus. Specific topics include polynomials, trigonometric functions, exponential and logarithmic functions,

infinite series, and complex numbers. Enrollment in MATH125 is determined by student performance on the Math Placement Exam.

Prerequisites: None.

Curriculum map: MATH 125x fulfills the General Education Requirements of Scientific Inquiry and Quantitative Reasoning-Math area.

MATH 130 Differential and Integral Calculus (3 Credits)

Calculus is a powerful mathematical approach used to solve many complex problems that concern rate of change and multi-dimensional objects. It has numerous applications in diverse fields such as physics, chemistry, biology, economics, and business. Many professional schools in health sciences and business require at least one semester of calculus.

Prerequisites: MATH125 or passing math placement exam.

Curriculum map: MATH 130 satisfies GE requirement for Scientific Inquiry & Quantitative Reasoning - Math area.

MATH 130x Differential and Integral Calculus (3 Credits)

Calculus is a powerful mathematical approach used to solve many complex problems that concern rate of change and multi-dimensional objects. It has numerous applications in diverse fields such as physics, chemistry, biology, economics, and business. Many professional schools in health sciences and business require at least one semester of calculus.

Prerequisites: MATH125 or passing math placement exam.

Curriculum map: MATH 130x satisfies GE requirement for Scientific Inquiry & Quantitative Reasoning - Math area.

MATH 140 Discrete Mathematics for Biological Problems (3 Credits)

This is a hybrid course focused on the study of mathematical structures that are countable or otherwise distinct and separable. Examples include combinations, graphs, and logical statements.

Prerequisites: BIOL110, BIOL110L, BIOL120, BIOL120L, MATH125.

Curriculum map: This is an elective course for the BSHS degree and required for the Biotechnology concentration.

MEDS 410a Standardized Patients Clinical Experience (3 Credits)

MEDS 410a is a combined experiential and seminar course. Students undertake the role of standardized patients in medical education, embodying patients' symptoms, life histories and illness concerns during real-time scenarios with medical students and their faculty preceptors. In seminar students learn to recognize, interpret and represent patient care through study of Narrative Medicine by listening to and telling the complex and unique stories of illness. Students have the opportunity to experience and understand what being a patient with illness is as they develop skills in patient centered health care.

Prerequisites: Senior, or Post Baccalaureate Standing.

Curriculum map: MEDS 410a is an elective course. Satisfies the program area requirements for professionalism.

MEDS 410b Standardized Patients Clinical Experience (3 Credits)

MEDS 410a is a combined experiential and seminar course. Students undertake the role of standardized patients in medical education, embodying patients' symptoms, life histories and illness concerns during real-time scenarios with medical students and their faculty preceptors. In seminar students learn to recognize, interpret and represent patient care through study of Narrative Medicine by listening to and telling the complex and unique stories of illness. Students have the opportunity to experience and understand what being a patient with illness is as they develop skills in patient centered health care.

Prerequisites: Senior, or Post Baccalaureate Standing.

Curriculum map: MEDS 410b is an elective course. Satisfies the program area requirements for professionalism.

PHIL 310 Philosophy and Contemporary Life (3 Credits)

Philosophy attempts to elucidate abstract topics at a fundamental level. It uses logic and reason to address big questions such as issues of existence, morality, and ethics that are essentially unanswerable in exact form. The classical work of major historical figures in philosophy is presented and discussed to help students sharpen their intellectual skills and form their own philosophy.

Prerequisites: ENGL120, or Post Baccalaureate standing.

Curriculum map: PHIL 310 satisfies the Program Area Requirement for Arts and Humanities.

PHLT 310 Global Health (3 Credits)

This course examines the status of human health and systems of healthcare delivery across the world. Reasons for disparity in availability health services and outcomes are critically analyzed. The role of international organizations dedicated to improvement of global health is also covered.

Prerequisites: junior year standing or Post Baccalaureate standing, or administrative approval.

Curriculum map: PHLT 310 is an elective course. Satisfies the Program Area Requirements for Arts and Humanities.

PHLT 320 Healthcare Policy (3 Credits)

Current healthcare policy is examined in light of recent research and debate and the following question is asked: What policies and procedures work best to keep the human population healthy?

Prerequisites: at least junior year standing, or Post Baccalaureate standing, or administrative approval.

Curriculum map: PHLT 320 is an elective course. Satisfies the program area requirements for Critical and Systemic Thinking.

PHLT 410 Mental Health Services (3 Credits)

The tragedy and realities of mental illness require special health services. This course covers issues specific to this field of health care including psychiatric treatment, depression, suicide, drug addiction, alcoholism, and neurodegenerative diseases such as Alzheimer's disease.

Prerequisites: senior year standing or Post Baccalaureate standing, or administrative approval.

Curriculum map: PHLT 410 is an elective course. Satisfies the program area requirements for arts and humanities.

PHYS 210 Physics I (3 Credits)

Physics describes universal laws of nature that underlie the workings of the universe. The first part of the two-semester course describes the theory and quantitative relationships of motion, force, energy, gravity, light, optics, and sound.

Prerequisites: MATH130 or MATH130x or administrative approval.

PHYS 210L Physics I Laboratory (1 Credit)

Physics I laboratory complements the Physics I lecture course by providing hands-on experience with experimentation in physics. It includes experiments that seek to understand physical processes including motion, force, inertia, friction, gravity, energy, power, momentum, impulse, angular momentum, harmonic motion, fluid mechanics, wave phenomena, and optics.

Prerequisites: MATH130 or MATH130x.

Co-requisite: PHYS210.

PHYS 220 Physics II (3 Credits)

A continuation of PHYS210 that covers electromagnetism, electronics, solid-state physics, quantum theory, nuclear physics, particle physics, and relativity.

Prerequisites: PHYS210 or administrator approval.

Co-requisite: PHYS220L.

PHYS 220L Physics II Laboratory (1 Credit)

Physics I laboratory complements the Physics I lecture course by providing hands-on experience with experimentation in physics. It includes experiments that seek to understand physical processes including thermodynamics, electrostatics, electricity, circuits, capacitance, magnetism, wave phenomena, and modern physics.

Prerequisites: PHYS210.

Co-requisite: PHYS220.

PSYC 110 General Psychology (3 Credits)

The science of human psychology is presented in broad survey. The focus is on perception, cognition, personality and social psychology, and biological aspects of behavior. This introductory course provides a comprehensive introduction and overview of the field which facilitates study of more specialized topics.

Prerequisites: None.

Curriculum map: PSYC 110 satisfies GE requirement for the Liberal Arts – Social Sciences area.

PSYC 110x General Psychology Online (3 Credits)

The science of human psychology is presented in broad survey. The focus is on perception, cognition, personality and social psychology, and biological aspects of behavior. This introductory course provides a comprehensive introduction and overview of the field which facilitates study of more specialized topics.

Prerequisites: None.

Curriculum map: PSYC 110x satisfies GE requirement for the Liberal Arts area.

PSYC 220 Social Psychology (3 Credits)

Social psychology is concerned with the influence of society or other people on the thoughts, feelings, and behavior of any given person. Topics of social behavior include interpersonal attraction and relationship development, social perception, social cognition, personal attitudes, persuasion, social identity, gender identity, as well as prejudice and discrimination.

Prerequisites: PSYC110 or PSYC110x.

Curriculum map: PSYC 220 satisfies GE requirement for the Liberal Arts social sciences area.

PSYC 310 Developmental Psychology (3 Credits)

Developmental psychology is concerned with the description and understanding of distinct human behavior at various stages of life such as infancy, adolescence, and adulthood. Specific topics include emotional development, moral development, stereotype development, and personality development.

Prerequisites: PSYC 110 or PSYC110x or Post Baccalaureate standing or administrative approval.

Curriculum map: PSYC 310 satisfies the Program Area Requirement for Critical and Systemic Thinking.

PSYC 320 Health Psychology (3 Credits)

Health psychology is the study of how health influences mental function and behavior and vice versa. The effect of illness, stress, and exercise are examples of external influences and controllable behaviors that can influence a person's psychological profile. The course will also explore factors affecting health maintenance and illness recovery.

Prerequisites: PSYC110 or PSYC110x or Post Baccalaureate standing or administrative approval.

Curriculum map: PSYC 320 satisfies the Program Area requirement for Critical and Systemic Thinking.

PSYC 410 Abnormal Psychology (3 Credits)

Abnormal psychology is concerned with the basis of altered behavior associated with mental illness. Relevant topics include

psychiatric conditions such as mania, depression, psychosis, obsessive-compulsive behavior, and autism. Theories of causation and strategies of various therapies will also be presented.

Prerequisites: PSYC 110 or PSYC110x or Post Baccalaureate standing or administrative approval.

Curriculum map: PSYC 410 satisfies the Program Area Requirement for Critical and Systemic Thinking.

PSYC 420 Cognitive Psychology (3 Credits)

Cognitive psychology is concerned with information processing by the brain. This field of research studies how humans make decisions and behave according to the influence of sensory input, experience, memory, and belief. It also addresses complex cognitive phenomena such as imagery, attention, memory, learning, language, problem solving and creativity.

Prerequisites: PSYC110 or PSYC110x or Post Baccalaureate standing or administrative approval.

Curriculum map: PSYC 420 satisfies the Program Area requirement for Critical and Systemic Thinking.

PSYC 430 Psychology for Healthcare Practitioners (3 cr)

This course examines the discipline of health psychology as it relates to the practice of healthcare. Students will reinforce foundational concepts in general psychology and further investigate the psychological impact of disease. Emphasis will be placed on a biopsychosocial and cross-cultural perspective in the examination, prevention, etiology, diagnosis, and treatment of illness. As appropriate for the condition being discussed, students will focus on stress and health, and coping strategies. Finally, students will determine the roles of health care systems as well as health policy formation and implementation in affecting healthcare practice.

Prerequisites: PSYC110 or PSYC110x or Post Baccalaureate standing or administrative approval.

Curriculum map: PSYC 430 satisfies the Program Area Requirement for Critical and Systemic Thinking.

SEMR 410 Health Professions Seminar I (1 Credit)

This undergraduate seminar is designed as a career- building workshop in the form of a professional lecture series. The 1-hour sessions cover a variety of topics of interest to pre-medical students such as research seminars, career talks by CNU faculty and administrators, group discussions on pertinent

research articles and recent editorials published in medical journals.

Prerequisites: None.

Curriculum map: SEMR 410 is an elective course.

SEMR 420 Health Professions Seminar II (1 Credit)

Health Professions Seminar II is a continuation of SEMR410. It is designed as a career-building workshop in the form of a professional lecture series. The 1-hour Friday sessions cover a variety of topics of interest to pre-medical students such as research seminars, career talks by CNU faculty and administrators, group discussions on pertinent research articles and recent editorials published in medical journals.

Prerequisites: None.

Curriculum map: SEM 420 is an elective course.

SOCL 110 Sociology (3 Credits)

Sociology uses scientific methods to investigate the logical basis of human social behavior. The effect of gender, family upbringing, and education on a person's social behavior are typical examples of sociological inquiry. The conceptual framework of sociology is very useful in addressing issues of health disparity and effectiveness of health care delivery.

Prerequisites: None.

Curriculum map: SOCL 110 satisfies the GE requirements for Liberal Arts – Social Sciences area.

SOCL 410 Sociology for Health Practitioners (3 Credits)

Sociology for Healthcare Professionals undertakes a detailed examination of the biopsychosocial contributions to the health sciences. Through lectures, readings, and class discussions, students will engage and reflect on health and illness as it is portrayed in the U.S. This course critically examines how health and illness are defined and socially constructed, experiences of illness, training and hierarchies of health care workers, medicalization and social control, and the ethical issues surrounding such topics. Application of theories and concepts to real life situations and practical applications are emphasized.

Prerequisites: SOCL110 and Junior status, Post Baccalaureate standing, or administrative approval.

Curriculum map: SOCL 410 satisfies the Program Area Requirement for Critical and Systemic Thinking

2023-2024 Academic Calendar

SUMMER 2023

Summer Term: 06/07/2023 – 08/01/2023

| Event | Start Date | End Date | Day |
|-------------------------------|------------|------------|--------------------|
| Orientation (New Students) | 06/05/2023 | 06/06/2023 | Monday & Tuesday |
| Academic Session Begins | 06/07/2023 | | Wednesday |
| Mandatory Student Townhall | 06/12/2023 | | Monday |
| Course Add/Drop Deadline | 06/13/2023 | | Tuesday |
| Course Withdrawal Deadline | 07/14/2023 | | Friday |
| Last Day of Instruction | 07/26/2023 | | Wednesday |
| Final Exams | 07/27/2023 | 08/01/2023 | Thursday - Tuesday |
| Final Grades Due | 08/04/2023 | | Friday |
| Last Day for Grade Appeal | 08/11/2023 | | Friday |
| Remediation Period | 08/04/2023 | 08/18/2023 | |
| Summer Remediation Grades Due | 08/21/2023 | | Monday |

FALL 2023

Fall Semester: 08/21/2023 – 12/08/2023

| Event | Start Date | End Date | Day |
|-----------------------------|------------|------------|-------------------|
| Orientation (New Students) | 08/17/2023 | 08/18/2023 | Thursday & Friday |
| Academic Session Begins | 08/21/2023 | | Monday |
| Mandatory Student Townhall | 08/30/2023 | | Wednesday |
| Course Add/Drop Deadline | 09/01/2023 | | Friday |
| Course Withdrawal Deadline | 10/27/2023 | | Friday |
| Last Day of Instruction | 12/01/2023 | | Friday |
| Final Exams | 12/04/2023 | 12/08/2023 | Monday - Friday |
| Final Grades Due | 12/13/2023 | | Wednesday |
| Last Day for Grade Appeal | 12/20/2023 | | Wednesday |
| Remediation Period | 12/15/2023 | 12/29/2023 | |
| Fall Remediation Grades Due | 01/03/2024 | | Wednesday |

SPRING 2024

Spring Semester: 01/08/2024 - 04/26/2024

| Event | Start Date | End Date | Day |
|--|------------|------------|-------------------|
| Orientation (New Students) | 01/04/2024 | 01/05/2024 | Thursday & Friday |
| Academic Session Begins | 01/08/2024 | | Monday |
| Mandatory Student Townhall | 01/17/2024 | | Wednesday |
| Course Add/Drop Deadline | 01/19/2024 | | Friday |
| Course Withdrawal Deadline | 03/15/2024 | | Friday |
| Research Day / Service-Learning Showcase | 04/18/2024 | | Thursday |
| Last Day of Instruction | 04/19/2024 | | Friday |
| Final Exams | 04/22/2024 | 04/26/2024 | Monday - Friday |
| Final Grades Due | 05/01/2024 | | Wednesday |
| Graduation Clearance Day | 05/02/2024 | | Thursday |
| Remediation Period | 05/03/2024 | 05/17/2024 | |
| Last Day for Grade Appeal | 05/08/2024 | | Wednesday |
| Graduation Ceremony | 05/18/2024 | | Saturday |
| Spring Remediation Grades Due | 05/22/2024 | | Wednesday |

UNIVERSITY HOLIDAYS

| Holiday | Date |
|------------------|--------------------|
| Independence Day | 07/04/2023 |
| Labor Day | 09/04/2023 |
| Thanksgiving | 11/23 – 11/24/2023 |

| Holiday | Date |
|------------------------|------------|
| Martin Luther King Day | 01/15/2024 |
| President's Day | 02/19/2024 |
| Memorial Day | 05/27/2024 |
| Juneteenth | 06/19/2024 |

COLLEGE OF HEALTH SCIENCES

CHS Administration

For a current listing of people, titles and contact information, please visit: <https://healthsciences.cnsu.edu/directory/>

Heather M. Brown, PhD
Dean

Francisco Leite, PhD
Associate Dean of Academic and Student Affairs
Professor of Health Sciences Education

Rikki S. Corniola, PhD
Assistant Dean of Curriculum and Assessment
Associate Professor of Biomedical Sciences

Damon Meyer, PhD
Assistant Dean of Faculty Affairs and Pedagogy
Associate Professor of Molecular Genetics

Allan Ancheta, PhD
Assistant Dean of Admissions

Mang Xiong, MPH
Executive Assistant to the Dean
Staff Supervisor

Faculty (Alphabetical Order – Last Name)

Reem Olaby, PhD
Assistant Professor of Biology and Biotechnology

Faik Bouhrik, MS
Lecturer of Physics

Miranda Carter, MA
Lecturer of Communication, Leadership & Student Success

Jill Dahlman, PhD
Assistant Professor of English

Christine Deere, PhD
Assistant Professor of Biology

Rosemary Effiong, PhD
Associate Professor of Chemistry

Erin Freed, PhD
Assistant Professor of Psychology & Sociology

Machelle Gavron, MS
Lecturer of Chemistry

Parisa Jazbi, PhD
Assistant Professor of Molecular Biology

Peter Katz, PhD
Assistant Professor of Humanities

Kristopher (Kit) Keane, PhD
Assistant Professor of Physiology

Tereza Joy Kramer, PhD
Assistant Professor of Service Learning

Emily Mills Ko, PhD
Assistant Professor of Biotechnology & Neurology

Elizabeth Lozano, PhD
Assistant Professor of Psychology and Sociology

Emily Mills-Ko, PhD
Assistant Professor of Biotechnology and Neurology

Marguerite Phillips, MA
Lecturer of Communication, Leadership & Student Success

Gloria Poveda, PhD
Assistant Professor of Service-Learning

Mehul Rangwala, MBA
Adjunct Faculty, Mathematics and Statistics

Ravi Ranjan, PhD
Assistant Professor of Anatomy and Physiology

Elizabeth Ryder-Baxmeyer, MFA
Lecturer of English and Music

Nicholas Valley, PhD
Associate Professor of Chemistry

Frances S. Wise, PhD
Director of Student Affairs
Faculty of English and Student Success

Katherine Whitcome, PhD
Humanities and Social Sciences Department Chair
Associate Professor of Biological Anthropology

Christopher Wostenberg, PhD
Science and Mathematics Department Chair
Associate Professor of Chemistry

Staff (Alphabetical Order – Last Name)

Diana Brown

Senior Coordinator of Health Professions Advising

Katie Caswell

Laboratory Manager

Thung Chang

Outreach and Communications Specialist

JoAnne Hansana

Financial Aid Manager

Angel Jimenez

Senior Admissions Recruiter

Dalton McNeely

Coordinator Academic Affairs and Student Life

Stephanie Rangel

ab Technician, Chemistry

John Su

Lab Technician, Biology
Science Outreach Coordinator

Elizabeth Sweeney

Admissions Administrative Assistant