CALIFORNIA
NORTHSTATE
UNIVERSITY

June 2023 Volume 1

THE PROVISIONS OF THIS CATALOG REFLECT

INFORMATION AS OF THE DATE OF PUBLICATION.

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 2021-2022 University General Catalog covers the academic year from June 1, 2022 to May 31, 2023.

University General Catalog
Academic Year 2023-2024
Professional and Undergraduate Programs
College of Dental Medicine
College of Medicine
College of Pharmacy
College of Psychology
College of Graduate Studies
College of Health Sciences

CALIFORNIA
NORTHSTATE
UNIVERSITY

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CNU GENERAL INFORMATION

Name, Address, and Website

California Northstate University
9700 West Taron Drive
Elk Grove, CA 95757
Main Campus Telephone: 916-686-7400
Website: http://www.cnsu.edu

Telephone numbers for CNU colleges, offices, and departments are provided in, page 255, of this catalog.

Catalog and School Performance Fact Sheet

The University General Catalog (hereinafter referred to as "Catalog") provides important information on CNU's educational programs, policies, procedures, and student services. 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.

This institution is required to have you sign and date the information included in the School Performance Fact Sheet relating to completion rates, placement rates, license examination passage rates, salaries or wages, and the most recent three- year cohort default rate, if applicable, prior to signing the Student Enrollment Agreement. 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.

Catalog Availability and Modification Policy

The University General Catalog is available to members of CNU community and prospective students on each College's website at www.cnsu.edu. A link to the Catalog is provided under the "About" heading near the top of the homepage. The Catalog is updated annually during the summer break and more often if necessary due to a significant change in law or University or College policy. The Catalog is subject to change without notice as CNU deems necessary and appropriate. Changes to the publication be reflected in the annual publication of the Catalog. Significant changes that occur between Catalog publications will be published in a supplement. The supplement is available on the CNU website.

Catalog Questions

Students with questions related to this catalog should contact CNU Office of the Registrar. Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at:

1747 North Market Blvd., Suite 225
Sacramento, CA 95834
or
P.O. Box 980818
West Sacramento, CA 95798-0818

Website: www.bppe.ca.gov
Tel: 888 370-7589; Fax: 916-263-1897.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

The transferability of credits you earn at California Northstate University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree and diploma you earn in your program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree, or diploma that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending California Northstate University to determine if your credits, degree, and diploma will transfer.

Solvency Statement

In accordance with the requirements of California Education Code Section 94909(a)(12),
California Northstate University (CNU) confirms that:
- CNU does not have a pending petition in bankruptcy;
- CNU is not operating as a debtor in possession;
- CNU has not filed a petition in bankruptcy within the preceding five years or beforehand;
- CNU has not had a petition in bankruptcy filed against it within the preceding five years or beforehand that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

CNU Colleges and Programs

CNU Elk Grove Campus

9700 West Taron Drive
Elk Grove, CA 95757
Tel: 916-686-7400

College of Dental Medicine
- Doctor of Dental Medicine (DMD)

College of Medicine
- Doctor of Medicine (MD)

College of Pharmacy
- Doctor of Pharmacy (PharmD)

Pharmaceutical Sciences
- Master of Science in Pharmaceutical Sciences (MPS)

CNU Rancho Cordova Campus

2910 Prospect Park Drive
Rancho Cordova, CA 95670
Tel: 916-686-7300

College of Psychology
- Doctor of Psychology (PsyD)

College of Health Science
- Bachelor of Science in Health Sciences (BS)
- Pre-Medical Post-Baccalaureate (non-degree)

Healthcare Administration
- Master of Healthcare Administration (MHA)

ABOUT THE UNIVERSITY

California Northstate University (CNU) is a mission-drive, for-profit, and private institution which was founed in 2006 by a visionary group of pharmacists, physicians, and other healthcare professionals in Northern California who were concerned about the shortage of healthcare providers and the relative lack of educational opportunities for students in health sciences in the local area.

California Northstate University consists of six colleges, each offering unique programs of study at the following degree levels:

College of Pharmacy (COP)
Doctor of Pharmacy (PharmD)

College of Medicine (COM)
Doctor of Medicine (MD)
College of Psychology (CPSY)
Doctor of Psychology (PsyD)

College of Graduate Studies (CGS)
Master of Pharmaceutical Sciences (MPS)
Master of Healthcare Administration (MHA)

College of Dental Medicine (CDM)
Doctor of Dental Medicine (DMD)

College of Health Sciences (CHS)
Bachelor of Science in Health Science (BS)
Pre-Medical Post-Baccalaureate non-degree program

CNU established its first program, the College of Pharmacy (COP), in the fall of 2006 and graduated its first class in 2012. CNUCOP is based on the principles of educational excellence, evidence-based healthcare, and innovative pedagogies.

Building on the success of the College of Pharmacy, the College of Medicine, offering the MD degree, accepted its first class in fall of 2015. CNU's MD program utilizes a unique integrated, system-based curriculum combined with longitudinal small group active-learning pedagogy that reinforces not only academics, but our values of service, scholarship, and social accountability. The strength of our curriculum is evident in our students routinely scoring in the top quartile of the United States Medical Licensing Examination and our high residency match rates.

An undergraduate Bachelor of Science in Health Sciences was added in 2015, fulfilling the institutional vision of undergraduate-to-professional graduate education focusing on healthcare and healthcare delivery. This unique program fully prepares graduates for doctoral programs in the scientific fields of Pharmacy, Medicine, Dentistry, and related medical programs. By completing the curriculum and embedded experiences, students can meet the requirements for admission to most health professions programs.

The PsyD program was developed in 2017 to further CNU's mission and vision by addressing the overwhelming need--in California and beyond--for mental health professionals. The PsyD program teaches science-based interventions to treat diverse and complex mental health issues and provides hands-on clinical experience for students to work in private practice and within multidisciplinary treatment teams.

In 2018 the College of Graduate Studies (CGS) began with the Master's in Pharmaceutical Sciences program (MPS). The establishment of a graduate, research-focused program in health sciences created an opportunity for CNU to expand its range of scholarly activities, providing development opportunities for existing faculty from other colleges to contribute their expertise. The program further prepares a new workforce for the fast-evolving healthcare sector, specifically in the areas of pharmaceutical discovery and development. CGS expanded in 2020 with a Master's in Healthcare Administration (MHA) Presently, the Sacramento region is underserved in this area as no other comparable programs exist in an in-person modality. Moreover, the MHA will provide an additional inter-professional education opportunity for CNU students.

In 2019, CNU added a program in dental medicine (DMD) and enrolled its first class in January 2022. This program provides a venue for integrating oral health into human health science education and practice. Dental medicine will assist the other health professional programs in developing oral health as integral to primary care medicine, pharmacy practice and behavioral health. In addition, it expands the university's capacity to pursue integrated research opportunities.

Finally, CNU is currently in the initial stages of developing a teaching hospital, which will be located in the Natomas Area of Sacramento. The hospital is designed as a 250-bed facility covering 475,000 square feet. The hospital will serve the Greater Sacramento community while training future generations of physicians and pharmacists and delivering state-of-the-art medical care. By utilizing a collaborative approach to health care and education, the teaching hospital will optimize patient care and improve health outcomes.

California Northstate is located in the metropolitan area of Sacramento, the state capital of California, with campuses in the Elk Grove, Natomas, and Rancho Cordova areas. The Doctor of Pharmacy, Doctor of Dental Medicine, Doctor of Medicine, and Master of Pharmaceutical Sciences programs are offered at the Elk Grove campus. The Doctor of Psychology, Master of Healthcare Administration, Bachelor of Health Science, and Pre-Medical Post-Baccalaureate programs are offered at the Rancho Cordova campus. The hospital will be built in the Natomas area of Sacramento.

Mission & Vision
University Mission: To Advance the Science and Art of Healthcare.

Our Vision: To provide innovative education and healthcare delivery systems.

Our Values:
- **W**orking as a team
- **E**mbracing diversity and workplace excellence
- **C**aring about our students, our staff, our faculty, and our profession
- **A**dvancing our university, our goals, and our discipline
- **R**esponding to challenges that may impede Mission
- **E**nhancing communication and partnership

Institutional Learning Outcomes (ILOs)

Students are expected to master the Institutional Learning Outcomes (ILOs; learning outcomes expected of every student at California Northstate University). While the approach and specific outcomes vary in each program, all program and course learning outcomes are derived from these six fundamental institutional outcomes. At graduation, the student will have mastered:

1. Critical thinking. Exercise reasoned judgement to assess technical information and make well-informed decisions using evidence-based approaches.
2. Written communication. Demonstrate the ability to write coherent, supported, and logically structured prose.
3. Oral communication. Demonstrates oral communication skills.
4. Professionalism. Interact with respect, empathy, diplomacy, and cultural competence.
5. Quantitative reasoning. Demonstrate ability to use mathematics and statistics in problem solving.
6. Information literacy. Identify and search relevant libraries of information and databases; synthesize information obtained from primary literature using properly referenced citations.

CNU Degree Programs

Pharmacy (PharmD)
CIF Code: 51.2001
A program that prepares individuals for the independent or employed practice of preparing and dispensing drugs and medications in consultation with prescribing physicians and other health care professionals, and for managing pharmacy practices and counseling patients. Includes instruction in mathematics, physics, chemistry, biochemistry, anatomy, physiology, pharmacology, pharmaceutical chemistry, pharmacognosy, pharmacy practice, pharmacy administration, applicable regulations, and professional standards and ethics.

Dentistry (DMD)
CIF Code: 51.0401
A program that prepares individuals for the independent professional practice of dentistry/dental medicine, encompassing the evaluation, diagnosis, prevention, and treatment of diseases, disorders, and conditions of the oral cavity, maxillofacial area, and adjacent structures and their impact on the human body and health. Includes instruction in the basic biomedical sciences, occlusion, dental health and prevention, oral pathology, cariology, operative dentistry, oral radiology, principles of the various dental specialties, pain management, oral medicine, clinic and health care management, patient counseling, and professional standards and ethics

Medicine (MD)
CIF Code: 51.1201
A program that prepares individuals for the independent professional practice of medicine, involving the prevention, diagnosis, and treatment of illnesses, injuries, and other disorders of the human body. Includes instruction in the basic medical sciences, clinical medicine, examination and diagnosis, patient communications, medical ethics and law, professional standards, and rotations in specialties such as internal medicine, surgery, pediatrics, obstetrics and gynecology, orthopedics, neurology, ophthalmology, radiology, clinical pathology, anesthesiology, family medicine, and psychiatry.

Clinical Psychology (PsyD)
CIF Code: 42.2801
A program that prepares individuals for the independent professional practice of clinical psychology, involving the analysis, diagnosis, and clinical treatment of psychological disorders and behavioral pathologies. Includes instruction in clinical assessment and diagnosis, personality appraisal, psychopathology, clinical psychopharmacology, behavior modification, therapeutic intervention skills, patient interviewing, personalized and group therapy, child and adolescent therapy, cognitive and behavioral therapy, supervised clinical practice, ethical standards, and applicable regulations.

Pharmaceutical Sciences (MPS)
CIF Code: 51.2010
A program that focuses on the basic sciences that underlie drugs and drug therapy and that prepares individuals for further study and/or careers in pharmaceutical science and research, pharmaceutical administration and sales, biotechnology, drug manufacturing, regulatory affairs, and related fields. Includes instruction in mathematics, biology, chemistry, physics, statistics, pharmaceutics, pharmacology and toxicology, dosage formulation, manufacturing, quality assurance, and regulations.

Health/Health Care Administration/Management (MHA)
CIF Code: 51.0701
A program that prepares individuals to develop, plan, and manage health care operations and services within health care facilities and across health care systems.

Health Professions and Related Clinical Sciences, Other (BS)
CIF Code: 51.9999
Any instructional program in the health professions and related clinical sciences.

Accreditation Information

WSCUC WASC Senior College and University Commission (WSCUC)

California Northstate University is accredited by the WASC Senior College and University Commission (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, Tel: 510-748-9001.

Complaints Related to Accreditation Standards (WSCUC)

Accreditation by the Accrediting Commission for Senior Colleges and Universities represents the Commission's judgment that an institution is satisfactorily achieving its mission and educational purposes and that it meets or exceeds the Commission's standards of quality, integrity, and effectiveness.

The Commission values information provided by students, employees, and others in determining whether an institution's performance is consistent with the Standards of Accreditation and Commission policies and procedures.

The Commission has two established means for receiving comments from students, employees and members of the public about its member institutions:
1. complaints
2. third-party comments

As a general rule, complaints are written by employees and students who have grievances that draw into question the member institution's adherence to one or more Commission Accreditation Standards or Policies. Third-party comments are usually more general comments of a substantive nature about a member institution.

Individuals should review the Policy on *Complaints and Third-Party Comments Policy* at the WASC website to ascertain the appropriate means to communicate comments and complaints.

California Northstate University encourages students to first seek internal resolution to any conflict.

Bureau for Private Postsecondary Education (BPPE)

Approval to operate as a degree-granting college in California was obtained from the Bureau for Private Postsecondary Education (BPPE) on April 15, 2007. Approval to operate means compliance with state standards as set forth in the California Education Code.

Complaints Related to BPPE Licensing Standards

A complaint may be filed by completing the BPPE Complaint Form available from the BPPE website, https://www.bppe.ca.gov/enforcement/complaint.shtml, or calling the Bureau's Enforcement Section at the following address and telephone number: Bureau for Private Postsecondary Education, 1747 North Market Blvd, Suite 225, Sacramento, CA 95834, Tel: 916-574-8900, FAX: 916-263-1897.

California Northstate University encourages students to seek internal resolution to any conflict.

Accreditation Council for Pharmacy Education (ACPE)

California Northstate University's Doctor of Pharmacy program is accredited by the Accreditation Council for Pharmacy Education, 135 South LaSalle Street, Suite 4100, Chicago, IL 60503, Tel: 312-664-3575; FAX 312-664-4652, website www.acpe-accredit.org.

Complaints Related to ACPE Accreditation Standards

ACPE accredited colleges of pharmacy have an obligation to respond to any written complaints by students lodged against the University, or the pharmacy program that are related to the standards and the policies and procedures of ACPE.

CNUCOP encourages students to first seek internal resolution to any conflict. Complaints may also be made directly to the Associate Dean for Student Affairs and Admissions. The written complaints will be kept on file and made available for inspection at onsite ACPE evaluations. Any student who wishes to file a complaint related to ACPE standards and polices should first visit the ACPE website at http://www.acpe.org to access the accreditation standards and policies. If the complaint is found to be related to one or more of the ACPE standards or policies listed and has not been resolved by the College/University the student may file a complaint directly to ACPE, http://www.acpe-accredit.org/complaints/

Liaison Committee on Medical Education (LCME)

The U.S. Department of Education recognizes the LCME for accreditation of medical education programs leading to the M.D. degree in the United States. CNUCOM has currently reached Step 3 (preliminary accreditation) of a five (5) step accreditation process.

For more information about our accreditation progress please visit https://medicine.cnsu.edu/about/accreditation-licensing.php.

For further information on LCME: Liaison Committee on Medical Education (LCME), Association of American Medical Colleges, 2450 N Street, N.W., Washington, DC 20037 Tel: 202-828-0596, http://www.lcme.org/

Complaints Related to LCME Accreditation Standards

The Liaison Committee on Medical Education (LCME) is required by the U.S. Secretary of Education to require its medical programs to record and handle student complaints regarding a school's adherence to the LCME Standards. LCME must demonstrate a link between its review of complaints and its evaluation of a program in the accreditation process. Therefore, in order to demonstrate compliance with the U.S. Department of Education Criteria for Recognition, and with the prior review and advice of Department of Education personnel, LCME requires medical schools to provide an opportunity for medical students to provide comments and/or complaints about the school's adherence to LCME's Standards.

The colleges and schools of medicine accredited by LCME have an obligation to respond to any written complaints by students lodged against the college or school of medicine, or the medical program that are related to the standards and the policies and procedures of LCME.

Any student who wishes to file a complaint may visit the LCME website (www.lcme.org) to access the standards and the procedures for filing a complaint directly to LCME. Complaints may also be made directly to the Associate Dean of Student Affairs, Admissions and Outreach. The written complaints are kept on file and made available for inspection at onsite evaluations.

California Northstate University College of Medicine encourages students to first seek internal resolution to any conflict.

American Psychological Association (APA)

The College of Psychology will be pursuing American Psychological Association accreditation. This takes place in three phases. The first is "Intent to Apply" status. This step can now be initiated in Summer 2018. It involves the submission of a self-study report reviewed by the APA to determine whether or not the program is on track to meeting requirements for accreditation.

Within three years after the PsyD program is granted "Intent to Apply" status and no sooner than when two classes are enrolled in the program and one has completed a term of practicum service may the program submit for "Accredited,

on contingency" status. This requires a second self-study and a site visit by APA.

Within three years after receiving "Accredited, on contingency" status and after the inaugural class has completed internship, the College of Psychology can apply for full accreditation from APA. This requires a third self-study with proximal and distal data and a second site visit.

Complaints Related to APA Accreditation Standards

Complaints are to be directed to the Commission on Accreditation (CoA). The CoA can only review complaints against programs that are currently accredited. Please visit the APA website for information related to filing a complaint: http://www.apa.org/ed/accreditation/about/other-questions.aspx.

California Northstate University College of Psychology encourages students to first seek internal resolution to any conflict.

Commission on Dental Accreditation (CODA)

California Northstate College of Dental Medicine was granted "Initial Accreditation" by the Commission on Dental Accreditation, an arm of the US Department of Education. In accordance with the Commission Policies, once a program is granted "Initial Accreditation" status, an additional accreditation site visit will be scheduled in the Fall of 2023. Full accreditation status is considered for fully operational programs after the first class graduates. The Commission on Dental Accreditation can be contacted at (312) 440-4653 or at 211 East Chicago Avenue, Chicago, IL 60611. The Commission's web address is: https://coda.ada.org/en.

Complaints Related to CODA Accreditation Standards

The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students.

A copy of the appropriate accreditation standards and/or the Commission's policy and procedure for submission of complaints may be obtained by contacting the Commission at 211 East Chicago Avenue, Chicago, IL 60611-2678 or by calling 1-800-621-8099 extension 4653.

California Northstate University College of Dental Medicine encourages students to first seek internal resolution to any conflict.

COLLEGE OF DENTAL MEDICINE

Mission Statement

To advance the art and science of health through education, service, scholarship, and social accountability

Educational Philosophy

The foundation of the College of Dental Medicine curriculum is that this is a humanistic environment in which a deep level of learning takes place, preparing students to be competent practitioners at graduation. Creating this environment requires a deep level of mutual respect between learners, staff, faculty and patients. Learning to contribute to this environment begins in the first week with a strong emphasis on respectful communication skills. Ethics and professionalism is reviewed, role-modelled, emphasized and reflected upon throughout the program, with weekly guided questions. Self- directed, lifelong learning is a strong focus, and the first-year core foundation is repeated weekly in Grand Rounds, which will inspire further questioning and inquiry.

Clinical care takes place in a comprehensive care clinical model, which focuses both on the patient and learner journeys. Learners will engage in the provision of care in Community Based Clinics, serving populations in need, in their final year of the program. This is a rich experience where all the competency skills are utilized in this service to the community. Graduates of the four-year program will be competent and independent practitioners who have all the skills to improve the health of the local communities.

Detailed course descriptions are accessible to students online and in the syllabi provided prior to the start of each course.

Learning Outcomes

Learning Outcomes used in the development of curriculum material and the development of assessments are in part based on competency statements. The Program Competency Statements of the College of Dental Medicine are mapped to the CODA Standards, in the Curriculum Map, which is maintained as a "living document". The Course Learning Outcomes (or "Objectives") are posted at the top of each syllabus.

College of Dental Medicine Program Competencies

The CDM faculty will certify student as ready for graduation who are able to:

1. Demonstrate an understanding of evolving health care systems and structures.
2. Demonstrate ethical and professional behavior in interactions with colleagues, patients, staff and members of the public.
3. Demonstrate patient interaction that addresses patient's concerns and desires, historical and social context, and clinical conditions in a empathetic and culturally aware fashion.
4. Deliver safe, effective compassionate and efficient patient-centered care, within the scope of a general dentist, to a diverse patient pool.
5. Integrate patient information, evidence-based scientific knowledge, and other factors to make and carry out appropriate care recommendations.
6. Demonstrate critical thinking and problem solving and apply foundational sciences and the best available evidence to decision making.
7. Demonstrate knowledge of principles of practice management, systems-based practice, and interdisciplinary collaboration in providing patient care.
8. Demonstrate the ability to assess outcomes and use outcomes information to improve performance in individual care.

Admission to the DMD Program

The Admissions Policy for the Predoctoral Dental Education Program offered at CNUCDM is published on the CNU web site and in its catalogue.

California Northstate University (CNU) considers diversity an integral part of the entire academic enterprise. Blending of different life and cultural experiences is of prime importance in the hiring of staff, faculty and administrators and in the selection of students and the education of future healthcare providers.

Mission of the ADMISSIONS COMMITTEE: To assure increased access to high-quality oral health care in the United States, the Admissions Committee will strive to increase the selection and enrollment of dental students who will be highly qualified, diverse, and sensitive to the oral health needs of the northern California population.

A Holistic Review looking into the applicant as a whole person including metrics, experiences and attributes will take place. CNUCDM strives to identify applicants whose personality is in alignment with the vision, mission and values of the university and to determine who is potentially suitable to represent CNU in the dental profession.

While grades and DAT scores are important, evaluation of motivation, communication skills, cultural competency, emotional maturity and not the least, ethical standards, are of equal importance. Each applicant will be evaluated on his/her own merit during the interview process. The applicant's personal "road traveled" will be explored for life experiences, potential for service to underserved communities, and other attributes that indicate a high level of likelihood of successful completion of the Dental Medicine program and contributing to the oral health needs of the communities they will serve.

Requirements

1. According to the United States Department of Education guidelines, all applicants deemed eligible to be admitted as regular students into the College of Dental Medicine must be:
a) Persons who have a high school diploma or its recognized equivalent, or Persons beyond the age of compulsory school attendance in the State of CA, i.e. at least 18 years of age and pass a test that demonstrates the student's ability to benefit (ATB) from the educational program in which the student is enrolled

2. At a minimum, applicants must report both a science and a cumulative GPA over 2.80 (although 3.20 or higher will be generally competitively necessary) on a 4.00 scale and a plan leading to a bachelor's degree prior to matriculation. Minimum science and cumulative GPAs of 2.80 on a 4.00 scale are required to receive a supplemental application.

3. To be competitive, applicants should complete a bachelor's degree at an accredited North American college or university or equivalent foreign institution prior to matriculation. Applicants participating in special affiliated programs with the College, such as the Pre-Health Pathways program at CNU's College of Health Sciences, and other exceptions to this policy will be considered on an individual basis.

4. All prerequisite coursework taken from non-US institutions (including Canada) must be submitted the World Education Services (WES), Inc. for an evaluation of coursework. WES evaluations should be sent directly to CDMAdmissions@cnsu.edu

5. Applicants must complete the following prerequisite courses: Required Courses (with required labs)

- Biology with lab — 2 semesters/3 quarters
- General Chemistry with lab — 2 semesters/3 quarters
- Organic Chemistry with lab — 2 semesters/3 quarters
- Physics — 2 semesters/3 quarters
- Biochemistry — 1 semester/1 quarter
- English Composition/Technical Writing — 2 semesters/3 quarters

*Highly recommended courses include but are not limited to: Statistics, Human Anatomy with Lab, Microbiology, Physiology, Immunology, Social Sciences, Behavior Sciences and Foreign Languages.

6. Applicants should submit competitive scores on the Dental Aptitude Test (DAT). An Academic Average score of 18 or higher and a Reading Comprehension score of 18 or higher is desired. The DAT must have been taken no more than three years prior to application.

7. Three letters of recommendation are required from people who can speak to the applicant's character and life experience. Letters written by immediate family members will not be accepted. The Office of Admissions does not accept letters submitted directly by students nor their evaluators

8. Application to CNU CDM should be submitted via AADSAS.

9. Applicants must participate in the CASPer test. The CASPer test evaluates applicants in ten key skills that have been associated with ability to succeed in an academic environment. Those are: collaboration, communication, motivation, problem solving, professionalism, equity, empathy, resilience, ethics and self-awareness.

10. Applicants must demonstrate a sincere understanding of, and interest in, the humanitarian ethos of health care and particularly dental medicine.

11. Applicants should reflect a people and service orientation through community service or extracurricular activities.

12. Applicants should reflect proper motivation for and commitment to health care as demonstrated by previous salaried work, volunteer work, or other life experiences.

13. Applicants must possess the oral and written communication skills necessary to interact with patients and colleagues.

14. Applicants must pass a criminal background check.

15. Applicants must be drug free and agree to abide by the CNU Drug-Free Workplace and Substance Abuse Policy.

16. Following the principals of holistic review process, the admissions process will be considering a variety of factors, in addition to an applicant's academic standing, including but not limited to applicant's experiences, attributes as well as the value the applicant will contribute to learning, practice and teaching.

Application Process

Interview and Selection Process

To be considered for an interview, applicants must meet the admissions requirements listed previously. They must also submit all of the materials necessary to complete their file. Applications that do not meet minimum criteria for GPAs, DAT or CASPer scores are rejected. After the College's Admissions Committee receives the files of eligible applicants, they review the files to determine whether applicants merit an interview based on established criteria.

When applicants accept an interview, they are interviewed by an interview team consisting of at least one Admissions Committee member and a DS2, DS3 or DS4 dental student. Team members evaluate applicants based on a standardized form assessing whether the applicant is in alignment with the Mission and Vision of CDM. The Committee may recommend admitting, denying, or placing the applicant on the alternate list for admission. Recommendations are then forwarded to the Dean for final approval. The Dean along with the Associate Dean of Admissions, notify applicants of their admissions status on December 1st of the year prior to matriculation.

The interview process typically begins in August or September and ends in March or April.

Each year, the Admissions Committee will meet to review the past year's activities and establish minimum threshold standards for GPAs and DAT scores for applications in the coming year. The Committee reviews the ranking formula and makes adjustments as required.

The Dean of Admissions in consultation with the University's Director of Admissions set the policy for the admissions process within the guidelines of the University. There are a variety of options for other administration members and faculty members to participate in modification of the admissions criteria and procedures. The annual review meeting of the Admissions Committee is open to anyone offering input to the process (including students, faculty, administration, and staff). Additionally, admissions criteria and procedures are agenda items at each annual faculty retreat, which affords all attendees the opportunity for constructive input. Anyone offering input or feedback on criteria and procedures is also invited to send comments to the Admissions Committee Chair at any time. This option is communicated regularly at faculty and staff meetings. [All changes and notifications are continuously updated as needed and posted to the ADEA web site and to the CNU College of Dental Medicine web site under Admissions.]

In general, students who do not meet the program's admission criteria are not admitted to the dental degree program. Some applicants who may be at the lower end of academic acceptability may be admitted if their life experience would enhance the diversity of the class. In such cases it would be essential to provide academic support in any identifiable areas of weakness. This support would be provided by a combination of basic sciences and dental faculty.

The CNUCDM Student Performance Committee refers data on student performance and attrition rates to the CNUCDM Admissions Committee. The Admissions Committee actively monitors student progress and correlates student performance with admissions criteria. As progress is evaluated and students with academic problems are identified, they are directed to appropriate support services for help. The Admissions Committee members assess whether admissions criteria need to be modified based on student performance and attrition rate data. The CNU Catalog states: "CNU provides equality of opportunity in its educational programs for all persons, maintains nondiscriminatory admission policies, and considers for admission all qualified students regardless of race, color, sex, sexual orientation, religion, national or ethnic origin, citizenship status, disability, status as a veteran, age, or marital status." As mentioned previously, attempts are made by the Dean and the Admissions Committee to identify and assist disadvantaged students and students from minority groups to fulfill the Admissions mission of increasing the selection and enrollment of dental students who will be highly qualified, diverse and sensitive to the oral health needs of the population of Northern California. However, all students must meet the admissions criteria and be competitive within the application pool to qualify for admission. Policies that address students with disabilities who are protected under Section 504 of the Americans with Disabilities Act of 1990 are described in the Student Handbook.

Technical Standards

Candidates for admission must also have abilities and skills in five areas: I) Observation; II) Communication; III) Motor; IV) Conceptual, Integrative, and Quantitative; and V) Behavioral and Social. Technological compensation can be made for some limitation in certain of these areas, but candidates should be able to perform in a reasonably independent manner (Exhibit 2-4 – Technical Standards).

I. Observation: The candidate must be able to accurately make observations at a distance and close at hand. Observation necessitates the functional use of the sense of vision and somatic sensation and is enhanced by the functional use of all the other senses.

II. Communication: The candidate must be able to communicate effectively, efficiently, and sensitively in both oral and written form and be able to perceive nonverbal communication.

III. Motor: The candidate must be able to coordinate both gross and fine muscular movements, maintain equilibrium, and have functional use of the senses of touch and vision. The candidate must possess sufficient postural control, neuromuscular control, and eye-to-hand coordination to perform profession-specific skills and tasks.

IV. Conceptual, Integrative, and Quantitative Abilities: The candidate must be able to problem solve, measure, calculate, reason, analyze, record, and synthesize large amounts of information in a timely manner. The candidate must be able to comprehend three-dimensional relationships and understand spatial relationships.

V. Behavioral and Social Attributes: The candidate must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgment, the consistent, prompt completion of all responsibilities, and the development of mature, sensitive, and effective relationships. The candidate must be able to tolerate physically, mentally, and emotionally taxing workloads and to function effectively under stress. The candidate must be able to adapt to changing environments, to display flexibility, and to learn to function in the face of uncertainties. Compassion, integrity, concern for others, effective interpersonal skills, willingness and ability to function as an effective team player, and interest and motivation to learn are all personal qualities required during the educational process.

Transferring from Other Institutions

CNUCDM does not admit transfer students from other dental programs. In addition, the Doctor of Dental Medicine program does not have any articulation or transfer agreements with any other college or university at this time.

International Applicants

CNUCDM accepts applications from graduates of foreign institutions provided they hold either US citizenship or US Permanent Resident status at the time of application. CNUCDM accepts applications from international students provided they meet the same prerequisite requirements as U.S applicants. All prerequisite coursework taken from non-US institutions (including Canada) must be submitted to the World Education Services (WES), Inc. or Education Credential Evaluators (ECE) for an evaluation of coursework. WES/ECE evaluations should be sent directly to CDMAdmissions. CNUCDM does not accept students with advanced standing from international programs.

Applicants who receive their degree from a non-English speaking country or have not completed at least two years and at least 44 semester units (61 quarter units) at a US college or university may be required to submit scores from the TOEFL Examination. This will not apply, if an additional degree is obtained at a U.S. institution. If there is a question about the level of English proficiency, you may be requested to submit scores from the TOEFL Examination (minimum TOEFL score: CBT 213).

Student Enrollment Agreement

The Student Enrollment Agreement must be completed and submitted to the college in order to show intent to enroll in the program. The Student Enrollment Agreement is a legally binding contract when it is signed by the incoming student and accepted by the institution.

By signing the Enrollment Agreement, the student acknowledges that the catalog, disclosures, and information located on the website have been made available to the student to read and review.

Any questions or concerns regarding the Student Enrollment Agreement should be directed to the college or university department.

Catalog, Performance Fact Sheet, and Website

Before signing the Student Enrollment Agreement, the prospective student is strongly encouraged 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 you have 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: Registrar Forms (cnsu.edu).

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 January 2022 and are subject to change without notice by California Northstate University. In the tables below, D1, D2, D3, D4 indicate the student's year in the program (e.g., D1 is a first-year student; D2 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 ten (10) days prior to the start of each semester term. The above assumes 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 240 semester credit hours. Out of state 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 in FINANCIAL SERVICES & DISCLOSURES (page 219).

D1 Total Estimated Tuition & Fees per Year[1]	$107,930
D2 Total Estimated Tuition & Fees per Year[1]	$106,853
D3 Total Estimated Tuition & Fees per Year[1]	$111,780
D4 Total Estimated Tuition & Fees per Year[1]	$116,882

Total Estimated Tuition & Fees for the entire 4 year Doctor of Dental Medicine program is $443,445

2023-2024 DMD Tuition & Fees

Tuition & Fees	Amount	Class
Tuition	$82,194	D1
	$86, 304	D2
	$90,619	D3
	$95,151	D4
Student Association/Support Fee	$500	D1, D2, D3, D4
Student Disability/Liability Coverage Fee	$54	D1, D2, D3, D4
Technology Fee	$700	D1, D2, D3, D4
Health Insurance (pass through fee)[1]	$3,345	D1, D2 D3, D4
Background Check Fee	$75	D3
CPR Fee	$75	D1, D3
Student Tuition Recovery Fee (STRF)[6]	$1,106	D1
Dental Kit Fee and Software fee (pass through fee) [2]	$9,000	D1
	$6,575	D2
	$5,652	D3
	$2,732	D4
Orientation Fee & White Coat Ceremony	$150	D1
Use Fee (rental fee instruments & expendable supplies & Sim Lab)	$8,906	D1
	$9,375	D2
	$10,760	D3
	$14,100	D4
Optical Loupes (pass through fee)[2]	$1,900	D1
Graduation Fee	$300	D4

Estimated Other/Optional Educational Related Costs[3]	Amount	Class
Room and Board (based on 12 months)[4]	$27,293	D1
	$27,293	D2
	$27,293	D3
	$27,293	D4
Transportation (based on 12 months)[4]	$5,324	D1
	$5,324	D2
	$5,324	D3
	$5,324	D4
Books and Supplies[4]	$1,000	D1, D2, D3, D4
Laptop	$1,100	D1
D1 Total Estimated Cost per Year[5]	$142,647	
D2 Total Estimated Cost per Year[5]	$140,469	
D3 Total Estimated Cost per Year[5]	$145,397	
D4 Total Estimated Cost per Year[5]	$150,499	

1 Estimated and will vary based on number of insured members. Student will be automatically enrolled unless student takes action to opt out with proof of insurance.

2. Estimated amounts.

3 Costs and expenses a student may incur as part of participating in the applicable year of the Dental Medicine program, whether or not paid directly to CNUCDM. These expenses include estimated out of pocket costs of living expenses for the year.

4. Estimated amount of student's individual housing, transportation, and food cost not operated or charged by CNUCDM.

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

General Policies

Orientation and Registration

First year orientation is mandatory for all new students. The Office of Student Affairs and Admissions must be notified of any absence due to illness or emergency if a student is not able to attend the scheduled orientation. The student will be required to provide documentation for the absence and complete a make-up orientation within the first week of school in addition to attending scheduled classes and maintaining course requirements.

Registration for classes requires:

1. All admission contingencies be fulfilled.
   a. Admission contingencies include proof of medical insurance coverage, proof of COVID-19 vaccination, and any other institutional requirements.
   b. Students may enroll in the Student Health Insurance Plan to satisfy the insurance requirement.
2. Financial aid clearance from the Financial Aid Office.
3. Completion of all new student paperwork.

New students must submit the Emergency Contact and Medical Information Form to the Office of the Registrar by the end of Orientation. To make up dates, a new form must be submitted to the Registrar. 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.

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.

Registration is conducted by the Registrar prior to the start of each semester for new and continuing students. Students with business, financial, or other registration holds on their account will not be registered until the Registrar is notified that the hold has been cleared. Students who are incompliant with institutional requirements or who have a hold on their student account at the time of registration are required to satisfy the requirement.

Licensure

Acceptance to CNUCDM does not guarantee dental licensure in any jurisdiction. Successful completion of the College of Dental Medicine program meets the academic requirements for dental licensure in the State of California and in all states and jurisdictions for which graduation from a CODA accepted program is required. Complete
registration instructions, requirements and all relevant forms for licensure can be found at the Dental Board of California website:
https://www.dbc.ca.gov/applicants/become_licensed_dds.shtml

Licensure by Clinical Exam

Dental Board (Board) of California for licensure after successful completion of the WREB examination eligibility requirements:

- Be at least 18 years of age.
- Provide satisfactory evidence of having graduated from a dental school approved by the Board or Commission on Dental Accreditation of the American Dental Association.
- Provide satisfactory evidence of having passed the National Board Written Examinations.
- Provide satisfactory evidence of having passed, within the five years prior to the date of submitting the license application, a clinical and written examination that is administered by the Western Regional Examining Board (WREB).
  - To satisfy the clinical and written examination requirement using the WREB examination, an applicant must take and pass the three required sections* of the WREB examination as follows: for a license. The WREB Dental examination consists of three required sections and two elective sections. The three required sections are:
    - Comprehensive Treatment Planning (CTP), a written, computer-based authentic simulated clinical examination (ASCE).
    - Operative, a clinical section; and
    - Endodontics, also a clinical section.
- Furnish a full set of classifiable fingerprints on fingerprint cards provided by the Board or electronically through a Live Scan service (only available in California).
- Successfully complete the Law and Ethics examination.

Dental Board (Board) of California for licensure after successful completion of the ADEX examination eligibility requirements:

- Be at least 18 years of age
- Provide satisfactory evidence of having graduated from a dental school approved by the Board or Commission on Dental Accreditation of the American Dental Association.
- Provide satisfactory evidence of having passed the National Board Written Examinations. Original score card is required; photocopies are not acceptable.
- Provide satisfactory evidence of having passed the following sections of the ADEX examination:
  - Diagnostic Skills Examination/Objective Structured Clinical Examination (DSE OSCE) (computer based)
  - Prosthodontic (manikin based)
  - Endodontic (manikin based)
  - Restorative (live patient or manikin based using CompeDont tooth)
  - Periodontal Scaling (live patient, or manikin based, or DSE OSCE)
- Provide classifiable sets of fingerprints on fingerprint cards provided by the Board or on Standard FBI fingerprint cards.
- Provide satisfactory evidence of having passed the California Restorative Technique (RT) examination

if graduated from a recognized non-accredited dental school.
- Successfully complete the Law and Ethics examination.

Licensure by Residency

Application for Licensure Based on Completion of General Practice Residency or Advanced Education in General Dentistry Program eligibility requirements:

- Be at least 18 years of age
- Provide satisfactory evidence of having graduated from a dental school approved by the Board or Commission on Dental Accreditation of the American Dental Association (CODA).
- Provide satisfactory evidence of having passed the National Board Written Examinations. An original score card is required; photocopies are not acceptable.
- Satisfactory evidence of having completed a clinically based advanced education program in general dentistry or an advanced education program in general practice residency that is, at minimum, one year in duration and is accredited by either CODA or a national accrediting body approved by the Board.
  - A certification of clinical residency program completion approved by the Board, to be completed upon the resident's successful completion of the program in order to evaluate the resident's competence to practice dentistry in the state.
  - The certification shall be within two years prior to the date of the resident's application for a license under this section.
  - Completion of the program shall be within two years prior to the date of their application for a license under this section.
- Provide a letter from WREB stating that the applicant has not failed the WREB examination within the last (5) years.
- Provide satisfactory evidence of not failing the ADEX examination after November 15, 2019.
- Provide classifiable sets of fingerprints on fingerprint cards provided by the Board or on standard FBI fingerprint cards.
- Successfully complete the Law and Ethics examination.

Address Where Instruction Will Be Provided

In-person class instruction sessions are conducted at the University campus located at 9650 West Taron Drive, Elk Grove, California 95757. However, due to State and County regulations, in-person class instruction may not be available during portions of your attendance. As such, some or all lectures may be required to be provided online. Clinical training rotations and service-learning activities are conducted 2400 Maritime Way, Elk Grove, CA 95757. Additional rotations will take place at assigned professional clinical locations and community sites as established by agreement among the College, the professional preceptor or community partner, and the student.

Instruction/Course Delivery

A continuous series of didactic, small group learning, laboratory and clinical courses in human systems, odontology, oral and maxillofacial studies, and behavioral and social sciences.

Policy on Stress & Fatigue Management

Responsibility of the Supervising Faculty – Classroom

- In the classroom setting, if a faculty recognizes a student is demonstrating evidence for excess fatigue and/or stress, the faculty should notify the student's Mentor, who, in turn, should discuss the possible reasons and opportunities for support.
- The mentor may recommend that the student meets with the Associate Dean of Student Affairs and Admissions to identify available support.

Responsibility of the Supervising Faculty – Clinical Setting

- If a student in a clinical setting demonstrates evidence of excessive fatigue and/or stress, faculty supervising the student should immediately release the student from further clinical duties and responsibilities.
- If the student exhibits signs of excessive fatigue, the supervising faculty should advise the student to rest for at least a 30-minute period before operating a motorized vehicle. The student may also call someone to provide transportation back home.
- A student who is released from further clinical duties due to stress or fatigue cannot resume clinical duties without permission from the Student Performance Committee.

Student Responsibility

- Students who perceive they are manifesting excess fatigue and/or stress have the professional responsibility to immediately notify their attending faculty and Associate Dean of Student Affairs and Admission without fear of appraisal.
- Students who recognize a peer student exhibiting excess fatigue and/or stress must immediately report their observations and concerns to the attending/presenting faculty and the Associate Dean of Student Affairs and Admission.

Student Mistreatment Policy

CNUCDM is committed to assuring a safe and supportive learning environment that reflects the institution's values of professionalism, respect for individual rights, and appreciation of diversity, altruism, compassion, and integrity. Mistreatment of dental students is prohibited.

Examples of Mistreatment
CNUCDM defines mistreatment as behavior that is inconsistent with the values of the university and that unreasonably interferes with the learning process. When assessing behavior that might represent mistreatment, students are expected to consider the conditions, circumstances, and environment surrounding such behavior.

Examples of mistreatment include, but are not limited to:

- Verbally abusing, belittling, humiliating or bullying a student
- Intentionally singling out a student for arbitrary treatment that could be perceived as punitive rather than corrective
- Unwarranted exclusion from reasonable learning opportunities
- Assignment of duties as punishment rather than education
- Pressuring students to exceed established restrictions on work hours
- Exploitation of students in any manner, e.g., performing personal errands
- Directing students to perform an unreasonable number of non-educational "routine procedures" on patients not assigned to them or where performing them interferes with a student's attendance at educational activities, e.g., rounds, teaching sessions, lectures, etc.
- Pressuring a student to perform dental procedures for which the student is insufficiently trained (i.e. putting a student in a role that compromises the care of patients)
- Threatening a lower or failing grade/evaluation to a student for inappropriate reasons
- Committing an act of physical abuse or violence of any kind, e.g., throwing objects, aggressive violation of personal space
- Making unwelcome sexual comments, jokes, or
- Taunting remarks about a person's protected status.

Reporting Concerns of Mistreatment

Dental students who themselves experience or observe other students experiencing possible mistreatment are encouraged first to discuss it with someone in a position to understand the context and address the necessary action(s). Such individuals include the student's Mentor, the Associate Dean of Student Affairs and Admissions, or Course Director.

The individual considering a formal report of mistreatment may attempt to resolve the matter directly with the alleged offender, although he/she is not required to do so.

The options for filing a formal mistreatment report include:

- File a formal report with the Vice President of Institutional Effectiveness and Accreditation
- File an Anonymous Report on the CNUCDM website
- Anonymous Reports filed on the CNUCDM website are sent to the Department of Student Affairs and Admissions.

Dental students desiring anonymity should be made aware that doing so may interfere with the university's ability to investigate the concern and their ability to receive information about the follow-up investigation.

No Retaliation

CNUCDM does not tolerate retaliation against individuals who report hateful, dishonest, illegal, unethical, unprofessional, or otherwise inappropriate acts that constitute student mistreatment. Every effort is made to respond to concerns of mistreatment in a professional manner to minimize the risk of retaliation.

Individuals who believe they are experiencing retaliation are strongly encouraged to contact the Vice President for Institutional Effectiveness and Accreditation. Alleged retaliation will be subject to investigation and may result in disciplinary action up to and including termination or expulsion.

Academic Policies and Procedures

Academic Calendar

The Academic Calendar is posted at the end of this document. Students will be engaged in a 175-week curriculum, or its academic equivalent, culminating in a DMD degree.

Credit Hour Policy

For each course, the following credit hour assignments are used:

- 1 credit hour for every 15 lecture hours.
- 1 credit hour for every 25 small group learning hours.
- 1 credit hour for every 15 simulation laboratory hours.
- 1 credit hour for every week with assigned at least 36 clinical hours during clinical rotations.

Grading Convention

Grade	Definition	Percentage
HH	High Honors	96-100%
H	Pass with Honors	90 - < 96%
P	Pass	75 - < 90%
Y	No Pass, Not Yet Remediated	< 75%
F	Fail,	<75
I	Incomplete Provisional Grade	N/A
W	Official Course Withdrawal	N/A

Each course is graded independently; there is no cumulative grading. Utilizing a competency-based grading system, all students must reach a threshold for clinical competency in knowledge and skill set at 75%. A score of 75% represents a passing grade. Structured remediation activities for each didactic course will ensure a higher level of knowledge for the cohort of students earning a Y, scoring, below 75%. Students earning below 75% post remediation receive an F requiring repeat of the course or further academic action. Students earning 90 - < 96% will earn a grade of Honors and students earning 96-100% will earn Highest Honors. Clinical courses will be graded Pass/Fail. An academic warning is assigned in cases where a student has failed any mid-term of final exam. The academic warning is removed after the student passes that exam.

Narrative

Where possible (e.g., small group activities), all grades should be accompanied by a narrative which is reviewed by the Student Performance Committee, but not forwarded to the Registrar's Office.

Grade Appeal

The purpose of this policy is to provide an academic system for the students at CNUCDM to contest alleged academic injustice relating to a final course grade, clerkship grade or evaluation of a professional activity.

Change to the final grade will occur only when there is evidence of arbitrary or incorrect academic evaluation. In some cases, however, the grade process involves the faculty member's judgment of student academic performance.

The grade appeal process requires a student to present clear evidence that the assignment of a grade was based on factors other than the academic judgment of the faculty member. Grade appeals must be based on problems of process and not on difference in judgement or opinion concerning academic performance. The students take responsibility to demonstrate that one or more of the following occurred:

- The student believes that the grade was based on prejudice, discrimination, arbitrary or other reasons not related to academic performance.
- The grading decision was based upon standards unreasonably different from those which are applied to other students in the same course.
- Mathematical/ clerical error

A student may file an appeal if there is disagreement with a final course grade, using the Course Grade Appeal form. The steps are as follows:

1. Within 3 business days of the grade being posted in Canvas, the student must submit a Course Grade Appeal form, with sections I and II completed, to the Associate Dean for Academic Affairs.
2. Within 5 business days, the Associate Dean for Academic Affairs will review the appeal and will forward this to the Student Performance Committee. The Student Performance Committee will complete section III of the Course Grade Appeal form.
3. If the appeal is approved, the Course Coordinator will forward one copy of the completed Course Grade Appeal form to the student, and a second copy to the Registrar's Office, accompanied by a completed Grade Change form.
4. If the appeal is denied and the student does not appeal the outcome, the process ends.
5. If the appeal is denied by the Student Performance Committee, and the student wishes to appeal this result, within 3 business days the student must complete section IV of the form and submit this to the Dean.
6. The Dean will render a decision within 5 business days of receipt of the formal appeal. The final Course Grade Appeal form will be submitted to the Registrar's Office.

Graduation Requirements

Students at CNUCDM are approved to receive the Doctor of Dental Medicine degree by CDM Faculty and the Board of Trustees (BOT). Failure to meet these requirements will result in a review by the Student Performance Committee. Students must meet the following requirements:

1. Maximum of six years to complete the DMD is allowed without extenuating circumstances based upon the competency assessment model of clinical education
2. Students must complete a minimum of 240 credit hours in the dental program, including all didactic, laboratory and clinical experiential courses and successful completion of all competency assessments.
3. Students must pass the INBDE Mock examination prior to graduating from the third year and must pass the INBDE National examination by the month of March prior to graduating in July (off cycle graduates will discuss their situation with the Associate Dean for Academic Affairs).
4. Students must pass the mock WREB or NERB exam in March of their final year. They are not required to pass the state sanctioned licensing examination as this is based upon residency and career plans.
5. Students must attain the knowledge and skills, and develop capacity and behaviors required of a competent general dentist, as defined in the CDM documents.
6. Students must attain a level of clinical judgment which warrants entrustment by the faculty as required for entry to residency or practice.
7. Students must demonstrate a sense of responsibility and social accountability to patients and the community.
8. Students must comply with the College's standards of conduct, professionalism, and academic integrity.
9. Students must comply with the laws of the United States; the laws of the State of California; local city, county, and municipal ordinances; the policies, rules and regulations of the California Northstate University and the CDM.
10. All academic requirements must be completed at least 10 days before the date of graduation. Failure to comply may lead to delayed graduation.
11. Only students in good academic standing are eligible for graduation. Students must have satisfied all conditions for resolution of probation before graduation

Catalog Rights

CNU CDM occasionally modifies graduation requirements. If the student has been in continuous attendance, they may choose to meet the CNU CDM campus graduation requirements in the CNU CDM general catalog that was in effect in any of the three following instances:
1. At the time you began continuous attendance at CNU CDM, or
2. At the time you transferred to CNU CDM, or
3. At the time you graduate from CNU CDM.
By maintaining continuous attendance and selecting option (1) or (2), a student can be assured that their CNU CDM graduation requirements will not change. A student having the right to choose one of these options is called "catalog rights."

Commencement

Every student is strongly encouraged to attend commencement and required to wear traditional academic regalia consisting of cap, gown, and academic hood. Hoods are conferred upon the graduates at commencement by faculty. The hood is lined with the California Northstate University colors of blue and gold and the velvet is adorned with Violet, denoting Doctor of Dental Medicine.

11% of the class out of the top 20% of the class is eligible for admission to OKU (Omicron Kappa Upsilon) the academic honorary organization for dental medicine. The CNU chapter will submit those names to the Academic Review/Promotion and Graduation Committee and a hood shawl denoting admission to OKU will be worn by recipients.

Any ornamentation must signify recognized College organizations and must be approved in advance of commencement by the Associate Dean of Student Affairs and Admission.

Exams

The leadership team at CNUCDM, the staff and all faculty are strongly supportive of students completing their course work in the time allocated and graduating on time. The Office of Student Affairs has an open-door policy and is the umbrella for mentorship: Learners will be assigned mentors throughout the program who will closely track progression.

1. Midterms and Finals Assessments
Midterm and Final assessments dates are set in advance of the course starting. These dates must not be moved without the advance and formal approval of the Associate Dean of Academic Affairs. These exams contribute to the final course grades, as outlined by the Course Director in the individual Course Syllabus (see Canvas). Failure of Midterms or Finals exams will lead to the need for remediation and may lead to the necessity for a course to be re-taken, and this may result in a delay in graduation, or possibly dismissal.

2. Daily Feedback and Formative Assessments These assessments are collected daily in some cases, so that faculty can track the progress of students. Where learners reach a threshold of scores on daily assessments, the faculty mentor and Staff Course Coordinator will be in contact with the learner to evaluate the need for additional resources.

3. Entrustable Professional Activities (EPAs) and Competency Assessments (CEs)
These assessments provide the benchmarks towards competency and graduation. Failure to challenge and pass these exams may result in a delay to graduation, or dismissal. EPAs must be taken and passed by the dates provided. Competency Exams must be taken prior to graduation; prior to taking these exams, students must meet the clinical prerequisites and review their progress with their clinical mentor ("Team Lead"). These assessments are listed in your clinical syllabi.

4. Integrated National Board of Dentistry Examination (INBDE)
- The mock INBDE must be taken and passed on the designated date, prior to the end of the third
- year, for learners to progress into the fourth year.
  The INBDE must be taken and passed prior to the designated date, in order to be considered for eligibility for graduation.

These are important national examinations, and CDM is committed to taking steps to encourage all learners to pass and excel in these national examinations. Online resources and review of material will be provided to assist the learners.

5. Mock WREB or NERB Examinations

Mock WREB or NERB examinations will be provided for learners in their fourth year. All students must challenge the mock examinations at the scheduled time. CDM is committed to assisting students who would like to challenge the WREB or NERB examinations, and the current plan is to provide these examinations on site at the CDM clinics.

Academic Progression Policy

Academic Progression of each student is reviewed three times each academic year by the Student Performance Committee. Information is obtained from assessments, Mentor assessments, completion of course work, assessments, and any applicable professionalism reports.

Consequences of Fail Grades and Fail Remediations:

1. Any course failed with a score of <75% must be remediated; until the remediation is successfully assigned, the student is assigned a grade of "Y".
2. If the remediation is passed, with a 75% or greater score, the student is assigned a "P" grade.
3. If the remediation is failed, a grade of "F" is assigned, and the student progression will need to be evaluated by the Student Performance Committee (SPC) who will decide if the student will be permitted to re-take the academic year.
4. If the student fails more than one course in an academic year, and fails at least one of the remediation examinations, the Student Performance Committee will decide if the student will be dismissed.
5. There is a limit on the length of the program of 6 years.
6. Students receiving a professional misconduct report will not receive an honors grade.
7. An academic alert is assigned in cases where a student has failed any mid-term or final exam. The academic alert is removed after the student passes that exam.

Repeating a Course or Courses

The SPC may determine that a student must repeat a year in the following circumstances:
- Multiple failed courses Failed
- remediation
- Professionalism misconduct

Student Performance Committee (SPC)

The purpose of the Student Performance Committee is to review the academic performance of students in the California Northstate College of Dental Medicine and to keep the students informed of their progress. This committee will make the final decision on academic probation, course repetition, and academic year repetition. There will be separate Student Performance Committees (SPC) for each graduating class, SPC1-4. Each Committee consists of:

- Chair: Voted by the members of the Committee.
- Members: DS1-DS4 Course Directors; Representatives, one from each academic year. N o n - v o t i n g: Associate Deans for Clinical Affairs and Academic Affairs
- Staff support is provided by the Director of

Curriculum Instruction and Assessment.
- Quorum: A quorum is three Course Directors or their alternates.

SPC meetings will take place immediately following finals examinations, three times per academic year. The performance of all students for that academic year will be reviewed at each meeting.

Assignment of Academic Standing by the SPC

1. Academic Warning

Students will receive an academic warning if they receive a failing grade in any midterm or final exam prior to remediation. Academic Warning will be removed one the student successfully completes the exam.

2. Academic Probation

A student may be placed on academic probation if:

A student achieves a grade of less than 75%, and the student subsequently receives a score of less than 75% on their remediation examination and is assigned an F grade A student fails to complete a course. A student receives a single egregious, or multiple less serious, professionalism misconduct report/s.

Academic probation may be proposed by the Associate Dean for Student Affairs and Admissions. If there is a serious professionalism issue, this may be by emergency meeting depending on the level of misconduct.

Appeal against Academic Probation can be made using the Complaint and Grievance process. Academic Probation may result in the need for a student to retake courses and/or to extend the length of time they are in the DMD program.

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3. Academic Suspension

A student may be placed on academic suspension if the terms required to resolve Academic Probation are not successfully met. In these cases, the student must meet with the Student Performance Committee where several options will be addressed, including the possibility of dismissal from the College of Dental Medicine.

Professional Misconduct

A student who has been identified as potentially causing harm to a patient, themselves or others, may be placed on immediate clinic and class suspension: This temporary decision is made by the Associate Dean for Student Affairs and Admissions, pending review by the SPC. The Dean or their designee will determine the remediation plan for a student who has received a professional misconduct report.

4. Dismissal

After careful and holistic review of the student, where the final decision has been made to dismiss a student a notification of dismissal from the Chair of the relevant SPC will be sent to the student and copied to the Dean. The SPC may determine that a student must be dismissed from the program for reasons that include:

- A significant and egregious professional lapse
- Multiple instances of less serious, but repeated professional lapses
- The total length of the program extending to more than 6 years
- Failing to meet any terms of remediation or academic probation
- Failing the same course and associated remediations twice.

- Failing to attend classes/clinics without an approved leave of absence.

Appeal of Dismissal

A dismissal can only be appealed one (1) time. Students who have been dismissed from the college may appeal the decision with the Dean of the College within ten (10) business days of the notification. The Dean of the College will make a decision in writing within three (3) business days of the receipt of the formal appeal. The Dean's decision is final.

Attendance Policy

Students are required to attend class unless otherwise stated by the course director or in the syllabus. Students are required to attend all mandatory laboratory and clinical sessions and seminars as well as other classes or sessions declared as mandatory by the Course Director, or Associate Dean of Student Affairs and Admissions. All summative examinations and competency evaluations are considered mandatory and may only be rescheduled due to an approved excused absence. Students are to remain local and not travel out of the area prior to the end of the semester in the event of needed summative exam retesting.

Excused Absence Policy

The College of Dental Medicine expects students to attend and participate in all classes, simulation and clinical sessions.

Missed coursework has the potential to disrupt individual and team learning, invalidate assessment of learning outcomes, create unfair advantages, and divert faculty and student resources away from teaching and learning. However, occasionally an absence from coursework will be unavoidable.

An absence for any of the following reasons is considered approved and will normally be excused: medical/illness, religious holiday, emergency leave, bereavement, military duty, jury duty, involvement in a traffic accident, or immigration and naturalization. The Office of Student Affairs and Admissions may request documentation to substantiate the nature of the absence.

To protect confidentiality of students, all formally excused absence requests must be initiated in writing and submitted through the Office of Student Affairs. 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 personal 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 or from the Office of Student Affairs.

Special circumstances may be eligible for an excused absence but must be approved by the Associate Dean of Student Affairs and Admissions at their discretion. Please refer to the Absence Form and Policy for instructions.

Unexcused absences may result in a Professional Misconduct report and can impact academic progress.

Requests for absences from clinical activities must comply with the excused absences limitations for each clerkship or clinical rotation.

Professional Meetings

The goal of CNUCDM is to graduate competent dentists who will improve health care to a diverse population through dental expertise. CNUCDM appreciates the value and encourages the participation of all its students in professional organizations. The College recognizes that attendance at professional meetings is beneficial but may also interfere with the students' pursuit of academic excellence. Students desiring to attend professional meetings must obtain a written approval at least three weeks prior to the meeting from the Associate Dean of Student Affairs and Admissions. Any student on academic probation will not be allowed to attend.

Leave of Absence

CNUCDM grants approved leaves of absence (LOA) to dental students for academic purposes, or for other personal or professional reasons. It is the responsibility of the student to review the LOA policy. Students should consult with their Mentor in addition to the Associate Dean of Student Affairs and Admissions prior to any planned LOA to ensure that the procedural requirements for a LOA are correctly followed. It is ultimately the responsibility of the student to fully comprehend the potential financial and professional implications of a LOA.

It is the responsibility of the student to ensure that a LOA request form is submitted in a timely manner. Non-attendance does not constitute notification of intent to apply for LOA status. It is the responsibility of the student to continue coursework (barring an emergency) until the LOA is approved.

In order to request a planned absence, students should first contact their individual Mentor and immediately contact the appropriate course director(s) or Associate Dean of Student Affairs and Admissions. After consultation with the Mentor, an official LOA request must be submitted that specifically states the reason for the request prior to being submitted to the Associate Dean of Student Affairs and Admissions. The Associate Dean of Student Affairs and Admissions will review the academic standing of the student in determining whether a LOA will be granted. The LOA request must also be signed by the Manager of Financial Aid and Business Office prior to being submitted to the Office of the Registrar. Leave of Absences are only official until after being processed by the Registrar. LOA forms can be found on the CNUCDM website and in the CNUCDM Student Handbook. All requests for planned absences must be submitted to the Associate Dean of Student Affairs and Admissions at least two months prior to the planned absence.

A LOA is approved for a specific period of time, not to last more than one calendar year. Due to the integrated curriculum at CNUCDM, a LOA causing a student to miss more than one course during the first two years of instruction will result in the student needing to repeat the entire year. Likewise, a single clinical rotation missed due to a LOA may result in the student repeating that year. In general, a student is eligible for one LOA request during their tenure at CNUCDM. Requests for a second LOA are

highly discouraged and unlikely to be approved due to the disruption it would cause to the student's chances of progression through the curriculum. Students considering leaves of absence should consider the fact that an LOA can have a significant financial impact, and that the timing of the leave is therefore critical. A student may not receive a full refund of tuition if a LOA is submitted after the first day of instruction. A leave may affect financial aid, health insurance and malpractice insurance coverage. The Leave of Absence Form can be found on CNU's website.

Return from Leave of Absence

A student may submit an Intent to Return if they have been on Leave of Absence (LOA) The Office of the Student Affairs will contact a student on LOA approximately 90 days before the LOA expires via certified U.S. mail. The student will receive a request of intent, readmission form and readmission procedures. The student has 30 days to reply to the Office of Student Affairs with their intent to return to the College or officially withdraw. If a student intends to return, they must complete and return the Intent to Return Form within 30 days. They must also meet with the Associate Dean of Student Affairs and Admissions at least
30 days prior to the first day of class to review and sign a Readmission Contract. This contract outlines the courses that are required for the remainder of the student's educational career at CNUCDM.

Withdrawal from the College/University

Students may voluntarily withdraw from the University/College at any time during the academic semester. The student will earn a "W" grade for a course(s) that is (are) not complete at the time the withdrawal is initiated. Informing CNUCDM, your academic advisor or instructor does not constitute official withdrawal from the program.

All withdrawals must be processed by the Office of the Registrar. Students must submit a completed Official University/College Withdrawal form to the Office of the Registrar. The form is available online at http://www.cnsu.edu/office-of-the-registrar/registrar-services and in the Office of the Registrar.

A student must meet with and receive signatures from the following departments before the form can be filed with the Office of the Registrar: Office of Academic Affairs, Business Office, Financial Aid, the Dean, and Office of the Registrar.

A student who officially withdraws from the University/College can apply for readmission.

Readmission to the College/University

If a student has failed to return from leave of absences, dismissed, or withdrawn from the University, the student may reapply to the College. If accepted, the student may be required to return as a first-year student.

Complaint and Grievance Policy

The following serves as a summary of the Complaint/Grievance Policies. A grievance is defined as a matter not falling under the progression policy for academic or non-academic due process. CNUCDM is committed to a policy of fair treatment of its learners in their relationships with the administration, faculty, staff and fellow students. Should a student wish to submit a complaint or grievance,

the student should file a written complaint using the appropriate form.

Academic Grievance

To file an academic grievance, follow the steps outlined in the Complaint and Grievance Policy.

Non-Academic Grievance

The Associate Dean of Student Affairs and Admissions will handle the complaint in accordance with the policies of CNUCDM, review the facts surrounding the issue, and address the complaint in a timely fashion. A record of the student complaints is kept on file in the Associate Dean of Student Affairs and Admissions' office. All aspects of student complaints shall be treated as confidential.

Purpose

The purpose of this policy is to establish a non-academic student complaint/grievance procedure.

Scope/Coverage

This policy applies to all current students of California Northstate University College of Dental Medicine.

Policy Statement

California Northstate University College of Dental Medicine is committed to a policy of fair treatment of its students in their relationships with the administration, faculty, staff and fellow students.

Procedure

1. The student shall file a written complaint using the Student Complaint/Grievance Form within fourteen (14) days of the occurrence.
2. The completed Student Complaint/Grievance Form should be submitted to any member of the CNU Office of Student Affairs in a sealed envelope.
3. The Associate Dean of Student Affairs and Admissions will handle the complaint in accordance with the policies of the California Northstate University College of Dental Medicine, will review the facts surrounding the issue and will attempt to resolve the complaint.
4. The complaint will be answered in writing by the Associate Dean of Student Affairs and Admissions within fifteen (15) days of receipt of the complaint, excluding holidays/university breaks.
5. If the complaint relates to the Associate Dean of Student Affairs and Admissions, the matter will be handled by the Dean following the same procedure.
6. Students may appeal decisions by filing an appeal with the Associate Dean of Student Affairs and Admissions within five (5) days of receipt of written recommendation provided by the Associate Dean of Student Affairs and Admissions
7. In the case of an appeal, the matter will be referred to an ad hoc committee, formed on a case-by-case basis, and appointed by the Associate Dean of Student Affairs and Admissions. The committee will be composed of 3-5 CNU faculty and staff, one of whom must have legal expertise. Investigations will be completed within fifteen (15) business days from the formation of the ad hoc committee.
8. At the conclusion of the investigation, a report shall be provided to the Associate Dean of Student Affairs and Admissions in stating the findings and recommendations.

9. The appeal will be answered in writing by the Associate Dean of Student Affairs and Admissions within seven (7) business days from the conclusion of the investigation.
10. Students may appeal decisions of the ad hoc committee by filing an appeal with the Dean within five (5) days of receipt of written recommendation provided by the Associate of Student Affairs and Admissions.
11. The Dean will provide a written final decision to the complainant within fifteen (15) business days from the receipt of the request. The Dean's decision is final.

A record of the student complaints is kept on file in the Associate Dean of Student Affairs office. All aspects of student complaints shall be treated as confidential.

Student Grievance to the Commission on Dental Accreditation

The Commission on Dental Accreditation will review complaints that relate to a program's compliance with the accreditation standards. The Commission is interested in the sustained quality and continued improvement of dental and dental-related education programs but does not intervene on behalf of individuals or act as a court of appeal for treatment received by patients or individuals in matters of admission, appointment, promotion or dismissal of faculty, staff or students. For complaints see page 11 of this catalog.

CDM Course Descriptions

Behavioral and Social Sciences (BSS)

BSS 501 Orientation (1 cr)
In this course students will be introduced to CNU and CDM Student Services. Areas covered include: Information Technology (IT and LMS), Registrar's Office (FERPA and HIPAA), Business Office (financial responsibility, student health insurance), Library and Facilities, career overview (Health Services Collegiate Programs, job pathways), Mental Health Services, overview of the CDM Student Handbook (policies and procedures), Honor Code review, mandatory training (Alcohol, Drug and Sexual Violence Prevention, BLS) curriculum overview and preview of dental organizations.

BSS 511 Managing Student Life (1.5 cr)
Resilience, sustainability as a student and future health professional will be presented. Managing student debt, stress management, effects of social media, interpersonal relationships, and ethics in student practice will be discussed. The problems of drug and alcohol abuse will be shown. Respect in the University including cultural, gender, and sexual conduct issues will be presented. Students will be made aware of resources to promote student well-being.

BSS 521 Introduction to Health Systems (1.5cr)
This course will provide students with an understanding of health systems in the Untied State and other countries that are influencing the evolution of the oral health industry. It will present an overview of the major trends and forces shaping the oral health industry and the direction that dental care and dental practice is likely to take in the next several decades.

BSS 531 Foundations of Ethics and Professionalism (1.5 cr)
Foundations of ethics will introduce concepts of ethical decision making, and will review laws, regulations and standards that affect decision-making in oral health care decision making.

BSS 662 Behavioral Medicine (3 cr)
In this course aspects of clinical psychology of importance in dental practice are presented. Cased base learning will include minor and major psychiatric illnesses impacting on oral health and the provision of oral health care; elder, spousal and child abuse; dental fear; and, dental phobias.

BSS 701 Dental Public Health (2 cr)
The fundamentals of public health are presented including health and public health measures for health protection, protection from disease and health promotion. The surgeon general's report, 2000, updated 2019, and on the status of oral health in America is presented. WHO assessment of oral health globally is presented. Population based initiatives to improve oral health are discussed with a focus on clean water and fluoride exposure.

BSS 721 Practice Management 1 (2 cr)
Addressing issues of student debt, career path, and modes of practice will be presented. Operating a dental practice via solo or group practice model and in health systems-based practice will be discussed. Issues including human resources management, the actions of the care team in practice and financial responsibility and accounting will be presented.

BSS 822 Practice Management 2 (2 cr)
The simulation of dental practices in various models will be developed by students in groups including addressing issues of hiring, overhead, interaction with vendors, staff development, marketing, accounting and all operations in dental practice. The regulatory environment for pricing, dental insurance, health insurance will be reviewed as well as all aspects of the operation of dental practices.

BSS 861 Clinical Clerkship: Community-Based Education 1 (3.5 cr)
Affiliated health systems-based practices will accept CNU students into their care teams where senior students will provide clinical care under the supervision of Volunteer Community-Based Faculty in those sites. The purpose of the course is to provide community engagement with the constituencies served, to gain experience in community-based clinical care and to interact with the interprofessional and interprofessional care team.

BSS 862 Clinical Clerkship: Community-Based Education 2 (4 cr)
This course will be at a second community-based rotation site to elaborate on the activities of the first rotation and engage a new community and a new clinic. In addition to comprehensive care experience, the student will compare and contrast communities and clinical care entities and provide a reflective essay on their community care experience.

BSS 871 Seminar in Dental Public Health (2cr)
This weekly seminar develops through cased based discussions led by student teams the public health issues in oral health in California and globally including access to care, social determinants of oral health, scope of practice issues, insurance and payment systems for oral health, access to fluoride, immunizations especially for HPV, and health protection for vulnerable populations such as children and elderly.

BSS 872 Senior Elective Clinical Clerkship (1.5 cr)
D4 students will select from additional clerkships available at clinical sites either discipline based or comprehensive care in odontology, oral and maxillofacial studies or human studies. Examples include comprehensive care at a remote clinic (odontology), dental specialty clerkship in oral maxillofacial surgery (OMFS), clerkship in internal medicine (Human Studies), or population health study abroad or in the United States (BSS).

Human Systems (HS)

HS 501 Foundations of Medical Science (cr)
Foundation of medical sciences is an introductory course that provides students with essential foundational knowledge in multiple disciplines including cell and cancer biology, genetics, and biochemistry. Upon completion, all students should have robust basic

science knowledge essential for success in subsequent courses.

HS 511 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. In the Fall trimester of the first year, students receive a rationale for this process, as well as guidance in the portfolio process (in the course "BSS 511-Managing Student Life"). At the end of each trimester, students will provide an overall reflection on the trimester and will set goals for the next trimester.

HS 512 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each trimester, students will provide an overall reflection on the trimester and will set goals for the next trimester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 513 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each trimester, students will provide an overall reflection on the trimester and will set goals for the next trimester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 521 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 522 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 523 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 532 Evidenced Based Dentistry (2.5 cr)
Review of evidence-based practices that will improve clinical decision making in comprehensive patient care and which will provide core skills in critical thinking, problem solving, scientific inquiry and research methodology.

HS 542 Interprofessional Approaches to Care (1 cr)
An introduction to collaborative approaches to challenges in interprofessional care utilizing several different common clinical scenarios/conditions. Learning objectives are linked t the 2016 IPEC competencies. Students will learn about individual cohorts of the population who may fall into the categories of "Special Needs" as well as "All Stages of Life". Students will learn to bring value to IP discussions, focusing on "oral health" rather than "dentistry".

HS 551 Introduction to Oral Pathology (1.5 cr)
This introductory course will build on prior knowledge of head and neck screenings. Students will learn to recognize normal, variations of normal, and pathological changes in soft and hard tissues of the orofacial complex. Students will also be introduced to the process of formulating differential diagnoses. There will be a review of the ADA Guidelines on the need for and timing of biopsies. The referral process will be reviewed, and students will learn the skills of clear referral writing.

HS 573 Entrustable Professional Activities 1 (2 cr)
This course provides the opportunity for students to receive feedback on their developing skills that they will use during clinical activity. Passing this course is a prerequisite for the additional EPAs that will take place in the third trimester of DS2. The development of each of these skills represents a milestone in the journey towards competency in each measured skill. Each of the skills will be reviewed and students will undergo a "mock" clinical examination. Motivational interviewing, Caries Risk Assessment, Infection control, Head and Neck Screening, Periodontal instrumentation, and ergonomics and restoration of teeth.

HS 582 Pharmacology 1 (2.5 cr)
General Pharmacology will provide knowledge on the processes of drug absorption, distribution, metabolism, and excretion. It will also review basic pharmacodynamic and pharmacotherapeutic knowledge. Covered topics will include central nervous system pharmacology, cardiovascular and pulmonary pharmacology, renal pharmacology, gastrointestinal pharmacology, and pharmacology of antihyperglycemic agents. This course will be delivered concurrent with the integrated biomedical science curriculum, discussing physiology and pathophysiology of various organ-systems. Upon completion, students should be able to place major drugs into correct therapeutic categories with improved judgment for health risk assessment.

HS 611 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 612 Student Portfolio (1 cr)

Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 613 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 621 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 622 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 623 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 652 Special Needs (2 cr)
This course integrates basic disease processes, epidemiology, demographics, treatment planning, and principles of providing dental treatment for individuals with a wide variety of conditions including medical and developmental disabilities, psychological problems including phobias, and problems associated with aging. This is the first part of a two-part experience. This course, Part 1, takes place in the DS2 year and is primarily didactic using on-line modules. Part 2 takes place in the DS4 year and consists of case-based seminars focused on the topics presented in this DS2 course.

HS 673 Entrustable Professional Activities 2 (2 cr)
This course provides the opportunity for students to receive feedback on their developing skills that they will use during clinical activity. Passing the EPA's is a prerequisite for integrating into patient care in the clinic. The development of each of these skills represents a milestone in the journey towards competency in each measured skill. Each of the following skills will be reviewed and students will undergo a "mock" clinical examination. Restoration of teeth, radiographic intraoral projections, radiographic interpretation, Prescription writing, Periodontal diagnosis and prognosis.

HS 682 Pharmacology 2 (4 cr)
Clinical Pharmacology will address the main pharmacologic groups prescribed by dentists. This course will cover anti-infective agents that include antibiotics, antifungals, antivirals; central analgesics (opioids) and sedatives as well as nonsteroidal anti-inflammatory agents, and corticosteroids. Rules and regulations of safe prescribing will be taught along each of the above-mentioned topics. Upon completion, students should have a good understanding for effective prescribing rules, identify indications, drug-drug interactions, and adverse effects for various drug groups.

HS 711 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 712 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 713 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 721 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 722 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from

the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 723 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 811 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 812 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 813 Student Portfolio (1 cr)
Students will engage in guided reflections: noticing, interpreting, responding, and reflecting, and will learn to improve decision-making skills and develop as clinicians. At the end of each semester, students will provide an overall reflection on the semester and will set goals for the next semester. This course will encourage and support the development of ethics and professionalism, self-reflection and self-assessment, and concrete evidence of achievement of benchmarks towards competency.

HS 821 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 822 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 823 Grand Rounds (1 cr)
At the end of each week, students and faculty will attend Grand Rounds, which will be a clinical case presented by faculty and will review material from the DS1 learning for that week. DS3 and DS4 student coaches will review key points in their weekly huddles and will ensure that students apply the knowledge to clinical care and receive feedback on their understanding of the material.

HS 832 Special Needs Seminar (2 cr)
This weekly seminar develops through cased based discussions led by student teams. Items address are the considerations in oral health care for people with a variety of complex conditions as well as older adults.

Odontology
ODON 501 Introduction to Clinic (4 cr)
This course introduces students to the general dentistry clinical process of care, including principles underlying the phases of patient assessment, problem identification, preventative education, record keeping and interprofessional communication. Topics include infection control, medical history intake, vital signs, ergonomics, caries risk assessment and CAMBRA protocols, examination and charting of extraoral and intraoral findings, oral hygiene instruction, medical emergency management, medically complex patients, mental health, and pain intake and management

ODON 502 – Introduction to Periodontal Instrumentation (1.5 cr)
Students will learn the theory of basic periodontal instrumentation and techniques of instrument sharpening. Students will apply instrumentation techniques in a laboratory setting with emphasis on development of basic instrumentation skills.

ODON 503 – Introduction to Clinic II (2.5 cr)
This course will introduce students to the general dentistry comprehensive oral exam, including principles underlying the phases of patient assessment, problem identification, preventative education and record keeping. Topics include the new patient intake, radiographic interpretation, extraoral and intraoral exam, periodontal exam, clinical dental findings, treatment planning, topical fluoride placement and alginate impressions.

ODON 504 – Transitional Clinic (5 cr.)
Students will continue developing their patient care skills, integrating their knowledge, skills and values from previous terms. As a clinical preparation course, students will continue to follow standards of care driven by the electronic health record workflows, provide direct patient care to their classmate patients, and treat patients providing new patient visits, needed dental radiographs, comprehensive/periodic oral exam, and other treatment as appropriate.

ODON 511 Operative Dentistry 1 (4.5 cr)
The purpose of this course is to provide the DS1 students with an introduction in the basic concepts of cariology, radiology, dental anatomy, dental materials and operative dentistry in an integrated manner.

Students will be taken through the topics in a case-based manner. The discussion of these topics will be a general introduction and will be developed in greater detail in subsequent courses. the intent of this course is to give DS! Students a brief exposure to some of the major components of general dentistry.

ODON 512 Operative Dentistry 2 (7.5 cr)
The purpose of these courses is to build on the foundational knowledge and skills attained in ODON 511 and provide the DS1 students with a clearer understanding of the relationship between operative dentistry and dental materials, pulp health, periodontal health and new or recurrent dental disease. Students will continue to improve their operative knowledge and skills. Focus on correct PPE use, ergonomics and finger rests will continue in each session.

ODON 513 Operative Dentistry 3 (4.5 cr)
The purpose of these courses is to build on the foundational knowledge and skills attained in ODON 512 and provide the DS1 students with a clearer understanding of the relationship between operative dentistry and dental materials, pulp health, periodontal health and new or recurrent dental disease. Students will continue to improve on their operative knowledge and skills. Focus on correct PPE use, ergonomics and finger rests will continue in each session.

ODON 521 Dental Anatomy (1.5 cr)
3D Anatomy of the teeth is presented in order that students can identify teeth from photographs and descriptions. Concepts of clinical occlusion are also reviewed.

ODON 522 Dental Materials (3 cr)
This course serves as an introductory course to dental materials, basic properties, issues of biocompatibility and safety.

ODON 531 Foundations of Dental Medicine (1.5 cr)
Students will learn the basics of motivational interviewing and cultural humility and will be able to apply these skills to a simulated patient encounter. The importance of infection control, use of PPE and sterilization procedures as well as potential infectious diseases that may be encountered and cubicle set up will be reviewed. Medical emergencies and history review, ASA classification, the dental examination for patient screening will also be covered.

ODON 532 Introduction to Orthodontics (2 cr)
This introduction to Orthodontics provides the second year (DS2) student with an overview of orthodontics, including when to refer to an orthodontic specialist. Simple tooth movement and basic concepts behind orthodontics are covered. This course also introduces clear aligner therapy.

ODON 541.01 Cariology (1 cr)
An introduction to the etiology, classification, and progression of dental caries will be given. Assessing and determining caries risk, as well as appropriate caries management protocol will be reviewed in preparation for the operative lab course, as well as to provide a context for one of the diseases they will competently diagnose, manage and treat as graduating dentists. Students will be able to identify, classify, and describe the progression of caries lesions in preparation for treating patients. Students will continue to develop their skills in communication and patient management via motivational interviewing. By the end of this course, students should have a basic understanding of how to diagnose and manage dental caries, including writing prescriptions based on caries risk.

ODON 552 Tooth Replacement: Complete Dentures (3.5 cr)
Students will utilize recently learned motivational interviewing skills in safely taking a medical history and evaluating patients for complete denture care. They will also apply their knowledge and understanding of head and neck screenings and will enter patient information into the EHR. They will utilize the Avadent denture system to fabricate dentures on pre-screened patients.

ODON 611 Fixed Tooth Replacement: Tooth-Supported (4.5 cr)
This course will focus on fixed indirect full coverage restorations and tooth replacement using multi-unit fixed dental prostheses. It will cover proper preparation techniques, crown materials, impression techniques, laboratory process and communication. This course will continue the discussion on esthetics that started in D1 year and focus on restoring esthetics with porcelain crowns or ceramic veneers. This course will also deepen the student's understanding of dental occlusion, dental materials, pulpal vitality and periodontal health in relation to fixed dentistry.

ODON 621 Periodontology 1 (3 cr)
The student will be prepared to assess and diagnose periodontal health and disease as part of a comprehensive treatment planning process, including the prognosis of the dentition and learn how to obtain informed consent. The student will also learn how to prevent disease, provide periodontal therapy, recognize oral mucosal and osseous disorders and identify severe/complex periodontal disease and refer the patient to a specialist for an overall treatment strategy.

ODON 623 Periodontology 2 (3 cr)
The student will develop an understanding in treatment planning for advanced periodontal patients and gain knowledge in periodontal surgical therapy.

ODON 642 Endodontics (5.5 cr)
This course will take place in the second trimester of the second year (DS2) and consist of lectures, demonstrations, and laboratory procedures. The course design is to develop basic biological and mechanical concepts for successful endodontic treatment. The lectures will present all phases of endodontic knowledge that will form the foundation for future development in advanced endodontic courses and Clinical Care. The simulation laboratory experience will provide experience in performing endodontic treatment on numerous plastic or natural teeth mounted in blocks, and a simulation oral cavity format using mannequins with typodonts

ODON 652 Removable Tooth Replacement: Removable Partial Dentures (3.5 cr)
Students will review treatment planning options for replacing missing teeth, and will learn the risks, benefits and alternatives of utilizing removable partial dentures. They will learn designs for tooth-borne and tooth-tissue borne protheses.

ODON 653 Prosthodontics and Implant Dentistry: Fixed and Removable Prosthodontics (6 cr)

Students will learn to recognize and utilize implant components and will make impressions for dental implants. They will learn to deliver single and multiple unit implant crowns using typodonts. They will learn to retro fit complete dentures to implants.

ODON 663 Oral Diagnosis and Treatment Planning (6 cr) This course is designed to familiarize the students with all the clinical steps necessary to diagnose disease, record this appropriately in the electronic health record (EHR) and develop a sequence and treatment plan for simulated patients.

ODON 771 Comprehensive Care Family Dentistry 1 (13 cr) In this course, students begin to provide comprehensive general dentistry to adults with diverse ethnic, linguistic, socioeconomic backgrounds, and patient-specific unique oral health needs. Patients may be healthy or have complex chronic medical conditions. Students will participate in case presentations, conduct oral evaluations, derive diagnoses, formulate comprehensive treatment plans, and perform general dentistry in a care team-based delivery model.

ODON 772 Comprehensive Care Family Dentistry 2 (11 cr)
In this course, students will focus on developing their family of patients in conjunction with other members of their care team as lead by the faculty team leader as they provide comprehensive general dentistry to adults with diverse ethnic, linguistic, socioeconomic backgrounds, and patient-specific unique oral health needs. Students will continue to participate in case presentations, conduct oral evaluations, derive diagnoses, formulate comprehensive treatment plans, and perform general dentistry in a care team-based delivery model. There will be emphasis on diagnosis and treatment planning, completion of initial urgent procedures, and further develop the completion of Phase 1 therapy, disease control mitigation of risk, and initiation of preventive care in the patient family.

ODON 773 Comprehensive Care Family Dentistry 3 (10 cr)
In this course, students continue to provide comprehensive general dentistry to adults with diverse ethnic, linguistic, socioeconomic backgrounds, and patient-specific unique oral health needs in a care team-based model. Patients may be healthy or have complex chronic medical conditions. Students will continue to participate in case presentations, conduct oral evaluations, derive diagnoses, formulate comprehensive treatment plans, and perform general dentistry in a care team-based delivery model. By the end of the course, students are expected to demonstrate a high-level independence for addressing patients with simple oral health needs.

ODON 871 Comprehensive Care Family Dentistry 4 (11 cr)
In this course, students continue to provide comprehensive general dentistry to adults with diverse ethnic, linguistic, socioeconomic backgrounds, and patient-specific unique oral health needs in a care team-based model. There will be emphasis on daily clinical activities of a practicing dentist including all intake, comprehensive care, case management issue extant under the leadership of the team leader and working with patients with moderate to high complexity of oral health

needs. The DS4 will also demonstrate leadership of the oral healthcare team including DS2 and DS3 students and the dental assisting and dental hygiene staff through cooperation and assessment of outcomes of care.

ODON 872 Comprehensive Care Family Dentistry 5 (7 cr)
In this course, students continue to provide comprehensive general dentistry to adults with diverse ethnic, linguistic, socioeconomic backgrounds, and patient-specific unique oral health needs in a care team-based model. There will be continued emphasis on daily clinical activities of a practicing dentist including all intake, comprehensive care, case management issue extant under the leadership of the team leader and working with patients with moderate to high complexity of oral health needs. The DS4 will also demonstrate leadership of the oral healthcare team including DS2 and 3 students and the dental assisting and dental hygiene staff through cooperation and assessment of outcomes of care.

ODON 873 Comprehensive Care Family Dentistry 6 (8 cr)
The final trimester of comprehensive care family dentistry will focus on the completion of phase 3 care for patients of record, increasing facility in providing initial evaluation and care of the dental patient, and addressing complex issues in care including those associated to overall health, stages of life, cultural humility among others. By the end of the course, students are expected to demonstrate a high-level independence for addressing patients with oral health needs of any complexity.

Oral and Maxillofacial Studies (OMFS)

OMFS 512 Integrated Biomedical and Clinical Sciences 1 (10.5 cr)
This is an introductory course to the physiology and its clinical significance of all major body systems. Foundations of Hematology, Cardiovascular System, Pulmonary System, Gastrointestinal System, Urinary System, Neurology, and the Dental significance of systemic Diseases. will be presented.

Neurology: Introductory course to basic anatomy and physiology and pathophysiology of the central and peripheral nervous systems.

Hematology: Fundamentals of Hematology as it applies to dentistry. Oxygen transport mechanisms, hemostasis, and thrombosis.

Cardiovascular, pulmonary, gastrointestinal, and urinary Systems: These are introductory courses to the physiology and pathophysiology of the cardiovascular and pulmonary Gastrointestinal and urinary systems.

Dental Significance of Systemic Diseases: This course correlates several common diseases encountered in dental practice, their dental presentations, treatment modifications complications and pharmacy. This course is designed to provide clinical significance of underlying health conditions and their impact on treatment plans.

OMFS 513 Integrated Biomedical and Clinical Sciences 2 (10.5cr)
The OMFS 513 course is designed to help students continue to study the connection between the biomedical sciences and their impact on systemic diseases. Microbiology, immunology, and cancer biology will be introduced to the course in this new term. In the clinical portion of the course will discuss

the impact of disease transmission in clinical practices, autoimmune disorders, and introduce clinical manifestations of head and neck cancer. Students must apply previous knowledge gained in the previous integrated biomedical and clinical science course. The clinical cases will integrate the didactic course material with skills in motivational interviewing and social/behavioral aspects to dental care.

OMFS 522 Applied General Anatomy (1.5 cr)
Students will learn general anatomy as it applies to general dentistry. Some elements of histology and physiology will be covered, and these will be repeated in the Integrated Biomedical and Clinical Sciences course.

OMFS 532 Introduction to Oral Surgery (1.5cr)
In this introductory course, medical emergencies in the dental office will be addressed and their clinical significance reviewed.

OMFS 542 Applied Anatomy of the Head and Neck (2.5 cr)
Students will learn the anatomy of the head and neck, and concurrently understand the dental significance. This course will be taught utilizing online tools (3D Anatomy, complete anatomy and Osmosis).

OMFS 562 Growth and Development (1 cr)
This course will introduce students to concepts of craniofacial growth and tooth development, and the impact of disease and altered development on anatomy and function.

OMFS 572 Introduction to Pediatric Dentistry (2.5 cr)
Students will be introduced to pediatric dentistry care and the differences between adult and pediatric treatment will be highlighted. Students will learn about the behavioral aspects of care at this stage in life.

OMFS 631 Oral Radiology 1 (1.5cr)
In this course students will learn the clinical significance, risks and benefits of dental radiography. By the end of this course, they will understand normal oral radiograph anatomy. Students will gain an introductory knowledge of radiographic interpretation and begin developing their skill in identifying oral pathologies on radiographs.

OMFS 632 Oral Radiology 2 (2.5 cr)
This course will focus on the physics of ionizing radiation and its use for making dental radiographs. Students will become familiar with the components of clinical equipment to emit radiation as well as both analog and digital sensors used for image formation. The interpretation of radiographs including periapical, bitewings (horizontal and vertical), and panoramics is developed. Intraoral radiographs using a Dexter Simulator will be performed in the laboratory.

OMFS 642 Oral Pathology/Oral Medicine (3 cr)
This oral pathology/oral medicine course will concentrate on the diagnosis, risk assessment and management of lesions of the head and neck (including the oral mucosa). Utilizing small group learning and case-based formats, there will be a review of the fundamental pathology of different conditions affecting the head and neck. Students must apply previous knowledge gained in BMS, anatomy, introduction to oral pathology as well as motivational interviewing and behavioral dentistry in their small group learning.

OMFS 652 Dental Anesthesiology 1: Local Anesthesia (5.5 cr)

Students will learn to apply their understanding on core BMS material, bringing together their knowledge of applied head and neck and dental anatomy, with knowledge of pharmacology and neuroanatomy. Students will learn how to evaluate a patient for local anesthesia, including informed consent, and management of phobic patients, and they will learn some of the standard techniques using a typodont. Students have the option to provide local anesthesia to peers by agreement.

OMFS 653 Dental Anesthesiology 2: *Local Anesthesia* **Pain and Anxiety Control (4 cr)**
In this course, students will apply their knowledge of anatomy, pain management and pharmacology to clinical dental practice. Medical risk assessment will be repeated, and students will use simulated patients to evaluate the risk of providing dental care in a dental setting. Students will learn when and how to use nitrous oxide sedation in order to treat anxious or phobic patients.

OMFS 711 Principles of Oral Surgery (2 cr)
The principles of aseptic technique, flap design, surgical access, surgical hemostasis, infection prevention, and wound healing are presented. Technique for the removal of erupted and non-erupted teeth, both surgically and via forceps and elevator is presented. Preprosthetic surgical technique and minor soft tissue surgery including biopsy is presented. The laboratory will focus on the surgical and nonsurgical removal of teeth and on soft tissue surgery and biopsy.

OMFS 721 Pediatric Dentistry (2 cr)
Child development and child management in the clinical setting will be developed from a holistic and family-based perspective. Major diseases in growth and development of the oral cavity will be elucidated. The development of the deciduous and mixed dentition along with craniofacial development is presented. Caries diagnosis, treatment and prevention in the deciduous dentition is shown.

OMFS 731 Clinical Clerkship: Pediatric Dentistry (2 cr) The student will engage in clinical experiences in the pediatric dentistry clinic as a member of the care team, treating patients under the supervision of pediatric dentistry faculty. Consultation on pediatric patients referred for oral conditions via pediatric medicine will occur.

OMFS 772 Advanced Topics in Oral and Maxillofacial Surgery (2 cr)
Understanding of major conditions of the oral and maxillofacial region requiring surgical intervention is presented. This includes diagnostic features, techniques for corrective surgery and outcome assessment. Categories include the treatment of facial trauma, ablative tumor surgery of the head and neck, cleft lip and palate surgery, craniofacial surgery, orthognathic surgery, reconstructive surgery of the jaws and face, and surgical treatment of temporomandibular disorders.

OMFS 773 Clinical Clerkship: Oral and Maxillofacial Surgery (2 cr)
The students will enter the oral and maxillofacial surgery care team for this clerkship including the care of patients for dentoalveolar surgery, major

maxillofacial surgery and complex conditions of the head and neck. Clinical experience in ambulatory oral surgery and anesthesia and assisting for maxillofacial surgery in the operating room including emergency and trauma care occurs. Participation in hospital rounds and conferences occurs

OMFS 882 Clinical Clerkship: Orthodontics (2 cr)
Students will enter the orthodontic care team providing diagnostic and treatment services for patients undergoing orthodontic care under the auspices of orthodontic faculty in College of Dental Medicine clinics.

OMFS 743 Interdisciplinary Interprofessional Seminar 1 (2 cr)
Students will engage in presentations and discussions of actual clinical cases. Connections with prosthodontics periodontics, endodontics, oral surgery, oral pathology, oral radiology and dental emergencies will occur.

OMFS 841 Interdisciplinary Interprofessional Seminar 2 (2 cr)
Students will engage in presentations and discussions of actual clinical cases. Connections with prosthodontics periodontics, endodontics, oral surgery, oral pathology, oral radiology and dental emergencies will occur.
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OMFS 842 Interdisciplinary Interprofessional Seminar 3 (2 cr)
Students will engage in presentations and discussions of actual clinical cases. Connections with prosthodontics periodontics, endodontics, oral surgery, oral pathology, oral radiology and dental emergencies will occur.

OMFS 843 Interdisciplinary Interprofessional Seminar 4 (2 cr)
Students will engage in presentations and discussions of actual clinical cases. Connections with prosthodontics periodontics, endodontics, oral surgery, oral pathology, oral radiology and dental emergencies will occur.

California Northstate University
College of Dental Medicine
Academic Calendar 2022-2023

FALL

Fall: 07/11/2022 – 11/04/2022

Event	Start Date	End Date
[Orientation Week (New Students)]	[07/05/2022 – Tuesday]	[07/08/2022 – Friday]
Instructional Period	07/11/2022 - Monday	10/21/2022 – Friday
Midterm Exams Final	08/22/2022 - Monday	
Exams	10/24/2022 - Monday	10/28/2022 – Friday
Remediation Exam Period	10/31/2022 - Monday	11/04/2022 – Friday
Final Grades Due	11/04/2022 - Friday	

WINTER

Winter: 11/07/2022 – 03/17/2023

Event	Start Date	End Date
Instructional Period	11/07/2022 - Monday	03/03/2023 – Friday
Midterm Exams	01/09/2023 - Monday	
Final Exams	03/06/2023 - Monday	03/10/2023 – Friday
Remediation Exam Period	03/13/2023 - Monday	03/17/2023 – Friday
Winter Break	12/26/2022 - Monday	01/06/2023 – Friday
Final Grades Due	03/17/2023 - Friday	

SPRING

Spring: 03/20/2023 – 06/30/2023

Event	Start Date	End Date
Instructional Period	03/20/2023 - Monday	06/16/2023 - Friday
Midterm Exams	04/24/2023 - Monday	
Final Exams	06/19/2023 - Monday	06/23/2023 - Friday
Remediation Exam Period	06/26/2023 - Monday	06/30/2023 - Friday
Break (Orientation Week – New Students) Final	07/03/2023 - Monday	07/07/2023 - Friday
Grades Due	06/30/2023 - Friday	

CALIFORNIA NORTHSTATE UNIVERSITY
COLLEGE of DENTAL MEDICINE

UNIVERSITY HOLIDAYS

Holiday	Date		Holiday	Date	
Independence Day	07/04/2022		New Year's Day	01/02/2023	(observed)
Labor Day	09/05/2022		Martin Luther King Jr. Day	01/16/2023	
Thanksgiving	11/24/2022-11/25/2022		President's Day	02/20/2023	
Christmas	12/26/2022 (observed)		Memorial Day	05/29/2023	
			Juneteenth	06/19/2-23	

California Northstate University
College of Dental Medicine
Academic Calendar 2023-2024

FALL

Fall: 07/10/2023 - 11/03/2023		
Event	**Start Date**	**End Date**
[Orientation Week (New Students)]	[07/03/2023 - Monday]	[07/07/2023 - Friday]
Instructional Period	07/10/2023 - Monday	10/20/2023 - Friday
Midterm Exams	08/21/2023 - Monday	
Final Exams	10/23/2023 - Monday	10/27/2023 - Friday
Remediation Exam Period	10/30/2023 - Monday	11/03/2023 - Friday
Final Grades Due	11/03/2023 - Friday	

WINTER

Winter: 11/06/2023 – 03/08/2024		
Event	**Start Date**	**End Date**
Instructional Period	11/06/2023 - Monday	03/01/2024 - Friday
Midterm Exams	01/08/2024 - Monday	
Final Exams	02/26/2024 - Monday	03/01/2024 - Friday
Remediation Exam Period	03/04/2024 - Monday	03/08/2024 - Friday
Winter Break	12/25/2023 - Monday	01/05/2024 - Friday
Final Grades Due	03/08/2024 - Friday	

SPRING

Spring: 03/11/2024 – 06/28/2024		
Event	**Start Date**	**End Date**
Instructional Period	03/11/2024 - Monday	06/14/2024 - Friday
Midterm Exams	04/22/2024 - Monday	
Final Exams	06/17/2024 - Monday	06/21/2024 - Friday
Remediation Exam Period	06/24/2024 - Monday	06/28/2024- Friday
Break (Orientation Week – New Students) Final Grades Due	07/01/2024 - Monday 06/28/2024 - Friday	07/05/2024 - Friday

UNIVERSITY HOLIDAYS

Holiday	Date	Holiday	Date
Independence Day	07/04/2023	New Year's Day	01/01/2024
Labor Day	09/04/2023	Martin Luther King Jr. Day	01/15/2024
Thanksgiving	11/23/2023-11/24/2023	President's Day	02/19/2024
Christmas	12/25/2023	Memorial Day	05/27/2024
		Juneteenth	06/19/2024

COLLEGE OF MEDICINE

Mission, Vision, and Values

Mission: To advance the art and science of medicine through education, service, scholarship, and social accountability.

Education: To provide the environment for its graduates to become life-long learners in the field of medicine.

Scholarship: To identify leaders in basic science, translational, clinical, and educational research, development of educational materials and processes, and thought leadership in science and education to foster a scholarly environment for the medical school.

Service: To assist in serving the underserved in the community as a critical function of the medical school.

Social Accountability: To stress community service, community health, access to health care, global health, global health education, health care policy and advocacy, and diversity as essential elements of the medical school.

Vision: To develop a community-based medical school that delivers innovative programs in education, research, and patient care.

Values: The core values of California Northstate University College of Medicine are:
1. Excellence in Medical Care
2. Professionalism
3. Ethics
4. Compassion
5. Social Accountability
6. Innovation

Educational Philosophy

The California Northstate University College of Medicine (CNUCOM) curriculum is designed to help students become physicians who are self-directed and lifelong learners. The four (4) year curriculum is designed to facilitate and optimize student learning in a progressive and integrated manner both in didactic and experiential courses. CNUCOM recognizes the need to implement varied educational styles for students to become competent self-directed, life-long learners. Therefore, there will be a variety of formats for instruction ranging from lecture to completely self-directed.

The curriculum is a completely clinical presentation-based, integrated curriculum. Clinical presentations frame the introductory material in the Foundations of Clinical Medicine. All subsequent courses in the pre-clerkship Phase A curriculum (Year 1 and Year 2) integrate biochemistry, cell biology, embryology, genetics, anatomy, histology, immunology, microbiology, nutrition, pathology, pharmacology, and physiology with the clinical presentations. The Medical Skills course runs concurrently with the systems-based courses and is designed to integrate doctoring skills each week to reinforce and enhance the information being taught in the rest of the curriculum. Masters Colloquium is a biweekly course designed to foster professionalism, ethics, and global health knowledge and behaviors throughout the Phase A curriculum.

The required clerkships and electives in Phases B and C carry our clinical presentation curriculum through completion of the medical education program. CNUCOM has aligned many of our Phase A clinical presentations with nationally recognized "must see" cases during the clerkships years, Phases B and C. Students will have the opportunity to master the basic sciences and foundational clinical skills associated with the clinical presentations in Phase A. Students will then see these clinical presentations again as live patients in Phases B and C and hone their clinical skills and develop a deeper understanding of therapeutics and treatment.

Learning Outcomes

Program Learning Outcomes

Upon successful completion of CNUCOM Doctor of Medicine program, students will be able to demonstrate the following learning program learning outcomes:
1. **Patient Care**. Demonstrate ability to provide evidence-based care that is compassionate, respectful of patients' differences, values, and preferences. Demonstrate the ability to listen, clearly inform, communicate and educate patients for the promotion of health and the treatment of illness; advocate for disease prevention, wellness and the promotion of healthy lifestyles including a focus on population health. Demonstrate ability to accurately evaluate relevant social and clinical information in the context of the patient's visit.
2. **Medical and Scientific Knowledge**. Demonstrate knowledge about established and evolving biomedical and clinical sciences. Demonstrate ability to apply this knowledge to the practice of medicine. Demonstrate ability to appraise and assimilate scientific evidence into their own ongoing learning, research, and patient care.
3. **Communication and Interpersonal Skills**. Demonstrate compassionate and effective interpersonal communication skills toward patients and families. Demonstrate ability to articulate information (written and oral) in an organized and clear manner to educate and inform patients, families, and colleagues.
4. **Professionalism**. Demonstrate a commitment to the highest standards of professional responsibility and adhere to ethical principles. Students should display the personal attributes of compassion, honesty, integrity, and cultural empathy in all interactions with patients, families, and the medical community.
5. **Healthcare Systems**. Demonstrate knowledge of and responsibility to the larger context of health care (social, behavioral, economic factors). Demonstrate the ability to effectively call on system resources to provide optimal care.
6. **Reflective Practice and Personal Development**. Demonstrate ability to reflect upon their experiences with the goal of continual improvement. Demonstrate habits of analyzing experiences that affect their well-being and their relationships with groups and individuals. Demonstrate self-motivation and awareness of and responsiveness to their own limitations.

Co-Curricular Learning Outcomes

Upon successful completion of CNUCOM Doctor of Medicine program, 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. **Professionalism and Advocacy**. Demonstrate professional behavior and effective interactions with other healthcare professionals, community members, and/or patients and advocate for initiatives to improve patient care, health outcomes, and the profession of pharmacy.
3. **Self-Awareness and Learning**. Demonstrate self-awareness through reflection and the development of appropriate plans for self-directed learning and development.
4. **Innovation and Entrepreneurship**. Demonstrate innovation and creativity to develop novel strategies to accomplish professional goals, or students demonstrate an understanding for how innovation and creativity influence the development of novel strategies to accomplish professional goals.
5. **Public Health and Education**. Apply skills learned in the classroom to create and effectively deliver public health initiatives and health-related education to the community.
6. **Service and Leadership**. Demonstrate the ability to lead and work collaboratively with others to accomplish a shared goal that improves healthcare.

Program Competencies and Learning Outcomes Mapping

CNUCOM has adapted the six ACGME competencies to the vision and mission of the school and have adopted those as expected program learning objectives (PLOs). These six general competencies reflect the knowledge, skills, behaviors, and attitudes that medical students will be expected to exhibit as evidence of their achievement. Medical students will demonstrate competency in these six areas as a requirement for graduation. For each of the six general competencies, there are a series of educational learning objectives (learning outcomes) which define the competency.

Map of CNUCOM Competencies to ACGME Competencies

ACGME / CNUCOM	Patient Care	Med/Sci Knowledge	Communication/ Interpersonal Skills	Professionalism	Health Care Systems	Reflective Practice/ Personal Development
Patient Care						
Medical/Science Knowledge						
Communication/ Interpersonal Skills						
Professionalism						
Practice-Based Learning & Improvement						
System-Based Practice						

CNUCOM Program Learning Objectives

The Curriculum Committee has developed and approved specific expectations about students' advancement towards achievement (mastery) of the PLOs for each academic phase of our curriculum.

1) Patient Care [PC]

Scope: Students must provide evidence-based care that is compassionate, appropriate, and effective for the promotion of health and the treatment of illness. Students should be able to evaluate relevant diagnostic information.

Spectrum of assessment methods to evaluate the achievement of the "Patient Care" competency:
- Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills courses.
- Faculty and resident direct observation and evaluations during clinical clerkships.
- Patient case logs.
- Standardized Patient Examination (SPE).
- Medical Skills Lab: Standardized patient, simulation exercises
- Objective Structured Clinical Examination (OSCE)
- Self-assessment and Peer assessment.
- USMLE Step 2 Clinical Knowledge Exam and Clinical Skills Exam.

Sub-Competency Category	Educational Program Objective(s) Mapped & Hyperlinked to PCRS	Outcome Measure(s)
PC1: Clinical History Taking	Gather essential and accurate information about patients and their conditions through history-taking and demonstrates the ability to organize all relevant clinical history in a timely manner **(1.2)**	• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • OSCE
	Able to identify alternative sources and or intuitively fill in the history gaps **(1.2)**	• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • OSCE • USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam
	Shares knowledge in topics of disease prevention with patient **(1.7,1.9)**	
	Documents how psychological/social/cultural situations have impacted the health, disease, care-seeking, care compliance, and barriers to and attitudes toward care **(1.2, 2.5)**	
	Demonstrates ability to inquire (non-judgmentally) about alternative medical practices being utilized by the patient at the time of presentation **(1.2)**	
PC2:Patient Examination	Perform a full or focused physical exam on an adult patient in a logical sequence appropriate for the scheduled visit in a timely manner for pediatric, adolescent, adult and elderly patients **(1.1, 1.2)**	• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • OSCE • USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam
	Can perform a complete, full mental and functional assessment of an elderly patient **(1.1, 1.2)**	
	Can fully assess a pediatric patient for developmental delay and genetic abnormalities **(1.2)**	
	Can identify pertinent positives and negatives in the exam to accurately determine stage of medical condition **(1.2)**	
	Can utilize clinical findings to prioritize additional anatomic or physiologic testing **(1.3, 1.5)**	
PC3: Medical Notes	Can accurately complete a written H&P in a timely fashion with a well-developed differential diagnosis using the CP clinical algorithms to develop a differential diagnosis **(1.2, 4.5)**	• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • OSCE
	Can complete a SOAP note using CP clinical algorithms to assist in developing a problem list **(1.2, 4.2)**	
	Can utilize the problem list to develop a well thought out plan for ongoing treatment. **(1.6)**	

	Integrates periodic evaluation of the care plan to re-evaluate the efficacy of the plan to ensure treatment success **(1.2, 1.3, 1.5, 1.6, 2.1)**	· USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam
PC4: Oral Presentations	Can accurately and professionally present a H&P or SOAP note to an attending in a timely fashion indicating when to use "not relevant" or "no pertinent positives" **(1.2, 4.2)**	· Faculty feedback in pre-clerkship settings including Masters Colloquium, Clinical Cases Sessions, and Medical Skills courses · OSCE · Self-assessment and peer assessment · Faculty and resident direct observation and evaluations during clinical clerkships · USMLE Step 2 Clinical Skills Exam
	Includes a differential or problem list with treatment updates **(1.2, 1.5, 1.6)**	
	Includes accurate assessments with prioritized diagnosis or problem list using relevant CP clinical algorithms **(1.6)**	
	Can participate in a discussion of prioritized diagnostic approaches and is able to identify where patient teams and consultants are needed **(1.3, 1.4, 1.5, ,1.6, 1.8, 4.2, 4.3)**	
PC5: Medical Skills	Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice **(1.1)**	· Faculty feedback in pre-clerkship settings including Medical Skills Courses · Medical Skills Lab: Standardized patient, simulation exercises · OSCE · Passing BLS and ACLS certification exam · Faculty and resident direct observation and evaluations during clinical clerkships. · USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam
	Can describe and practice the basic principles of universal precautions in all settings **(1.3)**	
	Has achieved certification in BLS **(1.1, 6.6)**	
	Has achieved certification in ACLS **(1.1, 6.6)**	
PC6: Patient Care Teams	Can explain how the composition of an adult and pediatric outpatient/hospital Patient Care Team (PCT) differs on each clinical service and can recognize and evaluate when their services should be ordered to facilitate recovery **(1.3, 1.5, 1.8, 1.6 4.2, 6.1)**	· Faculty feedback in pre-clerkship settings including Medical Skills Courses · Faculty and resident direct observation and evaluations during clinical clerkships
	Make appropriate patient referral decisions and follow up the care outcome to ensure continuity of care while the patient moves between different providers/settings. **(1.8)**	
PC7:Patient Management	Can describe a well thought out plan of management of all patients with acute and chronic illnesses in the adult population **(1.5, 1.6)**	· Faculty feedback in pre-clerkship settings including Clinical Cases sessions and Medical Skills courses · Faculty and resident direct observation and evaluations during clinical clerkships · OSCE
	With appropriate supervision, participate in counselling & education of patients and their families enabling them to share in decision making and the care plan. **(1.7)**	
	With appropriate supervision, participate in providing preventive and health maintenance services. **(1.9)**	
	With appropriate supervision can construct a detailed patient management plan utilizing appropriate PCT members **(1.6, 6.2)**	
PC8: Cost Effective Comparison in Treatment	Is able to recognize that there are differences in the cost of treatment options **(1.3, 1.5, 1.6, 6.3)**	· Faculty feedback in pre-clerkship settings including Masters Colloquium, Clinical Cases Sessions, and Medical Skills courses · Faculty and resident direct observation and evaluations during clinical clerkships
	Can discuss treatment costs in the context of efficacy, social and cultural factors **(1.3, 1.5, 1.6, 6.3)**	
	Can use the cost effectiveness information to recommend a stepped approach to the treatment of common medical conditions in the adult patient **(1.3, 1.5, 1.6, 6.3)**	

2) Medical and Scientific Knowledge [MSK]

Scope: Students must demonstrate knowledge about established and evolving biomedical and clinical sciences. They must showcase an ability to apply this knowledge to the practice of medicine. Students should be able to appraise and assimilate scientific evidence into their own ongoing learning, research, and patient care.

Spectrum of assessment methods to evaluate the achievement of the "Medical & Scientific Knowledge" competency:
- Written examinations (both individual and team-based) in basic science courses and clinical clerkships
- NBME shelf exams
- Faculty feedback in pre-clerkship settings including small groups, Clinical Cases Sessions, Masters Colloquium and Medical Skills courses
- Self-Directed Student Scholarly Project
- Faculty and resident evaluations during clinical clerkships
- Written and oral case presentations
- Objective Structured Clinical Examination (OSCE)
- Peer assessment and self-assessment
- USMLE Step 1 and Step 2
- Institutionally developed written examinations in system based courses and clinical clerkships
- NBME shelf exams

Sub-Competency Category	Educational Program Objective(s) Mapped & Hyperlinked to PCRS	Outcome Measure(s)
MSK1: Knowledge of Medical Practices	Can evaluate how the major organ systems contribute to both health and disease **(2.1, 2.2, 2.3, 2.4)**	- Institutionally developed written examinations in system based courses and clinical clerkships - NBME shelf exams - Faculty feedback in pre-clerkship settings including Clinical Cases, Master Colloquium, and Medical Skills courses - Faculty and resident evaluations during clinical clerkships - OSCE - Peer assessment and self-assessment - USMLE Step 1 and Step 2
	Can explain how the organ system pathophysiology is reflected in the CP clinical algorithms and can relate this information to a clinical team **(2.1, 2.2, 2.3, 2.4)**	
	Apply clinical reasoning to construct CP clinical algorithms to propose differential diagnosis **(2.1, 2.3, 1.2, 1.3, 1.4)**	- Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses - Faculty and resident evaluations during clinical clerkships - OSCE - USMLE Step 2
	Can explain the anticipated clinical response to correctly selected medications for a specific number of medical conditions to patients, family members and team members **(2.1, 2.3, 1.3, 1.4, 1.7, 4.1)**	- Faculty feedback in pre-clerkship settings including Clinical Cases, Master Colloquium, and Medical Skills courses - OSCE - Faculty and resident evaluations during clinical clerkships
	Recognizes the most common drug interactions and their likely signs of presentation in the elderly and can explain them to patient and family **(2.1, 2.2, 2.3, 1.2, 1.3, 1.4, 1.7, 4.1)**	- Institutionally developed written examinations in system based courses and clinical clerkships - Faculty feedback in pre-clerkship settings including Clinical Cases, Master Colloquium, and Medical Skills courses - OSCE - Faculty and resident evaluations during clinical clerkships - USMLE Step 1 and Step 2

	Recognizes what types of medical knowledge is required for each individual members of the PCT (patient care team) **(2.1, 2.3, 6.1, 6.2)**		· Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses. · Faculty and resident evaluations during clinical clerkships · OSCE · Peer assessment and self-assessment · USMLE Step 1 and Step 2
MSK2:Problem Solving & Diagnosis	Can correlate the findings of a patient at clinical presentation with specific CP clinical algorithms and prioritize the conditions in the order of most to least likely **(2.1, 2.3, 1.2, 1.3)** Recognizes and is able to explain both typical as well as atypical presentations for commonly seen clinical conditions in clerkships **(2.1, 2.3, 1.2, 2.1, 2.3)** Can construct comprehensive problem lists categorized as both acute versus chronic conditions and prioritize therapeutic interventions **(2.1, 2.3, 2.4, 1.5, 1.6)** Can order appropriate diagnostic tests needed to facilitate both diagnosis and evaluate response to therapy in a cost and time effective manner **(2.1, 2.3, 1.2, 1.4, 1.5)**		— Institutionally developed written examinations in system based courses and clinical clerkships — NBME shelf exams · Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses · Faculty and resident evaluations during clinical clerkships · OSCE · Peer assessment and self-assessment · USMLE Step 1 and Step 2
	Can analyze and evaluate diagnostic tests in regards to sensitivity/specificity **(2.1, 2.3, 1.2, 1.4)**		— Institutionally developed written examinations system based courses and clinical clerkships — NBME shelf exams · USMLE Step 1 and Step 2
MSK3: Medical Treatment	Can identify preventive, curative, and palliative therapeutic strategies **(2.12.2.3,2.4,2.5, 2.6, 1.5, 1.6)**		— Institutionally developed written examinations in system based courses and clinical clerkships — NBME shelf exams · Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses · Faculty and resident evaluations during clinical clerkships · OSCE · USMLE Step 1 and Step 2
	Can identify and judge, from direct observation/experience, how cost and social/cultural issues affect the selection of therapeutic interventions **(2.1, 2.3, 2.4, 2.5, 1.3, 1.5, 6.3)**		— Institutionally developed written examinations in system based courses and clinical clerkships · Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills courses — NBME shelf exams · Faculty and resident evaluations during clinical clerkships · OSCE · USMLE Step 1 and Step 2
	Can select and defend basic therapeutic recommendations for preventive, curative and palliative therapies seen in the clerkships **(2.1, 2.2, 2.3, 2.4, 2.5, 1.5,1.6, 3.4, 3.5, 3.6)**		— Institutionally developed written examinations in system based courses and clinical clerkships — NBME shelf exams · Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses · Faculty and resident evaluations during clinical clerkships · OSCE

		· USMLE Step 1 and Step 2
	Effectively utilizes ongoing diagnostic tests to modify recommended therapeutic strategies **(2.1, 2.3, 1.4, 1.5, 1.6)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses · Faculty and resident evaluations during clinical clerkships · OSCE · Peer assessment and self-assessment
MSK4: Life-Long Learning	Can discuss the study design, data analysis and scientific findings of a journal article relevant to their patient's medical condition **(2.1, 2.2, 2.3, 3.6)** Routinely reads medical journals **(2.1, 3.3, 3.7)**	· Successful completion of a scholarly project · Faculty feedback in pre-clerkship settings including Clinical Cases and Masters Colloquium · Faculty and resident evaluations during clinical clerkships
	Organizes a self-educating approach for life-long learning through observation, research, and analysis **(2.1, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.10)**	· Successful completion of a scholarly project · Faculty feedback in pre-clerkship settings including Clinical Cases and Masters Colloquium · Faculty and resident evaluations during clinical clerkships · Peer assessment and self-assessment
MSK5: Research or Knowledge Expansion	Through research and/or community service, in the context of the "Self-Directed Student Scholarly Project", the student will develop, apply, translate and/or communicate medical knowledge to their peers and/or community **(2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.8)**	· Successful completion of a scholarly project · Faculty feedback in pre-clerkship settings including Clinical Cases and Masters Colloquium · Faculty and resident evaluations during clinical clerkships · OSCE · Peer assessment and self-assessment

3) Communication and Interpersonal Skills [C]

Scope: Students must demonstrate compassionate and effective interpersonal communication skills toward patients and families necessary to deliver effective medical care and promote shared decision making. Students must be able to articulate information and ideas (written and oral) in an organized and clear manner to educate or inform patients, families, colleagues, and community.

Spectrum of assessment methods to evaluate the achievement of "Communication & Interpersonal Skills" competency:
- Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills course
- Faculty and resident direct observation and evaluations during clinical clerkships
- Patient case logs
- Presentation of written and oral clinical information
- Standardized patient evaluations, simulation and inter-professional exercises
- Objective Structured Clinical Examination (OSCE)
- Peer assessment, self-assessment
- USMLE Step 2 Clinical Skills Exam
- Multiple choice questions (MCQ's)

Sub-Competency Category	Educational Program Objective(s) Mapped & Hyperlinked to PCRS	Outcome Measure(s)
C1: Doctor-Patient Communication	Utilizes communication strategies involving nonverbal, verbal and written modalities to communicate with patients **(4.1)** Demonstrates how to ask clarifying questions in a way that is socially and culturally sensitive **(4.1, 1.2)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Medical Skills, and Masters Colloquium · Faculty and resident evaluations during clinical clerkships

	Creates rapport with the patient in order to generate an effective environment for counseling on wellness and disease prevention strategies **(4.1)**	· OSCE · Peer assessment and self-assessment
	Effectively uses health coaching strategies **(3.8, 4.1)**	
	Can effectively communicate medical errors to patients **(4.6)**	
C2: Communication with family members	Utilizes effective communication strategies involving nonverbal, verbal and written skills to communicate with patient's family members **(4.1)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Medical Skills, and Masters Colloquium · Faculty and resident evaluations during clinical clerkships · OSCE · Peer assessment and self-assessment
	Can recognize and effectively communicates his/her legal limitations due to patient privacy **(4.1, 4.2, 4.3, 5.3)**	
	Can ask for the support/assistance of patient's family members for encouraging changes in disease prevention or wellness strategies **(4.1)**	
	Can effectively communicate medical errors to family members **(4.6)**	
C3: Communication with Medical Team	Can effectively communicate a H&P and SOAP note in both written and oral format **(4.2, 4.3)**	· Faculty feedback in pre-clerkship settings including Medical Skills · Faculty and resident evaluations during clinical clerkships · OSCE · Peer assessment and self-assessment
	Can effectively communicate new patient problems or complaints in healthcare to the medical team **(4.2, 4.3)**	
	Can question medical decisions in a non-confrontational manner **(4.2, 4.3, 4.4, 3.9, 7.1)**	
	Effectively shares relevant information with the team **(4.2, 4.3, 4.4, 3.9)**	
C4: Communication with Faculty	Identifies gaps or deficiencies in understanding on each clerkship and can effectively communicate educational needs to the interns, residents, and faculty to increase knowledge **(4.2, 4.3, 4.4, 3.1, 3.3)**	· Faculty and resident evaluations during clinical clerkships · Faculty feedback in pre-clerkship settings including Medical Skills · OSCE · Peer assessment and self-assessment
	Can discuss personal ethical/social or cultural issues with faculty members to resolve any personal conflicts that may arise in the management or treatment decisions made for the benefit of the patient **(4.2, 4.3, 4.7, 7.1)**	
C5: Communication with Community	Can communicate medical knowledge to the community at large in a professional manner **(4.1, 3.8)**	· Faculty and resident evaluations during clinical clerkships · Faculty feedback in pre-clerkship settings including Medical Skills · OSCE · Peer assessment and self-assessment

4) Professionalism [P]

Scope: Students must demonstrate a commitment to the highest standards of professional responsibility and adherence to ethical principles. Students must display the personal attributes of compassion, honesty, integrity, and cultural competence in all interactions with patients, families, and the medical community.

Spectrum of assessment methods to evaluate the achievement of the "Professionalism" competency:
- Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills courses
- Faculty and resident direct observation and evaluations during clinical clerkships
- Presentation of clinical information
- Completion of HIPAA training
- Standardized patient evaluations
- Simulation and inter-professional exercises
- Objective Structured Clinical Examination (OSCE)
- Praise/concern professionalism incident reports
- Peer assessment
- Self-assessment
- USMLE Step 2 Clinical Skills Exam
- Institutionally developed written examinations in system based courses and clinical clerkships
- NBME shelf exams

Sub-Competency Category	Educational Program Objective(s) Mapped & Hyperlinked to PCRS	Outcome Measure(s)
P1: Ethical Behavior	Demonstrates respect, compassion and honesty in his/her approach to all patients and family members **(5.1)** Recognizes and discloses one's errors to appropriate residents/Clerkship Directors and when they involve patient care, seeks guidance on how and with whom that disclosure will be made to the patient or family **(5.4, 5.6, 4.6)** Always displays professional attire and behavior **(1.10)** Demonstrates the ability to maintain professional behavior in encounters with quarrelsome, hostile, abusive, arrogant or dismissive patients, family members or clinical staff **(5.6, 4.7, 7.1)** Uses clinical hygiene for the prevention of nosocomial infection transmission **(5.4, 5.5, 3.10, 1.3)**	• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Completion of HIPAA training • OSCE • Praise/concern professionalism incident reports • Peer & self-assessment
P2: Ethical Responsibility	Obtains patient consent for all therapies and/or procedures in which s/he is involved **(5.6)**	• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Completion of HIPAA training • Standardized patient evaluations • Simulation and inter-professional exercises • OSCE • USMLE Step 2 Clinical Skills Exam • Masters Colloquium on professionalism
	Can identify and relate full disclosure of the risks and benefits of a therapy or procedure **(5.6, 1.5)**	• Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Completion of HIPAA training • Standardized patient evaluations • Simulation and inter-professional exercises • OSCE • USMLE Step 2 Clinical Skills Exam
	Can discuss alternative therapies/procedures with their relevant risks and benefits **(5.1, 5.6)**	

		· Institutionally developed written examinations in system based courses and clinical clerkships · NBME shelf exams
	Can identify and adhere to institutional standards involved in patient care **(5.6, 6.1)**	· Faculty and resident direct observation and evaluations during clinical clerkships · Presentation of clinical information · Standardized patient evaluations · Simulation and inter-professional exercises · OSCE
P3: Ethical Principles and Boundaries	Recognize his/her role as the patient's advocate for clinical care **(5.2, 5.4, 7.2)**	· Faculty and resident direct observation and evaluations during clinical clerkships · Presentation of clinical information · Standardized patient evaluations · Simulation and inter-professional exercises · OSCE
	Demonstrates evidence of maintaining patient privacy **(5.3)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills · Faculty and resident direct observation and evaluations during clinical clerkships · Presentation of clinical information · Completion of HIPAA training · Standardized patient evaluations · Simulation and inter-professional exercises · OSCE
	Demonstrates ability to treat all patients with dignity even when the approach is not reciprocated **(5.1, 5.5)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills · Faculty and resident direct observation and evaluations during clinical clerkships · Presentation of clinical information · Standardized patient evaluations · Simulation and inter-professional exercises · OSCE · Masters Colloquium on professionalism
	Recognizes his/her legal limits on imposing medical care that is considered to be in the best interest of the patient when it is being refused **(5.6)**	· Faculty and resident direct observation and evaluations during clinical clerkships. · Presentation of clinical information · Standardized patient evaluations · Simulation and inter-professional exercises · OSCE
P4: Professional Relationships	Demonstrates integrity, honesty, and authenticity in interactions with faculty and the medical community **(5.4, 5.6, 7.1, 7.3, 8.5)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills · Faculty and resident direct observation and evaluations during clinical clerkships
	Can identify conflicts of interest in financial and organizational arrangements in the practice of medicine **(5.6, 6.5)**	
	Can identify and utilize standards established by specific professional societies **(5.6)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills

		· Faculty and resident direct observation and evaluations during clinical clerkships · Presentation of clinical information · Standardized patient evaluations · Simulation and inter-professional exercises · OSCE · Institutionally developed written examinations in system based courses and clinical clerkships · NBME shelf exams

5) Health Care Systems [HC]

Scope: Students must demonstrate knowledge of and responsibility to the larger context of health care (social, behavioral, economic factors). They should have the ability to effectively call on system resources to provide optimal care.

Spectrum of assessment methods to evaluate the achievement of the "Healthcare Systems" competency:
- · Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills
- · Faculty and resident direct observations and evaluations during clinical clerkships
- · Patient case logs
- · Presentation of written and oral clinical information
- · Standardized patient evaluations, simulation center evaluations
- · Objective Structured Clinical Examination (OSCE)
- · Peer assessment, Self-assessment
- · NBME shelf exams

Sub-Competency Category	Educational Program Objective(s) Mapped & Hyperlinked to PCRS	Outcome Measure(s)
HC1: Healthcare Delivery Systems	Can identify all members and their roles in a patient care team (PCT) and explain which are specific to certain specialty areas of medical practice **(6.1, 6.2, 7.2)** Can identify the major components of a healthcare system and understands how they can impact access, cost and compliance **(6.1, 6.2, 6.3, 7.2)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills · Faculty and resident direct observations and evaluations during clinical clerkships · Standardized patient evaluations, simulation center evaluations · OSCE · NBME shelf exams
	Can navigate different hospital/clinic infrastructures in providing patient care **(6.1)**	· Faculty and resident direct observations and evaluations during clinical clerkships · Patient case logs · Presentation of written and oral clinical information · Standardized patient evaluations, simulation center evaluations
	Can identify major monetary investment and legal needs in designing a student-run free clinic **(6.3)**	· Faculty and resident direct observations and evaluations during clinical clerkships · Peer assessment, Self-assessment
	Can interpret and use multiple forms of health information technologies including electronic medical records, patient registries, computerized order entry and prescribing systems **(6.1, 3.7)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills · Faculty and resident direct observations and evaluations during clinical clerkships · Patient case logs · Standardized patient evaluations, simulation center evaluations · OSCE
	Recognizes the importance of current models of medical practice performance evaluation **(6.6, 3.5)**	

Sub-Competency Category	Educational Program Objective(s)	Outcome Measure(s)
HC2: Delivery Systems Improvement	Recognizes the importance of quality assessment and benchmarking in practice improvement **(6.6, 3.1, 3.2, 3.3, 3.5, 3.10)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills · Faculty and resident direct observations and evaluations during clinical clerkships · Patient case logs · Presentation of written and oral clinical information · Standardized patient evaluations, simulation center evaluations · OSCE
	Uses system approaches to prevent common medical errors and hazards **(6.1, 6.4)**	· Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills · Faculty and resident direct observations and evaluations during clinical clerkships · Patient case logs · Presentation of written and oral clinical information · Standardized patient evaluations, simulation center evaluations · OSCE · Peer assessment, Self-assessment
	Participates in Phase B and/or C clinic rotation quality assessment for education performance improvement **(6.6, 3.1, 3.2, 3.3, 3.4, 3.5)**	· Faculty and resident direct observations and evaluations during clinical clerkships · Presentation of written and oral clinical information · Standardized patient evaluations, simulation center evaluations · OSCE

6) Reflective Practice and Personal Development [RP]

Scope: Student must be able to reflect upon their experiences with the goal of continual improvement. They must also demonstrate habits of analyzing experiences that affect their well-being, relationships with groups and individuals. They must demonstrate self-motivations, and awareness and responsiveness to their own limitations.

Spectrum of assessment methods to evaluate the achievement of the "Reflective Practice and Personal Development" competency:
- Self-assessment
- Patient case logs/journal
- Evaluation by team members and peers in small group activities/clinical teams
- Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills courses
- Faculty and resident evaluations during clinical clerkships
- Objective Structured Clinical Examination (OSCE)

Sub-Competency Category	Educational Program Objective(s) Mapped & Hyperlinked to PCRS	Outcome Measure(s)
RP1: Personal Assessment	Can accept and respond appropriately to suggestions/constructive criticisms of performance including changing when necessary and discarding inappropriate feedback **(3.5, 8.1)**	· Self-assessment Evaluation by team members and peers in small group activities/clinical teams · Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills · Faculty and resident evaluations during clinical clerkships · OSCE
	Demonstrates the use of self-assessment and reflection skills for growth and development **(3.1, 3.2., 3.3, 8.1)**	· Self-assessment · Evaluation by team members and peers in small group activities/clinical teams · Faculty feedback in pre-clerkship settings including Clinical Cases

		- Sessions, Masters Colloquium and Medical Skills - Faculty and resident evaluations during clinical clerkships
	Uses self-assessment to identify gaps in knowledge and skill sets and finds an approach to fill such gaps **(3.1, 3.2, 3.3, 8.1)**	- Self-assessment - Patient case logs/journal - Evaluation by team members and peers in small group activities/clinical teams - Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills - Faculty and resident evaluations during clinical clerkships
	Can give a balanced description of personal performance in a confident and skillful manner **(3.1, 3.3, 8.1)**	- Self-assessment - Evaluation by team members and peers in small group activities/clinical teams - Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills - Faculty and resident evaluations during clinical clerkships
RP2: Time Management	Can develop realistic plans and timelines to achieve desired outcomes **(3.2, 3.3)** Can refine and implement correction to timelines when appropriate **(3.5, 3.10)** Can implement corrective actions/changes to correct deficiencies and/or promote personal growth **(3.5, 8.1, 8.4)**	- Evaluation by team members and peers in small group activities/clinical teams - Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills - Faculty and resident evaluations during clinical clerkships
RP3: Stress/Wellness Management	Works to identify a passion within the field of medical practice **(8.1)** Able to identify an outlet for personal stress and anxiety **(8.2)** Is able to identify the signs, symptoms and triggers of personal stress and anxiety **(8.1, 8.2)** Capable of developing a personalized program for physical/mental health **(8.2, 8.4)** Can recognize and identify when to seek help **(8.1)**	- Self-assessment - Evaluation by team members and peers in small group activities/clinical teams - Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills - Faculty and resident evaluations during clinical clerkships
RP4: Conflict Resolution	Demonstrates open-mindedness to the opinions and approaches of others **(8.3, 8.4)** Can articulate opinions in a non-confrontational manner **(8.3, 8.6)** Can formulate strategies to diffuse confrontational situations between team members and/or patient/family members and the patient care team **(8.3, 8.6, 8.7)** Can effectively negotiate with patients/family members to gain cooperation in the medical plan of treatment **(1.7, 3.8, 4.1, 8.6)**	- Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills - OSCE - Patient case logs/journal - Evaluation by team members and peers in small group activities/clinical teams - Faculty and resident evaluations during clinical clerkships

Admission to the MD Program

Applications to the California Northstate University College of Medicine (CNUCOM) are through the American Medical College Application Service (AMCAS) administered by the American Association of Medical Colleges (AAMC) at www.aamc.org/amcas.

Requirements

Applicants are expected to meet the minimum requirements listed below:

➢ CNUCOM prefers a baccalaureate degree from a regionally accredited, four-year institution within the United States; or a non-U.S. equivalent institution.

➢ Be a US citizen or a legal resident with a Green Card.

➢ Required minimum coursework
  ▪ 2 semesters/ 3 quarters/ 1 year of college level English
  ▪ 2 semesters/ 3 quarters/ 1 year of Biology with Laboratory[1]
  ▪ 2 semesters/ 2 quarters/ minimum of 8 units of Inorganic (General) Chemistry with Laboratory[1]
  ▪ 2 semesters/ 2 quarters/ minimum of 8 units of Organic Chemistry with Laboratory[1]
  ▪ 2 semesters/ 3 quarters/ 1 year of Physics[1]
  ▪ 2 semester/ 3 quarters of college level Math (Statistics and/or Calculus preferred[1]
  ▪ 1 semester/1 quarter/ or 3 units of Biochemistry[1]

➢ Recommended coursework (not required):
  ▪ Social sciences
  ▪ Behavioral sciences
  ▪ Foreign Languages
  ▪ Anatomy
  ▪ Physiology
  ▪ Microbiology
  ▪ Immunology

➢ Preferred MCAT & GPA for competitive candidates:
  ▪ GPA: 3.40
  ▪ New MCAT[2]: 508

➢ Minimum MCAT & GPA requirements acceptable
  ▪ GPA: 2.80
  ▪ New MCAT[2]: 497

[1] IB or AP credits are not accepted.
[2] Only scores from the new MCAT exam from within the past three years are accepted.

An applicant is not required to have completed all the above requirements when applying for admission to the College; however, they must be completed three weeks prior to the first day of Orientation.

Applicants are required to meet the College of Medicine Technical Standards for admissions to the College.

If there is a question about the level of English proficiency of an applicant whose first language is not English, and the applicant is otherwise qualified for admission, the respective Committee may require that the student submit scores from the Test of English as a Foreign Language (TOEFL) examination and the Test of Spoken English (TSE).

All applicants deemed eligible to be admitted as regular students into College of Medicine must be:
  a) Persons who have a high school diploma or its recognized equivalent, or
  b) Persons are beyond the age of compulsory school attendance in the State of CA, i.e. at least 18 years of age and pass a test that demonstrates the student's ability to benefit (ATB) from the educational program in which the student is enrolled

Foreign Graduates/Coursework

CNUCOM accepts applications from graduates of foreign institutions provided they hold either US citizenship or US Permanent Resident status at the time of application. Foreign residents with F1 status should not apply.

In addition, CNU will not accept foreign transcripts prior to being accepted. Transcripts and coursework from foreign institutions must be evaluated by WES, ECE or IERF. Evaluations must be sent directly to AMCAS and must include semester units and letter grades for each course, as well as a cumulative GPA and, if possible, a science GPA. If accepted, you must provide an official copy of your transcript directly to the Office of Admission. If a copy of your 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.

Applicants who receive their degree from a non-English speaking country may 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.

If there is a question about the level of English proficiency, you may be requested to submit scores from the TOEFL Examination (minimum TOEFL score: CBT " 213) or the TSE (minimum TSE score: 50).

Foreign students who do not have a Bachelor's degree from a U.S. institution must complete one year of English composition, and the public speaking, economics, and psychology prerequisite courses at a U.S. college.

Application Process

AMCAS Application

Applications are managed through the online AMCAS (American Medical College Application Service) portal.

There is a non-refundable fee for the application.

The AMCAS application deadline is December 17, 2021. Early decision applicants must submit their applications to AMCAS by August 1, 2021.

Official Transcripts

An applicant must request that a set of official transcripts be forwarded directly to AMCAS by the Registrar of each institution the applicant has attended.

Letters of Recommendation

CNUCOM requires three letters of recommendation: two letters from Category 1 below or a Committee Letter (required) and one letter from Category 2 listed below (required). An additional letter from Category 3 below can be submitted (optional).

- Category 1: A Science professor teaching the BCPM course (Required).
- Category 2: Other (e.g., Research Advisor, Non-Science Professor, Community Leaders, Employer Superior) (Required).
- Category 3: A Healthcare Provider (Optional).

*If you have been out of school for more than 5 years, in lieu of the BCPM course letters, you may provide additional letters from categories two and three.

Submit all letters of recommendation to the AMCAS letter service only. Letters dated prior to January 2020 will not be accepted.

Supplemental Application

Upon receipt of the AMCAS application packet, the material will be reviewed by the Office Admissions. Candidates, who are qualified on the basis of their completion, or likelihood of completing the requirements for admission, will be invited to submit a Supplemental Application. There is a $100 non-refundable fee for processing the Supplemental Application. CNUCOM is not accepting fee waiver for supplemental application fee.

Interviews

Highly qualified candidates will be invited to an on-campus interview. Invitations are made on the basis of a complete, holistic review of an application and completion of any other supporting documentation. Applicants will receive their invitation to Interview Day via e-mail. Only applicants who have completed an on-campus interview are offered admission to the College of Medicine.

Interviews are conducted at the College of Medicine campus in Elk Grove, California. Only individuals who have received an invitation from the Office of Admissions will be interviewed.

The interview process includes a writing prompt, presentations and interviews with faculty and students at California Northstate University. The process takes about one day.

During the period when interviews are taking place, the Admissions Committee will meet on a regular basis to consider applicants who have interviewed with the College of Medicine. Applicants are notified of the decision of the College of Medicine regarding their application as soon as possible.

Please review our website for more information about Interview Day at Interview Day (cnsu.edu).

Decision Notification

Notification of the decision of the Admissions Committee continues until the class is filled. Accepted applicants may reserve their positions in the incoming class with a $100 non-refundable deposit. All admission decision are final. Requests for admission decision appeals will not be accepted.

Deferred Matriculation

CNUCOM does not offer options of deferred matriculation at this time.

Early Decision Program

CNUCOM participates in the Early Decision Program. Please visit our website for dates at Admissions Timeline (cnsu.edu).

Transferring from Other Institutions

CNUCOM is currently not accepting any transfer students from other medical program. In addition, the Doctor of Medicine program does not have any articulation or transfer agreements with any other college or university at this time.

Technical Standards

The Technical Standards describe the essential abilities required of all candidates:
- Reasonable accommodation in achievement of the standards is defined under U.S. federal statutes applied to individuals with disabilities. Such accommodations are intended to support the successful completion of all components of the MD degree.
- Standards in five areas must be met by all candidates: Observation, Communication, Motor Function, Cognitive, and Professional.

1. Observation. Candidates are reasonably expected to:
- Observe demonstrations and participate in experiments in the basic sciences
- Observe patients at a distance and close at hand.
- Demonstrate sufficient use of the senses of vision, hearing, and smell and the somatic sensation necessary to perform a physical examination.
- Integrate findings based on these observations and to develop an appropriate diagnostic and treatment plan.

2. Communication
- Communicate in verbal and written form with health care professionals and patients, including eliciting a complete medical history and recording information regarding patients' conditions.
- Perceive relevant non-verbal communications such as changes in mood, activity, and posture as part of a physical examination of a patient.
- Establish therapeutic relationships with patients.
- Demonstrate reading skills at a level sufficient to individually accomplish curricular requirements and provide clinical care for patients using written information.

3. Motor Function
- Perform physical examinations and diagnostic procedures, using such techniques as inspection, percussion, palpation, and auscultation.

- Complete routine invasive procedures as part of training, under supervision, using universal precautions without substantial risk of infection to patients.
- Perform basic laboratory tests and evaluate routine diagnostic tools such as EKGs and X-rays.
- Respond in emergency situations to provide the level of care reasonably required of physicians.
- Participate effectively in physically taxing duties over long hours and complete timed demonstrations of skills.

4. Cognitive
- Measure, calculate, analyze, synthesize, extrapolate, and reach diagnostic and therapeutic judgments.
- Recognize and draw conclusions about three-dimensional spatial relationships and logical sequential relationships among events.
- Formulate and test hypotheses that enable effective and timely problem-solving in diagnosis and treatment of patients in a variety of clinical modalities.
- Understand the legal and ethical aspects of the practice of medicine.
- Remain fully alert and attentive at all times in clinical settings.

5. Professionalism
- Demonstrate the judgment and emotional stability required for full use of their intellectual abilities.
- Possess the perseverance, diligence, and consistency to complete the Pre-Med Post-Baccalaureate curriculum and prepare to enter the independent practice of medicine.
- Exercise good judgment in the diagnosis and treatment of patients.
- Complete all responsibilities attendant to the diagnosis and care of patients within established timelines.
- Function within both the law and ethical standards of the medical profession.
- Work effectively and professionally as part of the health care team.
- Relate to patients, their families, and health care personnel in a sensitive and professional manner.
- Participate effectively in physically taxing duties over long work hours, function effectively under stress, and display flexibility and adaptability to changing and uncertain environments.
- Maintain regular, reliable, and punctual attendance for classes and clinical responsibilities.
- Contribute to collaborative, constructive learning environments, accept constructive feedback from others, and respond with appropriate modifications.

Student Enrollment Agreement

The Student Enrollment Agreement must be completed and submitted to the college in order to show intent to enroll in the program. The Student Enrollment Agreement is a legally binding contract when it is signed by the incoming student and accepted by the 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.

Any questions or concerns regarding the Student Enrollment Agreement should be directed to the college or university department.

Catalog, Performance Fact Sheet, and Website

Before signing the Student Enrollment Agreement, the prospective student is strongly encouraged 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 you have 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: Registrar Forms (cnsu.edu).

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 2021 and are subject to change without notice by California Northstate University. In the tables below, M1, M2, M3, and M4 indicate the student's year in the program (e.g. M1 is a first-year student; M2 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 151 semester credit hours.

Out of state 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).

2023-2024 Tuition & Fees (T&F)	Amount	Class
Tuition	$69,069.00	M1
Tuition	$69,069.00	M2
Tuition	$69,069.00	M3
Tuition	$69,069.00	M4
Student Activity	$500.00	M1, M2, M3, M4
Student Disability/Liability Coverage	$91.00	M1, M2, M3, M4
Technology Fee	$100.00	M1, M2, M3, M4
Medicine Lab Fee (Anatomy, Medical Skills, and Research)	$500.00	M1, M2
Scholarly Research Projects Fee	$125.00	M1, M2
Orientation Fee	$75.00	M1
Student Tuition Recovery Fund Fee[9]	$762.00	M1
Medicine Kit[2]	$105.00	M1
USMLE Step 1 Preparation Package	$239.00	M1, M2
Kaplan Preparation Package	$725.00	M2
CBSE Exams x2 Fee	$114.00	M2
Background Check Fee	$75.00	M3
UWorld Programs Fee	$429.00	M2
Health Insurance	$3,345.00	M2, M3, M4
CPR Fee	$80.00	M1, M3
Clerkship (Bootcamp) Orient. Fee	$40.00	M3
CCSE Exam x1 Fee	$57.00	M3
Board Vitals Exam Prep Tool	$250.00	M3, M4
OnlineMedEd Package	$300.00	M3
Graduation Fees[3]	$300.00	M4
M1 Total Estimated Tuition & Fees per Year [1]	$71,646.00	
M2 Total Estimated Tuition & Fees per Year [1]	$75,237.00	
M3 Total Estimated Tuition & Fees per Year [1]	$73,907.00	
M4 Total Estimated Tuition & Fees per Year [1]	$73,655.00	

Total estimated cost for the entire 4-year Doctor of Medicine program is $294,445.00[1]

Estimated Other/Optional Educational Related Costs[3]	Amount	Class
Health Insurance premium[5]	$3,200.00	M1, M2, M3, M4
Room and Board[6] (based on 12 months)	$26,197.00	M1, M2, M3, M4
Transportation[6] (based on 12 months)	$5,388.00	M1, M2, M3, M4
Books and Supplies (estimate)	$1,000.00	M1, M2, M3
Residency Application/Travel Fee[7]	$3500.00	M3, M4
USMLE – Step 1[7]	$645.00	M2
UWorld Programs Fee[7]	$495.00	M3
USMLE – Step 2 CK[7]	$645.00	M3
USMLE – Step 2 CS[7]	$1,300.00	M4
Remediation Fee (only if participant)	$300.00	M1, M2
M1 Total Estimated Cost per Year[8]	$101,736.00	
M2 Total Estimated Cost per Year[8]	$105,254.00	
M3 Total Estimated Cost per Year[8]	$110,384.00	
M4 Total Estimated Cost per Year[8]	$113,048.00	

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 Estimated amount: Kit includes one stethoscope, one pen light, one pocket eye chart, tuning fork (c-128), adult Babinski reflex hammer, sphygmomanometer (pocket aneroid), and the case.

3 Covers regalia, diploma cover, transcripts, etc.

4. Costs and expenses a student may incur as part of participation in the applicable year of the MD program, whether or not paid directly to CNUCOM. These expenses include estimated out-of-pocket cost of living expenses for the year.

5 Optional, estimated, and will vary based on number of insured members.

6 Estimated amount of student's individual housing, transportation, and food costs, not operated or charged by CNUCOM.

7 Estimated, based on the 2019 fee schedule for the USMLE.

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

9 The STRF fee charge was re-instated to $0.50 per $1,000 of institutional charges on February 8, 2021.

Scholarships

Information regarding various scholarships can be found the College of Medicine's website, http://www.cnsu.edu/financial-aid/com *Financial Aid, Types of Assistance, Grants and Scholarships* as well as within the Grants and Scholarships section of this catalog, page 219.

TUITION AND FEES ARE DUE 10 FAYS BEFORE EACH SEMESTER STARTS:
(Except for M1 students, Refer to last page of EA**)**

	Start	End
M1 Fall Semester		
M2 Fall Semester	7/24/2023	12/15/2023
M3 Fall Semester	7/24/2023	12/22/2023
M4 Fall Semester	5/29/2023	12/30/2023
	5/29/2023	12/30/2023

M1 (Class 2027)	Due Date
Tuition and Fees Due	*7/10/2023*
Tuition and Fees Due (w/loan)	

M2 (Class 2026)	Due Date
Tuition and Fees Due & Loan Disb.	*7/10/2023*

M3 (Class 2025)	Due Date
Tuition and Fees Due & Loan Disb.	*5/15/2023*

M4 (Class 2024)	Due Date
First Half Tuition & Fees Due & Loan Disb	*5/15/2023*

Fall/Spring Semesters Block Schedule:

	Start	End
A Block		
B Block		
C Block		
D Block		
E Block		
F Block		
G Block		
H Block		

	Start	End
M1 Spring Semester	1/2/2024	5/31/2024
M2 Spring Semester	1/2/2024	5/24/2024
M3 Spring Semester	1/2/2024	5/24/2024
M4 Spring Semester	1/2/2024	5/14/2024

M1 (Class 2027)	Due Date
Tuition and Fees Due	*12/18/2023*
Tuitiion and Fees Due (w/loan)	

M2 (Class 2026)	Due Date
Tuition and Fees Due & Loan Disb.	*12/18/2023*

M3 (Class 2025)	Due Date
Tuition and Fees Due & Loan Disb.	*12/18/2023*

M4 (Class 2024)	Due Date
2nd Half of Tuition and Fees Due	*10/2/2023*

General Policies

Orientation and Registration

First year professional Orientation is mandatory for all students. If a student is not able to attend the scheduled orientation, due to illness or emergency, the Office of Student Affairs, Admissions and Outreach must be notified of the absence immediately. The student is required to complete a make-up orientation as soon as practical.

Registration for classes requires:
1. All admission contingencies be fulfilled.
   a. Admission contingencies include proof of medical insurance coverage, all required immunizations, a cleared background check, and any other institutional requirements. Students may enroll in the Student Health Insurance Plan to satisfy the insurance requirement. For a complete list of required immunizations, please review the requirements at: Admissions Steps (cnsu.edu).
2. Completion of all new student paperwork.
3. Financial aid clearance from the Financial Aid Office.

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. 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.

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.

Registration is conducted by the Registrar prior to the start of each semester for new and continuing students. Students with business, financial, or other registration holds on their account will not be registered until the Registrar is notified that the hold has been cleared. Students who are noncompliant 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 to register or make schedule changes.

License Information for U.S. or Canadian Medical School Graduates

Completion of Program and Licensing

Completion of the educational program leading to a degree and/or diploma is dependent upon student performance and success. The requirements for licensure in the profession are established by the state where licensure is sought. Completion of the educational program and obtaining a degree or diploma does not by itself guarantee licensure. Students are expected to remain current with other licensing requirements, including but not limited to the licensure examination and technical standards they may be required to meet in order to be licensed by the state in which they seek to practice. In addition, maintaining such technical standards is a condition for continued enrollment in this program; reasonable accommodations as defined and required by law may apply to persons with disabilities.

Licensure Eligibility
Information regarding the Medical Board of California Physician Licensure eligibility can be found at: http://www.mbc.ca.gov/Applicants/Physicians_and_Surgeons

To be eligible for a Physician's and Surgeon's license, applicants must have received all of their medical school education from and graduated from a medical school recognized or approved by the Medical Board of California or must meet the requirements of Business and Professions Code section 2135.7. The medical school's name must exactly match the name on the Board's list of recognized medical schools. Prior to applying, please refer to the Board's website to verify your medical school is recognized:

Medical Schools Recognized by the Medical Board of California

If you did not attend or graduate from a recognized or approved medical school you may be eligible for licensure pursuant to section 2135.7 of the Business and Professions Code (effective 1/2013).

California Business and Professions Code section 30 requires mandatory disclosure of a Social Security Number (SSN), Individual Taxpayer Identification Number (ITIN), or Federal Employer Identification Number (FEIN). The number is used for tax enforcement purposes, for purposes of compliance with any judgment order for family support in accordance with Section 17520 of the Family Code, or for verification of licensure or examination status by a licensing examination entity which uses a national examination and where licensure is reciprocal with the requesting state.

Address Where Instruction Will Be Provided

Class sessions are conducted at 9700 West Taron Drive, Elk Grove, CA 95757. Experiential education and clinical rotations and service learning activities are conducted at assigned professional clinical locations and community sites as established by agreement among the student, professional preceptor, and College.

Instructions/Course Delivery

The College of Medicine offers innovative medical education integrated by organ system instead of the typical discipline based education. Students learn by

using a mixture of lectures, small group sessions, Clinical Cases and Case Based Learning. In the pre-clinical years, students receive at least 130 hours of instruction regarding history and physical examination. The clerkships are conducted at a variety of community based hospitals in the Sacramento area and surrounding Central Valley. CNUCOM also has affiliations in the Bay area and Southern California. All courses are delivered in English and English language services are not provided.

Awards: Non-Academic

During the academic year, students are notified in class, by email or a posting to the CNUCOM News bulletin board, of criteria, dates, nomination information, and deadlines of certain awards, scholarships, or honors. The College of Medicine Awards Committee coordinates selection of recipients of the College of Medicine honors, scholarships and awards. The Office of Student Affairs coordinates an Award and Scholarship Ceremony at the end of each academic year. Recipients and their friends and family are invited by formal invitation to attend this event to receive an official recognition of their achievement.

Policy on Stress & Fatigue Management

Purpose
In medical education, and specifically in clinical care settings, patient safety, as well as the personal safety and well-being of the student, mandates implementation of an immediate and proper response sequence. Student excess fatigue and/or stress may occur in patient care settings or in non-patient care settings. In non-patient care settings, responses may vary depending on the severity of and the demeanor of the student. The following is intended as guidelines for recognizing and observing excessive student fatigue and or stress in non-patient care and patient care settings.

All students will be trained on stress, fatigue, and burnout. Any release from duty assignments due to stress/fatigue that exceed the requirements for completion of educational objectives must be made up to meet curriculum requirements.

Responsibility of the Supervising Faculty: Classroom Setting
- In the classroom setting, if a faculty recognizes a student is demonstrating evidence for excess fatigue and/or stress, the faculty should notify the student's College Master, who, in turn, should discuss the possible reasons and opportunities for support.
- The Mentor may recommend that the student meets with the Associate Dean of Student Affairs and Admissions to identify available support.

Responsibility of the Supervising Faculty: Clinical Setting
- If a student in a clinical setting demonstrates evidence of excessive fatigue and/or stress, faculty supervising the student should immediately release the student from further clinical duties and responsibilities. If the student exhibits signs of excessive fatigue, the supervising faculty should advise the student to rest for at least a 30- minute period before operating a motorized vehicle. The student may also call someone to provide transportation back home.
- The faculty and/or supervising resident should privately discuss with the student the possible causes of stress/fatigue to identify ways to reduce fatigue/stress.
- The faculty and/or supervising resident must immediately notify the Clerkship Director of the decision to release the student from further clinical duties.
- A student who is released from further clinical duties due to stress or fatigue cannot resume clinical duties without permission by the Clerkship Director.

Student Responsibility
- Students who perceive they are manifesting excess fatigue and/or stress have the professional responsibility to immediately notify their attending/precepting faculty and Clerkship Director without fear of reprisal.
- Students who recognize a peer student exhibiting excess fatigue and/or stress must immediately report their observations and concerns to the attending/precepting faculty and the Clerkship Director.

Clerkship Director Responsibility
- Upon removal of a student from duties, the Clerkship Director must determine the need for immediate change in duty assignments for peer students in the clerkship and/or the clinical site.
- The Clerkship Director will notify the departmental chair to discuss methods to reduce student fatigue.
- The Clerkship Director will meet with the student in person. If discussion with the Clerkship Director is judged to be inadequate, the student will be referred to the Director of Student Affairs and Admissions for provision of appropriate services and/or counseling.

Student Mistreatment Policy

Purpose
The purposes of this policy are to outline expectations of behaviors that promote a positive learning environment for CNUCOM medical students and other learners and to identify grievance procedures to address alleged violations. This policy offers a definition of these expectations through its learning environment statement, provides examples of unacceptable treatment of medical students, and describes the procedures available to report incidents of mistreatment in a safe and effective manner.

Policy
CNUCOM is committed to assuring a safe and supportive learning environment that reflects the institution's values: professionalism, respect for individual rights, appreciation of diversity and differences, altruism, compassion, and integrity. Mistreatment of medical students is unacceptable and will not be tolerated.

Procedures

1. The Student and Faculty Handbooks, which contain the mistreatment policy, are to be shared with all students (new and continuing), all new residents and faculty teachers, and on an annual basis with all current instructors (e.g. residents, faculty, staff, nurses, administrators).
2. Students should use this mistreatment policy to identify and address discriminatory, unfair, arbitrary or capricious treatment by faculty or staff. CNUCOM defines mistreatment as behavior that is inconsistent with the values of the university's Anti-Discrimination Policy Statement noted below and which unreasonably interferes with the learning process. When assessing behavior that might represent mistreatment, students are expected to consider the conditions, circumstances, and environment surrounding such behavior.
3. Examples of discriminatory, unfair, arbitrary or capricious treatment include, but are not limited to:
   a. Verbally abusing, belittling, or humiliating a student.
   b. Intentionally singling out a student for arbitrary treatment that could be perceived as punitive.
   c. Unwarranted exclusion from reasonable learning opportunities.
   d. Assignment of duties as punishment rather than education.
   e. Pressuring students to exceed established restrictions on work hours.
   f. Exploitation of students in any manner, e.g. performing personal errands.
   g. Directing students to perform an unreasonable number of "routine hospital procedures", i.e., "scut" on patients not assigned to them or in a manner where performing them interferes with a student's attendance at educational activities, e.g., rounds, classes.
   h. Pressuring a student to perform medical procedures for which the student is insufficiently trained (i.e., putting a student in a role that compromises the care of patients).
   i. Threatening a lower or failing grade/evaluation to a student for inappropriate reasons.
   j. Committing an act of physical abuse or violence of any kind, e.g., throwing objects, aggressive violation of personal space.
   k. Making unwelcome sexual comments, jokes, or taunting remarks about a person's protected status as defined in the University's Anti-Discrimination Policy Statement.

Reporting Concerns of Possible Mistreatment
Medical students who themselves experience or observe other students experiencing possible mistreatment are encouraged to discuss it with someone in a position to understand the context and address necessary action. The individual considering making a report of mistreatment should first, if possible, attempt to resolve the matter directly with the alleged offender. Suggested options for medical students include:

1. DISCUSS it with their College Master, the Assistant Dean of Student Affairs and Admissions, or the clerkship/course/sequence director.
2. REPORT it (utilizing one of three options below and hopefully prevent such behavior in the future): a. File a formal report with the Assistant Dean of Student Affairs, Admissions and Outreach.

   b. File an anonymous report via the CNUCOM website. This mechanism includes options for prompt attention OR withholding the report until a future date.
   c. File an identified or anonymous report on campus using the College's official Student Complaint /Grievance Form located outside the Office of the Student Affairs and Admissions.
      - Medical Students requesting complete anonymity should be made aware that doing so may interfere with the university's ability to investigate the concern and their ability to receive information about the follow-up investigation. Medical Students may also choose to pursue claims of unlawful discrimination or harassment in compliance with the University's Anti-Discrimination Policy Statement:
      "California Northstate University College of Medicine (CNUCOM) is committed to cultivating a diverse community that recognizes and values inherent worth in individuals, fosters mutual respect, and encourages individual growth. The College believes that diversity enhances and enriches the quality of our academic program. CNUCOM provides equal opportunity in education and employment and does not discriminate on the basis of race, color, creed, religion, national origin, ethnicity, gender identity, gender expression, age, sexual orientation, political affiliation, veteran status, or disability."

Responding to Concerns of Mistreatment Every effort is made to respond to concerns of mistreatment in a professional manner to minimize the risk of retaliation. The Assistant Dean of Student Affairs and Admissions and/or the Assistant Dean of Faculty Affairs and Development will be provided with written notice of reported concerns of mistreatment of Medical Students (corresponding with the date indicated on the report), and conduct an initial inquiry into the circumstances. Consistent with Faculty Handbook guidelines on Disruptive or Inappropriate Behavior, and depending on the identity of the alleged offending party, the Assistant Dean of Student Affairs and Admissions will engage the appropriate process channels for implementing notice to the offending party, and for investigation and implementation of potential corrective action. Aggregate and de-identified data on reports of mistreatment of medical students will be shared with the Curriculum Committee and the President's Executive Council at least quarterly.

No Retaliation
Retaliation is strictly prohibited against persons who in good faith report, complain of, or provide information in a mistreatment investigation or proceeding. Individuals who believe they are experiencing retaliation are strongly encouraged to contact the Assistant Dean of Student Affairs and Admissions. Alleged retaliation will be subject to investigation and may result in disciplinary action up to and including termination or expulsion.

Academic Policies and Procedures

Please visit medicine.cnsu.edu, and click on 'Students,' then 'policies and handbooks, to view all of our academic policies.

Academic Calendar

The academic calendar consists of two didactic course semesters lasting from 16—20 weeks long for first and second-year students. Third-year students complete clinical clerkships throughout the calendar year. Fourth-year students complete electives throughout the calendar year.

Credit Hour Policy

1 credit is assigned per hour each week of classroom or direct 1 credit for every 15 lecture hours and 30 preparation/homework hours (*LEC*). 1 credit for every 25 workshop hours and 25 preparation/homework hours (*AL*). 1 credit for every 30 laboratory hours and 30 preparation/homework hours (*LAB*). 1 credit hour for every week with scheduled at least 40 hours in an integrated curriculum, including (a) mixed methods of teaching [e.g., lecture, small group, TBL, flipped classroom, clinical skills, patient encounter, etc.] and (b) assigned self-preparation time (*LAL*). 1 credit hour for every week with assigned at least 36 clinical hours during clerkship or other clinical rotations (*EL*).

Code	Course Type	Code	Course Type
AL	Active Learning course	LAL	Lecture & Active Learning course
EL	Experiential Learning	LEC	Lecture course
LAB	Laboratory course		

Grading Convention

	Definition		Definition
H	90-100%, Pass with Honors	**I**	Incomplete, but work of passing quality (temporary grade)
HP	80-89%, High Pass* *(Phase A and B)*	**Y**	Provisional, requiring remediation (temporary grade)
P	70-89%, Pass	**W**	Official Withdrawal
F	<70%, Fail		

*HP (High Pass) grade is issued only for Phase A (effective 07/22/2021) and Phase B (effective 09/01/2017) courses.

The work of all students in any of the required courses for the MD degree is reported in terms of the following grades: H (Pass with Honors), HP (High Pass), P (Pass), or F (Fail), or as two provisional marks: I (incomplete but work of passing quality), or Y (provisional, requiring remediation). Exceptions include Self-Directed Student Scholarly Project course and some electives that are graded P/F. Grade point average is not computed and is not available.

The provisional mark of Incomplete (I) is assigned only when the student's work is of passing quality, but is incomplete for good cause, as determined by the

of the course in a way specified by the Course Director. If course requirements have not been completed within the six weeks' time limit the Instructor of Record submits the "F" grade. Remediation of a "Y" grade must be completed prior to the next academic year. Students remediating a "Y" grade are not eligible for Honors (H).

Course grades are determined by performance on the following:

A. Summative Exam
B. Written assignments
C. Professionalism
D. Other rubrics as assigned by the Course Director

For a passing grade, students are expected to score 70% or above or pass all scored/graded exams (except formative) and assignments as well as pass the requirements for professionalism according to the course specific rubrics. Percentages will be rounded to the nearest integer.

The Course Director must assign the final grade within 21 calendar days of the end of the course or the remediation examination. The grade assigned following completion of the reexamination is to be based either solely on the results of the reexamination or on an aggregate of all examinations as specified in the syllabus. If the student decides not to take the reexamination within six weeks, the Course Director must submit the "F" grade.

Numeric Scoring

During the progression of the course, faculty use numeric scoring to help quantify a student's achievements within the course. The Course Director assigns a total numeric score for the course, which translates to recording a passing grade if 70% or above, and an honors grade if 90% or above. The numeric score is kept for administrative, student progression and ranking purposes, and is not revealed

to the student.

Narrative

Where possible (e.g. small group activities), all grades should be accompanied by a narrative.

Course Director. The student is entitled to replace the "I" with a "P", "HP", or "H" grade and to receive course credit provided he/she satisfactorily completes the work.

Grade Appeal

Students can file an appeal if they believe and can demonstrate that the grade they received inaccurately reflects their performance in a course, clerkship, or elective. A student can file an appeal if there is a disagreement with a final course grade. General guidelines are outlined below:

Appeal Deadlines

The appeal must be submitted within ten (10) business days of online grade posting. The student must initiate a formal grade appeal process in writing and present the appeal to the Course Director. The grade appeal form is located on the website. The student must
initiate a formal grade appeal within ten (10) business days of receiving official notification from the University of the final grade for the course. Likewise, the Course Director must respond in writing to the student's appeal within ten business days.

Resolution Process

If the appeal cannot be resolved, the student has two (2) business days to appeal in writing to the appropriate Department Chair. He/She consults with the Course Director(s) and M3 and/or M4 Director to render a written decision with ten business days of receipt of the student's formal appeal. If the Course
Director is the Department Chair, then the student may appeal the decision directly to the Associate Dean of Medical Education within two days in writing. He or she will render a decision in writing within ten business
days of receipt of the formal appeal.

If the Department Chair cannot resolve the appeal, the student has two (2) business days to submit an appeal in writing to the Associate Dean of Medical Education. He or she will consult with a three member ad hoc committee of faculty not involved in teaching of the course. The committee will render a decision in writing within ten (10) business days of receipt of the formal appeal.

If the Associate Dean of Medical Education and ad hoc committee cannot resolve the appeal, the student has two (2) business days to submit an appeal in writing to the Dean of the College of Medicine. The Dean will render the final decision in writing within ten (10) business days of receipt of the formal appeal.

If a grade appeal is approved, the professor must complete a Grade Change Form and submit the form to the Associate Dean of Medical Education for final approval. The form must then be submitted to the Registrar so that the grade can be changed on the transcript.

Graduation Requirements

Failure to meet the following requirements will necessitate meeting with the Student Promotions Committee, and may adversely impact participation in the Match, and/or delay in conferral of the MD degree:

1. Students must complete a minimum of 150 credit hours in the medical program, including all Phase A courses, all required clerkships in Phase B, and necessary Phase C Sub-I and electives.*
   Note: All students may take more than the required number of elective credits.*
2. No more than 27 credit hours of electives can count towards the 151 credit hours for graduation.
3. Phase A, which includes passing USMLE Step 1, must be completed within a maximum of four (4) years.
4. Phase B and C must be completed within a maximum of four years.
5. Total time from matriculation to graduation cannot exceed 7 years.
6. Students must pass the following USMLE Exams to qualify for graduation:
   - USMLE Step 1
   - USMLE Step 2 Clinical Knowledge (CK)
   *It is strongly recommended but not required that Step 2 CK is passed by the end of the 1st semester of Phase C.
7. Students must attain the knowledge and skills, and develop capacity and behaviors required of a physician.
8. Students must attain a level of clinical judgment which meets or exceeds the Entrustable Professional Activities set forth by the AAMC, and as required by the Faculty.
9. Students must demonstrate a sense of responsibility and social accountability to patients and the community.
10. Students must comply with the School's standards of conduct, professionalism, and academic integrity as found in the Student Handbook and online.
11. Students must comply with the laws of the United States; the laws of the State of California; local city, county, and municipal ordinances; the policies, rules and regulations of the California Northstate University and the COM.
12. All academic requirements must be completed at least ten (10) business days before the date of graduation. Failure to comply may lead to delayed graduation.

All students may take more than the required number of elective credits.

Catalog Rights

CNUCOM occasionally modifies graduation requirements. If the student has been in continuous attendance, they may choose to meet the CNUCOM campus graduation requirements in the CNUCOM general catalog that was in effect at the time they began continuous attendance at CNUCOM, transferred to CNUCOM, or graduated from CNUCOM. A student having the right to choose one of these options if called "catalog rights." By maintaining continuous attendance and selecting options one or two above, a student can be assured that their CNUCOM graduation requirements will not change."

Exit Interview

Exit interviews will be conducted during the last academic year. COM does not issue grades or grant degrees until all financial obligations have been met and all University property has been returned.

Commencement

Every student is required to attend commencement and wear traditional academic regalia consisting of cap, gown, and academic hood. Hoods of academics regalia are conferred upon the graduates at commencement by faculty. The hood is lined with the California Northstate University colors of cabernet (red) and gold, and is adorned with Kelly green, denoting Doctor of Medicine.

Any ornamentation must signify recognized College organizations and must be approved in advance of commencement by the Assistant Dean of Student Affairs and Admissions.

Resolution Process

If the appeal cannot be resolved, the student has two (2) business days to appeal in writing to the appropriate Department Chair. He/She consults with the Course Director(s) and M3 and/or M4 Director to render a written decision with ten business days of receipt of the student's formal appeal. If the Course Director is the Department Chair, then the student may appeal the decision directly to the Associate Dean of Medical Education within two days in writing. He or she will render a decision in writing within ten business days of receipt of the formal appeal.

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If the Associate Dean of Medical Education and ad hoc committee cannot resolve the appeal, the student has two (2) business days to submit an appeal in writing to the Dean of the College of Medicine. The Dean will render the final decision in writing within ten (10) business days of receipt of the formal appeal.

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2. No more than 27 credit hours of electives can count towards the 151 credit hours for graduation.
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8. Students must attain a level of clinical judgment which meets or exceeds the Entrustable Professional Activities set forth by the AAMC, and as required by the Faculty.
9. Students must demonstrate a sense of responsibility and social accountability to patients and the community.
10. Students must comply with the School's standards of conduct, professionalism, and academic integrity as found in the Student Handbook and online.
11. Students must comply with the laws of the United States; the laws of the State of California; local city, county, and municipal ordinances; the policies, rules and regulations of the California Northstate University and the COM.
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Any ornamentation must signify recognized College organizations and must be approved in advance of commencement by the Assistant Dean of Student Affairs and Admissions.

Academic Progression Policy

This policy can be found in its entirety on our website medicine.cnsu.edu under the "Current Students" tab.

The purpose of this policy is to ensure students reach benchmarks, maintain a high standard of learning and reach recommended competency levels. Students must demonstrate they have achieved the CNUCOM program learning objectives related to patient care, medical and scientific knowledge, communication and interpersonal skills, professionalism, health care systems, and reflective practice and personal development. Students are required to pass all courses for the Medical Doctor (MD) degree.

Scope/Coverage

This progression policy applies to all medical students. This policy will be reviewed at least every three (3) years.

Policy

Good Academic Standing

A student who is advancing in the program as planned, is considered in Good Academic Standing. For students in good academic standing a standard (template) letter may be issued for verification purposes (academic and on-academic needs).

Serving in Elective or Appointed Positions

A student must be in a good academic standing to hold elected office at the class or the college level, to serve on college or university committees, or to represent the college to outside organizations, either on or off campus. Before a student can assume an elected or appointed position, the Assistant Dean of Student Affairs must determine student suitability, based on the student's documented history of academic performance and professional behavior. If assuming such responsibilities would be in the best interest of both the student and the college, the Assistant Dean of Student Affairs may approve the student's appointment.

If a probationary or dismissal procedures occur during a term when the individual is active, the student will be dismissed from committee service; voluntary resignation will be accepted.

Medical Student Performance Evaluation (MSPE)

MSPE is the student's academic identity card. It is completed before October 1 of Phase C (Year 4). Its content includes, but is not limited to, the following:

- A descriptive narrative of student's performance over the length of the program till the date of MSPE issuance
- Student's academic standing, past and present probationary status, gaps or Leave of Absence, and other disciplinary actions
- Grades and, when appropriate, narratives for completed courses/clerkships in Phases A, B, and C at the time of issuance
- Comments regarding professionalism
- Notes about research projects and service learning activities

- Any other information that might be considered important to residency programs (students will be notified about changes).

Changes to the MSPE

Students may review their MSPE with their faculty advisor and may request minor corrections such as grammar, spelling, etc. To request a change, students must submit an MSPE Appeal form to the Office of Student Affairs. The Associate Dean of Academic and Career Advising, in consultation with the faculty advisor, will respond in writing within ten business days after receipt of the formal appeal. If the student disagrees with his or her decision, he or she may submit an appeal to the Associate Dean of Medical Education, who will consult with an ad hoc committee not involved in the MSPE process to render a decision within ten business days of receipt of the formal appeal. Any disagreements with the Associate Dean's decision can be appealed to the Dean of the CNUCOM within two business days of receipt of notification from the Office of Medical Education. The Dean's decision is final and will be rendered in ten business days. Any recommended changes to the MSPE will be made prior to release into the ERAs.

Academic Notification

a. Academic Alert

Academic alerts are issued by the Office of Medical Education (OME) and applies to students in good academic standing that may have failed one or more formative assignments or mid-course summative exams. Since the student is in good academic standing, this designation is not recorded in the Medical Student Performance Evaluation (MSPE) or in outside requests for documentation (e.g.—visiting student elective applications, other degree program applications, license requests, etc.). Academic alerts are shared with the student, the course director, and the respective college master. Academic Alert is not considered an adverse action.

b. Academic Warning

This is an academic status which is not considered a disciplinary action for which the student is not in good standing. It is also not mentioned in the MSPE. However, it indicates there will be close follow up by the student's advisor and the Office of Academic and Career Advising (OACA). Course Directors are notified of this status and interim evaluations are sought by the SPC and reported to the OME. Students who are not in good standing are not allowed to take extramural/away electives. Students receive this designation by the SPC for the following:

- Fail 3 or 4 cumulative mid-term or final summative exams or SHELF examinations
- 2 courses/clerkships with a non-passing, transitional (Y) grade
- Failure to pass the CBSE exam or its equivalent prior to the beginning of the M3 year or not passing the Step 1 exam by Block 3 of the M3 year
- 1 or 2 failures of USMLE exams
- 2 PCRs
- A violation of the honor code or professional conduct deemed by SPC to warrant this designation. After the academic deficiency is remediated and/or professionalism issue is

corrected, the student will be redesignated to be in Good Standing.

c. Professionalism Concern Report

If a student fails to maintain expected standards of professionalism, a Professionalism Concern Report (PCR) may be completed. This report is filed with the Office of Student Affairs and reviewed by the Assistant Dean of Student Affairs. Further information, documentation, and a meeting with the student, course/clerkship director may be required. The PCR will be kept in the student's file. If there are no other PCRs filed during the student's medical school career, the form is destroyed at graduation and there will not be a permanent record of the incident. If the student receives one (1) PCR, the student will receive an Academic Alert. If the student accumulates two or more PCRs, then the student will be referred to the Student Promotions Committee (SPC). Any egregious or significant breach or pattern of lapses in professionalism, will require referral to the SPC immediately. The Promotions Committee will review and provide a recommendation to the Office of Medical Education. The recommendation may include, but are not limited to, referral for counseling, remediation, placement on academic probation, inclusion in the professionalism section of the MSPE, suspension, or withdrawal/dismissal.

Breaches in Professionalism or violations of the Honor Code may also be directly reported to the Honor Council for adjudication after investigation. If a student fails to maintain expected standards of professionalism, A Professionalism Concern Report should be submitted

d. Exam Failures and Academic Standing

1. The total number of summative examinations failed by the student will count towards Academic Status designation.

2. As Foundation Course is the first Phase A course, mid-term examination failure in Foundations Course will not count in the total number of summative failed. Thereafter for all other courses, a failed mid-term and final summative exams will count towards the total.

3. Re-Take Exams
   a. Phase A
      a. In Foundation Course, one (1) retake is allowed after failure of final summative examination. Thereafter, no re-takes are allowed after failure of final summative exam.
      b. Student who fails a course final summative or achieves a final course score of < 70% will be assigned a Y grade and needs to develop a remediation plan with the advisor/course director and then meet with SPC.
   b. Phase B:
      a. Student who fails the SHELF (final summative clerkship exam) exam will be assigned a Y grade and the Clerkship Director will determine if the remediation plan will include repeating the entire clinical rotation

or portion thereof, before the post-remediation re-test can be taken.
      b. Clerkship Directors recommendation will be reviewed and final decision for Re-take SHELF exam will be at the discretion of the SPC.
      c. No retakes are allowed after a failed post-remediation summative examination and as such will result in a F grade

Provisional Grades and Remediation

The incomplete (I) grade is a temporary transcript grade and is assigned only when the student's work is of passing quality but is incomplete for good cause. The student is entitled to replace the "I" with a "P", "HP", or "H" grade.

The Y grade is a temporary transcript grade and can be replaced by a passing grade (P) according to the Grading Policy. A student who fails a pre-clerkship final summative or clerkship final summative ("SHELF") exam is not allowed a retest and will be assigned a Y grade. If a student fails any of the required components of the course/clerkship, a grade of Y will be recorded on the transcript. The timeline for remediation of a provisional "Y" grade, whether for academic or behavior-related deficiencies, will be designated by the course/clerkship director). For Phase A, remediation may take place during the winter or summer break. Remediation of a course must be completed prior to the start of the next academic year. One (1) Y grade can be remediated between the fall and spring semesters (i.e. winter break) and two (2) Y grades can be remediated after the spring semester (i.e. summer break).It is the responsibility of the course or clerkship director to notify the student of the recording of a deficiency grade ("Y" or "F") in writing. This notification should outline what will be expected to remediate the deficiency. The remediation plan should include at least instructional approaches, learning assistance/support and structured advising.

Upon the recording of a provisional grade of Y, the student will be required to appear before the Student Promotions Committee (SPC). The student's academic record and proposed academic plan will be reviewed by the SPC. The final academic plan is devised by the student and course/clerkship director and will be submitted to the Chair of the SPC. The academic plan is initially reviewed and approved by the SPC and then submitted to the Office of Medical Education. Student will have a mandatory meeting with the Associate Dean of Medical Education prior to final approval of the academic plan.

Please refer to the Grading Policy for details regarding the recording of grades. Upon successful completion of the remediation plan and the post-remediation examination within 1 attempt, a passing grade will be recorded (Y/P) and reported to the SPC. If the remediation is not successful, the grade will be recorded as a Fail (F). The student will be required to repeat the academic year. In Phase A, students are not permitted a Leave of Absence for remediation or repetition of failed courses. SPC may also consider withdrawal or dismissal

Students will be permitted only two (2) Y grades per academic year. Course and clerkship directors will be

required to submit a list of students retaking exam(s) to the SPC at the end of each course. Student receiving a third Y grade in the same academic year, will meet with SPC and required to repeat the academic year; this recommendation will be forwarded to the Office of Medical Education. SPC may also consider withdrawal or dismissal.

Probationary Academic Status (Academic Probation)
A student may be placed on probation due to academic and/or non-academic conditions such as but not limited to:

a. Cumulative of three (3) courses or clerkships with non-passing transitional (Y) grades, OR
b. Cumulative of five (5) failed mid-term or final summative exams or SHELF examinations, OR
c. One Course or Clerkship F grade, OR
d. Three (3) failures of USMLE (Step 1, 2CK) exam, OR
e. Two or more violations of the CNUCOM Honor Code, Student Conduct Code, OR
f. Professional conduct deemed by SPC to warrant this designation, OR
g. A cumulative of Three (3) Professionalism Concern Reports (PCR)

Probationary status is reported to the student and the Office of Medical Education by the Office of Student Affairs.

Probationary status is recorded in the Medical Student Performance Evaluation (MSPE) and in outside requests for documentation (e.g. visiting student elective applications, other degree program applications, licensure requests, etc.). Students, who are on probation are not eligible to assume new class, college or university-related positions, such as running for officer positions at student organizations, and applying for other elected or appointed positions. If a student is on probation, they may not continue to serve on COM or University Committees.

Students on Probation must appear in front of the Student Promotions Committee. The student must submit a written probationary action plan to resolve the probationary status to the SPC. This must include specific timelines in accordance with the requirements to meet graduation deadlines. The probationary plan may include but is not limited to repeating the failed course(s), repeating an academic year or taking a leave of absence (LOA) for 1 semester. Initial LOA is for 1 semester with an option to extend to one additional semester pending approval by SPC. This ensures that the committee has the ability to address each student differently, given the individual issues that arise. Alternatively, if deemed appropriate, the committee may recommend withdrawal or dismissal in which case the Dismissal Process is strictly followed.

Other options may be considered at the discretion of the Office of Medical Education. The probationary action plan may not extend the maximum time allowed for graduation from the program; i.e. students must graduate within seven (7) years from matriculation (including all remediation). The plan, additional recommendations made by the SPC, and accompanying documentation must be forwarded for approval to the Office of Medical Education. Students who are on academic probation must maintain acceptable academic progress in all subsequent coursework. Notation of probation status will remain permanently in the student transcript. After the academic deficiency is remediated and/or professionalism issue is corrected, student will be redesignated to be in Good Standing based on recommendation by the SPC

Repeating Courses
A student may repeat an individual course/clerkship (not as a part of a repeated year) only once. No remediation is allowed for a failed or repeated courses/clerkships. Repetition of the entire curricular year is recommended by the SPC when there is concern that the student has not mastered the academic skills of that phase. This includes receiving three (3) non-passing transitional (Y grades) in an academic year or two (2) F grades in an academic year. If a student fails the final summative exam of the repeated course, no remediation is allowed, and a F grade is entered. Student will meet with SPC where several options will be addressed, including withdrawal or dismissal from the College of Medicine

USMLE Step Examinations

Students are required to pass Step 1 and Step 2, Clinical Knowledge (CK) of the United States Medical Licensing Examination (USMLE) prior to graduation. Performance on these examinations provides one method of comparing our students to those at other medical schools and thereby assessing performance relative to a national peer group. The successful completion of all three steps of the USMLE is necessary for obtaining a license to practice medicine.

Important Dates

USMLE Step 1
Students must pass CBSE by the beginning of their M3 year. Students must document a passing Step 1 score by the end of Block 3 of their M3 year. Once the date of their Step examination is scheduled, the student must inform the Office of Assessment and Evaluation. Students will be allowed to begin Phase B clerkships but must have a passing Step 1 score by end of Block 3 of the M3 year. Students who do not achieve a qualifying score for CBSE or an alternative USMLE Step 1 equivalent exam before this deadline, cannot progress further for M3 year and will be required to submit a request for one semester LOA to the SPC. Student will receive an Academic Alert status for not passing the CBSE prior to the beginning of M3 year or not passing Step 1 by end of Block 3 of the M3 year.

Student will be required to submit a detailed remediation plan developed with their advisor for review and approval by SPC and OME. Progress during LOA will be monitored by the SPC and the OME. During the academic LOA, student is required to meet with their advisor at least once per month.

Students will need to develop a progress report and remediation plan if they plan to request for an additional one (1) semester LOA extension. Extension beyond a total of 12-months academic LOA is not permitted. If the student has not met the requirements stipulated in the Academic Plan associated with the LOA, the SPC will consider suspension, withdrawal, or dismissal.

USMLE Step 2 CK

Students must complete all required third year clerkships prior to taking the USMLE Step 2 CK examination. Students are required to register for the Step 2 CK examination no later than July 30th, of their Phase C year. A failure to comply will be reported to the Student Promotions Committee.

Students are required to take Step 2 CK before December 1st of their Phase C year, if graduation in May is anticipated. No student may defer the Step 2 CK examination beyond December 1st without appropriate approval from the Associate Dean of Student Affairs and Admissions.

Students have, with the approval of the Student Promotions Committee, a maximum of 12 months after completion of their clinical course work to record a passing score on the USMLE Step 2 CK examination. Delay in presenting passing scores for Step 2 examinations may warrant delay in graduation and therefore affect start of residency.

Implications if Examination is Failed

Students who do not pass the USMLE examinations are reviewed by the Student Promotions Committee. Students are expected to develop a study plan for retaking Step 1, and should retake it as soon as possible before continuing in the clinical curriculum. Generally, if a student is not having academic difficulty in the curriculum, she or he is permitted to attempt the examination again. If a student has had difficulty in the basic science curriculum, the Student Promotions Committee may recommend dismissal if Step 1 is failed four times.

If a student fails Step 1, he/she should contact the Chair of the Student Promotion Committee to discuss the timing of retaking the examination in relation to his/her clinical schedule. With the Step 1 examination being given essentially year-round, the student is usually permitted to complete the clerkship in which s/he is currently enrolled.

For students who are having difficulty both in the curriculum and with the USMLE examinations, the Student Promotions Committee will take a more active role in the determination of the student's academic program and may require the student to develop an independent study program of three to six months in duration.

If either component of Step 2 is failed in the summer of the senior year, the student's clinical schedule needs to be modified to allow time for studying and retaking the exam within a timeframe that allows a passing score to be reported prior to the student entering his/her residency rank order list. The status of completion of either component of Step 2 is included in the Dean's MSPE. If Step 2 is failed a second time and if the

student has had difficulty in the curriculum, the Student Promotions Committee may recommend dismissal. If Step 2 is failed four times, the Student Promotions Committee will consider a dismissal recommendation.

If either Step 1 or either component of Step 2 is failed three times, the Student Promotions Committee will consider a dismissal recommendation.

The USMLE program recommends to medical licensing boards that they require that the dates of passing the Step 1, Step 2, and Step 3 examinations occur within a seven-year period.

For purposes of medical licensure in the United States, any time limit to complete the USMLE is established by the state medical boards. Many require completion of the full USMLE sequence within seven years from the date the first Step or Step Component is passed or, in some cases, from the date of the first attempt at any Step or Step Component. Students should understand the implications of time limits for licensure.

Policy on Assignment of Clerkship Grades

For all required clerkships, the Clerkship Director is responsible for assigning the final grade and narrative as the Clerkship Director bears ultimate responsibility for the clerkship and students assigned to the required clerkships. Grading for geographic sites that are remote from the main clerkship director should be done with consultation from the appropriate site director(s).

Policy on Deficient Grades

When a student receives a deficient grade in a course, it is a course director's responsibility to outline what will be expected to remediate the deficiency, as close to the time that the grade is given as possible. This should be as specific as possible, e.g., retake the course at California Northstate University, College of Medicine or in a summer remediation course at another institution approved by the course director, or retake XXX exam by YYY date, etc. This should be communicated to the student directly by the course director, and should include a phrase at the end of the communication similar to the following:

"If you are on probation, receive, or have received other previous deficient grades, this remediation will require the approval of the Student Promotions Committee in order to proceed. SPC considers performance across the entire curriculum in making recommendations for promotion or dismissal which may impact course-specific remediation."

It is fair to students to provide as much information as possible, and as early as possible, about what is expected to remediate a deficient grade. This information needs to be reported to the Registrar as well.

Academic Suspension

A student may be placed on academic suspension if the terms required to resolve Academic Probation are not successfully met, including failure of any summative exams and/or courses during the period of

probation or any egregious, significant breach, or pattern of lapses in professionalism. In these cases, the student must meet with the Student Promotion Committee where several options will be addressed, including the possibility of dismissal from the College of Medicine.

Dismissal

A student will be dismissed from CNUCOM if any of the following conditions exist and the Student Promotions Committee determines that dismissal is warranted:

1. If a student is unable to remediate the performance deficiencies which led to Probation, dismissal may be considered by the SPC.
2. Students are recommended for dismissal if any of the following occur:
   a. Failing the USMLE Step 1 or 2 exams four times
   b. Receiving two (2) F grades in an academic year
   c. Failure to meet terms of remediation for a failed course or clerkship
   d. Failure to follow United States Medical Licensing Exam (USMLE) policy
   e. Violation of the CNUCOM Honor Code or Student Conduct Code, and/or unprofessional conduct deemed severe and egregious in nature as deemed by the SPC
   f. Failure to successfully complete the M.D. program within the 7-year time- to degree requirement

Recommendations for dismissal are made by SPC to the Faculty Executive Council (FEC), which makes a recommendation to the Office of Medical Education (OME). Students may appear before the FEC to present their case before the FEC submits its decision to the OME. The Associate Dean of Medical Education will relay the OME's decision to the Dean and notify the student of the FEC's recommendation.

Appeal

The student may appeal all actions of the Student Promotions Committee to the Associate Dean of Medical Education, in writing, within fourteen (14) days of notification of the action. This includes probation, suspension, and dismissal. The Associate Dean of Medical Education renders a decision in writing within fourteen (14) days of the receipt of the formal written appeal. The decision of the Associate Dean of Medical Education is final in these matters.

Students dismissed from the College may also appeal the Dean's decision in writing within ten (10) days of notification of dismissal through the Office of Student Affairs. The Dean and the Associate Dean of the College will decide to implement the recommendation for dismissal or to reinstate the student into the academic program of the medical school after ten (10) days or after hearing the student's appeal, The Dean renders a decision in writing within thirty (30) days of receipt of the formal written appeal. The Dean's decision is final

Attendance

Regular class attendance is expected of all students. The college recognizes that circumstances may cause a student to miss an occasional class. The student may make up the missed work, providing that it is an excused absence. What constitutes an acceptable rate of class attendance is a matter between students and their instructors, although the college expects instructors to maintain reasonable standards. If a student misses more than five percent (5%) of any class he/she needs to meet with the assigned College Master and/or Student Promotions Committee to discuss the situation. The College Master may refer the student to tutoring or if too much time is missed, the College Master in discussions with the faculty member may suggest that the student repeat the course. Students should refer to the *Excused Absence Policy* and *Leave of Absence Policy* for illness, family death, emergency or other serious personal issues.

Laboratory exercises and all Medical Skills sessions are mandatory. If a student misses a laboratory session or a Medical Skills session through an Excused Absence, s/he must make arrangements with the Course Director to make up the work that was missed.

Excused Absence Policy

A student may request an excused absence from required educational class/medical practice experiences for personal, emergency, compassionate, professional, or health-related reasons. To protect the confidentiality of students, all excused absence requests are initiated in writing through the Assistant Dean of Student Affairs and Admissions (College of Medicine). Absences are generally for a short duration of a day or two, not generally longer than five academic days. Absences greater than five academic days may require a student to request a leave of absence or a personal withdrawal.

Process

Students should complete a Request for an Excused Absence Form posted online under at [Forms (cnsu.edu).](#)Requests should be submitted to the Assistant Dean of Student Affairs at least 14 days in advance except in cases of emergency. Students also involved in off-campus programs should submit written requests as well.

Conditions and Requirements

On Campus Students:

Students on campus should complete a Request for Excused Absence form and submit it to the Assistant Dean of Student Affairs and Admissions (College of Medicine) for approval. Once approved, faculty and students are expected to make reasonable accommodations for make-up exams and assignments for excused absences. If the activity cannot be made-up, then the missed activity will not count against the student's final grade. Since course coordinators determine arrangements for missed coursework, students must contact course coordinators within 24 hours upon approval of an excused absence. Disputes or disagreements between a student and the faculty member concerning an excused absence should be submitted the Assistant Dean of Student Affairs and Admissions (College of Medicine) in writing for resolution.

Off Campus Students (Clinical Years 3 and 4):

General Principles

- Medicine is a profession of service. We are routinely called upon to subordinate our own priorities, needs, and desires to those of our patients. This applies to physicians-in-training as well.
- The faculty believes that increased involvement and assumption of progressive responsibility by students for patient care is essential to their development as future physicians. Students who limit their participation in this process and do not fully immerse themselves in the care of patients significantly diminish their educational experience.
- Patients should be protected from communicable disease
- Attending to our own needs in a healthy way will in the long run improve our ability to be of sustained useful service to our patients.
- Required activities in all clerkships/rotations/electives in which you are enrolled must be completed satisfactory to pass.
- Attendance and punctuality are essential aspects of professional behavior and required for successful progress through a clinical rotation. Clinical performance and exam scores depend on your time and effort put into rotations. Absences or tardiness, whether for illness or other reasons, can affect your grade. In some cases, a student may be required to repeat all or a portion of a rotation because of excessive absence or tardiness. Unexcused absences or tardiness will not be permitted.

Practical Considerations

- Students should request time off for planned absences as far in advance as possible; three months or more is preferred, but no less than one month before the start of the clerkship. You must make this request to the contact listed for the clerkship in the Course Selection Book.
- Any student who anticipates needing multiple absences over the clerkship period, and particularly over the academic year, is directed to discuss their situation with the Assistant Dean for Student Affairs and Admissions who can then interface with clerkship directors to facilitate appropriate scheduling adjustments. Examples include: regularly scheduled medical therapies, counseling, or personal/family needs
- When a medical student is to be absent from assigned duties on clinical services, for any reason, it is the responsibility of the individual student to notify the attending faculty physician, the director of any ongoing experiences (e.g. longitudinal Family Medicine lecture series) of his/her absence AND the clerkship director with as much prior notice as possible. Prospective arrangements for absences should not unduly inconvenience other members of the team including students, house officers, faculty, or staff. When asking for time off for medical or personal reasons, the utmost professionalism is expected of students.

Clerkship Deferrals – M3 Year

Voluntary deferral of M3 core clerkships to M4 year is not allowed (OB/GYN, Pediatrics, Surgery, Internal Medicine, Psychiatry, and Family Medicine). Deferral of M3 core clerkships in the M4 year will occur for remediation purposes (students must complete the remediation clerkship before beginning M4 rotations). VSLO away electives require the OB/GYN, Pediatrics, Surgery, Internal Medicine, Psychiatry, and Family Medicine clerkships be completed.

Deferral of Neurology and/or Emergency Medicine (CNUCOM non-core clerkship) requires submission of a Deferral Request Form.

Time Off During Clerkships

- Any time off from clinical rotations is at the discretion of the clerkship director. The clerkship director may decline to grant time off and/or may require remediation.
- Any time off allowed by the clerkship director should not materially change the rotation.
- Students may not miss more than 1 day in a 5 week clerkship and may not miss more than 2 days in clerkships greater than 5 weeks without being required to make up that time. All days off are tracked and followed centrally.
- Time off provided prior to the NBME subject exam will be determined within each clerkship. However, it is critical that the time allotted be the same across all hospital sites with that clerkship.
  - Example: The Internal Medicine Clerkship Director decides to allow for 1 day off prior to the NBME subject exam. All Internal Medicine rotations at each hospital site MUST allow for the same time off schedule for their students.

M4 Interviewing

Senior medical students have ample credit time available to be able to plan for periods of time off in the fourth year to accommodate residency interviewing. Because interviewing for a house officer position is time-consuming, students are expected to schedule blocks of time off for this purpose. Time off during the M4 year is governed by the same policy as above.

Extended Illness

On rare occasions when a prolonged illness causes a student to miss more than 1 day in a less than 5 week clerkship, or more than 2 days in a greater than 5 week clerkship, the student should:

1. Visit Student Health Services to obtain written documentation regarding duty restrictions, if any. You should provide this documentation to your Clerkship Director
2. Upon recovery, you should consult with the Clerkship Director regarding the viability of successfully completing the clerkship as planned. Consultation with the Assistant Dean of Student Affairs, Admissions and Outreach may be necessary.

Medical or Personal Reasons

Excused absences for health reasons of more than one (1) day must be verified by the student's physician using the Medical Excuse form. The Medical Excuse form must be signed by a physician and returned to the Assistant Dean of Student Affairs, Admissions and

Outreach (College of Medicine) before an official excused absence can be given to the clinical preceptor, course coordinator, and/or instructor(s). Excused absence requests for health-related reasons not of an acute nature (scheduled procedures, out-of- town appointments with specialists) or personal reasons that are not an emergency must be presented to the Assistant Dean of Student Affairs, Admissions and Outreach (College of Medicine) two weeks prior to the date of the excused absence.

Conferences

CNUCOM supports the learning and professional development opportunities national or local conferences can provide students; thus CNUCOM allows student participation and attendance on a limited basis. If an absence from class does not interfere with the academic work of other students or does not result in the student missing a class assignment or rotation which cannot be remediated (as determined by the course coordinator), a student in good academic standing (no conditional grades and not on academic probation) may be allowed excused absence for a qualifying professional conference. In addition, if the conditions are met, there may be additional days made available for the CMA, AMA, and other major medical organization for Student Presidents, members of the Student Organization Leadership Council, alumni association representatives, students holding a nationally-ranked position, students pre-approved to present research, or club officers. The Associate Dean of Medical Education determines student eligibility and which conferences qualify. Approval of the Associate Dean of Medical Education or designee is required for any other conference absences. Students are accountable for their academic performance and so must weigh the advisability of attending such conferences.

Students must obtain an excused absence form and submit it to the Office of the Associate Dean of Medical Education, a minimum of 14 academic days prior to the conference. If the academic status of the student changes prior to departure for the conference and is failing a course, the permission to attend the conference will be revoked.

A limited amount of funding is available through the college for assisting students who plan to represent their organization or club at approved meetings (as described above). Travel requests to attend other types of meetings must be approved by the organization's advisor and the Associate Dean of Medical Education. A request to attend an off-campus professional conference must be made by submitting a Request for an Excused Absence form while a request for funding must be made by submitting a Student Organization Travel Request form. Both forms must be filled out completely, including all required signatures, and submitted to the Associate Dean of Medical Education a minimum of 14 days prior to the meeting or conference. Students requesting travel funds must: 1) be in good academic standing; 2) be a full-time student; and 4) be able to attend all student functions offered at the meeting/conference or have the ability to complete any and all other assignments as specified by the officer's and advisor of the organization the student is representing.

Professional Meetings

A goal of the College is to graduate competent physicians who will improve health care to a diverse population through medical expertise. The College appreciates the value, and encourages the participation of all its students in professional organizations. The College recognizes that attendance at professional meetings is beneficial but may also interfere with the students' pursuits of academic excellence. Students desiring to attend professional meetings must obtain a written approval at least three weeks prior to the meeting from the Associate Dean of Medical Education. Any student on academic probation will not be allowed to attend.

Leave of Absence

Purpose
The purpose of the policy is to provide guidelines for approved extended leaves of absences for medical students at CNUCOM.

Procedure
It is the responsibility of the student to ensure that a LOA request form is submitted in a timely manner. Non-attendance does not constitute notification of intent to apply for LOA status. It is the responsibility of the student to continue coursework (barring an emergency) until the LOA is approved.

To request a planned absence, students should first contact their individual Advisor, discuss it with the Assistant Dean of Student Affairs, and immediately contact the appropriate course director(s) or clerkship director(s). After consultation, an official LOA request form must be submitted that specifically states the last date of attendance, the anticipated return date, and the reason for leave of absence. The LOA request must also be signed by both the Director of Student Financial Aid and the Business Office prior to being submitted to the Assistant Dean of Student Affairs. She/he will review the academic standing of the student and forward the documents to SPC to determine whether an LOA will be granted. Final approval of a LOA is granted by the Office of Medical Education. LOA forms can be found on the CNUCOM website and in the CNUCOM Student Handbook. All requests for planned absences must be submitted to the Assistant Dean of Student Affairs at least two months prior to the planned absence.

In general, a student is eligible for one LOA for one academic year during their tenure at CNUCOM with the possibility of an extension for one more semester depending on when the LOA occurs in the curriculum and why it was initially granted. Requests for a second LOA are highly discouraged and unlikely to be approved due to the disruption it would cause to the student's chances of progression through the curriculum. It is the student's responsibility to review the LOA policy prior to requesting an LOA. LOAs requested for academic deficiency during Phase A will initially be for one semester and may be extended at the discretion of the SPC by another semester. LOAs requested during Phases B and C will initially be for one semester coinciding with preset blocks at the discretion of the Phase B and C Directors and may be extended by another semester at the discretion of

SPC. Extensions beyond 1 year during any Phases are not permitted except under extenuating circumstances.

Academic LOA

If the student is experiencing academic difficulties such as failed remediation of a Y or F grade in a course or clerkship, the student will be placed on probation. The Student Promotions Committee (SPC) may recommend one of the following actions: repeating the failed course, repeating the academic year or taking a leave of absence (LOA) for one semester with the possibility of an extension for one additional semester. Extensions beyond one year are not permitted except under extenuating circumstances. Students will work with their advisor, course/clerkship director and the SPC to create an academic plan, which will initially be reviewed and approved by the SPC and then submitted to the Office of Medical Education. The student will need a mandatory meeting with the Associate Dean of Medical Education prior to final approval. Upon approval of the LOA, the registrar is notified, and the student will be placed on probation. Please review the academic progression and remediation policies for more information on this procedure.

To promote student wellness and success, OSA will communicate with students on academic LOA bimonthly. Advisors are responsible for academic supervision and to provide interval reports to the SPC. Students are expected to develop an academic plan with their advisor and course/clerkship director, meet with the SPC and the Associate Dean of Medical Education to seek approval of the academic LOA, meet with the advisor at least once per month during the LOA, and submit a formal academic progress report in writing to the SPC four weeks prior to the end date of the LOA.

If a student is granted an LOA that interrupts a course or clerkship, a grade of W (withdrawal) will be entered on the transcript, designating uncompleted coursework. If/when the student is re-enrolled, the SPC in consultation with the course/clerkship director will determine how much of the interrupted course/clerkship will need to be repeated and/or completed. The grade of W will remain on the transcript along with any grade subsequently

Student Initiated

A student in good academic standing may, at any time, request a leave of absence for a specified period not to exceed one year. These include the following:

1. Research and Educational Enrichment LOA
An approved Leave of Absence can be generated by the student to pursue research endeavors, an additional degree, such as MHA, MPS, Ph.D., either at CNU or another institution.

2. Military Obligation LOA:
A LOA will be granted for all uniformed service members called to duty (whether voluntary or involuntary) for the duration of their time served. The student must complete a Leave of Absence Form and provide a copy of their military orders. Service members will be re-admitted to the university upon their return under the same re-admittance policies as all students who have been on a LOA from the university.

Service members will not experience any penalties from the University for fulfilling their military obligations.

3. Medical LOA:
An approved Medical Leave of Absence may be initiated by the student and must be accompanied by documentation from the student's personal health care provider and/or an independent examiner must attest to the student's inability to participate in the curriculum due to a medical condition.

4. Personal LOA:
An approved Personal Leave of Absence is initiated by the student to attend to family, financial, or other personal factors that affect the student's ability to participate in the curriculum. Examples of reasons for a Personal Leave of Absence include but are not limited to:

   a. Death in the family.
   b. Caregiving for family member.
   c. Other personal situation preventing participation in the curriculum.

Administrative LOA

An Administrative Leave of Absence may be initiated by SPC, Associate Dean for Medical Education and the Dean's Office for reasons such:

   a. Noncompliance with health clearance or other compliance requirements.
   b. Nonpayment of registration fees leading to repeated business holds.

Return from Leave of Absence
The student is to submit the Intent to Return Form or the Official College Withdrawal form at least four weeks prior to the planned return date. Submission of the completed Intent to Return Form to the Office of the Registrar is required to be eligible for course and rotation registration.

The student must meet the Assistant Dean of Student Affairs and Admissions at least 30 days prior to the first day of class to review course and performance expectations for the upcoming the remainder of the student's educational career at CNUCOM.

If a student does not return within one year of approved LOA they are no longer eligible to return as a continuing student and must reapply to the University/College for admission (See Readmission to the University/College section below)

Withdrawal from University/College

Students may voluntarily withdraw from the University/College at any time during the academic semester. The student will earn a "W" grade for a course(s) that is (are) not complete at the time the withdrawal is initiated. Informing CNUCOM, your academic department or your instructor does not constitute official withdrawal from the program. All withdrawals must be processed by the Office of the Registrar.

Students must submit an Official College Withdrawal Form to the Office of the Registrar. A student must meet with and receive signatures from the following departments before the form can be filed with the Office of the Registrar: Office of Academic Affairs, Business Office, Financial Aid, the Dean, and Office of the Registrar. A student that officially withdraws from the college is entitled to apply for readmission.

Readmission to the University/College

If a student has withdrawn from the University, the student may reapply to the College. If accepted, the student may be required to return as a first-year student.

Complaint/Grievance Policy

For complaints related to accreditation standards, on page 10 of this catalog.

Internal complaints/grievances: A grievance is defined as a matter not falling under the progression policy for academic or non-academic due-process.

Procedure:
1. The student shall file a written complaint using the Student Complaint/Grievance Form.
2. The completed Student Complaint/Grievance Form should be submitted to any member of the CNU Office of Student Affairs in a sealed envelope.
3. The Assistant Dean of Student Affairs and Admissions will handle the complaint in accordance with the policies of the California Northstate University College of Medicine, will review the facts surrounding the issue and will attempt to resolve the complaint.
4. The complaint will be answered in writing by the Assistant Dean of Student Affairs and Admissions within four weeks of receipt of the complaint, excluding holidays/university breaks.
5. If the complaint relates to the Assistant Dean of Student Affairs and Admissions, the matter will be handled an ad hoc committee formed on a case-by-case basis. This will include 3-5 individuals, one of whom will have a legal background. Otherwise, the committee will consist of CNU faculty and staff.
6. If the ad hoc committee cannot resolve the complaint satisfactorily, the matter will be transferred to the Dean for appropriate action.
7. Students may appeal decisions by filing an appeal with the Dean within five days of receipt of the complaint/grievance resolution. The Dean's decision is final.

A record of the student complaints is kept on file in the Assistant Dean of Student Affairs and Admission office. All aspects of student complaints shall be treated as confidential.

COM Course Descriptions

Department of Medical Education

COM 501 Foundations of Clinical Medicine (8 cr)
Foundations of Clinical Medicine is an integrated course that provides students with a solid foundation in multiple disciplines within the basic sciences, including Biochemistry, Cell Biology, Embryology, Immunology, Genetics, Microbiology, Pathology, Pharmacology/Toxicology, and Physiology. A firm understanding of the basic science material presented in this course is essential to success in subsequent system-based courses. The course will introduce the practice of using clinical presentations (CPs) and Clinical Cases (CCs) to provide a conceptual framework for integrating the basic and clinical sciences. The CPs will include clinical algorithms and will focus on common situations and presentations that a primary care physician will experience. Clinical faculty will walk the students through the clinical algorithm(s) emphasizing critical decision points while also teaching the students the art of developing a differential diagnosis. To facilitate the logical integration of diverse disciplines, the course schedule is organized into "mini-blocks," with a heavy focus on particular sciences that correspond with the CPs. Students will also participate in the longitudinal Medical Skills, Masters Colloquium and Self-Directed Student Scholarly Project courses that run concurrently with the Foundations in Clinical Medicine course.

COM 511 Integumentary and Musculoskeletal Systems (7 cr)
The Integumentary and Musculoskeletal Systems course is structured around weekly clinical presentations that reflect commonly encountered situations affecting the integumentary and musculoskeletal systems. The course is focused on providing students with a detailed understanding of normal structure, function and pathologic dysfunction of the two systems. Each week starts with a clinical presentation that is accompanied by clinical algorithms, clinical reasoning guides, and detailed objectives lists. Faculty then led t h e students through the clinical
algorithms emphasizing critical decision points and setting the framework for the integration of the basic and clinical sciences. Over the course of the week, faculty present fundamental principles from the traditional basic sciences (anatomy, histology, embryology, biochemistry, immunology, microbiology, nutrition, pathology, pharmacology, and physiology) to provide students with the knowledge and skills required to arrive at a correct diagnosis. These basic science lectures highlight the normal structure and function of the systems, followed by presentations of various disease states, and include management and treatment options. In addition to the lectures, library resources, and other learning concurrent hands- on anatomy lab dissections on human donors reinforce the learning of musculoskeletal structures and their relationships. Traditional X-rays, CT scans and MRIs which illustrate normal and abnormal structures are reviewed. At the end of each week, students participate in clinical case discussion sessions in small groups with faculty. During each week, they also take part in a Medical Skills course that runs concurrently and supports the course content. A set of clinical case-based learning sessions in one week of the course helps students develop their self-directed learning skills.

COM 521 Gastrointestinal System (6 cr)
This course will cover the structure and function of the gastrointestinal tract (hollow muscular organs, liver and pancreas) in normal health and in a variety of gastrointestinal, hepatic, and metabolic disorders. Each week will begin with a clinical presentation (CP) focusing on

a practical approach to a common gastrointestinal problem (difficulty swallowing, constipation, diarrhea, jaundice, abdominal pain, and gastrointestinal bleeding) and will end with a small group clinical case discussion relating to the topic of the week. Sessions during the week will integrate basic and clinical sciences including anatomy (with cadaveric dissection lab), cell and molecular biology, genetics, physiology, histology, pathology, microbiology, and pharmacology. Medical Skills sessions throughout the course will integrate bedside evaluation and management of patients with gastrointestinal complaints.

COM 526 Hematology (4 cr)
This Hematology course deals with components of the hematopoietic system –bone marrow, blood, and lymphoid tissues –emphasizing basic structures (of cells, tissues, organs) and functions (from molecular to tissue to whole organ level) in health and disease. Mandatory microscopy lab sessions provide students with the opportunity to practice their skills at reviewing and identify normal and abnormal blood smears. An interactive classroom session will provide students the opportunity to practice bone marrow cell identification and interpretation. Clinical presentations within the Hematology unit are focused on common diseases and presentations that a primary care physician is most likely to experience, such as anemia, polycythemia, abnormal white cells, lymphadenopathy, abnormal bleeding (bleeding diathesis), and hypercoagulable states. Each week consists of 1 to 2 clinical presentations with clinical algorithms and reasoning guides. Following the clinical presentation, faculty will present fundamental principles from the basic sciences (e.g., biochemistry, cell biology, genetics, immunology, microbiology, nutrition, pathology, pharmacology, and physiology). These learning activities will provide the knowledge and skills required to evaluate a patient encounter and develop the necessary analytical skills needed in a physician. At the end of each week, students will actively participate in clinical cases, applying the knowledge and skills they have learned.

COM 531 Cardiovascular and Pulmonary Systems (10 cr)
The Cardiovascular and Pulmonary (CVP) Systems course deals with components of Cardiovascular and Pulmonary systems, which include the heart and major vessels, peripheral vascular system, lungs and its vessels and their integrated functions under normal and abnormal conditions. This course teaches the main components of the CVP system at the molecular, cellular, tissue and organ levels, both in health and disease as well as their treatment and prophylactic strategies. The course consists of 9 clinical presentations (CPs) spread over 9 weeks, which were selected based on the clinical importance and the frequency at which they are presented to a health care system. They include syncope and arrhythmias, murmurs and abnormal heart sounds, chest pain, hypertension, cardiac arrest, shock, shortness of breath, cough, and acute dyspnea. Students will be exposed to one clinical presentation every week, followed by didactic lectures and active learning sessions (such as small group discussions, TBL and flipped classes) relevant to the clinical presentations demonstrated that week. The clinical faculty with relevant expertise will be responsible for conducting CPs sessions by demonstrating a logical approach to arriving at a clinical diagnosis using clinical algorithms and clinical reasoning guides developed based on clinical information and probabilities of signs and symptoms for a particular disease condition. Students will also undergo relevant training in the concurrent medical
skills course where they will learn about physical examination and basic clinical and laboratory skills such as

checking blood pressure, electrocardiography, spirometry, and Gram staining, and will be asked to apply their skills/knowledge to their CVP course learning. In all but two course weeks, students will also be exposed to 2 hours of clinical case examples, where they are presented with virtual clinical cases containing the necessary information to arrive at a clinical diagnosis using both their clinical and basic science knowledge. Here too, students will be using a combination of clinical algorithms, an acquired knowledge base and course objectives for a logical deduction of a possible diagnosis. In weeks without a clinical case, students will work in medium-sized groups with their peers to solve an evolving, challenging patient case using the clinical case-based learning (CCBL) format. It should also be noted that the Masters Colloquium course runs concurrently with CVP and Medical Skills, and will be integrated with CVP content as appropriate and relevant, particularly as it applies to socioeconomic, community and global health issues. The students will be evaluated using 2 formative examinations and 2 summative exams.

COM 541 Renal System (5 cr)
This course will highlight the renal system's contribution to maintaining homeostatic levels of fluids, electrolytes, pH, and blood pressure. The behavior of this intricate system will be considered in normal health and in a variety of disorders. The clinical presentations (CPs) within the Renal course will focus on common situations and presentations that a primary care physician will experience such as hypertension, abnormal levels of different electrolytes, metabolic acidosis and alkalosis, polyuria, proteinuria and hematuria, renal calculi, renal mass, acute kidney injury and chronic kidney disease, and edema. Each week consists of 1 to 2 CPs that are accompanied by clinical algorithms, clinical reasoning guides, and objectives lists. Clinical faculty will walk the students through the clinical algorithm emphasizing critical decision points and setting the framework for the integration of the basic and clinical sciences. Following the clinical algorithm presentation by the clinical faculty, basic science faculty will present the fundamental principles from the traditional basic sciences (e.g. anatomy, biochemistry, cell biology, genetics, immunology, microbiology, nutrition, pathology, pharmacology, physiology etc.) to ensure adequate knowledge and skills required to arrive at a correct diagnosis. These basic science lectures will highlight the normal structures and functions of the system as a whole, immediately followed by an examination of various disease states including care and treatment options. Students will participate in clinical case example sessions as well as take part in a Medical Skills course that runs concurrently.

COM 551 Neuroscience (10 cr)
The Neuroscience course spans nine weeks and contains fifteen **clinical presentations that reflect** commonly encountered situations affecting the nervous system. The course is focused on providing students with a detailed understanding of normal structure, function, physiology, and pathologic dysfunction of the nervous system and special senses. Depending on the week, 1 to 3 clinical presentations will be covered, each one of them accompanied by clinical algorithms, clinical reasoning guides, and detailed objectives lists. Clinical faculty will lead the students through the clinical presentation emphasizing critical decision points and setting the framework for the integration of the basic and clinical sciences. Following the clinical presentation, basic science faculty will present the fundamental principles from the traditional basic sciences (e.g., anatomy, histology, embryology, biochemistry, immunology, microbiology, nutrition, pathology, pharmacology, skills required to arrive at a correct diagnosis. These basic science lectures will highlight the normal and physiology) to ensure adequate knowledge and

structures and functions of the nervous system as a whole, including special senses, followed by presentations of various disease states including management and treatment options. In addition to the lectures, library resources, and other learning activities that support each clinical presentation, students will attend anatomy labs and perform appropriate cadaver dissection activities and review prosected materials to reinforce learning of structures and relationships described in lecture. Traditional X-rays, CT scans and MRIs will be presented to illustrate normal and abnormal structures related to disease processes as well to illustrate some management techniques. In addition, students will participate in clinical case and clinical case-
based learning sessions with faculty to understand and learn from illustrative cases related to the clinical presentation topics of the week. Students take part in the Medical Skills course that runs concurrently and supports content covered, emphasizing the skills including history taking, physical examination, critical reasoning skills and presentation skills that the students need to acquire to diagnose and for the management of different clinical cases.

COM 561 Behavioral Medicine (3 cr)
Behavioral Medicine is a course covering the broad scope of Psychiatry and Behavioral Science. It is a multifaceted approach which addresses the psychological, biological, and social factors involved in mental health. The course covers the etiology, diagnosis, and treatment of the major psychiatric disorders and incorporates the contributions of basic sciences as well as the psychological sciences in understanding and treating mental health disorders. Clinical presentations (CPs) within the Behavioral Medicine course will focus on common situations and presentations that a primary care physician will experience. There will be clinical presentations which are accompanied by clinical algorithms, and reasoning guides which address course learning objectives. Clinical Cases (CC) are sessions done specifically in the college classroom in which students are given a case example. The clinical faculty will guide the students through each case emphasizing critical decision points and setting the framework for the integration of the basic and clinical sciences. Students will participate in the Medical Skills course that runs concurrently with the behavior medicine course and which emphasizes learning how to evaluate a patient for a psychiatric condition or illness.

COM 571 Endocrine System (5 cr)
The endocrine system acts to coordinate the body's activities using chemical messengers (hormones) that are transported by the circulatory system to influence every cell, organ, and function of our bodies. The foundations of this system are the glands and the hormones they produce. Hormones, as the body's chemical messengers, transfer information and instructions from one set of cells to another and are thereby instrumental in regulating mood, growth and development, cellular and tissue function, metabolism,
sexual function and reproductive processes. The course covers the endocrine system and its hormonal products, including (a) the hormone producing cells, (b) synthesis, release and transport of the hormones, (c) the effects of hormones on target cells covering hormone receptors, signal transduction and the mechanisms of hormone action, (d) the intricacies of the hormonal and metabolic feedback regulatory mechanisms, (e) the effects of hormones on physiological processes as well as (f) the diseases caused by inappropriate hormone secretion and function. The basic science structure of the course (covering anatomy, embryology, histology, biochemistry, genetics, microbiology, immunology, physiology, pathophysiology and pathology) is integrated with clinical correlates through the introduction of Clinical Presentations (CP's) that focus on common presenting clinical situations/complaints that primary care

physicians will encounter in their daily practice. The course will also introduce therapeutic principles in treating endocrine disorders. Instructional methods employed in this course will rely on active-learning techniques where students are involved in doing meaningful activities while being stimulated to think about what they are doing. The active learning methodologies incorporating self-directed learning that are employed throughout the course include: interactive lectures, CCBLs and SILs (student interactive learning.

COM 581 Reproductive System (6 cr)

The Reproductive Systems course is designed to teach medical students the medical and scientific knowledge pertinent to the male and female human reproductive systems in both health and disease. The course consists of twenty clinical presentations dispersed over the course of six weeks. Each clinical presentation is accompanied by a clinical algorithm. The clinical algorithm consists of a branching diagram designed to aid the student in reaching a diagnosis via deductive reasoning. The branches of the clinical algorithm represent reductive diagnostic groups that narrow the range of diagnoses under consideration. Each clinical algorithm is accompanied by a clinical reasoning guide. The "Clinical Presentations" for this course were designed to capture the most common and medically significant chief complaints pertinent to the reproductive system in health and disease. Following a given clinical presentation and the pertinent basic science content, students will collaborate in clinical case example sessions. Clinical case examples consist of clinical vignettes pertinent to a given clinical presentation. Students will assemble in small groups and will be mentored by their college masters preceptors and a clinical faculty member. Five clinical vignettes, usually based on real patient cases, will be provided to the students each week. Students will be initially presented only with patient demographic and chief complaint and a brief history with limited physical exam and lab data. Students then will use the clinical algorithm and clinical reasoning guide to work through the case, eliciting the appropriate clinical history, physical examination findings, and ordering and interpreting any necessary imaging, clinical laboratory studies, and/or pathology/surgical findings. Each group will then present to the class their case discussions. Clinical case examples will provide students with an opportunity to employ the clinical algorithms and clinical reasoning guides to arrive at a diagnosis, and provide practice in collegial discussion and oral presentations. Faculty clinicians, mentoring the clinical case example sessions, will provide feedback on a variety of topics including but not limited to cost-effectiveness in arriving at a diagnosis and/or treatment, communication skills, and ethics. Concurrently, students will participate in Masters Colloquium, a course designed to cover complex, multidisciplinary aspects of professional development. Masters Colloquium content is designed to integrate with the reproduction course. A CCBL (collaborative case-based learning) session will be included in three sessions of small group discussion of a detailed case. They students will develop and research specific learning objectives and then present these topics to each other in the group sessions with a faculty preceptor. Each student group will have a leader, a researcher, and a scribe. All students will present their learning objectives to the other members of their group and faculty advisor. Masters Colloquium topics scheduled during the reproductive course include the following: 1) Sexual assault and domestic violence 2) Reproductive Choice, including abortion and contraceptive access 3) Ethical Issues in Reproduction, including maternal/fetal conflicts, cultural issues, and gender inequities. These topics were chosen as both critical topics for medical students to establish appropriate professional attitudes and behaviors, as well as critical topics pertinent to human

reproductive health care. Concurrently, students will also participate in the Medical Skills course. For example, following the clinical presentation and basic science sessions pertinent to an "abnormal Papanicolaou smear" students will practice performing Papanicolaou smears during their medical skill session. Standardized live patients and simulated models will be used to practice history and physical exam skills, including labor and delivery, pelvic and rectal exams, and breast exams

COM 601-604 Medical Skills (1 credit per semester/4 semesters total = 4 cr)

Medical Skills course is designed to teach each medical student the basic clinical skills needed for medical practice. These skills include communication, physician-patient rapport, history taking, physical examination, interpretation of diagnostic studies, note writing, oral presentations, use of patient care teams, application of medical and scientific knowledge in patient management, cost effective comparisons in treatment approaches, mastery of selected procedures and professionalism. In addition, we expect them to understand the use of counseling and feedback both in their own growth as future physicians as well as how to use this with their future patients. Learning will be accomplished using a combination of: 1) preparatory self-directed learning materials, 2) surface anatomy sessions with body painting 3) hands-on demonstrations, 4) paired or standardized patient practice sessions, 5) simulated clinical procedures, 6) team-based problem solving exercises, 7) small group training using partial task simulators, 8) interactions with real patients with real medical problems or physical findings when appropriate and available 9) experiential education on relevant topics in nutrition, and 10) journal club. Formative feedback/assessment will include: 1) self-reflection, 2) self-assessment (video tapes), 3) faculty observation with checklist assessment, 4) peer feedback, and 5) standardized patient assessment. The mini-OSCE (formative exam) and medium-OSCE (summative exam) will be used to: 1) familiarize them with the process used in USMLE step 2 CS exams, 2) facilitate improved efficiency in the basic clinical history and physical exam skills needed for 3rd and 4th year clerkships, and 3) objectively identify areas that need improvement.

COM 611-614 Masters Colloquium (1 credit per semester/ 4 semesters total = 4 cr)

The purpose of the Masters Colloquium is to prepare student physicians for the complex multidisciplinary challenges in the profession of medicine with an intention to give the tools necessary for a student to develop into a compassionate, integrated and well informed physician operating with a high level of integrity and altruism.

Sessions cover the following areas: Communication, Ethics, Healthcare Systems, Global and Public Health, Physician Development, Patient Diversity and Community Service.

Masters Colloquium Curriculum Content topics include, but are not limited to: professionalism, hot topics in public health, bias/barriers to care, preserving patient dignity, difficult encounters, and introduction to U.S. Healthcare. A comprehensive topic list adapted from the course syllabus is listed below. *

The Masters Colloquium course is a series of 2-hour seminars presented throughout each semester to medical students in Years 1 and 2. Some sessions will be conducted in a large classroom, some in the COM Colleges**, and some will involve both settings. The colloquia take place within lecture and discussion sessions or a workshop format, and encourage experiential learning as well as student directed learning. The course covers complex and multidisciplinary aspects of professional development. Some sessions are conducted by COM faculty and others by invited community experts. College Masters play an integral role in facilitating discussions and supporting students' learning. At the end of each semester, Masters Colloquium sessions will be evaluated by the students via an anonymous survey. Feedback from these surveys will be reviewed by Course Directors with an interest in critically evaluating course content and style.

* Example of a four semester syllabus outline follows:
Physician Development:
- Professionalism
- Time Management
- Myers Briggs assessment
- Purpose in career
- Self-Care
- Service Learning
- Resiliency
- Doctor as Patient
- Foundations of Leadership

Public Health
- Public Health Intro/Overview
- Introduction to Global Medicine (natural disasters, programs, doctor's role)
- Advocacy and Politics in Medicine
- Tobacco Program (state level)
- Public health in Pandemics (COVID-19)
- Hot Topics in Public Health
- Maternal Infant Health
- Human Trafficking

Patient Diversity
- Chronic Disease Panel
- Bias/Barriers to Care)
- Disabilities – Awareness and Realities
- Providing Culturally Competent Care
- Health Literacy with Highlight of Immunizations
- Caring and Culture of LGBTQ+ Community
- Integrative Medicine
- Aging Experience

Communication
- Communication Skills I
- Communication Skills II
- Communications Skills (Motivating Conversations)
- Placebo Power of language
- Communication (Difficult Encounters)
- Virtual Communication and Social Media

Ethics
- Fundamental Ethical Principles covered in the following areas:

- Confidentiality
- Preserving Patient Dignity
- Medical Errors
- Conflict of interest
- Medicolegal
- Reproductive Medicine
- Decision Making Capacity / Informed Consent
- End of Life Care / Brain Death

Healthcare Systems
- Introduction to US Health Care (Insurance/Medicare/Medicaid/ ACA)
- Structure and Practice of Healthcare
- Quality and Safety
- Medical Errors and Ethics

** At the beginning of Year 1, students will be divided into groups of 20-25 and each group will constitute a college. Students will stay in their assigned college for the first two years of Medical School. Colleges will be led by College Masters.

Office of Research

The required Self-Directed Student Scholarly Project (hereafter referred to as the Scholarly Project) is an eighteen-month research-based program to be completed during fall and spring semester of the first year and fall semester of the second year of medical school. It is subdivided in COM 622, 623 and 624. Details of each section are described below.

COM 622 Self-Directed Student Scholarly Project (1 cr)
During COM 622 students will be required to attend didactics and group activities relating to biostatistics, research design and methodology and complete assignments.

COM 623 Self-Directed Student Scholarly Project (1 cr)
During COM623, students will assemble in groups to reinforce teamwork and development of collaborative skills. The Scholarly Project will allow students to hone their analytical and investigative skills by participating in an active scholarly project under a faculty mentor to produce usable data sets, public presentations, and abstracts suitable for publication. The requirements for the project will be explained to students during the Orientation as well as periodic lectures as well as a Research Mixer with faculty. Students are encouraged to find an area of interest that they wish to pursue further and to identify faculty and other students that have similar research/scholarly interests. The following are examples of broader categories that are suitable for a scholarly project:
- Translational Research
- Clinical Research
- Basic Research
- Global Health
- Medical Education
- Epidemiology
- Public and Environmental Health
- History of Medicine

The students will choose their project and mentor during the spring semester of their first year of medical school. The student group will develop a hypothesis/question and devise the methods and steps appropriate to answering the question/hypothesis with the guidance of their chosen mentor. They will then generate a suitable research project

proposal with corresponding planned analysis and outcomes.

A final project proposal will be submitted to the Course Committee for review and approval. The project will be reviewed for its feasibility and for the level of critical thinking and if suitable, approved.

Approval by the Course Committee will allow the project to proceed. Depending on the type of project, the students must complete certain required training (for example, laboratory biosafety training, blood-borne pathogen training, radiation safety training, IRB and HIPAA training for working with human subjects or accessing patient data, or IACUC training for working with laboratory animals). Projects that include human research subjects will require approval by the CNU IRB. Similarly, if laboratory animals are used, approval by the CNU IACUC will be required.

COM 624 Self-Directed Student Scholarly Project (1 cr)
The required Self-Directed Student Scholarly Project (hereafter referred to as the Scholarly Project) is the second half of a one year, research-based program to be completed during the fall semester of the second year of medical school. Students will continue working together on the project and collect and analyze data in order to address their question/hypothesis proposed during COM 623. Students will then compile their findings into a final abstract and present these findings as either a poster or oral presentation during our annual SDSSP Research Day, typically held in December of each year.

M3 Clerkships

COM 701 Family Medicine Clerkship (6 cr)
Each student will spend six weeks in a family medicine clerkship working directly with one or more family medicine physicians in the settings of either a county hospital, HMO outpatient clinic or a community private practice outpatient office. In each of these settings, the students will have the opportunity to participate in the treatment of a variety of common conditions that present in a typical community setting. Here students will hone their skills in communication, medical history taking, clinical examination, medical knowledge, and professionalism. There will be exposure to healthcare systems where students will gain insight into barriers to care and means to optimize systems that deliver care. Special emphasis will be placed on learning preventative care, end of life issues, and health screening programs. Students' exposure to a wide variety of illnesses and performance of commonly used procedures will be tracked electronically

COM 711 Internal Medicine Clerkship (8 cr)
During the eight weeks of internal medicine clerkship, students have an opportunity to learn from inpatient and outpatient clinical experiences. Students are supervised by internal medicine attending and resident physicians. In these settings, students learn to hone their skills in patient care, medical knowledge, communication, professionalism, healthcare systems and personal development in the context of adult primary and inpatient care. Special emphasis is place on providing opportunities to participate in the common medical conditions seen by internal medicine physicians. Students also participate in small group, weekly didactic sessions that focus on topics in general internal medicine, cardiology, gastroenterology, infectious diseases, hematology/oncology, pulmonology, nephrology, rheumatology, and endocrinology. During the didactic sessions, students also have an opportunity to present interesting patients from rotations and discuss physical

exam findings, review ECG and read chest radiographs. To ensure adequate exposure, each student will be required to log each required patient encounter and procedure completed in the online database the university maintains. These logs will be routinely shared with the Clerkship Director to better determine the adequacy of the learning environment.

COM 721 Neurology Clerkship (4 cr)
Each student will spend four weeks at one or more of the institutions listed affiliated sites working directly with a neurologist in both inpatient and outpatient settings. In these settings, the students will have the opportunity to hone their skills in: patient care, medical knowledge, communication, professionalism, health care systems and personal development in the context of neurologic problems. Special emphasis will be placed on honing a comprehensive neurologic history and physical exam including cognitive testing. To ensure adequate exposure, each student will be required to log each required patient encounter and procedure completed in the online database the university maintains. These logs will be routinely shared with the Clerkship Director to better determine the adequacy of the learning environment. Didactic sessions and virtual learning are included and designed to enhance the clinical learning experience as well

COM 731 Obstetrics and Gynecology Clerkship (6 cr)
Each student will spend three weeks on an ob/gyn inpatient rotation working directly with an ob/gyn physician and family practice resident in one of the hospitals listed above. Additionally, the student will spend three weeks in an ambulatory (outpatient) setting. In these settings the students will have the opportunity to hone their skills in: patient care, medical knowledge, communication, professionalism, health care systems and personal development in the context of adult primary or inpatient care. Special emphasis will be placed on having a good working knowledge of pelvic female anatomy as it related to reproduction, labor and delivery as well as infectious and oncologic issues. Each student will have a checklist of conditions/skills they are expected to participate in and obtain signatures validating their participation. These include uncomplicated labors and deliveries as well as the steps/screening of uncomplicated pregnancies. They should have an opportunity to participate in counseling women about contraception, abortion and sterilization options.

COM 741 Pediatrics Clerkship (6 cr)
Each student with spend six weeks on a pediatric clinical rotation. It is possible to spend three weeks working directly with a pediatrician attending in one of CNUCOM's affiliated hospital and ambulatory (outpatient) sites. Alternately, the student can spend the entire six weeks in an outpatient setting. In these settings, students will have the opportunity to hone their skills in patient care, medical knowledge, communication, professionalism, healthcare systems and personal development in the context of pediatric primary or inpatient care. Special emphasis will be placed on having a good working knowledge of normal infant/toddler milestones and adolescent development. In addition, they will be able to experience counseling the adolescent on birth control, sexual behavior, social acceptance, etc. Each student will have a checklist of conditions/skills they are expected to participate in and obtain signatures validating their participation.

COM 751 Psychiatry Clerkship (4 cr)
Each student will spend four weeks on a psychiatry rotation working directly with a family practice resident and psychiatry attending in one of the community hospitals or preceptor office listed above. In these settings the students

will have the opportunity to hone their skills in: patient care with patients which psychiatric disorders, medical knowledge, communication, professionalism, health care systems and personal development in the context of adult primary or inpatient care. Special emphasis will be placed on learning psychiatric diagnoses, mental health testing, and communication with individuals with mental illness. In addition, we expect the students to be provided opportunities to participate in the common psychiatric conditions seen in a psychiatry including suicidal ideation and suicidal attempts. The student's participation/exposure will be tracked by using a checklist of medical conditions and procedure skills that are expected to be seen/done during the rotation and which require the signature of the supervision physician.

COM 761 Surgery Clerkship (8 cr)

Each student will spend four weeks on a general surgery inpatient rotation working directly with a general surgeon and family practice resident in one of the hospitals listed above. Additionally, the student will spend two, two week rotations in surgical specialty rotations. In these settings the students will have the opportunity to hone their skills in: patient care, medical knowledge, particularly anatomy, communication, professionalism, health care systems and personal development in the context of surgical care. Special emphasis will be placed on having a good working knowledge of anatomy as it relates to the surgical specialty, pre and post-operative care, operative risk assessment and informed consent procedures. Each student will have a checklist of conditions/skills they are expected to participate in and obtain signatures validating their participation.

COM 771 Emergency Medicine Clerkship (4 cr)

Each student will spend four weeks on an Emergency Medicine Rotation at one of CNUCOM's affiliated hospital sites. In this setting the students will have the opportunity to hone and develop their skills in patient care, medical knowledge, communication, professionalism, health care systems, personal development, and emergency procedures in the context of evaluating and managing patient who present with medical and surgical emergencies. Special emphasis will be placed on expedient and focused history/physical examinations, developing an appropriate and a logical differential diagnosis, and identifying emergent and urgent from routine patient needs. Each student will be expected to participate in the most common medical emergencies routinely seen in an emergency department. To ensure adequate exposure, each student will be required to log each required patient encounter and procedure completed in the online database the university maintains. These logs will be routinely shared with the Clerkship Director to better determine the adequacy of the learning environment. Mandatory emergency didactic sessions will be held once a week for the duration of the course. Additionally, each student will be required to give an emergency case presentation orally at each session

M4 Sub-Internships

A sub-internship also known as acting internship is a M4 clinical experience completed at CNUCOM-affiliated hospital systems or through VSLO in which the medical student is expected to demonstrate the knowledge, skills, and attitudes expected of a first-year resident. Students completing a sub-internship or acting internship must meet the following requirements:

- Minimum Sub-Internship: 1 core specialty (General Internal Medicine, General Surgery, General Pediatrics, OB/GYN, Family and Community Medicine, Emergency Medicine).
- Sub-Internships can be completed at an "away" site.

- Minimum number of Sub-Internship required to graduate = 1 (4 week minimum).
- Maximum number of Sub-Internship = 3 (A specialty limit of 12 weeks, including Electives and Sub-Internships).

Sub-Internships completed away are indicated on the transcript as xxx891. For the following Sub-Internships, please see the specialty area within the section M4 Electives.

Sub-Internships = 1.5 credit units per week)
EME 801 - Emergency Medicine Sub-Internship
INT 801 - Internal Medicine Sub-Internship
INT 802 - Inpatient Medicine Sub-Internship
INT 803 – Internal Medicine Sub-Internship
PED 801 - Pediatric Sub-Internship
PUL 801 - Pulmonary & Critical Care Medicine Sub-Internship
OBG 801 - OB/GYN Sub-Internship
SUR 801 - Surgery Sub-Internship
FAM 801 - Family Medicine Sub–Internship

M4 Electives

Elective course credit = 1 credit unit per week .
- **Maximum of 12 weeks per specialty (Clinical) can be applied toward degree requirements.**
- **Maximum of 8 weeks (Non-Clinical) can be applied toward degree requirements.**

EXTERNAL/AWAY ROTATIONS

On the transcript, away rotations are indicated as xxx899 or xxx898. For example, EME 899 indicates an Emergency-area external/away rotation. Students apply independently for placement typically through VSAS or by separate application.

ALLERGY/IMMUNOLOGY (AAI)

AAI 801-2/4 Allergy, Asthma, Immunology
(2 or 4 week rotation)

Office based allergy practice that will help the learner to manage allergic diseases from rhinitis, asthma, food allergies, primary immunodeficiency, angioedema, and anaphylaxis. Additional areas for longer options (if multiple rotation lengths are offered) include spirometry, skin testing, allergy injections, drug desensitization, and care of anaphylaxis. Students will demonstrate knowledge pertaining to the management of allergic diseases including rhinitis, asthma, food allergies, primary immunodeficiency, angioedema and anaphylaxis.

ANESTHESIOLOGY (ANE)

ANE 801-2/4/5 Anesthesiology
(2, 4, or 5 week rotation)

Students seeking to increase their knowledge of anesthesiology and perioperative medicine will actively participate in the anesthetic care of surgical patients. Progressive and increased responsibility for pre-, intra-,and postoperative patient management will be assumed by the

student under the direction of an anesthesiologist. The student will participate fully in the perioperative anesthetic care of a healthy patient during uncomplicated surgery. Students will participate in the department's didactic conferences; reading is required to meet learning objectives. Students will learn to perform pre-anesthetic evaluation, present an organized summary of findings, develop a rational plan of anesthetic management, discuss effects of surgery and anesthesia on common medical conditions and execute plans to manage these conditions perioperatively, conduct the intraoperative administration of anesthesia, demonstrating knowledge of anesthetic pharmacology, and perform peripheral venous, cannulation, bag and mask airway management, and endotracheal intubation.

ANE 811 The Art and Practice of Anesthesiology and Pain Medicine
(2 or 4 week rotation)
General Description: Introduction to the field of anesthesiology and pain medicine. Understand basic preoperative procedures to optimize patients for surgery. Able to weigh the risks and benefits of drugs used and actions taken for the patients. Development of confidence, rapport, professionalism and teamwork in the operative arena. Understand the meaning of 'Primum non nocere' and the concept of evidence-based medicine. Demonstrate clinical skills including basic airway management, physiological monitoring, sedation and pain management. Demonstrate knowledge of basic anesthetic agents, intraoperative and pain medications. Perform a critical review of basic and clinical anesthesia literature. Describe different anesthetic techniques from lines placement to regional and neuraxial anesthesia. Apply techniques in stabilizing an unstable patient.

CARDIOLOGY (CAR)

CAR 801-2/4 Cardiology Elective
(2 or 4-week rotation)
Student will work with faculty attending to evaluate and manage cardiac patients in both an outpatient and inpatient setting. Students will be introduced to reading EKG's, echo, and observe cardiac cauterizations and transesophageal echo. Students are expected to demonstrate interpersonal and communication skills that enable them to establish and maintain professional relationships with patients, families, and other members of health care teams.

CAR 811-5 Cardiology Elective
CAR 811-6 Cardiology Elective
(4-week rotation)
This course is designed to give the students a broad exposure to cardiology, while concentrating at the same time on individual patient evaluation and management. Students will see patients both at the hospital and outpatient setting daily electrocardiogram round; observe cardiac procedures and morning rounds in the hospital, and if time permits, students will attend cardiac rounds. Acquire experience in working up patients with cardiovascular disease. Focus on the fundamentals, history taking, cardiovascular examination (especially auscultation ability). Demonstrate knowledge of the pathophysiology, natural history appropriate diagnostic workup, and therapeutic approach to valvular heart disease, ischemic heart disease, cardiomyopathies, and recurrent arrhythmias, both supraventricular and ventricular. Demonstrate knowledge of the pharmacology drugs, antihypertensive agents, and anticoagulation. Evaluate and management of complex inpatient problems: recurrent chest pain, low cardiac output states, cardiac murmur evaluation, and bacterial endocarditis. Demonstrate firm comprehension of EKG interpretation. Describe the details of cardiovascular techniques such as echocardiograms, 24 hours Holter

monitor, heart catheterization and exercise testing. Manage patient in ICU setting, including theory of ventilator, hemodynamic monitoring, and presser for pressure support.

CAR 811-7 Cardiology Elective
(4-week rotation)
Some of the responsibilities of the fourth year medical students include cardiology rounds, consultations, ECG interpretation, cardiology clinic, participation in teaching conferences, and review of studies including cardiac catheterizations, echocardiograms, and stress tests. The Cardiology service at Highland Hospital is a very busy inpatient and outpatient service. There is a wide spectrum of cardiologic disease seen in the inpatient, outpatient, and non-invasive laboratory settings. One of the cardiologists oversees the inpatient service and is always available. Also on the service are at least one senior medical resident and a medical intern. The volume varies greatly but an average week consists of 5 to 10 new inpatient consultations, 100 patients seen in the outpatient clinics, a non-invasive service performing around 80 electrocardiograms per day, approximately 350 echocardiograms per month, 4 transesophageal echocardiograms per month, and an average of about 10 treadmill stress tests per week.

CAR 880S Cardiovascular Surgery
(4-week rotation)
Students will understand cardiovascular pathophysiology and develop basic surgical skills. Pre assessment, operative experience, and post-operation care. This intensive month will provide an opportunity for the students to do more in-depth reading about the various atopic diseases and conditions they see. Students are expected to attend and participate in all scheduled educational activities at the host institution
Specialty Area(s): *Cardiology; Surgery*.

CAR 881S Cardiothoracic Surgery
(4-week rotation)
Lung Cancer, Esophageal Cancer, Thymus cancer, Airway Disease, Esophageal Reflux Disease, Diaphragm Disease, Chest wall issues, critical care for surgery, Lung Screening, Management of Stage IV cancers, Interventional Bronchoscopy and Esophagostomy. Clinical experiences includes rounds, seeing patients, consults, and surgery.

DERMATOLOGY (DER)

DER 801-2/3/4 Dermatology
(2, 3, or 4 week rotation)
This elective is customized to the specific interests of the fourth year medical student interested in learning more about medical surgical dermatology. The student will be exposed to medical dermatology encounters with patients having primary skin disease, including immunobullous diseases, contact dermatitis, connective tissue diseases, congenital skin disease, skin cancer, and infectious diseases, as well as medically complicated patients displaying dermatologic manifestations of systemic disease or therapy.

EMERGENCY MEDICINE (EME)

EME 801-2/4 Emergency Medicine

EME 802-4 Emergency Medicine Sub-Internship
(4 week rotation)
To provide an opportunity for students who have an interest in pursuing a career in emergency medicine or a related specialty to function at an intern-like capacity in an emergency medicine department with expanded experience and responsibility. To provide additional exposure to the diverse spectrum of clinical programs encountered in the emergency department, with emphasis on direct patient management. Rapid and appropriate evaluation and treatment of undifferentiated patient. Improved history and physical examination skills. Exposure to emergency medicine. Improvement of techniques of suturing, resuscitation, IVs, LPs, and airway management. Exposure to pre-hospital care and the paramedic system. Enhance teamwork skills.

FAMILY MEDICINE (FAM)

FAM 801-06 Medicine Sub-Internship
(4 week rotation)
Application through VSAS, but considered Home Elective. Students will be given responsibilities similar to a PGY-1 on the following rotations: Labor and Delivery, Newborn Nursery, Inpatient Medicine, Ambulatory Medicine, GYN clinic, and Procedure Clinic. The program will determine the mix of inpatient and ambulatory experiences within the

FAM 801-2/3/4 Family Medicine Elective
(2, 3 or 4 week rotation)
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FAM 802-4 Family Medicine
Sub-I
(4-week rotation)
Demonstrate an effective approach to the wellness visit for a patient of any age or gender. Develop the skills to acquire historical information, perform a physical examination and to communicate such findings with clinical reasoning skills. Demonstrate an effective approach to the hospitalized patient. Demonstrate an effective approach to the patient presenting to the emergency department. Discuss the principles of Family Medicine and its role in the health care system. Demonstrate an effective approach to the evaluation and initial management of acute and chronic illnesses commonly seen in an outpatient office setting. Gather information, formulate reasonable differential diagnoses, and plans for initial evaluation and management of common presentation encountered in the outpatient office setting. Manage follow-up visit for patients presenting with one or more chronic illnesses. Demonstrate competency in the elicitation of the history and performance of the physical examination. Demonstrate competency in understanding evidence-based health promotion/disease prevention plans for patients of any age and either gender. Discuss the role of Family Medicine physicians within any health care system.

FMP 801-4 – Family Medicine Psychiatry Elective
(4-week rotation)
Develop a broad view of the patient as an inseparable combination of mind, body, and soul. List the challenges of extending medical care to the person with mental illness. See how medical care must be adapted to meet the person with mental illness depending on where she lives: Board and Care, Mentally Health Recovery Center, Psychiatric Health Facility, and Med-Psych Unit. Describe the legal boundaries created by licensing in each of these care settings. Med-

Psych care in the mainstream care environment: clinic, general medical ward, critical care unit.

FAM 891 Family Medicine Sub-I (4-week rotation)
Demonstrate an effective approach to the wellness visit for a patient of any age or gender. Develop the skills to acquire historical information, perform a physical examination and to communicate such findings with clinical reasoning skills. Demonstrate an effective approach to the hospitalized patient. Demonstrate an effective approach to the patient presenting to the emergency department. Discuss the principles of Family Medicine and its role in the health care system. Demonstrate an effective approach to the evaluation and initial management of acute and chronic illnesses commonly seen in an outpatient office setting. Gather information, formulate reasonable differential diagnoses, and plans for initial evaluation and management of common presentation encountered in the outpatient office setting. Manage follow-up visit for patients presenting with one or more chronic illnesses. Demonstrate competency in the elicitation of the history and performance of the physical examination. Demonstrate competency in understanding evidence-based health promotion/disease prevention plans for patients of any age and either gender. Discuss the role of Family Medicine physicians within any health care system.

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GASTROENTEROLGOY (GST)

GST 801-2/4 Gastroenterology
(2 or 4 week rotation)
Students will gain experience and knowledge about the specialty of Gastroenterology and the conditions that specialists in this field are involved in diagnostic, management and treatment of. Demonstrate the pertinent aspects of the history and physical exam findings in patients with gastroenterological conditions. Explain the appropriate evaluative steps for patients with gastroenterological symptoms Illustrate knowledge about common gastroenterological diseases and their treatment and management. The student should read specifically about GI bleeding, pancreatitis, alcoholic liver disease and biliary disease including cholecystitis and common bile duct stones.

HEMATOLOGY & ONCOLOGY (HEM)

HEM 801-2/3/4 Hematology and Oncology
(2, 3 or 4-week rotation)
Approach to a patient with Hematology/Oncology ailments, history taking, relevant physical exam, interpretation of common blood tests, reviewing smears if needed, discussing imaging results and making a sound provisional diagnosis. Outline the pertinent history and physical exam considerations in patients with hematologic and oncologic diseases. Demonstrate knowledge about patients with hematology and oncology related diseases. Interpret common blood test results and their indications Demonstrate knowledge about blood smear findings. Clinical experiences predominately revolve around seeing patients.

HEM 811 Hematology and Oncology
(2 or 4-week rotation)
Students rotating through this elective participate in patient management under supervision of the attending physicians. Students also attend multi-disciplinary tumor board meetings. Emphasis is on learning, decision making in complex cases with cancer and hematology (both benign and malignant) and using all modalities of cancer treatment: chemotherapy, radiation, and surgery. Emphasis is on learning the natural history of the diseases; instead of memorization of stages of cancers and chemotherapy regiments, students will understand the reasoning in development of the above. At the end of the rotation, expectation is for students to start feeling comfortable in evaluation of hematological and oncological problems. This rotation will be of maximum benefit to students who already have competent skills in obtaining histories, performing physical exams, and creating appropriate problem lists.

INFECTIOUS DISEASE (INF)

IDE 801-2/4 Infectious Diseases
(2 or 4 week rotation)
Learn about common infectious diseases and how to treat them. Learn about HIV care. Understand the importance of antimicrobial stewardship and the judicious use of antimicrobials. To show an understanding of how to identify, diagnose and treat various bacterial, viral, and fungal infections. Infer how to diagnose and treat various orthopedic/bone infections, neutropenic fevers, and bacteremia. Demonstrate an understanding of management of infections in an immunocompromised host. Infer how to manage and counsel HIV patients. Show an understanding of the principles behind antimicrobial stewardship

INF 812 Infectious Diseases Clerkship
(4-week rotation)
This Infectious Disease clerkship is scheduled with a preceptor who is an expert in this field. The student will experience the day to day activities of clinicians as he/she assists in the care of their patients. Exposure to patients in the clinic and hospital setting will give the student opportunity to practice interview and documentation skills. The student may be given the opportunity to participate in procedures as the preceptor determines his/her readiness. The curriculum for this rotation is based on nationally recognized curriculum from the Clerkship Directors for Internal Medicine and is modified for fourth year elective focus. Clinical experiences include: 1. Interpretation of culture and sensitivity data on: sputum, urine, blood, wound and quantitative burn cultures; 2. Interpretation of serology studies: viral diseases (HIV, hepatitis, EBV, CMV, others), syphilis, Lyme disease, etc.; 3. Preparation and interpretation of gram stains and AFB smears; 4. The spectrum, pharmacokinetics, side effects and toxicities along with the dosing of the major classes of antibiotics and antivirals; 5. Core Infectious Disease Out-Patient: Sinusitis Otitis Community acquired pneumonia, Urinary tract infections, Hepatitis, Sexually Transmitted Diseases, HIV disease, Opportunistic HIV infection, Osteomyelitis, Diabetic foot infection, and cutaneous infections; 6. Core Infectious Disease In-Patient: Nosocomial pneumonia, Decubitus skin ulcers, Drug eruptions, Fever and Fever of Unknown Origin, Nosocomial infections, Sepsis/sepsis syndrome, Surgical wound infection, Fungemia, Catheter related infections, Osteomyelitis, Rheumatology related infections, infections in trauma patients, Infections in transplant patients, Complicated and uncomplicated intraabdominal infections, Meningitis, encephalitis and other central nervous system infections, Endocarditis, including diagnosis, treatment and prophylaxis, and Bacteremia, including staph species, enterococcus species, and others.

INTERNAL MEDICINE (INT)

INT 801-2/4 Internal Medicine Elective
(2 or 4-week rotation)
The major goal of the Internal Medicine elective is to construct the clinical environment for the senior student to develop inpatient case management responsibilities in the broad field of internal medicine, which will allow confident transition to resident level responsibilities in all disciplines. The student will be directly supervised by faculty attending. Procedures required by the patient will be performed by the student depending on experience and safety. Students will be required to keep a log of their patients, listing dates seen and diagnoses.

INT 801 Internal Medicine Sub–Internship
(4-week rotation)
(Pre-requisite: COM 711)

Students will serve as a sub-intern on an inpatient internal medicine wards team. Each team will also consist of a senior resident, two interns, a third-year medical student, and an attending physician. As a sub-intern, the student will be responsible for managing about 3-5 patients at a time. Clinical responsibilities include interviewing and examining their patients both on the day of admission and on subsequent days (pre-rounding), writing a daily progress (SOAP) note for their patients, presenting their patients to the team on morning rounds, and executing patient-care related tasks pertinent to their patients. In addition, the student will be expected to participate in sign-out at 6pm to hand off their patients to the overnight physician. Sub-interns will work 6 days/week and will have one day off per week that they will arrange beforehand with the senior resident on their team. They are expected to be present during all admitting (call) and post-call days. Sub-interns are not expected to take overnight call.

INT803-2 Internal Medicine Sub-Internship
(4-week rotation)

The medical student will be assigned to an inpatient team and will be expected to admit new patients from the ED, accept new patients as morning holdovers who were previously admitted by an evening physician, and follow patients daily during their hospital stay. Students will be taught the basics of Point-of-Care Ultrasound, used at the bedside to assess cardiopulmonary status and to guide procedures. The sub-intern will be expected to have a role similar to the interns. When there are two interns on the team with the sub-intern (the most common ward model), the sub-intern will admit every third patient. Sub-interns will be expected to learn the key aspects of the EMR in which they will document admission, discharge, and daily progress notes, place orders on their patients, and be able to review the complete patient medical records. Sub-interns may participate in invasive procedures performed on their patients (such as paracentesis, thoracentesis, and lumbar puncture) at the discretion of the team and based on student interest and ability

INT 810-1 Palliative Medicine
(4-week rotation)
(Pre-requisite: COM 711 or COM 701)

INT 810-2 Palliative Medicine
(2 or 4-week rotation)

Palliative Medicine is an essential component of medical care for patient with a life limiting illness. This course provides medical students and residents a framework in which to effectively acquire Palliative Care knowledge and skill sets necessary to care for seriously ill patients and their families. Students will learn about inpatient and outpatient palliative care experiences, pain management, disclosing serious news, offering prognostic information, disease trajectory, addressing goals of care, conducting family conference, and home visits (optional). During the first week of the rotation, the preceptor will deliver a mandatory Palliative Care didactic lecture. Each student is required to give a presentation on a Palliative Care topic of his/her choice (can be in a form of a topic or journal club presentation)

INT 811-1 Introduction to Palliative Medicine
(4-week rotation)

Course goals are to provide the medical student with a foundation in the principles of Palliative Medicine, particularly communication skills, pain and symptom management, and care of the dying patient. Demonstrate proper communication skills, particularly between providers and patients/families. Demonstrate the ability to organize and conduct a family meeting. Discover the basics of pain and symptom management. Improve prognostic awareness. Demonstrate the basic skills of care for the dying patient. Clinical experiences include: Hospital-based care, following patients on the in-patient Palliative Medicine team and Hospice-based care, spending several days with hospice care providers in the community. Palliative Medicine faculty will provide four core lectures during the four week rotation to the students, an opportunity for reflection on what it means to care for the very ill and dying and patients/families

INT 811-2 Introduction to Palliative Medicine
(4-week rotation)

Course involves a combination of inpatient consultations and outpatient Palliative Care experiences. The inpatient service team consists of attending physicians Board-Certified in IM and Palliative Care. Strong focus in communication skills, pain and symptom management, and care of the dying patient. Student duties will include leading goals-of-care discussions with patients and their families, providing consultation on symptom alleviation, and pain management. Outpatient opportunities may include rotating in the palliative care clinic and with the home hospice team.

INT 812 Palliative Medicine and Hospice Medicine
(2 or 4-week rotation)

Students will learn to integrate medical scientific methodology and practice psychosocial issues with their patients to develop plans to maximize patients and family quality of life. Integrate solutions and approaches to improve quality of life for a wide variety of challenging patients. Develop hands-on experience, including care clarification and explanation, with patients with difficult medical issues and patients who require end-of-life care. Practice patient care in wide arrays of disciplines to form an integrated care plan to optimize quality of life. Clinical experiences include: Inpatient and outpatient (Home) rounds.

INT 820 Ambulatory Care
(2 or 4-week rotation)

Students will have contact with a wide variety of outpatients under the supervision and guidance of the teaching faculty. The specialty clinics include Dermatology, Rheumatology, Hematology/Oncology, Cardiac, Pulmonary, Neurology and Renal/Endo. Students will demonstrate sensitivity to the concerns of patients and their families regarding the patient's illness and communicate plans of care with compassion and empathy, including benefits and side effects of therapy and quality of life and end-of-life issues). Students will perform, document, and present complete history and physical exam and interpret laboratory, radiologic, and other relevant data to develop a differential diagnosis, assessment and evidence-based management
..................Column Break..................

plan that includes procedural or operative management if indicated.

INT 891 Internal Medicine Sub-Internship
(4-week rotation)
The major goal of the internal medicine elective is to construct the clinical environment for the senior student to develop inpatient case management responsibilities in the broad field of internal medicine, which will allow confident transition to resident level responsibilities in all disciplines.

The student will be directly supervised by faculty attending. Procedures required by the patient will be performed by the student depending on experience and safety. Students will be required to keep a log of their patients, listing dates seen and diagnoses

NEUROLOGY (NEU)

NEU 810 Clinical Neurosciences
(4-week rotation)
Build the understanding of clinical neurology through better understanding of basic clinical neurosciences and learn proper approaches to taking care of clinical neurology patients. Apply and demonstrate basic neurosciences theory and principles in clinical application. Utilize the literature and apply the knowledge for evidence-based practice. Apply self-directed learning methodologies to clinical practice Analyze better ways of taking a neurological history and physical exam.

NEU 811 Clinical Neurology Elective
(4-week rotation)
Improve the understanding of neurology in the clinical setting, inpatient and/or ambulatory. Deepen and expand Neurology skills and knowledge acquired in 3rd year clerkship. Apply knowledge of basic and clinical sciences into medical practice. Obtain and deliver a complete clear, concise, and thorough oral and written presentation of a patient's history and examination in a more advanced setting. Distinguish normal from abnormal findings and the ability to localize the likely sites of lesion in the nervous system from available clinical information. Utilize and interpret common tests used in diagnosing neurologic disease. Formulate a differential diagnosis based on clinical information, lesion localization, and relevant historical and demographic features. Demonstrate an awareness of theprinciples underlying a systematic approach to the management of common neurologic diseases and prepare organized management plan. Demonstrate professionalism in all aspects of patient care. Differentiate between Neurologic Subspecialties and their applications. Operate as contributing team member in management of neurologic disorders. Clinical Neurology experiences in both inpatient and outpatient settings. Different areas of neurology will be offered including general and subspecialty opportunities in adult Neurology. Schedule will be customized by student
request in available general and subspecialty areas. Regular meeting with the preceptor to discuss learning and teaching activities. Regular rounding and follow-up of patients in different clinical settings.

NEU 813 Pediatric Neurology Elective
(2 or 4 week rotation)
Clinical experience in Pediatric Neurology. Improve the understanding of neurology with expansion to Pediatric Neurology in the clinical setting, inpatient and/or ambulatory.Deepen and expand Neurology skills and knowledge acquired in 3rd year clerkship. Focus of Clinical Pediatric Neurology experiences in both inpatient and outpatient settings. Different settings of Pediatric Neurology

will be offered. Schedule will be customized by student request in available locations. Regular meeting with the preceptor to discuss learning and teaching activities. Regular rounding and follow-up of patients in different clinical settings.

NEU 813- 1 Pediatric Neurology Elective
(2 or 4-week rotation)
Clinical experience in Pediatric Neurology. Improve the understanding of neurology with expansion to Pediatric Neurology in the clinical setting, inpatient and/or ambulatory. Deepen and expand Neurology skills and knowledge acquired in 3rd year clerkship. Focus of Clinical Pediatric Neurology experiences in both inpatient and outpatient settings. Different settings of Pediatric Neurology will be offered. Schedule will be customized by student request in available locations. Regular meeting with the preceptor to discuss learning and teaching activities. Regular rounding and follow-up of patients in different clinical settings.

NEU 815 Clinical Neurology Elective
(2 or 4-week rotation)
Under supervision of house staff and attending staff, students will participate in inpatient consultations (including ED, ICU, and hospital patients), as well as clinics and conferences. In addition, students are encouraged to attend noontime general medicine conferences. There is a daily neurology clinic and a periodically scheduled neurology conference. Students will also participate in daily rounds and in literature review of pertinent classic and recent articles.

NEUROSURGERY (NSG)
NEU 880S Neurosurgery
(4-week rotation)
The student will be exposed to the breadth of neurosurgery pathologies such as brain tumors, vascular lesions, pain syndromes, spinal deformities, and trauma of the brain or spine. The student will have the opportunity to work in the clinic and to assist with neurosurgical operations in the operating room. It is recommended that the student has a strong interest in the surgical specialties for this rotation. Apply knowledge of neuroanatomy to describe etiopathogenesis and management of neurosurgical disorders. Apply knowledge of neuroanatomy to interpret neuro-radiological findings. Explain the mechanisms of traumatic brain injuries and outline their management. Outline the clinical course including management of common neurosurgical problems including tumors, stroke, and spinal disease. Clinical experiences include: Assist in surgery, round in the hospitals, evaluate patient in the clinic.

OBSTETRICS GYNECOLOGY (OBG)

OBG 802-4 Obstetrics and Gynecology Sub-internship
(4-week rotation)
(Pre-requisite: COM 731)
Sponsor(s): Dept. of Med. Ed. & Affiliated Institutions
that exposes the student to general
obstetrics and gynecology. The student will rotate through obstetrical services including labor and delivery, gynecological services, and ambulatory clinics. There will be one call day. This rotation is designed to prime and prepare the student for an ob/gyn internship. Medical students interested in an ob/gyn residency are encouraged to experience this course.

OBG 802-01 Gynecologic Oncology Clinical Rotation
(4-week rotation)
This is a course that exposes the student to general obstetrics and gynecology. The student will rotate through obstetrical services including labor and delivery, the gynecological services, and ambulatory clinics. There will be one call day. This rotation is designed to prime and prepare the student for an ob/gyn internship. Medical students interested in an ob/gyn residency are encouraged to experience this course

OBG 801-2/4 Clinical OB/GYN Elective
(2 or 4-week rotation)
Improve the understanding of Ob-Gyn in the clinical setting, inpatient and/or ambulatory. Deepen and expand Ob-Gyn skills and knowledge obtained during their 3rd year clerkship. Explore selected subspecialties in Ob-Gyn (Oncology, MFM, Infertility, UroGyn, and Family Planning) in greater depth. Continue to refine such areas as professionalism, communication, and collaboration. Acquire skills in patient management as part of the Ob-Gyn team under supervision by the preceptor. Regular meeting with the preceptor to review the clinical presentation and the clinical management, and, if appropriate, be involved with Residents in morning rounds, follow-up of patients and the discharge process.

ORTHOPEDIC (ORT)

ORT 801-2/4 Orthopedic Surgery
(2 or 4-week rotation)
General observations and interactions with patients. Rounds in the hospital and observation in surgery. Extend knowledge in orthopedic anatomy and physical exam skills of the extremities. Build basic surgical skills. Clinical experiences include: Office, OR, rounding, and surgery center.

ORT 882S Orthopedic and Podiatry
(4-week rotation)
The student will be able to develop skills in the Orthopedic Surgery Department by examining and supporting the residents and faculty. The student will be able to make use of the outpatient clinic, emergency room, ambulatory surgery, and the main operating room. To show students to the field of orthopedics and its various subspecialties and research opportunities. To demonstrate a general feel for the training involved in Orthopedics. To show basic orthopedic skills such as x-ray interpretation, splinting and casting techniques, suturing techniques, and physical exam. To extend the student's knowledge of anatomy as it applies to musculoskeletal conditions, and to introduce him/her to orthopedic treatments and the medical decision making process.

ORT 883S Upper and Lower Extremity Orthopedic Surgery
(2-week rotation)
Student will be able to develop skills in the Orthopedic Surgery Department by examining and supporting the residents and faculty. The student will be able to make use of the outpatient clinic, emergency room, ambulatory surgery, and the main operating room. Gain insight into non- operative interventions including Physical Therapy, Biologic Injections and Casting. Students will have the opportunity to spend time in the Physical Therapy department to gain a better understanding of how allied health professionals are involved in pre and post-operative care. The student will have the opportunity to spend time with our Casting Technologist to gain basic understanding of splint and cast application including proper technique and the science behind external immobilization. Students will also scrub into a variety of orthopedic surgical cases to gain confidence in the OR. Work on basic surgical and surgical assist techniques including suture placement, retractor placement, and assisting with internal fixation/prosthetic implantation.

ORT 802-4 Orthopedic Surgery Sub-I (4-week rotation)
Students will see patients in the outpatient clinic and inpatient hospital floor. They will perform history and physical exam. They will learn diagnosis and treatment of common orthopedic conditions. Students will have the opportunity to assist in various surgical procedures. Students will learn management of patients with musculoskeletal injuries as part of a multidisciplinary team. Correlate history and exam findings with musculoskeletal imaging studies. Differentiate between isolated injury and polytrauma and learn implications on treatment. Daily didactic sessions to include lectures on orthopedic topics, fracture conference, and journal club each week.

OTOLARYNGOLOGY-ENT (OTO)

OTO 801-2/4 Otolaryngology Elective
(2 or 4-week rotation)
Develop an understanding of the diagnosis and treatment of many common otolaryngology diseases. Improve examination skills. Develop recognition of head and neck pathology. Demonstrate the understanding of when to refer for specialty opinion. On site experience at one of three Sacramento ENT offices as well as surgery centers and hospitals in the Sacramento and Roseville areas.

OTO 814 Pediatric Otolaryngology
(2-week rotation)
Two week rotation includes the analyzing of pediatric otolaryngology problems presented to specialist for diagnosis and treatment. The student develops skills in the clinic, hospital and operating room. Learn the basic anatomy and surgical anatomy of the head and neck, including surface and internal anatomy. Learn the embryologic foundations of pediatric otolaryngologic disorders. Recognize signs and symptoms of pediatric otolaryngologic disorders. Use appropriate tests and evaluation methods for pediatric otolaryngologic disorders. Complete a comprehensive history and physical examination. Develop a diagnosis for pediatric otolaryngologic disorders. Demonstrate and describe the surgical and nonsurgical management of pediatric otolaryngologic disorders. Student will accompany physician and participate in clinic in the evaluation of head and neck surgery patients.

OTO 881S Otolaryngology – Head and Neck Surgery
(4-week rotation)

The objective of this course is to broadly expose students to the clinical and surgical aspects of otolaryngology. Students will become acquainted with the experience of outpatient office, operating room, and overall integrated care between patients, general otolaryngologists, and other health care providers including primary care, audiology, and speech therapy. In the office, students will have the opportunity to obtain focused history, perform a complete head and neck exam, formulate differential diagnosis, and develop a management plan. In the operating room, students will perform chart reviews prior to surgery and be knowledgeable about relevant surgical anatomy and treatment options for common surgical disorders like otitis media, sinusitis, pediatric obstructive sleep apnea, and thyroid disorders. At the end of the rotation, the student will be expected to present a topic that was encountered during the rotation. Define a focused Head and Neck history. Take part in a comprehensive head and neck exam including otoscopy/microscopy, anterior rhinoscopy, oral/throat, and neck exam. Test for differential diagnosis and management plan of common ENT disorders including otalgia, nasal obstruction, neck mass, and hoarseness. Identify the basics of head and neck anatomy. Be able to identify and distinguish pediatric obstructive sleep apnea, otitis media, sinusitis, hoarseness, and thyroid disorders. Demonstrate basic surgical techniques including suturing and knot tying. Outpatient clinic, outpatient clinic procedures, operating room, audiology, lunch sessions, interdepartmental monthly meetings (Head and Neck surgery, audiology, and speech therapy).)

OTO 882S Head and Neck Surgery
(4-week rotation)

Understanding common head and neck pathologies and management strategies. Become competent with the head and neck exam and identification of normal anatomy. Understanding of head and neck surgical anatomy. Familiarity with common head and neck pathology and basic management strategies. Familiarity with common head and neck emergencies basic management strategies. Students will work with staff surgeons in clinic and operating room. Clinic/OR/Head and Neck MDC

PEDIATRICS (PED)

PED 802-4 Pediatric Sub–Internship
(4-week rotation)

The medical students will function as interns. Each student will meet with Dr. Khaira on the first day to determine how the rotation is to be structured with educational goals and objective. Rotations are based on the individual interests and needs of the student. Students will care for patients of all socioeconomic backgrounds and with a mix of pathology ranging from bread and butter problems to tertiary care inpatient pediatrics.

PEDS 810 Pediatric Cardiology
(4-week rotation)

Develop understanding of cardiovascular physiology and pathophysiology of both congenital and acquired heart disease in outpatient and inpatient environments. Gain exposure to both noninvasive and invasive methods used in diagnosing and treating congenital and acquired heart disease in the pediatric population. Develop skills in obtaining a history and performing a physical examination focused on the cardiovascular system. During the pediatric cardiology rotation, students will be under the direct supervision of pediatric cardiologists in both the outpatient and inpatient setting. Students will attend either morning or afternoon clinic, participate in obtaining a history and perform a physical examination on patients in the clinic. In addition, they will participate in the selection of appropriate tests and participate in the interpretation of those tests. Students will join pediatric cardiologists on their inpatient rounds seeing patients in Nursery, NICU, Pediatric Ward, and PICU. Students will observe cardiac catheterization for diagnostic and interventional procedures as well as observe pediatric electrophysiology studies and catheter ablations of rhythm disorders. Students will also observe cardiothoracic surgery of neonates, infants, children and adolescents and adults with congenital heart disease. In addition to clinics, students will have the opportunity to attend pediatric cardiovascular presurgical and catheterization conferences in addition to participating in teaching conferences.

PED 815-2 Pediatric Intensive and Inpatient Care
(4-week rotation)

Provide students a broad exposure and experience in managing or participating in the care of hospitalized pediatric patients in both pediatric critical care and/or inpatient units at an accredited Children's Hospital. Students will be assigned to PICU at Sutter Medical Center's Women and Children's Center during their 4 week rotation. Students will attend, participate, and learn at the discretion of their preceptor present at grand rounds and all meetings conducted by the PICU team at SMC.

PED 817 Pediatric Hematology-Oncology Elective
(4-week rotation)

To gain exposure to the field of hematology-oncology. Provides exposure in a setting that is unique to pediatric hematology oncology which is proctored by a physician who has specialized in the field. The student should assume a role where they are responsible for making initial evaluations, carrying out diagnostic procedures and provide ongoing management of patients. History-taking, physical examination, diagnostic procedures, and patient management.

PSYCHIATRY (PSY-M)

PSY-M 810 Outpatient Psychiatry Elective
(4 week rotation)

This course is designed for 4th year medical students who would like to have additional exposure to the practice of Psychiatry, such as those who are considering applying for Psychiatry Residency. The goal is to have more in-depth knowledge and experience with aspects of psychiatric practice, including patient care, consultation, and administration. Clinical experiences include interviewing psychiatric patients for initial assessment and follow-up; treatment planning with clinical preceptor; discussion of cases with other mental health clinicians; and observing consultation with other medical providers.

PSY-801-2/4 Psychiatry Elective
(2 or 4 week rotation)

The focus of this elective will be on interviewing skills and documentation. Specifically for fourth year, the focus would be on independence and autonomy. This would include researching unique aspects of the student's patient's presentation and presenting/utilizing that information directly for patient care. There would be more of an expectation for independent treatment planning, as well as independent interactions with case management and patient's families.

PSY-M 832 Behavioral Health Crisis Stabilization Unit
(2-week rotation)

Goals include but not limited to identifying factors that lead to mental health crisis, formulating comprehensive risk assessments, understanding use of psychotropic medications, and developing safe discharge plans including when patients are safe for discharge home or require higher levels of care such as inpatient psychiatric hospital. Use of DSM-5 to diagnose patients. Demonstrate understanding of uses and indications for psychotropic medications. Data gathering in form of history taking and mental status examination evaluations. Exhibiting professional standards with both patients and staff. Students will have a caseload with a minimum of 1-2 patients daily in which they will be expected to interview, evaluate, and formulate an assessment and plan in an efficient manner.

PSY-802-4 Psychiatry Sub-Internship
(4-week rotation)

The focus of this elective will be on interviewing skills and documentation. Specifically for fourth year, the focus would be on independence and autonomy. This would include researching unique aspects of the student's patient's presentation and presenting/utilizing that information directly for patient care. There would be more of an expectation for the independent treatment planning, as well as independent interactions with case management and patient's families.

PULMONARY (PUL)

PUL 802-4 Pulmonary & Critical Care Medicine Sub-Internship
(4-week rotation)

This rotation offers an opportunity for a 4th-year student to work jointly with a faculty attending to evaluate and manage critically ill medical and surgical patients. Typical patient diagnoses include myocardial infarction and cardiac arrest, acute respiratory failure (asthma, COPD, pneumonia, ARDS), delirium and coma, stroke, severe sepsis, toxic ingestions, diabetic ketoacidosis, cardiogenic and septic shock, renal and hepatic failure, and post-operative co-management. A comprehensive evidence-based management approach based in physiology will be taught. Students will be responsible for patient evaluations and notes and will progress to performance of diagnostic and therapeutic procedures as appropriate. Students will become familiar with basic mechanical ventilator management and arterial blood gas interpretation, and the value of a multi-professional team approach to the care of the critically ill.

PUL 811 Pulmonary & Critical Medicine
(4-week rotation)

Sponsor(s): Dept. of Med. Ed. & Affiliated Institutions
Location(s): Simi Valley Hospital & Los Robles Regional Medical Center
Course Director: Duc Nguyen, MD
This rotation offers an opportunity for a 4th-year student to work jointly with a faculty attending to evaluate and manage critically ill medical and surgical patients. Typical patient diagnoses include myocardial infarction and cardiac arrest, acute respiratory failure (asthma, COPD, pneumonia, ARDS), delirium and coma, stroke, severe sepsis, toxic ingestions, diabetic ketoacidosis, cardiogenic and septic shock, renal and hepatic failure, and post-operative co-management. A comprehensive evidence-based management approach based in physiology will be taught.
Students will be responsible for patient evaluations and notes and will progress to performance of diagnostic and therapeutic procedures as appropriate. Students will become familiar with basic mechanical ventilator management and arterial blood gas interpretation, and the value of a multi-professional team approach to the care of the critically ill.

PUL 813 Pulmonary & Critical Care Medicine Elective
(4-week rotation)

This rotation offers an opportunity for a 4th-year student to work jointly with a faculty attending to evaluate and manage critically ill medical and surgical patients. Typical patient diagnoses include myocardial infarction and cardiac arrest, acute respiratory failure (asthma, COPD, pneumonia, ARDS), delirium and coma, stroke, severe sepsis, toxic ingestions, diabetic ketoacidosis, cardiogenic and septic shock, renal and hepatic failure, and post-operative co-management. A comprehensive evidence-based management approach based in physiology will be taught. Students will be responsible for patient evaluations and notes and will progress to performance of diagnostic and therapeutic procedures as appropriate. Students will become familiar with basic mechanical ventilator management and arterial blood gas interpretation, and the value of a multi-professional team approach to the care of the critically ill.

PUL 813-1 Pulmonary Medicine Elective
(2 or 4-week rotation)

Understand the pathophysiology of interstitial lung disease, its workup and management. Understanding of immunology and pathophysiology of interstitial lung disease and lung malignancies. Develop skill to interpret normal and abnormal chest radiographs. Understand the objective findings of high resolution chest CT scan for interstitial lung disease and lung malignancy screening. Clinic experience in pulmonary immunology. Clinic experience in Lung Cancer diagnosis and therapies. Clinic experience in general pulmonary medicine. Students will be required to read several articles specifically targeted for medical students interested in pulmonary medicine. Students are expected to read through most of the fifty articles.

PUL 814 Pulmonary Elective
(4-week rotation)

Students perform initial evaluations of new inpatient consults, and round daily on 1-5 patients on the service. The management based on this evaluation will be supervised by the resident physician and the attending physician. Students will learn the pathophysiology, clinical presentation, diagnostic and therapeutic approaches for common

disorders and the pharmacology of the most common drugs used to treat them. Participate in daily attending rounds and
daily teaching conferences (unless there is a competing clinical situation on the service) including house staff didactic conferences, and weekly protected interactive Academic Half-Day workshops. Observe and understand various Pulmonary tests and procedures, including radiographic (CXR and CT), bronchoscopy and
Endobronchial U/S and invasive pulmonary procedures, PFT indications and interpretation, airway clearance
measures (such as those used by patients with cystic fibrosis), pulmonary pathology, sleep studies, and devices (oscillating vests, CPAP, BiPAP/ NIPPV, endobronchial and tracheal stents).

PUL 815 Pulmonary & Critical Care Medicine Elective
(2 or 4-week rotation)
Under supervision of house staff and attending staff, students will participate in consultations, clinics, and conferences. In addition, students are expected to attend
noontime general medicine conference. There is a weekly pulmonary disease clinic and a monthly pulmonary conference. Students will also participate in daily rounds and in literature review of pertinent classic and recent articles.

RADIOLOGY/NUCLEAR MEDICINE

RAD 801-2/4 Radiology Elective
(2 or 4-week rotation)
Students will gain experience and knowledge about the specialty of Radiology, indications, interpretations, and common interpretation errors. After the 4-week rotation through various sections of the department, student(s)
should be able to: 1. Explain the basic principles of radiography and identify basic daily routine clinical
radiographic examination and interpretation of common diseases-pathologies; 2. Explain the basic principles of
computed tomography (CT) and magnetic resonance imaging (MRI), to conduct daily routine clinical examinations, including appropriate indications, basic cross- sectional anatomy, and common pathologic conditions/diseases; 3. Explain the basic principles of fluoroscopy and basic daily routine clinical fluoroscopic examinations and procedures; 4. Explain the basic principles of nuclear medicine as its daily routine clinical examination and interpretation; and 5. Explain the basic principles of interventional radiography and its daily routine clinical examinations and procedures.

RAD 811-01 Interventional Radiology
(2-week rotation)
Understand the basic technical principles of image-guided procedures using fluoroscopy, ultrasound, and CT and application into intervention in organ systems. Students are exposed to a wide range of procedures performed by a practicing Interventional Radiologist. Understand the clinical principles of interventional radiography as applied to disease processes and importance of active patient management. Develop mastery of arterial and venous anatomy. Demonstrate familiarity with use of ultrasound and ultrasound guided needle access. Develop mastery of Seldinger technique. Demonstrate familiarity with use of guide wires, catheters, and microcatheter systems. Demonstrate familiarity with angioplasty equipment, stents, and embolic agents. Demonstrate understanding of clinical role of IR in caring for the critically ill patient. Develop

advanced understanding of interventional oncology especially in treatment of hepatocellular carcinoma. Demonstrate familiarity with venous and arterial interventions. Develop understanding of clinical role of IR in caring for patients in the outpatient setting. Students will work with other residents/fellows.

RAD 811-02 Interventional Radiology
(4-week rotation)
This course is designed to provide the student with a better understanding of the central role of interventional radiology in the evaluation and management of patients through participation in reading room readouts, radiology call, case presentations, interactive labs, and observation of the various imaging modalities and procedures. Learning objectives includes: Explain the spectrum of diagnostic imaging (e.g., ultrasound, CT, MR, nuclear medicine, angiography, and conventional radiology) and diagnostic and therapeutic image-guided interventional techniques. Extend the appreciation for the role of the radiologist as consultant to the clinician and importance of providing detailed clinical information in the radiology consult. Extend the appreciation for the fundamental role and value of imaging to provide timely, accurate, and actionable diagnostic information regarding a patient's medical condition. Identify the indications and appropriateness of imaging studies for common clinical problems. Elaborate the risks of medical imaging (including radiation induced cancer, MRI safety, contrast nephropathy, and contrast reactions). Construct the appropriate sequencing of exams and the limitations of diagnostic imaging tests, including cost-effectiveness of imaging studies. Apply basic interpretive skills to evaluate common imaging studies – predominantly plain films and CT. Take part in imaging interpretation, including basic study identification, recognition of normal radiographic and cross-sectional anatomy, and common pathology as depicted on common studies. Explain how common procedures and imaging are performed. Utilize the PACS system to retrieve and review images.

RAD 812 In-house Radiology Elective
(4-week rotation)
Students will understand the basics and important normal and abnormal imaging findings in X-ray, CT, MRI and other imaging modalities. Imaging case discussions and presentations. Different imaging modalities and their basic principles. Imaging findings in common and important pathological entities. Extend the appreciation for the fundamental role and value of imaging to provide timely, accurate, and actionable diagnostic information regarding a patient's medical condition.

RAD 816 Nuclear Medicine, Molecular Imaging and Theranostics
(2 or 4-week rotation)
This course will help 4th year students transition to the role of Intern/Resident Physician. Demonstrate knowledge of Nuclear Medicine items which pertain to USMLE. Demonstrate the ability to determine the next step of an imaging test when asked on standardized examinations. Demonstrate the ability to manage and gather focused histories on patients with Hyperthyroidism. Describe the appropriate utilization of cardiac imaging guidelines. Describe Fleishner criteria for management of pulmonary nodules (both solid and subsolid). Demonstrate the knowledge of basics of PET, molecular imaging and theranostics. Students will be under supervision of preceptor in the reading room and Thyroid clinic. Student will observe technologist acquiring images.

RAD 818 Neuroradiology
(4-week rotation)
Sponsors: Dept. of Med. Ed. and Affiliated Institutions
Understand and learn neuroradiology as an extension of general radiology. Apply and understand neuroanatomy through neuroimaging. Apply and understand theories and practice of different neuroradiological entities. Apply and understand neuropathology through neuroimaging. Analyze cost-effectiveness of different neuroimaging entities. Regular learning and interaction on clinical sites with the preceptors.

RENAL

REN 810-1 Nephrology
(2-week rotation)

REN 810-2 Nephrology
(2 week rotation)

REN 810-3 Nephrology
(2 or 4 week rotation)
Basics of Renal disease, Acute Kidney Injury, Chronic Kidney Disease, Hypertension, Electrolyte abnormalities and introduction to dialysis and kidney transplant. Make use of above topics to achieve a sound knowledge in renal physiology. Clinical experiences include See Office and Hospital patients. Didactic sessions will be 2-3 per week during noon meetings.

REN 810-4 Nephrology
(2 or 4 week rotation)
Exposure to the clinical practice of nephrology including hospital, dialysis, and clinic. Academic understanding of kidney disease, hypertension, dialysis, and transplant medicine. Course objectives include approach to acute kidney injury (AKI), staging and management of chronic kidney disease (CKD), evaluation and management of hypertension (HTN), management of acid/base and electrolyte disorders, approach to proteinuria, approach to hematuria, and renal replacement therapy (RRT) optionsincluding peritoneal dialysis, hemodialysis, and kidney transplant. Clinical experiences include two weeks of acute inpatient consultation service, two weeks dialysis and clinic experience

REN 810-6 Nephrology
(4 week rotation)
The nephrology rotation consists mainly of inpatient nephrology consults with opportunities to attend outpatient clinics in Nephrology. Perform initial evaluations of new inpatient consults, and round daily on 1-5 patients on the service. Supervised by the resident physician and the attending physician. The student will understand acute and chronic renal failure, disorders of sodium, potassium, and water metabolism, the metabolism of calcium, phosphate, and magnesium, and the indications for and the interpretation of tests used specifically in nephrology, such as renal ultrasound, CT and radionuclide scanning, IVPs, angiograms and renal biopsies.

REN 811 Nephrology (Renal)
(2 or 4-week rotation)

Students will be an integral part of the nephrology team which includes residents and an attending. During daily consultative rounds and at weekly clinics, the student is expected to evaluate patients and present them to the attending. Students will perform, document, and present complete history and physical exam and interpret laboratory, radiologic, and other relevant data to develop a differential diagnosis, assessment, and evidence-based management plan that includes procedural or operative management if indicated. Course will increase students' knowledge of renal diseases, hypertension, fluid/electrolyte abnormalities, and acid/base physiology.

RHEUMATOLOGY (RHE)

**RHE 801-2/4 Rheumatology Elective
(2 or 4-week rotation)**
Rheumatology is a study of autoimmune disease. Students will learn how to take adequate history and pertinent physical exam. They will also learn treatment for rheumatic diseases and appropriate lab and x-ray recommendations.

RENAL

**REN 810-1 Nephrology
(2-week rotation)**

**REN 810-2 Nephrology
(2 week rotation)**

**REN 810-3 Nephrology
(2 or 4 week rotation)**
Basics of Renal disease, Acute Kidney Injury, Chronic Kidney Disease, Hypertension, Electrolyte abnormalities and introduction to dialysis and kidney transplant. Make use of above topics to achieve a sound knowledge in renal physiology. Clinical experiences include See Office and Hospital patients. Didactic sessions will be 2-3 per week during noon meetings.

**REN 810-4 Nephrology
(2 or 4 week rotation)**
Exposure to the clinical practice of nephrology including hospital, dialysis, and clinic. Academic understanding of kidney disease, hypertension, dialysis, and transplant medicine. Course objectives include approach to acute kidney injury (AKI), staging and management of chronic kidney disease (CKD), evaluation and management of hypertension (HTN), management of acid/base and electrolyte disorders, approach to proteinuria, approach to hematuria, and renal replacement therapy (RRT) optionsincluding peritoneal dialysis, hemodialysis, and kidney transplant. Clinical experiences include two weeks of acute inpatient consultation service, two weeks dialysis and clinic experience

**REN 810-6 Nephrology
(4 week rotation)**
The nephrology rotation consists mainly of inpatient nephrology consults with opportunities to attend outpatient clinics in Nephrology. Perform initial evaluations of new inpatient consults, and round daily on 1-5 patients on the service. Supervised by the resident physician and the attending physician. The student will understand acute and chronic renal failure, disorders of sodium, potassium, and water metabolism, the metabolism of calcium, phosphate, and magnesium, and the indications for and the interpretation of tests used specifically in nephrology, such as renal ultrasound, CT and radionuclide scanning, IVPs, angiograms and renal biopsies.

**REN 811 Nephrology (Renal)
(2 or 4-week rotation)**

Students will be an integral part of the nephrology team which includes residents and an attending. During daily consultative rounds and at weekly clinics, the student is expected to evaluate patients and present them to the attending. Students will perform, document, and present complete history and physical exam and interpret laboratory, radiologic, and other relevant data to develop a differential diagnosis, assessment, and evidence-based management plan that includes procedural or operative management if indicated. Course will increase students' knowledge of renal diseases, hypertension, fluid/electrolyte abnormalities, and

acid/base physiology.

RHEUMATOLOGY (RHE)

RHE 801-2/4 Rheumatology Elective
(2 or 4-week rotation)
Rheumatology is a study of autoimmune disease. Students will learn how to take adequate history and pertinent physical exam. They will also learn treatment for rheumatic diseases and appropriate lab and x-ray recommendations.

SPORTS MEDICINE (SPM)

SPM 811 PAMF Sports Medicine
(2-week rotation)
Learn and apply skills to perform basic musculoskeletal joint examination in the shoulder, hip and knee. Apply acquired skills of clinical exposure to most common acute sports injuries, initial evaluation, and management. Apply acquired skills of clinical exposure to appropriate X-ray and MRI evaluation and interpretation. Learn and apply basic musculoskeletal ultrasound scanning techniques, particularly of the hip, knee, and shoulder. Learn and apply skills to perform common musculoskeletal injections without guidance, particularly of the knee joint, shoulder joint and subacromial bursa.

SPM 814 First Degree Care Sports Medicine
(4-week rotation)
Improve and acquire high skills in MSK exams, OX injections, fracture and concussion management, and X-ray interpretation. Demonstrate and describe basic structures and functioning of body joints. Demonstrate proper injections technique. Observe and manage fractures and concussions. Acquire high skills in X-ray interpretation.

SURGERY (SUR)

SUR 802-4 Surgery Sub-Internship
(4-week rotation)
The student will participate as a sub-intern in the care of the general surgical patient, primarily in the inpatient setting at SJGH. The student will work with colorectal, GI/oncology, and trauma-critical care services pending availability. The student will function as a sub-intern and will be assigned an overall patient load like that of a PGY-1 resident; he/she has primary responsibility for taking care of said panel of patients. Required in-house call one night in four, including weekends. He/she will describe and outline the treatment and diagnosis of patients who have colorectal diseases, anorectal disorders, GI tract emergencies, and traumatic injuries. Responsibilities include managing patients with lower GI surgical diseases and traumatic injuries, including patients in clinic and on the ward, and discussing management with staff. He/she will observe and assist in patient surgery in the Operating Room, assist with minor procedures on the ward, and attend teaching conferences, morbidity and Mortality Conferences, Tumor Board, etc.

SIC 802-2/4 SICU Sub–Internship
(2 or 4-week rotation)
The Trauma Team responds to trauma resuscitations and is involved with immediate evaluation and management of critically injured patients in the emergency department. Students should demonstrate the initial evaluation and management of the trauma patient and basic principles of resuscitation in the emergency department and in the ICU/trauma ward. The student will also demonstrate the familiarity with physiology, management, and outcome of multiple organ dysfunctions. They will gain exposure to procedures such as central access, chest tube placement, wound debridements, tracheostomies, laceration repairs, etc. Students will be exposed to complex and difficult decision making involving the injured patient. They will participate in the team caring for patients in floor and ICU rounds, OR cases, ER evaluations, and ER/ICU/ward procedures.

SUR 804-S Advanced Laparoscopy/ General, Bariatric Surgery
(2-week rotation)
Students will have exposure to Endoscopy procedures and will learn the anatomy and physiology of the GI tract from different perspectives. Overarching goals of the elective are health promotion and disease prevention, mechanisms and treatment of disease, clinical reasoning, patient care, professionalism and communication, responsibility to society, creation and dissemination of knowledge, and physician as scientist. There will also be opportunities to attend one-on-one technical skills workshops and didactic pre and post-surgical Briefings.

SUR 805-S Thoracic Surgery Elective
(2-week rotation)
Overreaching goals will be to provide fundamental principles education in in surgery with an emphasis on thoracic surgery. Expectations of knowledge and OR skills will be at a basic introductory level with an intent to acquaint students with surgical services through the lens of thoracic surgery. Become familiar with recognizing, working up and treating common thoracic pathology. Specifically, this includes pleural space infections, lung nodules, mediastinal masses, lung/esophageal cancer, GERD and paraoesophageal hernia. Pre-operative assessment and post-operative management of thoracic surgical patients. Discussing and helping patients judge risk and expected outcomes. Clinical experiences in the clinic include pre-operative work-up, surgical risk assessment, post-op guidance and surveillance, while hospital experiences include surgery, ideally with patients seen in the clinic, navigating

thoracoscope, recognizing anatomy, identifying procedural steps, basic suturing skills, reading of radiology image (plain films, fluoroscopy, and cross-sectional imaging), and manometry inpatient consultations.

SUR 801-2/4 Surgery Elective
2 or 4-week rotation)
Overreaching goals will be to provide fundamental principles education in in surgery with an emphasis in thoracic surgery. Expectations of knowledge and OR skills will be at a basic introductory level with an intent to acquaint student with surgical services through the lens of thoracic surgery. Become familiar with recognizing, working up and treating common thoracic pathology. Specifically, this includes pleural space infections, lung nodules, mediastinal masses, lung/esophageal cancer, GERD and paraesophageal hernia. Pre-operative assessment and post-operative management of thoracic surgical patients. Discussing and helping patients judge risk and expected outcomes. Clinical experiences include pre-operative work-up, surgical risk assessment, post-op guidance and surveillance in the clinic setting, while hospital experiences include surgery (ideally with patients seen in clinic), navigating thoracoscope, recognizing anatomy, identifying procedural steps, basic suturing skills, reading of radiology images (plain films, fluoroscopy and cross-sectional imaging and manometry inpatient consultations.

SUR 802S-3 Surgery Sub – Internship
(4-week rotation)
Overreaching goals will be to provide fundamental principles education in in surgery with an emphasis in thoracic surgery. Expectations of knowledge and OR skills will be at a basic introductory level with an intent to acquaint student with surgical services through the lens of thoracic surgery. Become familiar with recognizing, working up and treating common thoracic pathology. Specifically, this includes pleural space infections, lung nodules, mediastinal masses, lung/esophageal cancer, GERD and paraesophageal hernia. Pre-operative assessment and post-operative management of thoracic surgical patients. Discussing and helping patients judge risk and expected outcomes. Clinical experiences include pre-operative work-up, surgical risk assessment, post-op guidance and surveillance in the clinic setting, while hospital experiences include surgery (ideally with patients seen in clinic) navigating thoracoscope, recognizing anatomy, identifying procedural steps, basic suturing skills, reading of radiology images (plain films, fluoroscopy and cross-sectional imaging and manometry inpatient consultations in the hospital setting.

SUR 891 Surgery Sub – Internship
(4-week rotation)
Overreaching goals will be to provide fundamental principles education in in surgery with an emphasis in thoracic surgery. Expectations of knowledge and OR skills will be at a basic introductory level with an intent to acquaint student with surgical services through the lens of thoracic surgery. Become familiar with recognizing, working up and treating common thoracic pathology. Specifically, this includes pleural space infections, lung nodules, mediastinal masses, lung/esophageal cancer, GERD and paraesophageal hernia. Pre-operative assessment and post-operative management of thoracic surgical patients. Discussing and helping patients judge risk and expected outcomes. Clinical experiences

include pre-operative work-up, surgical risk assessment, post-op guidance and surveillance in the clinic setting, while hospital experiences surgery (ideally with patients seen in clinic) navigating thoracoscope, recognizing anatomy, identifying procedural steps, basic suturing skills, reading of radiology images (plain films, fluoroscopy and cross-sectional imaging and manometry inpatient consultations in the hospital setting.

UROLOGY (URL)

URL 801-2/4 Urology Elective
(2 or 4 week rotation)
Obtain informed consent for urological procedures. Demonstrate a working knowledge of the preoperative preparation and postoperative management of urological patients, including discharge planning. Demonstrate knowledge of various urological procedures, including their indications, non-surgical alternatives, risks, benefits, and their expected outcomes. Demonstrate an advanced understanding of the performance of common urological procedures and participate actively in their performance. Demonstrate a working knowledge of basic surgical techniques, including patient positioning, suturing and assisting. Develop a knowledge of the common quality initiatives (i.e., deep vein thrombosis, infection that promotes improved patient outcomes. and patient safety protocols)

Interdisciplinary Electives – Non-Clinical

- **Maximum of 4 credits can be applied toward the degree requirements for a Research Elective.**
- **Maximum of 4 credits can be applied toward the degree requirements for a Teaching Assistant Elective.**

COM 901 Honors Medical Research (1-4 credits)
Prerequisite Course: COM623
Course Director: Valerie Gerriets, PhD
Students must have a minimum of one faculty advisor, who must be a COM faculty, and can also have a non-COM faculty/community physician supervisor with whom the research is conducted. The supervisor should be familiar with research in the relevant discipline(s), to ensure that the direction and monitoring of the student's progress is informed by up to date subject knowledge and research developments. Breadth of experience and knowledge of the supervisor will mean that the student always has access to someone with experience of supporting research student(s) through to successful completion of their scholarly project. The students are responsible for taking the CITI courses (a basic course for all students, and a more oriented course for those students that need IRB approval). The students are responsible for other aspects of the project, including enlisting the aid of any required supervisor, coordinating communication with the supervisor and the Course Director, helping the supervisor in obtaining the necessary protocol approvals (IRB, IACUCC, IBC) if needed, developing the hypothesis of work, performing the planned study, preparing a document with the results, data analysis, and conclusions, and preparing the poster for the Research Day.

COM 903 Being a Leader (2 cr)
(Prerequisites: M1-M4 in good standing; Repeatable for max of 4 credits)
*Does not count toward M4 graduation requirement
Given the complex and demanding environment of

healthcare, effective leadership is often required to meet these challenges. This course is designed to provide you with tools to give you access to being who you need to be, to be a leader, and to exercise leadership effectively as you encounter each of these challenges. This course is a leadership laboratory in which you will discover that leadership does not always mean a position, a title, time, money, influence, or any of the traits typically "required" to be a leader or produce the results of a leader. Instead of more knowledge about leadership, you will learn how to effectively exercise leadership as your natural self-expression, in any situation and under any circumstances. During the course, your current conventional thoughts will be challenged, new ways of thinking will emerge, and you will leave with new practices to create even greater success in the areas of life and leadership that matter most to you. The purpose of this course is to inquire about the meaning and being of a leader and leadership to empower each of us to be leaders in our lives, communities, and societies. It is not an academic inquiry of theories, models, and case studies about leadership. The promise of this course is that, if you participate fully, you will leave the course being a leader and exercising leadership effectively as part of your natural self-expression. By the end of the semester, these terms will be clear to you and you will be a leader in ways you never conceived of before.

COM 904 The Healers Art (0.5 cr)
(Prerequisites: M1-M4 in good standing)
*Does not count toward M4 graduation requirement
The Healers Art course is an elective course consisting of five three-hour sessions. It is available to all CNUCOM students. The course will be offered one to two times per year in the fall and/or spring semester. Each session will have both large group presentations and small group discussions. The small groups will consist of one faculty member and five students, and students will remain with the same small group (including faculty member) throughout the course. The maximum number of students will be based on faculty available for small group facilitation for a particular course and will be 5 times the number of faculty available (1:5 ratio faculty to students). The Healers Art course is a defined curriculum created in 1991 by Dr. Rachel Remen (Professor, UCSF School of Medicine) is currently being taught in over 90 medical schools. The purpose of the
course is to explore the human dimension of healthcare including learning self-care strategies and recognizing the value of service. Topics covered will include defining an individual's purpose and commitment in medicine, tools to deal with grief and loss, recognizing awe and mystery in the practice of medicine, and open dialogue about mission and service. The course and its small group discussions offer an opportunity for open dialogue, depth of discussion and interaction with faculty that is unique and not available in other areas of the curriculum.

COM 905 Mindfulness-Based Stress Reduction (1 cr)
(Prerequisite: M1 or M2 in good standing)
The course will be offered 1-2 times per year in the fall and/or spring semester. This course is a Phase A elective course consisting of 9 two-hour sessions and a one hour orientation which can be taken either as an M1 or M2. Each session will include a formal 30-45 minute meditation practice as well as other mindfulness exercises and facilitated group discussions, including a discussion of research articles on the top of mindfulness. This elective course is modeled after the MBSR program created by Dr. Jon Kabat-Zinn at the University of Massachusetts. As described by Dr. Kabat-Zinn, mindfulness is "paying attention on purpose" and remaining in the present in a nonjudgmental way. Research has shown that participation in an MBSR course can lead to reductions in chronic pain, anxiety, depression, headaches, and improved quality of life

and prevent fatigue and burnout in physicians. By participating in this MBSR course, students will be introduced to the idea of mindfulness as a tool to improve their lives as future physicians as well as knowledge base that can be shared with future colleagues and patients who may benefit from the program. The course requires at least 8 attendees with a maximum of 30 attendees.

COM 907 Endocrinology Teaching Assistant
(4-week rotation)
Locations: CNUCOM
Course Dirs.: Mark Sheffield, MD and Laura Hoffman, MD
Time flexibility for travel to residency interviews. Participate in endo teaching, Students Interactive Learning Sessions (SILS) facilitation, and Clinical Case Based Learning (CCBL) facilitation during M2 fall Endo course. Re-exposure to endocrine M2 course content through participation in weekly review sessions. Exposure to different teaching pedagogies. Students will serve as facilitators for all SILS and CCBL sessions (2 hours each). This involves guiding M2's through case analysis (if they are stalled) as well as directing M2's to choose CCBL learning objectives which are chosen by the endocrine faculty as ideal. Students will aid in the preparation and presentation of all review sessions (2 hours each). Students will assist with review sessions by practice question selection and by helping present answers as well as selected review topics. Students will facilitate Jeopardy game activities. Jeopardy games will be held in the first 45 minutes of the weekly reviews. Students will help coordinate SILS learning exercises with students and faculty presenters. Students may attend all regular course lectures as needed. Students must complete facilitator training for three days (two hours each) for a total of six hours.

COM 908 Cardiovascular & Pulmonary TA (2 or 4-week rotation)
Locations: CNUCOM
Course Directors: Reginald Low, MD and John Lutch, MD
Assist with CVP teaching, Clinical Case Based Learning (CCBL) facilitation, and Team Based Learning facilitation during M1 spring CVP Course. Reinforcement of CVP M1course content, particularly the relevant basic biomedical sciences, through participation in teaching, CCBL and TBL sessions, and peer-led review sessions. Improve teaching skills through the planning and delivery of mini-lectures and focused review of specific topics. Oversee development of Impact of CVP Disease Project. Assist with integration of online resources to enhance student learning. Understand and apply different teaching pedagogies. Students will serve as facilitators for at least three TBL sessions (2 hours each). This involves assisting students during the team based learning sessions. If the elective occurs during the latter half of the course, then the student can participate in the CCBL sessions. This involves guiding M1s through case analysis (if they are stalled) as well as directing M1s to choose optimal CCBL learning objectives. Students will aid in the preparation and presentation of all review sessions (2 hours each), including formative quiz review sessions. Students will assist with review sessions by practice question selection and by helping present answers as well as selected review topics. Students will help coordinate TBL learning exercises with students and faculty. Students may attend all regular course lectures. Students must complete facilitator training for three days (2 hours each day).

COM 909 Behavioral Medicine TA (4-week rotation)
Specialty: Psychiatry
Locations: CNUCOM
Course Director: Martin Rubin, MD
Offered as: 4-week rotation
Participate in behavioral medicine teaching and creation of clinical cases and CCBLs for teaching purposes. Re-

exposure to M2 course content through participation in course lectures and review sessions. Exposure to different teaching pedagogies. Provide a platform in which there is senior student input into second year Behavioral medicine content and curriculum materials. Develop and strengthen various teaching skills. Identify students' own educational blind spots as teachers and learners. Recognize various learning styles as established by adult and transformational principles of teaching and learning. Outline the basic principles of instructional design and curriculum development. Demonstrate skills in the following domains: confidence building, written communication, oral communication, mentoring, facilitation and leadership, pedagogy, and collaboration.

HLT 810 Wellness – Leadership, Healers Art, Mindfulness and Compassionate Conversations (4-week rotation)
Locations: CNUCOM
Course Director: Rochelle Frank, MD, Valerie Gerriets, PhD, Martin Rubin MD
Offered as: 4-weeks rotation in Block 10
The Wisdom of Leadership (Rubin), Healers Art (Frank), Mindfulness and Meditation (Gerriets) and several noon Wellness talks. During this the elective, you will also be part of a program in Narrative Writing in which you will receive a

certificate. The components of the elective are intentionally symbiotic and will allow for each of you to expand your capacity for self-care, self-reflection, and clarity, intention and integrity in your being and actions as leaders for yourself, your family, and friends, and in your career. Skills introduced in the course will also provide you with ways to maintain compassion with yourself and patients throughout your career. There will be some assignments to enhance the value of the course content including some reflective writing, some mindfulness practices, and a Leadership Project. Your leadership project is an opportunity to access, discover and share wisdom. You will create your personal oath, guidelines or prayer which reflects the wisdom and values you have determined to be the most important to you in leading yourself and others.

SURJM 812 Journal Manuscript Review (2 credits max.)
Sponsor(s): Dept. of Med Ed. & Affiliated Institutions
Locations: CNU COM
Specialty: Surgery Oncology
Course Director: Vijay Khatri, MD
By conducting a thorough review of a submitted manuscript and associated literature search, the student will increase his/her knowledge of cancer research and enhance their critical thinking.

COLLEGE OF MEDICINE
DEGREE REQUIREMENTS

Phase A: M1 Req.: All Courses		
Courses	CR	Term
501 Foundations of Clinical Medicine	8	Fa
511 Integumentary Musculoskeletal System	7	Fa
526 Hematology	4	Fa
531 Cardiovascular & Pulmonary Systems	10	Sp
551 Neuroscience	10	Sp
601 Medical Skills	1	Fa
602 Medical Skills	1	Sp
611 Masters Colloquium	1	Fa
612 Masters Colloquium	1	Sp
622 Self-Directed Scholarly Project	1	Fa
623 Self-Directed Scholarly Project	1	SP
M1 Total Required Credit Units	**45**	

Phase A: M2 Req.: All Courses		
Courses	CR	Term
521 Gastrointestinal System	6	Fa
541 Renal System	5	Fa
561 Behavioral Medicine	3	Fa
571 Endocrine System	5	Fa
581 Reproductive System	6	Sp
603 Medical Skills	1	Fa/Sp
604 Medical Skills	1	Fa/Sp
613 Masters Colloquium	1	Fa/Sp
614 Masters Colloquium	1	Fa/Sp
624 Self-Directed Scholarly Project	1	Fa
M2 Total Required Credit Units	**30**	

Phase B: M3 Req.: Complete all Clerkships		
Courses	CR	Term
701 Family Medicine Clerkship	6	Fa
711 Internal Medicine Clerkship	8	Fa
721 Neurology Clerkship	4	Fa
731 OB/GYN Clerkship	6	Sp
741 Pediatrics Clerkship	6	Sp
751 Psychiatry Clerkship	4	Fa
761 Surgery Clerkship	8	Sp
771 Emergency Medicine Clerkship	4	Fa
M3 Total Required Credit Units	**46**	

Phase B: M4 Req.: 4 wks. of Sub-Internship		
Courses	CR	
Credits required to graduate	29	N/A
Away Rotations allowed	N/A	20 Weeks
"Specialty of Interest" Rotations	N/A	12 Weeks
"Non-specialty of interest" Rotations	10	N/A
Non-clinical rotations	N/A	8 weeks
Required Inpatient rotations	12 Weeks	N/A
Sub- Internship	4 Weeks	N/A
M4 Total Required Credit Units	**29**	

Total Overall Credits Required for MD degree: 150

AAMC MEDICAL SPECIALTIES

AAI: ALLERGY AND IMMUNOLOGY
CLINICAL & LABORATORY IMMUNOLOGY

ANE: ANESTHESIOLOGY
ADULT CARDIOTHORACIC ANESTHESIOLOGY
CRITICAL CARE MEDICINE
OBSTETRIC ANESTHESIOLOGY
PAIN MEDICINE
PEDIATRIC ANESTHESIOLOGY
PALLIATIVE MEDICINE

DER: DERMATOLOGY
DERMATOPATHOLOGY
PROCEDURAL DERMATOLOGY

EME: EMERGENCY MEDICINE
MEDICAL TOXICOLOGY
PEDIATRIC EMERGENCY MEDICINE
SPORTS MEDICINE
PALLIATIVE MEDICINE

FAM: FAMILY MEDICINE
GERIATRIC MEDICINE
SPORTS MEDICINE
FAMILY PRACTICE
GERIATRIC MEDICINE
PALLIATIVE MEDICINE

INT: INTERNAL MEDICINE
ADVANCED HEART FAILURE & TRANSPLANT CARDIOLOGY
CARDIOVASCULAR DISEASE
CLINICAL CARDIAC ELECTROPHYSIOLOGY
CRITICAL CARE MEDICINE
ENDOCRINOLOGY, DIABETES & METABOLISM
GASTROENTEROLOGY
GERIATRIC MEDICINE
HEMATOLOGY
HEMATOLOGY & ONCOLOGY
INFECTIOUS DISEASE
INTERVENTIONAL CARDIOLOGY
NEPHROLOGY
ONCOLOGY
PULMONARY DISEASE
PULMONARY DISEASE & CRITICAL CARE MEDICINE
RHEUMATOLOGY
SPORTS MEDICINE
TRANSPLANT HEPATOLOGY
INTERNAL MEDICINE-PEDIATRICS
PALLIATIVE MEDICINE

MEG: MEDICAL GENETICS
BIOCHEMICAL GENETICS
MOLECULAR GENETIC PATHOLOGY

NSG: NEUROSURGERY
ENDOVASCULAR SURGICAL NEURORADIOLOGY

NEU: NEUROLOGY
CHILD NEUROLOGY
CLINICAL NEUROPHYSIOLOGY
ENDOVASCULAR SURGICAL NEURORADIOLOGY
NEUROMUSCULAR MEDICINE
PAIN MEDICINE
SLEEP MEDICINE
PALLIATIVE MEDICINE

OBG: OBSTETRICS & GYNECOLOGY
FEMALE PELVIC MEDICINE & RECONSTRUCTIVE SURGERY
OPTH: OPHTHALMOLOGY
OPHTHALMIC PLASTIC & RECONSTRUCTIVE SURGERY
PALLIATIVE MEDICINE

ORTH: ORTHOPEDIC SURGERY
ADULT RECONSTRUCTIVE ORTHOPEDICS
FOOT & ANKLE ORTHOPEDICS
HAND SURGERY
MUSCULOSKELETAL ONCOLOGY
ORTHOPEDIC SPORTS MEDICINE
ORTHOPEDIC SURGERY OF THE SPINE
ORTHOPEDIC TRAUMA
PEDIATRIC ORTHOPEDICS

OTO: OTOLARYNGOLOGY
OTOLOGY - NEUROTOLOGY
PEDIATRIC OTOLARYNGOLOGY
HEAD AND NECK SURGERY

PATH: PATHOLOGY-ANATOMIC & CLINICAL
BLOOD BANKING - TRANSFUSION MEDICINE
CHEMICAL PATHOLOGY
CYTOPATHOLOGY
FORENSIC PATHOLOGY
HEMATOLOGY
MEDICAL MICROBIOLOGY
NEUROPATHOLOGY
PEDIATRIC PATHOLOGY

PED: PEDIATRICS
ADOLESCENT MEDICINE
CHILD ABUSE PEDIATRICS
DEVELOPMENTAL-BEHAVIORAL PEDIATRICS
NEONATAL-PERINATAL MEDICINE
PEDIATRIC CARDIOLOGY
PEDIATRIC CRITICAL CARE MEDICINE
PEDIATRIC EMERGENCY MEDICINE
PEDIATRIC ENDOCRINOLOGY
PEDIATRIC GASTROENTEROLOGY
PEDIATRIC HEMATOLOGY-ONCOLOGY
PEDIATRIC INFECTIOUS DISEASES
PEDIATRIC NEPHROLOGY
PEDIATRIC PULMONOLOGY
PEDIATRIC RHEUMATOLOGY
PEDIATRIC SPORTS MEDICINE
PEDIATRIC TRANSPLANT HEPATOLOGY
PALLIATIVE MEDICINE

PMR: PHYSICAL MEDICINE & REHABILITATION
NEUROMUSCULAR MEDICINE
PAIN MEDICINE
SPINAL CORD INJURY MEDICINE
SPORTS MEDICINE
PALLIATIVE MEDICINE

PLS: PLASTIC SURGERY
CRANIOFACIAL SURGERY
HAND SURGERY

PSY: PSYCHIATRY
ADDICTION PSYCHIATRY
CHILD & ADOLESCENT PSYCHIATRY
FORENSIC PSYCHIATRY

GERIATRIC PSYCHIATRY
PALLIATIVE MEDICIN

RONC: RADIATION ONCOLOGY

RAD: RADIOLOGY
ABDOMINAL RADIOLOGY
CARDIOTHORACIC RADIOLOGY
ENDOVASCULAR SURGICAL NEURORADIOLOGY
MUSCOSKELETAL RADIOLOGY
NEURORADIOLOGY
NUCLEAR RADIOLOGY
PEDIATRIC RADIOLOGY
VASCULAR & INTERVENTIONAL RADIOLOGY
NUCLEAR MEDICINE
PALLIATIVE MEDICINE

SUR: SURGERY
COLON & RECTAL SURGERY
HAND SURGERY
PEDIATRIC SURGERY
SURGICAL CRITICAL CARE
VASCULAR SURGERY
CARDIOTHORACIC SURGERY
THORACIC SURGERY
PEDIATRIC CARDIOTHORACIC SURGERY
SURGICAL ONCOLOGY
TRANSPLANT SURGERY
TRAUMA SURGERY
SURGICAL CRITICAL CARE
ACUTE CARE SURGERY
PALLIATIVE MEDICINE

URO: UROLOGY
PEDIATRIC UROLOGY

MS1 – Phase A

Event	Start Date	End Date
Orientation – M1	07/20/2023	07/21/2023
White Coat Ceremony – M1	08/26/2023	

Fall Semester: 07/24/2023 – 12/15/2023		
Course	Start Date	End Date
Foundations of Clinical Medicine	07/24/2023	09/15/2023
Hematology	09/18/2023	10/20/2023
Integumentary and Musculoskeletal Systems	10/23/2023	12/15/2023
Spring Semester: 01/02/2024 – 5/31/2024		
Neuroscience	01/02/2024	03/13/2024
Cardiovascular and Pulmonary Systems	03/18/2024	05/24/2024

MS2 – Phase A

Fall Semester: 07/24/2023 – 12/22/2023		
Course	Start Date	End Date
Renal System	07/24/2023	08/28/2023
Gastrointestinal System	08/31/2023	10/23/2023
Endocrine System	10/26/2023	12/01/2023
Behavioral Medicine	12/04/2023	12/22/2023
Spring Semester: 01/02/2024 – 5/24/2024		
Preparing for Residency *(Required)*	01/02/2024	05/24/2024
Reproductive System	01/02/2024	02/12/2024

Longitudinal Courses – M1 & M2 FALL 2023
SPRING 2024

Course	Start Date	End Date	Start Date	End Date
Medical Skills – M1	07/24/2023	12/15/2023	01/02/2024	05/24/2024
Medical Skills – M2	07/24/2023	12/22/2023	01/02/2024	05/24/2024
Transitions to Clerkship	---------------	----------------		TBD
Masters Colloquium – M1	07/24/2023	12/15/2023		05/24/2024
Masters Colloquium – M2	07/24/2023	12/22/2023	01/02/2024	2/23/2024
SDSSP – *begins in July 2023 for M1 students and continues into the Spring 2022 semester of their M2 year.*				

MS3 – Phase B - Clinical Clerkships

Fall Semester: 05/29/2023 – 12/30/2023		
Event	Start Date	End Date
Pathway to Residency *(Required)*	05/29/2023	12/30/2023
Clerkship Orientation – M3	05/22/2023	05/26/2023
Clinical Clerkships – M3	05/29/2023	12/30/2023
Spring Semester: 01/02/2024 – 5/24/2024		
Preparing for Residency *(Required)*	01/02/2024	05/24/2024
Clinical Clerkships – M3	01/02/2024	05/24/2024

MS4 – Phase C – Elective Rotations

Fall Semester: 05/29/2023 – 12/30/2023		
Event	Start Date	End Date
Pathway to Residency *(Required)*	05/29/2023	12/30/2023
Elective Rotations – M4	05/29/2023	12/30/2023
Spring Semester: 01/02/2024 – 5/17/2024		
*Elective Rotations -M4	01/02/2024	05/17/2024
Graduation Clearance Day – M4	05/17/2024	
Graduation Ceremony – M4	05/18/2024	

*Add/Drop deadline for Elective courses is 5 days from the start of instruction.

Exams/Review/Research Day Schedule

Event	Start Date	End Date	EXAMS	Start Date
CNU Research Day	Tentatively 2/23/2024		CBSE #1	TBD
			CBSE #2	TBD
Kaplan Review Course	02/26/2024	03/01/2024	CBSE #3:	TBD
			CCSE – M3	5/20/2024

University Holidays

Holiday	Date	Holiday	Date
Independence Day	07/04/2023 (observed)	Martin Luther King	01/16/2023
Labor Day	09/04/2023	President's Day	02/20/2023
Thanksgiving	11/23 - 11/24/2023		
		Memorial Day	05/27/2023
		Juneteenth	06/19/2023

COLLEGE OF MEDICINE

COM Administration

For a current listing of people, official titles and contact information, please visit:
https://medicine.cnsu.edu/directory/administration.php http://medicine.cnsu.edu/directory/

Richard S. Isaacs
MD, Wayne State University School of Medicine

Dean; Vice President of Medical Affairs; Professor

Catherine Yang
PhD, Tufts University

Senior Vice President of Academic Affairs;
Associate Dean of Medical Education; Professor

Gordon Wong
MD, UCLA School of Medicine

Senior Associate Dean of Clinical Medicine; Professor

Lester Pan
MD, Sun Yat-Sen University of Medical Science
MD, PhD, University of California, Davis

Associate Dean of Global Health Medical Education
Development

Rajendra Ramsamooj
MD, University of Minnesota

Assistant Dean of Curriculum; Professor

Assistant Dean of Student Affairs

Michael S. Wong
Tufts University, Boston, Massachusetts

Associate Dean of Academic and Career Advising; MD,
Professor of Surgery-Plastic Surgery

Yinka Davies
MD, Finch University of Health Sciences, Chicago

Assistant Dean of Diversity and Inclusion;
Associate Professor of Gastroenterology

Roger Woodruff
MD, Loma Linda University School of Medicine

Chair of Clinical Medicine;
Professor of Family Medicine

James Martel
MD, Harvard University

Associate Dean, Department of Graduate Medical
Education; Professor

Joseph Martel
MD, University of Wisconsin Medical School

Assistant Dean, Department of Graduate Medical
Education; Professor

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MD, University of Padua School of Medicine, Italy

Assistant Dean of Research, Professor

Ghalib Alkhatib
PhD, McGill University, Montreal, Quebec, Canada

Chair of Basic Science; Professor of Microbiology

Thamir Essayyad
MD, George Washington University School of Medicine

Chair of Clinical Science; Assistant Professor of
Emergency Medicine

COM Faculty by Department (Chair then alphabetical by last name)

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Yinka Davies, Associate Professor
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MD, Georgetown University

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Pediatrics Clerkship Director
MD, University of Chicago, Illinois

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M4 Electives and Sub-internship Director
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COLLEGE OF PHARMACY

Mission, Vision, and Values
Mission: The mission of the College of Pharmacy is to advance the art and science of pharmacy through active learning, research, innovative patient care, and comprehensive interprofessional education.

Vision: In the next 10 years, CNUCOP will become a nationally recognized leader in educating the next generation of pharmacists in integrated patient healthcare.

Values:
- Innovation in student-centered teaching, scholarship, and practice
- Student success
- Open and clear communication
- Diversity of experience, culture, and thought
- Effective community partnerships
- Inspiration through altruism, empathy, and civic virtue
- Professionalism and integrity in all interactions
- Networking and collaboration through team-based learning.

Goals:
- To foster critical thinking, problem-solving, clinical reasoning, and self-directed learning. To provide an integrated interprofessional experience
- To develop student skills, attitudes, values, judgment, professional behavior, and expertise in patient-centered care through experiential experiences.
- To prepare graduates to lead, collaborate, and educate others with integrity, professionalism, and compassion.
- To offer students participation in professional organizations and community projects to learn the skills required for professional advocacy
- To support faculty in discipline-related research and other scholarly activities.
- To provide a faculty development program that nurtures and supports a learning-centered curriculum and the scholarship of teaching
- To foster faculty engagement in professional and community activities
- To support a research program that promotes collaboration, innovation, and discovery

Educational Philosophy
The CNUCOP curriculum is designed to help students become active, self-directed and lifelong learners. The four (4) year curriculum is designed to facilitate and optimize student learning in a progressive and integrated manner both in didactic and experiential courses.

Active Learning

Active learning is an educational strategy that CNUCOP employs throughout the first three years of the curriculum. Active learning promotes judgment, mastery of content, communication, teamwork skills, problem-solving, and critical thinking. It emphasizes the importance of individual accountability, group collaboration, and the application of basic concepts to work through team assignments. The role of the instructor is to clearly articulate the learning objectives, create challenging problems for students to solve, and probe their reasoning in reaching conclusions. All students are accountable for their individual and group work. At the beginning of each course, the Office of Academic Affairs forms teams comprised of 5 to 6 students based on various criteria that will help achieve an even distribution of resources across all teams. Students remain with the same team throughout the semester for each course.

Learning Outcomes
Program Learning Outcomes
Upon successful completion of the CNUCOP Doctor of Pharmacy program, students will be able to demonstrate the following learning program learning outcomes:

PLO 1: Foundational Knowledge. Demonstrate the knowledge, skills, abilities, behaviors, and attitudes necessary to apply the foundational sciences to the provision of patient-centered care.

PLO 2: Essentials for Practice and Care. Demonstrate the knowledge, skills, abilities, behaviors, and attitudes necessary to provide patient-centered care, manage medication use systems, promote health and wellness, and describe the influence of population-based care on patient-centered care.

PLO 3: Approach to Practice and Care. Demonstrate the knowledge, skills, abilities, behaviors, and attitudes necessary to solve problems; educate, advocate, and collaborate, working with a broad range of people; recognize social determinants of health; and effectively communicate verbally and nonverbally.

PLO 4: Personal and Professional Development. Use the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate self-awareness, leadership, innovation, entrepreneurship, and professionalism.

PLO 5: Interprofessional Competence. Use the knowledge, skills, abilities, behaviors, and attitudes necessary to demonstrate appropriate values and ethics, roles and responsibilities, communication, and teamwork for collaborative practice.

Co-Curricular Learning Outcomes
Upon successful completion of the CNUCOP Doctor of Pharmacy program, 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. **Professionalism and Advocacy**. Demonstrate professional behavior and effective interactions with other healthcare professionals, community members, and/or patients and advocate for initiatives to improve patient care, health outcomes, and the profession of pharmacy.
3. **Self-Awareness and Learning**. Demonstrate self-awareness through reflection and the development of appropriate plans for self-directed learning and development.

4. **Innovation and Entrepreneurship**. Demonstrate innovation and creativity to develop novel strategies to accomplish professional goals or demonstrate an understanding for how innovation and creativity influence the development of novel strategies to accomplish professional goals.
5. **Public Health and Education**. Apply skills learned in the classroom to create and effectively deliver public health initiatives and health-related education to the community.
6. **Service and Leadership**. Demonstrate the ability to lead and work collaboratively with others to accomplish a shared goal that improves healthcare.

Experiential Educational Expectations

Experience in real pharmacy practice settings teaches judgment, and California Northstate College of Pharmacy is committed to developing and maintaining a robust experiential component to the Doctor of Pharmacy program.

Pharmacy practice experience is designed to develop a foundation of competencies that students will build upon as they progress through the program. By the end of the Introductory Pharmacy Practice Experiences (IPPE), students should be able to demonstrate competencies in basic practitioner skills at a fundamental level. During Advanced Pharmacy Practice Experiences (APPE), students should demonstrate pharmacy practice outcomes at an advanced and progressive manner that emphasize clinical judgment, professional behavior, and personal responsibility. Achievement of these competencies allows student pharmacists to embark on an independent and collaborative practice upon graduation. The following experiential outcomes were developed by a collaborative group representing seven of the California Colleges and Schools of Pharmacy.

1) Communication and Professional Behavior

A. Communicate effectively.
1. Communicate accurate and appropriate medical and drug information to a pharmacist, preceptor or other health care professional in a clear and concise manner.
2. Determine the appropriate means of communication for the situation.
3. Actively listen to patients, peers, and other health care professionals.
4. Use proper grammar, spelling, and pronunciation in communications.
5. Explain medication information to patients in understandable terms.
6. Adjust communication based on contextual or cultural factors, including health literacy, language barriers, and cognitive impairment.
7. Routinely verify patient or recipient understanding of communicated information.
8. Demonstrate effective public speaking skills and the appropriate use of audio-visual media when communicating with groups of patients, peers, and other health care professionals.
9. Develop effective written materials for patients, peers, and other health care professionals.

B. Interact with patients & the health care team respectfully.
1. Articulate the pharmacist's role as a member of the health care team.
2. Establish professional rapport with patients and healthcare professionals.
3. Demonstrate sensitivity to and respect for each individual's needs, values, and beliefs, including cultural factors, religious beliefs, language barriers, and cognitive abilities.
4. Demonstrate empathy and caring in interactions with others.
5. Maintain patient confidentiality and respect patients' privacy.
6. Demonstrate ability to resolve conflict in the pharmacy practice setting.

C. Behave in a professional and ethical manner.
1. Dress professionally and appropriately for the practice setting.
2. Arrive punctually and remain until all responsibilities are completed.
3. Use time effectively and efficiently.
4. Distinguish professional interests from personal interests and respond appropriately.
5. Demonstrate awareness of personal competence and limitations, and seek guidance or assistance from preceptors when appropriate.
6. Accept responsibility for one's actions.
7. Respond appropriately to feedback from preceptors, patients, peers, and other health care professionals.
8. Show initiative in interactions with patients, peers, and other health care professionals.
9. Demonstrate passion and enthusiasm for the profession.
10. Be aware of and work appropriately within the culture of the assigned practice setting.
11. Demonstrate awareness of site or institutional policies and procedures.
12. Prioritize workload appropriately.
13. Identify issues involving ethical dilemmas.
14. Weigh and balance different options for responding to ethical dilemmas.
15. Propose steps to resolve ethical dilemmas.
16. Adhere to all state and federal laws and regulations as a pharmacy intern in the practice setting.

2) The Practice of Pharmacy

A. Organize and evaluate information.
1. Assess prescription or medication orders for completeness, authenticity, and legality.
2. Verify that dose, frequency, formulation, and route of administration on prescription or medication orders are correct.
3. Obtain any pertinent information from the patient, medical record, or prescriber, as needed, for processing prescription or medication orders (e.g., allergies, adverse reactions, diagnosis or desired therapeutic outcome, medical history).
4. Review the patient profile or medical record for any allergies or sensitivities.
5. Determine the presence of any potential medication-related problems.

6. Determine if it is legal and appropriate to refill a prescription and to contact the prescriber for authorization, if necessary.

B. Prepare and dispense medications.

1. Accurately enter patient information into the patient's pharmacy profile or medication record.
2. Select the correct drug product, manufacturer, dose, and dosage form and prepare it for dispensing.
3. Assure that the medication label is correct and conforms to all state and federal regulations.
4. Assure that the label conveys directions in a manner understandable to the patient and that appropriate auxiliary labels are attached.
5. Select an appropriate container for storage or use of medications with special requirements (e.g., child-resistant containers, compliance devices).
6. Accurately perform and document the necessary calculations to correctly prepare the medication.
7. Perform the required technical and basic compounding steps to produce a pharmaceutically elegant product.
8. Demonstrate aseptic technique during the preparation of parenteral medications.
9. Document the preparation of any medication that has been compounded, repackaged or relabeled.
10. Adjudicate third-party insurance claims using established billing systems.
11. Determine the appropriate storage of medications before and after dispensing.
12. Comply with all legal requirements and professional scope of practice.

C. Provide patient counseling.

1. Communicate pertinent information to the patient to encourage proper use and storage of medications.
2. Discuss any precautions or relevant warnings about medications or other therapeutic interventions.
3. Assure the patient comprehends the information provided.
4. Assess and reinforce the patient's adherence to the prescribed therapeutic regimen.

D. Maintain accurate records.

1. Document the preparation and dispensing of medications.
2. Maintain manual or computerized files for prescription records that conform to state and federal laws and regulations.
3. Adhere to state and federal laws and regulations related to inventory control (e.g., controlled substances, investigational drugs).

E. Assist patients seeking self-care.

1. Assess a patient's self-identified problem (e.g., common cold, fever, pain, gastrointestinal problems) to determine if the problem is appropriate for self-care or requires referral.
2. Discuss options for treatment and, if indicated, recommend appropriate non-prescription product(s).

3. Counsel the patient about the proper use of self-care products.
4. Instruct a patient about the proper use of a diagnostic agent or device, including directions for obtaining accurate results and how to interpret the results.
5. Teach a patient the proper and safe use of commonly-used health products (e.g., condoms, thermometers, blood pressure monitoring devices, blood glucose meters, metered-dose devices, ear syringes, and adherence devices).

F. Contribute to and monitor the optimal use of medications.

1. Articulate the pharmacist's role in medication use oversight (e.g. formulary management, practice guidelines).
2. Participate in established medication safety and quality improvement activities (e.g., adverse drug reaction reporting, medication reconciliation).
3. Access, select, utilize, and cite appropriate references for health information and patient education materials.
4. Demonstrate proficiency with the technology used at assigned experiential sites.
5. Formulate evidence-based pharmaceutical care plans based upon sound pharmacotherapeutic principles that take into account individual patient health beliefs, attitudes, and behaviors.

3) Public Health

1. Participate in health education programs and community-based health interventions.

1. Raise public awareness about the role of a pharmacist as a public health educator.
2. Participate in activities that promote health, wellness, and the use of preventive care measures.
3. Articulate the concept of advocacy - what it means both professionally and personally.

2. Demonstrate public health-related practice skills.

1. Administer subcutaneous, intramuscular or intradermal injections, including immunizations.
2. Screen for common medical conditions and make appropriate referrals.
3. Conduct smoking-cessation interventions when appropriate.

Professional Standards

Communication Skills

Pharmacists must be able to effectively communicate with individuals within and without the health care professional environment to engender a team approach to patient care. Those individuals may include other health care providers such as physicians and nurses; non-health care providers, such as patients, family members, caregivers; and other community members, such as policy makers. Influential

communication focuses on the ability to adapt language style and vocabulary to meet the health-care literacy needs of each individual or unique community. Pharmacists must display an in-depth knowledge of medications and be able to convey pharmaceutical information in a clear and concise manner to ensure safe and effective medication use.

Students at CNUCOP must exhibit in-depth medication knowledge, effective interpersonal communications skills, the ability to work as an effective member of a health care team, and the ability to collaborate with all members of the health care team to ensure continuous quality patient care.

Patient Care Commitment

To provide patients with unparalleled health care, pharmacists must focus on disease treatment and management as well as wellness and disease prevention. Pharmacists must practice on inter-professional teams that focus on patients, patient populations, and outcomes. Pharmacists, in collaboration with patients and other health care providers, can ensure proper medication use by focusing on evidence-based medicine, quality improvement, cultural competence, health care disparities, and advocacy.

Students at CNUCOP should advocate for patient-centered pharmacist care to ensure safe and effective medication use.

Knowledge of the Profession

Revelation occurs when wisdom of the past is combined with current reality. Pharmacists must be aware of the evolutionary steps within the profession and continue to advocate for improved patient-centered care.

Students at CNUCOP are required to attend didactic, laboratory, discussion, and experiential programs. They should understand how the practice of pharmacy has continually evolved to benefit the needs of society and develop visionary thinking capabilities to continue to advance the science and art of pharmacy.

Technical Abilities

All students will be certified in cardiopulmonary resuscitation (CPR), first aid, and immunizations. Therefore, student pharmacists are required to perform immunizations, cardiopulmonary resuscitation, and physical assessments suitable for medication therapy management to fulfill all academic requirements of the College.

General Abilities

Students should have the cognitive ability to think critically and analytically so they can make compassionate and ethical decisions, and to engage in self-assessment and self-directed learning.

Licensure

Completion of Program and Licensing

Completion of the educational program leading to a degree and/or diploma is dependent upon student performance and success. The requirements for licensure in the profession are established by the state where licensure is sought. Completion of the educational program and obtaining a degree or diploma does not by itself guarantee licensure.

Students are expected to remain current with other licensing requirements, including but not limited to the licensure examination and technical standards they may be required to meet in order to be licensed by the state in which they seek to practice. In addition, maintaining such technical standards is a condition for continued enrollment in this program; reasonable accommodations as defined and required by law may apply to persons with disabilities.

California Intern Pharmacist
Registration Requirements
To register as an intern pharmacist in California, candidates must be currently enrolled in a school of pharmacy recognized by the Board or accredited by the Accreditation Council for Pharmaceutical Education (ACPE) and have fingerprint and background clearances. Complete registration instructions can be downloaded from the California State Board of Pharmacy website at: http://www.pharmacy.ca.gov/forms/intern_app_pkt.pdf.

California Pharmacist

The standard processing time for Pharmacist Examination and Licensure Applications by the California Board of Pharmacy is approximately 30 days after submission; however, the Board will process applications submitted by schools within 10 business days if these applications are submitted as a batch by the school. Students interested in participating in the batch processing of applications must submit their completed applications to the Office of Student Affairs and Admissions by May 1st, prior to graduation. The Office of Student Affairs and Admissions reviews each application prior to submission to the Board; however, it is the responsibility of the applicant to ensure all information is correct and that all required application materials have been included as part of the final application packet. These applications will then be hand-delivered to the Board of Pharmacy after graduation, since official transcripts, which are a component of the application, are not complete until after graduation has occurred.

To qualify for a pharmacist license, you must submit one of the following to document your education (A or B).

A. Graduate of a School of Pharmacy - If you are a graduate from an ACPE accredited college of pharmacy or a school of pharmacy recognized by the board, please request an official transcript to be sent directly to the board by your school. The official transcript must indicate your degree earned and date conferred.

Eligibility Requirements
To be licensed in California you must pass the North American Pharmacist Licensure Examination (NAPLEX) and the California Pharmacist Jurisprudence Exam (CPJE).

To be eligible to take the licensure examination for California, you must:
- Be at least 18 years of age
- Be a graduate of a domestic school of pharmacy or be a graduate of foreign school of pharmacy and be certified by the Foreign Pharmacy Graduate Examination Committee (FPGEC)
- Have completed at least 150 semester hours of collegiate credit, 90 of which must be from a school of pharmacy
- Have earned at least a baccalaureate degree in a course of study devoted to pharmacy

- Have completed 1,500 hours of approved pharmaceutical experience as a registered intern or one year of experience as a licensed pharmacist in another state
- Have fingerprint and background clearances.

The registration instructions, requirements, and application form for licensure as a pharmacist in California may be obtained and downloaded at the California State Board of Pharmacy website:
http://www.pharmacy.ca.gov/forms/intern_app_pkt.pdf.

NAPLEX/MPJE

The MPJE exam is for students pursuing licensure out of the state of California.

To take the NAPLEX and/or MPJE, candidates must meet the eligibility requirements of the board of pharmacy from which they are seeking licensure. The board will determine your eligibility to take the examinations in accordance with the jurisdiction's requirements. If the board determines that you are eligible to take the examinations, it will notify the National Association of Boards of Pharmacy (NABP) of your eligibility. If you have questions concerning eligibility requirements, contact the board of pharmacy in the jurisdiction from which you are seeking licensure.

Registration instructions, requirements, and application form can be obtained and downloaded from the National Association of Board of Pharmacy (NABP) website at https://nabp.pharmacy/.

Admission to the PharmD Program

California Northstate University College of Pharmacy (CNUCOP) uses the Pharmacy College Application System (PharmCAS), a centralized application service for pharmacy programs, for applicants seeking to apply to the four-year Doctor of Pharmacy program. An electronic application must be submitted to PharmCAS. A supplemental application, available at the College of Pharmacy website, must be electronically submitted to the College of Pharmacy as well.

For applicants wishing to enter the 0-6 Direct Entry Doctor of Pharmacy program, an electronically application must be submitted through PharmDirect, a centralized application service for Direct Entry PharmD programs. No supplemental application is required for these applicants.

The Admissions Committee evaluates applicants for admission on an individual basis. Applicants are required to have completed all prerequisites prior to entering the program. Prerequisites may be substituted with courses the Admissions Committee evaluates to be equivalent. One or more members of the Admissions Committee review and evaluate each completed admission packet to determine if an invitation for an interview should be extended.

All qualified applicants must interview for admission into the Doctor of Pharmacy program. The interview is conducted on campus. A modified multiple mini interview (MMIs) approach is used. A writing sample is also a required component of the onsite interview. The interview is designed to assess a variety of factors including interest, oral and written communication skills, maturity, dedication, critical thinking, and an assessment of the applicant's ability to complete the program successfully and advance in the field of pharmacy. The interview may also be used to determine if the student has the English language proficiency to complete instruction in the English language since English is the only language of instruction.

All accepted students who matriculate must have all official transcripts for all courses taken since high school on record in the Admissions Office by September 30th. Please note financial assistance may be limited for non-U.S. applicants. Personal transportation, such as a vehicle, will be necessary to participate in experiential education at clinical sites.

Traditional Four-Year Doctor of Pharmacy Requirements

While a minimum GPA of 2.5 is required, the Admissions Committee of the CNU College of Pharmacy uses a holistic review process to evaluate each application, considering an applicant's academic standing and other factors such a work or research experience, socioeconomic status, resilience, extracurricular activities, and other non-academic related activities. California Northstate University College of Pharmacy requires a Bachelor's degree, but not a PCAT.

Per the United States Department of Education guidelines, all applicants deemed eligible to be admitted as regular students into the College of Pharmacy must be:
   a) Persons who have a high school diploma or its recognized equivalent, or
   b) Persons who are beyond the age of compulsory school attendance in the State of CA, i.e., at least 18 years of age and pass a test that demonstrates the student's ability to benefit (ATB) from the educational program in which the student is enrolled.

A minimum of 44 semester units (61 quarter units) of prerequisite credit must be completed prior to matriculation into the program. Science and math prerequisite coursework must be designed for science majors. Prospective students are strongly encouraged to carry full course loads (15 units per semester) during their undergraduate studies. AP exam scores of 3 or higher, with 4 preferred will be accepted for prerequisite coursework and/or general education requirements. AP credit must be reported by subject and credit and must be mailed directly from your institution or testing services to the College of Pharmacy by using college code: 7306. Additionally, the AP exam must have been taken no greater than ten years from the date of matriculation. Please note, AP exam scores will only count towards the first course in a series of science courses. For instance, an AP exam score of 3 or higher for chemistry would only count towards the General Chemistry I requirement.

Table 1. PREREQUISITE COURSEWORK		
Course(s)	Semester Hours	Quarter Hours
General Chemistry I with lab	4	6
General Chemistry II with lab	4	6
General Biology I	3	4
General Biology II	3	4
General Biology I or II lab	1	1
Organic Chemistry I with lab	4	6
Organic Chemistry II with lab	4	6
Human or Mammalian Physiology*	3	4
Calculus	3	4
Public Speaking	3	4
English Composition I	3	4
English Composition II	3	4

General Education Requirements**: Psychology and Economics preferred; other General Education courses will be accepted	6	8
Total	44	61 (est.)

*If taking a combined Anatomy and Physiology course, both Anatomy and Physiology I and II must be taken to fulfill the Physiology course requirement.

In addition to the requirements described above, all prerequisite coursework must meet the following requirements:
1. Must be completed at a regionally accredited U.S. institution or its equivalent abroad.
2. Science and math courses, along with any AP credits, must have been completed no greater than ten years from the planned date of matriculation. Exceptions to this requirement may be made based on a case-by-case basis if the applicant has been applying the skills learned in the older course directly to their position or research.
3. Must be completed with a grade of C- or higher.
4. May not be taken on a pass/no pass or credit/no credit basis. Special consideration may be given for coursework completed between January 2020 and August 2021.
5. All prerequisite coursework taken from non-US institutions (including Canada) must be submitted to the World Education Services (WES), Inc. for an evaluation of coursework. WES evaluations should be sent directly to PharmCAS.
6. International applicants who have not completed at least two years and at least 44 semester units (61 quarter units) at a US college or university are required to take the TOEFL IBT or IELTS exam. Exam scores are only valid for a two year period from the date of the exam.   The minimum TOEFL IBT and IELTS scores, along with minimum section requirements, are provided below.
    *   The minimum total TOEFL IBT score is 88 with minimum section score requirements of:
        o   Reading: 20
        o   Listening: 20
        o   Speaking: 25
        o   Writing: 23
    *   The minimum total IELTS score is 6.5 with minimum section score requirements of:
        o   Reading: 6.5
        o   Listening: 6.5
        o   Speaking: 7.5
        o   Writing: 6.0
7. General Education requirements are waived for applicants who have or will be receiving a Bachelor's degree or US equivalent prior to matriculation in the pharmacy program.   For additional information about CNUCOP and the application process, please visit our website: pharmacy.cnsu.edu. For questions, please contact COPadmissions@cnsu.edu.
8. Qualified applicants will be invited to interview.
9. All prerequisites, including general education requirements, must be completed prior to orientation, which is held in mid-August of each year; however, applicants may still interview prior to the completion of all prerequisite coursework.

For an in-depth look at admission requirements, how to apply, and key dates, please visit the Admissions website and the PharmCAS School Pages website.

Professional and Technical Standard Requirements

CNUCOP endeavors to select applicants who have the ability to become highly competent pharmacists. The college adheres to the guidelines promulgated by the American Council for Pharmacy Education in its "Guidelines for Accreditation Standards." Within these guidelines, the college has the freedom and ultimate responsibility for the selection of students; the design, implementation, and evaluation of its curriculum; the evaluation of students; and the determination of who should be awarded a degree. Admission and retention decisions are based not only on satisfactory academic achievement, but also on non-academic factors that serve to ensure that the candidate can complete the essential functions of the academic program required for graduation.

The professional and technical standards, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum, and the development of professional attributes required by the faculty of all students at graduation. The essential abilities required by the curriculum are in the following areas: motor, sensory, verbal and written communication, intellectual (conceptual, integrative, and qualitative abilities for problem solving and decision-making), and the behavioral and social aspects for the performance of the profession of pharmacy.

Pharmacy is a physically and mentally demanding profession in which practitioners are asked to place the interests of their patients above their own which requires commitment to a life of service and dedication to continuous learning. The rigorous four year pharmacy school curriculum is where students begin to develop the qualities necessary for the practice of pharmacy. It is during this period of professional pharmacy education that the candidates acquire the foundation of knowledge, attitudes, skills and behaviors that they will need throughout their professional career. The abilities that pharmacists must possess to practice safely are reflected in the technical standards that follow. Students to the CNUCOP program must be able to meet these standards.

Technical Standards

Visual
Students must be able to observe and participate in experiments in the basic sciences. To make proper clinical decisions, students must be able to observe a patient accurately. Students must be able to acquire information from written documents, films, slides, or videos. Thus, functional use of vision is necessary (close and at a distance).

Oral-Auditory
Students must be able to communicate effectively, sensitively, and rapidly with patients (must be able to speak and hear) and members of the health care team (both verbally and written). Students must also be fluent in English. In emergency situations, students must be able to understand and convey information essential for the safe, effective care of patients in a clear, unambiguous, and rapid fashion. In addition, students must have all the ability to relate information to and receive from patients in caring and confidential manner.

Motor
Students must possess the motor skills necessary to perform palpation, percussion, auscultation, and other diagnostic maneuvers. Motor skill demands require reasonable endurance, strength, and precision. A candidate should be able to execute motor movements reasonably required to provide general care and emergency treatment to patients as well as complete the CPR and First Aid component of the program. Such actions require coordination of both gross and fine muscular movements, equilibrium and functional use of senses, of touch, and vision.

Sensory
Students need enhanced sensory skills including accuracy within specific tolerances and functional use for laboratory, classroom, and clinical experiences. Students who are otherwise qualified but who have significant tactile sensory or productive disabilities must be evaluated medically. These disabilities included individuals who were injured by significant burns, have sensory motor deficits, or cicatrix formation.

Professional Standards

Students must demonstrate the judgment and emotional stability required for full use of their intellectual abilities. Possess the perseverance, diligence, and consistency to complete the College of Pharmacy curriculum and prepare to enter the profession of pharmacy.

Students must: exercise good judgment in the treatment of patients; function within both the law and ethical standards of a healthcare professional; be able to work effectively and professionally as part of a team during the pharmacy curriculum and as a member of a health care team after graduation.

Students must be able to participate in a culturally diverse classroom and practice environments; be sensitive and behave in a professional manner during interactions with patients, their families, and with health care personnel; maintain regular, reliable, and punctual attendance for classes, experiential education and clinical responsibilities; and be responsible for contributing to collaborative, constructive learning environments, accept constructive feedback from others, and respond with appropriate modification in a professional manner.

Strength and Mobility
Students must have sufficient posture, balance, flexibility, mobility, strength and endurance for standing, sitting, and participating in the laboratory, classroom and clinical sites.

Cognitive
In order to effectively solve clinical problems, Students must be able to measure, calculate, reason, analyze, integrate and synthesize in a timely fashion. In addition, they must be able to comprehend three-dimensional relationships and to understand the spatial relationships of others.

Social
Students must possess the emotional health required for the full utilization of their intellectual abilities, the exercise of good judgment for the prompt completion of all responsibilities, and for the development of effective relationships with patients. Students must be able to tolerate physically taxing workloads and function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of patients.

The unpredictable needs of patients are at the heart of becoming a pharmacist. Academic and clinical responsibilities of students must require their presence during day and evening hours. Students will be considered not only for their scholastic accomplishments, but also on their physical and emotional capacities to meet the full requirements of the school's curriculum, and to graduate as skilled and effective practitioners of pharmacy.

Transferring from Other Institutions

Transfer requests for entry to the Doctor of Pharmacy program at California Northstate University College of Pharmacy (CNUCOP) will be reviewed and determined for acceptance on a case-by-case basis, based on specific provisions and contingent on space/seat availability. Students interested in transferring to CNUCOP must complete a Transfer Student Application available on the CNUCOP webpage. COP does not have any articulation or transfer agreements with any other college or university at this time to accept students into the CNUCOP PharmD program.

Credit for coursework completed at other institutions for recognition of advanced standing at CNUCOP will be transferred subject to the following considerations.
- The comparability of the completed coursework with CNUCOP coursework
- The appropriateness of the completed coursework towards meeting CNUCOP PharmD degree requirements
- COP does not grant credit for prior experiential learning other than IPPEs completed at an ACPE accredited School/College of Pharmacy that have been deemed equivalent to COP degree requirements and eligible for transfer.
- Determination of both the institutional source and quality of professional coursework, as reflected by the accreditation standing of the originating institution.

A student approved to transfer does not guarantee that the transferring student will be granted entry into the same academic year of standing as that of the pharmacy school/college of origin.

Acceptance of transfer courses and the award of University transfer credit shall not express nor imply that all transfer credits will be fully accepted towards advanced standing for the PharmD degree requirements at CNU.

The total number of credits transferred shall not exceed the maximum allowable units as defined by accrediting institutions.

Transfer applicants must meet the same eligibility and progression policy standards required of students enrolled at CNUCOP.

The institutional residency requirement for a transferring student includes a minimum of two years of enrollment as a full-time student at CNUCOP to receive the PharmD degree from CNUCOP.

International Applicants

California Northstate University College of Pharmacy accepts applications from international students provided they meet the same prerequisite requirements as U.S. applicants. CNUCOP will work with international students admitted to the PharmD program to complete the I-20 and will report the student's status to SEVIS. Please see the International Student Handbook available on the CNUCOP website for detailed instructions and timeline.

Student Enrollment Agreement

The Student Enrollment Agreement must be completed and submitted to the college to show intent to enroll in the program. The Student Enrollment Agreement is a legally binding contract when it is signed by the incoming student and accepted by the 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.

Any questions or concerns regarding the Student Enrollment Agreement should be directed to the college or university department.

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

Applicants 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 the applicant gives 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. This can be hand delivered, emailed, faxed, or mailed. 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, the applicant has the right to withdraw from the University at any time. Withdrawal shall occur when the applicant gives 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: 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 217) of this catalog.

Tuition & Fees

All tuition, fees, expenses, and policies listed in this publication are effective as of June 2022 and are subject to change without notice by California Northstate University.

In the tables below, P1, P2, P3, and P4 indicate the student's year in the program (e.g. P1 is a first-year student; P2 is a second-year student, etc.). Tuition is charged on a full-time, semester basis, except during the fourth program year in which tuition is charged on a full-time, annual 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 assumes 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 148 semester credit hours. 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 in FINANCIAL SERVICES & DISCLOSURES(page 217).

2023-2024 PharmD Tuition & Fees

Tuition & Fees	Amount	Class
Tuition	$54,562.00	P1
Tuition	$54,562.00	P2
Tuition	$54,562.00	P3
Tuition	$54,562.00	P4
Student Activity Fee	$100.00	P1, P4
	$200.00	P2, P3
Pharmacy Lab Fee / Skill Lab Fee	$500.00	P1, P2, P3, P4
Technology Fee	$150.00	P1, P2, P3, P4
Professional Career Development Fee	$60.00	P1, P2, P3, P4
Health Insurance	$3,345.00	P1, P2, P3, P4
Orientation Fee	$75.00	P1
Aseptic Compounding Certification Fee/ Pharmacists Letter Trainings	$72.00	P1
Student Tuition Recovery Fee (STRF)[7]	$599.00	P1
White Coat Ceremony Fee	$90.00	P1
Immunization Fee	$98.00	P1
BCLS/CPR Certification Fee	$36.00	P1, P3
NAPLEX Review	$260.00	P3
Graduation Fee	$300.00	P4

	Amount	
P1 Total Estimated Tuition & Fees per Year[1]	$59,687.00	
P2 Total Estimated Tuition & Fees per Year[1]	$58,817.00	
P3 Total Estimated Tuition & Fees per Year[1]	$59,113.00	
P4 Total Estimated Tuition & Fees per Year[1]	$59,017.00	

Total estimated cost for the 4-year Doctor of Pharmacy program is $236,634.00[1]

Estimated Other Educational Related Costs[2]	Amount	Class
Health Insurance premium[3]	$3,345.00	P1, P2, P3, P4
Books and Supplies (estimate)[4]	$1,600.00	P1, P2, P3, P4
Background Check/Drug Screen/Health-Related costs[5]	$500.00	P1, P2, P3, P4
Room and Board (based on 12 months)[4]	$26,455.00	P1, P2, P3, P4
Transportation (based on 12 months)[4]	$5,450.00	P1, P2, P3, P4
P1 Total Estimated Cost per Year[6]	$91,166.00	
P2 Total Estimated Cost per Year[6]	$92,822.00	
P3 Total Estimated Cost per Year[6]	$95,846.00	
P4 Total Estimated Cost per Year[6]	$98,614.00	

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 and expenses a student may incur as part of participating in the applicable year of the PharmD program, whether paid directly to CNUCOP or not. These expenses include estimated costs of living.
3 Optional, estimated, and will vary based on number of insured members.
4 Estimated amounts.
5 Estimated costs of specific IPPE/APPE site requirements, including but not limited to physical exam, immunizations, etc.
6 Includes tuition, fees, and other estimated educational related costs.
7. The STRF fee charge was re-instated to $2.50 per $1,000 of institutional charges on April 1,202

Scholarships

The Northern California Education Foundation and the College of Pharmacy award various scholarships to students during the academic year. The scholarships are awarded based on financial need, academic performance, leadership, and/or promoting diversity in the profession.

Information regarding various scholarships can be found on the CNU Student Financial Aid Tools webpage, https://www.cnsu.edu/financial-aid/cop/grants-and-scholarships.php. For scholarships and awards specific to the College of Pharmacy, please visit website for a description of the different scholarships and awards available. Students are also encouraged to apply to external scholarships.

TUITION AND FEES ARE DUE 10 DAYS BEFORE EACH SEMESTER STARTS:
(Except for P1 students, Refer to last page of EA)

Summer Semester	Start 5/22/2023	End 8/4/2023

Fall Semester	Start 8/7/2023	End 12/6/2023
P1 (Class 2027)	**Amount**	**Due Date**
Tuition and Fees Due		7/24/2023
Tuition and Fees Due (w/loan)		7/24/2023
P2 (Class 2026) / P3 (Class 2025)		**Due Date**
Tuition and Fees Due & Loan Disb.		7/24/2023
P4 (Class 2024)	**Start** 5/15/2023	**End** 5/3/2024
First Half Of Tuition and Fees Due & Loan Disb. Spring Tuition and Fees Due (w/ loan)		**Due Date** 5/1/2023 10/23/2023

Winter Semester	Start 12/11/2023	End 1/5/2024

Fall/Spring Semesters Block Schedule:

	Start	End
A Block	**5/15/2023**	**6/23/2023**
B Block	**6/26/2023**	**8/24/2023**
C Block	**8/14/2023**	**9/22/2023**
D Block	**9/25/2023**	**11/3/2023**
E Block	**11/6/2023**	**12/15/2023**
F Block	**1/1/2024**	**2/9/2024**
G Block	**2/12/2024**	**3/22/2024**
H Block	**3/25/2024**	**5/3/2024**

Spring Semester	Start 1/8/2024	End 1/5/2024
P1, P2, P3		**Due Date**
Tuition and Fees Due		12/18/2023
P4		
Tuition and Fees Due		10/23/2023

General Policies
Orientation and Registration

New Student Orientation is mandatory for all incoming students. The Office of Student Affairs and Admissions must be notified of any absence due to illness or emergency, if a student is not able to attend the scheduled orientation. The student will be required to provide documentation of the absence and complete a make-up orientation within the first week of school, in addition to attending scheduled classes and maintaining course requirements.

Registration for classes requires:
1. All admission contingencies be fulfilled.
    a. Admission contingencies include proof of medical insurance coverage, all required immunizations, a cleared background check, and any other institutional requirements. Students may enroll in the Student Health Insurance Plan to satisfy the insurance requirement. For a complete list of required immunizations, please review the COP Student Handbook
2. Completion of all new student paperwork.
3. Financial aid clearance from the Financial Aid Office.

Students who are not in compliance with institutional requirements or who have a financial hold at the time of registration are required to satisfy the requirement and submit an approved Add/Drop form by the end of the Add/Drop period.

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. The Office of the Registrar requires submission of the authorization to release student records form 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 CNU Registrar website for more information.

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.

Registration is conducted by the Registrar prior to the start of each semester for new and continuing students. Students with business, financial, or 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 to register or make schedule changes.

All accepted students who matriculate must have all official transcripts for all courses taken since high school as well as evidence of high school diploma or equivalent on record in the Admissions Office by September 30 of the Fall semester that they matriculate.

Intern License

Enrolled CNU students must have a valid, current California Pharmacy Intern License. Incoming students are required to apply for a Pharmacy Intern License at the start of the Professional Year 1 (P1). Accepted students must download the application and complete the requirements prior to the orientation program. During orientation week these applications are collected by the Office of Experiential Education and submitted to the California Board of Pharmacy. Once the applications are received and processed, the California Board of Pharmacy mails the Intern License to the Office of Experiential Education where a copy is kept in the student's permanent file.

It is not possible to participate in the experiential component (the IPPE or APPE rotations) without a current California Pharmacy Intern License.

Address Where Instruction Will Be Provided

Class sessions are conducted at 9700 West Taron Drive, Elk Grove CA 95757 or online. Experiential education, clinical rotations, and service learning activities are conducted at assigned professional clinical locations and community sites as established by agreement among the student, professional preceptor, and College.

Instruction/Course Delivery

The College of Pharmacy offers a didactic component of the curriculum that is usually in a classroom instruction setting comprised of an initial sequence of biomedical, clinical, pharmaceutical, and social and administrative science courses, followed by a series of organ-system based modules that integrate pathophysiology, pharmacology, medicinal chemistry, and pharmacotherapy concepts into the management of acute and chronic conditions. Selected classes may be delivered virtually.

The experiential component of the curriculum includes 300 hours of introductory pharmacy practice experience over the first three academic years and 1440 hours of advanced pharmacy practice experience in the final academic year. Students complete the pharmacy practice experience throughout various offsite locations.

The College of Pharmacy provides learning experiences through the use of team-based learning to deliver the curriculum. Team-based learning (TBL) prepares students to play a key role in a multidisciplinary team setting.

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

Academic Policies & Procedures

Academic Calendar

The COP Academic Calendar consists of two didactic course semesters lasting approximately 15 weeks long. Summer classes are not offered by CNUCOP with exception of designated online elective courses. Second and third-year students complete IPPE and fourth-year students complete APPE experiential education modules throughout the calendar year as assigned.

Credit Hour Policy

For each 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) (*TBL*). 1 credit is assigned per 3 hours each week of student time spent for courses that include workshop and/or laboratory time, and for experiential education (*AL/LAB/EL*). Students complete 300 hours of IPPE and 1440 hours of APPE as part of their experiential education training (EL).

Code	Course Type	Code	Course Type
AL	Active Learning course	LEC	Lecture course
EL	Experiential Learning	TBL	Team- Based Learning course
LAB	Laboratory course		

Grading

A letter grade equal to or greater than a C is considered satisfactory performance (passing) for completion of a course. To progress from one semester to the next, students must pass all courses with a letter a grade of C or higher and maintain a minimum cumulative grade point average (GPA) of 2.0. The breakdown for assignment of letter grades and grade points for each letter grade are as follows:

Grade	Definition	GPA Unit
A	90.0- 100%	4.00
B	80.0- 89.9%	3.00
C	70.0- 79.9%	2.00
D	60.0-69.9%	1.00
F	<60%	0.00
Y	Remediation Placeholder	Not in GPA
I	Incomplete	Not in GPA
W	Official Course Withdrawal	Not in GPA

Incomplete or Withdrawal from a Course

During a semester, a student may withdraw or fail to complete all required assignments and/or examinations due to extenuating circumstances, such as, but not limited to, an illness or a family emergency. In such cases, the course coordinator may give a grade of Incomplete for the course.

All missed assignments and exams must normally be completed within 10 business days after the end of the semester in which the Incomplete was received, or within a timeframe determined by the course coordinator. Failure to successfully complete the course will result in an earned F grade for the course and placement on Academic Probation.

Withdrawal from a course must first be approved by the course coordinator and the Office of Academic Affairs. Where a student has had to withdraw from a course a grade of W will be applied, and the student will have to repeat the course the next time it is offered.

GPA Calculation

To calculate cumulative GPA, letter grades will be converted to their numeric grade point value using the grading convention table above, and then added together. The sum is then divided by the number of courses taken. Grades received in retaken classes will be used in determining cumulative GPA. The grade initially received in the course will not be included in the calculation, but is recorded on the transcript.

Academic Honors

The Registrar compiles a list of *full-time P1-P3* students who have demonstrated academic excellence in each didactic semester. Honors are noted on the student's transcript for each qualifying semester.

President's List: 3.75-4.00 GPA
Dean's List: 3.50-4.00 GPA

Rho Chi Honor Society – Invitation requires a minimum 3.50 cumulative GPA and class standing within the top twenty percent (20%) determined after the first semester of the student's second (P2) year. New members will be inducted into Rho Chi in the Spring semester of their P2 year. Any P2 or P3 students who become newly eligible in subsequent semesters will be inducted in the spring semester of their P3 year.

Course Grade Appeal Policy

Students may file an appeal if there is a disagreement with a final course grade. Students wishing to appeal a grade received in a College of Pharmacy course must follow the three steps listed below.

First Step - Student statement to course coordinator
A student can initiate the formal grade appeal process in writing using the Course Grade Appeal Form. The student must complete sections I and II and submit the form to the Course Coordinator within 3 business days of online grade posting.

The Course Coordinator, in collaboration with the Department Chair, will respond to the student's grade appeal in writing within 5 business days of receipt of the appeal. The Course Coordinator will return copies of the grade appeal form, with section III completed, to the Associate Dean for Academic Affairs and the Registrar, while returning the original copy to the student in case they wish to pursue the matter further. If the appeal is approved by the Course Coordinator and Department Chair, the Course Coordinator returns the completed grade appeal form to the Office of the Registrar along with a completed Grade Change Form. If the appeal is denied, and the student accepts the outcome, the process ends here.

<u>Second Step - Appeal to the Associate Dean for Academic Affairs</u>
If the appeal is denied by the course coordinator/department chair, and the student wishes to pursue the matter further, the student has 3 business days from the date the Course Coordinator returns the form to sign and complete section IV of the form and submit it to the Associate Dean for Academic Affairs.

The Associate Dean for Academic Affairs will render a decision in writing to the student within 5 business days of receipt of the formal appeal. If the appeal is approved the form will be returned to the Office of the Registrar with a completed Grade Change Form. If the appeal is denied, and the student accepts the outcome, the process ends here.

In the event the Course Coordinator is the Associate Dean I for Academics, the student may appeal the decision directly to the Dean.

<u>Third Step – The Dean of the College</u>
If the Associate Dean for Academic Affairs denies the appeal, and the student wishes to pursue the matter further, the student has 3 business days from receipt of the decision to submit an appeal in writing to the College Dean. The Dean will render the final decision in writing within 5 business days of receipt of the formal appeal. The final Course Grade Appeal form must be submitted to the Office of the Registrar for processing.

Milestone and Capstone Exams

An examination on course material presented during the previous program years will be administered yearly. The exam for the P1and P2 classes is referred to as the Milestone Exam while the exam for the P3 class is referred to as the PCOA Exam. The Milestone exams are held on the week prior to the beginning of the next fall semester. Each exam contains multiple choice questions developed by faculty, practitioners, or outside trainers. Exam questions cover all courses offered up to the students' present status in the program. The P1 Milestone Exam covers the content of the first year courses including the top 100-200 drugs and pharmacy calculations. The P2 Milestone Exam primarily covers material presented in courses offered during the immediate previous year with some general concept questions from first year curriculum, including calculations. The PCOA Exam primarily covers pharmacotherapeutic content presented in all three didactic years at CNUCOP, including calculations and is designed to introduce and help develop the skills necessary for taking the NAPLEX and CJPE.

Early Alert Policy

An Early Alert is designed to allow a course coordinator to refer a student for academic support at any point during the semester. Such a step may be taken based on a quantifiable assessment such as an exam grade of less than 70% or a cumulative iRAT score of less than 70%. It could also be based on observation of behavior, such as participation in teamwork.

Process
The course coordinator activates the academic alert and requests to meet with the students within 5 business days. A plan for academic support will be determined by the course-coordinator and the student. The completed

Academic Alert form will be submitted to the Office of Academic Affairs (OAA) which then notifies the student's academic advisor. The OAA may request to meet with students who have alerts in multiple courses. The Office of Student Affairs (OSA) will also be notified to provide tutoring assistance if requested by the student. The student is encouraged to work with the course coordinator, academic advisor, the OAA, and OSA, to assure all resources are being utilized to improve academic performance.

Academic Progression

I. POLICY STATEMENT

This policy establishes California Northstate University's College of Pharmacy's (COP) standards of academic progression. They are defined to ensure students advance through the curriculum in a timely manner, while maintaining high standards of academic performance and professional conduct.

II. PURPOSE

The purpose of this policy is to ensure students reach and maintain high standards of learning throughout their time at COP and accomplish all course learning objectives. The policy delineates the process for academic progression. A student must complete the program within a maximum time period of 7 calendar years (84 calendar months) from the time they register and attend their first core course. Students are required to pass all courses with a grade of C or high for the PharmD degree.

III. SCOPE/COVERAGE

This progression policy applies to all didactic classes and all annual summative exams in the PharmD program (i.e., Milestone 1, Milestone 2, PCOA, P4 Qualifying Exam).

IV. DEFINITION OF SATISFACTORY ACADEMIC PROGRESSION

For a student to successfully progress through the COP PharmD program, they must pass or remediate all courses each semester <u>and</u> maintain a minimum grade point average (GPA) of <u>2.0.</u> Students must also pass or remediate all annual summative exams (e.g., the Milestone Exam 1, Milestone 2, PCOA and the Qualifying Exam).

Progression Issues
1. Course Remediation
A. In the event that a student receives a D or F, the Course Coordinator will complete the Remediation Form (See attachment) and send it to the Office of Academic Affairs, which will subsequently notify the chair of the Professional and Academic Standards Committee (PASC).

B. The remediation of course work is a privilege, not a right. Eligibility is determined by PASC. Their

decision will be based on the total number of courses where an F or D grade is achieved as described in item 5 below, in addition to the student's demonstrated effort in the course, including but not limited to attendance, completion of all high stakes course assessments, the student's required responses to academic alerts, participation in recommended tutoring, and advising from the course instructor.

C. Preparation for remediation is the sole responsibility of the student. It may consist of, but is not limited to, self-study, tutoring, and/or meetings with the course instructor(s) as the student and instructor(s) feel necessary for the student to gain a fundamental understanding of the course material.

D. The format of the remediation will be at the discretion of the course coordinator. At the conclusion of the remediation period the student must complete a remediation exam. Satisfactory mastery of the material will be decided by the course coordinator/instructor, but generally will be a score of at least 70% on the remediation examination.

E. The first remediation attempt should occur within 3 weeks of the final exam.

F. If the student passes the first remediation exam, the Course Coordinator will complete the Remediation Form (See attachment) and send it to the Office of Academic Affairs, which will subsequently report the grade change to the Office of the Registrar for the course(s) for which the remediation examination was satisfactorily completed. A grade of D will be replaced with a grade of C, and a grade of F will be replaced with a grade of C and will be reflected on the student's transcript, indicating that the student completed class by remediation. The student's semester and cumulative GPA will be recalculated using the C grade.

G. If a student does not pass the first remediation attempt, the Course Coordinator will complete the Remediation Form (See attachment) and send it to the Office of Academic Affairs and the initial D or F recorded for the course will remain on the transcript.

H. If a student does not pass the first remediation attempt in more than 2 courses total at the end of each academic semester they will not be allowed to remediate again. In such case, the student will be required to repeat these unsatisfactory courses and the Office of Academic Affairs will develop an extended study academic plan for the student.

I. A second extended remediation attempt can be allowed if a student achieves un-remediated D or F Grade(s) in a maximum of 2 courses or less at the end of the academic year.

J. The second extended remediation attempt should occur during the summer period following the academic year when the D or F grade(s) were earned within 10 weeks or less after the conclusion of the

first remediation attempt period of the spring semester.

K. Preparation for remediation is the sole responsibility of the student. It may consist of, but is not limited to, self-study, tutoring, and/or meetings with the course instructor(s) as the student and instructor(s) feel necessary for the student to gain a fundamental understanding of the course material.

L. The format of the remediation will be at the discretion of the course coordinator. At the conclusion of the remediation period the student must complete a remediation exam. Satisfactory mastery of the material will be decided by the course coordinator/instructor, but generally will be a score of at least 70% on the remediation examination.

M. If the student passes the second extended remediation exam(s), the Course Coordinator will complete the Remediation Form (See attachment) and send it to the Office of Academic Affairs, which will subsequently report the grade change to the Office of the Registrar for the course(s) for which the remediation examination was satisfactorily completed. A grade of D will be replaced with a grade of C, and a grade of F will be replaced with a grade of C and will be reflected on the student's transcript, indicating that the student completed class by remediation. The student's semester and cumulative GPA will be recalculated using the C grade.

N. A minimum cumulative GPA of 2.0 must be maintained even if remediation is successful.

O. If the course is not successfully remediated, the initial D or F recorded for the course will remain on the transcript and the student must repeat the course. The D or F will be used in the calculation of the student's semester and cumulative GPA and the student must go on an extended study academic plan as developed by the Office of Academic Affairs.

P. A student who achieves an un-remediated D or F in any core course may repeat the course only once. Thus, failure to pass a repeated course will result in dismissal from the program. In the case of un-remediated elective courses, the student will need to enroll in and successfully complete another elective course at the same level (P2 or P3).

2. **Annual Summative Exam Remediation**

Each academic year concludes with an Annual Summative Exam:

> P1 – Milestone Exam
> P2 – Milestone Exam
> P3 – PCOA Exam
> P4 – Qualifying Exam

Students must pass the Annual Summative Exam to progress. Students who fail an Annual Summative Exam may have an opportunity to remediate. If a student does not pass the remediation, they must meet with the Office

of Academic Affairs to develop a revised Academic Plan. In case of failing or missing all 3 attempts of the P4 Qualifying Exam, the student will be required to submit and have a board exam study plan approved by the corresponding course coordinator.

3. Extended Study Academic Plan

The CNU College of Pharmacy offers a sequential curriculum that is designed for completion in 4 years. Under certain circumstances a student may be place on an Extended Study Academic Plan. Students must complete the program within a total of seven years or less from the time a student registers and attends their first course.

A. Leave of Absence - A student may request a leave of absence for up to one year for medical or personal reasons. Leaves of absence must be approved by the Office of Academic Affairs. Appropriate documentation may be required for approval. For details, please see the Leave of Absence Policy.

B. Un-remediated or Failed Course Work - If a student fails to remediate a D or F core course grade, then the course must be repeated the next time it is offered. In either case, the student must contact the Office of Academic Affairs to develop an Extended Study Academic Plan.

4. Academic Probation

A student will be placed on Academic Probation if:
- The student does not successfully remediate a D or F course grade
- The student fails to comply with the conditions of an I grade
- The student GPA for any semester falls below 2.0

If any of these three conditions occur, the Office of Academic Affairs will automatically place the student on Academic Probation and notify the student and the Registrar in writing of the action. When a student has been placed on Academic Probation, the following apply:

A. Within one week of the date that the student receives notification of their Academic Probation, the student must meet with the Office of Academic Affairs to discuss their Academic Probation and to develop their Extended Study Academic Plan as needed.

B. Once the plan has been agreed, the Office of Academic Affairs (or designated individual) will draw up documentation outlining details of the Extended Study Academic Plan, which the student must sign. Failure to sign will mean the student will not be allowed to continue in the program. A copy of the plan will be shared with the Office of the Registrar, the Business Office, and the Dean's Executive Council and the student's advisor.

C. While on Academic Probation, the student may not hold office in any College or University organization.

D. Students may be removed from academic probation after they have successfully completed the course(s) that triggered the probation.

5. Withdrawal from a course

A. During a semester, a student may withdraw from a class by the end of the first week of classes without restrictions.

B. From the beginning of the second week through the twelfth week of instruction, withdrawal from a course will be allowed for compelling reasons determined and approved by the Office of Academic Affairs. Additionally, the student must meet with the Office of Academic Affairs to develop an extended study Academic Plan.

C. Withdrawals shall not be permitted after the twelfth week of instruction except in cases, such as accident or serious illness, where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an Incomplete is not possible. Such withdrawals require documentation and the approval the Office of Academic Affairs, who will develop an extended study Academic Plan with the student.

D. Withdrawals must be student-initiated.

For Withdrawal from the program see the College of Pharmacy Withdrawal Policy.

6. Incomplete Grade

During a semester, a student may not complete all required assignments and/or examinations due to extenuating circumstances, such as, but not limited to, an illness or a family emergency. In such a case, the course coordinator may give a grade of Incomplete for the course, meaning that the course work is incomplete but of passing quality. (See CNU Grading Convention Policy and Procedure
Policy for more information.)

7. Dismissal

A student may be dismissed from CNUCOP for a variety of reasons:
A. Unsuccessful coursework may result in dismissal based on the following point system:

F = 2 points
D =1.0 point
A student earning more than 4 points for combined Ds and Fs will be dismissed.
B. Failure to meet any terms of *Remediation or Academic Probation*

C. Conduct subject to dismissal as described in the Honor Code section of the Student Handbook and decided by PASC

D. Foregoing an academic semester without obtaining an approved leave of absence

E. Failure to complete the degree requirements in a maximum of seven consecutive academic years from the date of the first day the student begins the program.

F. All dismissals must be reviewed and approved by PASC.

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8. Appeal of Dismissal

Students dismissed from the College may appeal the decision in writing within ten (10) business days of notification of dismissal to the Dean of the College. The Dean will render a decision in writing within 3 business days of receipt of the formal written appeal. The Dean's decision is final. Dismissal can only be appealed once.

9. IPPEs and APPEs

A failed IPPE or APPE cannot be remediated except by retaking the rotation. If the IPPE or APPE is not successfully remediated, the student will be dismissed from the program. If more than one APPE Block is failed the student will be dismissed. Having to retake an IPPE may delay entry into the fourth year of the program, while having to retake an APPE block may delay graduation from the program.

Students should refer to the Experiential Education Handbook for specific requirements regarding progression through IPPEs and APPEs.

Attendance Policy

Students are required to attend all classes and all courses, including laboratory sessions, IPPES, and APPEs, on a regular basis. The University/College recognizes that circumstances may cause a student to miss an occasional class. The student may make up the work missed if the absence has been excused. What constitutes an acceptable rate of class attendance is a matter between students and their instructors, although the University/College expects instructors to maintain reasonable standards. Students requiring absence during a semester should refer to the Excused Absence Policy and the Leave of Absence Policy.

Pharmacy Practice Experience

The preceptor will determine the schedule for the student during their rotation. Apart from the student's class schedule and mandatory College events, it is at the sole discretion of the preceptor to determine the student's schedule. The preceptors may, but are not required to, respect documented and significant religious or cultural dates. However, students must present such special requests to the preceptor as early as possible. Students must complete their entire six-week APPE rotation regardless of earning 240 hours prior to the final day. Students must make up any missed time during their rotations completing at a minimum, 240 hours during their APPE rotation or 75-150 hours for respective IPPE rotations. If, while on rotation, a holiday occurs which closes the rotation site or a student is called back to campus, the student is to coordinate a time with the preceptor to make up all hours missed. The closing of the academic campus for a holiday (s) or vacation does NOT automatically determine an off day for the IPPE or APPE student. For any reason, there is a maximum of three (3) days missed during any rotation before a student fails the rotation.

TARDINESS: Any student who has missed greater than one hour of a scheduled rotation day must report the occurrence within 24 hours to the EED (or coordinator) and preceptor. The student is required to make up any time lost due to tardiness. Repetitive tardiness must be reported by the student to the IPPE or APPE Director, as appropriate. Itis the responsibility of each student to allow sufficient time for traffic, parking, or other routine delays.

Three tardy days of any duration is considered an unexcused absence and the course grade will be dropped one letter grade.

Excused Absence Policy

The College of Pharmacy expects students to attend and participate in all classes, participate in all introductory and advanced practice experiences, and complete all exams and assessments as scheduled (together defined as "coursework"). Missed coursework has the potential to disrupt individual and team learning, invalidate assessment of learning outcomes, create unfair advantages, and divert faculty and student resources away from teaching and learning. However, occasionally an absence from coursework will be unavoidable.

A student may request an excused absence for personal, emergency, compassionate, professional, or health-related reasons. Please refer to detailed policy for a full list of reasons for which an excused absence may be requested.

High stakes absence requests will be held to the highest standard for documentation and communication. A student requesting to receive an excused High Stakes Absence must satisfy FIVE criteria described in the detailed policy available on the website.

A student may request no more than three academic days of excused absences per semester or APPE Block. In total, excused and unexcused absences shall not exceed five academic days per semester or three per APPE Block. Absences exceeding five academic days per semester may require a student to request a leave of absence or a withdrawal. Please contact the Office of Academic Affairs for further information.

A student seeking an excused absence should complete the Excused Absence Request Form (available from the CNUCOP website) and seek the Course Coordinator's signature for each missed course within 3 business days upon return to courses or campus. The Course Coordinator will determine if an absence will be excused or unexcused for their course based on the categories and criteria outlined in the detailed policy; the completed form should be emailed or handed in to the Office of Academic Affairs for final approval.

Professional Conferences

California Northstate University College of Pharmacy supports the learning and professional development opportunities professional conferences can provide students; thus the college has a policy to allow student participation and attendance. A student in good academic standing, and not on Academic Alert, may submit an excused absence request to attend a professional conference. The request must be submitted no later than one week before the early registration deadline for the conference. For a more detailed description of the Student Travel Guidelines, please review the Student Handbook located on our webpage.

Approved Absences

A student may request an excused absence for the following circumstances:
- Medical (self or immediate family)

- Military Duty
- Immigration & Naturalization
- Emergency
- Jury Duty
- Legal
- Bereavement (Immediate Family)
- Professional Conference (requires verification of academic standing)
- Involvement in traffic accident documented by law enforcement report

Course Add /Drop Policy

Changes in course registration may be made without penalty up to the end of the first week (5 class days) for fall and spring terms. COP students are block scheduled into their didactic classes by the Registrar. The COP Add/Drop Policy only applies to elective courses.

Students must obtain permission from the course director or coordinator for each course added to their official registration during the add/drop period. Permission will be signified by the course director or coordinator's signature on the add/drop form. Students must also obtain approval from the Office of Academic Affairs. Approval from the Office of Academic Affairs will be indicated by the signature on the Course Add/Drop form.

Even though a student obtains approvals and signatures, the completed Course Add/Drop form must be submitted to the Registrar during the add/drop time period in order to be valid. Students may not make changes in their course registration after the add/drop period has ended.

For experiential education courses, please refer to the experiential education manuals. Students are not allowed to drop a rotation.

Leave of Absence

A leave of absence is approved for a specific period of time, not to exceed more than a year, and the institution agrees to permit the student to return to the University/College without formally reapplying for admission to the University/College.

The student will be required to return to the University/College at the beginning of the semester in which the leave was granted. All students requesting a Leave of Absence should fill out a Leave of Absence Form after discussing their decision with the Associate Dean of Academic Affairs. If a student is requesting a leave of absence, the Designated Academic Official for Academic Affairs must sign the form. If the student is approved for a leave of absence, the student is eligible to return without reapplication if the absence is within the approved time frame. A student requesting a leave of absence should also meet with the Financial Aid Manager and Business Office to determine impact of their decision and any requirements needing fulfilment prior to the leave.

Non-attendance does not constitute notification of intent to apply for leave of absence status. The date of leave status is the date the Registrar receives the signed form.

Return from Leave of Absence

The Office of the Registrar will contact a student on Leave of Absence (LOA) approximately 90 days before the LOA expires via certified US mail and the email addresses on record. The student will receive the Intent to Return Form and instructions for re-enrollment and for withdrawing from the University. Submission of the completed Intent to Return Form to the Office of the Registrar is required to be eligible for course and APPE/IPPE registration.

The student will have 30 days of the date of the notice to reply to the Office of Registrar with their intent to return to the University/College or officially withdraw.

If a student does not return within 1 year of approved LOA they are no longer eligible to return as a continuing student and must reapply to the University/College for admission (See Withdrawal/Readmission in this handbook).

Withdrawal from the College/University

Students may voluntarily withdraw from the University/College at any time during the academic semester. The student will earn a "W" grade for a course(s) that is (are) not complete at the time the withdrawal is initiated. Informing CNUCOP, your academic advisor or instructor does not constitute official withdrawal from the program.

All withdrawals must be processed by the Office of the Registrar. Students must submit a completed Official University/College Withdrawal form to the Office of the Registrar. The form is available online at the Office of the Registrar's website and outside RM. 291 in the CNU library.

A student must meet with and receive signatures from the following departments before the form can be filed with the Office of the Registrar: Office of Academic Affairs, Business Office, Financial Aid, the Dean, and Office of the Registrar.

A student who officially withdraws from the University/College is entitled to apply for readmission.

Readmission to the College/University

Students who fail to return from a leave of absence, who are dismissed, or withdraw from the program can reapply for admission. Candidates seeking readmission must apply through PharmCAS and adhere to the guidelines for all new applicants. Applicants for readmission will be evaluated by the admissions committee. The committee's decision is final. Applicants will not be given special consideration over new applicants and will be evaluated equally on their overall academic record.

If readmitted, the student may be required to restart the program beginning with the first professional year, regardless of their professional standing prior to dismissal or withdrawal.

Complaint/Grievance Policy

All academic related complaints regarding a course, courses or a faculty member should be filed with the Associate/Assistant Deans of Academic Affairs or Student Affairs. Electronic Grievance/Complaint forms are available at [the CNU College of Pharmacy 'Forms' website](#).

Graduation & Commencement

Graduation Requirements

Students at CNUCOP are approved to receive the Doctor of Pharmacy degree by the COP faculty and the Board of Trustees (BOT). Students must meet the following requirements:

- Has conducted oneself in an ethical, moral, professional, and lawful manner;
- Has satisfactorily completed all of the CNUCOP curricular requirements in a timely fashion, not to exceed five (5) years from the date of initial enrollment (including approved leave of absence); exceptions may be granted in unusual circumstances.
- Has fulfilled all tuition and financial requirements and completed all necessary paperwork for CNUCOP;
- Attends graduation and commencement ceremonies in person. Students cannot attend commencement if they have not fulfilled all the above requirements. Under special circumstances the Dean of the College may excuse the attendance requirement.

Students must file a completed Petition to Graduate with the Office of the Registrar by the semester deadline.

Degree Honors

Students who meet the cumulative GPA listed below will be honored with special recognition at graduation. The honor is noted on the degree.

Summa Cum Laude: CGPA of 3.90 or higher
Magna Cum Laude: CGPA of 3.70- 3.89
Cum Laude: CGPA 3.50-3.69

Commencement

Each student is expected to attend commencement and wear traditional academic regalia consisting of a cap, gown, and academic hood. Hoods of academics regalia are conferred upon the graduates at commencement by faculty. The hood is lined with the California Northstate University colors of cabernet and gold, and is adorned with olive green denoting Doctorate of Pharmacy. Honor cords and/or medallions will distinguish honor graduates. Any additional ornamentation must signify recognized College organizations and must be approved in advance of commencement.

COP Course Descriptions

Clinical & Administrative Sciences (CAS)

CAS 606 Biostatistics and Pharmacoepidemiology (3 cr)
This course is designed to introduce major concepts in biostatistics and pharmacoepidemiology. Students will develop the ability to interpret and critically evaluate medical literature and to identify findings that have implications for their practice. Emphasis will be placed on an examination of how observational study designs draw upon epidemiologic techniques to address drug effectiveness, safety, outcome assessment and regulatory decision making. Students will also acquire skills in applying statistical analysis concepts learned throughout this course with the use of common computer software. (Prerequisite: none) *Formerly PHAR 634*

CAS 608 Introduction to Clinical Topics (5 cr)
Introduction to clinical topic is the first course in the therapeutic series. It is an interactive course with an emphasis in self-care management, which consists of systematic approach to evaluate a patient's self-care needs including assessing, triaging, and making appropriate treatment recommendations. This course also discusses prescription and non-prescription medications related to selected clinical topics. Students will be expected to understand how and why obtaining a comprehensive patient history is necessary to objectively recommend appropriate prescription and nonprescription drugs that are safe and effective. Students will begin to appreciate the role of a pharmacist and how educating and empowering patients is a cornerstone in community and ambulatory care pharmacy practice. (Prerequisites: IPP607, PRC609) *Formerly PHAR 641*

CAS 703 Drug Literature Evaluation & Drug Information (3 cr)
This course will provide a systematic approach to drug information and literature evaluation to formulate and implement appropriate drug therapy decisions. This includes effective searching, retrieval, evaluation and dissemination of electronic and print resources. Students will utilize skills learned in this course to effectively communicate and tailor drug information at the appropriate level for providers, other health professionals, caregivers, patients and the public. Additionally, this course will provide introductory knowledge on the state of the art in pharmacy informatics and decision support systems needed to implement patient-centered care. Students will be able to define basic terminology used in health informatics and describe the benefits and current constraints in using information and communication technology in health care. (Prerequisite: CAS606) *Formerly PHAR 743*

CAS 705 Pharmacotherapy I (6 cr)
This course will focus on the clinical foundations of pharmacotherapy, integration of pathophysiological and pharmacological mechanisms, and the pharmacotherapeutic interventions used in the management of disorders that are specific to or have a high prevalence in psychiatry or neurology. (Prerequisite: PBS602 – Co-requisite PRC 709) *Formerly PHAR 575*

CAS 706 Pharmacotherapy II (6 cr)
This course focuses on the development of highly skilled clinical pharmacists. Students are taught to integrate knowledge of therapeutic interventions with the pathophysiological and pharmacological mechanisms and patient specific data to optimally management cardiovascular, pulmonary, and endocrine disorders.

Students will gain understanding of disease state management through the interpretation of case reports, laboratory findings, application of pharmacologic principles and evidence based guidelines. (Prerequisites: PBS701 & CAS703 – Co-requisite: PRC 710) *Formerly 752*

CAS 801 Pharmacy and the Health Care System (3 cr)
This course will introduce the major healthcare stakeholders and elucidate the manner by which their interests and interactions have shaped the current US healthcare financing and delivery system, and set the stage for healthcare reform. Students will learn how to use this information as a framework to identify existing and future healthcare needs, and develop potential pharmacist-driven initiatives to improve value and patient care in general. (Prerequisite: none) *Formerly PHAR 811*

CAS 802 Pharmacy Law and Ethics (3 cr)
This course is designed to prepare student pharmacists to identify, evaluate, and resolve the legal and ethical issues arising within the context of pharmacy practice. Upon completion, a student will have an understanding of the current regulatory environment duties and responsibilities of the Pharmacists in Charge and the standards of care to which pharmacists must adhere. Students will be able to identify, interpret and apply relevant laws and regulations within the context of pharmacy practice. (Prerequisite: IPP607) *Formerly PHAR 813*

CAS 804 Pharmacy Management and Economic Principles (3 cr)
In order to provide optimum care and services as a healthcare professional, pharmacists should understand the basic principles and key concepts of managerial, organizational, and financial management. Therefore, the objective of this course is to provide an opportunity for students to learn important management, organizational, accounting, marketing skills, and entrepreneurial and innovation applications for their future practice in pharmacy. The course emphasis will be focused on business planning, organization, motivation, control, and marketing as they relate to community and health system pharmacy management. This course will also provide a basic introduction of pharmacoeconomic principles and its application to improve patient outcomes. The course material will provide this introduction to students by developing skills to assist them in understanding the methods to choose a cost-effective drug therapy for patient populations in order to achieve quality clinical, economic and humanistic outcomes. A combination of classroom mini-lectures, class discussion, required readings, and in-class learning assignments will be used to facilitate the student's understanding of these important concepts. A final team and individual capstone project will be developed to ascertain attainment of knowledge learned in the course. (Prerequisite: CAS801) *Formerely PHAR 815*

CAS 805 Pharmacotherapy III (6 cr)
This course will cover the pathophysiology and treatment of bacterial, viral, and fungal infections, as well as the principles of antimicrobial regimen selection and antimicrobial prophylaxis. By the end of this course the student should be able to: identify the principles of the practice of infectious diseases, identify the impact of the use of antimicrobial agents on the population, describe basic properties of common pathogenic microorganisms, list pharmacological properties of selected antimicrobial agents, identify likely pathogens responsible for a particular infectious disease

process, select first line and alternative antimicrobial agents for selected disease states, and identify appropriate actions to monitor for efficacy and toxicity.   To accomplish these goals, the student will be required to comprehend common microbiologic laboratory tests used to identify microorganisms. The student will be expected to know the mechanisms of action, antimicrobial spectrum, mechanisms of bacterial resistance, common adverse reactions, pharmacokinetics/pharmacodynamics properties of antimicrobial agents discussed in course materials, and the dosing of select antimicrobials. (Prerequisites: PBS604, CAS703, & PBS803) *Formerly 853*

CAS 806 Pharmacotherapy IV (6 cr)
This course covers several topics of pharmacotherapy: renal, nutrition, gastrointestinal and hepatic disorders as well as hematology and oncology with a focus on patient care. The student will need to integrate physiologic, pathophysiologic, pharmacologic, pharmacodynamic, pharmacokinetic, laboratory monitoring, and pharmacotherapeutic principles to assess and/or formulate disease specific pharmacotherapy care plans. The course will focus on optimizing drug therapy through the design, recommendation, implementation, monitoring, and modification of individualized pharmacotherapeutic plans using updated pharmacologic principles, clinical recommendations, and evidence based guidelines. (Prerequisite: PBS704 & CAS706 – Co-requisite: PRC 810) *Formerly PHAR 856*

CAS 812 Applied Clinical Pharmacokinetics and Calculations (2 cr)
This course covers applied clinical pharmacokinetics and calculations, primarily in case-based format. Focus areas include applications of PK in critical care, antibiotics, behavioral health and antiepileptic agents, nutrition supplementation (including Total Parenteral Nutrition), pediatrics, neonatal, nutrient deficiency and excess in infants and children, as well as practical application of biostatistics, epidemiological and pharmacoeconomic measures. The student will need to integrate physiologic, pathophysiologic, pharmacologic, pharmacodynamics, pharmacokinetic, laboratory monitoring, and pharmacotherapeutic principles to assess and/or formulate disease specific pharmacotherapy care plans. The course will focus on optimizing drug therapy drug therapy through the design, recommendation, implementation, monitoring, and modification of individualized pharmacotherapeutic plans using updated pharmacologic principles, clinical recommendations, and evidence-based guidelines. (Prerequisites: CAS 706 – Co-requisites: CAS 806 & PRC 810)

Pharmaceutical & Biomedical Sciences (PBS)

PBS 601 Cell and Molecular Biology and Biochemistry (4 cr)
The Cellular and Molecular Biology and Biochemistry course is designed to provide the pharmacy students with a fundamental understanding of current concepts of cellular and molecular biology, and human biochemistry. Students are provided an overview of prokaryotic and eukaryotic cell structure and function, virus biology, cellular signal transduction, human carbohydrate, lipid and protein metabolism, biomedical aspects of human nutrition, genetic regulation, the molecular basis of inherited genetic diseases and acquired diseases, principles of commonly used biotechnologies, drug targets screening, and biopharmaceutical products generation. (Prerequisite: none) *Formerly PHAR 621*

PBS 602 Pathophysiology and Pharmacology I: (The Nervous System) (6 cr)
This course introduces the principles of pathophysiology and pharmacology, and then focuses on the nervous and renal systems. Normal neural and renal development, anatomy and physiology are reviewed, and then integrated into discussions of the etiologies, pathologies, clinical manifestations, treatments, and preventive measures of selected major or notable neurologic, psychiatric, and renal diseases and disorders. The principles of pharmacology are introduced through drug-receptor interactions, pharmacodynamics, and dose-response curves. Neurology and neuropharmacology include the anatomy of the central and peripheral nervous system (including the CNS & PNS, neurophysiology, electrophysiology, ion channels, action potentials, the resting membrane potential, neurotransmitters, and receptors). Neurologic and psychiatric diseases and disorders covered will include epilepsy, insomnia, glaucoma, pain, disorders of memory and cognition (Alzheimer's), affect (depression and bipolar), movement (Parkinson's and Huntington's), and thought (schizophrenia), as well as the relevant neuropharmacological agents used for their treatment. (Prerequisites: PBS601 & PBS 603) *Formerly PHAR 622*

PBS 603 Medicinal Chemistry & Physical Pharmacy (5 cr)
The course consists of five components: 1. Fundamentals of Medicinal Chemistry – which introduces the concepts required to understand the principles of Medicinal Chemistry, including drugs sources, acid base properties of drugs, importance of functional groups' chemistry, drug structure-relationships, prediction of water and lipid solubility of drugs, and Physical & Chemical factors that affect drug stability. 2. Drug Structure and Pharmacological Activity – This module emphasizes macromolecular targets of drug action focusing on receptors and ligand-receptor interactions, stressing stereochemical considerations. 3. Basic knowledge of the major pathways of drug metabolism, factors influencing drug metabolism and that can contribute to drug-drug interactions. The students will be able to predict the metabolism and pharmacological activity of drugs classes based on the contribution of their functional groups to their structures and understand the rationale for using pharmacogenomics to optimize medication use. 4. Introduction to Drug Development - This module covers the process of drug discovery and development, introduction to different aspects of basic drug candidate identifications, and how candidate molecules are made into drugs and drug products in the clinic and market. The module also examines the current state of personalized medicine and its impact on drug discovery and the future of pharmacy. 5. Alternative medicines - The module provides students with a fundamental knowledge of the active constituents of natural medicines with emphasis on the top selling medicinal herbs. It also refer to some of the well-known efficacy, safety concerns those herbal products, and dietary supplements may present to patients. (Prerequisite: none) *Formerly PHAR 631*

PBS 604 Pharmacokinetics (5 cr)
This course focuses on understanding and applying pharmacokinetic principles for optimizing drug dosage. It is divided into three modules: descriptive, quantitative, and pharmacokinetics of special populations. Descriptive pharmacokinetics provides a basic introduction to the key pharmacokinetic principles. This module enables the student to conceptualize principles such as drug bioavailability, distribution, clearance, and excretion. Concepts of drug absorption, metabolism, protein binding, and pharmacokinetic drug interactions will be discussed as well. Quantitative pharmacokinetics covers the mathematical aspects, including the calculation of pharmacokinetic parameters following drug administration and compartment modeling. The third module covers the process of using pharmacokinetic principles to optimize the dose for special populations. (Prerequisite: PBS 605, PBS 611)
Formerly PHAR 633

PBS 605 Pharmaceutics (4 cr)
This course is designed to provide students with the deep understanding of the drug physicochemical properties and its effects on drug formulation and compounding, dosage form as well as an understanding of the interactions between drug delivery systems and biological systems. The course covers the traditional and nontraditional dosage forms as well as drug delivery systems. (Prerequisite: none)

PBS 701 Pathophysiology and Pharmacology II (6 cr)
This course describes and evaluates underlying pathogenesis of major cardiovascular disorders and the cardiovascular pharmacology. Upon completion of this course, students gain an understanding of major cardiovascular disease states, drug targets based on understanding the pathophysiology, the mechanism of action and adverse effects of drugs used to treat cardiovascular disorders. Selected topics include hypertension, atherosclerosis and dyslipidemia, thrombosis, arrhythmia, ischemic heart diseases, heart failure, venous thromboembolism, peripheral arterial diseases, stroke, valvular disease, and cardiovascular shock. In addition, this course also covers acute kidney injury and chronic kidney disease as well as homeostasis and imbalance of sodium/water, electrolyte, and acid-base in the living body. These concepts and disorders are relevant to cardiovascular diseases and others. (Prerequisites: PBS601, PBS602, PBS603, & PBS604) *Formerly PHAR 724*

PBS 704 Pathophysiology and Pharmacology III (6 cr)
In this course, students will learn to identify drug targets based upon an understanding of the pathophysiology of major diseases of the endocrine, respiratory, renal, gastrointestinal, genitourinary, and endocrine system and oncology. Students will learn to recognize the major disorders of these systems, the mechanism of action and adverse effects of pharmacological classes of drugs used in the treatment of these disorders. In addition, students will learn the alternative pharmacological agents for patients who exhibit significant adverse effects to existing pharmacological therapy of these disorders. (Prerequisite: PBS602)

PBS 803 Immunology and Rheumatology (3 cr)
This 3-credit course will present an overview of the human immune system underlining the conceptual, physiological, biochemical and pharmacological basis of innate and adaptive immunity. Students will be provided with detailed information about the immune system, immune cells and tissues, and soluble proteins (cytokines) that orchestrate its function. The specific roles of immune cells and cytokines will be discussed with respect to human diseases. The course will also cover the development and biology of B and T cells as key players of adaptive immunity. Special emphasis will be placed on autoimmune diseases and their management, with examples including TH1, TH2 (e.g. allergy), and TH17-mediated diseases. Other topics covered in the course include organ transplantation, passive and active immunity (vaccination), immunodeficiency diseases, AIDS, SARS-COV-2, as well as interactions between the immune system and cancers. Students will gain an understanding of specific disease state management through the interpretation of basic scientific findings, application of pharmacologic principles, relevant clinical reports/data and evidence-based clinical guidelines. These principles will be emphasized in reading assignments, assigned applications, and in-class discussion. Team-based and evidence-based patient case discussion as well as patient pharmacological treatment plan recitation will be applied throughout the course (Prerequisites: PBS601, PBS603, & PBS704) *Formerly PHAR 827*

Experiential Education (EED) - IPPE

IPP 607 Introduction to Pharmacy Practice (3.5 cr)
This class covers introductory and contemporary pharmacy issues, practice history, pharmacy organizations, medical terminology/pharmacy vernacular, and certificate programs as required by experiential practice experiences. Additionally, students will be introduced to pharmacy law and professionalism issues, will be provided with an opportunity to develop introductory knowledge of the top 100 dispensed prescription medications, 100 selected over-the-counter medications, and 50 medical terminologies. (Prerequisite: none)

IPP 707 Introduction to Pharmacy Practice Experience: Community Practice (4 cr)
This is an introductory Pharmacy Practice Experience (IPPE) in a community practice setting. This IPPE requires 150 hours on site in a community practice setting. Summer placement is strongly encouraged, and the work schedule suggested should incorporate 4 x 40 hour weeks. (Prerequisites: IPP607)

IPP 807 Introductory Pharmacy Practice Experience: Institutional Practice (2 cr)
This is an introductory Pharmacy Practice Experience (IPPE) in an institutional practice setting. This IPPE requires 75 hours on site in this practice setting. (Pre-requisite: IPP607)

IPP 808 Introductory Pharmacy Practice Experience: Specialty Practice (2 cr)
This is an introductory Pharmacy Practice Experience (IPPE) in specialty practice setting. This IPPE requires 75 hours on site in this practice setting. (Prerequisite: IPP607)

Experiential Education (EED) - APPE

Advanced Pharmacy Practice Experiences
APPE prerequisite: students must successfully complete all P1-P3 courses before commencing APPEs. Collectively, APPEs provide students with the opportunity to hone the practice, skills, professional judgement, behaviors, attitudes, values, confidence and sense of personal and professional responsibility required for each student to practice independently and collaboratively in an inter-professional, team-based environment.

APP 901 Advanced Pharmacy Practice Experience: Community (6 cr)
In the *Community Pharmacy Practice APPE,* the student will have an opportunity to practice contemporary pharmacy in a community setting, balancing the changing demands of the healthcare system with those of the retail market. Whether in the large chain or independent pharmacy, activities will include managing the prescription verification process, selecting over-the-counter products for patient-specific needs, patient counseling, and delivering medication therapy management services. (Prerequisite: P4 standing)

APP 902 Advanced Pharmacy Practice Experience: Hospital/Health Systems (6 cr)
Students in the *Hospital/Health System APPE* will apply knowledge of sterile technique, pharmaceutical calculations, pharmaceutical compounding, medication use evaluation and pharmacokinetic monitoring in activities that enhance the safe and effective use of medications in the hospital environment. (Prerequisite: P4 standing)

APP 903 Advanced Pharmacy Practice Experience: General Medicine (6 cr)
Students in the *General Medicine APPE* apply critical thinking skills and drug information knowledge to evaluate a patient's medical information, identify drug therapy problems, design therapeutic interventions, and communicate medication therapy recommendations to other healthcare providers. (Prerequisite: P4 standing)

APP 904 Advanced Pharmacy Practice Experience: Ambulatory Care (6 cr)
In the *Ambulatory Care APPE*, students apply drug knowledge and communication skills with both patients and other healthcare team members to formulate and implement pharmacotherapy care plans, including monitoring and follow-up to assure the best possible outcomes for their patients.
(Prerequisite: P4 standing)

APP 905 Advanced Pharmacy Practice Experience: Specialty I (6 cr)
This rotation allows students to explore areas of interest and focus in pharmacy practice. Specialty APPE offered in the CNUCOP curriculum include (but are not limited to) Infectious Disease, Critical Care, Emergency Medicine, Geriatrics, Pediatrics, Academia, Management, Leadership, Compounding, Home Infusion and Long-term Care.
(Prerequisite: P4 standing)

APP 906 Advanced Pharmacy Practice Experience: Specialty II (6 cr)
This rotation allows students to explore areas of interest and focus in pharmacy practice. Specialty APPE offered in the CNUCOP curriculum include (but are not limited to) Infectious Disease, Critical Care, Emergency Medicine, Geriatrics, Pediatrics, Academia, Management, Leadership, Compounding, Home Infusion and Long-term Care.
(Prerequisite: P4 standing)

APP 910 Advanced Pharmacy Practice Experience: Seminar 1 (1cr)
This is the first of a required, two-semester sequential course for pharmacy students during their advanced pharmacy practice experiences. This course is designed to: 1) prepare students for practice in the profession of pharmacy, 2) build upon didactic knowledge gained previously in the Doctor of Pharmacy program, and 3) help students become life-long learners through self-assessment and reflection on learning. Course activities may include but are not limited to board exam preparation, quizzes, student presentations, disease state and/or drug information presentations/discussions, and/or journal club presentations.
(Co-requisite: Enrollment in APP 901-905/906)

APP 911 Advanced Pharmacy Practice Experience: Seminar 2 (1 cr)

This is the second of a required, two-semester sequential course for pharmacy students during their advanced pharmacy practice experiences. This course is designed to: 1) prepare students for practice in the profession of pharmacy, 2) build upon didactic knowledge gained previously in the Doctor of Pharmacy program, and 3) help students become life-long learners through self-assessment and reflection on learning. Course activities may include but are not limited to board exam preparation, quizzes, student presentations, disease state and/or drug information presentations/discussions, and/or journal club presentations. (Co-requisite: Enrollment in APP 901-905/906)Longitudinal Practicum Education

PRC 609 Longitudinal Practicum I (1 cr)
Longitudinal Practicum I is the first in a series of six practicums designed to provide students with the opportunity to practice essential skills, and use knowledge learned in didactic courses to build and develop these skills in a sequential and integrated way. Longitudinal I provides a hands-on introduction to bench-top pharmaceutical compounding and calculations. Practicum I will provide an overview of the value of compounded dosage forms, and their limitations and relationship to FDA-approved drugs. Some insight will be given to the use of compounding

pharmacies for the preparation of clinical trial materials, and various compounded preparations will be made.
(Prerequisite: none)

PRC 610 Longitudinal Practicum II (1 cr)
Longitudinal Practicum II will provide students with a hands-on introduction to intravenous (IV) sterile compounding calculations and regulations, aseptic techniques, and personal safety measures using the sterile IV hood. In addition, students will learn how to perform manual blood pressure and blood glucose readings and to counsel patients on their manual blood pressure and blood glucose results, at a skill sufficient to partake in a community health screening environment. The course will be comprised of a total of 11 sessions over 11 weeks, including a total of two practical sessions and one practical assessment session for aseptic Technique/IV Sterile Compounding and one Immunization Training Certification full day event. (Prerequisites: IPP607 & PRC609)

PRC 613 Pharmaceutical Calculations (1.5 cr)
The course covers pharmaceutical calculations and basic mathematical skills required for accurate and effective use of pharmaceutical preparations. The course contains major calculations accomplished by pharmacists in different settings. The information in each chapter is aimed to assist in understanding the purpose and importance of accuracy in calculation to provide a better and safe health outcome.
(Prerequisite: knowledge of Algebra)

PRC 709 Longitudinal Practicum III (2 cr)
The third in the series this Practicum will enable students to apply their knowledge of pharmacotherapy to clinical scenarios through the use of an oral clinical exam. Basic laboratory elements will be introduced and skill sets related to conducting MTM/motivational interviewing will be further refined. Students will also have the opportunity to enhance their oral communication skills through patient counseling exercises and debates on topics related to psychiatry and/or neurology. Professionalism, including behaviors and attitudes that are consistent with being a health care professional, will be reinforced. (Co-requisite: CAS705)

PRC 710 Longitudinal Practicum IV (2 cr)
This Practicum will provide students with an opportunity to develop and practice clinical skills through the assessment of case reports laboratory findings, pharmacologic principles and evidence based guidelines. Students will participate in various workshops, which were first introduced in Practicum III. Journal Clubs, SOAP Notes and Care Plans will all be revisited, using various cardiovascular, endocrine, and pulmonologic disease states as a platform. Students will learn to demonstrate clinical skills relevant to providing patient care in simulated learning activities with other health care professional students. Evidence- based patient case discussion and patient therapeutic treatment plan recitation will be developed throughout the practicum. Students will be expected to continue to demonstrate the professional skills, attitudes, and values necessary to enter a clinical service.
(Co-requisite: CAS706)

PRC 809 Longitudinal Practicum V (2 cr)
The fifth Lab Practicum will provide students with the ability to simulate real life pharmacy inpatient and outpatient experiences and challenges in a structured environment. This includes the Advanced Pharmacy Simulation (APPS) Lab which provides hands-on community pharmacy experiences, and our NeehrPerfect software that simulates an inpatient EMR system. Students will have opportunities to review patient cases using disease states from previous or concurrent pharmacotherapeutic course topics such as

cardiovascular, endocrine, respiratory, neuropsychology, geriatrics and infectious disease. (Prerequisite: CAS 703; Co-requisites: CAS 805)

PRC 810 Longitudinal Practicum VI (2 cr)
The sixth and final Practicum will provide students with practice in nutritional calculations, MTM review of cases using specific topics such as renal, gastronenterologic and oncologic disease from this semester's pharmacotherapeutic course. In particular, this longitudinal practicum will build on skills developed in previous didactic courses and practicums in order to optimize personal performance going into the Advanced Pharmacy Practice Experiences (APPEs). Students will be provided with an opportunity to participate in an additional Inter-Professional Education (IPE) Simulation exercise; and there will be team-based topic presentations to solidify communication skills. Overall, students will be provided with sufficient exposure to learn and practice their skills in the area of leadership, MTM, patient care and inter-professional practice. (Prerequisite: CAS703; Co-requisite: CAS806)

Elective Courses

P2 and P3 students must choose one from several elective topics that will be offered each academic year. P2 elective courses (ELC 7XX) are offered during the Spring semester and P3 elective courses (ELC 8XX) are offered in the Fall semester. Topics vary each year. Students may complete an approved an Independent Study in lieu of an elective course offered. Completion of a minimum of 4 credits of elective coursework is required. P2 elective offerings will be distributed as an addendum.

ELC 750/850 Independent Study (1-2 cr)
The purpose of independent study is to provide interested students with an opportunity to collaborate with faculty on research or specialty projects. The interested student meets with the appropriate faculty member, and the student and the faculty determine the nature and scope of the project to be completed. In collaboration the student and the faculty member design the course, the scope of the project, project specific assignments, methods of evaluation, timeline, and expectations. Prior to starting the project/course, the student and the faculty member complete the independent study form and submit the completed form to the appropriate Department Chair for approval. Once approved by the appropriate Department Chair, the completed form is subsequently submitted to the Office of Academic Affairs for final approval. Once final approval has been granted, the form will be sent to the Office of the Registrar to officially enroll the student in the course. Request form and instructions available online: https://www.cnsu.edu/registrar/forms.php. (Prerequisites: P2/P3 standing and minimum 2.80 cumulative GPA; Faculty, Department Chair, and Office of Academic Affairs approval)

ELC 718: Personalized Medicine (2 cr)
This course describes the basic concepts of personalized medicine and molecular diagnostic, as well as therapeutic methods in personalized medicine. It outlines genetic and non-genetic factors in personalized medicine and indicates personalized drug therapy in cancer, cardiovascular disease, and neurological disorders. Personalized medicine is an evolving science to provide treatment as individualized as the disease. It integrates personal genomic and clinical information, as well as drug information that allows accurate predictions about a person's susceptibility to disease and treatment. After learning this course, students will be able to describe better-targeted therapies and methods to maximize therapeutic efficacy and reduce probability of adverse effects. This course is taught in team-based learning (TBL)

form, student presentation, case report, and assignment. (Prerequisites: PBS 601, PBS 602 & PBS 701)

ELC 756 Disc & Devel of Drugs for IBD & Rheumatoid Arthritis (2 cr)
The course will focus on drug development and discovery approaches for Inflammatory Bowel Disease (IBD) and Rheumatoid Arthritis (RA). The first block of classes will focus on pre-clinical models used to discover drugs for IBD. A special emphasis will be placed on animal models of IBD. Clinical protocols for both Ulcerative Colitis and Crohn's Disease patients will also be reviewed. The second block of classes will focus on drug discovery for Rheumatoid Arthritis (RA). The anti-inflammatory and analgesic effects of various drugs will be discussed, including DMARD's. Clinical trial methodology for RA will also be discussed. The course will utilize both relevant literature references, as well as real-life experiences of the instructor. Students will be expected to actively participate by way of group presentations, as well as each class participant composing a final drug discovery/development project. Pre-Reqs PBS601, PBS603, PBS602, PBS604, & CAS703.

ELC 761/861 Pharmacogenomics & Genetics (2 cr)
The Pharmacogenomics (PGx) and Genetics course is designed to provide pharmacy students with a fundamental understanding of current concepts and application of genetics and genomics in light of the relevance and the scope of pharmacy practice. The course is designed with a learner-centered perspective, leading step-wise through introductory content emphasizing PGx research design including utilization of key knowledge from the human genome and genome projects and Big "Omics" data such as genomic, transcriptomics, and proteomic approaches to patient care. Students are provided an application of pharmacogenomics in drug discovery, disease diagnosis, and the value of phenotyping/genotyping in guiding drug therapy of individual patients. Examples of clinical applications will be included and will examine the relationship between PGx and personalized medicine. This course uses a combination of lectures, discussions of assigned literature, projects, and student-led presentations. Pre-req PBS604, PBS701, PBS704, & CAS705. Equivalence: ELC861.

ELC 762 Pharmacists in Public Health (2 cr)
Offered as a Hybrid-Online Course
This is a hybrid course, combining online learning modules and in-class learning experiences. This elective course introduces, develops, and integrates the skills and knowledge needed for student pharmacists who choose to explore the realm of public health through applying their unique pharmacy backgrounds and interests. Throughout the course, the learning modules are designed to illustrate how pharmacy would fit into the greater scheme of health care from a public health perspective, to demonstrate how pharmacists can contribute in inter-professional efforts on enhancing the quality of healthcare services delivered, to integrate clinical practice and population health in pharmacists' work, and to identify public health efforts of which pharmacists are already a part. A large portion of this course is devoted to program planning, implementation, execution, and evaluation, preparing student pharmacists in their future leadership roles on the healthcare team. To enhance students' skills, evidence-based practice will be discussed and applied. Lastly, journal article analyses will be conducted to familiarize students with translating research results into real-world practice to promote population health management and practice.

ELC 764 Principles of Clinical Pharmacology (2 cr) (Part 1) *Offered as an Online Course*
The Principles of Clinical Pharmacology Part 1 elective course will provide students with an overview of clinical

pharmacology and its real-world usage. Topics relating to the following subject areas will be covered; pharmacokinetics, drugs metabolism and transport, drug therapy in special populations. This is an online course that will run for 10 weeks. Each week, students will be expected to review assigned you tube videos that are presented by world renowned experts in each subject area and are freely available through the NIH Clinical Center. Students will also be expected to participate in weekly online discussion boards as well as complete weekly online open book quizzes. There will be an online open book final exam at the end of the course that must be completed/submitted prior to the end of the semester. (Prerequisites: P2/P3 Standing)

ELC 765 Principles of Clinical Pharmacology (2 cr) (Part 2) *Offered as an Online Course*
The Principles of Clinical Pharmacology Part 2 elective course, a continuation of the Part 1 elective course, will provide students with an overview of clinical pharmacology and its real-world usage through the review of the following topics; Assessment of Drug Effects, Drug Discovery and Development, Pharmacogenomics and Pharmacotherapy. This is an online course that will run for 6 weeks. Each week, students will be expected to review assigned YouTube videos that are presented by world renowned experts in each subject area and are freely available through the NIH Clinical Center. Students will also be expected to participate in weekly online discussion boards as well as complete weekly online open book quizzes. There will be an online open book final exam at the end of the course that must be completed/submitted prior to the end of the course. (Prerequisites: P2/P3 Standing)

ELC 766 Special Pops. Pharmacotherapy: Preg, Peds, & Ger. (2 cr)
Special Populations Pharmacotherapy: A Focus on Pregnant, Pediatric, & Geriatric Patients will focus on common disease states affecting the pediatric, geriatric, and pregnant populations and their management. These specific patient populations require special consideration as a result of their varying pharmacokinetic and pharmacodynamics profiles. Pathophysiological and pharmacological principles of each disease state and their respective treatments will be reviewed. The course will be based on team-led topic presentations and in-class discussion to enhance students' knowledge base and improve oral and written communication skills. Each team will be responsible for presenting assigned topics (pregnant, pediatric, or geriatric topic) and creating an in-class application exercise for each topic. Additionally, each student who is not presenting will be responsible for developing questions to ask each presenting team. Class participation points will be based on student engagement with in-class applications and presentation questions. (Pre-requisites: PBS602, PBS603, PBS701, & CAS705. (Equivalent to PHAR781AI "Special Populations: A Focus on Pediatric and Geriatric Pharmacotherapy")

ELC 768: Decision Analysis for Health Professionals (2 cr)
Healthcare professionals always face tough clinical decisions under uncertainty. The uncertainty may come from the diagnostic or treatment uncertainty or both. In addition, the increase of a complex healthcare environment adds more difficulties in making decisions for healthcare professionals. This course will introduce students to the concepts and methods for formulating and making informed decisions in health care (e.g., treatment plans, health policies, etc.). The course will cover a wide range of topics including decision analysis and cost-effectiveness analysis in health care programs, public health policy, technology assessment,

medical decision making, and health resource allocation. (Prerequisites: P2/P3 Standing)

ELC 780: Journal club for landmark clinical studies (2 cr)
This journal club elective course will be focused on landmark clinical studies that are most relevant to current clinical guidelines and benchmarks of pharmacy practice. Selected original research and/or review articles from literature will be used to emphasize the basic scientific concepts of generation of hypothesis, testing hypothesis, proper experimental/study design and methodology. In addition, hands-on experiences from student presentations and in-class discussions with participating instructors will be used for further development of students' essential presentation skills along with the necessary skills of critical thinking, problem solving and literature evaluation for evidence-based pharmacy practice. Students will be required to participate in group journal club presentations, in addition to active participation in online in-class discussions for their individual assessment. (Prerequisites: CAS 703).

ELC 787: Topics in Pathophysiology and Pharmacology of the Nervous System (2 cr)
This course reviews the fundamental principles of pathophysiology and pharmacology, and then focuses on specific topics regarding the nervous system, neurological and psychiatric diseases/disorders, and neuropharmacology. Normal neural development regarding anatomy and physiology will be reviewed. The content will be integrated into discussions of the etiologies, pathologies, clinical manifestations, treatments, and preventive measures of selected major or notable neurologic and psychiatric diseases as well as disorders. Disease processes and treatment aims will be related to drug mechanism (s) of action.

ELC 851 Demystifying Formulary Decisions: An Evidence Based Approached (2 cr)
This course will focus on common disease states affecting the pediatric and geriatric population and their management. These specific patient populations require special consideration as a result of their varying pharmacokinetic and pharmacodynamic profiles. Pathophysiological and pharmacological principles of each disease state and their respective treatments will be reviewed. The course will be based on team-led topic presentations and class discussions to enhance students' knowledge base and improve oral and written communication skills. (Prerequisite: P3 standing)

ELC 853 Preventing the Misuse & Abuse of Prescription Medications (2 cr)
This course is designed to raise awareness among the students about the misuse and abuse of prescription medications. Students will develop knowledge and understanding of drugs and substances of abuse, how to promote appropriate use of controlled substances, and minimize their abuse and diversion. (Prerequisite: P3 standing)

ELC 857 Advanced Neuropharmacology (2 cr)
This course provides an in-depth review of neuropharmacology, focusing on the pathogenesis and treatment of selected major neurological and psychiatric disorders, including topics not otherwise covered in depth in P1-P3 courses. Students will build on their knowledge base by exploring new findings about pathogenic mechanisms, preventive measures, neuropharmacologic mechanisms of

actions, and optimal use of new and established neuropharmacologic agents. Students and teams will review clinical cases, write practice questions, and prepare for the PCOA and licensing boards. (Prerequisites: P2/P3 Standing)

ELC 859 Postgraduate Pharmacy Residency and Fellowship Training Preparation (2 cr)
The post-graduate pharmacy residency and fellowship training preparation elective is an interactive course designed to provide students with the tools and skill sets necessary to obtain a residency or a fellowship position following graduation. This course will introduce students to the basic elements of residency and fellowship, identifying programs based on one's interest, developing application materials (CV, letter of intent), and preparing for Personal Placement Service (PPS) and/or onsite reviews (interview preparation, mock interviews, and topic presentation). In addition, students preparing for a residency will gain the skills necessary to navigate the application and residency match processes and students preparing for a fellowship will gain the skills necessary to remain a competitive candidate for onsite interviews following PPS. (Prerequisite: P3 standing)

ELC 861 Pharmacogenomics and Genetics (2 cr)
The Pharmacogenomics (PGx) and Genetics course is designed to provide pharmacy students with a fundamental understanding of current concepts and application of genetics and genomics in light of the relevance and the scope of pharmacy practice. The course is designed with a learner-centered perspective, leading step-wise through introductory content emphasizing PGx research design including utilization of key knowledge from the human genome and genome projects and Big "Omics" data such as genomic, transcriptomics, and proteomic approaches to patient care. Students are provided an application of pharmacogenomics in drug discovery, disease diagnosis, and the value of phenotyping/genotyping in guiding drug therapy of individual patients. Examples of clinical applications will be included and will examine the relationship between PGx and personalized medicine. This course uses a combination of lectures, discussions of assigned literature, projects, and student-led presentations. (Prerequisite: P3 standing; PBS604; PBS701; PBS704; CAS705; & CAS706)

ELC 863 Frontiers in Translational Medicine: From Bench to Bedside (2 cr)
Translational medicine is the practice of transferring scientific knowledge "from bench to bedside" (B2B), translational medicine builds on basic research advances and uses them to develop new therapies or medical procedures. Translational medicine transforms scientific discoveries arising from laboratory, clinical or population studies into new clinical tools and applications that improve human health. This course provides students with insight into state-of-the art research and research application in the medical field. The emphasis is the dynamic relationship between laboratory research and bedside application with the purpose of providing optimal patient therapies. Students will learn how research results guide clinical therapies, and vice versa. This course will provide real-life examples of translational medicine practices and give students exposure to analyzing and developing diagnostic tools and treatment protocols. Students will be required to actively participate in individual journal clubs and develop a review of literature presentations. Finally, each team will write a review literature on a selective topic appropriate for peer-review publication. (Prerequisite: P3 standing and PBS 601)

ELC 865 Advanced Topics in Diabetes (2 cr)
This hybrid course combines online learning modules and in-class learning experiences. Students are expected to be in class for a number of live sessions and the final exam/final presentation. This elective course introduces students to advanced topics in diabetes, such as Cardiovascular Outcomes Trials for Diabetes Medications, Technology in the Diabetes World, Psychosocial Aspect of Diabetes Management, etc. The online learning modules integrate the fundamental learning content and the application of main concepts with students' reflection. Throughout the course, the learning modules are designed to enhance students' competency in each of the chosen advanced topics with opportunities in class to further consolidate and integrate the learned information through clinical cases. (Prerequisite: CAS 706)

ELC 867 Pediatrics Pharmacology (2 cr)
This course is designed to familiarize students with pediatric specific disease states, pathophysiology, diagnosis as well as safe and effective drug use to optimize medication therapy in children up to 18 years of age. Importance will be placed on the pharmacist's role in individualizing drug therapy through proper product selection, dosage calculations, patient counseling and patient monitoring.(Prerequisite: P3 standing)

ELC 869 Advanced Pharmacy Management Practice Techniques (2 cr)
The purpose of this class is to prepare student pharmacists to successfully navigate the complex humanistic challenges within the workplace. These include but are not limited to, how to garner teams around a central vision and mission, conflict management, managing up and talent management. We will explore how to give your team the room to innovate, when to micro vs macro manage, leveraging listening skills, managing coworkers, and how to intrinsically motivate. We will learn how to earn trust and respect from your coworkers, delegate wisely, support, coach, and mentor, recognize achievements and celebrate success and appropriately communicate to all levels within your organization. The course is a series of 10, once a week 3-hour classes. Course will have readings, lectures, and discussions. We will review actual scenarios of situations you may encounter, and potential responses. The intent is to give participants the tools necessary to become successful, compassionate, ethical, and effective practitioners in the workplace. (Prerequisites: None).

ELC 888 Anticoagulation (2 cr)
The purpose of this course is to help students strengthen their knowledge about anticoagulation and gain more experience on the practical application of anticoagulation. Presently, there are many different applications for anticoagulation in different settings, such as the inpatient, outpatient, and ambulatory care setting. Pharmacists play an important role in the management of anticoagulation to make sure patients with/without comorbidities are well managed. After this course students will be able to understand the importance of anticoagulation, its indications, and dosage formulations as well as doses.
The course will be a combination of online recorded videos and virtual classes. The topics of the online videos are listed in the "Topics and Schedule" section below. The virtual classes will add content to the videos via lecture, case-based learning, and/or other team-based learning items. (Prerequisite: P3 standing)

ELC 891 Medical Writing (2cr)
ELC 869 is a 2-unit elective course that will teach you how to become a more effective writer. The topics for this course include principles of good writing, writing techniques, and tips for writing faster with less anxiety. The course will also provide guidance in writing a variety of documents that pharmacist commonly use, such as conference presentations, abstracts, journal articles, grants and writing for general purposes. This is a hybrid course. Each face-to-face class will include exercises in specific areas of grammar and editing with a quiz at the end

of the period over the material covered. Prior to the class meeting, you will view a series of video lectures related to the various types of documents that we will study. You will also write a final 2-page reflection paper.(Prerequisites: none)

COP PharmD Curriculum

COURSE#	COURSE TITLE	CREDITS	COORDINATOR
	P1 - Fall Semester I		
PBS 601	Cell and Molecular Biology and Biochemistry	4	Vinall
PBS 603	Medicinal Chemistry	3	Woldemariam
PBS 605	Pharmaceutics	4	Le
IPP 607	Introduction to Pharmacy Practice and Professionalism	3.5	Mente
PRC 609	Longitudinal Practicum I	1	Le
PRC 613	Pharmaceutical Calculations	1.5	Kassem
	Semester total	17	
	P1 - Spring Semester II		
PBS 602	Pathophysiology & Pharmacology I	6	Clark & Mohamed
PBS 604	Pharmacokinetics	5	Kassem & Le
CAS 606	Biostatistics and Pharmacoepidemiology	3	E. Kreys
CAS 608	Introduction to Clinical Topics	5	S. Ahsan
PRC 610	Longitudinal Practicum II	1	Mente
	Semester total	20	
	P2 - Fall Semester III		
PBS 701	Pathophysiology & Pharmacology II	6	Jin
CAS 703	Drug Literature Information & Evaluation	3	Phung
CAS 705	Pharmacotherapy I	6	Titus-Lay
*IPP 707	Introductory Pharmacy Practice Experience I	4	Mente
PRC 709	Longitudinal Practicum III	2	Deng
	Semester total	21	
	P2 - Spring Semester IV		
ELC 700	Elective I	2	Various
PBS 704	Pathophysiology & Pharmacology III	6	Ho
CAS 706	Pharmacotherapy II	6	Phan
PRC 710	Longitudinal Practicum IV	2	Kherghehpoush
	Semester total	16	
	P3 - Fall Semester V		
ELC 800	Elective II	2	Various
CAS 801	Pharmacy and the HealthCare System	3	Kreys E
PBS 803	Immunology and Rheumatology	3	Malhotra
CAS 805	Pharmacotherapy III	6	Lenhard
*IPP 807	Introductory Pharmacy Practice Experience II	2	Mente
PRC 809	Longitudinal Practicum V	2	Oh
	Semester total	18	
	P3 - Spring Semester VI		
CAS 802	Pharmacy Law and Ethics	3	Petrzelka
CAS 804	Pharmacy Management	3	Tenerelli
CAS 806	Pharmacotherapy IV	6	Titus-Lay/Mente
*IPP 808	Introductory Pharmacy Practice Experience III	2	Courtney
PRC 810	Longitudinal Practicum VI	2	Cavanaugh
CAS 812	Applied Clinical Pharmacokinetics and Calculations	2	Eid
	Semester total	18	
	P4 – Year-6 Blocks over Summer, Fall and Spring		
APP 901	Advanced Pharmacy Practice Experience: Community	6	Eid
APP 902	Advanced Pharmacy Practice Experience: Hospital/Health	6	Eid
APP 903	Advanced Pharmacy Practice Experience: General Medicine	6	Eid
APP 904	Advanced Pharmacy Practice Experience: Am Care	6	Eid
APP 905	Advanced Pharmacy Practice Experience: Specialty I	6	Eid
APP 906	Advanced Pharmacy Practice Experience: Specialty II	6	Eid
APP 910	Advanced Pharmacy Practice Experience: Conference I	1	An
APP 911	Advanced Pharmacy Practice Experience: Conference II	1	An
	Year total	38	
	Program total credits	148	

California Northstate University College of Pharmacy
Academic Calendar 2022-2023

IPPE Rotation Calendar 2022 – 2023

Event	Start Date	End Date
Summer IPPE	05/03/2022 - Tuesday	08/05/2022 - Friday
Fall IPPE	08/08/2022 - Monday	11/23/2022 - Wednesday
Winter IPPE	12/05/2022 - Monday	12/30/2022 - Friday
Spring IPPE	01/02/2023 - Monday	04/28/2023 - Friday

APPE Rotation Calendar 2022 – 2023

Event	Start Date	End Date
A Block	05/16/2022 - Monday	06/24/2022 - Friday
B Block	06/27/2022 - Monday	08/05/2022 - Friday
C Block	08/15/2022 - Monday	09/23/2022 - Friday
D Block	09/26/2022 - Monday	11/04/2022 - Friday
E Block	11/07/2022 - Monday	12/16/2022 - Friday
F Block	01/02/2023 - Monday	02/10/2023 - Friday
G Block	02/13/2023 - Monday	03/24/2023 - Friday
H Block	03/27/2023 - Monday	05/05/2023 - Friday

EXAM/REVIEW SCHEDULE 2022 - 2023

Event	Start Date
Fall Remediation Exam	01/03 /23 - Monday
PCOA (P3; High-Stake)	TBD
Qualifying Exam (P4; Proctored)	02/10/2023 - Friday
Qualifying Exam Remediation (Proctored)	04/07/2023 - Friday
P3 Readiness Exam (P3; Proctored)	05/05/2023 - Friday
NAPLEX Board Review (P3 & P4)	05/08/2023 - 05/11/2023 (Monday-Thursday)
Pharmacy Law Review (P4)	05/12/2023 –Friday
Final Qualifying Exam (P4; Proctored; High-Stake)	05/15/2023 - Monday

University Holidays

Holiday	Date	Holiday	Date
Independence Day	07/04/2022	Martin Luther King	01/16/2023
Labor Day	09/05/2022	President's Day	02/20/2023
Thanksgiving	11/23/2022– 11/25/2022	Memorial Day	05/29/2023
Christmas Day	12/25/22	Juneteenth	06/19/2023

COLLEGE OF PSYCHOLOGY

Our Core
Our Mission:
Our mission is to advance the science and practice of psychology by developing clinicians trained to promote health through knowledge, research, service, and social responsibility.

Our Aims:
Our aims are to provide students with the core knowledge necessary to become health service psychologists; to teach scientifically proven interventions; to provide hands-on clinical experience to prepare students for a practice treating diverse and complex mental health populations; and to train future clinical psychologists who are professional, ethical, and sensitive to aspects of diversity and culture.

Our Personal Values:
1. Curiosity
Each person will adopt an active curiosity towards their clinical work and scholarship, along with an openness to the change that comes in discovery.
2. Integrity
Each person will show honesty in all relationships and build trust through genuine communication.
3. Accountability
Each person is accountable for their behavior as they transition through the roles of student, scholar, and psychologist.
4. Respect
Each person must respect the work, their colleagues, the clients, and themselves.
5. Service
Each person has a duty to use their knowledge and skills to provide service and expertise to organizations and individuals most in need of care.

Our Program Values:
1. Student Learning and Development
The College of Psychology strives to provide educational experiences of exceptional quality and a student environment that provides for continuous personal and professional development.
2. Community and Professional Involvement
The College of Psychology assists local community resources by lending its services and expertise to increase psychological awareness and mental health treatment.
3. Continuous Quality Improvement
The College of Psychology strives for continuous improvement in all areas and measures its progress against appropriate national standards provided by the American Psychological Association.
4. Diversity of People, Ideas, and Beliefs
The College of Psychology strives to develop long term relationships based on honesty, fairness, and respect by providing a safe environment that supports freedom of inquiry, protects diversity, and fosters a sense of well-being.
5. Programmatic Transparency and Flexibility
The College of Psychology strives for transparency in decision making while supporting a culture of flexibility and the pursuit of opportunity.

Our Beliefs
- We believe psychologists change lives through treatment, motivation, and inspiration.
- We believe in serving our communities as leaders and practitioners.
- We believe students are transformative when their voices are heard.
- We believe a multidisciplinary environment of respect benefits all patients.
- We believe in taking an active role in the profession of psychology.

Educational Philosophy
The College of Psychology curriculum provides the knowledge and training necessary for students to diagnose and treat behavioral conditions in diverse and varied populations.

The Practitioner/Scholar model prepares students for entry into the profession by requiring both practical clinical experience and guided research opportunities. Those in our program learn to critically examine and evaluate scientific research and incorporate information gained through classroom instruction and practicum experiences into their clinical practice.

The College of Psychology strives to create and maintain a learning community based on collaboration, cooperation, and a sense of interdependence that balances individual responsibilities with community obligations. This relational approach to education is foundational to the design and operation of the program.

Non-discrimination
The College of Psychology at California Northstate University is committed to cultivating a diverse community that recognizes and values inherent worth in individuals, fosters mutual respect, and encourages individual growth. We believe that diversity enhances and enriches the quality of our academic program. The College of Psychology at CNU provides equal opportunity in education and employment and does not discriminate based on race, color, creed, religion, national origin, ethnicity, gender identity, gender expression, age, sexual orientation, political affiliation, veteran status, or disability.

Students are required to (a) attain an understanding of cultural and individual diversity as related to both the science and practice of psychology and (b) provide competent and ethical services to diverse individuals. We are committed to a training process that ensures that our students develop the knowledge, skills, attitudes, and relational ability to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. The program faculty and supervisors are committed to a developmental training approach that is designed to foster the acquisition of professional competence.

We support graduate students in finding a belief or value congruent path that allows them to work in a professionally competent manner with all patients.

To complete our program successfully, every graduate student must be able to work with any patient placed in their care in a beneficial and non-injurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; there should be no

reasonable expectation of a student being exempted from having patients with any background or characteristics assigned to them for the duration of their training. Students do not have the option to avoid working with certain client populations or refusing to develop professional competencies because of conflicts with their attitudes, beliefs, or values.

Learning Outcomes
Program Learning Outcomes (PLOs)
Upon successful completion of the Doctor of Psychology program, students will be able to demonstrate the following program learning outcomes:

1. **Scientific Orientation**: Students will engage in research or other scholarly activities that contribute to the scientific, psychological, or professional knowledge base.
2. **Assessment and Intervention:** Students will select and apply assessment and intervention methods that draw from empirical literature, reflect the science of measurement and efficacy, and take into consideration contextual variables and diversity characteristics.
3. **Relational and Cultural Competence:** Students will adapt their interactions with clients and professionals in a respectful and appropriate manner for a variety of diverse cultural and social contexts.
4. **Professionalism:** Students must behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
5. **Ethical Practice:** Students will resolve complex moral and ethical situations by acting in accordance with relevant rules, laws, and regulations governing the profession of psychology.
6. **Collaboration and Consultation:** Students will demonstrate knowledge and respect for the roles and perspectives of other professions as well as knowledge of consultation practices utilized in health service psychology.

Discipline Specific Knowledge
The curriculum also addresses the discipline specific knowledge and profession wide competencies required by the American Psychological Association:

1. **History and Systems of Psychology:** Students gain a knowledge of the discipline of psychology by examining historical precedents in the profession and the social/cultural factors that contributed to the advent of theories and interventions. They will also learn about the changes that have occurred in the profession, its expanding role in healthcare, and its current position as a profession rooted in scientific inquiry.
2. **Affective Aspects of Behavior:** Students learn about affective response, mood, feeling states, and the interplay between behavior and emotion. They will have gained knowledge

regarding arousal, intensity, and interaction of various emotional conditions.
3. **Biological Aspects of Behavior:** Students will know the biological underpinnings of behavior including neural, physiological, anatomical, and genetic influences.
4. **Cognitive Aspects of Behavior:** Students will learn about memory, categorization of thoughts, and decision making.
5. **Developmental Aspects of Behavior:** This knowledge is focused on human transitions through various stages of growth and the intellectual and behavioral changes that occur across an individual's lifespan.
6. **Social Aspects of Behavior:** The study of social behavior includes group process, attributions, discrimination, societal attitudes, and the interface between the subjects of sociology and psychology.
7. **Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas:** This is not a separate subject, but the integration of graduate-level knowledge across multiple basic discipline-specific content areas. This knowledge is acquired through evaluated educational experiences incorporating at least two content areas learned in the Foundations of Behavior Series.
8. **Research Methods:** These skills include the ability to critically read journal articles, understand the mathematical underpinnings of assessment measures, and working on research. Students learn the strengths and limitations, means of interpretation, and the technical aspects of a case study. They will also learn the difference between correlational, descriptive, and experimental research design while studying measurement techniques such as sampling, replication, and theory testing.
9. **Quantitative Methods:** Students learn about meta- analysis, quasi-experimentation, modeling, data analysis, description, inference, univariate and multivariate analysis, null-hypothesis testing, power, and estimation.
10. **Psychometrics:** Theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization are learned.

Profession-Wide Competencies

1. **Research:** Psychology doctoral students will demonstrate the ability to formulate and carry out research that will contribute to the scientific, psychological, and professional knowledge base. They will be able to critically evaluate the scholarly activities of others and engage in meaningful debate with fellow students and professional colleagues.
2. **Assessment:** Students will conduct evidence-based assessments applying appropriate measures and tools, utilizing the best available literature from multiple sources, and factoring diversity characteristics into their treatment plans. They will be able to interpret assessment results

and write reports using current professional standards to conceptualize, classify, and make both oral and written recommendations regarding a wide range of disorders and patient issues.

3. **Intervention:** Different theoretical orientations will be learned by students to maximize their treating potential. Students will establish and maintain effective relationships with recipients of psychological services and develop evidence-based intervention plans specific to the service delivery goals. They will be able to implement interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables. They will be able to modify and adapt evidence-based approaches in evaluating intervention effectiveness and adapt goals and methods through continuous evaluation of patient care outcomes.

4. **Ethical and Legal Standards:** Students must be able to respond professionally to complex moral and ethical situations using the current version of the APA Ethical Principles of Psychologists; the APA Code of Conduct; and relevant laws, regulations, rules, and policies governing the practice of psychology. They must be able to employ sophisticated decision-making processes to resolve issues related to patient care while conducting themselves in a professional and ethical manner.

5. **Individual and Cultural Diversity:** Students must engage in professional activities with the appropriate knowledge, awareness, sensitivity, and skills regarding individuals and communities of varying cultural and personal backgrounds. It is important that students understand how their own personal and cultural history, attitudes, and biases affect their interactions with others. They must have knowledge of current theoretical and empirical research regarding diversity as it relates to interventions, training, supervision/consultation, and service.

6. **Professional Values and Attitudes:** Students will behave in ways that reflect the values and attitudes of psychology. These include integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. They will engage in self-reflection regarding their personal and professional functioning. They will also engage in activities to maintain and improve performance, well-being, and professional effectiveness. They will actively seek and demonstrate openness and responsiveness to feedback and supervision.

7. **Communication and Interpersonal Skills:** Students are expected to develop and maintain effective relationships with colleagues, communities, organizations, supervisors, and clients. They must produce oral, nonverbal, and written communications that are informative and appropriate for the given audience. They must demonstrate a thorough grasp of professional language and concepts, utilizing effective interpersonal skills to relay relevant information to clients, families, and other professionals.

8. **Supervision:** Psychologists need to pass on their knowledge and experience to others. It is the responsibility of all psychologists to learn the basic techniques and ethical responsibilities regarding supervision so that the practice of psychology continues to grow organically through shared experience.

9. **Consultation and Interprofessional/ Interdisciplinary Skills:** Understanding other health professions, their areas of expertise, and the collaborative nature of modern case formulation is imperative to ensure that patients are receiving optimal care. Students will demonstrate respect for the roles and perspectives of other professions and learn how best to utilize the skills and knowledge of a psychologist when working in a team environment.

Program Overview and Licensure

The Doctor of Psychology (Psy.D.) degree at CNU is a 5-year program that prepares students for entry into the profession of psychology.

Year 1: The first year of the program involves two days of classroom instruction, including clinical training using professional actors (standardized patients).

Year 2: Second-year students have two days of classroom instruction and at least two days of practicum. Practicum is an average of 12 hours a week. Students may begin their dissertation in the summer between first and second year.

Year 3: Third year students have two days of classroom instruction and at least two days of practicum. Practicum will be an average of 15 hours a week. Upon completion of the Masters Integrative Learning Experience, and receiving a grade of B or better in all of their first and second year courses, students earn a Master of Arts degree in clinical psychology.

Year 4: Fourth year students have one day of classroom instruction and at least three days of practicum. Practicum will be an average of 18 hours a week. Students will also be applying for their APA internship. Before applying to internship, a student must defend their dissertation proposal.

It is the expectation of the College of Psychology that students will make every attempt to complete their dissertation by the end of the fourth year.

Year 5: The fifth year of the program is completed off campus. Most students will be attending their pre-doctoral internship full time. There is an option to take a part-time internship. This will result in an extra year in the program.

If internship is completed successfully and the student has satisfied all other program requirements, they will graduate and receive a Doctor of Psychology (Psy.D.) degree.

Licensure: Each state has separate requirements for licensure as a psychologist. California requires two years (3,000 hours) of supervised professional experience, at least 1,500 of which must be completed post-doctorally.

After a student has been awarded their doctorate, they may take the national psychology test called Examination for the Professional Practice of Psychology (EPPP). This is a requirement for licensure.

Once all 3,000 hours have been obtained and the EPPP passed, a candidate may sit for the California Psychology Law and Ethics Examination (CPLEE). After passing this test a candidate will be issued a license to practice in the state of California and they have earned the right to call themselves a psychologist.

Accreditation

Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)
The Doctor of Psychology degree was granted regional approval by the WSCUC Commission on June 8, 2018.

Bureau for Private Postsecondary Education (BPPE)
PsyD program was granted state approval on June 12, 2018.

American Psychological Association (APA)
The College of Psychology was granted Accredited, on contingency status by the American Psychological Association (APA) on April 11, 2021. It is in effect until April 11, 2026 or the program receives full accreditation. In 2024 APA's Commission on Accreditation (COA) will review the program for full accreditation status.

Admission to the Psy.D. Program

College of Psychology uses APA's centralized application service for psychology graduate programs called PSYCAS.

Minimum requirements:
1. An undergraduate (BA or BS) degree in any subject from an accredited college or university
2. Overall undergraduate GPA of 3.0 or higher
3. Or an overall graduate GPA of 3.3 or higher
4. At least 3 units in each of the following areas:
   a. Introduction to Psychology
   b. Developmental Psychology
   c. Statistics
   d. Abnormal Psychology
5. Applicants who have an undergraduate or graduate degree in psychology are exempt from these course requirements.

All applicants must submit:
- A completed PSYCAS application
- A curriculum vitae or resume
- Personal Statement
- All official college transcripts
- Three (3) letters of recommendation

International Applicants
The College of Psychology welcomes applications from international students.

Applicants who have received university or graduate level education in English and maintained a satisfactory GPA are considered to have demonstrated English proficiency and are exempt from the English proficiency requirement.

Applicants who have not received university or graduate level instruction in English must demonstrate proficiency by obtaining a score above 80 on the TOEFL or a score of 6.5 or higher on the IELTS.

If transcripts are in a language other than English, they must be translated before review. A request for such services can be made through the PSYCAS system. International transcripts will be evaluated by World Education Services (WES) if:

1. The institution awarded a degree that is being used as a prerequisite for the Psy.D. program
2. Credits for prerequisite coursework were obtained at the institution.

Request for Academic Performance Exemption
Applicants who do not meet the minimum GPA requirement may submit a petition for exemption if they feel that extenuating circumstances have adversely impacted previous academic performance. Petitions should include a brief personal statement explaining the factors involved and the reasons why an exemption from the GPA requirement should be considered. Applicants are strongly encouraged to submit supplemental documentation demonstrating academic ability and previous intellectual/academic achievement.

Application Timeline
The application process opens in PSYCAS on September 1.

If students wish to be considered for early admittance, they must have their applications submitted by December 1.

After December 1 applications are accepted and evaluated on a rolling basis. Offers of admission are made until available spaces in a cohort are filled.

Admissions Interviews
Interviews begin in January. Applicants will be notified by email if they have been selected for invitation to attend an onsite interview. Online interviews are available for applicants who are unable to travel. The admissions committee will use the interview to evaluate the candidate's critical thinking, interpersonal skills, and level of commitment and motivation in obtaining a doctoral degree. Applicants who have not been selected for an interview may be put on a waitlist. Interviews take place at the CNU College of Psychology campus in Rancho Cordova or online.

Decisions
Each application will be thoroughly reviewed by the Admissions Committee. It is important that the student body at the College of Psychology represents the best of future clinicians and attention is paid to professional, research, education, and life experiences. The committee will be looking for students with diverse cultural, socioeconomic, work, and educational backgrounds.

It is the admissions policy of the University and the College of Psychology that no applicant will be discriminated against based on disability, gender, religion, military obligations, veteran status, marital status, race, creed, ethnicity, color, sex, gender expression, age, physical or mental ability, sexual orientation, national identity, or national origin.

Admissions recommendations are made by the Admissions Committee. Final admissions decisions are made by the Assistant Dean of Student Affairs and Admissions. Only complete applications are considered. In some instances, applicants may be offered conditional acceptance pending successful completion of admissions requirements.

Offers of admission, denial of admission, and notice of waitlist status are sent by email. Except by individual arrangement, a nonrefundable enrollment deposit is due 14 days following an offer of admission to reserve a place in the program.

The College of Psychology reserves the right to withdraw an offer of admission if false statements are made on the application materials, academic performance of the applicant drops significantly there is a fail to earn an undergraduate degree, or the applicant engages in behavior prior to matriculation that violates legal, professional, or ethical standards or otherwise raises concerns about the applicant's judgement or integrity.

Transferring Credits from Other Institutions
The College of Psychology does not accept transfer credits, courses, or students.

Student Enrollment Agreement
The Student Enrollment Agreement is a legally binding contract that is completed and submitted to the college along with the enrollment deposit.

Before signing the Student Enrollment Agreement, a prospective student is strongly urged to visit the University website at www.cnsu.edu, and review the General Catalog, Student Rights and Responsibilities handbook, and the School Performance Fact Sheet (SPFS). The Catalog contains important information and policies regarding this institution. The Student Rights and Responsibilities handbook contains important information about what is expected of students and due process procedures for conduct violations. The SPFS contains important performance data for the 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 for review.

Registration and Orientation
Registration for classes requires:

1. All admission contingencies be fulfilled.
   a. Admission contingencies include proof of medical insurance coverage and any other institutional requirements. Students may enroll in the Student Health Insurance Plan to satisfy the insurance requirement.
2. Financial aid clearance from the Financial Aid Office.
3. New students must submit the *Emergency Contact and Medical Information Form* to the Office of the Registrar by the end of orientation.

It is the student's responsibility to maintain valid contact information throughout their enrollment at CNU. Instructions for accessing the Student Portal are sent by the CNU IT department to the student's CNU email address.

Students with business, financial, or other registration holds on their account will not be registered for classes until the hold has been cleared.

Orientation is mandatory for all new students. The Office of Student Affairs and Admissions must be notified if a student is not able to attend orientation. The student will be required to provide documentation for the absence and complete a make-up orientation within the first week of classes.

Address Where Instruction Will Be Provided

Class sessions are conducted at 2920 Prospect Park Dr., Suite 210 Rancho Cordova, CA 95670. Practicums and service-learning activities are conducted at assigned professional clinical locations and community sites as established by agreement among the student, Assistant Dean of Clinical Training, and the practicum supervisor/training director.

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

Student's Right to Cancel, Withdraw, and Refund

Students have the right to cancel their 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 occurs when a student gives written notice to the College of Psychology admissions office at the address shown at the top of the first page of the Enrollment Agreement. Students 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 on the date postmarked.

After the cancellation period described above, students have the right to withdraw from the University at any time. Withdrawal shall occur when students give written notice 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 at: https://www.cnsu.edu/registrar/forms.php.

Tuition & Fees

All tuition, fees, expenses, and policies listed are effective as of the date of publication and subject to change without notice by California Northstate University.

In the tables below, Psy1, Psy2, Psy3, Psy4, and Psy5 indicate the student's year in the program.

Tuition is charged on a full-time, semester basis. Generally, tuition and fees are charged to the student's account thirty (30) days prior to the start of each semester term. The above assumes that a student will attend each semester term on a full-time basis and meets all program requirements, allowing a student to graduate after successful completion of four (4) years of coursework and a one (1) year internship for a total of five (5) years consisting of 169 credit hours.

Payment deadlines, loan obligations, and refund calculations due to cancellation or withdraw, and the Student Tuition Recovery Fund (STRF) disclosures are in this General University Catalog.

2023-2024 Doctor of Psychology (PsyD)

Tuition & Fees	Amount	Class
Enrollment Fee (nonrefundable)	$200.00	Psy1
Tuition	$38,609.00	Psy1
Tuition	$38,609.00	Psy2
Tuition	$38,609.00	Psy3
Tuition	$15,435.00	Psy4
Tuition	$15,435.00	Psy5
Student Activity Fee	$320.00	Psy1, Psy2, Psy3, Psy4, Psy5
Orientation Fee	$50.00	Psy1
Practicum Software Fee	$100.00	Psy1, Psy2, Psy3, Psy4, Psy5
Technology Fee	$75.00	Psy1, Psy2, Psy3, Psy4, Psy5
Student Tuition Recovery Fund Fee (STRF)[7]	$391.00	Psy1
Graduation Fees[2]	$350.00	Psy5
Psy1 Total Estimated Tuition & Fees per Year[1]	$42,890.00	
Psy2 Total Estimated Tuition & Fees per Year[1]	$42,449.00	
Psy3 Total Estimated Tuition & Fees per Year[1]	$42,449.00	

2023-2024 Doctor of Psychology (PsyD)

Tuition & Fees	Amount	Class
Psy4 Total Estimated Tuition & Fees per Year[1]	$19,275.00	
Psy5 Total Estimated Tuition & Fees per Year[1]	$19,625.00	

Total estimated cost for the 5-year Doctor of Psychology program is $149,500.[1]

Estimated Other Optional Educational Related Costs[3]	Amount	Class
Health Insurance Premium[4]	$3,345.00	Psy1, Psy2, Psy3, Psy4, Psy5
Books and Supplies[5]	$2,500.00	Psy1, Psy2, Psy3, Psy4, Psy5
Room and Board[5(based on 12 months)]	$26,455.00	Psy1, Psy2, Psy3, Psy4, Psy5
Transportation[5(based on 12 months)]	$5,450.00	Psy1, Psy2, Psy3, Psy4, Psy5
Psy1 Total Estimated Cost per Year[6]	$75,638.00	
Psy2 Total Estimated Cost per Year[6]	$76,853.00	
Psy3 Total Estimated Cost per Year[6]	$78,783.00	
Psy4 Total Estimated Cost per Year[6]	$52,945.00	
Psy5 Total Estimated Cost per Year[6]	$54,031.00	

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 Cover regalia, transcripts, etc.
3 Costs a student may incur as part of participation in the applicable year of the Doctor of Psychology program, including estimated typical costs of living, whether or not paid directly to CNU.
4 Optional, estimated, and may increase or decrease based on number of insured members.
5 Estimated amount based on 12 months
6 Includes Tuition & Fees and Other Estimated Related Costs.
7. The STRF fee charge was re-instated to $2.50 per $1,000 of institutional charges on April 1,2022.

TUITION AND FEES ARE DUE 10 DAYS BEFORE EACH SEMESTER STARTS:
(Except for PSY1 students, Refer to last page of EA)

	Start	End
Summer Semester	5/23/2023	8/12/2023

2nd Year Students – Practicums
2nd Year Students – Placement (practicum)

	Start	End
Psy1 Fall Semester	5/23/2023	12/14/2023
Psy2 Fall Semester	8/21/2023	12/14/2023
Psy3 Fall Semester	8/21/2023	12/14/2023

Psy1 (Class 2027) Tuition and Fees Due	**Due Date** 8/7/2023
Psy2 (Class 2026) Tuition and Fees Due	**Due Date** 8/7/2023
Psy3 (Class 2025) Tuition and Fee Due & Loan Disb.	**Due Date** 8/7/2023
Psy4 (Class 2024) Tuition and Fee Due & Loan Disb.	**Due Date** 8/7/2023

	Start	End
Winter Semester	12/15/2023	1/19/2024

2nd Year Students – Practicums ONLY

	Start	End
Psy1 Spring Semester	5/23/2023	12/14/2023
Psy2 Spring Semester	8/21/2023	12/14/2023
Psy3 Spring Semester	8/21/2023	12/14/2023

Psy1 (Class 2027) Tuition and Fees Due	**Due Date** 8/7/2023
Psy2 (Class 2026) Tuition and Fees Due	**Due Date** 8/7/2023
Psy3 (Class 2025) Tuition and Fee Due & Loan Disb.	**Due Date** 8/7/2023
Psy4 (Class 2024) Tuition and Fee Due & Loan Disb.	**Due Date** 8/7/2023

Academic Policies and Procedures

Academic Calendar
The academic calendar consists of two semesters of classroom instruction. Each are approximately 15 weeks. Practicum and internship hours are completed throughout the calendar year.

Credit Hour Policy
One credit hour is assigned for one hour of classroom instruction and a minimum of two hours of homework. One credit hour is assigned for approximately 3 hours in practicum or internship.

Grading
The College of Psychology uses the following rubric when determining letter grades:

Percentage Score in Course	Letter Grade in Course	Grade Points
89.50-100%	A	4.0
79.50-89.49%	B	3.0
69.50-79.49%	Y/C	2.0
59.50-69.49%	D	1.0
0.00-59.49%	F	0.0

A score between 69.50 to 79.49 will be given the mark of C on individual assignments in a class. A final course grade in the same range will receive a Y.

For Pass/No Pass Courses:

Percentage Score in Course	Letter Grade in Course
79.50-100%	P
79.49-0.00%	NP

If a student does not receive a Pass in a Pass/No Pass course, they must either retake the course or arrange an independent study option with the professor.

Y: Must Remediate- This designation is a preliminary notation indicating that the student has not reached the minimal level of achievement. Students have two options for removing a Y from their transcript:
1. Complete a remediation assignment with a score of 80% or better
2. Retake the course

All Y grades must be successfully remediated before the Master's degree can be awarded, and again before the PsyD can be awarded. Remediation assignments are based on the material in the class. The form of assignment is at the discretion of the professor. Remediation assignments may be repeated twice. If the grade has not been remediated successfully after two attempts, the course must be retaken.

If a student successfully completes a remediation assignment with a grade of 80% or better, the Y becomes a B on the transcript with a notation indicating that the new grade is a change from initial performance. The new grade will be used to calculate GPA. If a student fails to remediate or gets below an 80% twice on the remediation assignment, they must retake the course.

D or F: Must Retake-If a student receives a D or F, they must retake the course. All D or F grades must be successfully remediated before the Master's degree can be awarded, and again before the PsyD can be awarded. Repeating courses may extend the student's expected graduation date and may have financial implications. Students repeating a course are encouraged to discuss their situation with the CNU Financial Aid Office.

If a student successfully retakes a course with a final grade of 79.50% or better, the new grade is placed on their transcript and used in calculating GPA. A notation is placed next to the new grade indicating a change from initial performance. Retaking a course can result in an A.

I-An incomplete on the transcript is a preliminary notation indicating that work in a course was satisfactory but not completed when grades were due. All incomplete work must be finished in the time frame determined by the student's Academic Advisor in conjunction with the course professor. However, all incompletes must be resolved before the Master's degree can be awarded, and again before the PsyD can be awarded. Once the assignments have been submitted, they will be graded, and the scores incorporated into the overall performance in the course. The professor shall then resolve the resultant grade by following the College grading procedures.

W-With written permission from the instructor, it is possible to withdraw from a course until the last day of class. There is no penalty for withdrawal, however, there is also no refund. The course will appear on the student's transcript with the grade of W. Students may only receive one W for any given course.

Grade Appeal
If a student is not satisfied with a grade received, they should first approach the professor with their concerns. It is the policy of the College of Psychology that disagreements should be handled at the lowest level possible.

A student may file an appeal if there is continued disagreement regarding their academic performance. The appeal must be submitted within 15 business days of the online grade posting. The appeal must be in writing and submitted to the Assistant Dean of Research and Academics or their representative. The Assistant Dean will respond to the appeal in writing within 10 business days.

If the appeal is not resolved to the student's liking, it can be resubmitted within 2 business days of response from the Assistant Dean of Research and Academics to the Dean of the College who will render a decision within 10 business days. The Dean's decision is final.

Performance Alert
A Performance Alert is designed to allow instructors, program administrators, or practicum supervisors to refer a student for support at any point during the semester, based on assessment of the student's behavior.

Academic Performance
A Performance Alert can be issued at any time during the semester at the professor's discretion. It must be issued after the student has completed 20% of the class grade and has a cumulative score of under 80% in the course.

Professionalism Issues
There are behavioral and professional matters that may also improve after the issuance of a performance alert. These center around issues of respect, honesty and integrity, legal and ethical behavior, professionalism, and personal accountability. These are elaborated in the Code of Conduct. If a professor or practicum supervisor finds that a student has not lived up to the expectations outlined in the Code of Conduct, they may issue the student a performance alert.

Process
All Performance Alert emails should also be cc'ed to the student's Academic Advisor and the appropriate dean (or representative). If the alert is due to academic issues it should be sent to the Assistant Dean of Research and Academics. If it is issued because of practicum performance, it should be sent to the Assistant Dean of Clinical Training. For all other issues, they should be sent to the Assistant Dean of Student Affairs and Admissions.

Academic Probation
Students can only have two courses in which they earned a Y, D, or F on their transcript at any given time. If a student has more than two such classes on their transcript, they will be sent to the Professional and Academic Standards Committee for possible dismissal from the program.
Academic probation formally begins when written notification is given to the student by their Academic Advisor through a Probation Plan. The Academic Advisor has 2 weeks after semester grades are finalized to provide a Probation Plan for the student. Once students have fulfilled the conditions of the Probation Plan, they will no longer be on probation. A student may be terminated from the program if they fail to meet the conditions detailed in the Probation Plan, if they are acting in a manner that violates the ethical and professional standards of the APA as determined by faculty vote, if they fail to return from a leave of absence by the date specified, or if their academic or professional actions have created a situation for which a warning or probation is inappropriate or impossible.
For procedures related to dismissal from the PsyD program, please refer to the College of Psychology Student Rights and Responsibilities and Code of Conduct handbook.

Practicum Readiness
Readiness for practicum is based on academic performance and feedback from the Practicum Preparation instructor. A Practicum Readiness form is completed and forwarded to the Academic Advisor for additional review and signature. This recommendation is then submitted to the Office of Clinical Training for final approval. The Assistant Dean of Clinical Training makes the determination of readiness for a student to participate in practicum, barring appeal to the Dean of the College.
The Practicum Readiness Form is completed at the end of the fall semester of a student's first year in the program. If the student is approved, but then earns a Y in Practicum Preparation for the spring semester, the grade must be remediated prior to the beginning of practicum. A grade of D or F in the spring semester of Practicum Preparation will result in the student not being able to start practicum. The case will also be reviewed for possible student dismissal.
If a student is deemed unprepared for practicum by their Practicum Preparation professor or Academic Advisor, and this decision is upheld by the Assistant Dean of Clinical Training and/or the Dean of the College, the student's case will be reviewed for dismissal.

Length of Program
Unless given written approval by the Dean, a student must complete the program within seven (7) years (84 calendar months) from the time they initially registered and attended their first course in the program.

PsyD Degree Requirements
To receive a doctorate degree in the College of Psychology students must:

1. Conduct themselves in an ethical, moral, professional, and lawful manner as outlined in the Student Rights and

Responsibilities and Code of Conduct handbook

2. Complete all required coursework with a score of 80% or better
3. Meet all Minimum Level of Achievement requirements
4. Obtain 169 credits
5. Pass the Master's Integrative Learning Experience
6. Gain written approval from their Academic Advisor
7. Be free of any probationary status
8. Complete a dissertation and have it accepted by the College
9. Complete of all practicum requirements
10. Complete of all internship requirements
11. Fulfill all tuition and financial requirements of California Northstate University
12. Complete all necessary graduation paperwork for California Northstate University and the College of Psychology.

Upon successful completion of the above, the Doctor of Psychology degree will be posted to their official transcript by the University Registrar. Diplomas will be printed and mailed to recipients after the posting is completed.

Transcripts
Upon graduation, transcripts shall reflect:
1. The courses taken, which semester, and grades achieved
2. Degrees conferred
3. Completion of dissertation including the title, date that the document was accepted by the College of Psychology, and the date that the dissertation was defended
4. Any honors awarded

The Psy.D. may be conferred by the President of the University once students will have satisfied all degree requirements listed above.

Academic Advisors
Students are assigned an Academic Advisor upon entering the program. They will meet within the first semester of instruction to review the requirements of the program and the student's expectations. Throughout the program the student and Academic Advisor will meet once each semester, though either the student or Advisor may choose to meet more frequently.

The advisor completes an integrative assessment of the student's performance at the end of each spring semester.

A student may elect to change their Academic Advisor. They must contact the Assistant Dean of Research and Academics to determine the availability of any alternate advisors.

Attendance Policy
Students are allowed unexcused absences per semester for each course totaling no more than 6 hours.. Additional absences may adversely impact course grades. Excessive absences may result in disciplinary action.

If a student knows they will need to miss a class, the student should contact the professor in advance. Students are permitted to make up missed work for excused absences that are properly documented in a timely manner. They may make up missed work for unexcused absences at the discretion of the course professor.

A student cannot miss more than 15 hours of any course for any reason. If a student misses more than 15 hours, the student will be required to retake the course.

Students who know they will miss more than 6 hours, but less than 15 hours of the course, should request an Extended Absence.

Please refer to the Clinical Training Handbook for attendance policies relating to clinical practicum training.

Tardiness
Students are considered tardy if they arrive to class more than 15 minutes late. Tardiness counts as one hour of missed class and is added to a running tally of total missed class time for each course. Students who are habitually tardy to class may receive a Performance Alert.

Excused Absences
A student may request an excused absence for the following circumstances (verification is always required if the absence is more than one day, or if the absence included any exams or in-class graded assignments)

- medical/illness (self or immediate family)
- maternity/paternity leave
- military duty
- immigration or naturalization
- emergency
- jury duty or legal/court mandated appearance
- bereavement (immediate family)
- professional conference
- involvement in traffic accident documented by a law enforcement report

A student seeking an excused absence should submit any required verification to their course professor, who will determine if the absence is excused or unexcused according to the above policy.

Students who know they will miss more than one week of class should complete the Extended Absence Request Form.

Extended Absence
Extended absences are initiated by the student. If the student knows that they will need to miss class, they have the option to file an Extended Absence Request Form with the Office of Student Affairs and Admissions.

Students are allowed to makeup missed work for excused absences. Vacations do not qualify as excused absences. If it is an unexcused absence, students are allowed to makeup assignments at the course professor's discretion.

If an extended absence is due to a medical condition, the student may not return to the program without appropriate medical clearance.

Students who know they will be required to miss more than 30% of the course should take a leave of absence.

Leave of Absence
A leave of absence can be no less than one semester, but no more than one academic year. While on a leave, the student cannot participate in classes, practicums, or internship. Students are required to meet with the Financial Aid Manager because during leave they are not enrolled at the University.

Students considering a leave of absence must submit a College of Psychology Leave of Absence Request Form to the Assistant Dean of Student Affairs and Admissions the semester before the leave is to be taken, or as soon as it is known that a leave of absence is needed. Non-attendance does not constitute notification of intent to apply for leave of absence status. The request must include the basis for the request and expected time of return. If approved by all parties, the request will require a final signature from the Dean. The student must also fill out the CNU Leave of Absence Request Form.

Approved leave of absences will be noted on the student's transcript. Leave status is recorded as the date the Registrar receives the signed form.

Return from Leave of Absence
At the agreed deadline indicated on the approved Leave of Absence Request Form, the student is responsible for notifying the University Registrar of their return.

Students are advised to maintain contact with the Office of Clinical Training during their leave of absence to coordinate clinical training experiences on their return.

A student who does not return to enrolled status at the end of the approved period of leave will be administratively withdrawn from the program. Students who stop attending classes and/or practicum experiences without following the leave of absence procedures will be administratively withdrawn from the program.

Withdrawal from the College/University
Students may voluntarily withdraw from the University/College at any time. A "W" will be on their transcript for any course not completed.

To withdraw, students must submit a completed, official University/College Withdrawal Form to the Office of the Registrar.

A student must meet with and receive signatures from the following departments before the form can be filed: the Office of Research and Academics, Office of Clinical Training, Office of Student Affairs and Admissions, Business Office, Financial Aid, and Office of the Registrar.

A student who officially withdraws from the University/College is entitled to apply for readmission. Because of the sequential nature of the program, students wishing to reenter the graduate program will be considered on a case-by-case basis.

Administrative Withdrawal from the College/University
The Assistant Dean of Student Affairs and Admissions may request that a student be administratively withdrawn from the program. This may be due to the student's continuing and unexcused failure to attend all classes or clinical training experiences. They may also be withdrawn if the student fails to return from a leave of absence. A student who is withdrawn is no longer considered an enrolled student. The effective date of withdrawal is the last day of attendance.

A student who is withdrawn is eligible to reapply for admission.

Student Complaint/Conduct Resolution Policy
It is the policy of the College of Psychology that complaints and conduct violations should be handled at the lowest level possible. Complaint/conduct resolution within the College of Psychology follows a three-tiered system. The following is a summary of policies included in Section 4 of the Student Rights and Responsibilities handbook.

Tier 1: Informal Resolution Procedure

Student can share minor complaints with professors, academic advisors, or members of the College of Psychology administration. Minor infractions of academic or professional policy may be handled informally by faculty or practicum personnel.

Within practicum settings, a supervisor or practicum agency coordinator may choose to involve the Office of Clinical Training to facilitate open communication intended to aid students in professional development.

Tier 2: Formal Resolution Procedure

If complaints and conduct violations cannot be resolved at Tier 1 they are brought to Tier 2. These issues should be brought to the attention of the appropriate Dean:

> 1. Academic concerns: Assistant Dean of Academics
> 2. Practicum and internship concerns: Associate Dean of Clinical Training
> 3. All other concerns: Assistant Dean of Student Affairs and Admissions

Assistant Deans may investigate and resolve matters by:

> 1. Referral back to all relevant parties for informal resolution
> 2. Referral back to course instructor or practicum setting for resolution using appropriate measures for minor complaints/concerns/violations
> 3. Assignment of corrective action
> 4. Refer to Professional and Academic Standards Committee (PASC)

Tier 3: Appeals

Appeals of Tier 2 resolutions may only be pursued when:

> 1. Significant new information has surfaced that was not available when the issue was originally considered by an Assistant Dean or PASC
> 2. Due process procedures were not followed

Deans decide whether to accept an appeal.

Professional and Academic Standards Committee

PASC is three faculty members, and their recommendations are made by super majority vote. If an issue involves a question of student responsibility or possible dismissal from the College of Psychology, the issue must be referred to PASC by the appropriate Dean. Any other matter concerning student conduct may be referred to PASC by a Dean.

A referral to PASC will include the Request for Formal Complaint/Conduct Resolution form and any additional documentation pertinent to the case. The referring Dean will notify the student within 5 working days of a referral to PASC. The student may attend the scheduled PASC meeting in person or provide a written statement to clarify their actions. They may also provide additional documentation to the referring dean for consideration by PASC.

Student notification includes:

1. The nature of the alleged behavior or concern
2. The date, time, and place of the alleged behavior or concern
3. The process used to review the relevant information
4. The date, time, and place of the PASC meeting
5. The sanctions applicable if the student is found to be responsible for the alleged behavior or concern
6. A notice that a decision will be made in the student's absence if the student chooses not to appear at the meeting or has submitted a statement.

PASC must meet within 21 days of receipt of the Assistant/Associate Dean's referral. A recommendation must be made by PASC and presented to the Dean of the College within 5 working days of the meeting.

The Dean may accept or reject the recommendations. The student must be notified of the Dean's decision within 10 working days. The Dean's decision is final.

If the recommendation is dismissal, and the Dean of the program accepts the recommendation, it is moved on for a faculty vote. If 2/3s of the faculty vote for dismissal, the student is dismissed from the program.

There are events that cause dismissal that do not require a vote by the faculty. These can include not passing the MILE, failing a course a second time, not completing the program requirements within 7 years, or egregious activity involving patient care or violations of the law. These issues of dismissal are decided by the Dean of the program and the Dean's decision is final.

Resolution of Matters involving Alleged Criminal Conduct

All matters involving alleged criminal conduct will be referred to University legal counsel and/or the Office of Human Resources. The College of Psychology reserves the right to pursue resolution according to the procedures described in the Student Rights and Responsibilities handbook regardless of any civil or criminal outcome.

Record of Student Complaints and Conduct Proceedings
A record of student complaints and conduct resolutions is kept on file in Office of Student Affairs and Admissions.

Anonymous Reporting
Students and faculty may report grievances, complaints, and conduct violations anonymously through a drop box outside the office of the Assistant Dean of Student Affairs.

Curriculum Description
Masters Integrative Learning Experience
The MILE is a written case report and oral presentation that occurs in the spring semester of a student's 3rd year. Students write about a patient, collaborating with a panel of professors who guide them as the case report is examined and revised. Once the written report has been approved, an oral presentation is scheduled. The student provides the panel with information about their clinical case applying knowledge learned in the Foundations of Behavior series (biological, developmental, cognitive, affective, and social). Once both written and oral sections of the MILE have been approved by their panel, the student has completed the culminating experience requirement. To receive their Master of Arts degree in clinical psychology a student must complete the MILE and obtain a B or better in all first and second year courses.
If a student does not pass their written and oral exams within the timeframes outlined in the MILE Handbook, they are no longer allowed to continue in the program.

Dissertation and Defense
Dissertations represent an opportunity to create original scholarly work that contributes new information to the field's body of knowledge.

Students are expected to formulate their dissertation question during their first year and to begin work on the project after completing the Research Methods and Statistics courses. Once students know the hypothesis they wish to test, they should begin seeking faculty members that will agree to be their Chair and reader. If the student wishes to select a committee member who is not College of Psychology faculty, they must get approval from the Assistant Dean of Research and Academics.

Students may elect to write a monograph or a three-paper dissertation. For details regarding the dissertation and defense process, please refer to the Dissertation Guide: A Handbook for Students from Proposal to Defense.

Clinical Training

Practicums

During the first year of graduate study students will take a year-long Practicum Preparation course designed to integrate the information they are receiving in their classes with the practical knowledge they need to be successful in practicum training.

In years two through four, students will be in practicums. The Field Placement Office has a list of potential practicum sites in the Greater Sacramento area and students will apply and interview in the spring prior to the beginning of a practicum placement. Students may also elect to be at be at the CNU Community Counseling and Psychological Services clinic.

Practicum sites will provide students supervised experience working with diverse individuals presenting various diagnoses and interpersonal issues. Practicums provide weekly individual supervision, didactic training, and evaluations of student performance based on direct observation of clinical interventions.

During practicum, students will be enrolled in a Practicum Case Conference. This seminar series provides a space where participants can share their clinical experiences and receive feedback from their peers and the professor.

At least 1,500 hours of practicum training are required for a student to graduate from the program. Students are encouraged to manage their time carefully to ensure that all practical and academic requirements are met.

Internship
To obtain an APA internship, students will participate in the AAPIC match system. Internships are full time commitments and take up the entirety of the 5th year in graduate school.

All students must apply to APA internships as part of the College of Psychology curriculum; however, some may not obtain a position through the match system. If this occurs, the student may apply the following year, keeping in mind that they must complete all graduation requirements in 7 years. They may also apply for a CAPIC internship or work with a private psychologist to earn their internship hours as a psychological associate.

PSY Course Descriptions
Didactic Courses

<u>Foundations of Behavior Series</u>
PSY 601 Foundations of Behavior: Biological
This course focuses on the biological underpinnings of behavior including neural, physiological, anatomical, and genetic influences.

PSY 602 Foundations of Behavior: Developmental
This class focuses on the human lifespan, transitions through various stages of growth, and the intellectual and behavioral changes that occur across an individual's lifespan.

PSY 606 Foundations of Behavior: Cognitive and Affective
This course examines the ways in which humans learn, elements that effect memory, how thought processes are categorized. It also covers response, mood, feeling states, and the interplay between behavior and emotion.

<u>Assessment Series</u>
PSY 720 Assessment Series: Intellectual
This class focuses on intellectual assessment of both children and adults. It introduces students to assessment writing and the various components necessary in client interviews.

PSY 721 Assessment Series: Personality and Emotion
This class focuses on tests that gauge a patient's personality and emotional state. Measurements include detection of personality disorders and mood disturbances.

PSY 722 Assessment Series: Neuropsychological
This course is the culmination of the assessment series, using knowledge students have gained about both brain function and the capabilities of psychological assessment they will complete full neuro-psychological batteries and review cases of severe impairment, injury, stroke, and dementia.

<u>Psychopathology Series</u>
PSY 603 Psychopathology: Adult
This class reviews DSM-5 conditions found in adult patients. Attention will be given to the construction of the DSM and a comparison to the ICD 11.

PSY 604 Psychopathology: Child/Adolescent
This course will review DSM-5 diagnoses that are found among children or adolescents. Special attention will be given to the autistic spectrum and learning disabilities.

<u>Interventions Series</u>
PSY 710 Interventions: Child and Adolescent
This course examines therapies for children and adolescents focusing on the latest empirically validated treatments.

PSY 711 Interventions: Behavioral
This course examines treatments for psychological conditions through the lens of behavioral theories.

PSY 715 Interventions: Psychodynamic
This course examines treatments for psychological conditions through the lens of psychodynamic theories.

PSY 712 Interventions: Groups
This course focuses on interventions for groups, with special attention given to the ethical and professional issues that differentiate work with groups from that of individuals.

PSY 803 Interventions: Crisis and Trauma
Students in this course will learn effective means to evaluate and treat patients in crisis or who have experienced recent traumatic events.

PSY 804 Interventions: Consulting and Supervision

All psychologists will be consulting throughout their career, whether it is with other psychologists and healthcare providers or with members of the public and professional organizations. This course also addresses effective means of supervision and spotlights ethical issues that present themselves in the supervisor/supervisee relationship.

<u>Research and Statistics</u>
PSY 613 Research Methods
This class prepares students to critically read research, understand research design, and to begin work on their dissertation. They will learn the strengths and limitations, means of interpretation, and the technical aspects of rigorous case study. Students will learn the difference between correlational, descriptive, and experimental research designs and will be introduced to qualitative methods including meta-analysis and quasi-experimentation.

PSY 614 Statistics
In this course, students will learn to engage in mathematical modeling, analysis of psychological data, description, inference, univariate and multivariate analysis, null-hypothesis testing, power, and estimation.

PSY 703 Psychometrics
This course reviews theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

<u>Diversity, Equity, and Inclusion Series</u>
PSY 801 Human Diversity and Cultural Awareness
This course will review the social and cultural context of both patient care groups and clinicians. Students are expected to challenge their own preconceptions and attitudes about cultural attitudes and norms and the way human diversity effects psychological treatment.

PSY 607 Foundations of Behavior: Social and Cultural
The study of social and cultural behavior includes group process, attributions, discrimination, societal attitudes, and the interface between the subjects of sociology and psychology.

PSY 815 Advocacy and Social Justice
This course teaches how to competently incorporate advocacy and social justice into students' professional identity and behavior as a psychologist.

<u>Individual Courses</u>
PSY 605 History and Systems
This course examines the origins and development of the discipline of psychology. It moves through historical changes in the profession while examining the social and cultural factors that contributed to the advent of particular theories. The course will also examine the changes that have occurred in the discipline, its expanding role in healthcare, and its current state as a profession.

PSY 608 Standards and Ethics
This course reviews the current American Psychological Association's Ethics and Professional Code through the lens of real-world cases.

PSY 808 Psychopharmacology
Students learn about the medications that can be used to treat disorders, the resultant physiology, and their overall effectiveness.

PSY 861 Dissertation Seminar 1
This class assists students in completing their dissertation. Students will find a supportive environment where they can work through challenges, seek feedback, and progress in a systematic fashion towards finishing this task.

PSY 862 Dissertation Seminar 2
This is a continuation of Dissertation Research Seminar 1.

Clinical Training

<u>Practicum</u>
PSY 650 Practicum Preparation 1

This course is designed to prepare students for starting work in the community as new practitioners. Students work to understand theoretical orientations, their role as a volunteer, their rights and responsibilities at practicum, and charting and organizing their appointments.

PSY 651 Practicum Preparation 2
This is the second semester and a continuation of Practicum Preparation 1.

PSY 713 Practicum Case Conference 1
This seminar series takes place while the student is in practicum and provides a space where participants can share their clinical experiences and receive feedback from their peers and the professor.

PSY 714 Practicum Case Conference 2

PSY 813 Practicum Case Conference 3

PSY 814 Practicum Case Conference 4

PSY 913 Practicum Case Conference 5

PSY 914 Practicum Case Conference 6

PRC 750 Practicum 1
Each practicum lasts between 9-12 months. Practicums vary in setting, patient population, and difficulty as the student progresses through the program. Students may apply to potential practicum sites based on their developmental level, but the Field Placement Office has final approval on practicum selection.

PRC 751 Practicum 1

PRC 850 Practicum 2

PRC 851 Practicum 2

PRC 950 Practicum 3

PRC 951 Practicum 3

PRC 799 Summer Session
Internship
PSY 960 Internship
Students must participate in an APA internship, CAPIC internship, or work with a private psychologist to earn their internship hours as a psychological associate. Part-time is available and requires 24 months to complete.

PsyD Curriculum

Curriculum

1st Year	Course #	Course Title	Credits	Semester
	PSY 601	Foundations of Behavior: Biological	3	Fall
	PSY 602	Foundations of Behavior: Developmental	3	Spring
	PSY 603	Psychopathology: Adult	3	Fall
	PSY 604	Psychopathology: Child/Adolescent	3	Spring
	PSY 608	Standards and Ethics	3	Fall
	PSY 801	Human Diversity and Cultural Awareness	3	Spring
	PSY 613	Research Methods	3	Fall
	PSY 614	Statistics	3	Spring
	PSY 650	Practicum Preparation 1	3	Fall
	PSY 651	Practicum Preparation 2	3	Spring
			Total 30	
2nd Year				
	PSY 607	Foundations of Behavior: Social and Cultural	3	Fall
	PSY 606	Foundations of Behavior: Cognitive/Affective	3	Spring
	PSY 703	Psychometrics	3	Fall
	PSY 710	Interventions: Child and Adolescent	3	Spring
	PSY 711	Interventions: Behavioral	3	Fall
	PSY 712	Interventions: Groups	3	Spring
	PSY 720	Assessment Series: Intellectual	3	Fall
	PSY 721	Assessment Series: Personality and Emotion	3	Spring
	PSY 713	Practicum Case Conference 1	3	Fall
	PSY 714	Practicum Case Conference 2	3	Spring
			Total 30	
3rd Year				
	PSY 803	Interventions: Crisis and Trauma	3	Fall

PSY 804	Interventions: Consultation and Supervision		3	Spring
PSY 815	Advocacy and Social Justice		3	Fall
PSY 808	Psychopharmacology		3	Spring
PSY 722	Assessment Series: Neuropsychology		3	Fall
PSY 861	Dissertation Research Seminar 1		3	Spring
PSY 605	History and Systems		3	Fall
PSY 715	Interventions: Psychodynamics		3	Spring
PSY 813	Practicum Case Conference 3		3	Fall
PSY 814	Practicum Case Conference 4		3	Spring
		Total	30	
4th Year				
PSY 862	Dissertation Research Seminar 2		3	Fall
PSY 913	Practicum Case Conference 5		3	Fall
PSY 914	Practicum Case Conference 6		3	Spring
		Total	12	
2nd - 4th Year	**PRACTICUM REQUIREMENT (duration of practicums range up to 12 months)**			
2nd year	PRC 799	Summer Session (if required)	0-1	Summer
	PRC 750	Practicum 1	4	Fall
	PRC 751	Practicum 1	4	Spring
3rd year	PRC 799	Summer Session (if required)	0-1	Summer
	PRC 850	Practicum 2	5	Fall
	PRC 851	Practicum 2	5	Spring
4th year	PRC 799	Summer Session (if required)	0-1	Summer
	PRC 950	Practicum 3	6	Fall
	PRC 951	Practicum 3	6	Spring
	PRC 799	Summer Session (if required)	0-1	Summer
		Total	30	
5th Year	**INTERNSHIP**	**2000 Total Hours Required**		

			Full-time	Half-time
PSY 960	Internship			
	Fall		14	7
	Spring		14	7
	Summer		12	6
		Total	40	20

Total Program Credit Hours: 169

California Northstate University

ψ COLLEGE of PSYCHOLOGY

Academic Calendar
2022-2023

Summer Semester 2022		
	Start Date	**End Date**
Summer Practicums	05/23/2022 - Monday	08/12/2022 - Friday

Fall 2022		
	Start Date	**End Date**
Orientation & Welcome Ceremony	08/16/2022 - Tuesday	08/19/2022 - Friday
Start of Instructional Courses	08/22/2022 - Monday	
Holiday – Labor Day	09/05/2022 - Monday	
Holiday – Thanksgiving Break	11/21/2022 - Monday	11/25/2022 - Friday
Final Exams	12/12/2022 - Monday	12/16/2022 - Thursday
Holiday – Winter Break	12/19/2022 - Friday	01/20/2023 - Friday
Final Grades Due	01/13/2023 - Friday	

Winter Intersession 2022-2023

	Start Date	End Date
Winter Intersession (Practicums only)	12/19/2022 - Friday	01/20/2023 - Friday

Spring 2023

	Start Date	End Date
Start of Instructional Courses	01/23/2023 - Monday	
Holiday – Martin Luther King Jr.	01/16/2023 - Monday	
Holiday – President's Day	02/20/2023 - Monday	
Holiday – Spring Break	03/13/2023 - Monday	03/17/2023 - Friday
Classes Resume	03/20/2023 - Monday	
Final Exams	05/15/2023 - Monday	05/18/2023 - Thursday
Grades Due	06/02/2023 - Friday	

Practicum Schedule

	Start Date	End Date
Summer Term	05/22/2023 - Monday	08/11/2023 - Friday
Fall Term	08/21/2023 - Monday	12/14/2023 - Thursday
Winter Intercession	12/18/2023 - Friday	01/19/2024 - Friday

| **Spring Term** | 01/22/2024 - Monday | 05/16/2024 - Thursday |

University Holidays

	Start Date	End Date
Independence Day	07/04/2022 (observed)	
Labor Day	09/05/2022 - Monday	
Thanksgiving	11/24/2022 - Thursday	11/25/2022 - Friday
Martin Luther King Day	01/16/2023 - Monday	
President's Day	02/20/2023 – Monday	
Memorial Day	5/29/2023 - Monday	
Juneteenth	6/19/2023 - Friday	

Calendar may be subject to revisions

Directory

<u>Administration</u>

Bret McLaughlin, Founding Dean
MBA, Business Administration, California State University Sacramento
PsyD, Clinical Psychology, The Wright Institute
MA, Clinical Psychology, The Wright Institute
MA, American and British Literature, New York University

Veronica Dobson, Assistant Dean of Admissions and Student Affairs
PsyD, Clinical Psychology, California School of Professional Psychology

Sandra Nevis, Assistant Dean of Clinical Training
PhD, Clinical Psychology, Bowling Green University
MA, Clinical Psychology, Bowling Green University

Andrea Schneider, Assistant Dean of Research
PhD, Clinical Psychology, University Potsdam
MS, Psychology, University Potsdam

<u>Teaching Faculty</u>

Lisa Cochran-Navarra, Assistant Professor
PhD, Psychology, University of Birmingham

Ruth Cohn, Assistant Professor
PsyD, Clinical Psychology, John F. Kennedy University Pleasant Hill

Mark Ettensohn, Associate Professor
PsyD, Clinical Psychology, The Wright Institute
MA, Clinical Psychology, The Wright Institute

Kristee Haggins, Associate Professor
PhD, Counseling Psychology, Ohio State University
MA, Counseling Psychology, Ohio State University

David Jull-Patterson, Associate Professor
PhD, Clinical Psychology, Pacific Graduate School of Psychology
MA, Counselor Education, New York University

Katherine Kruser, Assistant Professor
PsyD, Clinical Psychology, Alliant International University Sacramento
MA, Clinical Psychology, Alliant International University Sacramento

Jason Lillis, Associate Professor
PhD, Clinical Psychology, University of Nevada Reno
MA, Clinical Psychology, University of Nevada Reno

Lori Roberto, Assistant Professor
PhD, Clinical Psychology, DePaul University
MA. Psychology, San Diego State University

Haleigh Scott, Assistant Professor
PhD, Intellectual and Developmental Disabilities Psychology, Ohio State University
MA, Intellectual and Developmental Disabilities Psychology, Ohio State University

DeAnn Smetana, Associate Professor
PsyD, Psychology, California Southern University
DBH, Behavioral Health, Arizona State University
MA, Clinical Mental Health Counseling, George Fox University

Clary Tepper, Assistant Professor
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MSS, Social Service, Bryn Mawr College

Craig Wetterer, Associate Professor
PhD, Fielding Graduate University
JD, William Taft University School of Law
MA, Psychology, California State University Sacramento

Clinical Staff

Ryan Cheperka, Clinical Assistant Professor
PhD, Southern Illinois University, Carbondale
MA, Southern Illinois University, Carbondale

Tiffany Mimms, Assistant Professor
PhD, Clinical Psychology, Fuller Theological Seminary
MA, Theology, Fuller Theological Seminary
MA, Psychology, Fuller Theological Seminary

Lori Roberto, Clinical Assistant Professor
PhD, Clinical Psychology, DePaul University
MA. Psychology, San Diego State University

Staff

Kelsy Harris, Director of Admissions
BA, Psychology, California State University Monterey Bay

Kira Garvey, Executive Assistant to the Dean
BS, Criminal Justice, California State University Sacramento

All faculty and staff emails are firstname.lastname@cnsu.edu

COLLEGE OF GRADUATE STUDIES

Message from the Dean

I would like to warmly welcome you to joining our proud College of Graduate Studies at California Northstate University family – a dynamic learning community. Our fully dedicated faculty and staff strive to help each student to explore your individual career path. We are sincerely committed to bringing your passion for the science and art of healthcare out of you during your academic journey. I appreciate your trust in choosing us to be your academic harbor for your intellectual pursuit. Also, I hope to personally meet you in person at the Meet the Dean hour in the near future.

I sincerely extend my very best wishes to you as you embark on this exciting chapter in your life.

Catherine F. Yang, PhD
Vice President for Academic Affairs
Dean, College of Graduate Studies

About the College of Graduate Studies

It is the goal of California Northstate University (CNU) to create life-long learners that are trained to serve the community as leaders in health care science, education, and research. With this goal in mind, senior University officials have developed a strategic plan that addresses education, partnership, and scholarship.

In 2018, CNU's new College of Graduate Studies (CGS) started to offer the Master of Pharmaceutical Sciences (MPS). The MPS is a 21-months program for students interested in the following research areas: Drug Design and Discovery/Development; Pharmacology, Cellular and Molecular Biology Microbiology/Immunology; Medicinal Chemistry, Pharmaceutics, Drug Delivery, Pharmacokinetics; Regulatory Affairs, Pharmacoeconomics and Biostatistics. Graduates of this program can pursue a variety of career opportunities within the pharmaceutical industry field. Graduates are also positioned to work as researchers at universities, government agencies (i.e. NIH, FDA, CDC) agencies, and non-profit organizations. CNU is located in the Greater Sacramento Metropolitan Area, and provides unique opportunities for students to network with nearby biomedical, biotechnology, pharmaceutical companies, and government agencies.

Following the successful inaugural class of MPS program, CNUCGS opened the new Master of Healthcare Administration (MHA) program in Spring 2021. MHA degree complements the University mission "to advance the science and art of healthcare". MHA prepares early to mid-careerists with the industry knowledge and business administration skills required to pursue potential leadership positions in healthcare management such as: health service administrators, managers, analysts, entrepreneurs, and eventually, executive leadership. We cultivate entrepreneurial mindsets geared towards innovating and engineering healthcare systems of the future while corresponding to the societal need of producing ethical and responsible leaders. Through this transformational change, leaders will deliver improved healthcare delivery systems through operational excellence. Foundational concepts and competencies prescribed by the Healthcare Leadership Alliance (HLA) have been incorporated into the curriculum.

MASTER OF PHARMACEUTICAL SCIENCES

Mission and Vision

Mission: To advance the science of pharmaceutical research by developing future scientists trained to promote health through knowledge, research, and social responsibility

Vision: Preeminence in pharmaceutical sciences research, drug development skills, and integrated education abilities

Accreditation

Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). California Northstate University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001

Program Overview

The two-year Master of Pharmaceutical Sciences (MPS) program offered by CNU is designed to provide fundamental knowledge and skills in the pharmaceutical sciences field to enable students to pursue careers in academia, the pharmaceutical industry, regulatory affairs, and government positions upon graduation.

This program also provides advanced training in theory and laboratory- based settings to students opting for higher education in the health-related professions (MD/PharmD, MD/Ph.D., and PharmD/Ph.D.) and graduate schools (Ph.D.). In addition, this program provides a sufficient foundation in basic pharmacology, molecular biology and biochemistry to allow the students the flexibility to pursue careers in pharmaceutical and biotechnology industries, as well as regulatory affairs.

Program Objectives

- Expand the students' foundation of Basic Pharmaceutical Sciences with emphasis in drug design, drug development or drug delivery.
- Expand the students' pharmaceutical research skills.
- Develop the students' ability to identify problems, formulate hypotheses, plan and execute experiments, analyze data and present results.

MPS at CNU: Strengths & Unique Features

- Two track options: 1) a thesis-based track, and 2). a capstone track

- Foundational core courses are complemented by a broad spectrum of well-designed electives.
- Multiple teaching pedagogical formats maximize learning and subject retention.
- Small class sizes suitable for individualized education and research skills.
- Close proximity and ties to the Colleges of Pharmacy and Medicine, with course paths to prepare students seeking entry into pharmacy or medical school.
- Established collaborations with regional clinical centers, and pharmaceutical industries, providing an array of cooperative educational opportunities.
- Located in Elk Grove, California, the second largest city in the Greater Sacramento Metropolitan Area. Northern California is the hub for many biopharmaceutical companies.

Curriculum

MPS students have two course of study track options: 1) a thesis-based track; and 2) a capstone track.

Thesis/Course Track

Core Courses (29 credits)
- MPS 501 Introduction to Pharmaceutical Sciences I (3 cr) MPS 511 Introduction to Pharmaceutical Sciences II (3 cr)
- MPS 502 Techniques in Pharmaceutical Sciences: Theory and Practice (2 cr)
- MPS 512 Principles of FDA Regulatory Affairs and Drug Discovery (3 cr)
- MPS 513 Biostatistics & Research Methods (3 cr)
- MPS 514 Clinical Biochemistry (3 cr)
- MPS 515 Medical Immunology (3 cr)
- MPS 518 Advances in Drug Delivery (2 cr)
- MPS 506 Research and Thesis-I (3 cr)
- MPS 516 Research and Thesis-II (3 cr)
- MPS 505 Graduate Seminar (1 cr)

Elective Courses (2 credits)

A minimum of 2 credits are required.

Capstone/Course Track

Core Courses (25 credits)
- MPS 501 Introduction to Pharmaceutical Sciences I (3 cr) MPS 511 Introduction to Pharmaceutical Sciences II (3 cr)
- MPS 502 Techniques in Pharmaceutical Sciences: Theory and Practice (2 cr)
- MPS 512 Principal of FDA Regulatory Affairs and Drug Discovery (3 cr)
- MPS 513 Biostatistics & Research Methods (3 cr)
- MPS 514 Clinical Biochemistry (3 cr)
- MPS 515 Medical Immunology (3 cr)
- MPS 518 Advances in Drug Delivery (2 cr)
- MPS 507 Capstone Paper-I (3 cr)
- MPS 516 Capstone Paper-II (3 cr)
- MPS 505 Graduate Seminar (1 cr)

Elective Courses (2 credits)

A minimum of 2 credits are required.

Elective Course Options (Subject to Change)

- MPS 601 Advanced Topics in Drug Design (2 cr)
- MPS 602 Advanced Topics in Clinical Diagnosis (2 cr)
- MPS 603 Emerging Viral Diseases (2 cr)
- MPS 604 Advances in Immunology (2 cr)

MPS to MD (2+4) Pathway

The 2+4 MPS to MD (Master of Pharmaceutical Sciences + Doctor of Medicine) pathway at California Northstate University is designed to offer a unique opportunity (pathway) for students to enter into medical school. This combined program will significantly increase the chances to enter into medical school, receiving competitive clinical residencies and pursue career opportunities in advanced medicine. For this MPS-MD pathway, the student must maintain a cumulative GPA of 3.5 in the MPS program and required MCAT score to guarantee an interview for CNUCOM.

Program Learning Outcomes (PLOs)

PLO 1: Foundational Knowledge in Pharmaceutical Sciences. Demonstrates the knowledge, skills, attitudes, and ethics that are required as scientists or scientific advocates

1.1. Demonstrate essential knowledge of pharmaceutical sciences needed to advance these sciences
1.2. Evaluate scientific literature and scientific products

PLO 2: Exposure to research instrumentation and laboratory techniques of pharmaceutical sciences

2.1. Demonstrate technical proficiency with basic laboratory techniques for pharmaceutical sciences
2.2. Utilize innovation in research instrumentation and laboratory techniques in basic science and drug discovery/ development

PLO 3: Critical thinking skills and problem-solving abilities
3.1. Demonstrate skillful research design and adaptation
3.2. Apply critical thinking and problem-solving skills to make decisions in developing, testing, and producing pharmaceutical products

PLO 4: Critical writing skills and data presentation abilities

4.1. Demonstrate writing skills needed for a career in pharmaceutical sciences and effective communication of scientific ideas in oral and visual formats appropriate for key audiences
4.2. Work effectively in a collaborative scientific setting and demonstrate appropriate intercommunication skills

PLO 5: Promote scientific and technique development of pharmaceutical sciences

5.1. Demonstrate ability to design mechanism-based drugs
5.2. Utilize scientific and technical skills needed to advance the discovery and management of new drugs and other therapeutic products.

Admissions

Educational Prerequisites

- A bachelor's degree (B.S. or B.A.) or higher in Biology, Chemistry or relevant science disciplines, or one year of biology and 1 year of chemistry.
- A cumulative grade point average (GPA) of 2.8 is considered competitive. When evaluating applicants, greater emphasis will be placed on courses that are relevant to our program.
- Completion of the GRE. No minimum requirement for GRE scores- only the General Test is required.

Applying to M.S. in Pharmaceutical Sciences:

- The online application must be completed fully.
- Application Fee: $60 for applicants.
- Personal Statement: Please provide a personal statement describing your professional goals as well as the characteristics you possess that make you a qualified candidate for entry into the Masters of Pharmaceutical Science Program.
- Official Transcripts: Your academic records from each college-level institution you have attended are required. Canadian applicants and all other foreign applicants must submit a foreign coursework evaluation; CNU accepts evaluations from ECE, IERF, WES, and Education Perspectives.
    - Transcripts from undergraduate and graduate institutions attended must be sent directly from the institution, even if a degree was not awarded.
- Minimum requirement GPA 2.8
- Official GRE General Test scores preferred
- Official TOEFL scores for international applicants
- Letters of Recommendation: At least two letters must be submitted from faculty members who are knowledgeable about your academic capabilities and interests.
- Official letters of recommendation should be mailed directly to CNU Master of Science in Pharmaceutical Sciences at the following address:

California Northstate University
Master of Pharmaceutical Sciences
Admissions
9700 W. Taron Dr.
Elk Grove, CA 95757

Additional Admission Requirements

Applicants are strongly encouraged to communicate with potential CNU research advisors listed in the graduate program prior to the admissions process. It is important to identify a research mentor and anticipated area of research prior to beginning the program. Formal research laboratory rotations with faculty members will be implemented after your admission. Onsite interviews are also provided to enable applicants to familiarize themselves with CNU faculty and their research areas.

Deadlines

The deadline to submit an application for Fall enrollment will be August 15th of the same year. All supporting documents must be received prior to August 1st for a Fall enrollment and official transcripts must be received by September 30th of the same year. The online application must be fully completed to be accepted.

Student Enrollment Agreement

The Student Enrollment Agreement must be completed and submitted to the college in order to show intent to enroll in the program. The Student Enrollment Agreement is a legally binding contract when it is signed by the incoming student and accepted by the 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.

Any questions or concerns regarding the Student Enrollment Agreement should be directed to the college or university department.

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 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 University 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.

Student's Right to Withdraw and Refund

After the cancellation period described above in "Student's Right to Cancel and Refund," 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. You can do this by hand delivery, email, facsimile, or mail. Written notice of withdrawal sent by hand delivery, email, or facsimile is effective upon receipt by the Registrar. Written notice of withdrawal sent by mail is effective when deposited in the mail properly addressed with postage prepaid.

The written notice of withdrawal should be on the Official College Withdrawal Form provided by the Office of the Registrar, but may also be in any writing that shows you wish to withdraw from the University. Please include your student ID number on your notice. A withdrawal may also be effectuated by the student's conduct showing intent to withdraw, including but not necessarily limited to the student's continuing and unexcused failure to attend all classes.

If you withdraw before or at completion of 60% (and no more) of the current term, you will be eligible for a pro-rata refund for such term. The University will perform a pro-rata calculation of current term tuition as follows:

Step A) Total calendar days* in current term** – Calendar days in current term completed = Total Calendar days Not Completed
Step B) Total calendar days not completed/Total calendar days in current term = % of pro-rata refund
Step C) Institutional charges*** x % of pro-rata refund = Total refund owed

* Total calendar days include weekends and holidays, except:
- Scheduled break of five or more consecutive days when no classes are offered.
- Days of leave of absence are not included in total days.

**Current term generally means the current semester, but when tuition is charged for the entire period of enrollment rather than by semester, then the current term shall mean that period of enrollment.

***Institutional charges excluded from the pro-rata refund are: (1) non-refundable registration fee (applicable to first year, first semester students only), (2) all other non-refundable fees as described in the current General Catalog, (3) Student Tuition Recovery Fund fee, and (4) Student Health Insurance premium estimated at $3,200.00, if applicable; institutional charges included in the pro-rata refund include: (1) current term tuition.

There is no refund for students who withdraw after completing more than 60% of the current term.

If the amount of the current term payments is more than the amount that is owed for the time attended, then a refund of the difference will be made within 45 days after the notice of withdrawal is received by the Office of the Registrar. Refunds owed to the student as a result of a pro-rata calculation will be done in the following order:

- Private Educational Loan(s);
- To the student.

If the amount of the current term payments is less that the amount that is owed for the time attended, it is the sole responsibility of the student to contact the University to make appropriate payment arrangements.

Student Tuition Recovery Fund (STRF) Disclosures

Information on the Student Tuition Recovery Fund disclosures (STRF) can be found on (page 217) of the General Catalog.

Tuition, Fees and Related Disclosures

All tuition, fees, expenses, and policies listed in this publication are effective as of June 2022 and are subject to change without notice by California Northstate University.

In the tables below, MPS1 and MPS2 indicate the student's year in the program, e.g., MPS1 is a first-year student; MPS2 is a second-year student.

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 assumes that a student will attend each semester term on a full-time basis, which allows for a student to graduate after successfully completing two (2) years of coursework consisting of 31 semester credit hours.

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 on page 220 of the General Catalog.

2023-2024 MPS Tuition & Fees

Tuition & Fees (T&F)	Amount	Class
Enrollment Fee (nonrefundable)	$100.00	MPS1
Tuition	$34,068.00	MPS1
	$34,068.00	MPS2
Student Activity Fee	$100.00	MPS1, MPS2
Technology Fee	$50.00	MPS1, MPS2
Pharma Sci Lab Fee	$700.00	MPS1, MPS2
Student Tuition Recovery Fee (STRF)[7]	$180.00	MPS1
Orientation Fee	$50.00	MPS1
Graduation Fees[2]	$250.00	MPS2
MPS1 Total Estimated Tuition & Fees per Year[1]	**$38,493.00**	
MPS2 Total Estimated Tuition & Fees per Year[1]	**$38,513.00**	

Total estimated cost for the 2-year Master of Pharmaceutical Sciences program is $68,785.00.[1]

Other Educational Related Costs[3]	Amount	Class
Health Insurance Premium[4]	$3,345.00	MPS1, MPS2
Books and Supplies[5]	$1,600.00	MPS1, MPS2
Room and Board[5] (based on 12 months)	$26,455.20	MPS1, MPS2
Transportation[5] (based on 12 months)	$5,450.00	MPS1, MPS2
MPS1 Total Estimated Cost per Year[6]	**$70,467.00**	
MPS2 Total Estimated Cost per Year[6]	**$72,018.00**	

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 regalia, transcripts, etc.
3 Costs a student may incur as part of participation in the applicable year of the Master program, whether or not paid directly to CNU.
4 Optional, estimated and may increase based on number of insured members.
5 Estimated amount.
6 Includes tuition, fees and other estimated educationally related costs, including some costs of living.
7. The STRF fee charge was re-instated to $2.50 per $1,000 of institutional charges on April 1,2022.

TUITION AND FEES ARE DUE 10 DAYS BEFORE EACH SEMESTER STARTS:
(Except for MPS1 students, Refer to last page of EA)

Spring 2023 Start

	Start	End
MPS1 Spring Semester	1/2/2023	5/5/2023

MPS1 (Class 2025) Tuition and Fees Due	**Due Date** 12/19/2022

	Start	End
MPS1 Fall Semester	8/16/2023	12/18/2023

MPS1 (Class 2025) Tuition and Fees Due	**Due Date** 8/21/2023

	Start	End
Summer Semester	5/8/2023	7/28/2023

2nd Year Students – Practicums
2ND Year Students – Placement (practicum)

Fall 2022 Start

	Start	End
MPS1 Fall Semester	8/16/2023	12/18/2023
MPS2 Fall Semester	8/16/2023	12/18/2023

MPS1 (Class 2025) Tuition and Fees Due	**Due Date** 8/21/2023
MPS2 (Class 2024) Tuition and Fees Due	**Due Date** 8/21/2023

	Start	End
MPS1 Spring Semester	1/2/2024	5/3/2024
MPS2 Spring Semester	1/2/2024	5/3/2024

MPS1 (Class 2025) Tuition and Fees Due	**Due Date** 12/18/2023
MPS2 (Class 2024) Tuition and Fees Due	**Due Date** 12/18/2023

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.

Instruction/Course Delivery

All courses for MPS are 90% face-to-face on-campus teaching, with the exception of two courses: MPS 512 and MPS 518. This comprehensive course is designed using a hybrid teaching format, combining direct faculty-student interaction and eLearning.

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

Description of Facilities

Information on research laboratories and facilities utilized by California Northstate University in conjunction with the delivery of instruction for all CNU Colleges, can be located on page 229 of the General Catalog.

General Policies
Orientation & Registration

Registration for classes requires:
1. All admission contingencies be fulfilled.
2. Financial aid clearance from the Financial Aid Officer.
3. Completion of all new student paperwork.

Admission contingencies include proof of medical insurance coverage and any other institutional requirements. Students may enroll in the Student Health Insurance Plan to satisfy the insurance requirement.

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. 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.

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.

Registration is conducted by the Registrar prior to the start of each semester for new and continuing students. Students with business, financial, or other registration holds on their account will not be registered until the Registrar is notified that the hold has been cleared. Students who are incompliant 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 to register or make schedule changes.

Address Where Instruction Will Be Provided

Class sessions are conducted in the MPS classroom at 9700 West Taron Drive, Elk Grove CA 95757.

Catalog, School Performance Fact Sheet, and Website

Before signing the Student Enrollment Agreement, students are strongly encouraged to visit the College website at http://pharmasciences.cnsu.edu/ and to read and review the CNU General Catalog and School Performance Fact Sheet (SPFS). The SPFS contains important performance

Academic Policies and Procedures

Academic Calendar

The academic calendar consists of two semesters lasting approximately 15 weeks long.

Credit Hour Policy

For each 15-week semester, one (1) unit of credit is assigned per hour each week of classroom and a minimum of two (2) hours of out-of-class student work (homework) *(LEC/SEM)*. For courses that include workshop and/or laboratory time, one (1) unit of credit is assigned per two (6) hours each week of student time spent in this activity (LAB/AL)

Code	Course Type	Code	Course Type
AL	Active Learning course	LEC	Lecture course
LAB	Laboratory Course	SEM	Seminar

Grading

A letter grade equal to or greater than C is considered satisfactory performance (passing) for completion of a course. Students must maintain a minimum cumulative grade point average (GPA) of 3.0. The breakdown for assignment of letter grades and grade points for each letter grade are as follows:

Grade	Definition	GPA Unit
A	90.0 – 100%	4.00
B	80.0 – 89.9%	3.00
C	70.0 – 79.9%	2.00
D	60.0 – 69.9%	1.00
F	<60%	0.00
I	Incomplete	Not in GPA
P	Satisfactory (70% or above)	Not in GPA
W	Withdrawal	Not in GPA

GPA Calculation

To calculate cumulative GPA, letter grades will be converted to their numeric grade point value using the grading convention table above, and then added together. The sum is then divided by the number of courses taken. Grades received in retaken classes will be used in determining cumulative GPA. The grade initially received in the course will not be included in the calculation, but is recorded on the transcript.

Course Add/Drop Procedure

Changes in course registration may be made without penalty up to the end of the first week (5 class days) for fall and spring terms. Specific add/drop deadlines will apply for courses offered during the summer term.

Incomplete or Withdrawal from a Course

During a semester, a student may withdraw or fail to complete all required assignments and/or examinations due to extenuating circumstances, such as, but not limited to, an illness or a family emergency. In such cases, the course coordinator may give a grade of Incomplete for the course.

All missed assignments and exams must normally be completed within 10 business days after the end of the semester in which the Incomplete was received, or within a timeframe determined by the course coordinator. Failure to successfully complete the course will result in an earned F grade for the course and placement on Academic Probation.

Withdrawal from a course must first be approved by the course coordinator and the Office of Academic Affairs. Where a student has had to withdraw from a course a grade of W will be applied and the student will have to repeat the course next time it is offered.

Grade Appeals Procedure

A student can file an appeal if there is a disagreement with a final course grade. The appeal must be submitted within ten (10) business days of online grade posting. The student must initiate a formal grade appeal process in writing and present the appeal to the course coordinator.

The faculty member will respond to the student in writing within ten (10) business days. If the appeal cannot be resolved, the student has two (2) business days to appeal in writing to the MPS Director who renders a decision in writing within ten (10) business days of receipt of the formal appeal. (If the course Coordinator is the MPS Director, then the student may appeal the decision directly to the Dean. The student has two (2) business days to submit an appeal in writing to the Dean. The Dean will render a decision in writing within ten (10) business days of receipt of the formal appeal).

If the MPS Director cannot resolve the appeal, the student has two (2) business days to submit an appeal in writing to the Dean. The Dean will render a decision in writing within ten (10) business days of receipt of the formal appeal.

If a grade appeal is approved, the course coordinator must complete a Grade Change Form and submit the form to the MPS Director for final approval. The form must then be submitted to the Registrar so that the grade can be changed on the transcript.

A record of the final decision concerning the appeal will be kept on file in the MPS Director office.

Academic Progression Policy

The Master of Pharmaceutical Sciences (MPS) at California Northstate University has a rigorous

academic progression policy to ensure students' progression through the curriculum in a timely manner.

The purpose of the academic progression policy is to ensure students in the MPS program reach and maintain high standard of course learning and successfully complete course credits and thesis or capstone paper within required time frame.

Students in the MPS program must pass all courses each semester with a least a grade of C and maintain a minimum grade point average (GPA) of 3.0. A grade of D or below in a course indicates a lack of understanding of the fundamental knowledge of the course necessary for progression.

Students struggling with academic courses must complete the MPS program within 3 years (2-year program) from the time they register and attend their first core course if insufficient knowledge has been identified and remediated.

Remediation

Remediation is provided to students who earn a letter grade lower than C in any course in the MPS curriculum. The course coordinator/instructors determine the format of remediation examination that covers the course material presented throughout the course. Preparation of the remediation exam is the sole responsibility of the student. A grade of C to this course will be reported to the Registrar if the remediation examination was satisfactorily completed.

Academic Probation

If a student fails a course or remediation is taking place for three or more courses, the student will be automatically placed on academic probation for three-year plan (2-year program) from the time they register and attend their first core course. An academic plan for probation must be documented and approved by the Dean of the College of Graduate Studies.

Dismissal

A student may be dismissed from the MPS program if any of the following conditions occur and the Professional and Academic Standards Committee determines that dismissal is warranted:

a.   Failure to meet any terms of remediation or academic probation.
b.   Conduct subject to dismissal as described in the Student Handbook.
c.   Failure to complete the degree requirements in three (two-year program) or five (dual degree) consecutive academic years from the date of the first day the student begins the program.

Appeal of Dismissal

Students dismissed from the MPS program may appeal the decision in writing within thirty calendar days of notification of dismissal to the Dean of the

College. The Dean will render a decision in writing within 15 calendar days of the receipt of the formal written appeal. The Dean's decision is final.

Degree Requirements

The Master in Pharmaceutical Sciences degree is a two year (21-24 months) program. All requirements must be fulfilled within a period of two years following initial registration, although course credit is not nullified until three years after completion of a course. Any student who has not achieved candidacy by the end of their second year will be reviewed by the Thesis Committee for placement on academic probation, regardless of grade point average, and recommendations for progress will be established.

Degree requirements for the Thesis-based track and the Capstone/Course track are as follows:

Thesis-based Track:

To graduate from the M.Sc. program, students in this track must earn a minimum of 31 credits. In addition to the course requirements, students must pass a written prequalifying examination and complete a thesis.

Capstone/Course Track:

Students in this track must pass a minimum of 31 credits along with successfully completing a written qualifying examination, and a capstone paper that consists of conducting a detailed literature review and analysis on a selected topic in lieu of a thesis.

Comparison of Thesis-based and Capstone Track

	Thesis Track	Capstone Track
Years	2	2
Total Credits	31	31
Core Course Credits	29	29
Elective Credits	2	2
Written Examination	Yes	Yes
Thesis	Yes	Capstone paper

Attendance Policy

The MS program will follow University guidelines in attendance policy, which requires mandatory attendance for all students. Specifically, students are expected to attend and participate in all classes, and complete all exams and assessments as scheduled (together defined as "coursework").

However, occasionally an absence from coursework will be unavoidable. The policy described below delineates the circumstances when an absence will be considered excused along with expectations for timely communication with the Course Coordinator and makeup of missed coursework.

A. Approval of Absence

Students should seek approval for an absence from the course coordinator well in advance of the absence if possible, by completing an Excused Absence Request Form. In the case of emergency absence, students should complete and submit the Excused Absence Request Form within 3 business days of returning to campus after the absence. Regardless of whether an absence is excused or unexcused, students are expected to demonstrate professionalism and to follow procedure when requesting an absence.

B. Duration of Absence

A student may request no more than three academic days of excused absences per semester. Absences exceeding five academic days per semester may require a student to request a Leave of Absence or a Withdrawal. Students must contact the Office of Academic Affairs (OAA) if any one absence period exceeds five days to discuss these options.

C. Type of Excused Absence

A student may request an excused absence, from the course coordinator, only for reasons listed below:

- Medical (self or immediate family)
- Military duty
- Immigration & Naturalization
- Jury duty
- Legal
- Bereavement (first degree relative)
- Involvement in traffic accident documented by law enforcement report
- Professional Leave – conferences, invited presentations/posters, competitions, (requires verification of academic standing).

D. Makeup Allowances

Students are responsible for contacting the course coordinator to arrange makeup of coursework, otherwise they will receive a zero grade. A student seeking an excused absence should complete the Excused Absence Request Form and seek the Course Coordinator's signature for each course the student was absent within three business days upon return to courses or campus. The form must then be given to the Dean of Academic Affairs, who will approve or not the absence request. The OAA will notify the student and course coordinator of the outcome of the absence request.

If an absence is excused, students will be allowed the option to make up missed coursework, rotations, or missed assessments. The nature and type of makeup, makeup time, date, format, duration, and grading is at the sole discretion of the Course Coordinator, but in general Coordinators will draw the following distinction between "high" and "low" stakes assessments/coursework, and professional leave:

A student who is absent for a "high stakes" exam or other such activity considered high stakes, provided

the absence has been excused, will be required and allowed to make up the work.

If a student is absent for a "low stakes" assessment the Course Coordinator may choose to drop the missed coursework from the gradebook or provide a makeup opportunity.

A student requesting an absence to attend a professional meeting must demonstrate they are in good academic standing. Requests for professional leave must be submitted at least 10 business days in advance of the professional conference attendance. If attendance coincides with a high stakes exam it is highly likely that the absence will be denied.

Leave of Absence

A leave of absence is approved for a specific period of time, not to exceed more than a year, and the institution agrees to permit the student to return to the University/College without formally reapplying for admission to the University/College.

The student will be required to return to the University/College at the beginning of the semester in which the leave was granted. All students requesting a Leave of Absence should fill out a Leave of Absence Form after discussing their decision with the Academic Official for Academic Affairs. If a student is requesting a leave of absence, the Academic Official for Academic Affairs must sign the form. If the student is approved for a leave of absence, the student is eligible to return without reapplication if the absence is within the approved time frame. A student requesting a leave of absence should also meet with the Financial Aid Manager and Business Office to determine impact of their decision and any requirements needing fulfilment prior to the leave.

Non-attendance does not constitute notification of intent to apply for leave of absence status. The date of leave status is the date the Registrar receives the signed form.

Return from Leave of Absence

The Office of the Registrar will contact a student on Leave of Absence (LOA) approximately 90 days before the LOA expires via certified US mail and the email addresses on record. The student will receive the Intent to Return Form and instructions for re-enrollment and for withdrawing from the University.

The student will have 30 days of the date of the notice to reply to the Office of Registrar with their intent to return to the University/College or officially withdraw.

If a student does not return within 1 year of approved LOA they are no longer eligible to return as a continuing student and must reapply to the University/College for admission.

Journal Club & Attendance at Seminars and Thesis Presentations

The journal club and graduate seminar are conducted mainly by students, facilitated by the course coordinator. Each week, a student presents a paper related to their research/scholarship interest. The chosen paper will be announced prior to the class and copies provided to all participants. The goal of the journal club is to create an open venue for friendly but lively scientific discussion. Students are encouraged to critically review the paper, and understand how to gauge its impact on the field. Grades will be determined primarily based on the presentation of the student during the course, as well as overall class participation.

Assisting in Research and Teaching

Under the recommendation of faculty members and the advisory committee, research assistantship and teaching assistantship that cover tuition and other expenses are provided to outstanding graduate students with the final approval from the Dean.

MPS Thesis Advisory Committee

This committee, which is recommended by the MPS program Director and approved by the Dean, shall consist of at least three faculty members. All members of the committee shall be members of the Graduate Program Faculty. The student's Major Advisor (Thesis Mentor) typically serves as Chair of the committee.

Thesis Guidelines

The thesis is a vital portion of the curriculum for graduate students choosing the thesis-based track. These students will conduct hands-on, original research in CNU's state-of-the-art laboratories, mentored by faculty with experience in the biomedical and pharmaceutical sciences. Students will select their research topics after consultation with their major advisors. This course will examine student capabilities in scientific literature review, research design, research execution, statistics, result analysis & discussion, and written skills as required to produce a laudable thesis. Lab-based thesis research starts in the summer of the 1st year and proceeds through the entire 2nd year, with 1 credit in each semester. Students will be evaluated each semester, and their progress monitored closely by their thesis advisors. The components of this course evaluation include the following comprehensive elements: literature review; experimental design; research performance; statistical analysis; result presentation and discussion, and conclusion.

Thesis Defense

Defense of thesis is the final step for graduate students on the thesis-based track. This process tests the depth and breadth of knowledge in pharmaceutical sciences, and will assess the overall understanding of scientific inquiry as it relates to the thesis. Students will be expected to justify their decisions in study design and interpretation of data. The advisory committee will make the recommendation based on the quality of thesis, answers to all questions, and other factors. The Dean of College of the Graduate Studies will make the final decision upon the recommendation of committee.

Requirements for Laboratory-based Research

Laboratory research is one of the essential components for graduate students in the Master's program in Pharmaceutical Sciences at California Northstate University (CNU). Any students working in the Lab must abide by the following standards.

1. Students must complete the Collaborative Institutional Training Initiative (CITI) training and relevant biosafety training that are required for the personnel working in the Lab at CNU. CITI is an on-line service program providing research ethics and related modules to faculty, staff, and students working for research projects or courses. Students must present completion certificates to their major advisors prior to self-directed work in the labs. Students must complete and pass the Responsible Conduct of Research course and the student Biosafety and Biosecurity Course. Additional courses may be recommended or required by their instructors.
2. Students must respect all ethical standards and must observe all federal, state, local, and institutional regulations.
3. Students must abide by all safety regulations while present in the labs, including those regarding appropriate clothing and shoes. Students must wear lab coat, gloves, and other appropriate personal protective equipment when performing procedures in the Lab.
4. Students must follow all standard operating procedures and protocols when conducting research.
5. Students must work in their designated areas. All shared equipment and instruments must be cleaned and stored in their original location after completing experiments.
6. Students must maintain original research records, catalogs, and research materials following good practices. Computer records must be consistent with the notebooks. Students are strongly encouraged to discuss the records and seek approval from the advisors.
7. All packages, containers, buffers and reagents in the Lab must have discernible, compliant labels that include name, date, identity, and sources.
8. Eating, drinking, or smoking in the Lab are strictly prohibited. Violators will be excluded from the research projects or relevant courses.
9. Hand washing with clean, running water is a good practice before leaving the Lab, and is required after certain procedures.
10. It is expected that all students will exercise professionalism and decorum while in the Labs. Horseplay, practical jokes, pranks or other inappropriate or distracting behaviors will result in

a loss of Lab privileges and may impact student graduation.
11. Please report all unexpected issues to your advisors or Lab Manager.

Student Grievance Policy

If a student wishes to file a grievance, they can submit a written complaint using the Complaint/Grievance form placed in a sealed envelope and delivered to the Vice President of Academic Affairs or submit an online Anonymous Report available on the CNU website. The Vice President of Academic Affairs will handle the complaint in accordance to University policies and after a review of the facts will attempt to resolve the issue. Any resolution will be provided to the student in writing within 4 weeks of the form submission, excluding holidays and University breaks.

For complaints related to accreditation standards can be found on page 10 of the General Catalog.

Student Services

Information on Student Services can be located on page 223 of the General Catalog.

MPS Course Descriptions
Core Courses

MPS 501 Introduction to Pharmaceutical Sciences-I (3 cr)

This course introduces the basic mechanisms of pathophysiology and pharmacology, and then integrates these disciplines through the study of the etiology, pathogenesis, clinical manifestations, treatment and prevention of major neurologic, psychiatric, and neuroendocrine diseases/disorders. Following an introduction to normal tissue types and adaptive responses, the course will cover basic etiological and pathophysiological mechanisms; mechanisms of injury will be reviewed; the central and peripheral nervous systems (CNS & PNS) are reviewed, major CNS, PNS and neuroendocrine diseases and disorders are covered, Students will learn the mechanism(s) of action and common or serious adverse effects of pharmacological agents and identify appropriate pharmacological treatments or adjust pharmacotherapy in the face of adverse effects. In addition, each student team will research a topic in depth, including a systematic search of peer-reviewed literature, to develop and present a formal case study, given at a level appropriate for an audience of healthcare professionals. To promote information literacy, teams will use systematic PubMed searches using MESH terms to identify and incorporate current literature reviews, guidelines, or other advanced professional sources, and carefully cite the information and sources on their slides.

MPS 502 Techniques in Pharmaceutical Sciences: Theory and Practice - I (2 cr)

This course is designed to advance critical thinking in research approaches and methodology providing MPS and PharmD dual degree students an overview in new advances in therapeutics including gene therapy and technical applications in the field of Industrial Pharmacy, Integrated Pharmacological Medicine, Translational Medicine, Alternative and Complementary Medicine, Drug Discovery and Targeting Complement Therapeutics. Course subjects will cover research technique trends, pitfalls and alternative approaches to overcome them.

MPS 505 Graduate Seminar (1cr)

This course is designed to review and discuss the most relevant and recent articles in experimental, translational and clinical research of COVID-19. An emphasis will be placed on relevant models in areas of disease history, epidemiology, virology, molecular mechanism of disease progression, clinical picture of the disease, diagnostic markers, immunology, and preventive/therapeutic intervention. This course would be helpful in developing the student's skills in critical thinking and evaluation of scientific literature, testing hypothesis, proper experimental design and methodology. Students will be required to actively participate in individual and/or group presentations.

MPS 506 Research and Thesis - I (3 cr)

This course is designed to provide hands-on research experience in laboratories of biomedical and pharmaceutical sciences. Students will choose the research topics after consultation with their major advisors. This course will exam the students' capabilities in original article review, research design, research execution, statistics, result analysis & discussion, and written skills of thesis.

MPS 507 Capstone Paper - I (3 cr)

This course is designed to advance critical thinking and written skills in the identification and synthesis of contemporary topics in the broad area of pharmaceutical sciences. MPS 504 (Literature & Technical Writing Skills) is divided into two sections for the graduate students in Plan B (Capstone Track): (i) section I delineates the basic skills and techniques in reference search, review, and writing exercise; and (ii) section II is designed to evaluate the students' capabilities in integration of science, literature, and communication skills. Successful and timely completion of capstone paper is mandatory for students in this track.

MPS 511 Introduction to Pharmaceutical Sciences – II (3 cr)

This course is designed to provide students with the deep understanding of the drug physicochemical properties and its effects on drug formulation and computing, dosage form as well as an understanding of the interactions between drug delivery systems and biological systems The course covers the traditional and non-traditional dosage forms as well as drug delivery systems. The course also covers pharmaceutical calculations and an overview of drug quality control and regulation.

MPS 512 Principal of FDA Regulatory Affairs and Drug Discovery (2 cr)

This course focuses on regulatory strategy, guidance and regulatory compliance, legal and ethical issues, processes for product development and the business components of regulation in clinical research, all while reinforcing the science behind the methods. The regulatory affairs course provides students with the knowledge and understanding for the key elements of the regulatory process in various industries, governmental agencies, and consultancies worldwide.

MPS 513 Biostatistics & Research Methods (3 cr)

This course is designed to introduce major concepts in biostatistics and pharmacoepidemiology. Students will develop the ability to interpret and critically evaluate

medical literature and to identify findings that have implications for their practice. Emphasis will be placed on an examination of how observational study designs draw upon epidemiologic techniques to address drug effectiveness, safety, outcome assessment and regulatory decision making. Students will also acquire skills in applying statistical analysis concepts learned throughout this course with the use of common computer software.

MPS 514 Clinical Biochemistry (3 cr)
Clinical Biochemistry (MPS 514) course provides to MPS students a clear and comprehensive introduction to the biochemical basis of disease processes, how these diseases are investigated in biomedical laboratories, and selected clinical cases as framework for class discussion activities. This class is one of the major courses with great benefit for prospective medical students. The course is established on organ base system study that is compatible with the teaching module in medical program.

This course prepares the prospective medical students to do well in step one exam in medical school. The students taken this class are particularly enthusiastic and love the class because the exams in this class are also given in USMLE style, preparing the students to be familiar with the exam (Step 1, 2 & 3) styles they will be facing in medical school. In the class, the students learn new trends of clinical cases and their biochemical basis to further emphasize the link between theory and practice while helping them engage with emerging diseases and how to treat them. In addition, the course provides a biochemical foundation for the understanding of drug action, drug absorption and drug metabolism in the treatment of these diseases.

MPS 515 Medical Immunology (3 cr)
MPS 515 is a broad-spectrum course that covers the fundamentals and clinical aspects of Immunology. The course is divided into 4 major modules: (1) Introduction to Immunology, (2) Innate and adaptive Immunity, (3) T and B cells development and (4) Clinical Immunology. Each module will be followed by an exam covering all the discussed topics within that module. In addition, students will be engaged in journal club activity for classical articles known to be the pillars in the Immunology field.

MPS 516 Research and Thesis - II (3 cr)
This course is designed to provide hands-on research experience in laboratories of biomedical and pharmaceutical sciences. Students will choose the research topics after consultation with their major advisors. This course will exam the students' capabilities in original article review, research design, research execution, statistics, result analysis & discussion, and written skills of thesis

MPS 518 Advances in Drug Delivery Systems (3cr)
This course gives the students an overview on Drug Delivery Systems in terms of Formulation, Manufacture, and Quality Control. Students will learn Oral, Topical, Parenteral, Transdermal and other Modified-release Drug Delivery Systems. Details are given with respect to advanced technologies such as 3D Printing for Personalized Medicine and Nanoparticle Delivery Systems for Protein and Vaccine Therapeutics. The course also covers basic Pharmacokinetics and Pharmacodynamics considerations, Pharmaceutical Compounding and Calculations.

MPS Curriculum

Example of Schedule for Thesis-Based Track and Capstone Track

Year 1 – Fall		Year 1 – Spring	
Course	Credit	Course	Credit
MPS 501-Introduction to Pharm. Sci.	3	MPS 511 –Introduction to Pharm. Sci.	3
MPS 515 – Medical Immunology	3	MPS 502 -Techniques in Pharm. Sci.	2
		MPS 513 – Biostatistics & Research Methods	3
Semester Credit	**6**		**8**
Year 2 – Fall		**Year 2 – Spring**	
Course	Credit	Course	Credit
MPS 512 – Principal of FDA Regulatory Affairs & Drug Discovery	3	MPS 518 – Advances in Drug delivery	2
MPS 514 – Medical Immunology	3	MPS 516 - Research and Thesis-II / MPS 517 – Capstone Paper-II	3
MPS Elective	2	MPS 505 – Graduate Seminar	1
MPS 506 - Research and Thesis-I / MPS 507 – Capstone Paper-I			
Semester Credit	**11**		**6**

TOTAL CREDITS REQUIRED FOR MASTER OF SCIENCE IN PHARMACEUTICAL SCIENCES DEGREE = 31

California Northstate University Master of Pharmaceutical Sciences Academic Calendar 2022 – 2023

SUMMER 2022

Summer Term: 05/09/2022 – 7/29/2022		
Event	Start Date	End Date
Summer Term	05/09/2022 - Monday	07/29/2022 - Friday

FALL 2022

Fall Semester: 08/17/2022 – 12/19/2022		
Event	Start Date	End Date
Elective registration (Class_2023)	08/01/2022 - Monday	08/12/2022 - Friday
Orientation (New Students)	08/17/2022 - Wednesday	08/17/2022 - Wednesday
First day of classes	08/18/2022 - Thursday	12/05/2022 - Monday
Final Exams	12/01/2022 - Thursday	12/09/2022 - Friday
Final Grades Due	12/19/2022 - Monday	

SPRING 2023

Spring Semester: 01/03/2023 – 05/05/2023		
Event	Start Date	End Date
Elective registration (Class_2023)	12/20/2022 - Tuesday	12/30/2022 Friday
First day of classes	01/03/2023 - Tuesday	04/07/2023 - Friday
Final Exams	04/17/2023 - Monday	04/21/2023 - Friday
Final Grades Due	05/05/2023 – Friday	
Graduation Date	05/20/2023 – Saturday	
Clearance Date	05/19/2023 - Friday	

HOLIDAYS

Holiday	Date	Holiday	Date
Independence Day	07/04/2022	Martin Luther King	01/16/2023
Labor Day	09/05/2022	President's Day	02/20/2023
Thanksgiving	11/24/2022 – 11/25/2022	Spring Break	03/13/2023 – 03/17/2023
Winter Break	12/12/2022 – 01/01/2023	Memorial Day	05/29/2023
		Juneteenth Day	06/19/2023

MASTER OF HEALTHCARE ADMINISTRATION

Mission and Vision

Mission: To advance the art and science of healthcare management

Vision: To provide innovative graduate education in healthcare management and delivery to meet the complexities and challenges in the evolution of healthcare.

Accreditation

Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). California Northstate University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510.748.9001

Program Overview

Optimize your future by investing in yourself at CNU, where we strive to deliver the best graduate healthcare management education in the field.

The Bureau of Labor Statistics predicts that over 4 million healthcare jobs will be added through 2026, making it the fastest growing professional field. Healthcare is currently 18% of the U.S. gross domestic product (GDP).

Our Master of Healthcare Administration (MHA) degree complements the University's mission to prepare early to mid-careerists with the industry knowledge and business administration skills required to pursue potential leadership positions in healthcare management such as: health service administrators, managers, analysts, entrepreneurs, and eventually, executive leadership. We cultivate entrepreneurial mindsets geared towards innovating and engineering healthcare systems of the future while corresponding to the societal need of producing ethical and responsible leaders. Through this transformational change, leaders will deliver improved healthcare delivery systems through operational excellence.

Foundational concepts and competencies prescribed by the Healthcare Leadership Alliance (HLA) have been incorporated into the curriculum. Our pedagogy includes the Interprofessional Education framework that will yield collaborative leaders who aim to communicate empathetically among their teams. Students include: aspiring medical doctors, nurses, psychologists, pharmacists, administrators, marketers, operation managers, data analysts, accountants, health insurance managers, IT managers and engineers, start-up owners and anyone who seeks to complement their field of studies in healthcare. The Interprofessional Education pedagogy has been touted by the World Health Organization as "a necessary step" in preparing a collaborative practice-ready health workforce that is better prepared to respond to local health needs.

Through an integrated, innovative, and rigorous curriculum, our students will be prepared to enter or return to the healthcare workforce with management and leadership capacity in various healthcare organizations and agencies, as well as information technology, consulting, engineering and solution providers and start-ups, with a broad spectrum of career and advancement opportunities.

Program Objectives

- Summarize and evaluate foundational business functions and management theories.
- Evaluate healthcare delivery models and stakeholders.
- Explore and evaluate the role of leadership and ethics in healthcare management.
- Incorporate critical thinking and optimal decision making skills to produce an integrated analysis that enhances healthcare management.
- Evaluate the role of healthcare delivery as it relates to individual and organizational differences.

MHA at CNU: Strengths & Unique Features

- 39 credit units in two academic years (less than 24 months)
- Three unique concentrations: 1) Leadership, 2) Analytics and Intelligence (A.I.), and 3) Service Excellence
- Integrated core curriculum complemented by a broad spectrum of well-designed electives.
- We serve as the West Coast educational catalyst to deliver cutting-edge and proven technologies in analytics and intelligence (A.I.) that will optimize healthcare delivery systems.
- Classes are delivered in a HyFlex format (hybrid or distance education) with one-course at a time over 5-week blocks.
- Classes meet Friday evenings from 5-8pm and Saturdays from 8am to 2pm with every 2nd and 4th week online.
- Our HyFlex model offers flexibility to working professionals as well as students taking other degree programs in parallel.
- We offer cohort-based experiential education with small class sizes centered around focused student learning experiences. The cohort include students from various backgrounds in healthcare or those aspiring to enter the field. The cohort environment fosters collaborate learning, camaraderie and life-long bonds
- The program blends world-class business and healthcare faculty from the Northern California region.

- Courses incorporate industry leaders and professionals to integrate real-world experience and case studies.
- Instructors are accessible and serve as mentors during all stages of a student's academic journey.
- Proximity and ties to other Colleges on campus, with transfer credit opportunities
- Established collaborations with regional healthcare organizations providing an array of internship, residency and cooperative educational opportunities for the capstone project.
- Research-based thesis-track option for the A.I. concentration
- Located in the Greater Sacramento Metropolitan Area. Northern California is the hub for many healthcare and hospital systems as well as information technology and biotechnology companies.

Curriculum

39 credit units in total that include 21 units of core courses and 6 units of capstone. Three concentrations are available: 1) Leadership (12 units), 2) Analytics and Intelligence (A.I.) (12 units), and 3) Service Excellence (12 units)

Core Curriculum

Core Courses (21 credit units)
- MHA 501   Introduction to healthcare systems, policies, markets, economics
- MHA 502   Legal, ethical, and regulatory principles in healthcare
- MHA 503   Data, information and technology systems management in healthcare
- MHA 504   Operations and supply chain management in healthcare
- MHA 505   Accounting and financial management in healthcare
- MHA 506   Organizations and human capital management in healthcare
- MHA 507   Healthcare marketing and communications strategies

Capstone 1 (after core courses; 3 credit units)
- MHA 600   Practicum/service learning activity

Capstone 2 (final capstone after all courses; 3 credit units)
- MHA 601   Thesis
      or
- MHA 602   Residency/service learning activity

Leadership Concentration

Required Courses (6 credit units)
- MHA 511   Strategic analysis and planning for healthcare
- MHA 512   Change management and leadership

Elective Courses (6 credit units depending on cohort choice)
- MHA 521   Executive decision making for healthcare
- MHA 522   Global Procurement and supply management
- MHA 523   Healthcare in the global marketplace
- MHA 524   Public health, compliance, and risk management
- MHA 525   Innovation, entrepreneurship and new venture financing

Analytics and Intelligence (A.I.) Concentration

Required Courses (6 credit units)
- MHA 531   Data analytics and predictive models for business intelligence
- MHA 532   Optimization and prescriptive decision models

Elective Courses (6 credit units depending on cohort choice)
- MHA 533   Systems simulation and design for healthcare delivery
- MHA 541   Introduction to analytics programming
- MHA 542   Machine learning and artificial intelligence for healthcare
- MHA 534   Health Record Management and cybersecurity
- MHA 552   Lean Six Sigma and project management for healthcare
- MHA 525   Innovation, entrepreneurship and new venture financing

Service Excellence Concentration

Required Courses (6 credit units)
- MHA 551   Healthcare delivery and service management
- MHA 552   Lean Six Sigma and project management for healthcare

Elective Courses (6 credit units depending on cohort choice)
- MHA 533   Systems simulation and design for healthcare delivery
- MHA 522   Global Procurement and supply management
- MHA 531   Data analytics and predictive models for business intelligence
- MHA 532   Optimization and prescriptive decision models
- MHA 534   Health Record Management and cybersecurity

Program Learning Outcomes (PLOs)

1.0 Summarize foundational business functions and management theories (Domain 1: Business skills and knowledge)
1.1 Organize and manage the human, financial and physical resources of the organization to achieve input, buy-in and optimal performance.

1.2 Determine the efficacy of interrelationships among access, quality, technology, cost, resource allocation, decisions, accountability, and community.

1.3 Use data to inform decision making in regard to documentation, analysis and design of business and/or clinical processes.

1.4 Assess projects related to performance, structure and outcomes of health services.

2.0 Evaluate healthcare delivery models and stakeholders. (Domain 2: Knowledge of the Healthcare environment)

2.1 Explain the roles, responsibilities, structures and influence governing bodies hold in health care organizations.

2.2 Identify circumstances causing major changes and reform to the structure of U.S. health care delivery systems and explain the impact on the delivery of health services to populations at a local, regional, and national level.

2.3 Analyze health-related legal principles including standards, regulations and risk management specific to the funding and payment mechanisms of the healthcare systems as well as private insurance.

2.4 Identify and explain the major factors in health status to health care professionals and the various roles and expectations of stakeholders.

3.0 Explore and evaluate the role of leadership and ethics in Healthcare Management (Domain 3: Leadership)

3.1 Demonstrate reflective leadership and an understanding that all leadership begins from within. Exhibit how to hold self and others accountable for personal and organizational goal attainment. Determine how to establish an organizational climate that encourages teamwork that values and supports diversity.

3.2 Apply evidence-based decision-making techniques to health care questions. Be able to assess the potential impacts and consequences of decisions in a broad variety of situations including internal and external. Synthesize and integrate divergent viewpoints for the good of the organization. Demonstrate how to promote and manage change.

3.3 Cultivates a climate of mutual respect and shared values while applying ethical business principles and exhibiting ethical behaviors.

4.0 Incorporate critical thinking and optimal decision-making skills to produce an integrated analysis that enhances healthcare management. (DOMAIN 4: Communication and Relationship Management)

4.1 Builds collaborative relationship and negotiation skills with sensitivity to diverse cultures while constructively supporting conflict resolution. Recognize and use non-verbal forms of communication.

4.2 Demonstrate effective interpersonal relations by practicing value-shared decision making to build trust among team; including: peers, staff, other disciplines, physicians, vendors, community leaders, legislators, nursing, and other educational programs.

4.3 Prepare business communications and demonstrate effective oral communication and presentation skills to present analytical results to decision makers, and teams.

4.4 Communicate a shared organizational mission, vision, and priorities. Accomplish objectives through persuasion appropriate to each stakeholder/audience.

5.0 Evaluate the role of healthcare delivery as it relates to individual and organizational differences. (DOMAIN: 5 Professionalism)

5.1 Professional and community contribution: Lifelong learning through professional societies and memberships to foster professional contributions to the field.

5.2 Working in teams: Demonstrate effective interpersonal relations by practicing value-shared decision making to build trust among team; including: peers, staff, other disciplines, physicians, vendors, community leaders, legislators, nursing, and other educational programs.

5.3 Regulations, values and ethics: Promotes a climate of mutual respect and shared values. Adheres to legal and regulatory standards while upholding ethical business principles.

Applying to Master of Healthcare Administration

Requirements for Admission to the Master of Healthcare Administration Program Critical Date:

The **deadline** to apply for Fall 2021 enrollment is June 15, 2022, while the Spring 2023 enrollment deadlines is November 4, 2022.

All supporting documents must be received prior to the deadline and official transcripts must be received within 30 days after the deadline. The online application must be completed fully.

Bachelor's Degree: accredited, four-year equivalent program.

    a. Minimum requirement: GPA 2.5

Official GRE/GMAT or waiver
Waiver can be granted for those with demonstrated and relevant work experience (10 years+) or for a relevant Master's degree, Doctorate, or Doctoral program enrollment.

    a.   Waiver can be granted for a satisfactory LSAT/MCAT/DAT/OAT/PCAT score within 5 years.

    b.   Other special conditions approved by the Associate Dean for Academic Affairs

Official TOEFL/IELTS scores for international applicants

    a. TOEFL 80-Internet based
    b. IELTS 6.5 minimum

*International applicants are exempt only if you are a native English speaker or have completed at least two years as a full-time student at a college or university where English is the primary language of instruction at the time in which you apply.

Requirements and Materials for Applying to Master of Healthcare Administration:

1. Application Fee: $115. Applicants who demonstrate financial need can request an application fee waiver.

2. Personal Statement: Please provide a personal statement describing your professional goals as well as the characteristics you possess that make you a qualified candidate for entry into the Masters of Healthcare Administration Program.

3. Official Transcripts: Your academic records from each college-level institution you have attended are required and must be directly submitted from your institution or educational credential evaluators. Canadian applicants and all other foreign applicants must submit a foreign coursework evaluation; CNU accepts evaluations from ECE, IERF, WES, and Education Perspectives.

4. Official GRE General or GMAT Test scores, or an approved Waiver Request

5. Official TOEFL or IELT scores for international applicants

6. A minimum of Two Letters of Recommendation: At least one of the two letters must be submitted from faculty members who are knowledgeable about your academic capabilities and interests. The letter can also come from your direct supervisor in a professional setting. You will be asked to list the names and contact information for those references as well. They will each receive instructions for uploading their letter of recommendation.

7. An official interview conducted by the faculty admissions committee. The interview is typically scheduled shortly after the application submission.

Student Enrollment Agreement

The Student Enrollment Agreement must be completed and submitted to the college in order to show intent to enroll in the program. The Student Enrollment Agreement is a legally binding contract when it is signed by the incoming student and accepted by the 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.

Any questions or concerns regarding the Student Enrollment Agreement should be directed to the college or university department.

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 and Refund

You have the right to cancel the Student Enrollment Agreement until 11:59 PM on the orientation day.

Cancellation shall occur when you give written notice of cancellation to the University 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.

Student's Right to Withdraw and Refund

After the cancellation period described above in "Student's Right to Cancel and Refund," 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. You can do this by hand delivery, email, facsimile, or mail. Written notice of withdrawal sent by hand delivery, email, or facsimile is effective upon receipt by the Registrar. Written notice of withdrawal sent by mail is effective when deposited in the mail properly addressed with postage prepaid.

The written notice of withdrawal should be on the Official College Withdrawal Form provided by the Office of the Registrar but may also be in any writing that shows you wish to withdraw from the University. Please include your student ID number on your notice. A withdrawal may also be effectuated by the student's conduct showing intent to withdraw, including but not necessarily limited to the student's continuing and unexcused failure to attend all classes.

If you withdraw before or at completion of 60% (and no more) of the current term, you will be eligible for a pro-rata refund for such term. The University will

perform a pro-rata calculation of current term tuition as follows:

Step A) Total calendar days* in current term** – Calendar days in current term completed = Total Calendar days Not Completed
Step B) Total calendar days not completed/Total calendar days in current term = % of pro-rata refund
Step C) Institutional charges*** x % of pro-rata refund = Total refund owed

* Total calendar days include weekends and holidays, except:
- Scheduled break of five or more consecutive days when no classes are offered.
- Days of leave of absence are not included in total days.

**Current term generally means the current semester, but when tuition is charged for the entire period of enrollment rather than by semester, then the current term shall mean that period of enrollment.

***Institutional charges excluded from the pro-rata refund are: (1) non-refundable registration fee (applicable to first year, first semester students only), (2) all other non-refundable fees as described in the current General Catalog, (3) Student Tuition Recovery Fund fee, and (4) Student Health Insurance premium estimated at $3,200.00, if applicable; institutional charges included in the pro-rata refund include: (1) current term tuition.

There is no refund for students who withdraw after completing more than 60% of the current term.

If the amount of the current term payments is more than the amount that is owed for the time attended, then a refund of the difference will be made within 45 days after the notice of withdrawal is received by the Office of the Registrar. Refunds owed to the student as a result of a pro-rata calculation will be done in the following order:

- Private Educational Loan(s);
- To the student.

If the amount of the current term payments is less that the amount that is owed for the time attended, it is the sole responsibility of the student to contact the University to make appropriate payment arrangements.

Student Tuition Recovery Fund (STRF) Disclosures

Information on the Student Tuition Recovery Fund disclosures (STRF) can be found on page 220 of the General Catalog.

Tuition, Fees and Related Disclosures

All tuition, fees, expenses, and policies listed in this publication are effective as of June 2022 and are subject to change without notice by California Northstate University. In the tables below, MHA1 and MHA2 indicate the student's year in the program, e.g. MHA1 is a first-year student; MHA2 is a second-year student.

Tuition is charged on a per semester basis. Students are required to take courses as specified in the MHA1 and MHA2 schedule. Generally, tuition and fees are charged to a student's account thirty (30) days prior to the start of the semester. The above is based on the assumption that a student will attend each semester following the MHA schedule, which allows for a student to graduate after successfully completing two (2) academic years of coursework consisting of 39 credit units.

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 on page 220 of the General Catalog.

Master of Healthcare Administration Degree - Tuition & Fees per year 2022-2023

Tuition & Fees	Amount	Class
Tuition	$26,774.00	MHA 1
Tuition	$28,112.00	MHA2
Student Association Fee	$320.00	MHA1, MHA2
Technology Fee	$75.00	MHA1, MHA2
Orientation Fee	$75.00	MHA1
Enrollment Fee (Nonrefundable)	$200.00	MHA1
Service Learning Activity Fee (Optional International Trip)	$3,300.00	MHA2
Student Tuition Recovery Fund Fee (STRF)[7]	$149.00	MHA!
Graduation Fees[2]	$350.00	MHA2
MHA1 Total Estimated Tuition & Fees per Year	$27,593.00	
MHA2 Total Estimated Tuition & Fees per Year	$32,157.00	

Total Estimated cost for the 2-year Master of Healthcare Administration is $135,131.48.[1]

Other Estimated Educational Related Costs[3]	Amount	Class

Health Insurance Premium[4]	$3,345.00	MHA1, MHA2
Books and Supplies	$2,500.00	MHA1, MHA2
Room and Board[5](based on 12 months)	$26,455.00	MHA1, MHA2
Transportation[5] (based on 12 months)	$5,450.00	MHA1, MHA2
MHA1 Total Estimated Tuition & Fees and Related Costs per Year[6]	**$65,343.00**	
MHA2 Total Estimated Tuition & Fees and Related Costs per Year[6]	**$69,907.00**	

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 regalia, transcripts, etc.
3 Costs a student may incur as part of participation in the applicable year of the Master program, whether or not paid directly to CNU.
4 Optional, estimated and may increase based on number of insured members.
5 Estimated amount.
6 Includes tuition, fees and other estimated educationally related costs, including some costs of living.
7. The STRF fee charge was re-instated to $2.50 per $1,000 of institutional charges on April 1, 2022.

General Policies

Orientation & Registration

Registration for classes requires:
1. All admission contingencies be fulfilled.
2. Financial aid clearance from the Financial Aid Officer.
3. Completion of all new student paperwork.

Admission contingencies include proof of medical insurance coverage and any other institutional requirements. Students may enroll in the Student Health Insurance Plan to satisfy the insurance requirement.

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. 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.

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.

Registration is conducted by the Registrar prior to the start of each semester for new and continuing students. Students with business, financial, or other registration holds on their account will not be registered until the Registrar is notified that the hold has been cleared. Students who are incompliant 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 to register or make schedule changes.

Address Where Instruction Will Be Provided

Class sessions are conducted at 2910 and 2920 Prospect Park Dr, Rancho Cordova, CA 95670.

Catalog, School Performance Fact Sheet, and Website

Before signing the Student Enrollment Agreement, students are strongly encouraged to visit the College website at http://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.

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.

Instruction/Course Delivery

All courses for MHA, with the exception of capstone courses, are hybrid with 60% face-to-face teaching and 40% distant learning.

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

Description of Facilities

Information on research laboratories and facilities utilized by California Northstate University in conjunction with the delivery of instruction for all CNU Colleges, can be located on page 229 of the General Catalog.

Academic Policies and Procedures

Academic Calendar

The academic calendar consists of two semesters lasting approximately 15 weeks long and one summer term lasting approximately 10 weeks. MHA courses are delivered one at a time in 5-week blocks. A student can take approximately three MHA courses in a Fall or Spring semester, and two in the summer, and is expected to complete the degree program in approximately five terms in two academic years.

Credit Hour Policy

Three (3) units of credit is assigned 45 contact hours and 90 hours of out-of-class student work.

For one (1) unit of credit assigned per hour minimum of two (2) hours of out-of- class student work (homework).

Courses are delivered in 5-week blocks with 9 hours of instruction per week and 18 hours of out-of-class student work (homework) expected.

Code	Course Type	Code	Course Type
AL	Active Learning course	LEC	Lecture course
		SEM	Seminar

Grading

A letter grade equal to or greater than C is considered satisfactory performance (passing) for completion of a course. Students must maintain a minimum cumulative grade point average (GPA) of 3.0. The breakdown for assignment of letter grades and grade points for each letter grade are as follows:

Grade	Definition	GPA Unit
A	90.00 – 100%	4.00
B	80.00 – 89.99%	3.00
C	70.00 – 79.99%	2.00
D	60.00 – 69.99%	1.00
F	<60%	0.00
I	Incomplete	Not in GPA
S	Satisfactory (70% or above)	Not in GPA
U	Unsatisfactory (<70%)	Not in GPA
W	Withdrawal	Not in GPA

GPA Calculation

To calculate cumulative GPA, letter grades will be converted to their numeric grade point value using the grading convention table above, and then added together. The sum is then divided by the number of courses taken. Grades received in retaken classes will be used in determining cumulative GPA. The grade initially received in the course will not be included in the calculation but is recorded on the transcript.

Course Add/Drop Procedure

Changes in course registration may be made without penalty up to the end of the first week (5 class days) for fall and spring terms. Specific add/drop deadlines will apply for courses offered during the summer term.

Incomplete or Withdrawal from a Course

During a course, a student may withdraw or fail to complete all required assignments and/or examinations due to extenuating circumstances, such as, but not limited to, an illness or a family emergency. In such cases, the course coordinator may give a grade of Incomplete for the course. The general requirement for receiving an Incomplete is that the student has completed 70% of the course's coursework with a satisfactory (70%) performance.

All missed assignments and exams must normally be completed within 10 business days after the end of the course in which the Incomplete was received, or within a timeframe determined by the course coordinator. Failure to successfully complete the course will result in an earned F grade for the course and placement on Academic Probation.

Withdrawal from a course must first be approved by the course coordinator and the Office of Academic Affairs. Where a student has had to withdraw from a course a grade of W will be applied, and the student will have to repeat the course next time it is offered.

Grade Appeals Procedure

A student can file an appeal if there is a disagreement with a final course grade. The appeal must be submitted within ten (10) business days of online grade posting. The student must initiate a formal grade appeal process in writing and present the appeal to the course coordinator.

The faculty member will respond to the student in writing within ten (10) business days. If the appeal cannot be resolved, the student has two (2) business days to appeal in writing to the appropriate Associate Dean who renders a decision in writing within ten (10) business days of receipt of the formal appeal. (If the course Coordinator is the Associate Dean, then the student may appeal the decision directly to the Vice President of Academic Affairs. The student has two (2) business days to submit an appeal in writing to the Vice President of Academic Affairs. The Vice President of Academic Affairs will render a decision in writing within ten (10) business days of receipt of the formal appeal).

If the Associate Dean cannot resolve the appeal, the student has two (2) business days to submit an appeal in writing to the Vice President of Academic Affairs. The Committee will render a decision in writing within ten (10) business days of receipt of the formal appeal.

If a grade appeal is approved, the professor must complete a Grade Change Form and submit the form to the Vice President of Academic Affairs for final approval. The form must then be submitted to the Registrar so that the grade can be changed on the transcript.

A record of the final decision concerning the appeal will be kept on file in the Vice President of Academic Affairs office.

Academic Progression Policy

The Master of Healthcare Administration (MHA) at California Northstate University has a rigorous academic progression policy to ensure students' progression through the curriculum in a timely manner.

The purpose of the academic progression policy is to ensure students in the MHA program reach and maintain high standard of course learning and successfully complete course credits and thesis or capstone paper within required time frame.

Students in the MHA program must pass all courses each semester with a least a grade of C and maintain a minimum grade point average (GPA) of 3.0. A grade of D or below in a course indicates a lack of understanding of the fundamental knowledge of the course necessary for progression.

Students struggling with academic courses must complete the MHA program within 3 years (2-year program) from the time they register and attend their first core course if insufficient knowledge has been identified and remediated.

Remediation

Remediation is provided to students who earn a letter grade lower than C in any course in the MHA curriculum. The course coordinator/instructors determine the format of remediation examination that covers the course material presented throughout the course. Preparation of the remediation exam is the sole responsibility of the student. A grade of C to this course will be reported to the Registrar if the remediation examination was satisfactorily completed.

Academic Probation

If a student fails a course or remediation is taking place for three or more courses, the student will be automatically placed on academic probation for three-year plan (2-year program) from the time they register and attend their first core course. An academic plan for probation must be documented and approved by the Dean of the College of Graduate Studies.

Dismissal

A student may be dismissed from the MHA program if any of the following conditions occur and the Professional and Academic Standards Committee determines that dismissal is warranted:

a. Failure to meet any terms of remediation or academic probation.
b. Conduct subject to dismissal as described in the Student Handbook.
c. Failure to complete the degree requirements in three (two-year program) consecutive academic years from the date of the first day the student begins the program.

Appeal of Dismissal

Students dismissed from the MHA program may appeal the decision in writing within thirty calendar days of notification of dismissal to the Dean of the College. The Dean will render a decision in writing within 15 calendar days of the receipt of the formal written appeal. The Dean's decision is final.

Degree Requirements

The Master in Healthcare Administration degree is a two year (21-24 months) program. All requirements must be fulfilled within a period of two academic years following initial registration, although course credit is not nullified until three years after completion of a course. Any student who has not achieved candidacy by the end of their second year will be reviewed by the Thesis/Capstone Committee for placement on academic probation, regardless of grade point average, and recommendations for progress will be established.

Degree requirements for the Thesis-based track and the Capstone track are as follows:

Thesis-based Track:
To graduate from the MHA program, students in this track must earn a minimum of 39 credits. In addition to the course requirements, students must pass a proposal examination and complete a thesis.

Capstone Track:
Students in this track must pass a minimum of 39 credits along with successfully completing a written proposal examination, and a capstone report paper in lieu of a thesis.

Attendance Policy

The MHA program will follow University guidelines in attendance policy, which requires mandatory attendance for all students. Specifically, students are expected to attend and participate in all classes, and complete all exams and assessments as scheduled (together defined as "coursework").

However, occasionally an absence from coursework will be unavoidable. The policy described below delineates the circumstances when an absence will be considered excused along with expectations for timely communication with the Course Coordinator and makeup of missed coursework.

A. Approval of Absence

Students should seek approval for an absence from the course coordinator well in advance of the absence if possible, by completing an Excused Absence Request Form. In the case of emergency absence, students should complete and submit the Excused Absence Request Form within 3 business days of returning to campus after the absence. Regardless of whether an absence is excused or unexcused, students are expected to demonstrate professionalism and to follow procedure when requesting an absence.

B. Duration of Absence

A student may request no more than three academic days of excused absences per semester. Absences exceeding five academic days per semester may require a student to request a Leave of Absence or a Withdrawal. Students must contact the Office of Academic Affairs (OAA) if any one absence period exceeds five days to discuss these options.

C. Type of Excused Absence

A student may request an excused absence, from the course coordinator, only for reasons listed below:

- Medical (self or immediate family)
- Military duty
- Immigration & Naturalization
- Jury duty
- Legal
- Bereavement (first degree relative)
- Involvement in traffic accident documented by law enforcement report
- Professional Leave – conferences, invited presentations/posters, competitions, (requires verification of academic standing).

D. Makeup Allowances

Students are responsible for contacting the course coordinator to arrange makeup of coursework, otherwise they will receive a zero grade. A student seeking an excused absence should complete the Excused Absence Request Form and seek the Course Coordinator's signature for each course the student was absent within three business days upon return to courses or campus. The form must then be given to the Dean of Academic Affairs, who will approve or not the absence request. The OAA will notify the student and course coordinator of the outcome of the absence request.

If an absence is excused, students will be allowed the option to make up missed coursework, rotations, or missed assessments. The nature and type of makeup, makeup time, date, format, duration, and grading is at the sole discretion of the Course Coordinator, but in general Coordinators will draw the following distinction between "high" and "low" stakes assessments/coursework, and professional leave:

A student who is absent for a "high stakes" exam or other such activity considered high stakes, provided

the absence has been excused, will be required and allowed to make up the work.

If a student is absent for a "low stakes" assessment the Course Coordinator may choose to drop the missed coursework from the gradebook or provide a makeup opportunity.

A student requesting an absence to attend a professional meeting must demonstrate they are in good academic standing. Requests for professional leave must be submitted at least 10 business days in advance of the professional conference attendance. If attendance coincides with a high stakes exam it is highly likely that the absence will be denied.

Leave of Absence

A leave of absence is approved for a specific period of time, not to exceed more than a year, and the institution agrees to permit the student to return to the University/College without formally reapplying for admission to the University/College.

The student will be required to return to the University/College at the beginning of the semester in which the leave was granted. All students requesting a Leave of Absence should fill out a Leave of Absence Form after discussing their decision with the Academic Official for Academic Affairs. If a student is requesting a leave of absence, the Academic Official for Academic Affairs must sign the form. If the student is approved for a leave of absence, the student is eligible to return without reapplication if the absence is within the approved time frame. A student requesting a leave of absence should also meet with the Financial Aid Manager and Business Office to determine impact of their decision and any requirements needing fulfilment prior to the leave.

Non-attendance does not constitute notification of intent to apply for leave of absence status. The date of leave status is the date the Registrar receives the signed form.

Return from Leave of Absence

The Office of the Registrar will contact a student on Leave of Absence (LOA) approximately 90 days before the LOA expires via certified US mail and the email addresses on record. The student will receive the Intent to Return Form and instructions for re-enrollment and for withdrawing from the University.

The student will have 30 days of the date of the notice to reply to the Office of Registrar with their intent to return to the University/College or officially withdraw.

If a student does not return within 1 year of approved LOA they are no longer eligible to return as a continuing student and must reapply to the University/College for admission.

Assisting in Research and Teaching

Under the recommendation of faculty members and the advisory committee, research assistantship and teaching assistantship that cover tuition and other expenses are provided to outstanding graduate students with the final approval from the Dean.

MHA Thesis Advisory Committee

This committee, which is recommended by the MHA Associate Dean and approved by the Dean, shall consist of at least two faculty members. All members of the committee shall be members of the Graduate Program Faculty. The student's Major Advisor (Thesis Mentor) typically serves as Chair of the committee.

Thesis Guidelines

The thesis is a vital portion of the curriculum for graduate students choosing the thesis-based track. These students will conduct hands-on, original research mentored by faculty with experience in the relevant field. Students will select their research topics after consultation with their major advisors. This course will examine student capabilities in literature review, research design, research execution, result analysis & discussion, and written skills as required to produce a laudable thesis.

Thesis research can start as soon as the student completes MHA 601 and passes a proposal examination. Students will be evaluated each term, and their progress monitored closely by their thesis advisors. The components of this thesis evaluation include the following comprehensive elements: literature review; research design; research performance; Analytics; result presentation and discussion, and conclusion.

- Literature review: 5%
- Research design: 20%
- Research performance: 15%
- Analytics: 15%
- Result presentation: 10%
- Discussion: 5%
- Total quality: 20%
- Oral presentation: 10%

Final grades for the student thesis will be indicated as Satisfactory (S) or Unsatisfactory (U) without any computation of grade points for the course into the semester or cumulative grade point average (GPA). A Satisfactory score in this course is granted based on the evaluation results with 70% or above. Unsatisfactory for Research & Thesis will be indicated if the net result of evaluation components is less than 70% in two semesters. Extension to the 3rd year for students with "U" grade will be reviewed by the thesis committee and approved by the Dean of College of Graduate Studies. Only one year extension is allowed for students with "U". For details please refer to the Graduate Student Handbook.

Thesis Defense

Defense of thesis is the final step for graduate students on the thesis-based track. This process tests the depth and breadth of knowledge in healthcare analytics and intelligence and will assess the overall understanding of theory and practice as they relate to the thesis. Students will be expected to justify their decisions in study design and interpretation of outcome. The advisory committee will make the recommendation based on the quality of thesis, answers to all questions, and other factors. The Dean of College of the Graduate Studies will make the final decision upon the recommendation of committee.

Student Grievance Policy

If a student wishes to file a grievance, they can submit a written complaint using the Complaint/Grievance form placed in a sealed envelope and delivered to the Vice President of Academic Affairs or submit an online Anonymous Report available on the CNU website. The Vice President of Academic Affairs will handle the complaint in accordance to University policies and after a review of the facts will attempt to resolve the issue. Any resolution will be provided to the student in writing within 4 weeks of the form submission, excluding holidays and University breaks.

For complaints related to accreditation standards can be found on page 10 of the General Catalog.

Student Services

Information on Student Services can be located on page 223 of the General Catalog.

MHA Course Descriptions
Core Courses

MHA 501 Introduction to healthcare systems, policies, markets, economics (3 cr)
An introductory course that focuses on the system of health and welfare. An integrated understanding of economic principles and healthcare practices sets the foundation for the professional development of healthcare leaders with the objective to lead improvements and transformational changes in healthcare organizations and systems. Topics include healthcare systems, accountable care, managed care, healthcare economics and insurance, policy changes and reform strategies, global markets and health supply chains, and the roles of healthcare stakeholders.

MHA 502 Legal, ethical, and regulatory principles in healthcare (3 cr)
Explores and analyzes legal, regulatory and ethical issues facing healthcare professionals. Topics include government regulations and laws for providers, the court system and healthcare decisions, patient rights and informed consent, information management and privacy, tax exemption, insurance and risk management, liability risk and prevention, licensure and accreditation, ethical and political dilemmas, as well as cutting-edge legal and ethical issues involved in research, intellectual property development and the use of emerging technologies.

MHA 503 Data, information and technology systems management in healthcare (3 cr)
The CIO's perspective for driving digital transformation in healthcare. The ability to use data – such as electronic health records, financial data, claims and surveys - and cutting-edge analytics and technologies through the information technology system to improve quality and operational effectiveness and support strategic and managerial decisions is a differentiating factor for today's healthcare managers. Topics include the core information technology elements and management issues in healthcare delivery, strategic planning and innovation, data analytics for prediction, evaluation and decision support, regulation, governance, infrastructure, portfolio and contract management, as well as discussions on trending issues such as Internet of Things, big data, artificial intelligence, cloud computing, cybersecurity and blockchain.

MHA 504 Operations and supply chain management in healthcare (3 cr)
Provides an integrated approach to designing, improving, and optimizing healthcare processes and supply chain systems in order to achieve competitive advantages: cost, quality, service, flexibility, adaptability, and sustainability, which support healthcare organizations' strategies of efficiency and service excellence. Topics include the operations research framework, resource and capacity planning, process analytics and throughput management, queueing and the impact of variability, procurement, inventory, and supply chain management, continuous quality improvement, and business model innovation.

MHA 505 Accounting and financial management in healthcare (3 cr)

Learn to speak the language of a healthcare CFO for the effective development and allocation of financial resources to maximize value and outcomes. The goal is to develop a framework with methods and models for making sound financial decisions in healthcare organizations and systems. Topics include financial accounting, managerial accounting, and corporate finance.

MHA 506 Organizations and human capital management in healthcare (3 cr)
Managing people and teams is essential to modern healthcare systems. This course explores how organizational theory methods, models and principles help healthcare organizations succeed. Topics include talent management in healthcare, retention improvement, compensation and job design, credentialing and professional growth, emotional intelligence, performance measurement, motivation and incentive structures, conflict and negotiation, leadership and communication, technology support, and decision-making.

MHA 507 Healthcare marketing and communications strategies (3 cr)
The course is aimed at providing frameworks and tools for analyzing healthcare markets to address who to market to and how to market questions and developing strategies and marketing plans for successfully competing in the healthcare marketplace. Topics include marketing research, market segmentation, branding, pricing, promotion and advertising, patient behavior and relationship management, digital and social media marketing, fundraising, public relations, and corporate communications.

MHA 600 Practicum/service learning activity (3 cr)
This course and its successor, MHA601 or MHA602, are required for the MHA degree program. The purpose of these courses is to accomplish a capstone project or thesis in the field of Healthcare Management. The goal of this course is for students to gain first-handed experiences in a fieldwork setting and complete a project or thesis proposal that serves as an entry point into their last course, MHA601 Master's Thesis or MHA602 Residency/Service Learning Activity, in which they will complete the cumulating project.

MHA 601 Thesis (3 cr)
This course or its equivalent, MHA 602, is required for the MHA degree program. The purpose of this course is to complete a capstone research project in the

field of Healthcare Management with a focus on the applications of Analytics and Intelligence (A.I.) methods, culminating students' experiences in the MHA Program. Based upon the thesis proposal and thesis work completed under the supervision of the student's faculty advisor(s) and with the approval of the MHA faculty, students should be undertaking this course to complete their thesis writing and successfully defend their theses.

MHA 602 Residency/service learning activity (3 cr)
This course or its equivalent, MHA 601, is required for the MHA degree program. The purpose of this course is to complete a capstone project in the field of Healthcare Management, culminating students' experiences in the MHA Program. Based upon the project proposal and project work completed under the supervision of the student's faculty advisor(s) and with the approval of the MHA faculty, students should be undertaking this course to complete their project report writing and successfully present their projects.

Elective Courses

MHA 511 Strategic analysis and planning for healthcare (3 cr)[1]
From the viewpoint of a healthcare CEO, a senior executive, a board member, a public officer, or an entrepreneur, this course focuses on developing an integrated framework for formulating a strategic plan or a strategic decision through the exercise of identifying opportunities, evaluating alternatives, redesigning systems, and fostering innovations in order to maximize value and optimize care quality and patient outcomes, employee satisfaction, as well as institutional efficiency, accountability, and sustainability through strategic thinking and leadership.

MHA 512 Change management and leadership (3 cr)[2]

Change management and leadership have become essential skills for managers in the ever-changing healthcare industry. Transforming healthcare needs tremendous leadership. In this courses, students are introduced to the concepts and practice of leadership and complex change leadership issues in healthcare organizations. Behavior models and a 360-degree approach of leadership assessment are introduced through experiential activities that set the foundation for developing leadership action plans and managing transformational changes on a continuous basis.

MHA 521 Executive decision making for healthcare (3 cr)
This course is designed to provide a framework that integrates quantitative and qualitative analyses for effective evidence-based, value-shared decision making in healthcare. Topics include decision styles of healthcare professionals, leaders and stakeholders, ethical judgment and behavior decision making, group and organizational decisions, multi-objective optimization and decision making under uncertainties, planning, implementation, and communication of decision making, and executive decision making with modern technologies such as data sciences and artificial intelligence.

MHA 522 Global Procurement and supply management (3 cr)
Public health crises expose problems in the healthcare supply chain. This course provides an overview of sourcing strategies in the global marketplace that can potentially create value for all healthcare stakeholders. Topics include demand management, procurement and purchasing, insourcing, outsourcing and multi-sourcing, group purchasing, supplier selection and management, global logistics, inventory control, security and compliance, information infrastructure, knowledge

management, and supply chain leadership.

MHA 523 Healthcare in the global marketplace (3 cr)
Globally healthcare is a $10 trillion market that keeps growing and offers significant opportunities of investment, innovation and collaboration. This course provides a global perspective on various healthcare economics and delivery models in developed and developing countries, social and environmental issues, mental health, disease control, complementary medicine, nutrition, and other issues, and explores opportunities for proactively engaging in and capitalizing on the globalization of healthcare with cost reduction, patient and provider mobility, value-based collaboration, technology and care model innovation, and digital transformation.

MHA 524 Public health, compliance, and risk management (3 cr)
Explores external risk factors such as social, cultural, behavioral, environmental and regulatory factors that affect public health and healthcare outcomes, as well as risk management strategies for patient care, emergency preparation, financial and personnel management, and medical research. Topics include regulatory review and assessment of safety and compliance risks, risk remediation, risk monitoring, risk auditing and reporting, risk management plans and implementation, and preparation for future policy changes.

MHA 525 Innovation, entrepreneurship and new venture financing (3 cr)
The entrepreneur's perspective on fostering market-driven product and service innovations and initiating new ventures. Students learn to serve as leaders with the knowledge and management skills to develop, scale and deliver breakthrough solutions to

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[1] Required for the Leadership concentration

healthcare problems, and write a comprehensive business plan that include the new product or service and its technology innovation, mission and vision of the organization, value proposition, market analysis and marketing plan, pricing, financial analysis and projections, operations and human capital strategies, organizational design, supply chain design and fulfillment plans, compliance and ethical risks, and social and environmental impacts. Students are also prepared to make key decisions on valuating the company, raising money from individual investors, ventral capital or private equity, and structuring funding, employment contracts and exit strategies.

MHA 531 Data analytics and predictive models for business intelligence (3 cr)[2]
Examines real-world cases of how analytics and innovations have been used to support decisions and transform healthcare delivery. Through these cases, the following cutting-edge data analytics and prediction methods are covered under an optimization framework: data visualization, regression, machine learning, decision trees, classification, clustering, and text analysis, with applications in various areas, e.g., demand management, forecasting and inventory planning, dashboards and scorecards, cost control, care performance and quality improvement, cybersecurity, personalized medicine, disease prevention and control, safety, clinical research, etc.

MHA 532 Optimization and prescriptive decision models (3 cr)[3]
Introduces the frameworks, algorithms and applications of optimization modeling and operations research methods that can help healthcare professionals, managers and organizations prescribe optimal decisions and solutions. Real-world cases will be discussed with applications of linear programming, network

flows, integer programming, nonlinear programming, heuristics, as well as stochastic methods, to motivate the use of optimization to support managerial decision making and problem solving and develop relevant skills for identifying opportunities and managing the implementation of optimization.

MHA 533 Systems simulation and design for healthcare delivery (3 cr)
Introduces key elements of computer simulation of healthcare delivery systems that can provide healthcare managers and professionals a unique decision support tool to evaluate design alternatives in complex systems subject to uncertainty, without interrupting the actual process. Topics include simulation modeling with a software package, design of simulation experiments, input modeling, output analysis, cost analysis, verification and validation, systems comparison, optimization via simulation, and visualization and communication. Real-world examples include simulating patient flows at a major hospital for resource allocation and scheduling; disease spread for evaluating mitigation strategies; a pharmaceutical distribution center for congestion reduction; and a pharmaceutical market for evaluating promotion strategies among others.

MHA 534 Health Record Management and cybersecurity (3 cr)
Explores the roadmap of design, implementation and optimization of electronic health record systems, as well as the prevention of cybercrimes which threaten patient privacy and safety, clinical outcomes and healthcare organizations' financial performances. Topics include budgeting, workflows, vendor selection, governance, communication and training, privacy and security compliances, strategies for improving cybersecurity, technology and

infrastructure, systems optimization, and implications on medical decisions and outcomes.

MHA 541 Introduction to analytics programming (3 cr)
Students will gain a fundamental understanding of a popular programming language with a simple syntax and a powerful set of libraries by creating a variety of scripts for analytics, database access, and web applications. Programming for analytics is becoming an integral part of many professions ranging from finance and insurance to education and healthcare, and an essential skill for many professionals including healthcare researchers, practitioners and managers. This course is suitable for students without any prior programming experience. Students learn to implement basic coding skills for practical, real-world applications, which can be built in a simple cloud-based environment, and will be able to organize and analyze data efficiently by writing scripts.

MHA 542 Machine learning and artificial intelligence for healthcare (3 cr)
Explores various ML/AI technologies, applications and opportunities for healthcare as more real-world applications emerge. This course is aimed to provide a fundamental understanding of the potential for AI innovations to transform healthcare through the efforts of leaders and professionals from both the healthcare and technology industries. Students will have the experiential learning opportunity to practice data organization, data aggregation and ML model building using case data or real data with various healthcare applications. *Prerequisite: MHA 541 or permission of the instructor.*

MHA 551 Healthcare delivery and service management (3 cr)[3]
Explores value-based healthcare delivery with focuses on improved quality, lower cost, and better

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[2] Required for the A.I concentration

[3] Required for the Service Excellence concentration

patient satisfaction for achieving service excellence as a competitive advantage. Topics include service systems and strategies for delivering customer value, communication, staffing and training, motivation and empowerment, financial incentives and risk sharing, accountable care organizations, impact of population health and public policies, informational technology infrastructure, quality and safety improvement, waste elimination, contract management, and systems integration.

MHA 552 Lean Six Sigma and project management for healthcare (3 cr)[4]
Lean Six Sigma combines the methodologies of six sigma quality management and the lean enterprise to enable fact based management and change management, and create an efficient organization that maximizes value. Students will practice business problem solving and process improvement through experiential learning activities, and experience a project-based approach for defining, measuring, analyzing, improving and controlling healthcare outcomes. In addition to Lean Six Sigma methodologies, topics also include the essentials of project management including initiating, planning, implementing, managing, and controlling a project, which drives innovations and changes in healthcare organizations.

MHA 2023-2024 Academic Calendar

Summer 2023 Term: 07/05/2023 – 08/12/2023

Event		Start Date	End Date
Instructional Period		**07/08/2023 – Saturday**	**08/12/2023 – Saturday**
Cohort3:	*Summer Course 1*	*Started in Spring on 05/20*	*07/08/2023 – Saturday*
Cohort4:	MHA600 (Capstone 1)	07/08/2023 – Saturday	08/18/2023 – Friday
Cohort3	Summer Course 2	07/15/2023 – Saturday	08/12/2023 – Saturday
Cohort 5:	Summer Course 1	07/15/2023 – Saturday	08/12/2023 – Saturday

Fall 2023 Semester: 08/14/2023 – 12/16/2023

Event	Start Date	End Date
Orientation (Cohort6 New Students)	08/11/2023 - Friday	08/11/2023 - Friday
Instructional Period	**08/19/2023 - Saturday**	**12/16/2023 - Saturday**
Cohort3: MHA601 or MHA602 (Capstone2)	*08/19/2023 - Saturday*	**11/17/2022 - Friday**
Cohort4, Cohort5, Cohort6: Fall Course 1	08/19/2023 - Saturday	09/23/2023 - Saturday
Cohort4, Cohort5, Cohort6: Fall Course 2	09/30/2023 - Saturday	10/28/2023 - Saturday
Cohort2, Cohort3, Cohort4: Fall Course 3	11/04/2023 - Saturday	12/16/2023 - Saturday

Spring 2024 Semester: 01/02/2024 – 06/15/2024

Event	Start Date	End Date
Orientation (Cohort7 New Students)	02/16/2024 - Friday	02/16/2024 - Friday
Instructional Period	**01/06/2024 - Saturday**	**06/15/2024 - Saturday**
Cohort4, Cohort6: Spring Course 1	01/06/2024 - Saturday	02/10/2024 - Saturday
Cohort5: MHA600 (Capstone1)	01/06/2024 - Saturday	02/29/2024 - Thursday
Cohort4: MHA601 or MHA602 (Capstone2)	02/24/2024 - Saturday	**05/17/2024 - Friday**
Cohort6: Spring Course 2, Cohort7: Spring Course 1	02/24/2024 - Saturday	03/30/2024 - Saturday
Cohort5: Spring Course 2	03/02/2024 - Saturday	04/06/2024 - Saturday
Cohort6: Spring Course 3, Cohort7: Spring Course 2	04/06/2024 - Saturday	05/04/2024 - Saturday
Cohort5: Spring Course 3	04/13/2024 - Saturday	05/11/2024 - Saturday
Cohort6: Spring Course 4, Cohort7: Spring Course 3	05/11/2024 - Saturday	06/15/2024 - Saturday
Cohort5: Spring Course 4 (to end in Summer 2024)	05/18/2024 - Saturday	*06/29/2024 - Saturday*

HOLIDAYS

Holiday	Date	Holiday	Date
Memorial Day	05/29/2023 (weekend off)	Thanksgiving	11/23/2023 (weekend off)
Juneteenth	06/19/2023 (weekend off)	Winter Break	12/18/2023 - 01/01/2024
Independence Day	07/04/2023 (weekend off)	Martin Luther King	01/15/2024 (weekend off)

Labor Day	09/04/2023 (weekend off)	President's Day	02/19/2024 (weekend off)
Veteran's Day	*11/11/2023 (weekend off)*	Spring Break (Tentative)	03/11/2024 - 03/16/2024

COLLEGE OF GRADUATE STUDIES

CGS Administration

Catherine Yang
PhD, Tufts University

Dean; Senior Vice President of Academic Affairs, Associate Dean of Medical Education

MASTER OF SCIENCE in Pharmaceutical Sciences

MPS Faculty by Last Name
For a current listing of faculty, titles and contact information, please visit: http://pharmasciences.cnsu.edu/faculty

El-Shamy, Ahmed Director, MPS Assistant Professor, MPS
PhD, Kobe University, Japan

Ali, Hazem, Adjunct Assistant Professor, MPS
PhD, University of Louisiana at Monroe, Monroe, LA
B. Pharmacy, Mansoura University, Egypt

Farahat, Abdelbasset Assistant Professor, MPS PhD, Georgia State University, Atlanta, GA
MS, Mansoura University Egypt
PharmBS, Mansoura University Egypt
..................Column Break..................**Kotchoni, Simeon** Associate Professor, MPS PhD, University of Bonn, Germany
MS, Obafemi Awolowo University, Ile-Ife, Nigeria
MS, University of Abomey Calavi, Benin
BS, University of Abomey Calavi, Benin

Wang, Hongbin Assistant Professor, MPS PhD, University of Pennsylvania
MS, Second Military Medical University, Shanghai, China
PharmBS, Second Military University, Shanghai, China

Yang, Catherine Professor of Molecular Pharmacology and
Clinical Biochemistry
PhD, Tufts University

MASTER OF HEALTH ADMINSTRATION

MHA Faculty by Last Name

For a current listing of faculty, titles and contact information, please visit: https://www.mha.cnsu.edu/faculty

Sheldon, Melissa Director, MHA
MBA, California State University, Sacramento

Sun, Yang Associate Dean for Academic Affairs and Assessment, Professor
Ph.D Arizona State University

Bienati, Larry Associate
Professor MBA, California
State University Ph.D
Golden Gate University

Heinert, Maya Adjunct Professor
MD, Wayne State University School of Medicine
MBA, California State University, Sacramento

COLLEGE OF HEALTH SCIENCES

Mission, Vision, and Values

Mission: To advance the art and science of healthcare.

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 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 member 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 and verbal communication in order to exchange technical information. 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 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 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 with the territory of being a health science professional. People need to live in healthy communities in order 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 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 cr)
BIOL310; BIOL310L: BIOL320; BIOL330; BIOL340; BIOL350; BIOL410; BIOL420; BIOL440; BIOL450; BIOL460; BIOL470 BIOL480; CHEM 310

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

PLO3: Critical and Systemic Thinking (3 cr)
PHIL310; PSYC310; PSYC320; PSYC410; PSYC420; PSYC430; SOCL410 COLL 310 & COLL 320

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

PLO5: Social Accountability & Community Service (2 cr)
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. Please refer to the specific course plan to identify required coursework for each pathway.

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 students with a broad, educational framework and 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, or 30%, of the minimum 120 required credits for graduation. The GE Learning Outcomes are fulfilled by completion of the following courses:

Written Communication (6 cr)
ENGL110 (3 cr); ENGL110x (3cr);ENG120 (3 cr); ENGL120x (3cr)
Oral Communication (3 cr)
COMM110 (3 cr)
Information Literacy (3 cr)
ENGL120 or ENGL120x (3 cr)
Critical Thinking (3 cr)
ENGL120 or ENGL120x
Scientific Inquiry and Quantitative Reasoning (14 cr)
BIOL110/L (3 cr/1 cr) and CHEM110/L (3 cr/1 cr); MATH120 (3 cr); MATH120x 3(cr); MATH125 (3 cr), MATH 125x 3(cr) or MATH130 (3 cr), MATH130x 3(cr)
Liberal Arts (13 cr)
- Fine Arts (3 cr): ARMU110 (3 cr), ARMU120 (3 cr), or approved Arts elective
- Humanities (3 cr): ANTH210 (3 cr) or approved Humanities elective
- Social Sciences (3 cr): ECON210 (3 cr), GOVT 110 (3 cr), PSYC110 3(cr), PSYC110x 3(cr) SOCL 110 (3 cr), or approved Social Sciences elective
- Social Accountability and Community Service (4 cr): COLL 210 (2 cr) and COLL 220 (2 cr)

Academic Programs

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 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 three 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 medical 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 students offers 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.

To provide a general benchmark overview a CNUCHS PHP Pathways student must attain or exceed to earn an interview at the CNU Professional School of choice, PHP Pathway Students must:

- Completion of the CNU benchmarks and professional school pre-requisite coursework as defined by the CNU College of choice
- Earn and maintain the required cumulative GPA for Pathway Students as required by each respective Professional School
- Be in good academic and conduct standing each semester at CNUCHS
- Maintain full-time enrolled student status each semester at CNUCHS
- Meet and/or exceed the minimum acceptable standardized test score for Pathway Students as required by each respective Professional School
- Participate in at least one professional or academic activity per year offered by the corresponding CNU Professional School while attending CNUCHS
- Submit a completed and verified application to CNU professional School application portal before the deadline published by the corresponding CNU Professional School
- Submit a completed supplemental application as required by some of our CNU Professional Schools
- Attend all CNUCHS Annual Summer Pathway preparation workshops while enrolled at CNUCHS
- Satisfy the CNU professional school's technical standards

The specific benchmarks for each CNUCHS PHP Pathway can be found in our Progressions Criteria section of this catalog.

Pre-Med Post-Baccalaureate (PMPB) Coursework

The Pre-Med Post-Baccalaureate coursework is designed to enhance the academic credentials and application portfolio of students aiming for a professional degree in the health professions (Medicine, Pharmacy, Dentistry, Psychology, etc.). The post-baccalaureate coursework provides a comprehensive 1-year educational experience that includes coursework in biomedical science, extracurricular support, and test preparation for professional school admission (i.e., MCAT and DAT exams).

Students will complete a minimum of 27 credit hours of advanced undergraduate coursework in the physical and social sciences over the course of two semesters. Students can also enroll in elective courses to engage in a community service learning project or serve as a standardized patient in role-play mode with medical and pharmacy students as supervised by medical school faculty.

Topics covered in career-building workshops for professional schools' admissions include career seminars, MCAT and DAT exams skill-building and practice testing, application procedures (AMCAS, AACOMAS, PHARMCAS, PSYCAS), interview coaching, and portfolio fine-tuning. A comprehensive letter of recommendation will be provided for students who complete the course of study with good academic performance and no record of academic integrity and good conduct.

Admission to the College of Health Sciences

Applicant Status Definitions

First-Time College Student: The College of Health Sciences (CHS) 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 student is registering for class at CHS, 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 a bachelor's degree previously from his or her registration to the College

CHS 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 CHS Admissions Committee employs a holistic review, relying on both quantitative and qualitative indicators, to admit the most qualified applicants. A holistic review tool, scoring guide and a rubric were jointly developed by the Admissions Committee and the Assessment Committee of the College. 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: CHS 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, the admissions requirements are as follows:

Admission Requirements for First Time College Students

Min HS GPA for BS traditional students	2.70
Min HS GPA for BS PHP Pathways students	3.0
SAT	Not required
ACT	Not required

Admission Requirements for Traditional Students

Min HS GPA	2.70
Min SAT (after 03/2016)*	1,130
Min ACT	23

Admission Criteria for Transfer Students

Transfer students are those with 25 or more transferrable college credits. Admission of transfer students requires a GPA of 3.00 or higher in college coursework.

Transfer students are eligible to petition into any pathway after one year in residence. Admission into a pathway is not guaranteed.

Admission Requirements for Transfer Students

Min College Cumulative GPA	3.00

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:

1. 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 accredited colleges and universities.
2. 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 accredited colleges, with the exception of certain unrecognized programs.
3. Acceptance of any course for transfer credit granted toward the BS is subject to evaluation of the course topic, content, and teaching methodologies/pedagogy by expert faculty in that discipline.
4. 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.
5. 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.
6. The CHS 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
- 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

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, PharmCAS (for COP), AMCAS (for COM) 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 Colleges of Medicine (CNUCOM) and Dental Medicine (CNUCDM), please note that these colleges 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:

International Undergraduate Admissions
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 degree before registering for the college.
- Have a minimum college overall GPA of 2.60 for non-pathway and for pharmacy pathway. Have a minimum overall GPA for the medicine pathway of 3.20.
- Those who apply for the medicine pathway must have a minimum of 3.00 BCPM GPA.

- Have submitted a complete application to the PMPB coursework, including a personal statement and a BCPM calculation spreadsheet (part of the application process).

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 non-pathway students do not have the option to petition into a pathway

Progression Criteria

Once admitted to CNUCHS, students must achieve and maintain certain requirements in order 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

1. 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.
2. 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 Transfer Student Credit Policy. Also, note that CHS has restrictions in transferring selected core science courses for transfer students.
3. 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.
4. 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.
5. Students must have a minimum of 120 semester credit hours to be able to graduate.

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 CNUCOM Requirements.

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 CNUCOP Requirements.

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 Pharmacy (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 Psy start.
- 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 CNUPSY Requirements.

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 College of Pharmacy (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 CNUMPS Requirements.

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 College of Pharmacy (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 Gradate 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 CNUMHA Requirements.

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 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 Pharmacy (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 CNUMPS Requirements.

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 College of Pharmacy (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 Gradate 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 CNUMHA Requirements.

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 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 CNUCOM Requirements.

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 CNUCOP Requirements.

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 PMBP 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 CNUPSY Requirements.

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.

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 CNUMPS Requirements.

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.
- 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 Gradate 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 CNUMHA Requirements.

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

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 217) of this catalog.

Tuition & Fees

All tuition, fees, expenses, and policies listed in this publication are effective as of June 2021 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 assumes 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 217).

Effective for the 2022-2023 academic year, a change in tuition charges is applicable to new incoming students enrolled for the 2022-2023 academic year. For continuing students, the tuition charges will remain the same except for the annual estimated tuition and fee increases.

For New First Time Incoming Students beginning enrollment in the 2022-2023 academic year.
2022-2023 Tuition & Fees for Degree Seeking Students

Tuition & Fees	Amount	Class
Enrollment Fee (nonrefundable)	$100.00	Y1
Tuition *(new incoming students-Fall 2022)*	$51,100.00	Y1
Tuition	$53,656.00	Y2
Tuition	$56,340.00	Y3
Tuition	$59,157.00	Y4
Student Association & Activity Fee	$200.00	Y1, Y2, Y3, Y4
Technology Fee	$50.00	Y1, Y2, Y3, Y4
Student Tuition Recovery Fund (STRF) (nonrefundable)[7]	$560.00	Y1
Lab Fee	$700.00	Y1, Y2
Orientation Fee	$75.00	Y1
Lab Fee and Scholarly Fee	$400.00	Y3
Graduation Fees[2]	$300.00	Y3 or Y4
Y1 Total Estimated Tuition & Fees per Year[1]	**$52,785.00**	
Y2 Total Estimated Tuition & Fees per Year[1]	**$54,606.00**	
Y3 Total Estimated Tuition & Fees per Year[1]	**$57,290.00**	
Y4 Total Estimated Tuition & Fees per Year[1]	**$59,707.00**	

*Total estimated cost for tuition and fees for entire 4-year College of Health Sciences undergraduate program is $224,388.00.

Estimated Other Educational Related Costs[4]	Amount	Class
Health Insurance premium[4]	$3,345.00	Y1,Y2,Y3.Y4
MyRecordTracker 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 months)	$26,455.00	Y1, Y2, Y3, Y4
Transportation[5] (based on 12 months)	$5,450.00	Y1, Y2, Y3, Y4
Y1 Total Estimated Cost per Year[6]	**$90,760**	
Y2 Total Estimated Cost per Year[6]	**$92,581**	
Y3 Total Estimated Cost per Year[6]	**$95,265**	
Y4 Total Estimated Cost per Year[6]	**$97,682**	

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 regalia, diploma cover, stole, 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.

2022-2023 Tuition & Fees for Pre-Medicine Post-Baccalaureate Program

Tuition & Fees	Amount
Enrollment Fee (nonrefundable)	$100.00
Summer/Fall 2022 Tuition	$19,480.00
Spring 2023 Tuition	$19,480.00
Student Tuition Recovery Fund Fee	$98.00
Scholar Activity Fee Fall 2022 (nonrefundable upon start of instruction)	$100.00
Technology Fee Fall 2022 (nonrefundable upon start of instruction)	$50.00
Orientation Fee Fall 2022(nonrefundable upon start of instruction)	$50.00
Total Tuition & Fees	**$39,358.00**

*Total cost for tuition and fees for one year of Pre-Medicine Post-Baccalaureate program will be $39,358.00[1]

Estimated Other and Optional Educational Related Costs per year[3]	Amount
Health Insurance premium[4]	$3,345.00
Books and Supplies[4]	$1,000.00
Room and Board[5]	$26,455.00

Transportation[5]	$5,450.00
PMPB Total Estimated Cost per year[6]	**$75,608.00**

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 regalia, diploma cover, stole, 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.

Scholarships

In the past, several companies have helped California Northstate University students finance their education through scholarships. Some of these companies include: Albertson's, CVS, Pharmacist Mutual Insurance Company, Safeway, SuperValu Drug Stores, and Walgreen's. These scholarships range from $500 to $2,000. Criteria for scholarships vary by the specific donor and are usually awarded in the late fall and early spring.

Information regarding various scholarships can be found 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, page 219.

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. The student will be awarded the highest level of scholarship possible in accordance the criteria listed below. The merit scholarships are awarded each academic year and the student must maintain the listed GPA requirements while enrolled at CHS to continue receiving the scholarship.

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. 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. New students should also 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 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 the student is 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 incompliant 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. Student 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.

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. 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

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 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 other 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	Code	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:

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	$\geq 70\%$
No Pass	NP	Not Passing Course	$\leq 70\%$

*The plus minus system only applies to incoming students who are formally admitted in the AY 2022-2023.

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 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.

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. Students must request an incomplete grade within two weeks of the extenuating circumstance by submitting an Incomplete Form. Grade Agreement to the course instructor. 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. 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.

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.

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 an 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 C_1 = credit hours of Course1 and GP_1 = grade points of Course1, etc.:

$$GPA = \{(C_1 \times GP_1) + (C_2 \times GP_2) + \ldots + (C_n \times GP_n)\} \div (\text{Total Credit Hours})$$

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 <u>within 5 business days after the grade posting</u> 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.

If the faculty member and the student do not resolve the issue, the student may schedule a follow-up meeting with the appropriate Department Chair for the course in question.

Formal Appeal

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 will convene an ad hoc committee of 3 faculty members to review the materials submitted the by 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 notified via email and official letter of separation at the home address on record.

Course 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 will be offered to students at the discretion of the Department Chair and Course Instructor. Student eligibility for course remediation is also subject to verification by the Registrar. 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 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.

Course Instructors are required to contact students who have earned a final course grade of "D" or lower at the close of each semester for possible grade remediation. Such students are given the option of taking a remediation exam that can be used to convert a grade of "D" to the revised course grade as described above. The remediation exam should be weighted toward course content that was not mastered by the student. The student will be given the opportunity to seek tutoring and to study for a course remediation exam given after the regular close of the semester. However, the study and exam process must be completed within the 14 day remediation period. Course instructors are not necessarily required to be present on campus throughout the full remediation period but are responsible for making necessary arrangements and provisions for the exam process.

The 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 completion of 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 an 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 combined degree programs.

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 are only 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.

Students in the Pre-Medical Post-Baccalaureate are not permitted to take a leave of absence.

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 advisor 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, student 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 concomitantly in the same term, unless student has transfer credits or have 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 "AU".

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 a 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. If a student misses a required laboratory session, the work must be made up in accordance with the schedule and arrangements of the lab instructor. Please read carefully the course syllabus to know instructor's specific attendance requirements.

Excused Absence

A student may request a formal excused absence for ilness, 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, student 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.

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

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

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.

Limits 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.

Limits 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 good will 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 motived 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 of 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 deformation. 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. d) 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. e) 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. f) Unauthorized release or use of any university access codes for computer systems, duplicating systems, and other university equipment. g) Actions that endanger one's self, others in the university community, or the academic process. h) Unauthorized entry, use, or occupancy of College facilities. i) Any behavior that violates federal, state or local laws, of any University/College or formal affiliate policy or rule.

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:
1. Written warning or censure
2. Loss of assignment credit
3. Special assignment such as attending a workshop, writing a paper, etc
4. Disciplinary probation
5. Suspension from classes for a semester
6. Delayed graduation
7. Restriction from University and/or College activities or functions.
8. Restitution to repair or compensate for loss or damages
9. Holds on transcripts
10. Notation on transcript of academic dishonesty or violation of good conduct.
11. Dismissal from the College.

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 Senior 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.

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 on page 10 of this catalog.

Petition for Admission to or Change in Pathways

CHS students may petition to be admitted into pathways or to switch to other pathways, after they have completed one year of academic coursework or at least one fall and one spring semester of residence at CHS. Petitions are only accepted once a year, at the end of the spring semester. The deadline to submit the full petition is the 1st Friday in June of each year. Petitioner will be notified of the decision by the 1st week of August of each year. CHS 3805 Petition for Admission to Pathways Policy governs the petition process.

Petition is a very competitive process, and as such it has no guarantee to be approved. The CHS Admissions Committee reviews all petition materials and makes a decision based on a combination of factors outlined below.

The first step for students interested in petition is to arrange a meeting with a Health Professions Advisor at CHS (no later than May 1st of the year the student is petitioning) to discuss the process and get information on how to complete all petition forms and steps. The general requirements for students to be reviewed when petitioning to be admitted into or change pathways are:

1. Academic feasibility – an analysis of the student's GPA at CHS against the required GPA for the pathway the student is petitioning to be admitted into. An analysis of the coursework required for the desired pathway, against the coursework already taken by the student.
2. Academic and conduct good standing – an analysis of the student's history of academic integrity and good conduct, both outstanding and resolved. Any outstanding academic integrity and good conduct mark may represent automatic denial of the petition.
3. Evaluation from faculty – student is required to be formally evaluated by three CHS faculty: one being the student's faculty advisor, one from a faculty in the Department of Science and Mathematics, and one from the Department of Humanities and Social Sciences. All faculty evaluations are confidential and are delivered in a sealed envelope directly to CHS Admissions Committee.
4. Personal petition statement – CHS Admissions Committee will look into the 1-page personal statement that should cover the student's experiences (inside and outside academia) as well as idiosyncratic characteristics that are relevant to the petition process, as far as the student's perspective as to why they have the potential to succeed in the pathway he/she is petitioning into.

Please note that the CHS Admissions Committee may approve a petition for a pathway different from the one a student has petitioned into. A student may petition more than once, as long he/she has met the residency requirements. CHS will not release any rank position for any student as a result of petition approval or denial; petition process is voluntary and strictly confidential.

CHS Course Descriptions

In alphabetical order

ANTH 210 Cultural Anthropology (3 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 (3 cr)

BIOL 110 Biology I – Inheritance, Evolution, & Diversity of Life (3 cr)
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 cr)
Companion laboratory course to be taken concomitantly with BIOL110 lecture course unless the student is re-taking only the laboratory course after taking it concurrently with BIOL 110.
Prerequisites: 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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
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 cr)
This course surveys important developments in biology and medicine regarding 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 instructor approval.
Curriculum map: BIOL 350 is an elective course. It fulfills the Program Area Requirement for Core Sciences and Mathematics.

BIOL 410 Neuroscience (3 cr)
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 cr)

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

BIOL 440 Pathophysiology (3 cr)
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 cr)
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 cr)
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 cr) 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 cr)
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 is
Curriculum map: BIOL 480 fulfills the Program Area Requirement for Core Sciences and Mathematics.

CHEM 100 Principles of General Chemistry (1 cr)
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 cr)
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 fulfills prerequisites 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 cr)
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 cr)
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

Curriculum map: CHEM 120 is a degree requirement for the Bachelor of Science in Health Sciences and a prerequisite for all pathways except BS to PsyD.

CHEM 120L General Chemistry II Laboratory (1 cr)
Companion laboratory course to be taken concurrently with CHEM120 lecture course.
Prerequisite: CHEM110 and CHEM110L.
Co-requisite: CHEM120.

CHEM 200 Principles of Organic Chemistry (1 cr)
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 cr)
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

CHEM 210L Organic Chemistry I Laboratory (1 cr)
Companion laboratory course for 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 cr)
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 pericycle 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 cr)
Companion laboratory course for organic chemistry lecture. 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
Corequisite: CHEM220.

CHEM 220R Organic Chemistry II Recitation (1 cr)
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 cr)
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 cr)
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 (2 cr)
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 cr)
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 100X is an elective course recommended to all students who want to familiarize themselves with medical jargon.

COLL 210 Foundations of Service Learning (2 cr)
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 as well as a prerequisite for all pathways. 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.
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COLL 220 Service Learning Practicum (2 cr)
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 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 toward the General Education requirements in the liberal arts-service learning area. It fulfills the Program Area Requirements for Social Accountability and Community Service, and Professionalism.

COLL 310 Scholarly Project I/Research Methods (3 cr)
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 or equivalent.
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 cr)
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 cr)
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: 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 cr)
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 recommended for students enrolled in the PMPB coursework and for all students who want to deepen their experience in the field of service learning related to healthcare professions. It fulfills the Program Area Requirements for Social Accountability and Community Service, and Professionalism.

COLL 489 PAL Education Seminar (1 cr)
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 cr)
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 and faculty sponsorship
Curriculum map: COLL 490a is an elective course.

COLL 490b Research Experience (1-3 cr)
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 and faculty sponsorship and administrative approval.
Curriculum map: COLL 490b is an elective course.

COLL 490c Student Services Assistant (1-3 cr)
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 cr)
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 cr)
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 and is a prerequisite for the BS to PharmD pathways.

ECON 220 Microeconomics (3 cr)
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 and is a prerequisite for the BS to PharmD pathways.

ENGL 110 English Composition I (3 cr)
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 can 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 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 the GE requirements for the Written Communication area.

ENGL 110x English Composition I (3 cr)
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 can 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 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 cr)
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 cr)
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, gramma, 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 cr)
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 cr)
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 and is a prerequisite for all BS to MD and BS to PharmD pathways

ENGL 120x English Composition II Online (3 cr)
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 cr)
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, gramma, 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 cr)
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 cr)
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 or Post baccalaureate standing, or administrative approval
Curriculum map: ENGL 310 is an elective course that fulfills the Arts and Humanities Program Area.

ENGL 320x Writing in the Health Sciences (3 cr)
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.

GOVT 110 US Government (3 cr)
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 toward the Liberal Arts Social Sciences area.

HIST 310 History of Medicine (3 cr)
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 in the Arts and Humanities area.

HUMN 210 Still Human: Science, Technology, and Culture (3 cr)
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: ENGL 110
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 cr)
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 cr)
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 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 cr)
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 multi-media presentations, students will demonstrate their abilities to engage critically with contemporary issues in science, technology, and culture.
Prerequisites: ENGL110 and 120.
Curriculum map: HUMN 410 satisfies the Program Area Requirement for Arts and Humanities.

MATH 120 Applied Statistics (3 cr)
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, contingence 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 and Quantitative Reasoning - Math area.

MATH 120x Applied Statistics Online (3 cr)
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, contingence 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 and Quantitative Reasoning - Math area.

MATH 125 Pre-Calculus (3 cr)
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. This course is required to be taken by students who need a thorough review of this material as determined by performance on a mandatory math placement exam given to all first-year students before the start of the Fall semester. Students who do well on the placement exam may skip this course and enroll directly in MATH130 Differential and Integral Calculus.
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 cr)
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 cr)
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 and Quantitative Reasoning - Math area.

MATH 130x Differential and Integral Calculus online (3 cr)
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 cr)
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 cr)
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 can 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 410 is an elective course and it satisfies the program area requirements for professionalism.

MEDS 410b Standardized Patients Clinical Experience (3 cr)
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 can 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 410 is an elective course and it satisfies the program area requirements for professionalism.

PHIL 310 Philosophy and Contemporary Life (3 cr)
Philosophy attempts to elucidate abstract topics at a fundament 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 cr)
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 or Post Baccalaureate standing
Curriculum map: PHLT 310 is an elective course and it satisfies the Program Area Requirements for Arts and Humanities and Critical and Systemic Thinking.

PHLT 320 Healthcare Policy (3 cr)
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 cr)
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 320 is an elective course and it satisfies the program area requirements for arts and humanities.

PHYS 210 Physics I (3 cr)
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 cr)
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 cr)
A continuation of PHYS210 that covers electromagnetism, electronics, solid-state physics, quantum theory, nuclear physics, particle physics, and relativity.
Prerequisites: PHYS210 or instructor approval
Co-requisite: PHYS220L.

PHYS 220L Physics II Laboratory (1 cr)
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 cr)
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 cr)
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 cr)
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 the GE requirement for the Liberal Arts social sciences area.

PSYC 310 Developmental Psychology (3 cr)
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 cr)
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 cr)
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 cr)
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 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 cr)
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 cr)
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 cr)
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 cr)
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.

Academic Calendar 2022 - 2023

SUMMER 2022

Summer Term: 06/08/2022 – 08/01/2022

Event	Start Date	End Date	Day
Orientation (New Students)	06/06/2022	06/07/2022	Monday & Tuesday
Academic Session Begins	06/08/2022		Wednesday
Mandatory Student Townhall	06/14/2022		Tuesday
Course Add/Drop Deadline	06/14/2022		Tuesday
Last Day of Instruction	07/27/2022		Wednesday
Final Exams	07/28/2022	08/01/2022	Thursday - Monday
Final Grades Due	08/04/2022		Thursday
Last Day for Grade Appeal	08/11/2022		Thursday
Remediation Period	08/04/2022	08/18/2022	
Summer Remediation Grades Due	08/19/2022		Friday

FALL 2022

Fall Semester: 08/22/2022 – 12/09/2022

Event	Start Date	End Date	Day
Orientation (New Students)	08/15/2022	08/19/2022	Monday - Friday
Academic Session Begins	08/22/2022		Monday
Mandatory Student Townhall	08/30/2022		Tuesday
Course Add/Drop Deadline	09/02/2022		Friday
Last Day of Instruction	12/02/2022		Friday
Final Exams	12/05/2022	12/09/2022	Monday - Friday
Final Grades Due	12/14/2022		Wednesday
Last Day for Grade Appeal	12/21/2022		Wednesday
Remediation Period	12/16/2022	12/30/2022	
Fall Remediation Grades Due	01/04/2023		Wednesday

SPRING 2023

Spring Semester: 01/17/2023 – 05/12/2023

Event	Start Date	End Date	Day
Orientation (New Students)	01/09/2023	01/13/2023	Monday – Friday
Academic Session Begins	01/17/2023		Tuesday
Mandatory Student Townhall	01/24/2023		Tuesday
Course Add/Drop Deadline	01/27/2023		Friday
Spring Break	03/13/2023	03/17/2023	Monday - Friday
Research Day / Service Learning Showcase	05/05/2023		Friday
Last Day of Instruction	05/05/2023		Friday
Final Exams	05/08/2023	05/12/2023	Monday - Friday
Graduation Clearance Day	05/19/2023		Friday
Graduation Ceremony	05/20/2023		Saturday
Final Grades Due	05/17/2023		Wednesday
Last Day for Grade Appeal	05/24/2023		Wednesday
Remediation Period	05/18/2023	06/01/2023	
Spring Remediation Grades Due	06/05/2023		Monday

UNIVERSITY HOLIDAYS

Holiday	Date
Independence Day	07/04/2022
Labor Day	09/05/2022
Thanksgiving	11/24 – 11/25/2022

Holiday	Date
Martin Luther King Day	01/16/2023
President's Day	02/20/2023
Memorial Day	05/29/2023
Juneteenth	06/19/2023

FINANCIAL SERVICES & DISCLOSURES

Financial Aid

Financial Aid Contact Information

Student Financial Aid Office
9700 West Taron Drive, Elk Grove, CA 95757
JoAnne Hansana – Financial Aid Manager
Phone: (916) 686-8784
Fax: (916) 647-0450
E-mail: jhansana@cnsu.edu
URL: https://www.cnsu.edu/financial-aid/

What is Financial Aid?

Financial Aid is defined as assistance provided for the purpose of paying educational expenses. Assistance may come from various sources, and be of varying types:

- **Grants**: generally, monies from a government program that do NOT require repayment.
- **Scholarships**: generally, monies from an institution, private organization, or government programs that do NOT require repayment.
- **Loans**: generally, monies from private lenders or government programs that MUST BE repaid.

Financial Aid Eligibility?

Eligibility for financial aid is determined by three important factors:

1. **Enrollment Status**: an eligible financial aid recipient is one that is enrolled and attending at a minimum of 6 credits per semester, or otherwise considered to be enrolled at least half-time. This is subject to verification with the Office of the Registrar.
2. **Satisfactory Academic Progress**: an eligible financial aid recipient is one that continues to meet the academic progression requirements of the program. This is subject to verification with the Office of the Registrar.

   a. Verification of adherence to progression requirements is completed as the end of each academic year, or more frequently on a case-by-case basis.

3. **Cost of Attendance**: an eligible financial aid recipient is one who's total financial aid award package does not exceed his/her applicable cost of attendance for the period of enrollment.

How to Apply for Financial Aid?

Ensure all required forms and applications are received by the appropriate departments.
1. **Financial Options Statement**: the Financial Aid department requires this form from all enrolled students each semester to identify his/her preferred financing method for payment of tuition and fees.
2. **Private Educational Loan Promissory Note**: the Financial Aid department requires completion of this application for all enrolled students who desire to use a private educational loan to assist with financing of educational expenses, **OR**
3. **Installment Payment Plan Contract**: the Financial Aid Office requires completion of a contract for all enrolled students who desire to use an installment payment plan to pay tuition and fees.

The CNU Student Financial Aid Tools webpage provides a wealth of information to manage finances, understand loan repayment options, learn about types of loans available, and much more.

Types of Financial Assistance

California Northstate University offers the following competitive educational financing options for students:

- Private Educational Loans
- Payment Plan Options
- Grants and Scholarships

Private Educational Loans

There are many private loan lenders available for students. The Student Financial Aid Office provides available programs listed on the ELM Select website at:
https://www.elmselect.com/v4/

Payment Plan Options

CNU offers assistance to any student who is interested in paying semester tuition and fees over a series of months.

- TuitionEase Payment Plan

Grants and Scholarships

Grants and scholarships are monies that do not require payment – they are free money. Grants are often need-based, while scholarships are usually merit-based.

List of some scholarship databases:

- CareerOneStop
- FinAid!
- Peterson's
- fastweb!
- Scholarship Search by Sallie Mae
- Scholarship Search by Best Colleges

In the past, several companies have helped California Northstate University students finance their education through scholarships. Some of these companies include: Albertson's, CVS, Pharmacist Mutual Insurance Company, Safeway, SuperValu Drug Stores, and Walgreen's. These scholarships range from $500 to $2,000. Criteria for scholarships vary by the specific donor and are usually awarded in the late fall and early spring.

Financial Disclosures

Payment and Prerequisite Due Dates and Options

All tuition and fees described in the Tuition and Fees sections of this catalog, are due in full in accordance with the respective notification as identified below:

- New incoming students: Payment schedule is identified on the last page of the Student Enrollment Agreement;
- Continuing students: Payment is due 10 days prior to the first official day of class or the date listed on the Tuition and Fee Notification from the Business Office.

As an alternative to payment in cash, the student may (1) provide satisfactory written creditor approved loan documentation to the University, or (2) apply for one of the installment payment plans offered by the University, either of which the University may within its complete discretion accept as an alternative to cash payment for the above tuition and fees, excluding the nonrefundable enrollment fee deposit and the student health insurance premium. If either of these two alternative payment options is chosen by the student and approved by the University instead of payment in cash, the student must make the appropriate arrangements with the University for payment in accord with these options no later than thirty (30) days before the applicable due date described on the last page of the Enrollment Agreement. Failure to make full payment, or alternative loan or installment payment arrangements, by the due dates described in the Enrollment Agreement will subject the defaulting incoming student to forfeiture of the student's seat and the defaulting continuing student to dismissal or interest on the balance due at 10% per year until paid.

Student's Right to Cancel 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.

If a student cancels the Enrollment Agreement, the University will refund the amount of tuition that was paid; not including nonrefundable enrollment fees identified in the Tuition and Fees table for each college, within forty five (45) days after a notice of cancellation is received by the University. The student health insurance premium in the estimated amount of $3,345.00 is set by the health plan, which is an outside provider, and will not be refunded unless the health plan provides a refund and, if so, then only according to the plan's terms.

Cancellation shall occur when you give written notice of cancellation to the University 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.

Student's Right to Withdraw and Refund

After the cancellation period described above in "Student's Right to Cancel and Refund," 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. You can do this by hand delivery, email, facsimile, or mail. Written notice of withdrawal sent by hand delivery, email, or facsimile is effective upon receipt by the Registrar. Written notice of withdrawal sent by mail is effective when deposited in the mail properly addressed with postage prepaid.

The written notice of withdrawal should be on the Official College Withdrawal Form provided by the Office of the Registrar, but may also be in any writing that shows you wish to withdraw from the University. Please include your student ID number on your notice. A withdrawal may also be effectuated by the student's conduct showing intent to withdraw, including but not necessarily limited to the student's continuing and unexcused failure to attend all classes.

If you withdraw before or at completion of 60% (and no more) of the current term, you will be eligible for a pro-rata refund for such term. The University will perform a pro-rata calculation of current term tuition as follows:

Step A) Total calendar days* in current term** – Calendar days in current term completed = Total Calendar days Not Completed
Step B) Total calendar days not completed/Total calendar days in current term = % of pro-rata refund
Step C) Institutional charges*** x % of pro-rata refund = Total refund owed

* Total calendar days include weekends and holidays, except:
- Scheduled break of five or more consecutive days when no classes are offered.

Days of leave of absence are not included in total days.

**Current term generally means the current semester, but when tuition is charged for the entire period of enrollment rather than by semester, then the current term shall mean that period of enrollment.

***Institutional charges excluded from the pro-rata refund are: (1) non-refundable registration fee (applicable to first year, first semester students only), (2) all other non-refundable fees as described in the current General Catalog, (3) Student Tuition Recovery Fund fee, and (4) Student Health Insurance premium estimated at $3,345.00, if applicable; institutional charges included in the pro-rata refund include: (1) current term tuition.

There is no refund for students who withdraw after completing more than 60% of the current term.

If the amount of the current term payments is more than the amount that is owed for the time attended, then a refund of the difference will be made within 45 days after the notice of withdrawal is received by the Office of the Registrar. Refunds owed to the student as a result of a pro-rata calculation will be done in the following order:

- Private Educational Loan(s);
- To the student.

If the amount of the current term payments is less that the amount that is owed for the time attended, it is the sole responsibility of the student to contact the University to make appropriate payment arrangements.

Financial Aid and Loan Obligations

California Northstate University offers financing options to meet the needs of its students. For a detailed description of the financing options, please visit the Financial Aid Office webpage, https://www.cnsu.edu/financial-aid/.

If the student has otherwise received federal student financial aid funds, upon cancellation or withdrawal and subject to the conditions for refund described above, the student is entitled to a refund of moneys not paid from federal student financial aid program funds.

If the student obtains a loan to pay for an educational program, then the refund upon cancellation or withdrawal, subject to the conditions for refund described above, will be sent to the lender or to the loan guarantee agency, up to the amount of the loan; the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund paid to the lender. If the student owes money to the lender after the refund, then the student will need to make arrangements with the lender for payment of the amount remaining owed. If there is a refund amount remaining after payment to the lender, it will be paid to the student as described above.

If the student is eligible for a loan guaranteed by the federal or state government and the student defaults on the loan, both of the following may occur: (1) the federal or state government or a loan guarantee agency may take action against the student, including applying any income tax refund to which the person is entitled to reduce the balance owed on the loan; (2) the student may not be eligible for any other federal student financial aid at another institution or other government assistance until the loan is repaid.

Student Tuition Recovery Fund (STRF) Disclosures

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol

Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, an you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for the STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of non-collection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number

Statement of Nonparticipation in Government Financial Aid Programs

California Northstate University does not accept or otherwise participate in any federal direct student loan program (Title IV) funding, any federal veterans benefits program (Title 38) funding, or any other federal or state government student loan/ financial aid funding.

STUDENT RECORDS

Office of the Registrar

The Registrar retains official enrollment, registration, and academic information for students and alumni. Downloadable request forms related to academic transcripts, enrollment/degree verifications, contact and personal information changes, grade changes, duplicate diploma requests, FERPA release authorization, emergency contact updates, leave of absences, and college withdrawals are available from the Office of the Registrar website.

Students are strongly encouraged to become familiar with the Office of the Registrar website.

Contact Information

Office of the Registrar
9700 West Taron Drive
Elk Gove, CA 95757
(P) 916-686-7300
Email: CNRegistrar@cnsu.edu
Website: http://www.cnsu.edu/office-of-the-registrar/

The main office is located on the second floor of the Elk Grove campus. A Registrar Office staff member is available on the Rancho Cordova campus on various days during the week during normal business hours. Please contact the Office for specific availability dates or to make an appointment.

Student Records

The academic transcript is a permanent student record maintained by the Office of the Registrar. Other student records as prescribed by California Code of Regulations 71920, are maintained by the institution for a minimum of five years from completion of or withdrawal from the CNU academic program. For assistance in accessing a record, please contact the Office of the Registrar or the department responsible for maintaining the record. Access to student records are governed by the Family Education Rights and Privacy Act of 1974 (FERPA). Please see the Directory Information and Access to Student Records section of this catalog on page 223 or contact the Registrar for more information

CAMS Student Portal

Some records can be reviewed and updated online through the CAMS Student Portal.

The Portal allows the student to:

- Update contact information;
- View official grades, print unofficial transcripts, and review course narratives;
- Register for classes;
- View course schedules;
- Track submitted documents.

Students access the Student Portal with unique credentials provided by the CNU IT department prior to matriculation to the college.

To access the Student Portal, go to: http://www.cnsu.edu/office-of-the-registrar/student-portal.

A PDF users guide is available on the website. Technical issues related to CAMS Student Portal should be directed to CAMSSUPPORT@cnsu.edu.

Please note that the Student Portal is different than and is not related to Canvas. Canvas is the learning management system (LMS) used by CNU. Grades displayed in Canvas are not official. Students use Canvas to participate in courses. Questions regarding Canvas should be directed to CNU IT department.

Changes or Corrections to Personal Information

Students are responsible for immediately report any change in their personal information (e.g., name, address, telephone number, etc.) to the Office of the Registrar. CNU will not be held responsible for any mail sent to the wrong address due to an incorrect address on file. The postage cost for remailing may be at the expense of the student.

Corrections to date of birth, social security number, and sex/gender require submission of the *Change of Personal Information* form and supporting legal documentation to the Office of the Registrar. The request form is available at https://www.cnsu.edu/registrar/PDFs/CNU_ChangePersonal InformationForm.pdf.

Legal Name Change Request

Official CNU records and academic transcripts must reflect the student's name as it appears on government issued photo identification, such as a driver's license or U.S. Passport.

A student may request an official name change for school documents and records by submitting the following information to the Office of the Registrar:

1. A completed *Change of Personal Information* request form the Office of the Registrar's Service and Forms web page.
2. Government-issued photo ID showing new legal name
3. Acceptable proof of name change (marriage certificate or court order)
4. Current student identification card

Once the information has been verified and approved all official school documentation will be updated. The Registrar will then forward the name change to the following departments:

1. Business Office
2. Experiential Education
3. Financial Aid Office
4. Library - All library resources
5. OSAA
6. IT Department – The LMS (Canvas), new student identification badge, new email address
7. Student Records - Official Academic file, Student roster, academic advisor

The request form is available at https://www.cnsu.edu/registrar/PDFs/CNU_ChangePersonalInformationForm.pdf.

Change of Address

Current students should update their address, phone number and email through the **Student Portal** or by submission of the Change of Address Request form.

Former students must submit the request form to update their contact information. The request form is available on the Office of the Registrar website and in the forms display near the Office.

Submitted forms typically take 5 to 7 business days to process. Updates submitted through the Student Portal are reflected immediately but may take 5-7 business days to be reflected in all University systems. This change will not update your W-9. To update the address on your W-9 you must submit a new W-9 to the Business Office.

Enrollment and Degree Verifications

The Office of the Registrar provides confirmation of student enrollment status to financial institutions, organizations, or agencies in writing at the student's request. Students may request proof of enrollment or degree by completing an *Enrollment, Degree, & Good Standing Verification Request* form located on the Office of the Registrar's web page.

The student must complete the form and submit it to the Registrar. Complete requests are typically processed within 5 business days. Verification letters are printed on official letterhead and include the Registrar's signature as well as the University seal. Requests are typically processed within 5 business days.

If the following academic designations or grades are recorded on a student's transcript in the current term, the Office of the Registrar cannot issue a letter of good standing: probation, suspension, dismissal, F, and/or Y grade.

Information about verifications and the request form are available at: https://www.cnsu.edu/registrar/enrollment-degree-verification-request.php.

Transcript Request

A student's academic transcript is a permanent record. Students and former students may request an official transcript through the Office of the Registrar by:

A) Submission of the Transcript Request Form
   ▪ The Transcript Request form is available on the Office of the Registrar website and in the display case outside of the Office. The ordering fee is posted on the order form and payment is due at time of order submission.
   ▪ Complete requests are typically processed within 5 business days.

B) Order Online: www.parchment.com.
   ▪ Official transcripts may be ordered through Parchment's online record ordering service. A credit card is required and additional service fees are applicable.

Unofficial transcripts can be viewed online through the Student Portal or ordered free-of-charge using the Transcript Request form.

Ordering instructions and the request form are available at: https://www.cnsu.edu/registrar/transcript-request.php.

Application for Graduation

Students applying for graduation must meet all academic and financial requirements prior to submitting the Petition to Graduate. Students who have completed all the requirements to graduate are required to submit the Petition to Graduate to the Office of the Registrar for processing prior to the graduation application deadline. The Petition to Graduate form is available on the Office of the Registrar services and Forms web page.

Application Deadline for conferment of degree is as follows:

Graduation Application Deadline	Filing Period
Spring	February 1 through March 1

In addition, students must complete and submit the Graduation Clearance Form before their diploma will be mailed. The Clearance Form verifies that the student has no outstanding balances or University requirements.

Diplomas

The Office of the Registrar oversees the release of CNU diplomas. The student's degree must be awarded and posted to the Official Transcript before a diploma can be sent. Diplomas will include any applicable CNU honors (cum laude, magna cum laude, and summa cum laude).

Students must complete and submit the Graduation Clearance Form before their diploma will be mailed. The Clearance Form verifies that the student has no outstanding balances or University requirements. A diploma will not be provided until all student account requirements are met.

Diplomas are typically mailed first class to the permanent address listed on the Petition to Graduate approximately 6-8 weeks following graduation/degree conferral for students who have met all clearance requirements. CNU uses a third-party vendor to print and mail all diplomas. CNU is not responsible for lost, stolen, or returned diplomas.

Diplomas returned to the school as undeliverable will be held for five (5) years. Repeat shipping is at the cost of the student.

Duplicate Diplomas

A student may request a duplicate diploma that has been lost or damaged by completing a Duplicate Diploma Request Form and submitting the form to the Office of the Registrar. The fee for a duplicate diploma is posted on the form and must be paid at the time it is submitted. When possible, the original diploma must be returned to the Office of Registrar. The request for a duplicate diploma is kept in the student's file.

Diplomas will be mailed first class to the address indicated on the Duplicate Diploma Request Form. Diplomas will not be released if there is a financial hold. CNU is not responsible for lost, stolen, or returned diplomas.

In the event that your diploma is lost or stolen, and degree verification is needed, please submit the Enrollment and Degree Verification Request form.

Directory Information and Access to Student Records

Student Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) afford eligible students certain rights with respect to their education records. An "eligible student" is a student who is 18 years of age or older or who attends a postsecondary institution. These rights include:

1. The right to inspect and review the student's education records within 45 days after the day California Northstate University receives a request for access. A student should submit to the Registrar a written request that identifies the record(s) the student wishes to inspect. The Registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
3. A student who wishes to ask the school to amend a record should write the Registrar, clearly identify the part of the record the student wants changed, and specify why it should be changed.
4. If the school decides not to amend the record as requested, the school will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
5. The right to provide written consent before the university discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
6. The school discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by California Northstate University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees or on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of California Northstate University who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent. A school official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for California Northstate University as outlined in FERPA code eCRF: 34 CRF 99.31.
7. The right to file a complaint with the U.S. Department of Education concerning alleged failures by California Northstate University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Solomon Amendment

The Solomon Amendment (10 U.S.C. § 983) is a federal law that allows military recruiters to access some address, biographical and academic program information on students aged 17 and older. The Department of Education has determined the Solomon Amendment supersedes most elements of FERPA. California Northstate University is therefore obligated to release data included in the list of "student recruiting information," which may or may not match CNU's FERPA directory definition list. However, if the student has submitted a Request to Opt Out of Directory Information form to The Office of the Registrar restricting the release of his/her Directory Information, then no information from the student's education record will be released as specified in the Solomon Amendment. Student Recruitment Information" or "Solomon Information" as defined by the Solomon Amendment:

Name
Address
Telephone (not specific if local or permanent)
Age and date of birth*
Place of birth*
Level of education
Academic major
Degrees received
Educational institution in which the student was most recently enrolled

(*Information not included in CNU's FERPA Directory Definition List)

Under the Solomon amendment, information will be released for military recruitment purposes only. The military recruiters may request student recruitment information once each term or semester for each of the 12 eligible units within the five branches of the service:

a. Army, Army Reserve, Army National Guard
b. Navy, Navy Reserve
c. Marine Corps, Marine Corps Reserve
d. Air Force, Air Force Reserve, Air Force National Guard
e. Coast Guard, Coast Guard Reserve

The request should list what student recruitment information is being requested. The request should specify whether the information needed is for the current or previous semester. This information is required to be provided by law.

Institutional Student Procedures for FERPA

FERPA does not cover employment, medical or police records, confidential letters of recommendation if the student has waived the right to review them, professors or administrator's personal records for their own use about students, parent's financial records, and other FERPA excluded records.

Additional information regarding FERPA can be viewed online at http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html.

Student Directory Information Disclosure and Access

California Northstate University reserves the right to disclose certain directory information. Personally identifiable information such as student directory information (student name, address, telephone number, email address, field of study, cohort classification, enrollment status, dates of university attendance, club and/or organization memberships, degrees, honors and awards received, photograph, and the most recent educational agency or institution attended) is considered public information and may be disclosed by the University without prior written consent. The student may request that directory information be withheld from sources outside the University, excluding law enforcement, or within the University to anyone who does not have a need to know status.

Parents have no inherent rights to inspect their child's educational records after age 18. Students requesting that directory information not de disclosed must submit the Directory Opt-Out Request Form to the Registrar before the last day to add a class in a semester.

The University is not responsible for inadvertent release of directory information.

Upon placement at a clinical rotation site, the student's University email address and name will be given to the company in which they are placed.

Annual Disclosure and Record Access

Students receive an annual FERPA notification from the Office of the Registrar prior to or following the start of each Fall semester. The FERPA notice will be sent to all CNU student email addresses in addition to being posted in the following locations: student information boards, inside and outside the Office of the Registrar, and online.

STUDENT SERVICES

Alcohol & Drug Prevention; Dependency Referral

The Office of Student Affairs & Admissions (the "OSAA") offers many resources and programs to promote alcohol and drug prevention awareness and dependency referral services, as well as individualized assistance and support for all CNU students.

If you feel you may be experiencing an alcohol or drug problem, we encourage you to contact the OSAA staff. The OSAA staff are available for confidential referral assistance on a walk-in basis or by appointment. The OSAA office is open Monday through Friday from 8:00am – 5:00pm. Confidentiality will be maintained unless authorized by the student or a threat to life occurs. The OSAA will be able to provide you with information with regards to local agency, treatment facility, or clinical professional, or to assist in making an appointment to a local agency, treatment facility, or licensed clinical professional.

The Assoc./Asst. Dean for the OSAA is listed in the Directory of this catalog and on the CNU website. Students may contact any of the staff in the OSAA for assistance. For any emergency, please call 911.

Toll-Free Numbers

Alcohol Abuse 24-Hour Assistance and Treatment	1-800-234-1253
Alcohol Abuse and Crisis Intervention	1-800-234-0246
Cocaine Abuse 24-Hour Assistance & Treatment	1-800-234-1253
Cocaine Abuse & Crisis Intervention	1-800-234-0246
Drug and Alcohol 24-Hour Information, Assistance, & Referrals	1-800-662-4357
Talk One 2 One – 24/7 Confidential Support for Students	1-800-756-3124

Websites

Alcoholics Anonymous	http://www.aa.org
National Drug Helpline	https://www.samhsa.gov/find-help/national-helpline
The National Council on Alcoholism and Drug Dependence	http://www.ncadd.org

Local/Community Resource

Alcoholics Anonymous (24 Hours)	916-454-1100
Alcoholics Anonymous (Office)	916-454-1771
Al-Anon	916-344-2971
Cocaine Anonymous Hotline	916-386-3545
Narcotics Anonymous	1-800-600-4673
Adolescent Chemical Dependency Program	916-482-1132
National Council on Alcoholism and Drug Dependence-NCADD	
Options for Recovery	916-922-5110
Prevention	916-922-5118
Hope Line	916-922-5122
Emergency Contact	911

Primary Local Assessment and Treatment Center

Bi-Valley Medical Clinics	
Capitol Clinic	916-442-4985
Carmichael Clinic	916-974-8090
Norwood Clinic	916-649-6793
Sutter Health-Center for Psychiatry	916-386-3620
Midtown Mental Health Center	916-577-0200
Addiction Treatment Program	916-525-6100
Mental Health Center – Kaiser Patients	916-631-3034
Mental Health Center – Kaiser, after hours emergencies	916-973-5300
Alcohol and Drug System of Care	916-874-9754

For additional assistance, you are encouraged to enlist the help and support of family and friends who would be supportive of your sobriety. Also, look in the yellow pages of your telephone directory under mental health, community services, social and human services, alcoholism, or drug abuse. You may be surprised to learn how many organizations there are that can help.

Career Services, Planning, and Counseling

The Career Services Coordinator directs professional career planning and career counseling services. Information about career opportunities at various companies can be found in the Career Resource section of the library or on the CNU website.

In-class and extracurricular workshops are conducted throughout the program to assist students in analyzing their strengths and weaknesses, and documenting their educational and practical experiences in the E*Value portfolio.

An internship and job expo is hosted on campus during the Fall semester to provide students with direct contacts for obtaining part-time employment and internships at local pharmacies.

Students have the opportunity to attend seminars and workshops in writing resumes, developing interview skills, and preparing for career placement.

During the final year of the program, students have the opportunity to talk with employers and share their portfolios during the graduating student Career Fair.

The Career Services Coordinator in collaboration with the Alumni Coordinator follow-up with graduates for the first five (5) years after graduation through phone interviews and surveys to monitor how graduates' careers are progressing and to solicit suggestions for improvement in the respective program or the University and College service offerings.

Disability Accommodation Services

Any student requiring disability assistance may apply for services through the Assistant Dean of Student Affairs. The University is committed to promoting equal access to programs and facilities, thereby insuring that students with disabilities experience the opportunity to participate fully in all academic experiences. Specialized services and academic accommodations are provided to meet the individual needs of students with disabilities to help them achieve successful completion of their professional degree.

Students with disabilities, whether hidden or visible, who wish to seek special accommodations must make a request for accommodations in writing and submit appropriate documentation listed in this section. If the disability develops during the school year and accommodations are requested, the student must notify the Assistant Dean of Student Affairs or designee in writing as soon as he/she becomes aware of the disability. The Assistant Dean of Student Affairs serves as the advisor to students with disabilities and as a liaison between students with disabilities and the faculty.

Eligibility for Services
The federal definition of "disability" encompasses a physical or mental impairment which substantially limits one or more major life activities such as walking, breathing, seeing, hearing, learning, working, and performing manual tasks.

Types of Disabilities
Some common types of disabilities include, but are not limited to, physical disabilities, learning disabilities, psychiatric disabilities, and attention deficit hyperactivity disorders (ADHD).

Students Responsibility
Students enrolled at CNU are required to self-identify if they are seeking services on the basis of a disability. Students are required to meet with the Assistant Dean of Student Affairs or designee for an initial intake and are required to provide appropriate documentation of the disability. Students must provide documentation, at the student's expense, of the disability before the provision of services is reviewed. Since medical conditions change reapplication for accommodation services must be submitted annually and may require submission of updated documentation.

Documentation Guidelines
Both medical and functional elements of the disability must be explicitly documented. Documentation must be printed on appropriate letterhead and prepared by a qualified health care provider who has professional training and practice to diagnose and treat the impairment that led to the disability.

Documentation of the disability should include, but is not limited to:
- A diagnostic statement identifying the disability
- Date of the current diagnostic evaluation (must be within the past three (3) years)
- Date of the original diagnosis
- A description of the diagnostic criteria used
- A description of the current functional impact of the disability
- Treatments and medications, assistive devices currently prescribed or in use
- A description of the expected progression or stability of the disability over time
- Specific recommendations for accommodations and an explanation of why each recommendation is needed
- Impact the disability has on specific major life activities

- Credentials of the diagnosing professional

In addition to the above documentation, students are required to submit additional documentation based on the specific disability.

Documentation Guidelines for Learning Disabilities
Students applying for services and accommodations on the basis of a learning disability should submit a comprehensive report of a psycho-educational assessment performed by a licensed psychologist. The assessment, usually performed in the junior or senior level of high school, should contain the following:
- A complete intellectual assessment with all subtests and standard scores reported
- A comprehensive academic achievement battery with subtests, standard scores, current levels of academic functioning in reading, mathematics, and oral and written language
- Short and long-term memory, sequential memory, auditory and visual processing, processing speed, executive functioning, and motor ability
- A clinical summary of the supported judgment of the health care provider conducting the assessment justifying the diagnosis and suggested accommodations that would be appropriate to strengthen the students relative learning deficits.

Students applying for services and accommodations on the basis of a psychiatric disability should submit a comprehensive report completed by a psychiatrist or licensed psychologist who has experience diagnosing and treating the student's condition.
The assessment should include the following:
- DSM-IV diagnosis
- Psychological test(s) and all scores used to support the diagnosis
- Medications needed, side effects affecting academic performance, and compliance with the therapeutic plan
- Any accommodation(s) that may jeopardize therapeutic interventions

Students applying for services and accommodations on the basis of ADD/ADHD should submit a comprehensive report of a psycho-educational assessment performed by a psychiatrist, licensed psychologist, and/or licensed medical doctor who has expertise in diagnosing and treating ADD/ADHD.
The assessment should include the following:
- DSM-IV diagnosis
- Description of supporting past and present symptoms
- Summary of assessment procedures
- Fluctuating symptoms and prognosis
- Medications needed, side effects affecting academic performance
- Recommendations for reasonable accommodations

Recommendations for Accommodations
The student's request for accommodations will be assessed by the Assistant Dean for Student Affairs who will determine eligibility for available services and accommodations. Approval of the recommendations requested are based on the diagnostic report submitted by an appropriate health care provider rather that the student's request alone. Prior history of accommodations does not guarantee provisions of a similar accommodation.

Accommodations are not retroactive and begin only after appropriate documentation is received and a reasonable time for accommodation development exists.

Once registered, the Dean of Student Affairs will work collaboratively with the student, and faculty to provide the best reasonable accommodations for the student to achieve academic success.

Disability Services and Accommodations
  1. Academic Accommodations

- Large print materials
- Extended exam times
- Exams in distraction-free environment
- Modified exams (in certain circumstances)

2. Disability Services

- Note takers
- Readers
- Help with ordering taped texts
- Help with ordering text to speech texts for Kindle

Health Insurance

All Students are required to maintain health insurance while enrolled at CNU (*Policy of Mandatory student Health Insurance*). Students not participating in the Student Health Plan must obtain private insurance and submit evidence of coverage to their online health records tracker. If evidence of coverage has not been submitted to their online health records tracker, students will be automatically enrolled in the CNU Student Health Plan. Questions relating to this requirement should be directed to your college's Student Affairs Office (if you are a current student) or Admissions Office (if you are an incoming student).

To help students meet this requirement, CNU offers a student health plan (SHP) through United Healthcare. The policy allows full-time students and their dependents to have continuous health coverage throughout the year, including break periods. To be eligible for this option, you must be a CNU student who is enrolled full-time.

If you plan to enroll in the United Healthcare SHP option, please be sure to include the SHP cost in your estimated cost of attendance when filing for financial aid and budget planning. The fee for this policy is paid directly to the school and is billed on a bi-annual basis.

For more information regarding the Student Health Insurance Plan through United Healthcare including enrollment instructions and benefit information, please visit: http://www.cnsu.edu/student-health-plan/student-health-plan.

Information on other individual health plans in California can be found at:
- Blue Cross of California: www.bluecrossca.com
- Blue Shield of California: www.blueshieldcaplans.com
- Covered California: www.coveredca.com
- Health Net: www.healthnet.com
- Kaiser Permanente: https://healthy.kaiserpermanente.org/
- Western Health Insurance (non-CNU affiliated options): https://www.westernhealth.com/

This list is neither complete nor in any way an endorsement or recommendation by California Northstate University.

Healthy Lifestyle Services and Programming

The OSAA provides programming, guest presentations from health practitioners, and referral information to assist students with healthy lifestyle practices throughout the year. Information regarding programming will be sent by campus email to all students at least two weeks in advance or posted to campus information boards. Examples of programming include time management skills, nutrition guidance, stress reduction strategies, and work/life balance practices. Brochures offering guidance and tips for managing and understanding student focused problems are available from the OSAA.

Housing

Information on off-campus housing can be obtained from CNU's website and the OSAA. There is currently no on-campus housing available. CNU has no responsibility to assist students in finding housing.

A wide variety of apartment housing is available within Elk Grove and Sacramento. Elk Grove offers housing accommodations ranging from apartments, condominiums, or single family homes within a 10 minute commute. Sacramento itself borders Elk Grove and several housing options in southwest Sacramento are within 15 minutes of campus. Rental prices can vary depending on the number of bedrooms and amenities offered. Single family homes for rent and for sale vary considerably within these areas..

Maternity/Childbirth/Adoption Accommodations

This policy is intended to provide an accommodation for the temporary academic disruption that pregnancy, childbirth, adoption, and the care of a newborn may place on the student. It is designed to make it possible for the student to maintain the "enrolled student status", and to facilitate return to full participation in classwork, and, where applicable, research, and clinical/experiential training in a seamless manner.

All matriculated/registered students anticipating or experiencing a birth or adoption, are eligible to receive the following:

- An excused absence per College policy;
- A leave of absence* for an academic accommodation around the time of the birth, during which the student may postpone course assignments, examinations, and other academic requirements. Students requesting this accommodation may be placed into an extended program. Students considering this alternative must discuss the maximum allowable completion time with their academic advisor, the Office of Academic Affairs, and the Office of Student Affairs and Admissions;
- Access to CNU facilities, student services, and CNU student health insurance plan; and
- Parking accommodations.

*Students may opt to use a leave of absence in lieu of the benefits provided by the accommodation policy. Depending on the stage in their academic career, the timing of the birth or adoption and the level of assistance the student will receive from others in caring for the child, the student may find it more advantageous or feasible to take one or more semesters of a leave of absence. This may especially be the case for healthcare professional students because of the highly structured and sequential curriculum.

Mental Health Counseling Referral Services

Mental health counseling is available to students through the school's student health insurance program, the county of

Sacramento, and private counselors in the area (by referral only). A list of referrals is available in the OSAA. Students may schedule an appointment with the Associate Dean for Student Affairs & Admissions for more detailed information and assistance for mental health counseling. Students who have elected to use the student health plan offered by the school and administered Western Health Advantage (WHA), have access to mental health counseling as part of the WHA insurance policy.

Tutor Services

Students experiencing difficulty in any course are urged to seek the help and assistance of the course coordinator or their academic advisor before the problem becomes unmanageable. If academic problems arise, school funded tutoring services are available through the OSAA. Students requiring this assistance must be referred by the faculty of the course or by their academic advisor. Additional tutoring is offered for a nominal fee by students who have successfully completed courses. These tutors typically post their contact information on campus bulletin boards. The OSAA keeps a list of recommended tutors and can provide insight into selecting a suitable student to hire. Additional tutoring is offered free of charge and is provided by faculty volunteers in the form of review sessions.

Alumni Services

The primary goal of Alumni Services is to maintain our graduates' on-going relationship with the faculty, staff, and student body at California Northstate University by building lifelong connections to their alma mater community. We are very proud to share the history of our alumni's major accomplishments as students and as alumni. Our office recognizes that our alumni will be distributed throughout the United States and the challenge of keeping all alumni in touch with classmates, resources, and institution news. CNU Alumni Services is committed to updating graduates with alumni social events, continuing education course information, career resources and services, fundraisers, speaking engagements, e-newsletters, news about what fellow classmates are doing, and the buzz on faculty, and support services to help alumni continue to grow as professionals.

- E-newsletters
- Career Services
- Social/Networking Events
- Continuing Education Resources
- Fundraisers
- Alumni Store
- Connections through Facebook and LinkedIn
- Alumni Directory & Discount Benefits

Information Technology Services

The Information Technology department provides computer, Canvas, email, and system assistance to all faculty, staff and students.

Canvas
Canvas is the University's learning management system which contains course information, assignment grades, and class documents/assignments. A brief introductory session to Canvas is provided to new students during orientation.

Email accounts & service
All students are assigned a unique campus email address for use during enrollment in the program. The IT department offers assistance to students who experience problems with their account during normal business hours. Students are responsible for reading and responding, as appropriate, email messages sent to their CNU email. Please refer to the Student Handbook for additional information specific to each college.

ID Badge and Turning Point Clicker
If you lose your ID Badge, please notify IT as soon as possible so that it can be disabled. To replace a lost or damaged badge or clicker, complete the Loss form and include the payment amount indicated on the form.

Library/Learning Resources

Library Facilities

The Learning Resource Center is available for students, faculty, staff, preceptors, as well as local pharmacists and is located on the second floor of the CNU Elk Grove campus. This program includes 8000 square feet of space devoted to the following resources:
- Library Facility and Collection
- Library Computer System
- CNU Electronic Library
- Computer Lab
- Classroom Resources
- Interlibrary Loan Program

Facility Hours

The library facility is a significant part of the Learning Resources Center. It houses the library collection and provides space for individual and group study. Students may use the facility during University operational hours. The hours of operation when the school is not in session, including holidays and spring break, will vary. Students can receive assistance from library staff members 9:00 a.m. to 5:00 p.m. Monday through Friday. Operational hours can be directed by phone to 916-686-7400.

Library Staff

The Learning Resource Center is managed and operated by a full-time health sciences librarian and a part-time librarian assistant. The librarian will provide training and consultation to students and faculty on how to access good information and efficiently use electronic resources. The librarian holds an academic appointment on the faculty and participates in all faculty functions and meetings.

An IT specialist works with the librarian to update, maintain, and operate electronic systems in the resource center.

Learning Resource Center Programs

The Learning Resource Center provides both students and faculty with support as well as sufficient research references. The following programs are offered to educate students and faculty on the availability of resources and the process of their uses.

Students Resource Center Orientation Session

At the beginning of each semester, a Resource Center Orientation session is scheduled to accommodate all interested students. The attendance is mandatory for all first year students and optional for other students. During this orientation, students are introduced to the learning resources available as well as to policies and procedures relevant to their usage.

Interlibrary Loan Program

With the large number of universities in the Sacramento valley, CNU is developing affiliation agreements with the libraries at other institutions in order to facilitate interlibrary loans. Please see the librarian for details.

Library Computer System & Lab

A designated area of the learning resource center is dedicated as a computer lab. The computers in the lab are available to students, where they can access the electronic resources as well as electronic library materials. Additionally, the lab provides students with general PC software, access to the Internet, and the ability to print desired materials.

Student Access

Students may access Library materials in several ways. Physical books (including reserve books) for the College of Pharmacy and College of Medicine are located in room 202, the Library Book Room and Quiet Study Area. The books are in locked cabinets with clear doors and arranged in call number order so that the student may determine if the material is available. The Library's web page provides a link to an online card catalog for those materials. The Librarian or Library Assistant retrieves and checks out the materials to the students. Other physical materials such as calculators, stethoscopes, models, etc. are located in the Library Director's Office. They are listed in the online catalog and can be retrieved for check out by the Library Director or the Library Assistant.

Electronic Learning Resources

The Learning Resource Center maintains an Electronic Learning Resources System. Its purpose is to provide library and learning resources to students, faculty, and staff, and serve as an entry point for all users to meet their academic and research needs. The library subscribes to approximately 1,000 scholarly electronic journals.

Electronic journals and databases are available through links from the Library's webpages. Students authenticate themselves using their school e-mail logon and password in order to access the electronic materials but may access these materials anywhere they have a computer and internet access.

All CNU students can access electronic resources by entering their college log-in credentials at https://ezproxy.cnsu.edu/login.

The username and password, are the same credential that you use for cnsu.edu email.

For step-by-step instructions on how to access the Library Databases for each college, see below:

College of Pharmacy
1. From the home page www.cnsu.edu, click on **Pharmacy** drop down and then click Home
2. Now you are at the Pharmacy's home page, click on Current Students drop down and then click Library & Learning Resources
3. On Library & Learning Resources' page, click on "Click here to access the databases" which will bring you to the login page
4. For username and password, this will be the same credential that you use for cnsu.edu email

College of Medicine
1. From the home page www.cnsu.edu, click on **Medicine** drop down and then click Home
2. Now you are at the Medicine's home page, click on Current Students drop down and then click Library/Learning Center
3. On Library & Learning Resources' page, click on "Click here to access the databases" which will bring you to the login page
4. For username and password, this will be the same credential that you use for cnsu.edu email

College of Psychology
1. From the home page www.cnsu.edu, click on **Psychology** drop down and then click Home
2. Now you are at the Health Sciences' home page, click on Research drop down and then click Library/Learning Resources Center
3. On Library & Learning Resources' page, click on "Click here to access the databases" which will bring you to the login page
4. For username and password, this will be the same credential that you use for cnsu.edu email

College of Health Sciences
5. From the home page www.cnsu.edu, click on **Health Sciences** drop down and then click Home
6. Now you are at the Health Sciences' home page, click on Research drop down and then click Library/Learning Resources Center
7. On Library & Learning Resources' page, click on "Click here to access the databases" which will bring you to the login page
8. For username and password, this will be the same credential that you use for cnsu.edu email

Past lectures for the College of Medicine may be retrieved for viewing through the Mediasite link on the College of Medicine website under "Current Students". Students can access this site using their CNU credentials.

EDUCATIONAL AND RESEARCH EQUIPMENT

California Northstate University utilizes the following research laboratories and facilities in conjunction with the delivery of instruction for all CNU Colleges.

Research Laboratories: The dedicated research labs at the Elk Grove campus are fully equipped for molecular, cellular and microbiological investigations. Equipment includes multiple high-capacity freezers (-80oC, -20oC and LN2) and refrigerators, autoclaves, fume hoods, water purifiers, centrifuges and ultra-centrifuges, light and fluorescent microscopes, fluorescent plate readers, vacuum pumps, balances, scales, pH meters, ice machine, transilluminators. Small equipment include vortexers, hot plates, stirrers, rockers, shakers, variable temperature water baths, refrigerated and non-refrigerated microcentrifuges. All equipment necessary for protein, DNA and RNA electrophoresis, and RT-PCR, including a Li-COR, photoDoc and other imaging systems for quantification. Separate cell culturing suites are equipped with annually certified biosafety cabinets, CO2 incubators and dedicated storage and refrigerators. Additional equipment for pharmacologic research include multiple chromatography systems (automated, liquid, HPLC), disintegration tester, dissolution tester, autosamplers, spectrophotometers, fractionators. The compounding lab is fully equipped and supplied for its purpose. All small equipment and tools, from automated and manual pippetters, glassware, cylinders to magnetic stir bars and label makers are abundantly available. All plastics and disposables (tubes, tips etc) as well as required reagents are available. Safety equipment, including spill kits, goggles, face shields, fire blankets, extinguishers, PPE, and sharps disposal are stored in easily accessible locations. Safety cabinets are in place for flammables, acids and oxidizers. Eye-washers and chemical showers are routinely inspected. All signage, safety information, protocols and training records, along with engineering controls are established for biosafety level 2 research. Additional equipment of interest include a 500MHz NMR and a 3D printer.

Medical Education Facilities: are fully equipped with furniture, exam tables, computers and storage for simulated and actual patient exams, with vital sign monitors (sphygmomanometers with multiple BP cuffs, otoscope, ophthalmoscope, automated thermometers), PPE, sanitation equipment, gowns drapes and all required disposables. Located in the vicinity are crash carts, resuscitators, EKG workstation, spirometer and other supplies. The hospital Simulation Center is equipped with all necessary supplies and equipment, including state-of-the-art SimMan patient simulators with monitors, repair kits, tools and simulation fluids/supplies/equipment, rolling vital signs monitors, motorized hospital beds, privacy curtains and dividers, crash cart, aortic scan machine, a weight scale, wheelchairs and walkers, IV pole with dispensers, computers workstations, phlebotomy trays, tracheotomy equipment and a myriad of other supplies and equipment as required. The IDL lab is fully equipped with all essential equipment and disposables, including student microscopes and a projecting Olympus CX31 microscope, cell staining paraphernalia, cell counters, alcohol burners, all safety supplies and ergonomic furniture. Additional equipment onsite include training equipment and simulators for suturing, injections, lumbar punctures, cardiac, breast, airway, IV, catherization models, and all other essentials. The anatomy lab is fully equipped with 20 dissection tables with hoods, equivalent numbers of body trays for storage, a cadaver hydraulic lift, all required

powered and non-powered saws, blades, shears, chisels, etc; complete arrays of surgical instrument with trays, multiple skeletal models, ultrasound equipment, endoscopy machine, mobile microscope, PPE including disposable respirators, liquid waste disposal systems.

Pharmacology Training Facilities: Additional equipment for pharmacologic research and training include multiple chromatography systems (automated, liquid, HPLC), including a Hitachi HPLC with auto-sampler and sample collection as well as photo diode array detector for quantification of organic molecules and identification of bioactive molecules. Additional equipment includes a disintegration tester, dissolution tester, autosamplers, spectrophotometers, fractionators and a microfluidics microfluidizer 110L. The sterile compounding lab is fully equipped and supplied for its purpose, with 13 clean room hoods.

College of Health Sciences Educational Facilities: Fully equipped with A/V systems, computers, lab benches (plumbed and gas lined) and all furniture, safety supplies and other accoutrements required for state-of-the art physics, chemistry, biology, biochemistry, anatomy, biotechnology and liberal arts education, the CHS campus also houses an array of scientific instrumentation for instruction and research. These include dissection trays, neurodiagnostic equipment, LED zoom lamp, tactile sensory evaluators, stethoscopes, electrode digital caliber, breathing tubes with tubing adapter, disposable respiratory kit, spirometer pod, , performance monitor, ECG monitor, ECG electrodes, eye occluder, blood pressure kits, hemacytometer, 9L student wet spirometer, black frame clear xTR lense high impact protector, human biological fluid simulators. Chemistry equipment includes heating water bath, 12 hot/stir plates, 3 UV-Vis spectrophotometers w/ PCs, pH meters, multimeters, Bunsen burners, portable gas burners, precision and analytical balances, standard and digital thermometers, a variety of centrifuges, rockers and shakers, a biotech cytation 5 image reader, all equipment necessary for PCR and immunoblotting, microscopes, a water filtration system, refrigerators, freezers, CO_2 incubators, cell culture hoods, and fume hoods. All supplies, reagents and disposables are on-hand.

College of Psychology Training Facility: The College of Psychology has a fully operational training clinic where students are able to see both standardized and Greater Sacramento Area patients under the supervision of a licensed psychologist. This facility is just under 2,000 sq. ft. with 8 individual offices each equipped with chairs and noise cancelling devices. The clinic also has a group room, a bathroom, a reception area, and desks so that students can write their notes.

UNIVERSITY POLICIES AND PROCEDURES

Admissions

Admissions - Legacy

The University recognizes the enormous amount of good will, commitment, dedication and resources in its formation and the need of intergenerational sustaining effort in maintaining and fulfilling its education mission. The University recognizes rightfully that legacy be included in the collective definition of diversity and inclusion, much like but not limited to socioeconomic status, life experiences, contributions to the community, cultural identity, gender and other gender related elements.

The University reveres the integration of legacy into the collective definition of diversity and inclusion as part of the multi-factorial approach towards admission decisions. Legacy by itself does not guarantee admission.

This policy is applicable to all colleges within the University and applies to all constituents who have advanced the education mission of the University. The constituents include but are not limited to alumni, faculty, staff, administrators, volunteers, trustees, donors, financial sponsors, and founding members of the University.

Procedure

1. An applicant who meets all four of the following categories of criteria shall be deemed eligible for diversity and inclusion consideration in the second-look admission process:

   - Criterion 1: Applicant meets the published minimum test score requirement for admission, e.g. SAT, ACT, MCAT etc;
   - Criterion 2: Applicant has completed all required courses for admission prior to matriculation;
   - Criterion 3: Applicant has achieved the GPA required for admission;
   - Criterion 4: Applicant must meet one of the following criteria:

     a. An immediate family member of an alumni, employee, or founding member of the institution;

     b. An immediate family member of a significant contributor to the support and/or advancement of the mission of the University, as described in Section V of this policy.

2. The Vice President of Admissions upon notification by an eligible constituent will request the Chair of the Admission Committee of the College to conduct a second-look evaluation of applicant.
3. The Chair of the Admission Committee for the College will call for a Subcommittee meeting per Bylaws (e.g., Article V of the College of Medicine Admission Committee Bylaws.)

4. The Subcommittee is responsible for performing all of the following:

   - Ensure that the applicant has met the published minimum GPA, standardized test(s) [MCAT, SAT, ACT or etc.] and would have completed all required courses;
   - Schedule the applicant for interview or review the interviewer's note of the applicant;
   - Make a recommendation regarding admission with diversity and inclusion consideration.
   - Notify the Office of the Dean of the College regarding the Subcommittee's findings.

5. The Dean will act on the Subcommittee's recommendation.
6. Upon enrollment, the student is subject to the conditions, codes, standards, and requirements as described in the Student Handbook.

(2200-Legacy Admission Review Policy)

International Students (Visa Services)

CNU is authorized by the United States U.S. Department of Homeland Security (DHS) to accept and enroll non-immigrants students. The University is approved to issue documents that support the issuance of F-1 Visas and F-1 Visa transfer to qualified international students. The college admission office to which the international student is admitted will work the students to complete the I-20 and will report the student's status to SEVIS. There is no fee for CNU to vouch for student status.

CNU complies with the Department of Immigration Services regulations that govern the financial eligibility of international students. International students must provide evidence of sufficient financial support for their studies while in the U.S.

International students must submit a current bank statement or a letter on bank letterhead indicating the applicant's and/or sponsors have sufficient funds available balance in U.S. dollars with original signature of an authorized bank official. Students are issued an I-20 after they have confirmed their enrollment and demonstrated in their Financial Certification Statement that they have the funds necessary to cover their living and education expenses. Financial Support and Documentation Forms will be sent to international students by the Financial Aid Office.

Steps to obtain a US Visa:
1. Once the Enrollment Agreement and Financial Certification Statement is received by the college, the college admissions office will issue the Form I-20 to the student;
2. The student must pay the I-901 SEVIS fee;
3. The student must apply for a Visa;
   a. Fees for the Visa application vary depending on the student's home country.
   b. Student should check with their U.S. consulate or U.S. embassy for other possible requirements.
4. Prepare for the trip
   a. Carry your original passport, visa, and Form I-20 with you at all times.

b. It is recommend that the student leave a copy of each document with his/her family before departure.
5. The student will be issued a Form I-94 at arrival in the U.S. airport from a U.S> Customs and Border Protection officer.
6. Students may enter the U.S. 30 days prior to the official program start date. The student must report to CNU by the program start date listed on the Form I-20.
7. The student must maintain status by attending and passing classes at CNU as a full-time student.

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

Please see the *International Student Handbook* available on the CNUCOP website for detailed instructions and timeline.

Language Rights

An enrollment agreement shall be written in language that is easily understood. If English is not the student's primary language, and the student is unable to understand the terms and conditions of the enrollment agreement, the student shall have the right to obtain a clear explanation of the terms and conditions and all cancellation and refund policies in his or her primary language. If the recruitment leading to enrollment was conducted in a language other than English, the enrollment agreement, disclosures, and statements shall be in that language. If any of the circumstances described in this paragraph apply to you, please contact the Assistant Dean of Student Affairs and Admissions so that your rights described in this paragraph may be applied.

Academic Freedom

Academic Freedom is integral to an institution of higher education. It is the right of students to express their opinions without concern for their grades and the right of faculty to teach and to express their opinions without fear of retribution. With academic freedom comes a responsibility to respect other's opinions. Academic honesty is demanded of faculty and students alike.

Awards: Non-Academic

CNU bestows certain honors to faculty, staff and students for non-academic achievement, community service, student organization activity, and other noted involvement in promoting CNU and the community. Notification of criteria, nomination information, and deadlines will be made throughout the year. The Scholarship and Awards Committee coordinates selection of recipients for all honors and awards, as well as a limited number of diversity and financial need-based scholarships. Student recipients of scholarships and awards are invited by formal invitation to attend an annual ceremony that recognizes student achievements. The annual Scholarship and Award Ceremony is a joint collaboration of the CNU's Scholarship & Award Committee and the Northern California Pharmacy Education Foundation (NCPEF). The majority of the scholarships received by students are awarded by the Foundation. Criteria for each scholarship are determined by the Foundation's Board. For more information about the Foundation and a list of previous awards, please visit their website, http://northerncaliforniaeducationfoundation.com/. Faculty and staff awards are delivered during the annual faculty retreat that is held in the summer.

Non-Discrimination

California Northstate University is committed to cultivating a diverse community that recognizes and values inherent worth in individuals, fosters mutual respect, and encourages individual growth. The University believes that diversity enhances and enriches the quality of our academic program. CNU provides equal opportunity in education and employment and does not discriminate on the basis of race, color, creed, religion, national origin, ethnicity, gender identity, gender expression, age, sexual orientation, political affiliation, veteran status, or disability.

Alcohol/Chemical Dependence/Impairment Policy

CNU is a drug-free academic environment consistent with federal and state laws. Any person within CNU community may be disciplined for violation of these policies and tested for suspected use of an illegal drug. The possession, use, consumption, manufacturing or distribution of any form of alcohol or any illegal substance, is prohibited on CNU campus as well as any off-site location while the student is involved in academic learning experiences.

Any student who is under the influence of alcohol or drugs during class or experiential or clinical rotations is subject to immediate removal from the setting and dismissal. Any student convicted of a drug or alcohol related crime during the time they are enrolled at CNU is subject to dismissal.

Students are also reminded to adhere to the Honor Code and E-Professionalism policy outlined in the Student Handbook of the College indicating students must not present themselves on social media as a person who does not adhere to these polices.

Students dependent on alcohol or other chemical substances should *voluntarily* seek assistance from a treatment and recovery program identified in the previous section or a similar drug treatment program.

Students with alcohol or substance abuse, or addiction problems may have impaired judgment compromising educational experiences and may be unable to competently function in patient care settings, and may be dangerous to self or others. Therefore, the OSAA may refer the student to his or her physician or to a treatment and recovery program. If the student does not consent to participate or does not comply with a recommended treatment plan/contract, then the student may be suspended, be subject to other disciplinary actions up to dismissal from CNU.

Any violation of this policy may result in disciplinary action. In addition appropriate legal action against the offending individual(s) or organization(s) may also be pursued.

Students experiencing difficulties with alcohol or drug use should take action to improve the situation by seeking substance abuse referral assistance from the OSAA as soon as possible.

CNU complies with the Drug-Free Schools and Communities Act and the Higher Education Act Section 120A: Drug and Alcohol Abuse Prevention by implementing the following provisions:

1. The annual distribution in writing to each student, regardless of the length of the student's program of study, and to each employee of:
   a. Standards of conduct that clearly prohibit, at a minimum, the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities;
   b. A description of the applicable legal sanctions under local. State, or Federal law for the unlawful possession or distribution of illicit drugs and alcohol;
   c. A description of the health risks associated with the use of illicit drugs and abuse of alcohol; and,
   d. Clear statement that the institution will impose disciplinary sanctions on students and employees (consistent with local, State and Federal law), and a description of those sanctions, up to and including expulsion or termination of employment and referral for prosecution, for violators of the standards of conduct. A disciplinary sanction may include the completion of an appropriate rehabilitation program.
2. Conducting a biennial review of the campus drug and alcohol abuse prevention program to:
   a. Determine its effectiveness and implement changes to the program if they are needed; and
   b. Ensure that its disciplinary sanctions are consistently enforced.
   c. A biennial review will be conducted to evaluate the effectiveness of the drug and alcohol prevention program by a review panel. The review panel consists of Administrative representatives from the President's Executive Council (PEC).
   d. Any recommendation for change will be considered, evaluated, and implemented as deemed necessary to health and welfare of all CNU students.

Violation of Alcohol and Drug Policy – School Sanctions

In the event a student is cited for any combination or violation of campus related alcohol or drug laws, rules or regulations the student will be:
1. Required to attend alcohol, tobacco, or other drug education at a location recommended by Student Affairs.
2. Required to provide additional proof of continued education and alcohol, or other drug assessment after the second violation.
3. Immediately referred to the Honor Board after a third violation of policies.

Federal Laws on Controlled Substances

Under federal law, manufacture, sale, or distribution of Schedule I and II illicit drugs or mixtures containing them (e.g. cocaine, methamphetamines, heroin, Ecstasy, GHB, Ketamine, LSD, PCP, and so-called "designer drugs", as well as "counterfeits" purported to be such drugs) and trafficking in marijuana and hashish are felonies. Depending upon the quantity of drugs involved, penalties for first offenses range from five years to life (20 years to life if death or serious injury involved) and fines up to $10 million or more, and for second offenses from ten years to life (life if death or serious injury involved) and fines up to $20 million. Illegal trafficking in over-the-counter or prescription drugs (including anabolic steroids) have maximum terms of 5 years for first offenses and ten years for second offenses, and heavy fines. Illegal possession of controlled substances can trigger federal prison sentences and fines up to $100,000 for first offenses, more for second offenses; possession of crack cocaine is punishable by 5 to 20 years and fines up to $250,000.

California Laws on Alcohol and Controlled Substances

Important parts of State law are summarized below:

No person may sell, furnish, give or cause to be sold, furnished, or given away, any alcoholic beverage to a person under the age or 21, and no person under the age of 21 may purchase alcoholic beverages. (California Business and Professions Code, Sec. 25658 (a))

It is unlawful for a person under the age of 21 to possess alcoholic beverages on any street or highway or in any public place or in any place open to public view. (California Business and Professions Code, Sec. 25662).

It is a misdemeanor to sell alcoholic beverages any place in the state of California without a proper license issued by the California State Department of Alcoholic Beverage Control. (California Business and Professions Code, Sec. 23300).

It is a misdemeanor to sell, furnish, or give away an alcoholic beverage to any obviously intoxicated person. (California Business and Professions Code, Sec. 25602).

It is unlawful to issue a license to fraternities, sororities, or other undergraduate organizations to sell alcoholic beverages. (California Penal Code, Sec. 172e).

Any person found in a public place to be under the influence of an intoxicating liquor, drug, or controlled substance and unable to care for his/her own safety or who interferes with the use of a public way is guilty of Campus Policies and Procedures disorderly conduct. Public intoxication is a misdemeanor crime in California. (California Penal Code, Sec. 647f).

California law also prohibits driving a motor vehicle under the influence (a blood alcohol level of .08 percent or higher creates a presumption of intoxication, but can be charged with lower blood alcohol levels); drinking or possessing an open container of alcohol while driving; and operating a bicycle while intoxicated. Drunken driving penalties include jail or prison, fines of $1,000 or more, driver's license suspension or revocation, and required drug/alcohol treatment programs. Refusing to submit to a test for blood alcohol can result in suspension of driver's license for up to 3 years.

Laws and Ordinances Governing Marijuana

Cultivation, possession for sale, or sale of marijuana is a felony and may result in a prison sentence and fine (Health and Safety Code sections 11358, 11359, 11360). Possession of less than one ounce of marijuana is an infraction punishable by a fine; determined by the court. (Health and Safety Code section 11357(b)).

Laws and Ordinances Governing Controlled Substances

Manufacture, possession, possession for sale, sale, or distribution: (Health and Safety Code sections 11350, 11351, 11352, 11377, 11378, 11379, 11379.6) and

possession of drug paraphernalia is illegal (Health and Safety Code section 11364). All are felony-classified crimes with a possible $10,000 fine per violation and/or a state prison sentence.

Sale or possession for sale of controlled substances such as cocaine, methamphetamines, heroin, Ecstasy, GHB, Ketamine, LSD, PCP, marijuana, and so-called "designer drugs" is a felony with terms of 7 years or more; manufacture results in terms of 20 years or more; possession alone is punishable by up to 7 years in prison. Sentences are enhanced for previously convicted felons and for distribution within 1,000 feet of a school or University, distribution within 100 feet of a recreational facility, and distribution to a pregnant woman or to someone under 18 by someone over 18. Property may be seized if used in drug transactions.

The convicted party can be excluded from all federal and/or state monetary benefits. If not a U.S. citizen can be deported and prevented from re-entry into the United States. The convicted party may have to give up, as part of a penalty, all personal property traceable to (or gained as a result of) the crime.

Animals on Campus

In order to protect the safety, health, and well-being of students, faculty, staff, and visitors, no animals or pets are to be brought into CNU campus unless certain conditions are met. Any animal that is not a trained service animal is not allowed on University property inside campus buildings. Any animal outside the building must be on a leash. As defined by the U.S. Department of Justice, a service animal is any animal including dogs that has been individually trained to do work or perform tasks to accommodate an individual with a disability. Police dogs accompanied by a police officer or law enforcement officer is permitted for entry.

Service animals are permitted to be anywhere on campus that the animal's handler is permitted to be, including indoor spaces, however, there may be some locations and activities where animals (including service animals) are not permitted for health and safety reasons, including:

  i. Research and teaching laboratories or clinics
  ii. Mechanical rooms/maintenance closets
  iii. Food service preparation areas
  iv. Areas where there is a danger to the service animal

Access to these and other restricted areas may be granted on a case by cases basis by the VP of Operations.

Students who anticipate bringing a service animal to campus regularly are encouraged to notify Student Affairs and the VP of Operations.

The privilege of the animal to enter the campus is revoked if such animals are considered dangerous or such animals are deemed endangering the health of people or the environment. (1715-Animals on Campus)

Bicycles

Bicycles may not be brought into the classroom or buildings. It is recommended that bicycles be locked securely to prevent theft. Bicycles should be secured in designated areas or in bike lockers provided in designated areas.

Bicycles should not be secured in areas that would interfere with pedestrian or vehicular traffic. It is also recommended that students keep information about the bicycle with their records in the event of theft which would include: make, model, color, and serial number. Information on the availability of bike lockers can be obtained from the Facilities Manager or Safety and Security Director. (1705-Bicycles)

Building Access

Student identification cards are programmed with an electronic key access code. The card provides access to the building as well as some of the interior classroom and other spaces designated for student use. The campus building hours will be posted prior to each semester and the hours may be extended prior to exam dates. Student card entry is logged and entry information is monitored by CNU administrators. Professional behavior dictates respect of equipment, furnishings, and building access by all CNU students. Any student not exhibiting professional behavior in regards to building access, including destroying property, allowing unauthorized guest in the building, or compromising building security, will be addressed through the judicial procedures.

The Elk Grove building lobby is accessible from 8am -5pm to the public.

The Elk Grove Building is open to students from:
- Monday-Friday: 7:30 a.m. to 12:00 am.
- Saturday–Sunday: 8:00 a.m. to 6:00 p.m.

The Event Center at Elk Grove is open from:
- Monday-Friday: 8:00 a.m. to 10:00 p.m.
- Saturday-Sunday: 8:00 a.m. to 9:00 p.m.

The Rancho Cordova building is open to students from:
- Monday – Friday 7:00 a.m. to 9:00 p.m.
- Saturday 7:30 a.m. to 5:00 p.m.

All hours are subject to change, notifications will be sent out prior to any updates. Doors are automatically locked 30 minutes prior to closing time.

Cell Phones

Out of courtesy for others, all cell phones must be turned off before entering any classroom, laboratory, and discussion session or on-campus academic/professional event unless instructed by the course coordinator or CNU Official. Violation procedures for unauthorized use of cell phone by a student include, but are not limited to, the following: a verbal warning for the first offense; removal from the setting for any subsequent occurrences; and dismissal from the course and the possible loss of a full academic year if substantial academic disruption occurs

Children in the Academic Environment Policy

It is recognized that it is important not only to preserve the educational environment for all students but also to make sure that the education of the parent who is responsible for the care of a child is not compromised. In this regard, students are expected to have day care arrangements with back-up plans. Children are not permitted to be in the classrooms or in laboratory settings or patient care settings. The student is responsible for obtaining handouts or lecture notes when class time is missed. Referrals/information for

sick childcare can be obtained in the Office of Student Affairs and Admissions.

Complaint/Grievance Policy

Non-Academic

While at CNU, students may encounter situations that adversely affect relationships with others within CNU community. General complaints or concerns should be directed to the Associate/Assistant Dean of the Office of Student Affairs and Admissions (OSAA) who will advise students about the appropriate procedures to follow in resolving a general complaint or concern. An informal process of resolution will be sought unless the incidence is severe enough to warrant a formal hearing.

This policy shall also apply to all discrimination, harassment, and sexual harassment reports and complaints that may arise in matters involving rights protected under legislation relating to equal opportunity in Employment and Education or any policy of CNU relating to sexual harassment.

General grievances may also be made anonymously by sending a letter to the Associate/Assistant Dean of the OSAA, or by dropping a letter or note in the *Suggestion/Complaint Box* located in the classrooms and in the library resource center.

Informal Procedure

Students are encouraged to discuss and resolve non-academic conflicts, including complaints of harassment, and/or discrimination, with the individual involved before filing a formal complaint. The suggested time frame to discuss and resolve informal complaints is 10 days from the date of the incident. If the student is not satisfied with the outcome a formal complaint may be filed with the Associate/Assistant Dean of the OSAA.

Formal Procedure

The complaint must be in writing and should describe: the specific action(s) necessitating the complaint, a statement of facts supporting the complaint, actions sought in an informal resolution, and information about why the action did not lead to a satisfactory resolution prior to filing a formal complaint, if an informal process was utilized. The complainant must be willing to be identified as the accuser.

The complaint must be signed and dated by the complainant and filed with the Associate/Assistant Dean for the OSAA within fourteen (14) days of the occurrence. A completed Complaint/Grievance form should be included with the letter. The form can be found on the school's website. All complaints will be investigated by a committee appointed by the Associate/Assistant Dean and handled in a confidential manner. Investigations will usually be completed within fifteen (15) business days from the receipt of the complaint. At the conclusion of the investigation, a report shall be provided to the individuals in the situation stating the findings and recommendations. The report will typically be provided within seven (7) business days from the conclusion of the investigation. In unforeseen circumstances, or due to the complexity of the investigation, time limits may need to be modified. If the outcome was not satisfactory, the complainant may appeal the decision of the committee to the Dean of the College.

The written appeal request must be received in the Office of the Dean within five (5) business days from the written recommendation provided by the Associate/Assistant Dean for OSAA. The Dean shall provide a written final decision to the complainant within fifteen (15) business days from the receipt of the request. The decision of the Dean will be final.

A confidential record or log of all complaints filed is kept by the Associate/Assistant Dean for the Office of Student Affairs and Admissions (OSAA).

Anyone wishing to file a report may do so anonymously through the CNU website, https://californianorthstateuniversity.formstack.com/forms/anonymousreportcnu. If you are witnessing an emergency or crime, you should make the report to the proper authorities. This form should not be used to report an emergency or crime.

Complaints related to accreditation or licensing standards, please see the

Computer/Technical Support

Every student must have a personal laptop and external access to computer resources to complete academic requirements. CNU provides computing and communications access to faculty, students and staff to support the mission of CNU in teaching, research, learning and service. Students having difficulty accessing the student Learning Management System, Canvas, have access to Technical Support on campus during regular school hours.

Copyright Compliance Policy

It is the policy of California Northstate University to comply with copyright law.

Copyright exists in any original work which exists or is fixed in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, scientific and other journals, photographs and articles are some of the things subject to copyright. A copyright notice is not required.

Subject to exceptions contained in 17 U.S.C. §§ 107 and 108

(http://www.copyright.gov/title17/92chap1.html), it is a violation of copyright law to copy, distribute, display, exhibit or perform copyrighted works without the authority of the owner of the copyright. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). In the file sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Content owners are able to track the sharing and downloading of their copyrighted files via the IP address of the file sharer or downloader. Upon proper notice of infringement from the copyright owner to as the Internet service provider in accordance with the Digital Millennium Copyright Act, CNU investigates, takes down any infringing site or material on the University's network, and blocks access to any infringing sites or material. CNU also investigates to identify the infringing user and takes

appropriate action to address misuse in accordance with CNU policies.

Summary of Civil and Criminal Penalties for Violations of Federal Copyright Laws

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject you to civil and criminal liabilities. Penalties for infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than $750 and not more than $30,000 per work infringed. For "willful" infringement, a court may award up to $150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees.

Willful copyright infringement also can result in criminal penalties, including imprisonment of up to five years and fines of up to $250,000 per offense. For more information, please see www.copyright.gov and www.copyright.gov/help/faq.

Disciplinary Action for Violations

As set forth in the student honor code a violation of copyright law also constitutes a violation of University policy and the honor code. Students found guilty of such a violation can be subject to disciplinary action including suspension and dismissal from the University in addition to any civil and criminal penalties.

COVID-19 Pandemic

Due to the recent COVID-19 pandemic California Northstate University "CNU" has increased the health and safety measures to ensure the well-being of our campus community. CNU follows all local, state, and federal ordinances and will consider guidance offered by all governmental health agencies, but is not bound to follow guidance without the force of an ordinance or law.

In response to the COVID-19 pandemic and to protect the health and safety of all persons on California Northstate University's ("CNU") campuses, CNU has implemented the use of thermal cameras at the entrances to both campuses. These cameras are used to determine if a person seeking entry to one of our buildings is displaying a fever. If after two scans the cameras indicate the person has a fever, entry will be denied to that individual. No exceptions shall be made to this policy. Anyone failing to abide by this policy will be removed from campus. Absences due to failing the thermal camera scan is considered as excused and approved absence for students. Student must communicate with the faculty on record for that session for any required makeup. Failure to complete the required "makeup" will affect the course performance

Disability Policy

CNU does not discriminate on the basis of a disability and is committed to self-directed learning by offering qualified students an equal opportunity to attain a degree. CNU will make every effort toward meeting reasonable requests for accommodations to students with disabilities according to Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Information regarding disability services and is located in the Student Services section of this Catalog.

Disorderly Assembly/Conduct Policy

No person shall participate in or organize any activity for the purpose of creating a disturbance that interferes with the operations of CNU. No person shall use any CNU owned or controlled building or property without authorization. Any conduct on CNU campus or affiliated sites that are disruptive or offensive is prohibited and may be grounds for dismissal from CNU.

Disorderly conduct includes but is not limited to:
- Disrupting a class in progress
- Physically or verbally assaulting another being
- Discriminating, threatening, demeaning another being
- Dishonest behavior

Any violation of this policy will result in disciplinary action. In addition appropriate legal action against the offending individual(s) or organization(s) may also be pursued.

E-Professionalism and Social Media Policy

California Northstate University requires all students to uphold the core principles of the Honor Code which includes E-Professionalism in the use of social media in addition to respect, honesty and integrity, legal and ethical behavior, and professionalism in all aspects of their lives. This policy establishes internet usage guidelines for CNU students to ensure that they are representing themselves and the University professionally on and off campus. Social Media includes social networking sites (e.g., Facebook, Twitter, LinkedIn, etc.); blogs; video sharing sites (e.g., YouTube, Vine, etc.); and photo sharing sites (e.g., Flickr, Instagram, etc.).

Social Media

Students are to maintain a professional demeanor at all times over social media. Students must avoid posting or being tagged in text, photos, or videos that may be professionally compromising. Students should monitor their sites to seek removal of unprofessional public posts by others. Using social media to insult, threaten, defame, harass, disparage or bully another person or entity or to engage in copyright or trademark infringement, misappropriation of trade secrets, discrimination, or related actions, or for any other purpose that is illegal, against University policy, or not in the best interest of the University is prohibited. The use of social media during class time is unacceptable.

Violation of the Social Media and E-Professionalism Policy

Any violation of this policy may result in disciplinary action suspension and other actions up to or dismissal from the University. In addition appropriate legal action against the offending individual(s) or organization(s) may also be pursued.

Confidential Information (HIPAA)

Students are required to abide by HIPAA (Health Insurance and Portability and Accountability law) and related

jurisprudence in treating patient information as confidential. Students are prohibited from:

- Discussing specific patients' online, unless on secure healthcare-related networks, even if all identifying information is excluded.
- Posting pictures of patients online without the specific prior written permission of the patient (or legal guardian, in the case of a minor).
- Disclosing confidential University information including, but not limited to, student records, personal information of students or employees, and non-public strategies.

Representation of University Entities

Representing one's personal opinions as institutionally endorsed by the University or any of its entities is prohibited. Students should maintain the privacy of fellow student colleagues and CNU employees unless they have been given prior written permission to use the person's likeness or name. Students are not allowed to use CNU logos unless they have received prior written permission from authorized University personnel. While students are encouraged to share information about their experiences at the University online, they should be transparent in regard to their relationship with CNU and be truthful, accurate and complete in describing the University programs and services.

Food in Class/Laboratory

Eating food during class or laboratory is not allowed unless permitted by the course coordinator, staff, or other CNU personnel. The only exception to this are during the lunch hour of 12:00 p.m. to 1:00 p.m. or if approved for an authorized University event.

Free Speech

CNU supports the right of students to free speech, to engage in discourse and to listen to others to express views whether expressing approval or disapproval of ideas or issues.

Fundraising

Detailed information regarding fundraising for student organizations can be found in the *Student Organization Handbook*. CNU recognizes that fundraising is a vital component of a successful professional organization. Therefore, CNU encourages students to seek entrepreneurial ideas for fundraising.

Students/organizations must first obtain permission from the Associate/Assistant Dean of OSAA to sell any items on campus.

Use of CNU insignia or logo is prohibited unless prior authorization for use is granted. Students/organizations soliciting funds from an outside company (such as pharmaceutical companies, medical employers, alumni) is prohibited. A request may be made through the Associate/Assistant Dean for the OSAA. A formal proposal, with the organization's advisors signature, must be submitted with the request to a Student Affairs Coordinator. Once the proposal is deemed complete it is sent to the Associate/Assistant Dean for the OSAA for review and

approval. The approved request will be forwarded to the potential sponsor(s) by the Student Affairs Coordinator. Forms and paperwork for organization use can be located on CNU's website under Student Affairs.

Gambling

CNU prohibits any form of gambling for money or stakes representing money on CNU property unless exempted by California state law.

Harassment

Anti-Sexual Harassment/Harassment/Assault & Disruptive Conduct Policy

The University is committed to maintaining a positive learning, working and living environment. In pursuit of these goals, the University will not tolerate acts of sexual harassment or related retaliation against or by any student or employee.

Anti-Harassment Training and Prevention Programs

Students will become familiarized with the Anti-Sexual Harassment/Harassment/Assault and Disruptive Conduct Policy at orientation. Training programs focused on awareness, prevention, and bystander intervention are offered to students and employees at least once a year. Notices and arrangements of these events will be sent to the campus community accordingly.

Definitions of Unaccepted Harassment

Sexual harassment: consists of interaction between individuals of the same or opposite sex that is characterized by unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, living conditions and/or educational evaluation; (2) submission to or rejection of such conduct by an individual is used as the basis for tangible employment or educational decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or offensive working or educational environment.

Hostile environment sexual harassment: (described in subpart (3) above) is unwelcome sexual conduct that is sufficiently severe or pervasive that it alters the conditions of education or employment and creates an environment that a reasonable person would find intimidating, hostile or offensive. The determination of whether an environment is "hostile" must be based on all of the circumstances. These circumstances could include the frequency of the conduct, its severity and whether it is threatening or humiliating.

Retaliatory acts: It is a violation of this policy to engage in retaliatory acts against any employee or student who reports an incident of alleged sexual harassment or any employee or student who testifies, assists or participates in a proceeding, investigation or hearing relating to such allegation of sexual harassment.

Lesbian, Gay, Bisexual, Transgender, & Questioning (LGBTQ) Non-Discrimination Policy

The University has a no tolerance policy for any type of sexual harassment including harassment or discrimination of LGBTQ students. The policies and protection acts that focus on this non- discrimination stance include:

Equal Protection Clause of the 14th Amendment All students has a federal constitutional right to equal protection under the law. This means that schools have a duty to protect lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students from harassment on an equal basis with all other students.

Title IX of the Education Amendment Acts of 1972 prohibits discrimination based on sex in education programs and activities receiving federal financial assistance. Although Title IX does not prohibit discrimination on the basis of sexual orientation, sexual harassment directed at an LGBTQ student is prohibited by Title IX if it is sufficiently severe and pervasive. Title IX also prohibits gender-based harassment, including harassment on the basis of a student's failure to conform to stereotyped notions of masculinity and femininity. CNU does not currently receive federal financial assistance but takes a proactive stance in the protection of all students. Anjimun Khan is the Title IX Coordinator for the University. Any violations of the Title IX Education Amendment Act should be reported according to the reporting policies and procedures of the particular program and in a timely manner.

1st Amendment, Equal Protection & Due Process Clauses

A transgender student's right to dress in accordance with his or her gender identity may be protected under the First Amendment and the Equal Protection and Due Process Clauses of the U.S. Constitution. The First Amendment limits the right of school officials to censor a student's speech or expression. Students also have a protected liberty interest (under the Due Process Clause) in their personal appearance. In addition, a transgender student also has a right under the Equal Protection Clause to be treated similarly to other students of the same gender identity.

Conduct Disruptive to the University Community Policy (SaVE Act)

Students should immediately report any acts of violence, threatening behaviors or violations of any of the Anti-Harassment policies or disruptive conduct to the Associate Dean of the Office of Student Affairs, Office of Academic Affairs, campus security or any other school official. This policy defines disruptive conduct as:

Violent Behavior
Violent behavior encompasses a broad range of behaviors that may affect the campus or the workplace, may generate reasonable concerns for personal safety, or may result in physical injury. Violent behavior includes, but is not limited to, aggressive or frightening acts, intimidation, threats, harassing behavior, stalking/unwanted pursuit, physical attacks, domestic violence or property damage.

Intimidation
Intimidation is engaging in actions intended to frighten, coerce, or induce duress. These actions include, but are not limited to, stalking/unwanted pursuit.

Threats
A threat is an expression of intent to cause physical or mental harm. A threat may be direct, indirect, conditional or veiled. Any threat is presumed to constitute a statement of intent to complete the behavior consistent with the threat.

Physical Attack
Physical attack is unwanted physical contact such as hitting, kicking, pushing, shoving, biting, fighting or throwing objects or use of unauthorized weapon against another person.

Domestic Violence
Domestic violence is the use of abusive or violent behavior, including threats and intimidation, between people who have on ongoing or prior intimate or familial relationship, including individuals who are or have been married, living together, or dating.

Stalking
Stalking is the act of harassing somebody with persistent, inappropriate, and unwanted attention.

Harassment, Assault, and Disruptive Conduct Investigations

The Title IX Officer will initiate an investigation after an alleged offense is reported to campus authorities. The focus of the investigation is to collect as much information as possible to substantiate the initial complaint. The accuser and the accused are entitled to the same opportunities to present information, including having others present during any meeting or disciplinary hearing. The accuser and the accused will be informed of the outcome of the investigation and/or disciplinary proceeding. Disciplinary action by the institution may include suspension and/or dismissal from the College/University.

The College/University will make reasonable changes to an alleged victim/victim's academic situation after an alleged offense and provide options for those changes if those changes are requested by the victim.

Reporting Sexual Harassment, Harassment, Assault, or Disruptive Conduct

Students should report sexual harassment or conduct that is disruptive to the OSAA, the Office of Academic Affairs, or other campus administrator. If the situation is an emergency please call the Elk Grove police by dialing 911. If at all possible report the incident immediately. The University campus security and/or administration will assist students in contacting authorities.

In order to assist campus security, administrator's, or other authorities victims are strongly encouraged to preserve as much evidence as possible to support the complaint.

Students may also report non-emergency incidents using the University official Student Complaint/Grievance Form located in the lobby area on the first floor or on the University website. Once the Student Complaint /Grievance Form is completed contact the OSAA to review the complaint. Additional resources and assistance will be provided.

To report off-campus criminal conduct, including sexual assault or other serious allegations in which the complainant

believes that his or her safety is threatened contact the Elk Grove Police Department or call emergency personnel by dialing 911. Allegations of serious sexual harassment should also be reported to the local police department if they occur after hours or on weekends. Students are strongly encouraged to notify the Associate/Assistant Dean of Student Affairs of the incident immediately so action can be taken to adjust the education environment. Documentation of the police report should be made available.

Stalking

This is behavior in which a student engages in conduct directed at another individual and makes a creditable threat to place that person in reasonable fear for his or her personal safety, or the safety of his or her family. The University forbids any form of stalking. Please refer to the Conduct Disruptive to the University Community Policy in this handbook for additional information.

Hazing Policy

Hazing in any form for any reason will not be tolerated at California Northstate University and is grounds for dismissal from CNU. Hazing is defined as any act that is likely to cause physical, emotional or social harm, fright or embarrassment to another person. Hazing includes any means of initiation or pre-initiation into a student organization, which causes mental or physical hardship to the person seeking membership. Hazing includes but is not limited to: encouraging or requiring participation in drinking games, creation of excessive fatigue, wearing inappropriate public attire, morally degrading or humiliating activities.

Any student who believes they have been hazed or believe that they may be accused of the same should contact the Associate/Assistant Dean for Student Affairs.

Health Insurance

CNU requires all students to have health insurance coverage meeting certain standards. An active health insurance is required due to the nature of the health care educational programs at CNU, in addition to the wellbeing of the students.

The health insurance coverage must include:
1) Inpatient Care and Outpatient Care
2) Urgent Care and Emergency Care
3) Mental Health Care

International students are required to subscribe to and maintain their enrollment with the school designated health insurance plan.

New enrolled students are required to provide proof of health insurance coverages to the Student Affairs Office no later than **5 calendar days** before the start of orientation. Failure to provide proof of health insurance coverages by the deadline, students will not be allowed to attend orientation, the White Coat Ceremony, and may lose their seats if requirement is not met.

Continuing enrolled students are required to provide proof of health insurance coverages to the Student Affairs Offices no later than **14 calendar days** before the first day of classroom instruction each semester. Failure to provide proof of health insurance coverages by the deadline, students will be subject to the following consequences:

1. Students will be emailed with information of insurance carriers.
2. Failure to enroll and pay the cost of the insurance premium in full will result in progression hold, registration hold, and library hold (student will not be able to check any materials out from the library).

Students are expected to maintain health insurance coverages at all times as a student of CNU. If a student's health insurance coverage is lapsed, the student is required to contact the Student Affairs Office within 72 hours and must provide proof of insurance.

Students will be randomly selected throughout the academic year to provide proof of health insurance coverage verification. When student is selected for health insurance coverage verification, student(s) will have 5 days to provide proof of insurance. (2100-Student Health Insurance Policy)

Medical Emergencies

For life threatening emergencies, call 911. For all other emergencies contact the University Office of Student Affairs or Business Operations at (916) 686-7300. Students should routinely update their Emergency Contact and Medical Information forms on record with the Office of the Registrar. The ECMI form is available on the Office of the Registrar Services and Forms web page.

Missing Student Policy

This policy provides guidelines and action steps to assist faculty and staff in the event a student fails to report to an academic or clinical site as scheduled or an issue concerning a possible missing student safety situation is brought to their attention.

If a student is reported missing and cannot be located, or a safety concern has been registered with a university official, the following procedures will be followed by the Office of Student Affairs and Admissions (OSAA):

- The student's designated Emergency Contacts will be notified.
- If the student fails to return to the institution, and the student's personal family searches are unsuccessful, and/or at the discretion of the Associate Dean for Student Affairs and Admissions, the police may be contacted and a request made for a "wellness check" at the student's address on record, or last known whereabouts. If the student reports back to the institution, the OSAA will, if necessary, contact the student to inform him or her of support services available. This support will also be offered to any other students affected by the incident as needed.
- If a student has been absent from the institution, without notice, for a period of two academic weeks (10 business days), the institution will assume that the student is not planning to return and will take steps to withdraw the student from the academic program.
- The Associate Dean for Student Affairs will notify the appropriate University and College Administration of the missing student situation.

Definition of a Missing Student

Circumstances that may indicate a student is missing include:
1. Health related problems have been reported and the student has not returned to school on an agreed upon date.

2. The person has not regularly attended classes and has not been seen elsewhere on campus or a clinical site.
3. The student's team members, roommate, parent, spouse, or significant other report such a disappearance due to irregular contact.
4. The Student's Academic Advisor or other University employee reports concern that the student may be missing for circumstances related to situations discussed with the academic advisor or employee.

Outside Work

Students are encouraged to obtain outside employment preferably in a practice environment to enhance their overall academic experience. However, outside employment should not interfere with didactic success and students must arrange their work schedules to accommodate academic schedules. International students must follow the work guidelines established by their visas.

Parking

The University currently charges no fee for parking on campus. Off campus parking for students at experiential education sites must be paid by the student. No refunds or reimbursements will be made by the University. To obtain a parking placard, the student must submit the *Vehicle Registration Form* to the CNU front desk.

Students receive a college and student-specific parking placard that is good for any student lot, regardless of their CNU college affiliation. Placards must be hung clearly off of the rear-view mirror or be placed on the dashboard area where campus security can easily verify the information. Failure to clearly display their CNU placards will have their vehicle information recorded by security. By default, any vehicle falling under this category may be treated as suspect or unknown until a correct identification reveals otherwise.

Graduating and withdrawing students are expected to surrender their parking placards at the front desk.

Illegal Parking, Warnings, and Fines

Students must not park in spaces marked *Visitor, Employee, Exec, VP, Dean, or President.* Vehicles that are illegally parked will be towed at the driver or owner's expense. A parking zone map is available from the CNU front desk.

A warning slip will be issued to students who violate the parking policies such as parking in the wrong area, taking up multiple spaces, not displaying a decal or other error of inconsideration.

A second violation of any type related to the parking policy will be issued a $50.00 fine and a financial hold placed on their student account. Students who display unprofessional behavior with University staff after receiving a penalty ticket will be forwarded to Student Affairs and will be addressed as prescribed by the college's Student Handbook.

Appeals for parking fines may be brought to the attention of the Business Office, and will be handled on a case-by-case basis to determine actual fault/responsibility. Appeals must be filed with the finance group within two (2) business days of receiving the fine. Notice of approval or denial will be issued within two (2) business days of receiving the request

for appeal. Please note that Business Office's decision is final; no additional appeals will be granted.

(1706-Parking Policy)

Smoking/Smokeless Tobacco

Healthcare professionals advocate for health and wellness and therefore smoking, vaping, or using smokeless tobacco is not permitted on university property.(*1704-Smoking, Smokeless Tobacco Policy*)

Student Travel

Student representation at local/state/and national meetings, activities, and events is encouraged by the University. Students must be financially responsible for part of the cost of travel. Current funding availability does not provide for the full travel funding of any student.

A limited amount of funding is available through the school to help assist students who plan to represent their organization or club at approved meetings. Approved meetings are generally considered to be professional conferences. Other types of meetings, or travel request, must be approved by the organization's advisor, faculty mentor, or other administrative official.

Student Organization Travel

Student organizations, representing a poster, or participating in other activities will be required to submit a proposed travel budget on a Funding request form prior to making any travel arrangements. The request must be approved for reimbursement of expenses. The proposal will be considered and either approved, returned to the organization/student with available travel funding allowance, or returned for revision. All approved travel will be reimbursed to students by the Student Organization treasurer affiliated with the conference within 7-14 days after the receipt of an approved Student Travel Reimbursement form and all receipts showing payment for the expense. Information regarding this process can be discussed with the student organization Treasurer, organization President, or the staff in the OSAA. See the Student Handbook for more information.

Student Competitor and Research Presenter Travel

Student competitors who have won a CNU competition to represent the college and the student organization will receive travel assistance from the Office of Student Affairs and Admissions (OSAA). In order to receive this assistance the following must be completed prior to booking any travel:
1. A Letter or announcement from the student organization or research advisor to the Associate Dean for Student Affairs acknowledging the event representation;
2. A completed Student Travel Application - Competitor or Research Presentation
3. Student Travel Application Documentation
4. A Release Waiver and Participation Agreement
5. Submit items 1-4 to the staff in the OSAA
6. Approval signature from the Associate Dean for Student Affairs & Admission
7. A notification of the approval from the staff in OSAA

Student Travel Reimbursement

Upon return from the conference all pre-approved travel will be reimbursed to students by either the student organization treasurer or the OSAA. The OSAA, as noted above, provides student travel reimbursement for competitors or research presenters only. All other travel reimbursement is provided by the student organization. The reimbursement is usually available within 7-14 days after the receipt of an approved Student Travel Reimbursement form and all receipts showing payment for the expense. Information regarding this process can be discussed with your organization Treasurer or the staff in the OSAA.

Falsification of Travel Documents or Receipts

Students who receive any travel funding from the school in advance and do not attend the meeting, for any reason, must notify their advisor or the OSAA. Any funding received must be returned to the school immediately. Students who knowingly submit falsified documentation for receipts or request reimbursement for travel that has been reimbursed or provided for by the professional organization or the student organization will be in violation of the Honor Code and will be subject to a review of the circumstances by the Professional and Academic Standards Committee (PASC).

Student Record Privacy (FERPA)

CNU adheres to the Family Educational Rights and Privacy Act of 1974 (FERPA). For information regarding FERPA, please see STUDENT RECORDS on page 221.

Theft

Any attempted or actual theft of property of the University, of a member of the campus community or campus visitor, violates the campus honor code and state law.

Vandalism

Any physical abuse, destruction or defacing of The University property or to another's property or the diminishing of its material or aesthetic value is prohibited.

Visitors

Visitors are not permitted on campus without prior authorization. Students wishing to bring visitors on campus must receive prior authorization from the OSAA, a faculty member, or other campus administrator.

Visitors will not be allowed in the classroom or laboratory without prior authorization from the faculty member conducting the lecture/laboratory exercise. Visitors are generally prohibited from visiting experiential sites. Students are responsible for any misconduct of their guest.

Voter Registration

To register to vote in California, you must be a U.S. citizen, a resident of California, and 18 years of age or older on the day of the election. It is the responsibility of the OSAA to make registration forms available to you. It is important to exercise your right to vote. For additional information and voter registration forms please visit our website at http://pharmacy.cnsu.edu/student-services/student-affairs. Register to vote today to make a difference.

Weapons Policy

The University prohibits the possession, display or use of any weapons of any description including air- powered weapons on campus. California Penal Code 626.9 and 626.10 specifically prohibit the possession of firearms, including pellet and BB guns, on The University property, without specific written permission. Violators of this policy are considered a threat to the academic community and are subject to immediate dismissal from the University.

Safety and Security

Who to Call When You Need Help

Campus Security or any Administrative Office on Campus
Elk Grove Campus Direct Contact: Campus Security Officer
Telephone: (916) 869-1564
Rancho Cordova Campus Direct Contact: (916) 738-1080

Elk Grove Police Department
Office: 8400 Laguna Palms Way, Elk Grove, CA 95758
Telephone: (916) 478-8000
Emergency: Emergency: 911

Clery Act

The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (20USC §1092(f)) is a federal law, originally known as the Campus Security Act, that requires The University and universities across the United States to disclose information about crime on and around their campuses since 1990. The most up to date information regarding crime statistics for the CNU campus, the immediate campus vicinity, and the City of Elk Grove can be found on the college website.

Megan's Law

For a listing of registered sex offenders in the adjacent community and other pertinent information, please review the law enforcement database at http://meganslaw.ca.gov/.

Campus Access Cards

All students who have authorized access to campus will be issued an electronic entry access card that permits entry to the campus main entrances. This type of access to campus facilities helps provide students with a more secure campus environment by restricting campus entry and the possibility of unauthorized visitors. Campus access is tracked and monitored through an electronic security camera system. Access is tracked and monitored

Annual Security Report – Additional Information

For the most current local crime statistics please visit:
Elk Grove Crime Stats:
http://www.elkgrovepd.org/crime/crime_statistics

Rancho Cordova Crime Stats:
https://www.ranchocordovapd.com/programs/crime-statistics

For campus crime statistic please contact the Information Desk at front.desk@cnsu.edu

DIRECTORY

UNIVERSITY ADMINISTRATION

For a current listing of people, titles, specialties, and contact information, please visit:
http://www.cnsu.edu/administration/university-administration.

Alvin Cheung   President & CEO
PharmD, University of the Pacific
MHSA, University of the Pacific

Xiaodong Feng   Vice President for Admissions and Student Services
PharmD, Albany College of Pharmacy and Health Sciences
PhD, Chinese Academy of Medical Sciences

Shoua Xiong   Vice President for Finance and CFO
Dr.B.A, Northcentral University

Catherine Yang   Interim Dean of College of Medicine, Vice President of
PhD, Tufts University   Academic Affairs; Dean of College of Graduate Studies,
                                                           Associate Dean of Medical Education

Michael S. Wong   Vice President of Clinical Practice, Associate Dean of
MD, Tufts University, Boston, Massachusetts   Academic and Career Advising, Professor

Cindy Zheng   Assistant Dean of Education Development
MD, Shanghai Medical School

Todd Gallagher   Vice President of Operations
BS, Pacific Union College

Shirdell M. Dollar-Long   Director of Office of Research and Sponsored Programs
MBA, Ashford University

Spencer Short   General Counsel
MPA, Golden State University
JD, University of the Pacific McGeorge School of Law

Administrative Staff

For a current listing of people, official titles and contact information, please visit: https://www.cnsu.edu/directory/admin-staff.php.

Business Office
Cathy Zong, CPA, MACCT, Controller
Vinh Nguyen, Staff Accountant
Kristi Vang, Staff Accountant
Danny Ramirez, Staff Accountant
Mimi Thao, MHA, Accounts Receivable Clerk
Pahoua Thao, Accounts Payable Clerk
Ong Khang, Accounts Payable Clerk

Ryan Hong, Staff Accountant

Luis Romero, Executive Assistant to the CFO

Financial Aid
JoAnne Hansana, Financial Aid Manager
Judy Her, Financial Aid Administrator
Yia Vang, Dr.B.A, Financial Aid Administrator

Information Technology (IT)
Sondel Fermer, Applications Specialist
Mark Salcedo, IT Support Specialist
Steele Snider, Facilities Manager
Scott Terao, Maintenance Technician

Justin Magadia, IT Support Specialist

Kyle Kruger, IT Desktop Support Specialist II

Library
Scott Minor, MLS, Director of Library Resources

Office of Academic Affairs
Ciara Naderzad, Coordinator of Academic Affairs
Institute of Teaching and Learning Excellence (ITLE)
Dr. Ashim Malhotra, Director
Dr. Li Wang, Instructional Technologist
Office of Continuing Education
Joanna Jullien, Director

Office of the Registrar
Michelle Walker, MA, Registrar
Kathryn Dillard, MA, Associate Registrar

COLLEGE OF DENTAL MEDICINE

CDM Administration
For a current listing of people, official titles and contact information, please visit: https://dentalmedicine.cnsu.edu/about-cnucdm/leadership/

Kevin Keating
DDS, Loyola University's College of Dental Surgery

Dean

Pinelopi Xenoudi
DDS, University of Athens Dental School

Associate Dean of Admissions and Student Affairs,

Rosemary Wu
DMD, University of Pennsylvania School of Medicine

Associate Dean of Administrative Affairs

Paul Glassman
DDS, University of California San Francisco

Associate Dean for Research and Community Engagement
Associate Dean of Clinical Affairs

Michael Le
DDS, PhD University of California San Francisco

CDM Faculty
Bender, Eva
DDS, New York University

Bilasy, Shymaa
PhD, Kobe University

Cheema, Taranvir
DDS, University of California San Francisco

Crooks, Monica
DDS, University of California Los Angeles

Demichelis, Elizabeth
DDS, Marquette University

El Nokrashy, Karim
DDS, University of Cairo

Frankenberger, Mironda
DDS, University of California San Francisco

Jacobson, William
DMD, Case Western Reserve University

Javadi, Shadi
DDS University of California Los Angeles

Khuu, Jeanny
DDS University of California San Francisco

Min, Grace
DMD, Boston University

Nguyen, Michael
DDS, University of California San Francisco

Patel, Viren
BDS, University of London

Raghuraman, Karthik
DDS, University of California San Francisco
MPH Virginia Commonwealth University

Santa Maria, Christian
DDS, PhD University of California San Francisco

Shaheen, Nadia
DDS, University of California San Francisco

Whiteman, Joel
DDS, University of California San Francisco

Wiley, Rashidah
DDS, Meharry Medical College

Yamamoto, Karisa
DDS, University of California San Francisco

COLLEGE OF MEDICINE

COM Administration

For a current listing of people, official titles and contact information, please visit:
https://medicine.cnsu.edu/directory/administration.php http://medicine.cnsu.edu/directory/

Catherine Yang
PhD, Tufts University

Interim Dean of College of Medicine, Vice President of Academic Affairs; Associate Dean of Medical Education, Dean of College of Graduate Studies

Gordon Wong
MD, UCLA School of Medicine

Senior Associate Dean of Clinical Medicine; Professor

Lester Pan
MD, Sun Yat-Sen University of Medical Science
MD, PhD, University of California, Davis

Associate Dean of Global Health Medical Education Development

Rajendra Ramsamooj
MD, University of Minnesota

Assistant Dean of Curriculum; Professor

Ali Moradi
MD, MPH, Dr.PH University of Southern Florida

Assistant Dean of Student Affairs; Professor

Michael S. Wong
MD, Tufts University, Boston, Massachusetts

Associate Dean of Academic and Career Advising; Professor of Surgery-Plastic Surgery

Tracy Yarbrough
MD, PhD, University of Iowa

Assistant Dean of Diversity and Inclusion; Associate Professor of Physiology

Vijay Khatri
MBChB, University of Manchester, Manchester, England

Assistant Dean of Faculty Affairs & Development; Professor, Chair of Clinical Medicine

James Martel
MD, Harvard University

Associate Dean, Department of Graduate Medical Education; Professor

Joseph Martel
MD, University of Wisconsin Medical School

Assistant Dean, Department of Graduate Medical Education; Professor

Arpita Vyas
MD, University of Sheffield, United Kingdom

Assistant Dean of Research, Associate Professor

Ghalib Alkatib
PhD, McGill University, Montreal, Quebec, Canada

Chair of Basic Sciences; Professor of Microbiology

COM Faculty by Department (Chair then alphabetical by last name)

For a current listing of people, official titles and contact information, please visit: http://medicine.cnsu.edu/directory/

Department of Basic Science

Ghalib Alkhatib, Chair, Professor
PhD, McGill University, Montreal, Quebec, Canada

John Cusick, Associate Professor
PhD, University of Colorado School of Medicine
Ph.D. Program

Alan Ernst, Assistant Professor
PhD, University of Minnesota

Valerie Gerriets, Assistant Professor
PhD, Duke University

Jose Puglisi, Assistant Professor
PhD, Universidade Estadual de Campinas, San Pulo, Brazil

Ramakrishna Manda, Professor
MBBS, Kakatiya Medical College, Andhra Pradesh, India
MS, Osmania Medical College

Han-Rong Weng, Associate Professor
PhD, University of Lund, Sweden

Jason Wong, Assistant Professor
PharmD, California Northstate University, Elk Grove, CA

Yihui Shi, Professor
PhD, Wayne State University
MD, Wen Zhou Medical University, Zhejiang, China

Department of Clinical Science

John Bissell, Professor
MD, Harvard Medical School

Evan Bloom, Assistant Professor
MD, UCSF School of Medicine, CA

Patricia Chen, Associate Professor
MD, West Virginia University, Morgantown, WV

Carol Lynne Conrad-Forrest, Assistant Professor
MD University of Nevada College of Medicine

John Chuck, Professor
MD, UCLA School of Medicine

Floyd Culler, Professor
MD, University of Tennessee

Guy DiSibio, Associate Professor
MD, UCLA, School of Medicine
PhD, UCLA School of Medicine

Thamir Essayyad, Interim Chair of Clinical Science
and Assistant Professor
MD, George Washington Univ., Washington D.C.

John Fitzgibbon, Associate Professor
MD, Rush Medical College

Dermet Fong, Assistant Professor
MD, University of California, San Diego

Mark Glatt, Assistant Professor
DO, College of Osteopathic Medicine and Surgery

Muralikrishna Golconda, Professor

Department of Clinical Medicine

Roger Woodruff, Chair**,** Professor
Loma Linda University School of Medicine, Loma Linda, CA

Randall Enstrom, Associate Professor
MD, Georgetown University

Jennifer Gullo, Emergency Medicine Clerkship Co-Director,
Assistant Professor
MD, Wake Forest University, Winston Salem, NC

Zahid Iqbal, Internal Medicine Clerkship Director
MD, University of California, Los Angeles,
David Geffen School of Medicine

Anthony Kelada, Psychiatry Clerkship Director, Assistant
Professor
MD, Saint George's University, Grenada

Marketa Leisure, Pediatrics Clerkship Director; Assistant
Professor
MD, University of Chicago

Leonard Ranasinghe, Emergency Medicine Clerkship
Director; Professor
MD, Loma Linda School of Medicine

Joseph Rogers, Family Medicine Clerkship Director;
Assistant Professor
MD, Medical College of Wisconsin

Shiv Sudhakar, Assistant Professor
MD, Drexel University

MD, Kilpauk Medical College, Chennai, India
DG, Vaishnay College, Chennai, India

Tim Grennan, Professor
MD, University of Nebraska

Laura Hoffman, Associate Professor
MD, University of California, Davis School of Medicine
PhD, University of California, Davis

Albin Leong, Professor
MD, UCSD School of Medicine, La Jolla, California

ForShing Lui, Associate Professor
MD, University of Hong Kong

John Lutch, Associate Professor
MD, Tufts University School of Medicine

Sarah Preiss Farzanegan, Assistant Professor
MD, Albany Medical College, NY

Rajendra Ramsamooj, Professor
MD, University of Minnesota

Martin Rubin, Associate Professor
MD, University of Illinois Medical School

Mark Sheffield, Associate Professor
MD, PhD, Creighton University

Arpita Vyas, Associate Professor
MD, University of Sheffield, United Kingdom

Michael S. Wong, Professor of Surgery-Plastic Surgery
MD, Tufts University, Boston, Massachusetts

Jean-Claude Veille,OB/GYN Clerkship Director; Professor
MD, University de Montpellier School of Medicine

COLLEGE OF PHARMACY

COP Administration

For a current listing of people, official titles and contact information, please visit:
http://pharmacy.cnsu.edu/college-administration.

Xiaodong Feng   Dean
PharmD, Albany College of Pharmacy and Health Sciences
PhD, Chinese Academy of Medical Sciences

Islam Mohamed   Associate Dean for Academic Affairs
PhD, University of Georgia

Ashim Malhotra   Assistant Dean of Curriculum & Program Development
PhD, St. John's University

Olivia Phung   Assistant Dean for Student Affairs & Admissions;
PharmD, Northeastern University   Associate Professor (CAS)

Ruth Vinall   Assistant Dean for Research; Associate Professor (PBS)
PhD, Cardiff University, U.K.

COP Faculty by Department (Chair then alphabetical by last name)

For a current listing of people, official titles and contact information, please visit:
http://pharmacy.cnsu.edu/faculty-and-staff/faculty-staff.

Clinical & Administrative Sciences (CAS) http://pharmacy.cnsu.edu/faculty-and-staff/faculty-staff

Jeffrey Nehira, Chair; Assistant Professor
BS, PHARMD, FCSHP, University of the Pacific School of
Pharmacy

Welly Mente, Vice Chair; Associate Professor
PharmD, University of Southern California

Erika Titus-Lay, Vice Chair; Assistant Professor
PharmD, Purdue University College of Pharmacy

Jared Cavanaugh, Assistant Professor
PharmD, Washington State University, College of Pharmacy

Jennifer Courtney, Assistant Professor
PharmD, California Northstate University, College of
Pharmacy

Eugene Kreys, Assistant Professor
PharmD, University of Michigan College of Pharmacy
PhD, University of Texas at Austin College of Pharmacy

Justin Lenhard, Director of Fellowship in Anti-Infective
Pharmacology; Associate Professor
PharmD, University at Buffalo, School of Pharmacy &
Pharmaceutical Sciences

Ivan Petrzelka, Adjunct Faculty
PharmD, Charles University
JD, California Southern University
MBA, Newport University

Olivia Phung, Associate Professor
PharmD, Northeastern University, Bouve College of Health
Sciences, School of Pharmacy

Peter Tenerelli, Assistant Professor
PharmBSc, University of Washington, School of Pharmacy

Tuan Tran, Assistant Professor
PhD, Oregon State University
MS, Polytechnic University of Turin

Victor Phan, Assistant Professor
PharmD, Temple University School of Pharmacy

Department of Pharmaceutical & Biomedical Sciences (PBS)

Uyen Le, Chair; Associate Professor
PhD, Oregon State University

Tibebe Woldemariam, Vice Chair; Professor
PhD, University of Bradford, U.K.

Suzanne Clark, Associate Professor
PhD, Duke University

Ahmed El-Shamy, Assistant Professor
PhD, Kobe University, Japan

Linh Ho, Assistant Professor
PhD, University of California San Francisco

Islam Mohamed, Assistant Professor
PhD, University of Georgia

Hongbin Wang, Assistant Professor
PhD, University of Pennsylvania
MS, PharmBS, Second Military Medical University,
Shanghai, China

Zhuqiu Zin, Associate Professor
PhD, Central South University

Tarek Kassem, Assistant Professor
PharmD, BCPS, Shenandoah University, Winchester, VA

Department of Experiential Education (EED)

Jeffrey Nehira, Chair; Associate Professor
BS, PHARMD, FCSHP, University of the Pacific School of
Pharmacy

Jason Bandy, Vice Chair; Associate Professor
PharmD, University of the Pacific

Tony Eid, Director (APPE)**;** Assistant Professor
PharmD, BS Loma Linda University, School of Pharmacy

So Young An; Assistant Professor; Experiential Education
Area Regional Coordinator (Bay Area Hub)
PharmD, California Northstate University, College of
Pharmacy

Kristine Kim Thomas, Assistant Professor
PharmD, St. John's University

COLLEGE OF PSYCHOLOGY

PSY Administration*

Bret McLaughlin, Founding Dean
PsyD, Clinical Psychology, The Wright Institute
MA, Clinical Psychology, The Wright Institute
MBA, Business Administration, California State University Sacramento
MA, American and British Literature, New York University

Mark Ettensohn, Assistant Dean of Admissions and Student Affairs
PsyD, Clinical Psychology, The Wright Institute
MA, Clinical Psychology, The Wright Institute

Sandra Nevis, Assistant Dean of Clinical Training
PhD, Clinical Psychology, Bowling Green University
MA, Clinical Psychology, Bowling Green University

Andrea Schneider, Assistant Dean of Research and Academics
PhD, Clinical Psychology, University Potsdam
MS, Psychology, University Potsdam

PSY Faculty by Last Name

Lisa Cochran-Navarra, Assistant Professor
PhD, Psychology, University of Birmingham

Ruth Cohn, Assistant Professor
PsyD, Clinical Psychology, John F. Kennedy University Pleasant Hill

Veronica Dobson, Assistant Professor
PsyD, Clinical Psychology, California School of Professional Psychology

Kristee Haggins, Associate Professor
PhD, Counseling Psychology, Ohio State University
MA, Counseling Psychology, Ohio State University

David Jull-Patterson, Associate Professor
PhD, Clinical Psychology, Pacific Graduate School of Psychology
MA, Counselor Education, New York University

Katherine Kruser, Assistant Professor
PsyD, Clinical Psychology, Alliant International University Sacramento
MA, Clinical Psychology, Alliant International University Sacramento

Jason Lillis, Associate Professor
PhD, Clinical Psychology, University of Nevada Reno
MA, Clinical Psychology, University of Nevada Reno

Tiffany Mimms, Assistant Professor
PhD, Clinical Psychology, Fuller Theological Seminary
MA, Theology, Fuller Theological Seminary
MA, Psychology, Fuller Theological Seminary

Lori Roberto, Assistant Professor
PhD, Clinical Psychology, DePaul University
MA. Psychology, San Diego State University

Haleigh Scott, Assistant Professor
PhD, Intellectual and Developmental Disabilities Psychology, Ohio State University
MA, Intellectual and Developmental Disabilities Psychology, Ohio State University

DeAnn Smetana, Associate Professor
PsyD, Psychology, California Southern University
DBH, Behavioral Health, Arizona State University
MA, Clinical Mental Health Counseling, George Fox University

Clary Tepper, Assistant Professor
PhD, Clinical-Developmental-School Psychology, Bryn Mawr College
MSS, Social Service, Bryn Mawr College

Craig Wetterer, Associate Professor
PhD, Fielding Graduate University
JD, William Taft University School of Law
MA, Psychology, California State University Sacramento

*All faculty and staff emails are firstname.lastname@cnsu.edu

COLLEGE OF GRADUATE STUDIES

CGS Administration

Catherine Yang Dean; Vice President of Academic Affairs,
PhD, Tufts University Associate Dean of Medical Education

MASTER OF SCIENCE in Pharmaceutical Sciences

MPS Faculty by Last Name

For a current listing of faculty, titles and contact information, please visit: http://pharmasciences.cnsu.edu/faculty

El-Shamy, Ahmed Director, MPS
Assistant Professor, MPS
PhD, Kobe University, Japan

Ali, Hazem, Adjunct Assistant Professor, MPS
PhD, University of Louisiana at Monroe, Monroe, LA
B. Pharmacy, Mansoura University, Egypt

Farahat, Abdelbasset Assistant Professor, MPS
PhD, Georgia State University, Atlanta, GA
MS, Mansoura University Egypt
PharmBS, Mansoura University Egypt

Mohamed, Eslam Assistant Professor, MPS
PhD, Medical College of Georgia, Augusta, GA
PharmBS, Cairo University

Wang, Hongbin Assistant Professor, MPS
PhD, University of Pennsylvania
MS, Second Military Medical University, Shanghai, China
PharmBS, Second Military University, Shanghai, China

Yang, Catherine Professor of Molecular Pharmacology
and Clinical Biochemistry
PhD, Tufts University

Master of Healthcare Administration

MHA Faculty by Last Name

For a current listing of faculty, titles and contact information, please visit: https://www.mha.cnsu.edu/faculty

Sheldon, Melissa Graduate Director, MHA
MBA, Magna Cum Laude California State University,
Sacramento

Sun, Yang Associate Dean for Academic Affairs and
Assessment, Professor
PhD Arizona State University
Six Sigma Black Belt

Bagger, Jessica Adjunct Professor
Ph.D., University of Arizona

Bienati, Larry Associate Professor
MBA, California State University
PhD Golden Gate University

Donde, Rajiv Adjunct Professor
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