



# CALIFORNIA NORTHSTATE UNIVERSITY

## 2018-2019 General Catalog



# CALIFORNIA NORTHSTATE UNIVERSITY

JUNE 2018 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 2018-2019 University General Catalog covers the academic year from June 1, 2018 to May 31, 2019.

# University General Catalog Academic Year 2018-2019

## **Professional and Undergraduate Programs**

College of Pharmacy  
College of Medicine  
College of Psychology  
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 DIRECTORY, page 177, 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.

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](http://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:

2535 Capitol Oaks Drive, Suite 400  
Sacramento, CA 95833  
or  
P.O. Box 980818  
West Sacramento, CA 95798-0818

Website: [www.bppe.ca.gov](http://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 Medicine

- Doctor of Medicine (MD)

#### College of Pharmacy

- Doctor of Pharmacy (PharmD)

#### College of Psychology

- Doctor of Psychology (PsyD)



### CNU Rancho Cordova Campus

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

#### College of Health Science

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

# ABOUT THE UNIVERSITY

California Northstate University (CNU) is a new institution dedicated to educating, developing, and training individuals to provide competent, patient-centered care. The University was developed after the successful launch of the College of Pharmacy. The founders of the College of Pharmacy built a progressive program that includes active learning, direct patient experiences, and research.

As a result of several recent publications and studies which indicated the need for an increase in the number of primary care physicians trained in California, senior operations staff at the College of Pharmacy began discussions for a new medical school in the greater Sacramento area early in the spring of 2010. With recent federal health care initiatives in combination with the needs of the aging baby-boomer population, primary care physicians are seeing ever-increasing patient loads. It was also recognized that as a result of the financial crisis facing California, the State has been unable to increase the number of medical students trained within the State. CNU College of Medicine (CNUCOM) will directly help the primary care physician shortage in California.

It is the goal of the University 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.

Much of the preliminary design of the structure of the College of Medicine and its curriculum was in place by June/July 2011. As part of this process, community leaders in medicine within the Sacramento Valley were engaged in a series of meetings to plan the outlines and address the key issues to be covered within the medical school curriculum. This core group established broad outlines of the curriculum and structure of the College of Medicine and also served as members of the Institutional Self-Study Task Force. They were visionary and demanded that this new school stress areas of training frequently ignored or understated by many medical schools. Many members brought 20-30 years of experience in direct medical practice in the highly competitive Sacramento region to provide insight on how to best train future physicians. They noted that our nation is poised to institute new schemes for providing universal health care to its citizens and, at the same time, provide care that is high quality, cost-effective, and evidence-based.

Given disparities in access to healthcare services in the U.S. and the entry of more patients into the healthcare system with the recent introduction of the Affordable Care Act, there is a widely recognized need for more healthcare workers and biomedical professionals. Likewise, strong local demand for undergraduate education in health sciences by California high school graduates necessitates the creation of additional programs in this area. These factors have combined to support the creation of a third college at CNU that will educate students qualified for admission to post-baccalaureate schools seeking to pursue health sciences careers. Thus, the creation of the College of Health Sciences' Bachelor of Science degree program aligns with CNU's mission, purpose and strategic intent, "To advance the science and art of healthcare."

## Mission & Vision

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

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

Our Values:

- **Working** as a team
- **Embracing** diversity and workplace excellence
- **Caring** about our students, our staff, our faculty, and our profession
- **Advancing** our university, our goals, and our discipline
- **Responding** to challenges that may impede Mission
- **Enhancing** 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.

## 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. <https://www.wascsenior.org/content/complaints-and-third-party-comment-policy>.

California Northstate University encourages students to 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, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, Tel: 916-431-6959, 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](http://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 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 policies 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 <http://medicine.cnsu.edu/about/accreditation-licensing>.

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](http://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 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 seek internal resolution to any conflict.

# 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 in order 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 in order 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 in order 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 (PLO's). 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 <b>(1.2)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions and Medical Skills courses</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• OSCE</li> </ul>
	Able to identify alternative sources and or intuitively fill in the history gaps <b>(1.2)</b>	
	Shares knowledge in topics of disease prevention with patient <b>(1.7,1.9)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions and Medical Skills courses</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam</li> </ul>
	Documents how psychological/social/cultural situations have impacted the health, disease, care-seeking, care compliance, and barriers to and attitudes toward care <b>(1.2, 2.5)</b>	
	Demonstrates ability to inquire (non-judgmentally) about alternative medical practices being utilized by the patient at the time of presentation <b>(1.2)</b>	
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 <b>(1.1, 1.2)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions and Medical Skills courses</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam</li> </ul>
	Can perform a complete, full mental and functional assessment of an elderly patient <b>(1.1, 1.2)</b>	
	Can fully assess a pediatric patient for developmental delay and genetic abnormalities <b>(1.2)</b>	
	Can identify pertinent positives and negatives in the exam to accurately determine stage of medical condition <b>(1.2)</b>	
	Can utilize clinical findings to prioritize additional anatomic or physiologic testing <b>(1.3, 1.5)</b>	
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 <b>(1.2, 4.5)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions and Medical Skills courses</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• OSCE</li> </ul>
	Can complete a SOAP note using CP clinical algorithms to assist in developing a problem list <b>(1.2, 4.2)</b>	



	<p>Can utilize the problem list to develop a well thought out plan for ongoing treatment. <b>(1.6)</b></p> <p>Integrates periodic evaluation of the care plan to re-evaluate the efficacy of the plan to ensure treatment success <b>(1.2, 1.3, 1.5, 1.6, 2.1)</b></p>	<ul style="list-style-type: none"> <li>• USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam</li> </ul>
PC4: Oral Presentations	<p>Can accurately and professionally present a H&amp;P or SOAP note to an attending in a timely fashion indicating when to use “not relevant” or “no pertinent positives” <b>(1.2, 4.2)</b></p> <p>Includes a differential or problem list with treatment updates <b>(1.2, 1.5, 1.6)</b></p> <p>Includes accurate assessments with prioritized diagnosis or problem list using relevant CP clinical algorithms <b>(1.6)</b></p> <p>Can participate in a discussion of prioritized diagnostic approaches and is able to identify where patient teams and consultants are needed <b>(1.3, 1.4, 1.5, 1.6, 1.8, 4.2, 4.3)</b></p>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Masters Colloquium, Clinical Cases Sessions, and Medical Skills courses</li> <li>• OSCE</li> <li>• Self-assessment and peer assessment</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• USMLE Step 2 Clinical Skills Exam</li> </ul>
PC5: Medical Skills	<p>Perform all medical, diagnostic, and surgical procedures considered essential for the area of practice <b>(1.1)</b></p> <p>Can describe and practice the basic principles of universal precautions in all settings <b>(1.3)</b></p> <p>Has achieved certification in BLS <b>(1.1, 6.6)</b></p> <p>Has achieved certification in ACLS <b>(1.1, 6.6)</b></p>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Medical Skills Courses</li> <li>• Medical Skills Lab: Standardized patient, simulation exercises</li> <li>• OSCE</li> <li>• Passing BLS and ACLS certification exam</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships.</li> <li>• USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam</li> </ul>
PC6: Patient Care Teams	<p>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 <b>(1.3, 1.5, 1.8, 1.6 4.2, 6.1)</b></p> <p>Make appropriate patient referral decisions and follow up the care outcome to ensure continuity of care while the patient moves between different providers/settings. <b>(1.8)</b></p>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Medical Skills Courses</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> </ul>
PC7: Patient Management	<p>Can describe a well thought out plan of management of all patients with acute and chronic illnesses in the adult population <b>(1.5, 1.6)</b></p> <p>With appropriate supervision, participate in counselling &amp; education of patients and their families enabling them to share in decision making and the care plan. <b>(1.7)</b></p> <p>With appropriate supervision, participate in providing preventive and health maintenance services. <b>(1.9)</b></p> <p>With appropriate supervision can construct a detailed patient management plan utilizing appropriate PCT members <b>(1.6, 6.2)</b></p>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases sessions and Medical Skills courses</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• OSCE</li> </ul>
PC8: Cost Effective Comparison in Treatment	<p>Is able to recognize that there are differences in the cost of treatment options <b>(1.3, 1.5, 1.6, 6.3)</b></p> <p>Can discuss treatment costs in the context of efficacy, social and cultural factors <b>(1.3, 1.5, 1.6, 6.3)</b></p> <p>Can use the cost effectiveness information to recommend a stepped approach to the treatment of common medical conditions in the adult patient <b>(1.3, 1.5, 1.6, 6.3)</b></p>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Masters Colloquium, Clinical Cases Sessions, and Medical Skills courses</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> </ul>

## 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 <b><u>(2.1, 2.2, 2.3, 2.4)</u></b>	<ul style="list-style-type: none"> <li>• Institutionally developed written examinations in system based courses and clinical clerkships</li> </ul>
	Can explain how the organ system pathophysiology is reflected in the CP clinical algorithms and can relate this information to a clinical team <b><u>(2.1, 2.2, 2.3, 2.4)</u></b>	<ul style="list-style-type: none"> <li>• NBME shelf exams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Master Colloquium, and Medical Skills courses</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> <li>• USMLE Step 1 and Step 2</li> </ul>
	Apply clinical reasoning to construct CP clinical algorithms to propose differential diagnosis <b><u>(2.1, 2.3, 1.2, 1.3, 1.4)</u></b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• USMLE Step 2</li> </ul>
	Can explain the anticipated clinical response to correctly selected medications for a specific number of medical conditions to patients, family members and team members <b><u>(2.1, 2.3, 1.3, 1.4, 1.7, 4.1)</u></b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Master Colloquium, and Medical Skills courses</li> <li>• OSCE</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>
	Recognizes the most common drug interactions and their likely signs of presentation in the elderly and can explain them to patient and family <b><u>(2.1, 2.2, 2.3, 1.2, 1.3, 1.4, 1.7, 4.1)</u></b>	<ul style="list-style-type: none"> <li>• Institutionally developed written examinations in system based courses and clinical clerkships</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Master Colloquium, and Medical Skills courses</li> <li>• OSCE</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• USMLE Step 1 and Step 2</li> </ul>
	Recognizes what types of medical knowledge is required for each individual members of the PCT (patient care team) <b><u>(2.1, 2.3, 6.1, 6.2)</u></b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses.</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>

		<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> <li>• USMLE Step 1 and Step 2</li> </ul>
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 <b>(2.1, 2.3, 1.2, 1.3)</b>	<ul style="list-style-type: none"> <li>• Institutionally developed written examinations in system based courses and clinical clerkships</li> <li>• NBME shelf exams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> <li>• USMLE Step 1 and Step 2</li> </ul>
	Recognizes and is able to explain both typical as well as atypical presentations for commonly seen clinical conditions in clerkships <b>(2.1, 2.3, 1.2, 2.1, 2.3)</b>	
	Can construct comprehensive problem lists categorized as both acute versus chronic conditions and prioritize therapeutic interventions <b>(2.1, 2.3, 2.4, 1.5, 1.6)</b>	
	Can order appropriate diagnostic tests needed to facilitate both diagnosis and evaluate response to therapy in a cost and time effective manner <b>(2.1, 2.3, 1.2, 1.4, 1.5)</b>	
	Can analyze and evaluate diagnostic tests in regards to sensitivity/specificity <b>(2.1, 2.3, 1.2, 1.4)</b>	<ul style="list-style-type: none"> <li>• Institutionally developed written examinations system based courses and clinical clerkships</li> <li>• NBME shelf exams</li> <li>• USMLE Step 1 and Step 2</li> </ul>
MSK3: Medical Treatment	Can identify preventive, curative, and palliative therapeutic strategies <b>(2.12.2.2.3, 2.4, 2.5, 2.6, 1.5, 1.6)</b>	<ul style="list-style-type: none"> <li>• Institutionally developed written examinations in system based courses and clinical clerkships</li> <li>• NBME shelf exams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• USMLE Step 1 and Step 2</li> </ul>
	Can identify and judge, from direct observation/experience, how cost and social/cultural issues affect the selection of therapeutic interventions <b>(2.1, 2.3, 2.4, 2.5, 1.3, 1.5, 6.3)</b>	<ul style="list-style-type: none"> <li>• Institutionally developed written examinations in system based courses and clinical clerkships</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills courses</li> <li>• NBME shelf exams</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• USMLE Step 1 and Step 2</li> </ul>
	Can select and defend basic therapeutic recommendations for preventive, curative and palliative therapies seen in the clerkships <b>(2.1, 2.2, 2.3, 2.4, 2.5, 1.5, 1.6, 3.4, 3.5, 3.6)</b>	<ul style="list-style-type: none"> <li>• Institutionally developed written examinations in system based courses and clinical clerkships</li> <li>• NBME shelf exams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• USMLE Step 1 and Step 2</li> </ul>
	Effectively utilizes ongoing diagnostic tests to modify recommended therapeutic strategies <b>(2.1, 2.3, 1.4, 1.5, 1.6)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, and Medical Skills courses</li> </ul>

		<ul style="list-style-type: none"> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> </ul>
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 <b><u>(2.1, 2.2, 2.3, 3.6)</u></b>	<ul style="list-style-type: none"> <li>• Successful completion of a scholarly project</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases and Masters Colloquium</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>
	Routinely reads medical journals <b><u>(2.1, 3.3, 3.7)</u></b>	
	Organizes a self-educating approach for life-long learning through observation, research, and analysis <b><u>(2.1, 2.6, 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.10)</u></b>	<ul style="list-style-type: none"> <li>• Successful completion of a scholarly project</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases and Masters Colloquium</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• Peer assessment and self-assessment</li> </ul>
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 <b><u>(2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.8)</u></b>	<ul style="list-style-type: none"> <li>• Successful completion of a scholarly project</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases and Masters Colloquium</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> </ul>

### 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 <a href="#">(4.1)</a>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Medical Skills, and Masters Colloquium</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> </ul>
	Demonstrates how to ask clarifying questions in a way that is socially and culturally sensitive <a href="#">(4.1, 1.2)</a>	
	Creates rapport with the patient in order to generate an effective environment for counseling on wellness and disease prevention strategies <a href="#">(4.1)</a>	
	Effectively uses health coaching strategies <a href="#">(3.8, 4.1)</a>	
	Can effectively communicate medical errors to patients <a href="#">(4.6)</a>	
C2: Communication with family members	Utilizes effective communication strategies involving nonverbal, verbal and written skills to communicate with patient’s family members <a href="#">(4.1)</a>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Medical Skills, and Masters Colloquium</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> </ul>
	Can recognize and effectively communicates his/her legal limitations due to patient privacy <a href="#">(4.1, 4.2, 4.3, 5.3)</a>	
	Can ask for the support/assistance of patient’s family members for encouraging changes in disease prevention or wellness strategies <a href="#">(4.1)</a>	
	Can effectively communicate medical errors to family members <a href="#">(4.6)</a>	
C3: Communication with Medical Team	Can effectively communicate a H&P and SOAP note in both written and oral format <a href="#">(4.2, 4.3)</a>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Medical Skills</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> </ul>
	Can effectively communicate new patient problems or complaints in healthcare to the medical team <a href="#">(4.2, 4.3)</a>	
	Can question medical decisions in a non-confrontational manner <a href="#">(4.2, 4.3, 4.4, 3.9, 7.1)</a>	
	Effectively shares relevant information with the team <a href="#">(4.2, 4.3, 4.4, 3.9)</a>	
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 <a href="#">(4.2, 4.3, 4.4, 3.1, 3.3)</a>	<ul style="list-style-type: none"> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• Faculty feedback in pre-clerkship settings including Medical Skills</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> </ul>
	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 <b>(4.2, 4.3, 4.7, 7.1)</b>	
C5: Communication with Community	Can communicate medical knowledge to the community at large in a professional manner <b>(4.1, 3.8)</b>	<ul style="list-style-type: none"> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• Faculty feedback in pre-clerkship settings including Medical Skills</li> <li>• OSCE</li> <li>• Peer assessment and self-assessment</li> </ul>

## 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 <b>(5.1)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills courses</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• Presentation of clinical information</li> <li>• Completion of HIPAA training</li> <li>• OSCE</li> <li>• Praise/concern professionalism incident reports</li> <li>• Peer &amp; self-assessment</li> </ul>
	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 <b>(5.4, 5.6, 4.6)</b>	
	Always displays professional attire and behavior <b>(1.10)</b>	
	Demonstrates the ability to maintain-professional behavior in encounters with quarrelsome, hostile, abusive, arrogant or dismissive patients, family members or clinical staff <b>(5.6, 4.7, 7.1)</b>	
	Uses clinical hygiene for the prevention of nosocomial infection transmission <b>(5.4, 5.5, 3.10, 1.3)</b>	
P2: Ethical Responsibility	Obtains patient consent for all therapies and/or procedures in which s/he is involved <b>(5.6)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• Presentation of clinical information</li> <li>• Completion of HIPAA training</li> <li>• Standardized patient evaluations</li> <li>• Simulation and inter-professional exercises</li> <li>• OSCE</li> <li>• USMLE Step 2 Clinical Skills Exam</li> <li>• Masters Colloquium on professionalism</li> </ul>
	Can identify and relate full disclosure of the risks and benefits of a therapy or procedure <b>(5.6, 1.5)</b>	
	Can discuss alternative therapies/procedures with their relevant risks and benefits <b>(5.1, 5.6)</b>	

		<ul style="list-style-type: none"> <li>• Institutionally developed written examinations in system based courses and clinical clerkships</li> <li>• NBME shelf exams</li> </ul>
	Can identify and adhere to institutional standards involved in patient care <b>(5.6, 6.1)</b>	<ul style="list-style-type: none"> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• Presentation of clinical information</li> <li>• Standardized patient evaluations</li> <li>• Simulation and inter-professional exercises</li> <li>• OSCE</li> </ul>
P3: Ethical Principles and Boundaries	Recognize his/her role as the patient's advocate for clinical care <b>(5.2, 5.4, 7.2)</b>	<ul style="list-style-type: none"> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• Presentation of clinical information</li> <li>• Standardized patient evaluations</li> <li>• Simulation and inter-professional exercises</li> <li>• OSCE</li> </ul>
	Demonstrates evidence of maintaining patient privacy <b>(5.3)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• Presentation of clinical information</li> <li>• Completion of HIPAA training</li> <li>• Standardized patient evaluations</li> <li>• Simulation and inter-professional exercises</li> <li>• OSCE</li> </ul>
	Demonstrates ability to treat all patients with dignity even when the approach is not reciprocated <b>(5.1, 5.5)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• Presentation of clinical information</li> <li>• Standardized patient evaluations</li> <li>• Simulation and inter-professional exercises</li> <li>• OSCE</li> <li>• Masters Colloquium on professionalism</li> </ul>
	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 <b>(5.6)</b>	<ul style="list-style-type: none"> <li>• Faculty and resident direct observation and evaluations during clinical clerkships.</li> <li>• Presentation of clinical information</li> <li>• Standardized patient evaluations</li> <li>• Simulation and inter-professional exercises</li> <li>• OSCE</li> </ul>
	Demonstrates integrity, honesty, and authenticity in interactions with faculty and the medical community <b>(5.4, 5.6, 7.1, 7.3, 8.5)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> </ul>
P4: Professional Relationships	Can identify conflicts of interest in financial and organizational arrangements in the practice of medicine <b>(5.6, 6.5)</b>	<ul style="list-style-type: none"> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> </ul>
	Can identify and utilize standards established by specific professional societies <b>(5.6)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> <li>• Faculty and resident direct observation and evaluations during clinical clerkships</li> <li>• Presentation of clinical information</li> <li>• Standardized patient evaluations</li> <li>• Simulation and inter-professional exercises</li> </ul>



		<ul style="list-style-type: none"><li>• OSCE</li><li>• Institutionally developed written examinations in system based courses and clinical clerkships</li><li>• NBME shelf exams</li></ul>
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## 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 <b>(6.1, 6.2, 7.2)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> <li>• Faculty and resident direct observations and evaluations during clinical clerkships</li> <li>• Standardized patient evaluations, simulation center evaluations</li> <li>• OSCE</li> <li>• NBME shelf exams</li> </ul>
	Can identify the major components of a healthcare system and understands how they can impact access, cost and compliance <b>(6.1, 6.2, 6.3, 7.2)</b>	
	Can navigate different hospital/clinic infrastructures in providing patient care <b>(6.1)</b>	<ul style="list-style-type: none"> <li>• Faculty and resident direct observations and evaluations during clinical clerkships</li> <li>• Patient case logs</li> <li>• Presentation of written and oral clinical information</li> <li>• Standardized patient evaluations, simulation center evaluations</li> </ul>
	Can identify major monetary investment and legal needs in designing a student-run free clinic <b>(6.3)</b>	<ul style="list-style-type: none"> <li>• Faculty and resident direct observations and evaluations during clinical clerkships</li> <li>• Peer assessment, Self-assessment</li> </ul>
	Can interpret and use multiple forms of health information technologies including electronic medical records, patient registries, computerized order entry and prescribing systems <b>(6.1, 3.7)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> <li>• Faculty and resident direct observations and evaluations during clinical clerkships</li> <li>• Patient case logs</li> <li>• Standardized patient evaluations, simulation center evaluations</li> <li>• OSCE</li> </ul>
HC2: Delivery Systems Improvement	Recognizes the importance of current models of medical practice performance evaluation <b>(6.6, 3.5)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> <li>• Faculty and resident direct observations and evaluations during clinical clerkships</li> <li>• Patient case logs</li> <li>• Presentation of written and oral clinical information</li> <li>• Standardized patient evaluations, simulation center evaluations</li> <li>• OSCE</li> </ul>
	Recognizes the importance of quality assessment and benchmarking in practice improvement <b>(6.6, 3.1, 3.2, 3.3, 3.5, 3.10)</b>	
	Uses system approaches to prevent common medical errors and hazards <b>(6.1, 6.4)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases, Masters Colloquium, and Medical Skills</li> <li>• Faculty and resident direct observations and evaluations during clinical clerkships</li> <li>• Patient case logs</li> <li>• Presentation of written and oral clinical information</li> </ul>

		<ul style="list-style-type: none"> <li>• Standardized patient evaluations, simulation center evaluations</li> <li>• OSCE</li> <li>• Peer assessment, Self-assessment</li> </ul>
	<p>Participates in Phase B and/or C clinic rotation quality assessment for education performance improvement <b><u>(6.6, 3.1, 3.2, 3.3, 3.4, 3.5)</u></b></p>	<ul style="list-style-type: none"> <li>• Faculty and resident direct observations and evaluations during clinical clerkships</li> <li>• Presentation of written and oral clinical information</li> <li>• Standardized patient evaluations, simulation center evaluations</li> <li>• OSCE</li> </ul>

## 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 <b><u>(3.5, 8.1)</u></b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Evaluation by team members and peers in small group activities/clinical teams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills</li> <li>• Faculty and resident evaluations during clinical clerkships</li> <li>• OSCE</li> </ul>
	Demonstrates the use of self-assessment and reflection skills for growth and development <b><u>(3.1, 3.2., 3.3, 8.1)</u></b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Evaluation by team members and peers in small group activities/clinical teams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>
	Uses self-assessment to identify gaps in knowledge and skill sets and finds an approach to fill such gaps <b><u>(3.1, 3.2, 3.3, 8.1)</u></b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Patient case logs/journal</li> <li>• Evaluation by team members and peers in small group activities/clinical teams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>
	Can give a balanced description of personal performance in a confident and skillful manner <b><u>(3.1, 3.3, 8.1)</u></b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Evaluation by team members and peers in</li> </ul>

		<p>small group activities/clinical teams</p> <ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>
RP2: Time Management	Can develop realistic plans and timelines to achieve desired outcomes <b>(3.2, 3.3)</b>	<ul style="list-style-type: none"> <li>• Evaluation by team members and peers in small group activities/clinical teams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>
	Can refine and implement correction to timelines when appropriate <b>(3.5, 3.10)</b>	
	Can implement corrective actions/changes to correct deficiencies and/or promote personal growth <b>(3.5, 8.1, 8.4)</b>	
RP3: Stress/Wellness Management	Works to identify a passion within the field of medical practice <b>(8.1)</b>	<ul style="list-style-type: none"> <li>• Self-assessment</li> <li>• Evaluation by team members and peers in small group activities/clinical teams</li> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>
	Able to identify an outlet for personal stress and anxiety <b>(8.2)</b>	
	Is able to identify the signs, symptoms and triggers of personal stress and anxiety <b>(8.1, 8.2)</b>	
	Capable of developing a personalized program for physical/mental health <b>(8.2, 8.4)</b>	
	Can recognize and identify when to seek help <b>(8.1)</b>	
RP4: Conflict Resolution	Demonstrates open-mindedness to the opinions and approaches of others <b>(8.3, 8.4)</b>	<ul style="list-style-type: none"> <li>• Faculty feedback in pre-clerkship settings including Clinical Cases Sessions, Masters Colloquium and Medical Skills</li> <li>• OSCE</li> <li>• Patient case logs/journal</li> <li>• Evaluation by team members and peers in small group activities/clinical teams</li> <li>• Faculty and resident evaluations during clinical clerkships</li> </ul>
	Can articulate opinions in a non-confrontational manner <b>(8.3, 8.6)</b>	
	Can formulate strategies to diffuse confrontational situations between team members and/or patient/family members and the patient care team <b>(8.3, 8.6, 8.7)</b>	
	Can effectively negotiate with patients/family members to gain cooperation in the medical plan of treatment <b>(1.7, 3.8, 4.1, 8.6)</b>	

# 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](http://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<sup>1</sup>
  - 2 semesters/ 3 quarters/ 1 year of Inorganic (General) Chemistry with Laboratory<sup>1</sup>
  - 2 semesters/ 3 quarters/ 1 year of Organic Chemistry with Laboratory<sup>1</sup>
  - 2 semesters/ 3 quarters/ 1 year of Physics<sup>1</sup>
  - 2 semester/ 3 quarters of college level Math (Statistics and/or Calculus preferred<sup>1</sup>)
  - 1 semester/1 quarter/ or 3 units of Biochemistry<sup>1</sup>
- Recommended coursework (not required):
  - Social sciences
  - Behavioral sciences
  - Foreign Languages
  - Anatomy
  - Physiology
  - Microbiology
  - Immunology
- Preferred MCAT & GPA for competitive candidates:
  - GPA: 3.20
  - New MCAT<sup>2</sup>: 504
- Minimum MCAT & GPA requirements acceptable
  - GPA: 2.80
  - New MCAT<sup>2</sup>: 497

<sup>1</sup>IB or AP credits are not accepted.

<sup>2</sup>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 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).

## 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, the 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 unless the applicant has applied for and receives a fee waiver by the AAMC Fee Assistance Program (FAP).

<https://www.aamc.org/students/applying/amcas/>

The AMCAS application deadline is November 1<sup>st</sup>.

### 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, including one (1) from a professor in the sciences (i.e. Biology, Chemistry, Physics), one (1) from a professor not in the sciences, and one (1) from someone who has known the applicant for a substantial amount of time (e.g. research

principal investigator, shadowed physician, volunteer coordinator, organization leader, work supervisor). Applicants are encouraged to submit two (2) additional letters from any source. A Pre-med Committee Packet may be submitted in lieu of both of the professor letters.

All letters of recommendation should address the applicant's preparedness to become a doctor. It is recommended that you submit letters written within the past three years and that each letter be written by an individual with whom the applicant has formed a strong ongoing relationship, and not simply someone who has given the applicant a high grade. CNUCOM is particularly interested in references to the applicant's work ethic, integrity, compassion, emotional stability, and judgment. Please consider, among others, professors who have taught in your upper-division courses, or individuals who have seen you interact in professional health settings or have witnessed your personal development.

Submit all letters of recommendation to the AMCAS letter service only.

## Supplemental Application

Upon receipt of the AMCAS application packet, the material will be reviewed by the Office of Student Affairs, Admissions and Outreach. 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 with faculty and staff. Invitations are made on the basis of a review academic preparation, personal statement, letters of recommendations, and any other supporting documentation. Applicants will receive their invitation to Interview Day via email. 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 Student Affairs, Admissions and Outreach will be interviewed.

The interview process includes orientation meetings and interviews with faculty and staff 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 <http://medicine.cnsu.edu/admissions-com/admissions/interview-day>.

## 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 <http://medicine.cnsu.edu/students-com/admissions/admissions-timeline>.

## 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 urged to visit the University and College website at [www.cnsu.edu](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.

## 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 149 of this catalog.**



## Tuition & Fees

All tuition, fees, expenses, and policies listed in this publication are effective as of August 2017 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 150 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 in FINANCIAL SERVICES & DISCLOSURES (page 148).

### 2018-2019 MD Tuition & Fees

Tuition & Fees (T&F)	Amount	Class
Enrollment Fee (refundable; applied to tuition)	\$100.00	M1
Tuition	\$57,900.00	M1, M2, M3, M4
Student Association/Support Fee	\$500.00	M1, M2, M3, M4
Student Disability/Liability Coverage Fee	\$91.00	M1, M2, M3, M4
Technology Fee	\$50.00	M1, M2, M3, M4
Medicine Lab Fee (Anatomy, Medical Skills, and Research)	\$500.00	M1, M2
CPR Fee	\$40.00	M1, M3
Books and Supplies (estimate) <sup>1</sup>	\$1,000.00	M3, M4
Orientation Fee	\$50.00	M1
Medicine Kit <sup>2</sup>	\$100.00	M1
USMLE Step 1 Preparation Package	\$239.00	M2
Background Check Fee	\$71.00	M3
Graduation Fees <sup>3</sup>	\$300.00	M4
STRF Fee per \$1000 <sup>4</sup>	\$0.00	M1, M2, M3, M4
M1 Total Estimated Tuition & Fees per Year <sup>5</sup>	\$59,231.00	
M2 Total Estimated Tuition & Fees per Year <sup>5</sup>	\$59,280.00	
M3 Total Estimated Tuition & Fees per Year <sup>5</sup>	\$59,652.00	
M4 Total Estimated Tuition & Fees per Year <sup>5</sup>	\$59,841.00	

**Total estimated cost for the entire 4-year Doctor of Medicine program ranges from \$245,000 to \$257,500.00<sup>5</sup>**

Estimated Other/Optional Educational Related Costs <sup>6</sup>	Amount	Class
Health Insurance premium <sup>7</sup>	\$3,200.00	M1, M2, M3, M4
Laptop <sup>8</sup>	\$1,100.00	M1
Room and Board (housing and food costs, not paid to CNU) <sup>8</sup>	\$23,272.00	M1, M2, M3, M4
Transportation (not paid to CNU) <sup>8</sup>	\$4,648.00	M1, M2, M3, M4
Books and Supplies (estimate)	\$1,000.00	M1, M2
USMLE – Step 1 (M2), Step 2 CK (M3) <sup>9</sup>	\$600.00	M2, M3
USMLE – Step 2 CS <sup>9</sup>	\$1,275.00	M4
Remediation Fee (only if participant)	\$300.00	
M1 Total Estimated Cost per Year <sup>10</sup>	\$92,851.00	
M2 Total Estimated Cost per Year <sup>10</sup>	\$92,300.00	
M3 Total Estimated Cost per Year <sup>10</sup>	\$91,372.00	
M4 Total Estimated Cost per Year <sup>10</sup>	\$92,236.00	

<sup>1</sup> Books and supplies are provided and charged differently for M1 and M2 students than M3 and M4.

<sup>2</sup> 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.

<sup>3</sup> Covers regalia, graduation dinner, diploma cover, transcripts, etc.

<sup>4</sup> The STRF fee is \$0.00 per \$1000 of institutional charges.

<sup>5</sup> Based on estimate annual tuition increases of 3% to 5%. This estimate is not binding to CNU.

<sup>6</sup> Includes estimated cost and expenses a student may incur during applicable year of attendance, whether or not paid directly to CNU, and includes estimated out-of-pocket cost of living expenses.

<sup>7</sup> Provided and charged by outside healthcare plan insurance company; optional, estimated, and may increase or decrease based on number of participants and other factors.

<sup>8</sup> Estimated amounts of individual housing, food, and transportation costs, not operated by, charged by, or paid to CNU

<sup>9</sup> USMLE fees, estimated based on USMLE fee schedule.

<sup>10</sup> Total of both Tuition and Fees and Estimated Other/Optional Educational Related Costs Charts.

## Scholarships

Information regarding various scholarships can be found the College of Medicine's website, [medicine.cnsu.edu](http://medicine.cnsu.edu), *Financial Aid, Types of Assistance, Grants and Scholarships* as well as within the Grants and Scholarships section of this catalog, page 148.

## 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: <http://medicine.cnsu.edu/students-com/admissions/admission-steps>
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 in compliance 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 submitting an application, 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, Admissions and Outreach 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 in order 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 College Master may recommend that the student meets with the Assistant 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 in order 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. Distribution by the Student and Faculty Handbooks as outlined by this 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, nurses, administrators).

2. Examples of Mistreatment—Students should use this Mistreatment Policy to 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 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.

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, Admissions and Outreach.
  - 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."*

### 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, Admissions and Outreach, 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

### 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, Admissions and Outreach and the Associate Dean of Faculty Affairs and Assessment 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, Admissions and Outreach 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, Admissions and Outreach. 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](http://medicine.cnsu.edu), Student Services, 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
<b>H</b>	90-100%, Pass with Honors	<b>I</b>	Incomplete, but work of passing quality (temporary grade)
<b>HP</b>	80-89%, High Pass*	<b>Y</b>	Provisional, requiring remediation (temporary grade)
<b>P</b>	70-89%, Pass	<b>W</b>	Official Withdrawal
<b>F</b>	<70%, Fail	<b>IP</b>	In Progress

\*HP (High Pass) grade is issued only for M3 clerkship courses effective: 9/1/2017.

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), 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 Course Director. The student is entitled to replace the "I" with a "P" or "H" grade and to receive course credit provided he/she satisfactorily completes the work 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 within 6 weeks. 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.

## Grade Appeal

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 grade appeal form is located on the school's website.

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 Department Chair who renders a decision in writing within ten (10) business days of receipt of the formal appeal. (If the course Coordinator is the Department Chair, then the student may appeal the decision directly to the Senior Associate Dean of Medical Education and Accreditation. The student has two (2) business days to submit an appeal in writing to the Senior Associate Dean of Medical Education and Accreditation. The Senior Associate Dean of Medical Education and Accreditation will render a decision in writing within ten (10) 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 Senior Associate Dean of Medical Education and Accreditation. The Committee will render a decision in writing within ten (10) business days of receipt of the formal appeal.

If the Senior Associate Dean of Medical Education and Accreditation cannot resolve the appeal, the student has two (2) business days to submit an appeal in writing to the Dean. 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 Senior Associate Dean of Medical Education and Accreditation for final approval. The form must then be submitted to the Registrar so that the grade can be changed on the transcript.

The same process will be used at the conclusion of any required clerkship. The review will be conducted by the Associate Dean of Clinical Medicine instead of the Senior Associate Dean of Medical Education.

## Graduation Requirements

Students are recommended and approved for the Doctor of Medicine degree from CNUCOM by the Student Promotions Committee provided that the following requirements are satisfied:

1. A maximum of four years are required to complete Phase A which includes passing USMLE Step 1.
2. 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. No more than 27 credit hours of *electives* can count towards the 150 credit hours for graduation. Phase B and C must be completed within a maximum of four years.

3. Students must pass USMLE Step 1 and present supporting documentation by Feb 1<sup>st</sup> in the winter of their third year of training.
4. Total time from matriculation to graduation cannot exceed 7 years.
5. Students must pass USMLE Step 2 CK and Step 2 CS exams to qualify for graduation. It is strongly recommended but not required that Step 2 CK is passed by the end of the 1<sup>st</sup> semester of Phase C.
6. Failure to meet these requirements will result in review by the Student Promotions Committee.
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 warrants entrustment by the Faculty as required for entry to residency.
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.
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 10 days before the date of graduation. Failure to comply may lead to delayed graduation.
13. Only students in good academic standing are eligible for graduation. Students must have satisfied all conditions for resolution of probation before graduation.

In the clinical portion of the curriculum, students are required to complete 46 credits of required clerkships, 4 credits of required AI (Acting Internship) and 27 elective credits for graduation. Standard electives have one credit assigned for each week of training.

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

## Exit Interview

Exit interviews will be conducted during the last academic year. COM does not issue grades, grant degrees, or furnish academic transcripts 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, Admissions and Outreach.

## Academic Progression Policy

### Purpose

This policy can be found in its entirety on our website [medicine.cnsu.edu](http://medicine.cnsu.edu) under the "Current Students" tab.

The purpose of the policy is to ensure students reach and maintain high standards of learning throughout the medical program, accomplish all learning objectives and reach recommended competency levels. Students must demonstrate that they have attained a mastery of knowledge and skills, and developed capacity and behaviors required to practice medicine. 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. HP is only issued to M3 clerkships. A grade of F (Fail) in a course indicates a lack of understanding of the fundamental concepts of the course material necessary for progression.

### Scope/Coverage

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

### Policy

#### 1. Good Academic Standing

A student who is advancing in the program as planned, is not placed on Probation and is not in Proceedings for Dismissal, is considered in Good Academic Standing. For students in good academic standing a standard (template) letter may be issued for verification purposes (academic and non-academic needs). If a student has been notified of probation or dismissal but a formal appeal is pending, a standard letter of good standing will still be issued.

#### 2. Serving in Elective or Appointed Positions

For purposes of holding elective office at the class or the college level, serving on college or university committees, or representing the college to outside organizations, either on or off campus, a student shall be in a good academic standing.

For a student to assume elected or appointed position, both the Assistant Dean of Student Affairs and the Chair of the Student Promotions Committee must determine, based on the student's documented history of academic performance and professional behavior that assuming such responsibilities would be in the best interest of either the student or the college. Review of candidates for elected or appointed positions will be done before the announcement about filling in such positions.

If a probationary or dismissal procedures occur during an already started service term, the student will be allowed to complete the term; voluntary resignation will be accepted.

#### 3. 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 and other disciplinary actions
- Student's class rank
- Student's class quartile
- Grades and narratives for completed courses/clerkships in Phases A, B, and C at the time of issuance
- For certain specialties (e.g., Internal Medicine residency programs), class rank within the related clerkship
- College Master/Advisor note/letter(s)
- 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).

#### 7.

#### Academic Notification

##### *a. Academic Alert*

This is not considered an adverse action. Academic Alert is issued by the Office of Student Affairs and applies to students in good academic standing that may have failed one or more formative assignments. 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.

##### *b. Behavioral Alert*

Behavioral alert is not considered an adverse action. Behavioral Alert when warranted after incident report, fact finding and deliberation, is issued by the Office of Student Affairs for significant infraction of professionalism which will be shared with the student and the respective college master.

Student will be required to undertake behavioral improvement as outlined in the alert. Repeated incidence of unprofessional conduct may lead to disciplinary review at the Student Promotion Committee. Student must appear at the review session to defend, to explain, or to provide behavioral improvement plan.

### Provisional Academic Status

The Y grade is a temporary transcript grade and can be replaced by a passing grade (P) if the course/clerkship requirements are met within six weeks after the course/clerkship ends. If Y has been assigned due to failing on a summative examination, such deficiency must be corrected within two attempts during remediation. Such remediation and all allowed attempts at remediation must occur within six weeks from the course/clerkship's end. Students remediating a "Y" grade are not eligible for Honors (H) in that course, and upon successful remediation a grade of P may be recorded.

When a student fails the initial summative exam, s/he will not be eligible for Honors even if the remediation happens before the final grade for the course is registered in the Registrar's office.

If the course/clerkship requirements are not met or the student is unable to pass a summative exam within two attempts during the remediation period, a grade of F (Fail) will be recorded.

Upon the recording a failing grade (F), the student will be required to appear in front of the Student Promotions Committee. The student's academic record will be reviewed and a personalized study plan, which must include retaking of the summative examination if that was the reason for the F grade, will be designed by the Student Promotions Committee with the help of the respective Course Director; the remediation study plan will be sent for approval to the Assistant Dean of Student Affairs, Admissions and Outreach. Upon successful completion of the study plan, a passing grade (P) may be recorded. If the student's performance is not satisfactory, the course grade will remain recorded as a Fail (F). The student will be allowed to repeat the course in its entirety if the student remediation plan assigned by the Student Promotions Committee is not met.

Provisional academic status will not be noted in the Medical Student Performance Evaluation (MSPE).

Extended remediation period may be requested for certain documented conditions or a leave of absence may be sought. A request for extended remediation period must be in writing and submitted by the student to the Student Promotions Committee, whose recommendation and accompanying documentation will be forwarded for approval to the Assistant Dean of Student Affairs, Admissions and Outreach.

### Probationary Academic Status (Academic Probation)

A student may be placed on academic and/or disciplinary probation due to conditions such as but not limited to:

- a. Receiving two failing grades within one academic year
- b. Receiving a failing grade when repeating a course as a remediation of a previously recorded F in same course
- c. Documented unprofessional behavior that has not been corrected with remediation

A student may be placed on probation upon a written notice from the Assistant or Associate Dean of Student Affairs per recommendation by the Student Promotions Committee.

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.

Students on Probation must appear in front of the Student Promotions Committee, who will prepare a plan of action with specific timelines in accordance with the requirements to meet graduation deadlines. The plan of action may include but is not limited to repeating the failed courses, repeating an academic year or designing a study plan to extend the content of one academic year over two academic years, should the timing for graduation permit. This list is not all-inclusive. The plan for student remediation may not extend the maximum allowed time for graduation from the program (7 years). The plan of action must be in writing; the Student Promotions Committee's plan and accompanying documentation will be forwarded for approval to the Assistant Dean of Student Affairs, Admissions and Outreach.

### Repeating Courses

Adverse actions such as repeating a portion of or a whole course, a semester, or an academic year will be determined by the Student Promotions Committee, following procedure and due process.

## **USMLE Step Examinations**

Students are required to pass Step 1 and both components of Step 2, Clinical Knowledge (CK) and Clinical Skills (CS), 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 USMLE Step 1 by Feb 1 in the winter of their 3rd year. If the student has not passed Step 1 by Feb 1 of their third year, they will be allowed to complete the clerkship in which they are currently engaged. They will not be allowed to continue with subsequent clerkships, they will be placed on academic probation, and they will be required to appear before the Student Promotions Committee.



## **USMLE Step 2 CK and CS**

Students must complete all required third year clerkships prior to taking the USMLE Step 2 CK and CS examinations. Students are required to register for the Step 2 CK and CS examinations no later than July 30, 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 and CS before December 1st of their Phase C year, if graduation in May is anticipated. No student may defer the Step 2 CK and CS examinations beyond December 1st without appropriate approval from the Associate Dean of Student Affairs, Admissions and Outreach.

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 and CS examinations. 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 twice.

If a student fails Step 1, s/he should contact the Assistant Dean of Student Affairs, Admissions and Outreach 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 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 Grades Committee in order to proceed. The Grades Committee 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. 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:

- Failure to meet the requirements for academic progression as stated above for Repeating Courses, Remediation, Probation, or Academic Suspension;
- Failure to meet any other terms described above or otherwise imposed for Repeating Courses, Remediation, Probation, or Academic Suspension;
- Conduct subject to dismissal as described in the Academic Honesty: Honor Code section of the Student Handbook (See Appendix II);
- Foregoing an academic semester without obtaining an approved leave of absence;
- Failure to complete the degree requirements in seven (7) consecutive academic years from the date of the first day the student begins the program.

### Appeal

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

Students dismissed from the College may appeal the decision in writing within thirty (30) days of notification of dismissal to the Dean of the College. The Dean renders a decision in writing within thirty (30) days of receipt of the formal written appeal. The Dean's decision is final.

There is no appeal process for students placed on academic probation.

## 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, Admissions and Outreach (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 the "Student Services" tab. 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, Admissions and Outreach (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 to the Assistant Dean of Student Affairs, Admissions and Outreach (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, Admissions and Outreach 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.

#### **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 aforementioned 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 Senior Associate Dean of Medical Education and Accreditation determines student eligibility and which conferences qualify. Approval of the Senior Associate Dean of Medical Education and Accreditation 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 Senior 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 Senior Associate Dean of Medical Education and Accreditation. 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 Senior 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 Senior Associate Dean of Medical Education and Curriculum. 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.

In order to request a planned absence, students should first contact their individual College Master, and also immediately contact the appropriate course director(s) or clerkship director(s). After consultation with the College Master, an official LOA request must be submitted that specifically states the reason for the request. The LOA request must also be signed by both the Director of Student Financial Aid and the Registrar prior to being submitted to the Assistant Dean of Student Affairs. The Assistant Dean of Student Affairs will review the academic standing of the student in determining whether a LOA will be granted. Final approval of a LOA is required by the Senior Associate Dean 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.

A LOA is approved for a specific period of time, not to last more than one calendar year. Due to the integrated curriculum at CNUCOM, 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 CNUCOM. 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. University health insurance is good only through the last semester for which a student has been registered. Malpractice coverage is in effect only when a student is registered and participating in clinical activities that are approved as part of the curriculum. Therefore, clinical activities are not authorized by the school during an LOA. In addition, a student may not serve elected office or represent the school to another organization while on LOA unless the Senior Associate Dean of Medical Education has specifically granted an LOA with that provision. These factors should be carefully considered along with the timing and benefits of a planned LOA.

If a student is approved for a LOA, that student is eligible to return without reapplication if the absence is within the approved time frame. Prior to return, the student must submit an Intent to Return from Leave of Absence Form, which must be approved by the Assistant Dean of Student Affairs at least four weeks before the return of the student. If a student was granted a LOA with prerequisites for return to the College, the student must submit written proof of completion of the prerequisites with the Intent to Return Form. The Student Promotions Committee will review the academic progress of the student to determine the status of the student upon return from a LOA.

Failure of a student to adhere to the indicated policies for returning from a LOA may result in a terminal separation of the student with California Northstate University.

### Leave of Absence Duration for Military Personnel

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 fill out a Request for LOA form and provide the Registration and Records office with a copy of their written 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 added penalties from the University for fulfilling their military obligations.

### 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 Associate Dean of Student Affairs 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, 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, please see Accreditation Information on page 9 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 Associate Dean of Student Affairs 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 Associate Dean of Student Affairs within four weeks of receipt of the complaint, excluding holidays/university breaks.
5. If the complaint relates to the Associate Dean of Student Affairs, the matter will be handled by

the Assistant Dean of Student Affairs following the same procedure.

6. If the Associate Dean of Student Affairs cannot resolve the complaint satisfactorily, the matter will be referred to 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 be constituted of CNU faculty and staff.
7. If the ad hoc committee cannot resolve the complaint satisfactorily, the matter will be transferred to the Dean for appropriate action.
8. 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 Associate Dean of Student Affairs office. All aspects of student complaints shall be treated as confidential.



# COM Course Descriptions

## Department of Medical Education

### COM 501 Foundations of Clinical Medicine (6 cr)

The Foundations of Clinical Medicine course will introduce the practice of using clinical presentations (CPs) to frame the delivery of the basic and clinical sciences. The CPs within this first course will be focused on common situations and presentations that a primary care physician will experience. Each week consists of 1 to 2 clinical presentations that are accompanied by clinical algorithms, clinical reasoning guides, and objectives lists. Medical science faculty and clinical faculty from the community will walk the students through the clinical algorithm(s) emphasizing critical decision points and setting the framework for the integration of the basic sciences. Following the clinical algorithm presentation by the medical science faculty or clinical faculty from the community, 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 sessions 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 with the systems-based courses.

### COM 511 Integumentary and Musculoskeletal Systems (7 cr)

The Integumentary and Musculoskeletal Systems course contains twelve 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 of the seven weeks consists of 1 to 3 clinical presentations, which are accompanied by clinical algorithms, clinical reasoning guides, and detailed objectives lists. Medical science faculty or clinical faculty from the community will lead the students through the clinical algorithms emphasizing critical decision points and setting the framework for the integration of the basic and clinical sciences. Following the clinical algorithm presentation by the medical science faculty or clinical faculty from the community, basic science faculty will present the fundamental principles from the traditional basic sciences (e.g. anatomy, histology, embryology, biochemistry, immunology, microbiology, nutrition, pathology, pharmacology, and physiology) 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, 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 example sessions with medical science faculty or clinical faculty from the community and take part in a Medical Skills course that runs concurrently and supports content covered.

### COM 521 Gastrointestinal System (5 cr)

This course will cover the structures and functions of the organs of the gastrointestinal tract, as well as the auxiliary organs critical for digestive processes including the pancreas and liver. The behavior of this complex system of organs will be considered in normal health and in a variety of GI, hepatic, and metabolic disorders. The clinical presentations (CPs) within the GI course will be focused on common situations and presentations that a primary care physician will experience such as swallowing difficulty, vomiting, diarrhea, jaundice, abdominal pain and distension, abdominal mass and GI bleeding. 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(s) 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 and Masters Colloquium course that runs concurrently.

### COM 526 Hematology (4 cr)

This 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. Clinical presentations within the Hematology course are focused on common situations and presentations that a primary care physician is most likely to encounter, such as anemia, polycythemia, abnormal white cells, lymphadenopathy, abnormal bleeding (bleeding diatheses), and hypercoagulable states. Each week consists of 1 to 2

clinical presentations accompanied by clinical algorithms, clinical reasoning guides, and lists of learning objectives. Medical science faculty or clinical faculty from the community will introduce students to the clinical algorithm(s) for each clinical presentation, emphasizing critical decision points and setting the framework for integration of the basic and clinical sciences to each topic. Following the clinical algorithm presentation, medical science faculty will present fundamental principles from the basic sciences (e.g., anatomy, biochemistry, cell biology, genetics, histology, immunology, microbiology, nutrition, pathology, pharmacology, physiology) that underlie understanding of the schematic algorithms and provide knowledge and skills required to arrive at a correct diagnosis. Basic science sessions will highlight normal/homeostatic structure and function, followed by examination of relevant disease states, including introduction to care and treatment options. Students will actively participate in clinical case example sessions tied to each clinical presentation and will take part in Medical Skills and Masters Colloquium courses that run concurrently.

### **COM 531 Cardiovascular and Pulmonary Systems (9 cr)**

The Cardiovascular and Pulmonary (CVP) Systems course deals with components of Cardiovascular and Pulmonary systems, which includes – 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 a molecular, cellular, tissue and organ level, both in health and disease as well as their treatment and prophylactic strategies. The course consists of 16 clinical presentations (CPs) spread over 9 weeks, which were selected on the basis of the clinical importance and the frequency at which they are presented to a health care system. They are cough, hemoptysis and pulmonary nodules, pleural effusion, wheezing, acute and chronic dyspnea, peripheral swelling, mediastinal mass, abnormal pulse, palpitation, syncope, chest pain, cyanosis, abnormal heart sounds, shock and cardiac arrest. Students will be exposed to one to three clinical presentations every week followed by active learning sessions (such as small group discussions, TBL and flipped classes) relevant to the clinical presentation/s demonstrated during that week. The clinical faculty will be responsible for conducting those CPs with a logical approach to arriving at a clinical diagnosis using clinical algorithms and clinical reasoning guides, which are algorithms developed based on clinical information and probabilities of signs and symptoms for a particular disease condition. Students will also undergo preliminary training in the 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. Each week, students will also be exposed to 2 hours of clinical case examples, where they will be given 4 clinical cases with 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 addition, 2 hours of Masters Colloquium session performed every other week will teach students about socio-economic, community and global health issues from a more integrated perspective. The students will be evaluated using 4 formative examinations conducted every other week and a final summative examination at the end of the course.

### **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 and chronic renal failure, 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 (9 cr)**

The Neuroscience course spans nine weeks and contains twenty 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 and pathologic dysfunction of the nervous system and special senses. Depending on the week, 1 to 5 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 algorithms emphasizing critical decision points and setting the framework for the integration of the basic and clinical sciences. Following the clinical algorithm 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, and physiology) 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 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 example sessions with medical science faculty physicians and take part in a Medical Skills course that runs concurrently and supports content covered, emphasizing the skills that the students need to acquire to diagnose and for the management of different clinical cases.

### **COM 561 Behavioral Medicine (3 cr)**

This course focuses on the etiology, diagnosis, and management of psychopathologic disorders. The clinical presentations (CPs) within the Behavioral Medicine course will focus on common situations and presentations that a primary care physician will experience. 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 that adequate knowledge and skills required to arrive at a correct diagnosis are communicated. These basic science lectures will highlight the normal structures and functions of the systems, 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 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: Team-Based Learning; Case-Based Learning; Flipped Classrooms; Inquiry-Based Learning; Problem-Based Learning; Oral Presentations; and Role Playing. All learning methods will be reinforced with the use of a variety of self-assessment techniques, including iRAT's and audience response system-supported tRAT's, aimed at furnishing real-time feedback.

### **COM 581 Reproductive System (5 cr)**

The reproduction course is designed to teach each medical student the medical and scientific knowledge pertinent to the male and female human reproductive systems in both health and disease. The course consists of thirteen clinical presentations dispersed over the course of seven 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 accompanying basic science content, students will participate in clinical case example sessions. Clinical case examples consist of clinical vignettes pertinent to a given clinical presentation. Students will assemble in small group classrooms, and will be mentored by a clinical faculty member. Four clinical vignettes, usually based on real patient cases, will be provided to the students. Students will be initially presented only with patient demographics and chief complaint. 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 biopsy/resection findings. Clinical case examples will provide students with an opportunity to employ the clinical algorithms and clinical reasoning guides to arrive at a diagnosis. 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. Masters Colloquium topics scheduled during the reproductive course include the following: 1) Rape 2) Abortion 3) Ethical Issues in Reproduction. 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 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.

#### **COM 591 Stages of Life (5 cr)**

(Birth, Growth, Development, Aging) This course spans the life cycle beginning with birth and infancy and concludes with the dying patient. The Stages of Life course contains 16 clinical presentations (CPs) that are focused on the most frequently encountered CPs that a primary care physician may experience. Each CP starts with a clinical algorithm that is presented by the clinical faculty. Each CP will be introduced by a brief definition and a statement of its clinical significance along with a list of potential causes. 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. Basic scientific concepts will be interwoven within each CP providing the necessary basis for understanding relationships and causal entities. Each CP is accompanied with a clinical reasoning guide that contains details of the thought process that follows the related CP. Clinical relevance and appropriate application of basic scientific knowledge will be reinforced with clinical case examples related to that CP.

#### **COM 601 Medical Skills (1 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 602 Medical Skills (1 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) quizzes, 4) faculty observation with checklist assessment, 5) peer feedback, and 6) 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 603 Medical Skills (1 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 604 Medical Skills (1 cr)**

Medical Skills is a course 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) hands-on demonstrations, 3) paired or standardized patient practice sessions, 4) simulated clinical procedures, 5) team-based problem solving exercises, 6) small group training using partial task simulators, 7) interactions with real patients with real medical problems or physical findings when appropriate and available 8) experiential education on relevant topics in nutrition, and 9) journal clubs. 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 full-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 Masters Colloquium (1 cr)**

The purpose of the Masters Colloquium course is to address important issues that the students will encounter in the practice of medicine and to prepare them to become compassionate, trustworthy, well-informed medical doctors who understand the challenges of this profession and can face them with confidence and honor. The Masters Colloquium course is a biweekly 2 hour seminar presented to medical students in Years 1 and 2. At the beginning of Year 1, students will be divided into groups of 10-20 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. College Masters will be responsible for delivering the content of the Masters Colloquium course to their college. Changing the college will only be allowed in exceptional circumstances and only if appropriate exchange is done. Any requests to change the college should be well grounded, documented and submitted to the Office of Student Affairs, Admissions and Outreach. The colloquia are conducted in a discussion or workshop format, and cover complex, multidisciplinary aspects of professional development. Invited presentations by experts will be followed by discussion. Each Masters Colloquium session will be evaluated by the students of each college via an anonymous survey. Feedback from these surveys will be sent to the corresponding College Masters, the person that delivered the session (if different) and the Course Director. College Masters will assist in identifying and clarifying ambiguities within the presentations and will provide the first line of student evaluation and possible intervention. Areas that will be covered in the first year are:

- Fundamental Ethical Principles in Patient Care and Medical Practice
- Patient-Physician Relationship: Confidentiality, truth-telling and withholding information
- Breaking bad news; talking about genetic testing
- Communicating knowledge, interpretation, and recommendations orally and/or in writing to a wide range of professional or lay audiences in culturally appropriate ways.
- Scientific Methods for Gathering Information
- Principles of Evidence-Based Medicine
- Conflict of Interest
- Professional Honesty
- Informed Consent and Malpractice
- Providing Culturally Appropriate Care
- Population, Resources and the Environment
- Describe the components of social structure (eg family, neighborhood, community) and the role each plays in health behavior, disease prevention and the treatment for illness
- Health Implications of Travel, Migration and Displacement
- Complementary and Alternative Medicine

### **COM 612 Masters Colloquium (1 cr)**

The purpose of the Masters Colloquium course is to address important issues that the students will encounter in the practice of medicine and to prepare them to become compassionate, trustworthy, well-informed medical doctors who understand the challenges of this profession and can face them with confidence and honor. The Masters Colloquium course is a biweekly 2 hour seminar presented to medical students in Years 1 and 2. At the beginning of year 1, students will be divided into groups of 10-20 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. College Masters will be responsible for delivering the content of the Masters Colloquium course to their college. Changing the college will only be allowed in exceptional circumstances and only if appropriate exchange is done. Any requests to change the college should be well grounded, documented and submitted to the Office of Student Affairs, Admissions and Outreach. The colloquia are conducted in a discussion or workshop format, and cover complex, multidisciplinary aspects of professional development. Invited presentations by experts will be followed by discussion. Each Masters Colloquium session will be evaluated by the students of each college via an anonymous survey. Feedback from these surveys will be sent to the corresponding College Masters, the person that delivered the session (if different) and the course director. College Masters will assist in identifying and clarifying ambiguities within the presentations and will provide the first line of student evaluation and possible intervention. Areas that will be covered in the first year are:

- Fundamental Ethical Principles in Patient Care and Medical Practice
- Patient-Physician Relationship: Confidentiality, truth-telling and withholding information
- Breaking bad news
- Evidence-Based Medicine Principles
- Patient's Social Structure
- Conflicts of Interest
- Complementary and Alternative Medicine
- Chronic Disease
- Persistent Vegetative State
- Preserving Patient Dignity
- Providing Culturally Appropriate Care
- Health Implications of Travel, Migration and Displacement
- Population, Resources and the Environment
- Globalization of Health and Healthcare
- Informed Consent and Malpractice
- Professional Honesty

### **COM 613 Masters Colloquium (1 cr)**

The purpose of the Masters Colloquium course is to address important issues that the students will encounter in the practice of medicine and to prepare them to become compassionate, trustworthy, well-informed medical doctors who understand the challenges of this profession and can face them with confidence and honor. The Masters Colloquium course is a biweekly 2 hour seminar presented to medical

students in Years 1 and 2. At the beginning of year 1, students will be divided into groups of 10-20 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. College Masters will be responsible for delivering the content of the Masters Colloquium course to their college. Changing the college will only be allowed in exceptional circumstances and only if appropriate exchange is done. Any requests to change the college should be well grounded, documented and submitted to the Office of Student Affairs, Admissions and Outreach. The colloquia are conducted in a discussion or workshop format, and cover complex, multidisciplinary aspects of professional development. Invited presentations by experts will be followed by discussion. Each Masters Colloquium session will be evaluated by the students of each college via an anonymous survey. Feedback from these surveys will be sent to the corresponding College Masters, the person that delivered the session (if different) and the Course Director. College Masters will assist in identifying and clarifying ambiguities within the presentations and will provide the first line of student evaluation and possible intervention. Areas that will be covered in the second year are:

- The National Health System
- Healthcare in Low Resource Settings
- Allocating Resources in Low Resource Settings
- Human Rights in Global Health
- Use and Abuse of Steroids
- Use of Social Media Sites
- Time Management for Medical Students
- Taking Responsibility and Dealing with Errors
- The Doctor as a Patient
- Refusal of Care
- Advocacy for the Patient
- Ethical Issues in Reproduction
- Sexual Assault
- Abortion
- Respect for the Beliefs, Opinions and Privacy
- Parental/Surrogate Decision Making
- Approach to family violence, abuse, neglect and harassment
- Age-appropriate care and advanced care planning
- End of life issues and termination of life-sustaining treatment
- Our Beliefs, Opinions Prejudices and Religion as a Barrier to Providing Healthcare

### **COM 614 Masters Colloquium (1 cr)**

The purpose of the Masters Colloquium course is to address important issues that the students will encounter in the practice of medicine and to prepare them to become compassionate, trustworthy, well-informed medical doctors who understand the challenges of this profession and can face them with confidence and honor. The Masters Colloquium course is a biweekly 2 hour seminar presented to medical students in Years 1 and 2. At the beginning of year 1, students will be divided into groups of 10-20 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. College

Masters will be responsible for delivering the content of the Masters Colloquium course to their college. Changing the college will only be allowed in exceptional circumstances and only if appropriate exchange is done. Any requests to change the college should be well grounded, documented and submitted to the Office of Student Affairs, Admissions and Outreach. The colloquia are conducted in a discussion or workshop format, and cover complex, multidisciplinary aspects of professional development. Invited presentations by experts will be followed by discussion. Each Masters Colloquium session will be evaluated by the students of each college via an anonymous survey. Feedback from these surveys will be sent to the corresponding College Masters, the person that delivered the session (if different) and the Course Director. College Masters will assist in identifying and clarifying ambiguities within the presentations and will provide the first line of student evaluation and possible intervention. Areas that will be covered in the second year are:

- The National Health System
  - Healthcare in Low Resource Settings
  - Allocating Resources in Low Resource Settings
  - Human Rights in Global Health
  - Use and Abuse of Steroids
  - Use of Social Media Sites
  - Time Management for Medical Students
  - Taking Responsibility and Dealing with Errors
  - The Doctor as a Patient
  - Refusal of Care
  - Advocacy for the Patient
  - Ethical Issues in Reproduction
  - Sexual Assault
  - Abortion
  - Respect for the Beliefs, Opinions and Privacy
  - Parental/Surrogate Decision Making
  - Approach to family violence, abuse, neglect and harassment
  - Age-appropriate care and advanced care planning
  - End of life issues and termination of life-sustaining treatment
  - Our Beliefs, Opinions Prejudices and Religion as a Barrier to Providing Healthcare
- Department of Medical Education and Affiliated Institutions

## Office of Research

### COM 623 Self-Directed Student Scholarly Project (1 cr)

The required Self-Directed Student Scholarly Project (hereafter referred to as the Scholarly Project) is a one-year, research-based program to be completed during the 2nd year of medical school. Students will assemble in groups of 3 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 research 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. Students will then be encouraged to find an area of interest that they wish to

pursue further and to identify faculty and other students that have similar research interests. The following are examples of broader categories that are considered to be 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 first year in 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 may have to complete 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 a one-year, research-based program to be completed during the 2nd year of medical school. Students will assemble in groups of 3 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 research 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. Students will then be encouraged to find an area of interest that they wish to pursue further and to identify faculty and other students that have similar research interests. The following are examples of broader categories that are considered to be 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 first year in 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 may have to complete 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.

### **M3 Clerkships**

#### **COM 701 Family Medicine Clerkship (6 cr)**

Each student will spend six weeks on a family practice rotation working directly with a family practice physician in one of the community preceptor's office. 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 learning about preventative care, end of life issues, and health screening programs. In addition, we expect the students to be provided opportunities to participate in the common medical conditions seen in a family practice. 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 711 Internal Medicine Clerkship (8 cr)**

Each student will spend four weeks on an internal medicine inpatient rotation working directly with an internist and family practice resident in one of the hospitals listed above. Additionally, the student will spend four weeks in an ambulatory (outpatient) setting working with a primary care internist. 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 providing

opportunities to participate in the common medical conditions seen in internal medicine which will be tracked by each student having 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 supervising physician.

#### **COM 721 Neurology Clerkship (4 cr)**

Each student will spend four weeks at one of the institutions listed above working rotation working directly with a neurologist and possible family practice resident in either an inpatient or 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 neurologic problems. Special emphasis will be placed on honing a comprehensive neurologic history and physical exam including cognitive testing. To ensure adequate exposure to common neurologic conditions, each student will be provided with a checklist of conditions they are expected to see and participate in their care. A skills checklist for signatures will also be provided to ensure adequate skills practice.

#### **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 will spend three weeks on a pediatric inpatient rotation working directly with pediatrician attending 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 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 in such issues as 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 771 Emergency Medicine Clerkship (4 cr)**

Each student will spend four weeks on an Emergency Medicine Rotation at one of the hospitals listed above. In this setting 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 expedient history/physical examinations, developing an appropriate differential, identifying 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 asked to complete a checklist of conditions and skills they have participated in and obtain a supervising physician's signature. This will be routinely shared with the Clerkship Director to better determine the adequacy of the learning environment.

#### **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.

## **M4 Sub-Internships**

For the following Sub-Internships, please see the specialty area within the section M4 Electives.

#### **EME 801 Emergency Medicine Sub-Internship (4 cr)**

#### **INT 801 Internal Medicine Sub-Internship (4 cr)**

#### **INT 802 Inpatient Medicine Sub-Internship (4 cr)**

#### **PED 801 Pediatric Sub-Internship (4 cr)**

#### **PUL 801 Pulmonary & Critical Care Medicine Sub-Internship (4 cr)**

#### **OBG 801 Ob/Gyn Sub-Internship (4 cr)**

#### **SUR 801 Surgery Sub-Internship (4 cr)**

#### **FAM 801 Family Medicine Sub-Internship (4 cr)**

## **M4 Electives**

### **EXTERNAL/AWAY ROTATIONS**

On the transcript, away rotations are indicated as xxx899. 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 810 Allergy, Asthma, Immunology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

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.

#### **AAI 812 Allergy & Immunology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Allergy Medical Group of Northern Area - Sacramento Clinic; Roseville Clinic

4-week rotation. This elective rotation is a four (4) weeks structured clinical experience under direct supervision of an endocrinology attending designed to orient students how to obtain problem focused history from patients with atopic disease focused physical exam. Students will also be exposed to patients with atopic disease. 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. Students will learn basic information of following diseases: basic atopic diseases, allergic rhinitis, sinusitis, asthma, urticarial, angioedema, food allergy/intolerance, drug allergy, insect allergy, environmental sensitivity. Students will perform a comprehensive history and physical examination in a timely manner and will gain experience in generating more specialized differential diagnoses, assessments, and diagnostic and treatment plans.

## ANESTHESIA (ANE)

### **ANE 810 Anesthesia (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

4-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, perform peripheral venous, cannulation, bag and mask airway management, endotracheal intubation.

### **ANE 811 The Art and Practice of Anesthesiology and Pain Medicine (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Sutter Roseville Medical Center

4-week rotation. Students will be assigned to an attending anesthesiologist each day and may rotate to another anesthesiologist depending on cases and anesthetic techniques used. Special emphasis is given to airway management, pre-operative evaluation, intra-operative and post-operative care of patients. Students will rotate to the ambulatory surgery centers, hospital inpatient surgical and obstetric department. Exposure to ICU and trauma patients will be included when students work alongside an on-call trauma anesthesiologist when available. Three didactic sessions will be given per week emphasizing the learning objectives. In addition, clinical and basic science articles will be critically reviewed and discussed. Complicated cases will also be analyzed and discussed. Students will learn:

1) Clinical skills include basic airway management, physiological monitoring, sedation and pain management.

2) Knowledge of basic anesthetic agents, intra-operative and pain medications.

3) Critical review of basic and clinical anesthesia literature.

4) Exposure to different anesthetic techniques from lines placement to regional and neuraxial anesthesia.

5) Techniques in stabilizing an unstable patient.

## CARDIOLOGY (CAR)

### **CAR 810 Cardiology Clinical Rotation (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Sutter Medical Center, Sacramento

4-week rotation. Students will be exposed to a wide range of cardiology experiences including inpatient consultation and procedures, as well as advanced heart failure and transplant clinical committee meetings, and outpatient office setting. They will be expected to have some initiative and ask questions and as such will "get out of it what they put into it." Students will be quizzed on differential diagnoses and treatment plans. (Pre-req: M4 standing & ICU Req.)

### **CAR 880 Cardiovascular Surgery (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Sutter Medical Center Sacramento

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 811 Cardiology Elective (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* SMG Cardiology Sacramento Sutter Medical Center, Sacramento, CA.

4-week rotation. Diagnosis and therapy of common cardiac diseases. Fundamentals of cardiac anatomy and physiology – working knowledge of common cardiac disease states – cardiac pharmacology interpretation of cardiac diagnostic studies (ECG, ECHO, Stress testing, and Nuclear Imaging) – cardiac history and physical examination. Experience in viewing cardiac procedures; EP studies, ablations, heart cath intervention, device implantation, transesophageal echo, cardio version. 12 lectures: ECG, ECHO, coronary anatomy and physiology, methods for evaluating cardiac disease, valvular heart disease, guideline: lipids, hypertension, risk factors, arrhythmia including ablation therapy, atrial fibrillation, peripheral vascular disease (arterial and venous), devices including resynchronization therapy, CAD diagnosis and treatment, treatment of CHF.

### **CAR 815 Cardiothoracic (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Mercy San Juan Hospital

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 810 Dermatology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

4-week rotation. Students will learn about medical surgical dermatology. The student will be exposed to medical dermatology encounters with patients having primary skin disease, to include 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. Clinical experiences includes working with other residents/fellows.

## EMERGENCY MEDICINE (EME)

### **EME 801 Emergency Medicine Sub-Internship (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Multiple

4-week rotation. Students will take a higher level of responsibility in the evaluation and management of emergency medicine or related specialty. Students will also be exposed to disaster medicine, wilderness medicine, and ultrasound in emergency care. In addition to primary care responsibilities, there will be daily lectures and/or conferences. Students are expected to attend and participate in all scheduled educational activities. Students will be managing patients as primary caregivers, under direct supervision by an attending physician. Students will learn how to perform a focused history and physical examination and will gain experience in generating differential diagnoses, assessments, and diagnostic and treatment plans at a level above the completed Emergency Medicine internship. Students will participate in a number of procedures including wound closure, reduction and splinting, incision and drainage etc. with guidance from experienced residents and faculty members. In addition, students will actively participate in both medical and trauma resuscitations during their rotation at Bellevue. (Pre-requisite: M4 standing; COM 771)

### **EME 810 Emergency Medicine (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

4-week rotation. Exposure of the medical student to patients with complaints covering all age and all subspecialties who present to the Emergency Department. Will have first contact responsibility to perform a history and physical exam on each of his/her patients. Will discuss each case with an Emergency Department physician prior to ordering lab work, x-rays, medicines or consultation. Will discuss each case with an Emergency Department physician prior to patient's treatment and disposition. Will be actively involved in patient's education concerning discharge instruction

(prescription, home care, etc.), and appropriate physician follow up.

## ENDOCRINOLOGY (END)

### **END 810 Endocrinology (4 cr)**

Understand real life experiences of an endocrinologists and learn the clinical utilities and techniques related to endocrinology and metabolism. Students will 1) Describe the disease process in patients by integration of clinical findings (history and physical) with laboratory tests, 2) Explain the pathogenesis and pathophysiology of diseases of the pituitary, thyroid, parathyroid, adrenal, pancreas (endocrine), and reproductive organs, 3) Outline the function of the endocrine organ and explain the metabolism of their hormones and their effects on the body, 4) Develop adequate experience with the use of insulin, thyroid hormones, corticosteroids, and other related therapeutic agents, and 5) Develop adequate experience in endocrine related surgery and diagnostic procedures such as thyroid needle biopsy, vascular ultrasound in diabetic patients, and bone mineral density testing.

## FAMILY MEDICINE (FAM)

### **FAM 801 Family Medicine Sub-Internship (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Multiple

4-week rotation. The clerkship gives medical students experience in an urban Family Medicine office, which serves a multi-ethnic, medically indigent population, as well as addressing child and women's health issues. Students will also see patients at our adolescent high school clinics and school for pregnant girls. Lecture series will concentrate on Public Health, Health Policy, and Managed Care. Students will have exposure to procedures such as Minor Surgery, Flex Sigmoidoscopy, Sports Medicine, and Colposcopy/Endometrial Biopsies.

### **FAM 810 Family Medicine Elective (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Elevation Physicians

4-week rotation. In hospital and office-based contact with patients in a primary care setting, students develop: 1) adequate experience to competently approach and initially manage patients with acute and chronic medical problems that present to the outpatient office setting, 2) adequate experience to competently approach and conduct wellness visits for patients of any age, 3) adequate experience to proficiently gather and record patient data via history taking and the performance of physical examinations, and 4) proficient reasoning and communication skills relevant to the medical management of patients. Students attend weekly Family Medicine didactics. (Prerequisite: COM 701)

## GASTROENTEROLGOY (GST)

### **GST 810 Gastroenterology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Mercy San Juan Medical Center

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.

## HEMATOLOGY & ONCOLOGY (HEM)

### **HEM 810 Hematology and Oncology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* TBD

4-week rotation. Approach to a patient with hemonc 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 are predominately by seeing patients.

## INFECTIOUS DISEASE (INF)

### **INF 810-01 Infectious Disease (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

4-week rotation. The student will be able to: 1. Understand the pathophysiology of common infectious diseases 2. Understand the clinical presentation and diagnostic approach to patients with Infectious Diseases. 3. Understand the approach to management and the use of antimicrobials or antivirals in patients with infectious diseases. Students will learn how to identify, diagnose and treat various bacterial, viral, fungal infections, Infer how to diagnose and treat various orthopedic/bone infections, neutropenic fevers, bacteremias, 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 810-02 Infectious Diseases – 2 Wk (2 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser Sacramento and Morse Avenue

2-week rotation. Students will learn 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, fungal infections Infer how to diagnose and treat various orthopedic/bone infections, neutropenic fevers, bacteremias. 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. (Prerequisite: COM 711)

## **INF 812 California Northstate University College of Medicine M4 Infectious Diseases Clerkship**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser Permanente Medical Center, Modesto  
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 modified for fourth year elective focus from the Clerkship Directors for Internal Medicine. Clinical rotations for California Northstate University College of Medicine are developed in a community training model. Community training involves placing students in a busy physician's practice with learning objectives that direct the student's focus. It is the student's job to learn rather than the physician's job to teach. Learning is "just in time" taking advantage of educational opportunities that present and augmenting learning opportunities with reading or modules to complete the objectives. In this model, students are expected to develop lifelong learning patterns of accessing appropriate resources rather than being told what to do and when to do it (prescriptive learning). The required texts will provide information necessary for successfully studying in this rotation, but some students may prefer suggested texts or others. Preceptors may direct the student to their favorite texts or online resources.

## INTERNAL MEDICINE (INT)

### **INT 801 Internal Medicine Sub-Internship (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Highland Hospital, Alameda Health System  
4-week rotation. Students will assume responsibilities quite similar to those of an intern, although with fewer patients. The student will be a member of a general medicine ward service consisting of an attending physician, residents, interns, and usually one "third year" student. Attending Rounds are made daily. Students will be able to gather a medical history, perform a physical examination, interpret common diagnostic tests, prioritize a differential diagnosis, and recommend and execute a management plan for common in-patient internal medicine patient presentations. Students will be able to organize and communicate their clinical thinking both in the form of written notes and oral presentations. Students will be able to communicate and collaborate in an inter-professional team of other healthcare providers, out-patient providers, consultants, RNs, and ancillary staff. Students will be able to communicate effectively with patients and caregivers. Students will transition patients safely across the healthcare system. (Prerequisite: COM 711)

**INT802 Inpatient Medicine Sub-Internship (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

4-week rotation. The major goal of this sub-internship is to construct the clinical environment for the senior student to develop inpatient case management responsibilities in the broad field of internal medicine that will allow confident transition to resident level responsibilities in all disciplines.

**INT 810 Palliative Medicine (2 or 4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser Permanente Modesto Medical Center

2 or 4-week rotation. Variable credit based on duration of 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 to acquire Palliative Care knowledge and skill sets necessary to care for serious ill patients and their families. Clinical experiences includes Inpatient and outpatient Palliative Care experiences, pain management, disclosing serious news, offering prognostic information, disease trajectory, addressing goals of care, conducting family conference, home visits (optional). Mandatory Palliative Care didactic lecture given by preceptor in the first week of the rotation. (Pre-requisite: COM 711 or COM 701)

**INT 811 Introduction to Palliative Medicine (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser Sacramento and Roseville Hospitals

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. Students will demonstrate proper communication skills, particularly between providers and patients/families, the ability to organize and conduct a family meeting. Students will discover the basics of pain and symptom management and improve prognostic awareness. Students will perform the basic skills of care for the dying patient. Clinical experiences includes 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.

## NEUROLOGY (NEU)

**NEU 810 Clinical Neurosciences (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* CNUCOM

4-week rotation. Build the understanding of neurology through better understanding of more basic clinical neurosciences. 1) Apply and demonstrate basic neurosciences theory and principles in clinical application. 2) Utilize the literature and apply the knowledge for evidence based practice. 3) Apply self-directed learning methodologies to clinical practice. 4) Create and propose teaching sessions and tutorials for other medical students. Regular meeting with the preceptor to discuss learning and teaching activities.

Regular self-directed learning activities with literature search and understanding.

**NEU 811 Clinical Neurology Elective (2-4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* CNUCOM

2-4-week rotation. Variable credit determined by duration of rotation. Student goals: 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 in areas of: history taking, physical exam, formulating differential diagnosis and management plan, improve skills in oral and written presentations, and procedural skills (when available). Will explore selected subspecialties in Neurology in more depth and continue to refine skills in professionalism, communication and collaboration. Students acquire skills in patient management as part of the neurology team under supervision by the preceptor.

**NEU 812 Neuroradiology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser and others

4-week rotation. Students will understand and learn neuroradiology as an extension of general radiology. Students will apply and understand neuroanatomy through neuroimaging, understand theories and practice of different neuroradiological entities. Students will perform and understand neuropathology through neuroimaging and Analyze cost-effectiveness of different neuroimaging entities. Clinical experiences includes regular learning and interaction on clinical sites with the preceptors.

**NEU 880 Neurosurgery (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Mercy General Hospital, Sutter General Hospital

4-week rotation. The student will be exposed to the breadth of neurosurgery pathologies such as brain tumors, vascular lesions, pain syndromes, spinal deformities, trauma of the brain or spine. The student will have the opportunity to work in the clinic as well as in the operating room and assist on neurosurgical operations. It is recommended that the student has a strong interest in the surgical specialties for this rotation. Students will learn to: 1) Apply knowledge of neuroanatomy to describe etiopathogenesis and management of neurosurgical disorders. 2) Apply knowledge of neuroanatomy to interpret neuro-radiological findings. 3) Explain the mechanisms of traumatic brain injuries and outline their management. 4) Outline the clinical course including management of common neurosurgical problems including tumors, stroke, and spinal disease. Clinical experiences includes assisting in surgery, round in the hospitals, and evaluate patient in the clinic. Specialty Area(s): Neurology; Surgery.

## OBSTETRICS GYNECOLOGY (OBG)

### **OBG 801 Ob/Gyn Sub-Internship (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Multiple

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 OBGYN internship. Medical students interested in an OBGYN residency are encouraged to experience this course.

### **OBG 810 Clinical OB/GYN Elective (2-4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* CNUCOM

2-4-week rotation. Variable credit determined by duration of rotation. Students will apply knowledge of basic & clinical sciences into medical practice; obtain and deliver a complete concise, clear and concise oral and written presentation of a patient's history and examination in a more complex setting; distinguish normal from abnormal findings and the ability to localize the likely sites of lesion in the Ob-Gyn system from available clinical information; utilize and interpret common tests used in diagnosing common condition in Ob-Gyn; Formulate a differential diagnosis based on clinical information and relevant history; Demonstrate a systematic approach to the diagnosis and management of common Ob-Gyn conditions and formulate a logical management plan; understand Ob-Gyn Subspecialties and their applications; and function as a "contributor" to the team managing the Ob-Gyn disorders. (Prerequisite: COM 731)

## OPHTHALMOLOGY (OPH)

### **OPH 810 Ophthalmology Clerkship (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Martel Eye Medical Group, Retinal Consultants

4-week rotation. Students are expected to develop the basic skills of medical problem solving, basic science integration, case management, procedural competence, and professional behavior as it pertains to the field of ophthalmology. They will accomplish this by: Refining history taking, Refining the physical examination, Developing a reasonable differential diagnosis, and Outlining an initial diagnostic and treatment plan. Clinical Experiences: Students will observe, participate, and manage in the care of clinical patients. Surgical Experiences: Students will observe and assist the preceptor in surgeries.

## ORTHOPEDIC (ORT; SPM)

### **ORT 881 Orthopedic Surgery (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Office, Mercy San Juan Hospital, surgery center

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 includes Office, OR, rounding, surgery center. Specialty Area(s): *Orthopedics; Surgery.*

### **ORT 882 Ortho Spine (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Office, operating room, hospital (Sutter General)

4-week rotation. Students will see and evaluate patients in office, observe surgery, and make rounds. Develop experience in understanding medical and surgical options for patients with spine disorders. Evaluate patients with spine conditions. Understand decision making in operative and non-operative care. Specialty Area(s): *Orthopedics; Surgery.*

### **ORT 883 Orthopedic and Podiatry (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

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, physical exam. To extend the student knowledge of anatomy as it applies to musculoskeletal conditions, and to introduce student to orthopedic treatments and the medical decision making process. Specialty Area(s): *Orthopedics; Surgery.*

### **SPM 814 First Degree Care Sports Medicine**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Rocklin Family Practice and Sports Medicine

Improve and acquire high skills in MSK exams / OX / Injections / Fracture & concussion management / XRAY interpretation. Students will: demonstrate and describe basic structures and functioning of body joints, demonstrate proper injections technique, observe and manage fractures and concussions, and acquire high skills in XRAY interpretation.

## OTOLARYNGOLOGY-ENT (OTO)

### **OTO 813 Otolaryngology Elective (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Sacramento, Roseville, & Carmichael.

4-week rotation. Develop an understanding of the diagnosis and treatment of many common otolaryngology diseases. Students will learn to: Improve examination skills, Develop recognition of head and neck pathology, Demonstrate the understanding of when to refer for specialty opinion. Clinical experiences includes on-site experience at one of three SacENT

offices as well as surgery centers and hospitals in Sacramento and Roseville areas.

### **OTO 881 Otolaryngology – Head and Neck Surgery**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser Modesto and Stockton

4-week rotation. The objective of this course is to give a broad exposure to the clinical and surgical aspects of otolaryngology. Students will become acquainted with the experience of outpatient office, operating room care, 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 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. The course setting includes Kaiser Stockton Medical offices (with a potential opportunity for facial plastics exposure), Modesto and Manteca Kaiser Hospitals. The hours may potentially run from 7 AM to 7 PM without overnight call. Clinical experiences includes Outpatient clinic, outpatient clinic procedures, operating room, audiology, lunch sessions, interdepartmental monthly meetings (Head and Neck surgery, audiology, and speech therapy). Specialty Area(s): Otolaryngology-ENT; Surgery. (Pre-requisite: COM 761)

## **PATHOLOGY (PTH)**

### **PTH 810 Pathology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Hospital laboratory

4-week rotation. Students will understand the role of pathology, appropriate utilization of lab tests. Understand the behind the scenes work that is involved in clinical laboratory result reporting. Demonstrate the functions of a community pathologist: Anatomic pathology: frozen sections, intraoperative consultation, hospital slide review and special studies, gross examination of surgical specimens. Clinical lab management: take part in the hematology, blood bank, chemistry, attend hospital lab meetings as appropriate, lab management. The field of pathology differs from the more traditional fields of medicine. The rotation will be modified to accommodate for the interest of the student in the field of pathology. Patient care will include gross examination of surgical specimens, intraoperative consultations and slide review of hospital cases. These results will be correlated with the clinical information.

## **PEDIATRICS (PED)**

### **PED 801 Pediatric Sub-Internship (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Multiple

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 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Capital Pediatric Cardiology Associates

4-week rotation. During the pediatric cardiology rotation, students will be under the direct supervision of pediatric cardiologists in both 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 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 also have the opportunity to observe cardiac catheterization for diagnostic and interventional procedures as well as observe pediatric electrophysiology studies and catheter ablations of rhythm disorders. Students will also have the opportunity to 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. Specialty Area(s): *Cardiology; Pediatrics.*

### **PEDS 811 Otolaryngology (2 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser Roseville Women & Children's Center

2-week rotation. Rotation includes the analyzing of pediatric otolaryngology problems presented to specialist for diagnosis and treatment. The student develop skills in the clinic, hospital and operating room. Specialty Area(s): *Pediatrics; Otolaryngology.*

### **PED 812 Pediatric Neurology Elective (2-4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* CNUCOM

2-4 week rotation. Variable credit determined by duration of rotation. 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 in areas of: history taking, physical exam, formulating differential diagnosis and management plan, improve skills in oral and written presentations, and procedural skills (when available). Continue to refine skills in professionalism, communication and collaboration. Acquire skills in patient management as part of the neurology team under supervision by the preceptor. Prerequisite: COM 741. Specialty Area(s): *Pediatrics; Neurology.*

### **PED 813 Pediatric Neurology with Clinical Neurology Subspecialty (2-4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* CNUCOM

2-4 week rotation. Variable credit determined by duration of rotation. Clinical experience in Pediatric Neurology with the option to explore selected subspecialties/adult Neurology in more depth. 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 in areas of: history taking, physical exam, formulating differential diagnosis and management plan, improve skills in oral and written presentations, and procedural skills (when available). Continue to refine skills in professionalism, communication and collaboration. Acquire skills in patient management as part of the neurology team under supervision by the preceptor.

## **PHYSICAL MEDICINE (PMR)**

### **PMR 810 Physical Medicine and Rehabilitation PM&R (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* Kaiser Sacramento and Roseville

4-week rotation. This rotation allows students to understand the diversity and scope of PM&R practice (neurologic rehab, musculoskeletal, spine, interventional procedures, electrodiagnostic tests, inpatient and outpatient care); Understand basic principles involved in the above. Clinical experiences includes: 1) Spine clinic appointments (Kaiser Sacramento and Roseville); Injection Risk Orientation (Kaiser Roseville); and outpatient physical therapy appointments, 2) Interventional spine procedures – fluoroscopy and ultrasound-guided (Kaiser Ros), 3) Electrodiagnostic clinic appointments (Kaiser Sac, Ros), 4) Neurorehab clinic appointments (Kaiser Sac, Ros); amputee clinic; and outpatient physical, occupational, speech therapy appointments, and 5) Hospital consultations, neuro-ICU and stroke rounds, inpatient therapy sessions (Kaiser Sac).

### **PMR 811 Physical Medicine and Rehabilitation (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* Kaiser South Sacramento

4-week rotation. This elective provides a custom designed experience in the field of Physical Medicine and Rehabilitation based on the interests of the individual student. Students can elect for a broad exposure to the field, or concentrate in a specific area including outpatient, acute inpatient, subacute inpatient, trauma, and electromyography testing. This elective is recommended for students contemplating a career in physical medicine and Rehabilitation as well as those anticipating a career in primary care.

## **PLASTIC SURGERY (PLS)**

### **PLS 880 Plastic Surgery (2 or 4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* AHMC San Gabriel Valley Hospital

2-4-week rotation. Variable credit determined by duration of rotation. The specialty of plastic and reconstructive surgery is that branch of surgery concerned with the restoration of normal form and function. It is a varied specialty involving adults and children and encompassing a wide range of conditions in different parts of the body. A major proportion of the workload involves take part in urgent or emergency cases including: Hand trauma, Burns and scalds, Soft tissue injuries involving face, trunk or limbs. Elective surgery includes demonstration of the following major areas: Head and neck. This includes excisional and reconstructive surgery for congenital and acquired abnormalities, and for malignancy involving the face and mouth. Cleft lip and palate and other craniofacial abnormalities. Breast: including surgery for reconstruction, reduction and augmentation. Hand and upper limb: including congenital and acquired conditions. Skin and soft tissue tumors. Congenital and acquired deformities of the trunk and urogenital system. Aesthetic or cosmetic surgery. One of the most interesting aspects of the specialty is the frequency with which plastic surgeons relate with surgeons from other specialties such as general surgery, orthopedics, otorhinolaryngology, and maxillofacial surgery. In these cases, the reconstructive techniques that plastic surgeons have at their disposal are recognized. The specialty is also closely associated with aesthetic surgery where body parts are surgically altered to bring about an improvement in appearance.

### **PLS 881 UC Davis Plastic Surgery Acting Internship (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* UC Davis Medical Center

4-week rotation. Gain a greater appreciation of Plastic Surgery, as the surgical specialty that restores, reconstructs, or alters the human body in response to congenital or acquired deformities following trauma, weight changes, or the natural aging process. It encompasses many specialty areas including craniofacial, hand, microsurgery, breast and aesthetic surgery. Elective is flexible with primary emphasis on reconstructive and aesthetic surgery at the University Hospital with opportunities for assisting in the operating room. The rotation also includes Trauma call to provide experience with the evaluation and management of maxillofacial and hand trauma with opportunities for suturing of lacerations as well as closed reduction and splinting of common hand fractures.

## **PULMONARY (PUL)**

### **PUL 801 Pulmonary & Critical Care Medicine Sub-Internship (2 or 4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* Sutter Sacramento/Roseville Med/Mercy San Joan

2 or 4 week rotations. Variable credit determined by duration of 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 810 Pulmonary & Critical Care**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

4-week rotation. General Description: 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**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Simi Valley Hospital & Los Robles Regional Medical Center

4-week rotation. Students will learn how to manage respiratory diseases both inpatient and outpatient. Students will build the skill to manage COPD, asthma, pneumonia and the skill to manage critical patients in the ICU. Students manages sepsis, stroke, and many other critical illnesses in the ICU.

## **RADIOLOGY/NUCLEAR MEDICINE**

### **(RAD)**

#### **RAD 810 Radiology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

4-week rotation. Students will gain experience and knowledge about the specialty of Radiology, its 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 examinations and interpretation of common diseases-

pathologies. 2) Explain the basic principles of computed tomography (CT) and magnetic resonance imaging (MRI) its daily routine clinical examinations including appropriate indications and grasp basic cross-sectionally anatomy as well as 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 and its daily routine clinical examinations and interpretation. 5) Explain the basic principles of interventional radiography and its daily routine clinical examinations and procedures.

#### **RAD 811-01 Interventional Radiology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser South Sacramento

4-week rotation. Students will 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. Students will understand the clinical principles of interventional radiography as applied to disease processes and importance of active patient management. Students will develop mastery of arterial, venous anatomy, mastery of Seldinger technique, advanced understanding of interventional oncology especially in treatment of hepatocellular carcinoma, and understanding of clinical role of IR in caring for patients in the outpatient setting. Students will perform the familiarity with use of ultrasound and ultrasound guided needle access, use of guide wires, catheters, and microcatheter systems. Students will demonstrate familiarity with angioplasty equipment, stents, and embolic agents, the understanding of clinical role of IR in caring for the critically ill patient, and familiarity with venous and arterial interventions.

#### **RAD 811-02 Interventional Radiology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* AHMC Whittier Hospital

4-week rotation. 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. Students will 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. Utilize the PACS system to retrieve and review images.

#### **RAD 816-01 Nuclear Medicine, Molecular Imaging and Theranostics (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Kaiser Hospital-Roseville, Sacramento

4-week rotation. Students will demonstrate knowledge of Nuclear Medicine items which pertain to USMLE Step 2. and the ability to tackle what is the next step imaging test asked on standardized examinations. Students will perform the ability to manage Hyperthyroid patients and gather a focused history on patients with Hyperthyroidism. Students will be able to describe the appropriate utilization of cardiac imaging guidelines and Fleischner criteria for management of pulmonary nodules (both solid and subsolid). Students will show knowledge of basics of PET, molecular imaging and theranostics. (Pre-requisite: COM 711; COM 761)

#### **RAD 816-02 Nuclear Medicine, Molecular Imaging and Theranostics (2 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* Kaiser Hospital-Roseville, Sacramento  
2-week rotation. Students will demonstrate knowledge of Nuclear Medicine items which pertain to USMLE Step 2. and the ability to tackle what is the next step imaging test asked on standardized examinations. Students will perform the ability to manage Hyperthyroid patients and gather a focused history on patients with Hyperthyroidism. Students will be able to describe the appropriate utilization of cardiac imaging guidelines and Fleischner criteria for management of pulmonary nodules (both solid and subsolid). Students will show knowledge of basics of PET, molecular imaging and theranostics. (Pre-requisite: COM 711; COM 761)

## RENAL

#### **REN 810 Nephrology (2 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* Kaiser Medical Center, Roseville  
2-week rotation. Basics of Renal disease, Acute Kidney Injury, Chronic Kidney Disease, Hypertension, Electrolyte abnormalities and introduction to dialysis and kidney transplant

## RHEUMATOLOGY (RHE)

#### **RHE 810-01 Rheumatology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* Roseville Rheumatologists, Roseville, CA  
4-week rotation. Rheumatology is a study of autoimmune disease and in this specialty students would learn clinical signs and symptoms of some of the most common rheumatologic autoimmune diseases like Rheumatoid arthritis, Lupus, Psoriatic Arthritis, Ankylosing spondylitis and various other autoimmune disease. Evaluate history and physical examination specific for rheumatologic disease process. Maximize basic knowledge about most common disease like Rheumatoid arthritis, Osteoarthritis, lupus and gout.

#### **RHE 810-02 Rheumatology (2 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* Roseville Rheumatologists, Roseville, CA  
2-week rotation. Rheumatology is a study of autoimmune disease and in this specialty students would learn clinical signs and symptoms of some of the most common rheumatologic autoimmune diseases like

Rheumatoid arthritis, Lupus, Psoriatic Arthritis, Ankylosing spondylitis and various other autoimmune disease. Evaluate history and physical examination specific for rheumatologic disease process. Maximize basic knowledge about most common disease like Rheumatoid arthritis, Osteoarthritis, lupus and gout.

#### **RHE 810-03 Rheumatology (2 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* TBD  
2-week rotation. Rheumatology is a study of autoimmune disease and in this specialty students would learn clinical signs and symptoms of some of the most common rheumatologic autoimmune diseases like Rheumatoid arthritis, Lupus, Psoriatic Arthritis, Ankylosing spondylitis and various other autoimmune disease. Evaluate history and physical examination specific for rheumatologic disease process. Maximize basic knowledge about most common disease like Rheumatoid arthritis, Osteoarthritis, lupus and gout.

#### **RHE 811 Rheumatology (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* TBD  
4-week rotation. Rheumatology is a study of autoimmune disease and in this specialty students would learn clinical signs and symptoms of some of the most common rheumatologic autoimmune diseases like Rheumatoid arthritis, Lupus, Psoriatic Arthritis, Ankylosing spondylitis and various other autoimmune disease. Students will demonstrate how they examine and analyze patients with rheumatic diseases. When appropriate they should analyze laboratory assessment and radiographic characteristics of the diseases. Clinical experiences includes seeing patients with history and physical exam followed by review of labs and images with further discussion.

## SURGERY (SUR)

#### **SUR 801 Surgery Sub-Internship (4 cr)**

*Sponsor(s):* Dept. of Med Ed. & Affiliated Institutions  
*Locations:* Multiple  
4-week rotation. Students will take a higher level of responsibility for the evaluation and management of various acute surgical disorders. Students are expected to attend and participate in all scheduled educational activities at the host institution. Students will learn how to perform comprehensive history and physical examinations in a timely manner and will gain experience in generating differential diagnoses, assessments, and diagnostic and treatment plans at a level similar to a person doing a surgery internship. They will have a greater opportunity to hone their surgical skills in the OR as well as hone skills in the pre-surgical evaluation of patients and post-operative and their management.

#### **SUR 881 Head and Neck Surgery (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions  
*Location(s):* Kaiser Roseville  
4-week rotation. Designed to provide the student with a better understanding common head and neck



pathologies and management strategies. Develop competency with the head and neck exam and identification of normal anatomy. Demonstrate understanding of head and neck surgical anatomy. Show familiarity with common head and neck pathology and basic management strategies. Demonstrate familiarity with common head and neck emergencies basic management strategies. Specialty Area(s): Surgery; Otolaryngology.

#### **SUR 882 Trauma Surgery (4 cr)**

*Sponsor(s):* Dept. of Med. Ed. & Affiliated Institutions

*Location(s):* Mercy San Juan Hospital

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 procedure: central access, chest tube placement, wound debridements, tracheostomies, laceration repairs, etc. They will be make use of the exposure to complex and difficult decision making involving the injured patient.

### Interdisciplinary Electives

#### **COM 901 Honors Medical Research (1 cr)**

This elective research course is designed to enhance student's skills and interest in an academic career. Students will focus on developing a research question and will conduct a review of current literature to assist with the answering or further development of that question. The course will allow students to hone their analytical and investigative skills by participating in an active research project under a faculty mentor to produce usable data sets, public presentations, and abstracts suitable for publication. (Prerequisites: COM623)

#### **COM 903 Being a Leader (2 cr)**

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 gain access to actually begin a leader and effectively exercising 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 actions 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 into the meaning and being of leader and leadership in order to empower each of us to be leaders in our lives, communities, and societies. It is not an academic inquiry to 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 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. (Prerequisites: M1-M4 in good standing; Repeatable for max of 4 credits)

#### **COM 904 The Healers Art (0.5 cr)**

The Healers Art course is an elective course consisting of 5 three-hour sessions. It is available to all CNU COM students. The course will be offered 1-2 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 1 faculty member and 5 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 health care 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. (Prerequisites: M1-M4 in good standing)

#### **COM 905 Mindfulness-Based Stress Reduction (1 cr)**

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 the 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. The course will be offered 1-2 times per year in the Fall and/or Spring semester. (Prerequisite: M1 or M2 in good standing)

**COM 906 Military Officer Training (Variable Credit)**

Varies slightly by branch of service. For Army: This course will last 6 weeks in duration and will require duty through weekends. 1. To obtain information about the AMEDD Basic Officer Leader Course, go to <http://www.cs.amedd.army.mil/BOLC/index.htm>. This web site contains key information for students to be successful at BOLC, to include: frequently asked questions (FAQ) page, field packing lists, recommended uniform items, and key dates during the course. 2. Officers will be assigned to A Company, 187th Medical Battalion, Fort Sam Houston, Texas. See A Company's website: <http://www.cs.amedd.army.mil/BOLC>. This website contains the Commander's welcome letter, frequently asked questions, and command policy letters. Check it frequently since the information is often updated. 3. Officers are to bring their uniforms to Fort Sam Houston. There will be an opportunity to purchase more uniforms while attending the course. 4. It is highly recommended that officers bring computer/laptop and printer, as many homework assignments require the use of a computer and printer. There are computer labs in the AMEDD Center and School, but the hours may be limited. CRITICAL TASK:

Students are required to meet all course graduation requirements and WILL SPECIFICALLY MEET ALL STANDARDS FOR THE FOLLOWING TASKS: four-man litter carry.

**HLT 810 Wellness – Leadership, Healers Art, Mindfulness and Compassionate Conversations (4 cr)**

This elective offers students an exposure to the art of medicine - a new style of leadership where leadership becomes your natural self-expression, experience with several mindfulness practices and engagement and reflection with challenging conversations that can arise for oneself and with patients and other staff/faculty in the midst of the practice of medicine.

**HLT 812 You and Your Patients are What You Eat and More – How Slow Food & Slow Medicine Work Together (4 cr)**

To cover nutrition thru the life cycle of your future patients: anemia, cancer, hypertension, cardiovascular disease, diabetes, infancy, pediatrics, pregnancy and lactation, aging and chronic disease, obesity, sports, stress and nutrition support, and supplements.

**COM 810 OSCE Program Assistance (4 cr)**

Review and improve history taking, physical exam and presentation skills by teaching and mentoring M1 & M2 students during their Medical Skills courses. (Prerequisite: M1, M2, or M4 standing)

# COM 2018-2019 Academic Calendar

## MS1 – Phase A

Fall Semester: 08/06/2018 – 12/21/2018		
Course	Start Date	End Date
Foundations of Clinical Medicine	08/06/2018	09/21/2018
Hematology	09/24/2018	10/26/2018
Integumentary and Musculoskeletal Systems	10/29/2018	12/21/2018
Spring Semester: 01/07/2019 – 05/31/2019		
Neuroscience	01/07/2019	03/15/2019
Cardiovascular and Pulmonary Systems	03/25/2019	05/31/2019

## MS2 – Phase A

Fall Semester: 08/06/2018 – 12/21/2018		
Course	Start Date	End Date
Renal System	08/06/2018	09/14/2018
Gastrointestinal System	09/17/2018	11/02/2018
Endocrine System	11/05/2018	12/14/2018
Spring Semester: 01/07/2019 – 05/17/2019		
Reproductive System	01/07/2019	02/15/2019
Behavioral Medicine	02/18/2019	03/15/2019
Stages of Life	03/25/2019	05/03/2019

## Longitudinal Courses – M1 & M2

Course	FALL 2018		SPRING 2019	
	Start Date	End Date	Start Date	End Date
Medical Skills – M1	08/06/2018	12/21/2018	01/07/2019	05/31/2019
Medical Skills – M2	08/06/2018	12/21/2018	01/07/2019	05/17/2019
Masters Colloquium – M1	08/06/2018	12/21/2018	01/07/2019	05/31/2019
Masters Colloquium – M2	08/06/2018	12/21/2018	01/07/2019	05/17/2019

SDSSP – will start in the Spring 2019 semester for M1 students and continues into the Fall 2019 semester of their M2 year.

## MS3 – Phase B – Clinical Clerkships

Fall Semester: 07/09/2018 – 12/21/2018	Spring Semester: 01/02/2019 – 06/07/2019
Clinical Rotation Schedule	Clinical Rotation Schedule

## MS4 – Phase C - Electives

Summer Semester: 06/04/2018 – 06/10/2018	Early start for Deferred M3 Clerkships
Fall Semester: 06/11/2018 – 12/21/2018	Spring Semester: 01/02/2019 – 05/10/2019
Rotation Schedule	Rotation Schedule

## Key Events

Event	Start Date	End Date	Exams/Review		
			Exam/Review	Start Date	End Date
Clerkship Orientation – MS3	07/05/2018	07/06/2018	Kaplan – MS2	12/17/2018	12/21/2018
Orientation – MS1	08/01/2018	08/03/2018	*CBSE #1 – MS2	02/14/2019	
White Coat Ceremony	08/18/2018		*CBSE #2 – MS2	03/28/2019	
CNU Research Day	12/14/2018		*CBSE #3 – MS2	05/02/2019	
Graduation Clearance Day	05/10/2019		CBSE #4 – MS2	05/30/2019	
Graduation Ceremony	05/11/2019		CCSE – MS2	06/01/2019	

\*M2 students required to take the first 3 CBSE type exams, with potential for qualifying score on #2 and #3

## University Holidays

Holiday	Date	Holiday	Date
4 <sup>th</sup> of July	07/04/2018	Martin Luther King	01/21/2019
Labor Day	09/03/2018	President's Day	02/18/2019
Thanksgiving	11/22 – 11/23/2018	Spring Break – M1 & M2	3/18 -3/22/2019
Winter Break	12/24/2018 – cohort start date	Memorial Day	05/27/2019

Dates may be subject to change: ver. 7/20/2018

# COLLEGE OF PHARMACY

## Mission, Vision, and Values

**Mission:** To advance the Art and Science of Pharmacy.

**Vision:** To utilize innovative active learning strategies in educating students and practitioners, advance the practice of pharmacy, and improve the health of Californians and beyond.

**Values:** Advancing our College, our goals, and our discipline. Caring about our students, our staff, our faculty, and our profession. Teamwork in teaching, learning, research, scholarship, and service.

### Goals:

Student Learning:

1. An academic program that fosters critical thinking, problem-solving, clinical reasoning, and self-directed learning skills.
2. A didactic curriculum that is based on an active learning and team-based pedagogy.
3. An experiential program that progressively develops student skills, attitudes, values, judgment, professional behavior, and expertise in patient-centered care.

Research and Scholarship:

1. A research infrastructure that promotes collaboration, innovation, and discovery.
2. A faculty engaged in discipline-related research and other scholarly activities.
3. A faculty development program that nurtures and supports a learning-centered curriculum and the scholarship of teaching.

Service:

1. Faculty engaged in professional and community activities.
2. A continuing education program responsive to the needs of alumni, pharmacy practitioners, and other healthcare professionals.
3. An operation system that supports teaching, learning, research, scholarship, and professional development.

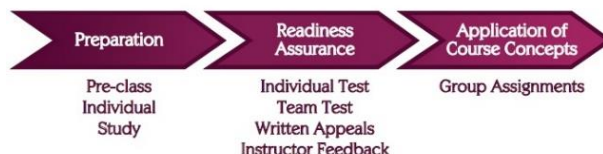
## Educational Philosophy

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.

## Team-Based Learning

Team-Based Learning (TBL) is a well-defined educational strategy that CNUCOP employs throughout the first three years of the curriculum. TBL promotes judgment, mastery of content, communication, teamwork skills, problem-solving, and critical thinking. TBL 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. The format for TBL is comprised of three phases as shown in the diagram below.



In Phase 1, learners study independently outside of class to learn identified objectives. This may involve audio-taped slide presentations, reading assignments, or other activities. In Phase 2, individual learners complete a multiple choice exam to assure their readiness to apply the concepts learned during Phase 1. This is referred to as the Individual Readiness Assurance Test (IRAT). Then the teams retake the same multiple choice test exam and reach a consensus on the answer for each question. This is referred to as the Team Readiness Assurance Test (TRAT). Written appeals may be submitted by any team who would like to challenge the instructor on the correct answer or the adequacy of Phase 1 assignments. The instructor will provide immediate feedback on the concepts covered on the exam and will consider giving additional points to teams if their appeals are upheld. In Phase 3, which makes up most of the class time, teams will complete in-class assignments by applying the knowledge and skills learned in phases 1 and 2 to promote critical thinking, integration of knowledge and mastery of the topics. Peer evaluations are performed twice a semester.

## 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 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.

## 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 (APPEs), students should demonstrate IPPE 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.

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

#### A. 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.

#### B. 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 from within and outside of 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 critically and analytically think, to 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](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 1<sup>st</sup>, 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/rph\\_app\\_pkt.pdf](http://www.pharmacy.ca.gov/forms/rph_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 <http://www.nabp.net>.



## Admission to the PharmD Program

The California Northstate University College of Pharmacy (CNUCOP) utilizes the national Pharmacy College Application System (PharmCAS). Applicants for admission to the Doctor of Pharmacy program at CNUCOP are required to complete and submit an official online application at [www.PharmCAS.org](http://www.PharmCAS.org). Applicants must also electronically submit a completed supplemental application and associated processing fee.

The admissions team evaluates applicants for admission on an individual basis. Candidates are required to meet 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 an invitation for an interview.

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. All qualifying applicants must interview for admission into the pharmacy program. 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.

### Pre-Pharmacy Requirements

Applicants seeking admission to the four-year Doctor of Pharmacy program must, prior to matriculation, have:

- Earned a high school diploma, GED, or its equivalent;
  - A Bachelor's degree is not required, however a Bachelor's degree is preferred;
- A cumulative GPA of 2.60 or greater on a 4.00 scale; A 2.6 science GPA is recommended.
- Completed a minimum of 51 semester units (73 quarter units) with a grade of C or better of non-GE prerequisite credit from a regionally accredited US institution or its equivalent abroad as outlined in the table below;
  - Science and math prerequisite coursework must be designed for science majors;
- Public speaking and science courses requiring a lab component (biology, general chemistry, and organic chemistry) cannot be taken online or through distance education;
- Science and math courses, along with any AP exams, must have been completed no greater than nine years from the planned date of matriculation;

- Completed a minimum of 12 semester units (18 quarter units) of general education courses as indicated on the table below;
- Met the Professional and Technical Standards;
- Completed a successful admission interview; and
- Received approval of acceptance for admission by the admissions committee.

The PCAT is not required for admission.

The pre-pharmacy requirements ensure that applicants have the primary academic background necessary to complete a rigorous professional curriculum, as well as adequate exposure to a broad range of academic coursework. Applicants must receive a C grade or better in each prerequisite with a minimum cumulative GPA of 2.60 on a 4.00 grade scale. The courses may not be taken on a pass/no pass or credit/no credit basis. The specific pre-pharmacy course requirements are:

☐☐PREREQUISITE COURSEWORK ☐☐		
Course(s)	Semester Hours	Quarter Hours
General Chemistry I and II with lab components	8	12
Organic Chemistry I and II with lab components	8	12
Biochemistry or Cell & Molecular Biology	3	4
General Biology I and II with one lab or lab equivalent	8	12
Microbiology	3	4
Human Physiology*	3	4
Physics	3	4
Calculus	3	4
Statistics	3	4
Public Speaking	3	4
English Composition I and II	6	9
General Education Requirements**: Psychology, Economics, and two additional courses in the Humanities or Social and Behavioral Sciences	12	18
<b>Total</b>	<b>63</b>	<b>91 (est.)</b>

\*If taking a combined Anatomy and Physiology course, both Anatomy and Physiology I and II must be taken to fulfill the Physiology course requirement.

\*\* 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 an in-depth overview of admission requirements, how to apply, and key dates visit the Admissions website at <http://pharmacy.cnsu.edu> and the PharmCAS School Pages at [www.pharmcas.org](http://www.pharmcas.org).

## **Advanced Placement Exams (AP)**

AP exam scores of 3 or higher, with 4 being 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. Additionally, the AP exam must have been taken no greater than nine 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.

**CNUCOP College Board AP Code is 7306.**

## **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 candidate acquires the foundation of knowledge, attitude, skills and behaviors that he or she will need throughout his or her 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. In order 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 and sensitively and rapidly with patients (must be able to speak and hear) and members of the health care team (both verbal and written). Students must be fluent in English. In emergency situations Students must be able to understand and convey information essential for the safe and 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.

International (including Canadian) applicants must submit all prerequisite coursework taken from non-US institutions to the World Education Services (WES), Inc. for an evaluation of coursework. The foreign coursework evaluation must be submitted directly to PharmCAS. International applicants must complete all of the prerequisite course requirements.

International applicants who have not completed at least two years and at least 48 semester units (72 quarter units) at a US college or university are required to take the TOEFL or IELTS exam. Exam scores are valid for a two year period from the date of the exam.

The minimum total TOEFL IBT score is 88 with minimum section score requirements of

- Reading: 20
- Listening: 20
- Speaking: 25
- Writing: 23

The minimum total IELTS score is 6.5 with minimum section score requirements of:

- Reading: 6.5
- Listening: 6.5
- Speaking: 7.5
- Writing: 6.0

The "two semesters of English Composition" requirement will be considered as met for foreign applicants who take English Composition at an English-speaking institution as part of their degree program.

Visa services information is located under International Students (Visa Services)**Error! Reference source not found.** (pg. **Error! Bookmark not defined.**).

**FINANCIAL SERVICES & DISCLOSURES on page 149 of this catalog.**

## **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](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.

## **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**

## Tuition & Fees

All tuition, fees, expenses, and policies listed in this publication are effective as of August 2018 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 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 147 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 in FINANCIAL SERVICES & DISCLOSURES (page 148).

### 2018-2019 PharmD Tuition & Fees

Tuition & Fees	Amount	Class
Enrollment Fee (nonrefundable)	\$250.00	P1
Tuition	\$48,660.00	P1, P2, P3, P4
Student Activity Fee	\$300.00	P1, P2, P3
Pharmacy Lab Fee / Skill Lab Fee	\$300.00	P1, P2, P3
Technology Fee	\$50.00	P1, P2, P3
Orientation Fee	\$75.00	P1
Immunization Fee	\$95.00	P1
BCLS/CPR Certification Fee	\$40.00	P1
BCLS/CPR Certification Fee	\$30.00	P3
NAPLEX Review	\$250.00	P3
Graduation Fee <sup>1</sup>	\$250.00	P4
STRF Fee per \$1000 <sup>2</sup>	\$0.00	P1, P2, P3, P4
P1 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$49,770.00	
P2 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$49,310.00	
P3 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$49,590.00	
P4 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$48,910.00	

**Total estimated cost for the 4-year Doctor of Pharmacy program ranges from \$200,000 to \$220,000.**

Estimated Other Educational Related Costs <sup>4</sup>	Amount	Class
Health Insurance premium <sup>5</sup>	\$3,200.00	P1, P2, P3, P4
Books and Supplies (estimate)	\$1,600.00	P1, P2, P3, P4
Room and Board <sup>6</sup>	\$17,454.00	P1, P2, P3
Transportation <sup>6</sup>	\$3,485.00	P1, P2, P3
Room and Board <sup>6</sup>	\$23,272.00	P4
Transportation <sup>6</sup>	\$4,648.00	P4
P1 Total Estimated Cost per Year <sup>7</sup>	\$75,509.00	
P2 Total Estimated Cost per Year <sup>7</sup>	\$75,049.00	
P3 Total Estimated Cost per Year <sup>7</sup>	\$75,329.00	
P4 Total Estimated Cost per Year <sup>7</sup>	\$81,630.00	

<sup>1</sup> Covers regalia, graduation dinner, diploma cover, transcript, etc.

<sup>2</sup> The STRF fee is \$0.00 per \$1,000 of institutional charges.

<sup>3</sup> Based on estimated annual tuition increases of 3% to 5%. Range amounts are estimated and nonbinding on CNU.

<sup>4</sup> Costs and expenses a student may incur during the applicable year of the PharmD program, whether or not paid directly to CNU or CNUCOP. These expenses include estimated out-of-pocket cost of living expenses for the year.

<sup>5</sup> Provided and charged by outside healthcare plan insurance company; optional, estimated, and may increase or decrease based on number of participants and other factors.

<sup>6</sup> Estimated amounts of individual housing, food, and transportation costs, not operated by, charged by, or paid to CNU.

<sup>7</sup> Includes tuition, fees, and educational related costs from Tuition & Fees chart.

## Scholarships

In the past, several companies have helped California Northstate University's 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 donors and are awarded in the late fall and early spring.

The Northern California Education Foundation and the College of Pharmacy award various scholarships to students during the academic year. The scholarships are awarded on the basis of financial need, academic performance, leadership, and promoting diversity in the profession.

Information regarding various scholarships can be found on the CNU Student Financial Aid Tools webpage, <http://www.cnsu.edu/student-financial-aid-office/student-financial-aid-tools/student-financial-aid-tools>, as well as within the Grants and Scholarships section of this catalog, page 148.

# General Policies

## Orientation and Registration

First year professional 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, 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* 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 in compliance 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. 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.

## Catalog, School Performance Fact Sheet, and Website

Before signing the Student Enrollment Agreement, students are strongly encouraged to visit the College website at <http://pharmacy.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

The College of Pharmacy offers a didactic component of the curriculum that is 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.

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 academic calendar consists of two didactic course semesters lasting approximately 15 weeks long and a summer term lasting approximately 11 weeks. 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. In order 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
I	Incomplete	Not in GPA
W	Official Course Withdrawal	Not in GPA

Note: Individual course coordinators reserve the right to change the grading scale for a specific course and/or round percentages as they see fit for their specific course.

## 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.

## 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 six 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 Designated Academic Official 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.

Second Step - Appeal to the Designated Academic Official for Academic Affairs

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 Designated Academic Official for Academic Affairs.

The Designated Academic Official 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 by the Designated Academic Official for Academic Affairs, 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 Designated Academic Official for Academic Affairs, the student may appeal the decision directly to the Dean.

Third Step – The Dean of the College

If the Designated Academic Official 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 from the Designated Academic Official for Academic Affairs 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 P1 and P2 classes is referred to as the Milestone Exam while the exam for the P3 class is referred to as the Capstone Exam. Each exam is made of 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 P3 Capstone 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. Academic.

**Alert Policy**

An Academic 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 or a

cumulative iRAT score. It could also be based on observation of behavior, such as participation in team work.

**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**

The purpose of the Academic Progression policy is to ensure students reach and maintain high standards of learning throughout their time at COP and accomplish all course learning objectives. A grade of D or below in a course indicates a lack of understanding of the fundamental concepts of the course material necessary for progression. The policy is intended to allow students opportunity to remediate or repeat when they do not pass a course first time. A student must complete the program within 5 years (60 calendar months) from the time they registered and attended their first core course.

For a student to successfully progress through the COP PharmD program they must pass all courses each semester with at least a grade of C and maintain a minimum grade point average (GPA) of 2.0. Students will only have the opportunity to remediate a maximum of four courses throughout the didactic Program; hence more than 4 D grades will result in dismissal. Failing more than two courses will also result in dismissal. Students will not be allowed to take a course if prerequisite course(s) have not been passed. The consequence if a student earns a letter grade lower than C in any course in the curriculum, is shown in the table below:

	<b>Consequence</b>
<b>1 or 2 Ds</b>	Remediated all courses graded D; optional Academic Probation if remediation is unsuccessful, provided the course is not a prerequisite for future course(s)
<b>3 or 4Ds</b>	Remediate all courses graded D; mandatory Academic Probation if remediation is unsuccessful in three or more courses
<b>5 or more Ds</b>	Dismissal
<b>1 or 2 Fs</b>	Repeat failed course(s); mandatory Academic Probation
<b>3 or more Fs</b>	Dismissal
<b>Students will only be allowed to remediate a maximum of 4 courses in any one semester and over the duration of the PharmD program; further Ds will result in dismissal; students will be dismissed if cumulative GPA at the end of year 1 or later falls below 2.0; the GPA will be calculated on completion of remediation; failed</b>	

**courses must be repeated; a failed course can only be repeated once.**

## Remediation

In the event of a student receiving a D or F grade in a course the instructor will complete a Remediation Form which will be used to notify Instructors of a student's eligibility to remediate or repeat a course. Eligibility is determined by the Office of Academic Affairs based on the number of courses where an F or D grade is achieved in a semester. If eligible, Instructors will make arrangements with the student to remediate.

- a. Remediation will consist of taking a comprehensive remedial examination that covers the material presented throughout the course. Only a course grade of D is eligible for remediation. A course grade of F must be repeated next time it is offered.
- b. The format of the remediation examination is at the discretion of the course coordinator.
- c. Preparation for remedial examinations is the sole responsibility of the student, and 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. Satisfactory mastery of the material will be decided by the course coordinator/director/instructor(s), but generally will be a score of at least 70 percent on the comprehensive remedial examination.
- e. Remediation must be completed within 10 business days after the last exam to ensure timely submission of grades to the Registrar. Failure to remediate within this timescale will result in dismissal, unless there are exceptional circumstances making remediation within this time frame impossible.
- f. Faculty will report a grade of C to the Registrar for the course for which the remedial comprehensive examination was satisfactorily completed.
- g. The grade of C earned as a result of passing the remedial examination will be used in the calculation of the student's cumulative GPA. A minimum cumulative GPA of 2.0 must be maintained even if remediation is successful.
- h. If the course is not successfully remediated, the initial D recorded for the course will remain on the transcript and be used in the calculation of the student's GPA.
- i. Any student who receives an F or fails to remediate a D will be placed on Academic Probation.
- j. Remediation is not a substitute for lack of full course participation. To be eligible for remediation a student must have taken all exams, course assessments, and any graded activities (unless excused absences for these have been permitted).

## Academic Probation

If a student fails a course, or if remediation of a D in three or more courses is unsuccessful, the office of Academic Affairs will automatically place the student on academic probation and notify them in writing of the action. When a student has been placed on academic probation the following apply:

- a. Academic Probation may mean a student is placed on a five-year schedule to complete the program. The program must be completed within five consecutive years of the date of the first day the student begins the program.
- b. A student on Academic Probation will not be allowed to progress to any course that requires the unsuccessfully completed course as a prerequisite.
- c. Within one week of the date that the student receives notification of his/her academic probation, the student will meet with the Office of Academic Affairs, or designated individual, to discuss their academic probation and to develop their curricular plan.
- d. Once the plan has been agreed the Office of Academic Affairs (or designated individual) will draw up documentation outlining details of the 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 Office of Experiential Education.
- e. While on academic probation the student may not hold office in any College or University organization.
- f. In the case of a failed course, the student must successfully pass the course the next time it is offered to continue on the Program.

A student who achieves a grade of F in any course may repeat the course only once. Thus, failure to pass a repeated course will result in dismissal from the program.

## Appeal of Academic Probation

There is no appeal process for students placed on Academic Probation.

## 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 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 EE Handbook for specific requirements regarding progression through IPPES and APPEs.

## Dismissal

A student may be dismissed from CNUCOP if any of the following conditions exist 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 Honor Code section of the Student Handbook
- c. Foregoing an academic semester without obtaining an approved leave of absence
- d. Failure to complete the degree requirements in five consecutive academic years from the date of the first day the student begins the program.

## 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 10 business days of receipt of the formal written appeal. The Dean's decision is final.

## 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);
- 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 required 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.

### 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

Refer to Introductory Pharmacy Practice Experience and Advanced Pharmacy Practice Experience manuals for attendance information.

### 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 at least 10 business days in advance of the professional conference attendance.

### 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. Specific add/drop deadlines will apply for courses offered during the summer and winter terms (e.g. IPPE courses, research courses). These deadlines can be found in the IPPE/APPE Handbook, but will generally be five (5) days from the deadline for registration.

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 once it has begun. The student must file for a Leave of Absence.

## 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 Designated Academic Official for 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 fulfillment 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 <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, 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. An electronic Grievance/Complaint form is available at <http://pharmacy.cnsu.edu/forms>.

For complaints related to accreditation standards, please see Accreditation Information on page 9 of this catalog.

# 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)

### **CAS 608 Self Care (4 cr)**

Self-Care is an interactive course designed to introduce a systematic approach for evaluating a patient's self-care needs, including assessing, triaging and making appropriate treatment recommendations. This course also provides an introduction to over-the-counter medications used for self-treating common medical conditions in the community setting. Students will be expected to understand how and why obtaining a comprehensive patient history are necessary to objectively recommend appropriate over-the-counter medications 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 pharmacy practice. (Prerequisites: IPP607, PRC609)

### **CAS 702 Communications (2 cr)**

The course is designed to teach student pharmacists the skills and techniques necessary to have productive communication encounters with patients and healthcare professionals using verbal and non-verbal skills. Utilizing techniques that evolve around oral and written communication, the students will begin to develop the skills necessary to conduct effective patient interviewing/counseling encounters, initiate problem solving & conflict management techniques, and expand their awareness regarding cultural competence and health literacy. (Prerequisite: none)

### **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)

### **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)

### **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)

### **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)

### **CAS 802 Pharmacy Law and Ethics (3 cr)**

This course is designed to prepare student pharmacists to evaluate through critical thinking and problem solving skills and techniques necessary to identify, analyze, and evaluate the legal and ethical issues pertaining to the practice of pharmacy. Upon completion, a student will have an understanding of requirements for preparing and dispensing medications in a manner compliant with pharmacy rules/regulations and laws, as well as preparing and maintaining records that respect a patient's privacy interests and comply with the law, along with an appreciation for a pharmacist's duty to avoid harm while practicing the profession within the allocation of health resources, patient autonomy, and interactions with other healthcare providers. (Prerequisite: IPP607)

### **CAS 804 Pharmacy Management and Economic Principles (3 cr)**

The objective of this course is to provide an opportunity to pharmacy students to learn important management, organizational, accounting, entrepreneurial, and marketing skills that are useful for pharmacy practice. To provide optimum care and services as a healthcare professional, pharmacists should understand the basic principles of managerial, organizational, and financial management. On a day-to-day basis pharmacists have to deal with people,

change, structural demands, and organizational behavior. Therefore, more emphasis will be given to 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. Course material will provide the students with an understanding of 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 important concepts related to pharmacy management and pharmacoeconomics. (Prerequisite: CAS801)

### **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. (Prerequisites: PBS604, CAS703, CAS706 & PBS803)

### **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)

## **Pharmaceutical & Biomedical Sciences (PBS)**

### **PBS 601 Cell and Molecular Biology and Biochemistry (5 cr)**

This 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 eukaryotic carbohydrate, lipid and protein metabolism, cellular signal transduction, biomedical aspects of human nutrition, genetic regulation, the molecular basis of inherited genetic diseases and acquired diseases like cancer, principles of commonly used biotechnologies, drug targets screening, and biopharmaceutical products generation. (Prerequisite: none)

### **PBS 602 Pathophysiology and Pharmacology I: Neuro & Psychiatric (6 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. (Prerequisites: PBS601 & PBS 603)

### **PBS 603 Medicinal Chemistry & Physical Pharmacy (5 cr)**

The course consists of four components: (1) drug structure-relationships, prediction of the physico-chemical properties of a drug, basic knowledge of the major pathways of drug metabolism and factors that can contribute to drug-drug interactions; (2) the solubility, metabolism and pharmacological activity/potency of drugs classes based on the contribution of their functional groups to their structures; (3) drug assay and the application of chemical and physico-chemical methods of analysis to pharmaceutical substances; (4) active constituents of natural medicines with emphasis on the top selling medicinal herbs. (Prerequisite: none)

### **PBS 604 Pharmacokinetics (5 cr)**

This course focuses on understanding and applying pharmacokinetic principles for optimizing drug dosage. It is divided in to three modules: (1) descriptive, quantitative, and pharmacokinetics of special population. Descriptive pharmacokinetics provides a basic introduction to the key pharmacokinetic principles; it 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. (2) Quantitative pharmacokinetics covers the mathematical aspects, including the calculation of pharmacokinetic parameters following drug administration and compartment modeling. (3) the process of using pharmacokinetic principles to optimize drug dose in individuals and in patients with altered physiology is covered last. (Prerequisite: PBS 605)

### **PBS 605 Biopharmaceutics, Drug Delivery and Calculations (5 cr)**

This course is designed to give students an appreciation of the formulation, manufacture, and testing of dosage forms as well as an understanding of the interactions between complex

drug delivery systems and biological systems. The course covers all the basic dosage forms and drug delivery systems as well as the routes of administration, absorption, and bioavailability. The course will also cover pharmaceutical calculations and some elements of compounding. It presents an overview of drug quality control and regulation. (Prerequisite: none)

**PBS 701 Pathophysiology and Pharmacology II: Cardiovascular, Diabetes, Thyroid (6 cr)**

This course describes and evaluates underlying pathogenesis of major cardiovascular disorders and cardiovascular pharmacology. Upon completion of this course students gain an understanding of major cardiovascular disease states, drug targets based on understanding the pathophysiology, and the mechanism of action and adverse effects of drugs used to treat cardiovascular disorders. Selected topics include: hypertension, dyslipidemia, thrombosis, arrhythmia, ischemic heart diseases, heart failure, venous thromboembolism, peripheral arterial diseases, valvular disease and cardiovascular shocks. In addition, this course describes the pathophysiology of two of the endocrine glands: thyroid and pancreas. Students gain an understanding of underlying pathogenesis of hypothyroidism, hyperthyroidism and Diabetes Mellitus, and the mechanism of action and adverse effects of pharmacological classes and agents to treat these endocrine disorders. (Prerequisites: PBS601, PBS602, PBS603, & PBS604)

**PBS 704 Pathophysiology and Pharmacology III: Pulmonary/ Renal/GI/GU (6 cr)**

In this course, students will learn to identify drug targets based upon an understanding of the pathophysiology of major diseases of the respiratory, renal, gastrointestinal, genitourinary, and endocrine systems. 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 (4 cr)**

The course will initially focus on an overview of innate and adaptive immunity as well as basic principles of cellular immunology. A special emphasis will then be placed on integrating the underlying pathophysiological and applicable pharmacological mechanisms, which can be used in the intervention and management of immunological-based diseases. These disease states include: Rheumatoid Arthritis, Psoriasis, Crohn's Disease, Systemic Lupus Erythematosus, and Multiple Sclerosis. Other topics covered in the course include organ transplantation, vaccination for disease, immunodeficiency and AIDS, as well as interactions between the immune system and cancer. Students are provided with an overview of immunity, cells and proteins of the immune system, along with their specific roles and interactions in human disease. (Prerequisites: PBS601, PBS603, & PBS704)

## Experiential Education (EED) - IPPE

**IPP 607 Introduction to Pharmacy Practice (2 cr)**

This didactic class prepares students for their IPPEs. It covers introductory and contemporary pharmacy issues, practice history, pharmacy organizations and medical terminology, and certificate programs as required by experiential practice experiences. Additionally, students will be introduced to pharmacy law and professionalism issues, and they will be provided with an opportunity to develop introductory knowledge of the top 100 dispensed prescription medications. (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)

## 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. This practicum involves three pre-lab sessions, four wet lab sessions and nine hours of calculation sessions. (Prerequisite: none)

**PRC 610 Longitudinal Practicum II (1 cr)**

Using the sterile IV hood, Practicum II will provide students with a hands-on introduction to aseptic techniques, and personal safety measures. Patient counseling and interviewing skills will be introduced and practiced. In

addition, students will learn how to conduct a physical assessment of patients, with a focus on smoking cessation, blood pressure monitoring, and blood glucose assessment. Students will get the opportunity to practice physical assessment techniques on a simulated patient. In addition, students will participate in an immunization certification program, and the concept of Medication Therapy Management (MTM) and SOAP notes will be introduced. Practicum II emphasizes oral presentation skills, and introduces key concepts such as leadership, professionalism, and ethics. (Prerequisites: IPP607 & PRC609)

**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 Objective Structured Clinical Exams (OSCEs) and debates. 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. (Prerequisite: PRC610; 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 be exposed again to OSCE which were first introduced in Practicum III. Journal Clubs, MTM, SOAP Notes and Care Plans will all be revisited, using various cardiovascular, endocrinologic, 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)**

Practicum V will help students practice their clinical skills and to understand the different roles and responsibilities pharmacist can have in various practice settings. Emphasis will be placed on infectious disease case scenarios in this practicum, related to this semester's pharmacotherapeutic course. Throughout Practicum V, students will be exposed to simulations in community, hospital, and ambulatory care environments, and reinforcing their skills in disease state management. The students will also be exposed to patient case scenarios and tasked to assess, evaluate, and prioritize patient problems, by providing appropriate treatment recommendations. Students will also have continued exposure to practice their skills in the areas of leadership, MTM, patient care and inter-professional practice. (Prerequisite: PBS 604; Co-requisites: PBS803 & 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, gastroenterologic 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 a number of 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 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: <http://pharmacy.cnsu.edu/independent-study>. (Prerequisites: P2/P3 standing and minimum 2.80 cumulative GPA; Faculty, Department Chair, and Office of Academic Affairs approval)

### **ELC 851 Demystifying Formulary Decisions: An Evidence Based Approach (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 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; PBS601)

### **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)

# COP PharmD Curriculum 2018-2019

Course #	COURSE TITLE	Credits
<b>Semester I</b>		
PBS 601	Cell and Molecular Biology and Biochemistry	5
PBS 603	Medicinal Chemistry & Physical Pharmacy	5
PBS 605	Pharmaceutics and Calculations	5
IPP 607	Introduction to Pharmacy Practice and Professionalism	2
PRC 609	Longitudinal Practicum I	1
Semester total		18
<b>Semester II</b>		
PBS 602	Pathophysiology & Pharmacology I: (Neuro & Psychiatric)	6
PBS 604	Pharmacokinetics	5
CAS 606	Biostatistics and Pharmacoepidemiology	3
CAS 608	Self-Care	4
PRC 610	Longitudinal Practicum II	1
Semester total		19
<b>Semester III</b>		
PBS 701	Pathophysiology & Pharmacology II: (CV, Diabetes Mellitus & Thyroid)	6
CAS 703	Drug Literature Information & Evaluation	3
CAS 705	Pharmacotherapy I	6
PRC 709	Longitudinal Practicum III	2
Semester total		17
<b>Semester IV</b>		
ELC 7XX	Elective I	2
CAS 702	Communications	2
PBS 704	Pathophysiology & Pharmacology III: (Pulmonary, Renal, GI & GU)	6
CAS 706	Pharmacotherapy II	6
PRC 710	Longitudinal Practicum IV	2
Semester total		18
<b>Semester V</b>		
ELC 8XX	Elective II	2
CAS 801	Pharmacy and the HealthCare System	3
PBS 803	Immunology and Rheumatology	4
CAS 805	Pharmacotherapy III	6
PRC 809	Longitudinal Practicum VI	2
Semester total		17
<b>Semester VI</b>		
CAS 802	Pharmacy Law and Ethics	3
CAS 804	Pharmacy Management and Economic Principles	3
CAS 806	Pharmacotherapy IV	6
PRC 810	Longitudinal Practicum VI	2
Semester total		14
<b>*IPPE Requirements (available in Summer, *Fall, Winter, or Spring Term)</b>		
IPP 707	Introductory Pharmacy Practice Experience I	4
IPP 807	Introductory Pharmacy Practice Experience II	2
IPP 808	Introductory Pharmacy Practice Experience III	2
IPPE total		8
<b>Semester VII and VIII</b>		
APP 901	Advanced Pharmacy Practice Experience: Community	6
APP 902	Advanced Pharmacy Practice Experience: Hospital/Health System	6
APP 903	Advanced Pharmacy Practice Experience: General Medicine	6
APP 904	Advanced Pharmacy Practice Experience: Am Care	6
APP 905	Advanced Pharmacy Practice Experience: Specialty I	6
APP 906	Advanced Pharmacy Practice Experience: Specialty II	6
Year total		36
<b>Program Total Credits</b>		<b>147</b>
<i>*Denotes Fall starting 2nd year or after successful completion of IPP 607</i>		

# COP 2018-2019 Academic Calendar

California Northstate University College of Pharmacy					
2018-2019 Academic Calendar					
Description		Start Date		End Date	
<b>SUMMER 2018</b>					
<b>Summer Term</b>		Thursday, May 3, 2018		Sunday, August 19, 2018	
<b>Holiday— Independence Day</b>		Wednesday, July 4, 2018			
<b>FALL 2018</b>					
<b>P1 Orientation Week</b>		Tuesday, August 14, 2018		Friday, August 17, 2018	
<b>White Coat Ceremony</b>		Saturday, August 18, 2018			
<b>Fall Term</b>		Monday, August 20, 2018		Wednesday, December 12, 2018	
<b>Instructional Period</b>		Monday, August 20, 2018		Wednesday, December 5, 2018	
<b>Course Add/Drop Period</b>		Monday, August 20, 2018		Friday, August 24, 2018	
<b>Holiday—Labor Day</b>		Monday, September 3, 2018			
<b>Holiday—Thanksgiving</b>		Wednesday, November 21, 2018		Friday, November 23, 2018	
<b>Finals Exam Period</b>		Thursday, December 6, 2018		Wednesday, December 12, 2018	
<b>Remediation exam period</b>		Thursday, December 13, 2018		Wednesday, December 19, 2018	
<b>Winter Break</b>		Thursday, December 13, 2018		Tuesday, January 1, 2019	
<b>Remediation Grades Due</b>		Friday, December 28, 2018			
<b>WINTER 2018</b>					
<b>Winter Term (IPPEs only)</b>		Thursday, December 13, 2018		Wednesday, January 2, 2019	
<b>SPRING 2019</b>					
<b>Spring Term</b>		Wednesday, January 2, 2019		Friday, April 26, 2019	
<b>Instructional Period</b>		Wednesday, January 2, 2019		Friday, April 19, 2019	
<b>Course Add/Drop Period</b>		Wednesday, January 2, 2019		Wednesday, January 9, 2019	
<b>Holiday—Martin Luther King, Jr.</b>		Monday, January 21, 2019			
<b>Holiday—President's Day</b>		Monday, February 18, 2019			
<b>Spring Break</b>		Friday, March 8, 2019		Tuesday, March 12, 2019	
<b>Final Exam Period</b>		Monday, April 22, 2019		Friday, April 26, 2019	
<b>Milestone exam (P1 &amp; P2)</b>		Friday, April 26, 2019			
<b>Capstone/PNN pre-test(P3)</b>		Friday, April 26, 2019			
<b>Remediation Exam Period</b>		Monday, April 29, 2019		Friday, May 3, 2019	
<b>Law Review (P4)</b>		Monday, April 29, 2019			
<b>NAPLEX Board Review (P3 &amp; P4)</b>		Tuesday, April 30, 2019		Saturday, May 4, 2019	
<b>PCOA (P3)</b>		Monday, May 6, 2019			
<b>Remediation Grades Due</b>		Friday, May 10, 2019			
<b>Graduation Clearance Day</b>		Friday, May 10, 2019			
<b>Graduation Ceremony</b>		Saturday, May 11, 2019			

APPE Rotation Calendar 2018-2019			IPPE Rotation Calendar 2018-2019		
Description	Start Date	End Date	Description	Start Date	End Date
<b>A Block</b>	Monday, May 21, 2018	Friday, June 29, 2018	<b>Summer IPPE</b>	Thursday, May 3, 2018	Sunday, August 19, 2018
<b>B Block</b>	Monday, July 2, 2018	Friday, August 10, 2018	<b>Fall IPPE</b>	Monday, August 20, 2018	Wednesday, December 5, 2018
<b>C Block</b>	Monday, August 20, 2018	Friday, September 28, 2018	<b>Winter IPPE</b>	Thursday, December 13, 2018	Wednesday, January 2, 2019
<b>D Block</b>	Monday, October 1, 2018	Friday, November 9, 2018	<b>Spring IPPE</b>	Wednesday, January 2, 2019	Wednesday, April 24, 2019
<b>E Block</b>	Monday, November 12, 2018	Friday, December 21, 2018			
<b>F Block</b>	Monday, January 7, 2019	Friday, February 15, 2019			
<b>G Block</b>	Monday, February 18, 2019	Friday, March 29, 2019			

Version: November 6, 2017 dates may be subject to change. Revisions will be reposted.

Dates may be subject to change. Revisions will be reposted: <http://pharmacy.cnsu.edu/schedules-and-calendars>.

# COLLEGE OF PSYCHOLOGY

## Mission, Vision, and Values

**Mission:** To advance the science and practice of psychology by developing clinicians trained to promote health through knowledge, research, service, and social responsibility.

**Vision:** To provide training to future psychologists using the latest scientific research to promote health, illness prevention, consultation, assessment, and the treatment of psychological and health-related disorders.

**Values:** To pursue six guiding principles: 1) curiosity towards clinical work and scholarship; 2) integrity as scholars, professionals, and clinicians; 3) diversity of people, ideas and beliefs; 4) accountability as professionals; 5) respect for the work, colleagues, clients, and ourselves; and 6) recognizing relationships as the foundation 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 practitioners 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 as it applies to practical application while adapting information gained through classroom instruction and during their practicum placements.

Because the College of Psychology is committed to ensuring that those enrolled in the program gain the knowledge and skills needed to become licensed psychologists, students will meet with their faculty academic advisor twice per semester to both monitor their academic and practicum performance and elicit feedback regard students' experience in the college.

To assist students in both dissertation and internship preparation, class loads are reduced in the fourth year and replaced by workshops designed to provide students with the support needed to obtain their professional goals and to facilitate graduation by the end of the program.

## 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 utilize scientific methods in their research and practice to predict and plan treatments for psychological conditions.
2. **Assessment and Intervention:** Students will implement interventions informed by current scientific literature, assessment findings, diversity characteristics, and contextual variables.

3. **Relational and Cultural Competence:** Students will interact with clients and professionals in a respectful and culturally appropriate manner considering societal context and human diversity.
4. **Professionalism:** Students will identify and observe their boundaries of competence through reflective practice and considering meaningful feedback from colleagues and professionals.
5. **Ethical Practice:** Students will resolve complex moral and ethical situations by acting in accordance to relevant rules, laws, and regulations governing the profession of psychology.
6. **Collaboration and Consultation:** Students will learn to work in collaboration with professionals and the public providing consultation regarding treatment and program effectiveness.

## Discipline Specific Knowledge

Along with program learning outcomes, the curriculum also addresses the discipline specific knowledge and professional competencies expected 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 various theories and interventions. They will also learn about the changes that have occurred in the profession over time, 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.
3. **Biological Aspects of Behavior:** Before graduating the program students will know the biological underpinnings of behavior including neural, physiological, anatomical, and genetic influences.
4. **Cognitive Aspects of Behavior:** This class examines ways humans learn through factors such as 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:** The integration of classroom knowledge into practical applications is formalized both during the dissertation process and throughout practicum training. It is also evaluated through the Comprehensive Exam.
8. **Research Methods:** These skills include the ability to critically read research, understand the mathematical underpinnings of assessment measures, and to begin

work on their own research. They will learn the strengths and limitations, means of interpretation, and the technical aspects of a rigorous case study. They will also learn the difference between correlational, descriptive, and experimental research designs while studying measurement techniques such as sampling, replication, and theory testing.

9. **Quantitative Methods:** In the statistics and research classes students will learn about meta-analysis, quasi-experimentation, modeling, data analysis, description, inference, univariate and multivariate analysis, null-hypothesis testing, power, and estimation.
10. **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.

## 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 with 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 in order to resolve issues related to patient care and always conduct themselves in a professional and ethical manner.
5. **Individual and Cultural Diversity:** Students must conduct professional activities with the appropriate knowledge, awareness, sensitivity, and skills with regard to individuals and communities of varying cultural and personal backgrounds. It is important that students understand how their own personal/cultural history,

attitudes, and biases may affect their interactions with others. They must also 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, including integrity, department, 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 a wide range of individuals, colleagues, communities, organizations, supervisors, and clients. They must produce and comprehend 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 and utilize effective interpersonal skills to relay relevant information to clients, families, and other professionals.
8. **Supervision:** In the course of their professional careers psychologists will 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:** Students will find few times in their scholastic and professional careers when they are truly working alone. 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 knowledge and 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 PsyD in the College of Psychology is a 5-year program that will prepare students for entry into the profession of psychology.

The first year of the program will involve classroom instruction with clinical training, including the use of professional actors (standardized patients) so that students can learn interview, assessment, and intervention skills while under the direct guidance of their professors.

In the second through fourth years, students will continue their classroom instruction, but will now perform clinical service in the surrounding community in environments approved by the College of Psychology. These practicums

vary in setting, patient population, and difficulty as the student progresses through the program. Each practicum lasts between 9-12 months. Students may apply to potential practicum sites based on their developmental level and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection.

Year 3 students will be taking the Comprehensive Exam. This requirement is comprised of questions covering course information conveyed during the first two and a half years of study.

Year 4 students are provided workshops designed to assist in the completion of their dissertation and in preparing for the applications and interviews required to obtain an internship.

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. Dissertations are the culmination of students' work in the PsyD program and are done under the supervision of faculty. These are independent, original works of publishable quality reviewed by a faculty chair and a dissertation committee. Along with the written work, students will also provide an oral, public defense of their research.

Year 5 students are no longer on campus but are engaged full time at an internship site. There are various levels of training offered during this year with the highest being an APA accredited internship. All students will be required by the College of Psychology to apply for APA accredited internships.<sup>1</sup>

When a student has completed their internship year and all other program requirements (dissertation, etc.) they have officially graduated from the program and will be granted their doctorate.

Each state has separate requirements regarding licensure as a psychologist. In California, students must have a minimum of 1,500 pre-doctoral hours. California Northstate University requires an additional 500 pre-doctoral hours. This requirement will be fully satisfied by the internship requirements of the PsyD program.

After a student has been awarded their doctorate they may take the next step towards licensure and sit for the national psychology test called the Examination for the Professional Practice of Psychology (EPPP). This is a requirement for California licensure and can be taken any time after the student has been awarded their PsyD.

After graduation, California also requires that students obtain an additional 1,500 post-doctoral hours. These may be gained through a formal post-doctoral fellowship or a psychological assistantship. Once all 3,000 hours have been obtained, the doctorate degree awarded, and the EPPP passed, a candidate may sit for the California Psychology Law and Ethics Examination (CPLÉE). 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.

<sup>1</sup>APA requires that applicants to their internships must be from programs that have either *Accredited, on contingency* or *full Accredited* status. It is the expectation of the College of Psychology that we will reach *Accredited, on contingency* status prior to students applying for internship. Please refer to the timeline described in the *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 practitioners 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 as it applies to practical application while adapting information gained through classroom instruction and during their practicum placements.

Because the College of Psychology is committed to ensuring that those enrolled in the program gain the knowledge and skills needed to become licensed psychologists, students will meet with their faculty academic advisor twice per semester to both monitor their academic and practicum performance and elicit feedback regard students' experience in the college.

To assist students in both dissertation and internship preparation, class loads are reduced in the fourth year and replaced by workshops designed to provide students with the support needed to obtain their professional goals and to facilitate graduation by the end of the program.

## Accreditation

### Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC)

California Northstate University is accredited WASC). On March 16, 2018 the California Northstate University proposal for the Doctorate of Psychology degree was granted final approval by the WSCUC Commission.

### Bureau for Private Postsecondary Education (BPPE)

BPPE completed its review of the PsyD program and granted the program state approval on June 12, 2018.

### 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.

## Admission to the PsyD Program

Through our website ([www.psychology.cnsu.edu](http://www.psychology.cnsu.edu)), students seeking admission to the College of Psychology can access the APA's centralized application service for psychology graduate programs called PSYCAS.

Minimum requirements:

1. An undergraduate degree from an accredited college or university;
2. Overall undergraduate GPA of 3.0 or higher or an overall graduate GPA of 3.3 or higher;
3. An undergraduate/ graduate degree in psychology; OR coursework in General Psychology, Abnormal Psychology, Statistics, and Developmental Psychology.

If an applicant does not meet the minimum GPA requirements, they may submit a petition for exemption if they feel that extenuating circumstances have adversely impacted their 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. The *GPA Exemption Request Form* can be downloaded and submitted on our website.

A complete application consists of the following:

- Completed PsyD program application
- Curriculum vitae or resume;
- All official college transcripts
- Three (3) letters of recommendation

While not required, clinical or research experience and the GRE General Test are recommended.

### International Coursework

If the student has attended an international university with instruction in a language other than English, they 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.

### Decisions

Applicants will be notified by email and subsequent written communication if they have been selected for invitation to attend an onsite interview. Skype interviews are available for applicants who are unable to travel. Applicants who have not been selected for an interview will be notified that their application is no longer being considered. Interviews will take place at the CNU College of Psychology campus in Elk Grove. Offers of admission and notice of waitlist status will be sent by email and subsequent written communication.

Each application will be thoroughly reviewed by the admissions committee and all areas of the application will be carefully considered. It is important that the student body at the College of Psychology represents the best of future clinicians and the admissions committee will pay particular attention to professional, research, education, and life experiences. Along with academic excellence, the Admissions

Committee will be looking for students with diverse cultural, socioeconomic, work, and educational backgrounds. We are a diverse faculty and student body and it is the admissions policy of the University and the College of Psychology that no applicant will be discriminated against on the basis of 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.

The CNU 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 or they 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.

### Deadlines

The CNU College of Psychology follows the Council of Graduate Departments of Psychology Guidelines for Graduate School Offers and Acceptances.

The application process will be opened on our website and through PSYCAS on September 1. If students wish to be considered for early admittance, they must have their applications submitted by December 1. All remaining applications must be received by February 2 of the admitting year. Interviews will begin in January for early admission candidates and in March for the remaining submissions. The admissions committee will use the interview to evaluate the candidate's critical thinking, interpersonal skills, and level of commitment and motivation to the process of obtaining a doctorate degree.

Initial offers of admission are made to students no later than April 1. Students are not required to respond to the College of Psychology regarding the offer of admission before April 15. However, students may accept or reject the enrollment offer at any time.

## Transferring Credits from Other Institutions

The College of Psychology currently does not accept credits from other graduate institutions.

## International Applicants

The College of Psychology currently does not accept international students.

## 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](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.

## **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 149 of this catalog.**

## Tuition & Fees

All tuition, fees, expenses and policies listed in this publication are effective as of May 2018 and are 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 (e.g. Psy1 is a first-year student; Psy2 is a second-year student, etc.).

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 is based on the assumption that a student will attend each semester term on a full-time basis and meets all program requirements, which allows for a student to graduate after successfully completing four (4) years of coursework and one (1) year Internship for a total of five (5) years consisting of 146 credit hours.

**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 148).**

### 2018-2019 Doctor of Psychology (PsyD)

Tuition & Fees	Amount	Class
Enrollment Fee (nonrefundable)	\$200.00	Psy1
Tuition	\$33,500.00	Psy1, Psy2, Psy3
Tuition	\$14,000.00	Psy4, Psy5
Student Activity Fee	\$320.00	Psy1, Psy2, Psy3, Psy4, Psy5
Orientation Fee	\$50.00	Psy1
Technology Fee	\$50.00	Psy1, Psy2, Psy3, Psy4, Psy5
Graduation Fee <sup>1</sup>	\$350.00	Psy5
STRF Fee per \$1000 <sup>2</sup>	\$0.00	Psy1, Psy2, Psy3, Psy4, Psy5
Psy1 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$34,120.00	
Psy2 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$33,870.00	
Psy3 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$33,870.00	
Psy4 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$14,370.00	
Psy5 Total Estimated Tuition & Fees per Year <sup>3</sup>	\$14,720.00	

**Total estimated cost for the 5-year Doctor of Psychology program ranges from \$136,000 to \$142,000.<sup>3</sup>**

Estimated Other Optional Educational Related Costs <sup>4</sup>	Amount	Class
Health Insurance Premium <sup>5</sup>	\$3,200.00	Psy1, Psy2, Psy3, Psy4, Psy5
Books and Supplies <sup>6</sup>	\$2,500.00	Psy1, Psy2, Psy3, Psy4, Psy5
Room and Board <sup>6</sup>	\$23,272.00	Psy1, Psy2, Psy3, Psy4, Psy5
Transportation <sup>6</sup>	\$4,648.00	Psy1, Psy2, Psy3, Psy4, Psy5
Psy1 Total Estimated Cost per Year <sup>7</sup>	\$67,740.00	
Psy2 Total Estimated Cost per Year <sup>7</sup>	\$67,490.00	
Psy3 Total Estimated Cost per Year <sup>7</sup>	\$67,490.00	
Psy4 Total Estimated Cost per Year <sup>7</sup>	\$47,990.00	
Psy5 Total Estimated Cost per Year <sup>7</sup>	\$48,340.00	

<sup>1</sup> Covers regalia, transcriptions, etc.

<sup>2</sup> The STRF fee is \$0.00 per \$1,000 of institutional charges.

<sup>3</sup> Based on estimated annual tuition increases of 3% to 5%. This is not binding on the University. Completion of the program in more than the prescribed 5 years could result in additional tuition and fees for the additional time of attendance, including, but not limited to, a Dissertation Extension Fee currently at \$4, 187.50 per semester.

<sup>4</sup> Costs and expenses a student may incur as part of participation in the applicable year of the PsyD program, whether or not paid directly to CNU College of Psychology. These expenses include estimated costs of living.

<sup>5</sup> Optional, estimated, and will vary based on number of insured members.

<sup>6</sup> Estimated amounts.

<sup>7</sup> Includes tuition, fees, and other estimated educationally related costs. Some practicum or internship sites may require students to have a background check, fingerprinting, and/or CPR class.

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

## Catalog, School Performance Fact Sheet, and Website

Before signing the Student Enrollment Agreement, students are strongly encouraged to visit the College website at <http://psychology.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

The PsyD program at the College of Psychology is designed to be completed in 5 years. Students will be in residency at California Northstate University full-time for their first 4 academic years. During the fifth year, students will be attending a full-time one-year internship. Students may elect to also do a two-year part-time internship.

Year 1 students will take 5 courses each semester. This provides the foundation necessary to begin practicum work. Year 2 and Year 3 students will take 4 courses each semester and attend a practicum. Year 4 students take a "Preparation for Internship" workshop and "Dissertation Research" seminar the first semester and in the second semester they will only take the "Dissertation Research" seminar. Year 4 students will also be attending a practicum.

Year 5 students will be attending a full-time internship. Because internships can take place anywhere in the country, there are no in class course requirements for this year and students are not expected to attend University functions.

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

# Academic Policies and Procedures

## Academic Calendar

The academic calendar consists of two semesters lasting approximately 15 weeks long didactic coursework. Practicum and internship hours are completed throughout the calendar year. Students are required to complete a total of 1500 hours in practicum training and a 2000 hour clinical internship.

## Credit Hour Policy

For each 15-week semester, 1 hour of 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 practicum and internship time, 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity (*AL/EL*).

Code	Course Type	Code	Course Type
AL	Active Learning course	LEC	Lecture course
EL	Experiential Learning	SEM	Seminar

## Grading Policy

Students must maintain a min. cum. grade point average (GPA) of 3.0.

	Definition	Grade Points	Definition	Grade Points
A	90.00-100%	4.00	P ≥70%, Pass*	Not in GPA
B	80.00-89.99%	3.00	NP <70% No Pass	Not in GPA
C	70.00-79.99%	2.00	I Incomplete	Not in GPA
D	60.00-69.99%	1.00	W Withdrawal	Not in GPA
F	<60.00%	0.00		

\*The grades of P and NP are only available to practicum and internship courses.

## Course Withdrawal

With the written permission of the instructor, it is possible to withdraw from a course until the last day of class in each semester. Withdrawal from a course may impact the student's ability to graduate in five years so students should discuss their decision with their academic advisors. Course withdrawal and course registration changes may have financial implications and as such, students are encouraged to discuss their decision and options with the CNU Financial Aid Office. Officially withdrawn courses appear on the student's transcript with the grade of W. Failure to officially withdraw from a course by the last day of class will result in an issuance of an earned course grade.

## Incomplete Course

In Incomplete (I) on the transcript is a preliminary, non-permanent notation indicates that work in the course was satisfactory but not completed by the time grades were due.

If the instructor gives a grade of Incomplete, the missing work is to be submitted to the instructor by the last day of class the following semester. If a student is unable to complete the coursework by this second due date, the instructor may grant an extension of the Incomplete. This extension can last no

longer than an additional semester. In this way all work towards the removal of an Incomplete grade must be completed no later than one year after the completion of the course, and then only with the instructor's permission. If a student does not complete all coursework required within the timeframe specified by the instructor, but no later than one year after the course, the Incomplete is changed automatically to an F.

## GPA Calculation

To calculate cumulative GPA, letter grades will be converted to their numeric grade point value using the table above, and then added together. The sum is then divided by the number of courses taken. Practicums are not included in this calculation as they are taken on a pass/no pass basis. 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.

## Degree Honors

Students who meet the cumulative GPA (CGPA) listed below will receive degree honors. The honor is noted on the degree.

**High Distinction:** CGPA of 3.90 or higher

**Distinction:** CGPA of 3.70- 3.89

## Grade Appeal Procedure

If a student is not satisfied with a grade received or an academic evaluation, 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 10 business days of the online grade posting or receipt of the evaluation. The appeal must be in writing and submitted to the Assistant Dean of Academics or a representative. The Assistant Dean will respond to the appeal in writing within 10 business days of receipt.

If the appeal is not resolved to the student's liking, it can be resubmitted within 2 business days of receipt of response from the Assistant Dean of Academics to the Dean of the College who will render a decision within 10 business days. The Dean's decision is final.

A record of the final decision concerning the appeal will be kept on file in the Dean of Academics' office.

## Course Repeat Policy

Each course can only be repeated once. Students who receive a D or F in a course are required to repeat the course. Students may elect to repeat any course in which they have received a C.

The grade initially received in the course will not be included in the cumulative GPA calculation. The grade received in the

retaken class will be used in calculating the student's cumulative GPA. Both the grade from the initial attempt and the repeated course will appear on the official transcript.

Each course can be repeated only once. Repeating courses may extend the students expected graduation date and may have financial implications. Students considering repeating a course are encouraged to discuss their decision with the CNU Financial Aid Office.

## Course Add/Drop

Courses in PsyD program are sequential and progressive in difficulty. Students must take all courses offered in a given semester. Students may not add or drop required courses during the semester.

Students may make changes to elective course registration. The deadline to make changes to elective course registration is the fifth day of instruction for the semester.

Students have the right to withdraw or take a leave of absence from the program.

## Academic Progression

To remain in good standing in the College of Psychology a student must:

1. Maintain a 3.0 grade point average.
2. Pass their first year readiness for practicum screening;
3. Receive satisfactory evaluations from their practicum sites and Academic Advisor;
4. Pass the Comprehensive Exam;
5. Finish their internship;
6. Complete their dissertation paperwork and submittals within the appropriate timeframes; and
7. Act in a manner that is consistent with the professional standards established by the American Psychological Association.

To support students in maintaining the necessary degree of academic excellence to remain in good standing, students will be meeting with their designated academic advisor. Although it is the student's responsibility to monitor and calculate their cumulative GPA throughout the course of their studies in the PsyD program, the academic advisor will inform students of their current cumulative GPA at each meeting.

A grade of D or F in a course indicates a lack of understanding of the fundamental concepts of the course material necessary for progression. Unless on an approved leave of absence, students must retake any class in which they have earned a grade of D or F in the following academic year. Each course can be repeated only once.

## Practicum Readiness

Readiness for practicum is based on academic performance and feedback from the practicum preparation instructor.

The Practicum Preparation instructor completes a Practicum Readiness form that is forwarded to the Academic Advisor. The advisor can then choose to approve the student for advancement to practicum or recommend dismissal from the graduate program.

If the student is deemed unprepared for practicum placement by their Practicum Placement instructor or Advisor, their case will be presented to the Psychology faculty and a ballot issued. In rare cases the faculty may decide that there were extenuating circumstances leading to the student falling below the requirements for advancement.

If a majority of the faculty upholds the advisor's decision the student will be dismissed from the program.

## 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 PsyD program.

## Advancement to Candidacy

Requirements for advancement to candidacy include:

1. A 3.0 grade point average and completion of all coursework
2. Passing of the Comprehensive Exam
3. Approval from Academic Advisor
4. Removal of any probationary status
5. Completion and acceptance by the College of the student's dissertation
6. Completion of all practicum requirements
7. Completion of 1st semester of Internship

Once the above conditions have been met a student can apply for advancement to candidacy to obtain the doctorate degree. The student's record will be reviewed and a contract created stipulating that once the student completes their internship they will have graduated from the doctorate program.

## Academic Probation and Dismissal

### Probation

If a student fails to meet the "good standing" minimum requirements, they will be placed on probation.

Probation formally begins with a written notification to the student by their Advisor. It will include the reason for probation, probationary conditions, and the duration of probation. Students can return from probation by addressing the area of concern. For example, they may bring their GPA to 3.0 or they may speak to their practicum site and obtain a specialized contract to address their deficiencies.

### Dismissal

A student may be dismissed from the program if they:

1. Fail to return from probation in the timeframe allotted;
2. Act in a manner that violates the ethical and professional standards of the APA as determined by faculty vote;
3. Fail to return from a leave of absence by the date specified; or
4. Their academic or professional actions have created a situation for which a warning or probation is inappropriate or impossible.

5. Have a cumulative GPA that falls below 2.0, or when it becomes mathematically impossible to graduate (i.e. a situation in which it is impossible to salvage an unacceptable GPA).

In the event that a student is dismissed from the PsyD program, the student may petition for readmission to the program with an endorsement from their Advisor. The petition will be voted on by full-time faculty and the approval must be unanimous. The petition is then sent to the Dean for final approval or rejection.

## Academic Advisors

Students will be 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 and career goals. Throughout the program the student and Academic Advisor will meet each semester, though either the student or Advisor may choose to meet more frequently. At the end of their first year, the student will be evaluated and screened with regard to their academic performance and readiness for practicum in year 2.

Readiness for practicum is based on academic performance and feedback from the practicum preparation instructor. Upon receipt of the Practicum Readiness form from the instructor, the advisor can then choose to approve the student for advancement to practicum or recommend dismissal from the graduate program. See Academic Progression Policy.

The Advisor writes an evaluation of the student each year that becomes part of their academic record.

## Attendance Policy

The curriculum for the doctorate degree in psychology provides a broad, generalist education by imparting knowledge that is sequential, cumulative, graded in complexity, and provides a basis for further professional growth. This requires that students attend all classes and complete all practicum and internship requirements. It is the policy of the College that students shall not have unexcused absences in excess of two missed classes during any given course. Individual instructors may impose their own attendance requirements.

## Excused Absences

The College of Psychology recognizes that circumstances may cause a student to miss an occasional class. The student must make up the work missed if the absence is excused. A student may request an excused absence for the following circumstances:

- medical (self or immediate family)
- military duty
- immigration or naturalization
- emergency
- jury duty or legal/court mandated appearance
- bereavement (immediate family)
- professional conference (requires verification of academic standing)
- involvement in traffic accident documented by a law enforcement report.

Except where provided by state or federal law, absences in excess of ten consecutive academic days in a semester may require the student to request a leave of absence from the PsyD program. Students are encouraged to contact the Office of Academic Affairs for further information.

### Procedure

A student seeking an excused absence should complete the Excused Absence Request Form and seek the course instructor's signature for each missed class within three business days upon return to campus. The course instructor will determine if the absence is excused or unexcused according to the above policy and the completed form should be submitted to the Office of Academic Affairs.

## Planned Extended Absence

Extended absences are initiated by the student. If the student knows that they will need to miss class due to extenuating life circumstances, they have the option to file an Extended Absence Request form with the Office of Student Affairs.

Except where provided by state or federal law, a student may request no more than five academic days of leave per semester.

In the event that an extended absence is due to a medical condition, the student may not return to the program without appropriate medical clearance.

## Leave of Absence

A leave of absence is approved for a specific period of time, no less than one semester, but not to exceed one academic year or to the time that it would be impossible for the student to graduate within 7 years from the student's program start date. While on a leave, the student cannot participate in any classes or related curriculum including, but not limited to practicums or internships. The student is eligible to return without reapplication if the absence is within the approved time frame.

During the leave of absence, the student is not considered enrolled in the University. For this reason, a student requesting a leave of absence is required to meet with the Financial Aid Manager and Business Office to determine the impact of their decision and any requirements needing fulfillment prior to the leave.

Students considering a formal leave of absence must meet with the Dean of Student Affairs the semester before the leave is to be taken or as soon as it is known that a leave of absence is needed. The request must include the basis for the request and expected time of return. The form should have the student's Academic Advisor and, if assigned, their dissertation Chair. If approved by all parties, the request will require a final signature from the Dean. To formally file the approved leave of absence, the CNU Leave of Absence Form must be filed with the CNU Office of the Registrar. The student must submit the completed request form with the signatures of the Dean of Student Affairs, Financial Aid Manager, the Business Office, and the Registrar. The Leave of Absence form is available from the Office of the Registrar and online at: <http://www.cnsu.edu/office-of-the-registrar/registrar->



services. Approved leave of absences will be noted on the student's transcript. The date of leave status is the date the Registrar receives the signed form.

Non-attendance does not constitute notification of intent to apply for leave of absence status.

## Return from Leave of Absence

Approximately 60 days from the planned return or other agreed deadline indicated on the initial approved Leave of Absence request form, the student is responsible for submitting the Intent to Return form to the Dean of Student Affairs. To initiate registration, the completed Intent to Return form must be submitted to the Office of the Registrar.

The student is required to return to the University/College at the beginning of the semester for which the return was planned

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.

A student who does not return to enrolled status at the end of an approved period of leave is no longer considered to be pursuing their doctorate degree. Students who fail to apply for a leave of absence or for whom leave is denied, but do not remain enrolled will be considered no longer pursuing their degree.

## 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 the College of Psychology, 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/Student Affairs, 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 with determining factors including renewed commitment to the completion of the program, previous academic and clinical performance, and current openings in class enrollment.

## Alcohol and Drug Abuse Policy

CNU policy prohibits the unlawful possession, use, manufacture, or distribution of alcohol or controlled substances by students and employees in buildings, facilities, grounds or property operated by CNU or as part of College activities.

Any student or employee found on CNU property or at a CNU sponsored event, including practicums and internships, abusing, using, possessing, manufacturing, or distributing controlled substances or alcohol in violation of the law shall be subject to disciplinary action in accordance to state law and the policies of CNU. Such University disciplinary action includes, but is not necessarily limited to, expulsion, termination of employment, referral for prosecution, and/or completion of an appropriate substance abuse assistance or rehabilitation program. Matters involving drug and alcohol use are taken very seriously by law enforcement officials and vigorously prosecuted by the District Attorney's office. A conviction can jeopardize the ability to receive a professional license.

## Student Grievance Policy

If a student wishes to file a grievance, they can submit a written complaint using the Complaint/Grievance form. This can be in regards to an event at the University or at a practicum/internship site. It may be submitted to the Dean of Student Affairs and Admissions in a sealed envelope. The Dean of Student 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. If the complaint relates to the Assistant Dean, the matter will be handled by an alternate Assistant Dean. If the issue still cannot be resolved, a committee will be formed to address the issue on a case by case basis. It will include 3-5 faculty or staff. If the committee cannot resolve the matter it will be transferred to the Dean of the college for appropriate action.

Students may further appeal decisions during this process by filing a request with the Dean of the College within 5 days of receipt of the complaint/grievance resolution. The Dean's decision is final.

A record of student complaints is kept on file in the Dean of Student Affairs and Admissions' office and all aspects of the grievance process are kept confidential.

# Curriculum Description

## Didactic Courses

Course descriptions are located on page 106

## Comprehensive Exam

The Comprehensive Exam is taken by 3<sup>rd</sup> year students and has both written and oral components. This exam is designed to test students' retention and integration of the information they have gained in the graduate program. The written portion of the test contains multiple choice and short answer questions provided to the Testing Committee by professors who have been teaching the students. The Committee will sort through the admissions and select enough material to create two exams covering the same areas of knowledge.

Once students have passed the written segment, they will have the opportunity to schedule the oral portion of their exam. They will be given once of a number of clinical cases carefully prepared by the faculty. During the oral exam students will be expected to give a case presentation to three faculty members providing a thorough formulation, assessment, diagnosis, and course of treatment.

If a student does not pass the written or oral portion of the exam they will have the opportunity to take either section a second time. If they again do not pass they will be placed on academic probation and remedies will be decided on a case by case basis.

## Dissertation and Defense

Dissertations are the culminating experience for a student pursuing a doctorate in psychology. It represents their opportunity to create an original scholarly work that contributes new information to the field's body of knowledge.

Students are expected to formulate their dissertation question throughout the course of the program and to begin work on the project once they have adequate knowledge of research design and implementation. Once students have a firm idea of the hypothesis they wish to test, they should begin seeking faculty members that will agree to be their Chair and Vice Chair. If the student wishes to select a Chair who is not a member of the College of Psychology faculty they must get permission from their Advisor to ensure the potential committee member understands and meets the high expectations required for acceptance of a dissertation by the College of Psychology.

The process of completing a dissertation can take a considerable amount of time and there are workshops to assist students provided during the entirety of the 4<sup>th</sup> year. Because of the complexity of requirements regarding the completion of the research, development, implementation, and writing of the dissertation a separate Dissertation Handbook has been created. Students are encouraged to obtain a copy from their Advisor early in their graduate studies so that they can complete all requirements before attending their internship.

## 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 their practicum training. This is also a forum where they can express their expectations and concerns with other students regarding their first year in graduate school.

In years 2-4 students will be engaged in off-site practicums. The Field Placement Office will have 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. During these years in 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.

Students are expected to complete a minimum of 1500 hours of supervised clinical experience prior to internship. Time spent at sites and the complexity and degree of clinical interventions will increase each year. Students are encouraged to manage their time carefully to ensure that all practical and academic requirements are met. In return for their services, 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.

### Internship

During the first semester of their 4<sup>th</sup> year, students will be attending a workshop to help them prepare internship applications. Other class requirements are reduced to allow students the time necessary to complete the application process and travel to attend interviews. Students will participate in the AAPI match system. This process will be thoroughly explained in the 1<sup>st</sup> semester of year 4. Internships are full time commitments and take up the entirety of the 5<sup>th</sup> 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 assistant. Students may elect to participate in these other internship opportunities to complete their doctorate requirements.

### Professional Series

Also known as the "Brown Bag Seminars," present an opportunity for all CNU students to gain insight from professionals about the issues presented to psychologists working in the field and allow them to form relationships with professionals from different sub-fields of psychology.

# PSY Course Descriptions

## Didactic Courses

### **PSY 601 Foundations of Behavior: Biological (3 cr)**

This course focuses on the biological underpinnings of behavior including neural, physiological, anatomical, and genetic influences.

### **PSY 602 Foundations of Behavior: Cognitive and Affective (3 cr)**

This course examines the ways in which humans learn, elements that affect memory, how thought processes are categorized, and a general overview of decision making. It will also cover response, mood, feeling states, and the interplay between behavior and emotion. Topics will include arousal, intensity, and interaction.

### **PSY 603 Psychopathology: Adult (3 cr)**

This series goes through the DSM-V reviewing mental conditions found in adult patients. Attention will also be given to the construction of the DSM and a comparison to the ICD 10.

### **PSY 604 Psychopathology: Child/Adolescent (3 cr)**

This course will review DSM-V diagnoses that are most commonly found among children or adolescents. Special attention will be given to the autistic spectrum and learning disabilities.

### **PSY 605 History and Systems (3 cr)**

This course includes the origins and development of major areas in the discipline of psychology. The class will move 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 606 Foundations of Behavior: Developmental (3 cr)**

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 607 Foundations of Behavior: Social and Cultural (3 cr)**

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 608 Standards and Ethics (3 cr)**

This course reviews the current American Psychological Association's Ethics and Professional Code through the

lens of real world cases. Students will be challenged in their thinking as they move from recipients of healthcare to practitioners.

### **PSY 613 Research Methods and Statistics 1 (3 cr)**

This class prepares students to critically read research, understand the mathematical underpinnings of assessment measures, and to begin work on their own research and dissertation. They will learn the strengths and limitations, means of interpretation, and the technical aspects of rigorous case study. They will learn the difference between correlational, descriptive, and experimental research designs while studying measurement techniques such as sampling, replication, and theory testing. Along with quantitative measures, students will be introduced to qualitative methods including meta-analysis and quasi-experimentation. Using statistics, they will learn to engage in mathematical modeling, analysis of psychological data, description, inference, univariate and multivariate analysis, null-hypothesis testing, power, and estimation.

### **PSY 614 Research Methods and Statistics 2 (3 cr)**

This class prepares students to critically read research, understand the mathematical underpinnings of assessment measures, and to begin work on their own research and dissertation. They will learn the strengths and limitations, means of interpretation, and the technical aspects of rigorous case study. They will learn the difference between correlational, descriptive, and experimental research designs while studying measurement techniques such as sampling, replication, and theory testing. Along with quantitative measures, students will be introduced to qualitative methods including meta-analysis and quasi-experimentation. Using statistics, they will learn to engage in mathematical modeling, analysis of psychological data, description, inference, univariate and multivariate analysis, null-hypothesis testing, power, and estimation.

### **PSY 650 Practicum Preparation 1 (3 cr)**

This course is designed to prepare students for starting work in the community as new practitioners and is continued into PSY651. Students work toward understanding theoretical orientations, their role as a student volunteer, what their rights and responsibilities will entail as a practicum student, procedural elements such as charting and organizing their appointments, and how they can best use practicums as a means of applying the knowledge they have learned in class. This course is also an open forum where students can express concerns, support, and questions regarding their first year in graduate school. As part of this course, students will engage in interaction with

standardized patients (actors) under the guidance and observation of faculty.

### **PSY 651 Practicum Preparation (3 cr)**

This course is designed to prepare students for starting work in the community as new practitioners and is a continuation of PSY650. Students work toward understanding theoretical orientations, their role as a student volunteer, what their rights and responsibilities will entail as a practicum student, procedural elements such as charting and organizing their appointments, and how they can best use practicums as a means of applying the knowledge they have learned in class. This course is also an open forum where students can express concerns, support, and questions regarding their first year in graduate school. As part of this course, students will engage in interaction with standardized patients (actors) under the guidance and observation of faculty.

### **PSY 703 Psychometrics (3 cr)**

This course builds on the basics learned in Research Methods and Statistics, preparing students for a deeper understanding of topics that will be necessary as they move through the assessment series and start work on their dissertation. 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. This is also the first class that introduces students to the formal requirements of the dissertation process.

### **PSY 710 Best Practices Series: Child and Family (3 cr)**

This course will examine common psychological conditions and their scientifically proven treatments for children and their families in a variety of settings.

### **PSY 711 Best Practices Series: Adults (3 cr)**

This course will examine common psychological conditions and their scientifically proven treatments for adult patients in a variety of settings.

### **PSY 712 Best Practices Series: Groups and Organizations (3 cr)**

This course focuses on interventions for groups, with special attention given to substance disorders and the ethical and professional issues that differentiate work with groups and individuals. The course will also examine the structure, process, and culture of organizations by examining the relationship between employees and the companies they serve. Motivation, change management, and the process of business consultation will be major topics of the course.

### **PSY 720 Assessment Series: Intelligence (3 cr)**

This class focuses on intellectual assessment of both children and adults. It also introduces students to assessment report writing, the various components

necessary in client interviews, and how to review supplementary information.

### **PSY 721 Assessment Series: Personality and Emotion (3 cr)**

This portion of the Assessment Series focuses on tests that gauge a patient's personality and emotional state. Measurements will include those that detect personality disorders and mood disturbances.

### **PSY 722 Assessment Series: Neuropsychological (3 cr)**

This course is the culmination of the assessment series, using knowledge students have gained about both brain function and the capabilities of psychological assessment. Students will complete full neuropsychological batteries and review cases of severe impairment, injury, stroke, and dementia.

### **PSY 801 Human Diversity (3 cr)**

This course will review the social and cultural context of both patient care groups and the clinicians themselves. Students are expected to promote a healthy and safe environment in the class while challenging their own preconceptions and attitudes. They will also be taught the latest research regarding cultural attitudes and norms and the way human diversity affects psychological treatment.

### **PSY 804 Consulting and Supervision (3 cr)**

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 addresses effective means of supervision and spotlights ethical issues that present themselves in the supervisor/supervisee relationship.

### **PSY 811 Leadership in Health Professions 1 (3 cr)**

This is the first semester of a year-long course that divided over two semesters and is attended by students from all three colleges at California Northstate University. It uses experiential learning, real world cases, class discussion, and the latest research to help students develop their own voices as future leaders in the healthcare industry. Students will also gain a deeper appreciation of the talents, skills, and abilities each profession brings to case formulation and the treatment of patients.

### **PSY 812 Leadership in Health Professions 2 (3 cr)**

This is the second semester of a year-long course that divided over two semesters and is attended by students from all three colleges at California Northstate University. It uses experiential learning, real world cases, class discussion, and the latest research to help students develop their own voices as future leaders in the healthcare industry. Students will also gain a deeper appreciation of the talents, skills, and abilities each

profession brings to case formulation and the treatment of patients.

### **PSY 860 Preparation for Internship Workshop (2 cr)**

This course takes place in Year 4 of the program and assists students in the construction and development of their internship application. Materials will be reviewed and constructive criticism given to improve students' chances of obtaining the internship of their choice. Students will also assist each other through mock interviews, needed motivation, and assistance in finding the best fit for each applicant.

### **PSY 861 Dissertation Research Seminar 1 (2 cr)**

First semester. This series takes place in Year 4 and is designed to assist students with the completion of their dissertation. Students will find a supportive environment where they can work through challenges, seek feedback, and progress in a systematic fashion towards completion the capstone to their doctorate experiences.

### **PSY 862 Dissertation Research Seminar 2 (2 cr)**

Second semester. This series takes place in Year 4 and is designed to assist students with the completion of their dissertation. Students will find a supportive environment where they can work through challenges, seek feedback, and progress in a systematic fashion towards completion the capstone to their doctorate experiences.

## **Elective Courses**

### **PSY 802 Introduction to Health Psychology (3 cr)**

Elective course. This class will focus on the interface between behavior, cognition, and illness. A review of conditions most commonly referred to psychologists in a hospital setting will form the foundation of the subject along with the interface between psychologists, physicians, and nursing staff. Special attention will be given to healthcare delivery systems and the different populations they serve.

### **PSY 803 Crisis/Trauma Intervention (3 cr)**

Elective course. Students in this course will learn effective means to evaluate and treat patients in crisis or whom have experienced recent traumatic events. Subjects covered will include an extensive review of the legal avenues for treatment and the ethical responsibilities of clinicians.

### **PSY 805 Substance Abuse Treatment (3 cr)**

Elective course. This course will focus on both individual and group treatment, the interaction between substance abuse and mental disorders, and community resources. Students will go into depth regarding substances and their effects on the brain.

### **PSY 806 Introduction to Forensic Psychology (3 cr)**

Elective course. This course will examine the interface between psychology and the law. Discussion topics will include competency, violence risk, commitments, malingering, and testimony. There will also be a review of common assessment tools and report writing for the courts.

### **PSY 808 Psychopharmacology (3 cr)**

Patients are often prescribed medication in conjunction with behavioral interventions. It is imperative that students learn about the medications that can be used to treat disorders, the resultant physiology, and their overall effectiveness.

## **Practicum Experiences**

### **PRC 713 Practicum Case Conference (1 cr)**

First semester. 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. These sessions occur once per week and are kept at a maximum enrollment of 8 students per session.

### **PRC 714 Practicum Case Conference (1 cr)**

Second semester. 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. These sessions occur once per week and are kept at a maximum enrollment of 8 students per session.

### **PRC 750 Practicum 1 (2 cr)**

Completed during the first semester of Year 2. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection. (Grading P/NP only)

### **PRC 751 Practicum 1 (2 cr)**

Completed during the second semester of Year 2. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection. (Grading P/NP only)

**PRC 752 Practicum 1 (2 cr)**

Completed during the summer semester of Year 2. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection. (Grading P/NP only)

**PRC 813 Practicum Case Conference (1 cr)**

Third semester. 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. These sessions occur once per week and are kept at a maximum enrollment of 8 students per session.

**PRC 814 Practicum Case Conference (1 cr)**

Fourth semester. 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. These sessions occur once per week and are kept at a maximum enrollment of 8 students per session.

**PRC 850 Practicum 2 (3 cr)**

Completed during the first semester of Year 3. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection. (Grading P/NP only)

**PRC 851 Practicum 2 (3 cr)**

Completed during the second semester of Year 3. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection. (Grading P/NP only)

**PRC 852 Practicum 2 (3 cr)**

Completed during the summer semester of Year 3. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection. (Grading P/NP only)

**PRC 913 Practicum Case Conference (1 cr)**

Fifth semester. 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. These sessions occur once per week and are kept at a maximum enrollment of 8 students per session.

**PRC 914 Practicum Case Conference (1 cr)**

Sixth semester. 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. These sessions occur once per week and are kept at a maximum enrollment of 8 students per session.

**PRC 950 Practicum 3 (3 cr)**

Completed during the first semester of Year 4. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection. (Grading P/NP only)

**PRC 951 Practicum 3 (3 cr)**

Completed during the second semester of Year 4. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement Office has final approval on practicum selection. (Grading P/NP only)

**PRC 952 Practicum 3 (3 cr)**

Completed during the summer semester of Year 4. 1 hour of credit is assigned approximately 3 hours each week of student time spent in this activity. 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 and practicum sites will select potential practicum students. The Field Placement

Office has final approval on practicum selection.  
(Grading P/NP only)

## **Internship Experience**

**960 Internship (40 hours per week for 12 months)**  
Students participate in an APA internship or a CAPIC internship. Alternatively, students can work with a private psychologist to earn their internship hours as a psychological assistant. Part-time is available and requires 24 months to complete. (Grading P/NP only)

# PsyD Curriculum

1st Year	Course #	Course Title	Credits	Semester
	PSY 601	Foundations of Behavior: Biological	3	Fall
	PSY 603	Psychopathology: Adult	3	Fall
	PSY 605	History and Systems of Psychology	3	Fall
	PSY 613	Research Methods and Statistics 1	3	Fall
	PSY 650	Practicum Preparation 1	3	Fall
	PSY 602	Foundations of Behavior: Cognitive and Affective	3	Spring
	PSY 604	Psychopathology: Child/Adolescent	3	Spring
	PSY 608	Standards and Ethics	3	Spring
	PSY 614	Research Methods and Statistics 2	3	Spring
	PSY 651	Practicum Preparation 2	3	Spring
<b>Total</b>			<b>30</b>	
2nd Year				
	PSY 606	Foundations of Behavior: Developmental	3	Fall
	PSY 703	Psychometrics	3	Fall
	PSY 711	Best Practices: Adults	3	Fall
	PSY 720	Assessment Series: Intellectual	3	Fall
	PSY 607	Foundations of Behavior: Social and Cultural	3	Spring
	PSY 710	Best Practices: Child and Family	3	Spring
	PSY 712	Best Practices: Groups and Organizations	3	Spring
	PSY 721	Assessment Series: Personality and Emotion	3	Spring
<b>Total</b>			<b>24</b>	
3rd Year	1 elective course required per semester			
	PSY 722	Assessment Series: Neuropsychology	3	Fall
	PSY 801	Human Diversity	3	Fall
(Elective)	PSY 803	Crisis/Trauma Intervention	3	Fall
(Elective)	PSY 805	Substance Abuse	3	Fall
	PSY 811	Leadership in Health Professions 1	3	Fall
(Elective)	PSY 802	Health Psychology	3	Spring
	PSY 804	Consultation and Supervision	3	Spring
(Elective)	PSY 806	Forensic Psychology	3	Spring
(Elective)	PSY 808	Psychopharmacology	3	Spring
	PSY 812	Leadership in Health Professions 2	3	Spring
<b>Total</b>			<b>24</b>	
2nd - 4th Year	PRACTICUM CASE CONFERENCE			
2nd year	PSY 713	Practicum Case Conference	1	Fall
	PSY 714	Practicum Case Conference	1	Spring
3rd year	PSY 813	Practicum Case Conference	1	Fall
	PSY 814	Practicum Case Conference	1	Spring
4th year	PSY 913	Practicum Case Conference	1	Fall
	PSY 914	Practicum Case Conference	1	Spring
<b>Total</b>			<b>6</b>	



## PsyD Curriculum – (cont.)

2nd - 4th Year PRACTICUM REQUIREMENT <i>(duration of practicums range up to 12 months)</i>				
2nd year	PRC 750	Practicum 1	2	Fall
	PRC 751	Practicum 1	2	Spring
	PRC 752	Practicum 1	2	Summer
3rd year	PRC 850	Practicum 2	3	Fall
	PRC 851	Practicum 2	3	Spring
	PRC 852	Practicum 2	3	Summer
4th Year	PRC 950	Practicum 3	3	Fall
	PRC 951	Practicum 3	3	Spring
	PRC 952	Practicum 3	3	Summer
<b>Total</b>			<b>16</b>	
4th Year DISSERTATION RESEARCH				
	PSY 860	Preparation for Internship	2	Fall
	PSY 861	Dissertation Research Seminar 1	2	Fall
	PSY 862	Dissertation Research Seminar 2	2	Spring
<b>Total</b>			<b>6</b>	
5th Year INTERNSHIP <i>Total of 2000 Hours</i>				
	PSY 960	Internship <i>(fall, spring, summer)</i>	<i>Full-time</i>	<i>Half-time</i>
		40 hours a week for full-time for 50 weeks (1 year)	14	7
		20 hours per week for half-time for 50 weeks (2 yrs.)	14	7
<b>Total</b>			<b>40</b>	<b>20</b>
<b>TOTAL CREDITS for DOCTOR OF PSYCHOLOGY (PSYD) = 146 CREDIT HOURS</b>				

### Years 2 – 4

- Includes 3 years of practicums in clinical training for a min. of 1500 hours.

### Year 5

- Full-time Internships are defined as 40 hours a week for 12 months.
- Part-time Internships are defined as 20 hours a week for 24 months.

## PSY Academic Calendar

California Northstate University College of Psychology 2018-2019 Academic Calendar		
Description	Start Date	End Date
<b>FALL 2018</b>		
Orientation	Thursday, August 30	Friday, August 31
Welcoming Ceremony	Saturday, September 1	
Holiday – Labor Day	Monday, September 3	
Fall Academic Semester	Tuesday, September 4	Thursday, December 20
Holiday – Thanksgiving	Thursday, November 22	Friday, November 23
Final Exams	Monday, December 17	Thursday, December 20
Holiday – Winter Break	Friday, December 21, 2018	Friday, January 25, 2019
Grades Due	Friday, January 18 <sup>th</sup>	
<b>SPRING 2019</b>		
Spring Academic Semester	Monday, January 28	Friday, May 24
Holiday – Martin Luther King, Jr.	Monday, January 21	
Holiday – President’s Day	Monday, February 18	
Holiday – Spring Break	Monday, March 18	
Final Exams	Monday, May 20	Friday, May 24
Grades Due	Friday, May 31	

*Dates may be subject to change: version 06/21/2018*

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

Cognitive Ability and Intellectual Depth corresponding to command of any subject is best achieved by thoughtful study of the relevant body of knowledge under the guidance of a teacher 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, 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 CNU 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 teacher 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 learning program learning outcomes:

1. **Core Sciences and Mathematics.** Demonstrate knowledge of the core sciences and mathematics.
2. **Arts and Humanities.** Demonstrate understanding of how the arts and humanities enhance health, well-being, and healthcare practice and delivery.
3. **Healthcare Delivery Systems.** Demonstrate understanding of the collaborative nature of healthcare delivery.
4. **Professional Interaction.** Communicate with respect, empathy, and cultural competence.
5. **Social Accountability and Community Service.** Acts with social accountability and demonstrates commitment to community service.

## Co-Curricular Learning Outcomes:

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

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

## General Education Learning Outcomes (GELOs)

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

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

The GE Requirements encompass a suite of courses that provide a broad educational framework for students. The GE curriculum at CNU CHS is designed to provide students with a solid foundation for advanced studies and essential skills needed to work effectively in diverse health-related careers. As required by the California Code of Regulations– Title 5– Article 2 on Admissions and Academic Achievement Standards “At least 25 percent of the credit requirements for a Bachelor’s Degree shall be in general education.” Accordingly, the GE courses comprise approximately 42 credit units of the minimum 120 required credits for graduation (35% of total degree credits).

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

### 1. Written Communication (6 cr)

-ENGL 110 (3 cr); ENG 120 (3 cr)

### 2. Oral Communication (3 cr)

-COMM 110 (3 cr)

### 3. Information Literacy (3 cr)

-ENGL 120 or COLL 310 (3 cr)

### 4. Critical Thinking (3 cr)

-PHIL 310 or COLL 320

**5. Scientific Inquiry and Quantitative Reasoning (14 cr)**

- BIOL 110/L (3 cr/1 cr) and CHEM 110/L (3 cr/1 cr);
- MATH 120 (3 cr); & MATH 125 (3 cr) or MATH 130 (3 cr)

**6. Liberal Arts (13 cr)**

- Fine Arts (3 cr): ARMU 110 (3 cr), ARMU 120 (3 cr), or approved Arts elective
- Humanities (3 cr): ANTH 210 (3 cr) or approved Humanities elective
- Social Sciences (3 cr): ECON 210 (3 cr), GOVT 110 (3 cr), SOCL 110 (3 cr), or approved Social Sciences elective
- Social Accountability and Community Service (6 cr): COLL 210 (2 cr) and COLL 220 (2 cr)

Note: Approved course electives may be transfer credits including credit awarded by AP/IP exam, transfer courses, course substitution, or a CHS offered course designated as meeting the GE requirement area.

# Academic Programs

## Overview

The College of Health Sciences offers an undergraduate program leading to the Bachelor of Health Sciences (B.S.) degree. CHS has combined degree programs with California Northstate University's College of Medicine and the College of Pharmacy.

## Bachelor of Science (BS)

In the undergraduate Bachelor of Science (BS) in Health Sciences program, students may choose from three concentrations within the program: 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.

## Concentrations of Study Descriptions

**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 Doctor of Medicine (BS-MD)

BS-MD combined programs offer high school applicants multiple options to enter the professional Doctor of Medicine (MD) program. Some program options are designed to allow entering freshmen to complete their pre-medicine coursework and MD in an accelerated time frame if they meet specific criteria. Students accepted into a BS-MD combined programs option will begin their program of study in the College of Health Sciences (CHS) undergraduate program to complete the MD prerequisite criteria and academic coursework. These students will work closely with the CHS pre-health advisors to ensure completion of all the required criteria and academic course prerequisites.

These students will also be required to participate in at least one activity per year in the CNU College of Medicine (COM) campus activity program. The COM campus activity program is designed to educate pre-medicine students about their future profession through community health service opportunities, specialty career exploration workshops, lab experiences, and special professional education sessions. This special program offers priority acceptance to the very competitive MD program provided they meet all the MD admission criteria.

Students have the opportunity to complete their BS degree and MD degree in an accelerated time frame--six to seven years in addition to the traditional eight years.

For the accelerated programs, at the end of the first year of COM coursework, the qualified BS-MD combined programs students who meet the graduation criteria of CHS will be eligible to earn the Bachelor of Science degree in Health Sciences.

### 2+4 BS-MD

Two Years Undergraduate + Four Years Doctor of Medicine. Students are required to take some classes in summer to fulfill the COM MD admissions requirements and CHS degree requirements for the Bachelor of Science.

### 3+4 BS-MD

Three Years Undergraduate + Four Years Doctor of Medicine. Students have the option to take some classes in summer to fulfill the COM MD admissions requirements and CHS degree requirements for the Bachelor of Science.

### 4+4 BS-MD

Four Years Undergraduate + Four Years Doctor of Medicine. Students have the option to take some classes in summer to fulfill the COM MD admissions requirements and CHS degree requirements for the Bachelor of Science.

## **Bachelor of Sciences and Doctor of Pharmacy (BS-PharmD)**

BS-PharmD combined programs offer high school applicants two options to enter the professional Doctor of Pharmacy (PharmD) program. Both program options are designed to allow entering freshmen to complete their pre-pharmacy coursework and PharmD in an accelerated time frame if they meet specific criteria. Students accepted into a BS-PharmD combined programs option will begin their program of study in the College of Health Sciences (CHS) undergraduate program to complete the prerequisite criteria and academic coursework. These students will work closely with the CHS pre-health advisors to ensure completion of all the required criteria and academic course prerequisites outlined below.

These students will also be required to participate in at least one activity per year sponsored by CNU College of Pharmacy (COP). The COP campus activity is designed to educate pre-pharmacy students about their future profession through community health service opportunities, specialty career exploration workshops, lab experiences, and special professional education sessions. This special program offers priority acceptance to the very competitive PharmD program provided they meet all the PharmD admission criteria. In addition, students have the opportunity to complete the Doctor of Pharmacy degree in an accelerated time frame--six to seven years instead of the traditional eight years.

In addition, at the end of the first year of COP coursework, the qualified BS-PharmD combined programs students who meet the graduation criteria of CHS will be eligible for the Bachelor of Science degree in Health Sciences.

### **2+4 BS-PharmD**

Two Years Undergraduate + Four Years Doctor of Pharmacy. Students are required to take some classes in summer to fulfill the COP PharmD admissions requirements and CHS degree requirements for the Bachelor of Science.

### **3+4 BS-PharmD**

Three Years Undergraduate + Four Years Doctor of PharmD. Students have the option to take some classes in summer to fulfill the COP PharmD admissions requirements and CHS degree requirements for the Bachelor of Science.

## **Pre-Medicine Post-Baccalaureate**

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. The post-baccalaureate provides a comprehensive 1-year educational experience that includes coursework in biomedical science and test preparation for medical school admission (i.e., MCAT exam).

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 medical school admission include health professions seminars, MCAT exam skill-building and practice testing, application procedures (AMCAS, PHARMCAS), interview coaching, and portfolio fine-tuning. A comprehensive letter of recommendation will be provided for all students who complete the program. Fall admission is open through August 31.

# 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.

**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 24 or more college credits are considered transfer students.

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

## College Admission Criteria

The College offers rigorous programs seeking 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 an excellent chance 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.

## Admission Criteria for First-Time College Student

The Admissions Committee has established the following criteria for selecting and enrolling qualified students. The admissions criteria are posted on the CHS website and included in printed CHS brochures and other marketing materials.

### 2018-2019 Admission Requirements for Traditional Students

Min HS GPA	2.70
Min SAT (after 03/2016)*	1130
Min ACT	22

## Admission Criteria for Transfer Students

Transfer students are those with 24 or more transferrable college credits. Admission of transfer students requires a 2.70 or higher in college coursework.

### 2018-2019 Admission Requirements for Transfer Students

Min HS GPA	2.70
Min SAT (after 03/2016)*	NA
Min ACT	NA
Interview	NA

\*Math and Evidence-Based Reading and Writing (M+ERW) \*\*Math and Reading

### Guidelines for Evaluation of Transfer Student Coursework

1. 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:
2. 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.
3. 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.
4. 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.
5. Course credits earned at other institutions based on different credit hours from those used by CHS are subject to conversion and possible decrease in credit hour value.
6. Quarter-hours are converted to semester hours by multiplying those hours by 0.67. For example, 4 quarter-hours are equal to 2.68 semester hours.
7. Transfer students are subject to the same graduation requirements as CNUCHS for the B.S. degree.
8. 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. California.

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, if 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.

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.

- A completed California Northstate University College of Health Science (CNUCHS) Application Form CHS Application.
- A high school diploma (or international equivalent) with a minimum Cumulative GPA of 2.70 on a 4.00 scale.
- Transcripts of all schools attended showing completion of the courses shown below. If the original document is not in English, please include a certified English translation.
  - 4 years of English
  - 3 years of mathematics at the level of Algebra I and higher (4 years recommended)
  - 2 years of laboratory science (3 years recommended)
  - 2 years of social science
- Standardized College Entrance Exam Scores:
  - Official SAT (College Code 7669) or ACT (College Code 7032) dates taken and scores
  - The College of Health Sciences may also take into account the following when considering

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

- Test of English as a Foreign Language (TOEFL): minimum 510 paper/93iBT
- 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 at PO Box 6151, Princeton, NJ 08541-6151, USA or visit [www.toefl.org](http://www.toefl.org).

IELTS: For information about this test and registration procedures, contact the IELTS Office, University of Cambridge Local Examination Syndicate, 1 Hills Road, Cambridge/CB1 2EU, UK or visit [www.ielts.org](http://www.ielts.org).

## Bachelor of Science in Health Sciences (BSHS) Traditional 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:
  - March 2017 and later SAT: 1130 or higher. Pre-March 2017 SAT: 1050 or higher.
    - Math and Chemistry subject area tests are highly recommended.
    - ACT Composite 22 or higher
- 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 an important component of the selection process. The college website contains links to sample personal statements as well as advice for writing personal statements.

## Bachelor of Science and Doctor of Medicine (BS-MD)

These programs offer students a pathway to the College of Medicine at California Northstate University. In the 2+ and 3+ programs, students can complete the Bachelor of Science and MD degrees in six and seven years, respectively, rather than the traditional eight years. Students in these programs must meet the Technical Standards described on page 125.

### 2+4 BS-MD

#### Admission Requirements for 2+4 BS-MD

Min HS GPA	3.75
Min SAT (after 3/2016)	1400
Min ACT	31
Interview	Required

- 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 in the fall semester.
- Overall high school GPA of 3.75 or higher (on a 4.0 scale) as well as completion of the following courses 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:
  - March 2017 and later SAT: 1400 or higher; Pre-March 2017 SAT: 1360 or higher.
    - Math and Chemistry subject area tests are highly recommended.
  - ACT Composite 31 or higher
- 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 an important component of the selection process. The college website contains links to sample personal statements as well as advice for writing personal statements.
- An interview is required and may occur in-person, on the phone, or through video.

### 3+4 BS-MD

#### Admission Requirements for 3+4 BS-MD

Min HS GPA	3.60
Min SAT (after 3/2016)	1350
Min ACT	29
Interview	NA

- 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 in the fall semester.
- Overall high school GPA of 3.60 or higher (on a 4.0 scale) as well as completion of the following courses 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:
  - March 2017 and later SAT: 1350 or higher; Pre-March 2017 SAT: 1290 or higher.
    - Math and Chemistry subject area tests are highly recommended.
  - ACT Composite 29 or higher

- 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 an important component of the selection process. The college website contains links to sample personal statements as well as advice for writing personal statements.
- An interview is required and may occur in-person, on the phone, or through video.

### 4+4 BS-MD

#### Admission Requirements for 4+4 BS-MD

Min HS GPA	3.50
Min SAT (after 3/2017)	1250
Min ACT	27
Interview	NA

- 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 in the fall semester.
- Overall high school GPA of 3.50 or higher (on a 4.0 scale) as well as completion of the following courses 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:
  - March 2017 and later SAT: 1250 or higher. Pre-March 2017 SAT: 1290 or higher.
    - Math and Chemistry subject area tests are highly recommended.
  - ACT Composite 27 or higher
- 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 an important component of the selection process. The college website contains links to sample personal statements as well as advice for writing personal statements.
- An interview is required and may occur in-person, on the phone, or through video.

### BS-MD Progression Requirements

#### Progression Requirements for BS-MD Programs

	2+4 & 3+4 BS-MD	4+4 BS-MD
Min Prog GPA	3.50	3.40
Min Prog MCAT	510	508

Prof Activity	1 per year	1 per year
Interview	Required	Required
Supp App	Required	Required
Target Enrollment	10	40
Bachelor's degree is NOT required for admission to COM or COP		

## Bachelor of Science and Doctor of Pharmacy (BS-PharmD)

These programs offer students a pathway to the College of Pharmacy at California Northstate University. In the 2+ and 3+ programs, students can complete the Bachelor of Science and MD degrees in six and seven years, respectively, rather than the traditional eight years.

### 2018-2019 Admission Requirements for BS-PharmD Programs

	2+4 BS-PharmD	3+4 BS-PharmD
Min HS GPA	3.20	3.00
Min SAT (after 03/2017)*	1290	1190
Min ACT	27	25
*Math and Evidence-Based Reading and Writing (M+ERW) **Math and Reading		

### 2+4 BS-PharmD

- 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 in the fall semester.
- Overall high school GPA of 3.20 or higher (on a 4.0 scale) as well as the following courses passed 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:
  - March 2017 and later SAT: 1290 or higher; Pre-March 2017 SAT: 1200 or higher.
  - ACT Composite 27 or higher
- 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 an important component of the selection process. The college website contains links to sample personal statements as well as advice for writing personal statements.

### 3+4 BS-PharmD

- 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 in the fall semester.

- Overall high school GPA of 3.00 or higher (on a 4.0 scale) as well as the following courses passed with a grade of C or better:
  - 4 years of English
  - 3 years of mathematics (4 years recommended)
  - 2 years of natural science (3 recommended)
  - 2 years of social sciences
  - 2 years of a language other than English
- Standardized Test Scores:
  - March 2017 and later SAT: 1190 or higher. Pre-March 2017 SAT: 1100 or higher.
  - ACT Composite 25 or higher
- 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 an important component of the selection process. The college website contains links to sample personal statements as well as advice for writing personal statements.

## BS-PharmD Progression Requirements

### Progression Requirements for BS-PharmD Programs

	2+4 BS-PharmD	3+4 BS-PharmD
Min Prog GPA	2.60	2.60
Prof Activity	1 per year	1 per year
Interview	Required	Required
Supp App	Required	Required
Bachelor's degree NOT required for admission to COM or COP		

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

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

- CNUCHS will accept Advanced Placement (AP) test scores of 3, 4 or 5 for most exams and a 4 or 5 for science and math exams.
- International Baccalaureate (IB) test scores of 5, 6 or 7 for most exams and a 6 or 7 for science and math (see the attached table for detailed information); and
- A maximum of 60 course credit hours from AP, IB and/or other institutions can be transferred to CNUCHS.

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.

While some medical and other health professional schools accept Advancement Placement and International

Baccalaureate courses to satisfy admissions requirements pertaining to course subject preparation, many do not. Undergraduate students planning to apply to health professional schools are advised to carefully research admission requirements before deciding to use AP/IB credits to opt out of required CHS courses. It is strongly recommended that these students complete required science and math courses at CHS to retain maximal flexibility in meeting the admission standards of professional schools.

## AP/IB Transfer Credit Tables

Note: the below AP/IB table is subject to change without notice. Questions regarding applicability of credit should be directed to CHS Admissions. Please visit the CHS website for the current AP/IB transfer equivalencies: <http://healthsciences.cnsu.edu/for-students/academic-advising>.

\*No credit is awarded if the language is the student's native language.

① Entering freshmen and other undergraduate students who do not have credit for ENGL110 are required to take the CNUCHS English Placement Test. A total of 6 credits can be granted for English AP exams. Three of these credits will be for ENGL110 and the other 3 will be for English elective credit.

② BS-MD students are advised to take Mathematics and Physics courses in the College of Health Sciences in order to meet the admission requirements of medical schools. The CNU College of Medicine no longer accepts AP or IB course credits for Statistics and Calculus to fulfill the admission requirement of two semesters of college level mathematics courses.

③ BS-PharmD students are able to transfer AP Calculus and Physics to CNU's College of Pharmacy. However, BS-PharmD students are advised to carefully research admission requirements of other pharmacy schools.

④ Transfers and other undergraduate students who have achieved advanced level of proficiency in general biology, chemistry, mathematics and physics may opt to waive certain courses. They are advised to meet with course instructor and discuss a test-out option (with a minimum passing grade of B).

AP Subject Area	Score	Semester Units	CHS Equivalent Course
ART: Art History	3, 4 or 5	3	ARMU110
ART: Music (Theory)	3, 4 or 5	3	ARMU120
BIOLOGY	4 or 5	3	Elective ( 3 units) ④
CHEMISTRY	4 or 5	3	Elective (3 units) ④
ECONOMICS: Macroeconomics	3, 4 or 5	3	ECON210
ECONOMICS: Mircoeconomics	3, 4 or 5	3	ECON220
ENGLISH: Language/Composition	3, 4 or 5	3	ENGL110①
ENGLISH: Literature/Composition	3, 4 or 5	3	ENGL110①
U.S. Government/Politics (CA govt)	3, 4 or 5	3	GOVT110
MATH: Calculus AB/AB subscore	4 or 5	3	MATH130②③④
MATH: Calculus BC	4 or 5	3	MATH130②③④
Physics AP 1 Mechanics	4 or 5	4	PHYS210/210L②③④
Physics AP 2 Electricity and Magnetism	4 or 5	4	PHYS220/220L②③④
Physics AP Mechanics C	4 or 5	4	PHYS210/210L②③④
Physics AP Electricity/Magnetism C	4 or 5	4	PHYS220/220L②③④
PSYCHOLOGY	3, 4 or 5	3	PSYC110
STATISTICS	4 or 5	3	MATH 120②③④

IB Subject Area	Score	Semester Hours	CHS Equivalent Course
Art/Design	5, 6 or 7	6	ARMU110 and 120
Biology	6 or 7	8	Elective (3 units) ④
Business and Management	5, 6 or 7	3	Elective (3 units)
Chemistry	6 or 7	8	Elective (3 units) ④
Classical Languages (Latin)	5, 6 or 7	8	Elective
Economics	5, 6 or 7	6	ECON210 and 220
English A	5, 6, or 7	6	ENGL110①
Geography	5, 6 or 7	3	Elective
History—American	5, 6 or 7	6	Elective
History—East and Southeast and Oceania	5, 6 or 7	6	Elective
History—European	5, 6 or 7	6	Elective
Mathematics – Calculus	6 or 7	4	MATH130②③④
Music	5, 6 or 7	3	Elective
Modern Languages: Chinese	7	15	Elective
	6	10	Elective
	5	5	Elective
Modern Languages: French	5, 6 or 7	8	Elective
Modern Languages: German	5, 6 or 7	8	Elective
Modern Languages: Japanese	7	16	Elective
	6	15	Elective
	5	10	Elective
Modern Languages: Spanish	5, 6 or 7	8	Elective
Physics	6 or 7		PHYS110 & 120②③④
Psychology	5, 6 or 7	3	PSYC110
Social and Cultural Anthropology	5, 6 or 7	3	ANTH210
Theatre	5, 6 or 7	3	Elective
Visual Arts	5, 6 or 7	6	Elective

## Pre-Medical Post-Baccalaureate (PMPB)

California Northstate University (CNU) offers a Pre-Medical Post-Baccalaureate (PMPB) program for students aiming for an advanced degree in the health professions. This comprehensive learning experience prepares students for admission to professional health schools.

The PMPB is a one year program and is suited for students interested in enhancing their knowledge and GPA in the natural and social sciences and/or in increasing their MCAT score. Students must have already completed all pre-requisites for admissions to a professional health school (Medicine, Pharmacy, etc.).

**MCAT Review:** Intensive MCAT Review is offered in the summer via a partnership with Kaplan, Inc. Students may opt out of the summer review class after consultation with an advisor at CHS.

The PMPB program is offered in a collaborative and supportive environment of the CHS. It also provides students with significant career development counselling, intercultural awareness and communication, and opportunities to interact with faculty from CNU's Colleges of Medicine (COM) Pharmacy (COP).

### Admission Requirements

	Medicine (S18 and later)	Pharmacy
Min Overall GPA	3.20	2.60
Min BCPM* GPA	3.00	NA
Interview	Required	NA
*Biology, Chemistry, Physics, Math (Calculus and Statistics)		

- **Minimum Requirements:** The PMPB requires a baccalaureate degree from a U.S.-regionally accredited four-year institution or a non-U.S. equivalent institution. Required minimum coursework is:
  - 2 semesters, 3 quarters or 1 year of English
  - 2 semesters, 3 quarters or 1 year of Biology with laboratory
  - 2 semesters, 3 quarters or 1 year of Inorganic (General) Chemistry with laboratory
  - 2 semesters, 3 quarters or 1 year of Organic Chemistry with laboratory
  - 2 semesters, 3 quarters or 1 year of Physics with laboratory
  - 1 Semester or 2 quarters of Mathematics, including calculus and statistics
- **Other Recommended Courses:**
  - Social sciences
  - Behavioral sciences
  - Languages

- Anatomy
- Physiology
- Biochemistry
- Microbiology
- Immunology

## PMPB Progression Requirements

### Progression Requirements for PMPB

	Medicine SP18 and later	Pharmacy SP18 and later
Min Prog GPA	3.50	2.60
Min Prog MCAT	508	NA
Prof Activity	Rec.	Rec.
Interview	Required	Required
Supp App	Required	Required

When completing the PMPB coursework, students are equipped with sharpened critical thinking, writing, interview skills, and a more robust, competitive application portfolio.

The PMPB offers the following bonuses:

*Pre-Med Post-Baccalaureate Bonus:* After successfully completing the PMPB coursework, each student's faculty advisor will write a comprehensive letter of recommendation for qualified students who wish to apply to professional school.

*Medical School Bonus:* Students who successfully complete the PMPB coursework and MCAT score, as shown below, will be guaranteed a Medical College Application Services (AMCAS) interview with the CNU College of Medicine (COM).

*Pharmacy School Bonus:* Students who successfully complete the PMPB coursework with a minimum GPA of 2.60 will be guaranteed a Pharmacy College Application Services (PHARMCAS) interview with CNU College of Pharmacy.

## Technical Standards

The Technical Standards describe the essential abilities required of BS-MD and PMPB candidates pursuing a professional medical degree.

- 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:

- 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 modification.

## **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](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.

## **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 149 of this catalog.**



## Tuition & Fees

All tuition, fees, expenses, and policies listed in this publication are effective as of August 2018 and are subject to change without notice by California Northstate University.

In the tables below, Y1, Y2, Y3, and Y4 indicate the student's year in the program (e.g. Y1 is a first-year student; Y2 is a second-year student, etc.).

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

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

Payment deadlines, loan obligations, refund calculations due to cancellation and withdraw, and the Student Tuition Recovery Fund (STRF) disclosures are located in *FINANCIAL SERVICES & DISCLOSURES* (page 148).

### 2018-2019 Tuition & Fees for BSHS, BS-MD, & BS-PharmD

Tuition & Fees	Amount	Class
Enrollment Fee (nonrefundable)	\$100.00	Y1
Tuition	\$32,700.00	Y1, Y2, Y3, Y4
Student Association & Activity Fee	\$100.00	Y1, Y2, Y3, Y4
Technology Fee	\$50.00	Y1, Y2, Y3, Y4
Lab Fee	\$500.00	Y1, Y2, Y3, Y4
STRF <sup>1</sup>	\$0.00	Y1, Y2, Y3, Y4
Orientation Fee	\$50.00	Y1
Graduation Fees <sup>2</sup>	\$300.00	Y4
Y1 Total Estimated Tuition & Fees per Year <sup>3</sup>	<b>\$33,500.00</b>	
Y2 Total Estimated Tuition & Fees per Year <sup>3</sup>	<b>\$33,350.00</b>	
Y3 Total Estimated Tuition & Fees per Year <sup>3</sup>	<b>\$33,350.00</b>	
Y4 Total Estimated Tuition & Fees per Year <sup>3</sup>	<b>\$33,650.00</b>	

Total Tuition & Fees for the entire 4-year College of Health Sciences undergraduate program estimated at \$140,000 to \$145,000; see *headline 1 below regarding 3+4 and 2+4 Combined Programs*.

Estimated Other Educational Related Costs <sup>4</sup>	Amount	Class
Health Insurance premium <sup>5</sup>	\$3,200.00	Y1, Y2, Y3, Y4
Books and Supplies <sup>6</sup>	\$1,600.00	Y1, Y2, Y3, Y4
Room and Board <sup>6</sup>	\$23,272.00	Y1, Y2, Y3, Y4
Transportation <sup>6</sup>	\$4,648.00	Y1, Y2, Y3, Y4

<b>Y1 Total Estimated Cost per Year<sup>7</sup></b>	<b>\$66,220.00</b>	
<b>Y2 Total Estimated Cost per Year<sup>7</sup></b>	<b>\$66,070.00</b>	
<b>Y3 Total Estimated Cost per Year<sup>7</sup></b>	<b>\$66,070.00</b>	
<b>Y4 Total Estimated Cost per Year<sup>7</sup></b>	<b>\$66,370.00</b>	

<sup>1</sup> The STRF fee is \$0.00 per \$1,000 of institutional charges.

<sup>2</sup> Covers regalia, graduation dinner, diploma cover, transcript, etc.

<sup>3</sup> Total Tuition and Fees estimated at range of \$140,000 to \$145,000 through completion of entire four year traditional undergraduate program; assumes completion within four years prescribed time and 3% to 5% estimated annual tuition increases are not binding on the University. This estimate for students in the 3+4 and 2+4 Combined Programs needs to be adjusted to reflect the Period of Attendance on CNU College of Health Sciences campus, with the Period of Attendance at CNU Colleges of Medicine or Pharmacy based on the tuition and fees while at the latter two Colleges.

<sup>4</sup> Costs and expenses a student may incur during the applicable year of the program, whether or not paid directly to CNU or CNUCHS. These expenses include estimated out-of-pocket cost of living expenses for the year.

<sup>5</sup> Provided and charged by outside healthcare insurance plan; optional, estimated, and may increase or decrease based on the number of insured participants and other factors.

<sup>6</sup> Estimated amount of student's individual housing, food, and transportation costs, not operated by, charged by, or paid to CNU.

<sup>7</sup> Total Tuition and Fees from first table, plus estimated items from second table that student may incur, including estimated cost of living items not paid to CNU.

### 2018-2019 Tuition & Fees for Pre-Medicine Post-Baccalaureate Program

Tuition & Fees	Amount
Enrollment Fee (nonrefundable)	\$100.00
Tuition	\$32,700.00
Scholar Activity Fee (nonrefundable upon start of instruction)	\$100.00
Technology Fee (nonrefundable upon start of instruction)	\$50.00
Orientation Fee (nonrefundable upon start of instruction)	\$50.00
STRF Fee per \$1,000 <sup>1</sup>	\$0.00
<b>Total Tuition &amp; Fees</b>	<b>\$32,900.00</b>

Estimated Other and Optional Educational Related Costs per year <sup>2</sup>	Amount
Health Insurance premium <sup>3</sup>	\$3,200.00
Books and Supplies (estimate)	\$1,000.00
Room and Board <sup>4</sup>	\$23,272.00

Transportation <sup>4</sup>	\$4,648.00
<b>Total Estimated Cost per year<sup>5</sup></b>	<b>\$65,20.00</b>

<sup>1</sup> STRF fee is \$0.00 per \$1000 of institutional charges.

<sup>2</sup> Cost of living and other educationally related costs a student may incur while participating in the Pre-Medicine Post-Baccalaureate, whether or not paid directly to CNU.

<sup>3</sup> Provided and charged by outside healthcare plan insurance company; optional, estimated, and may increase or decrease based on number of participants and other factors.

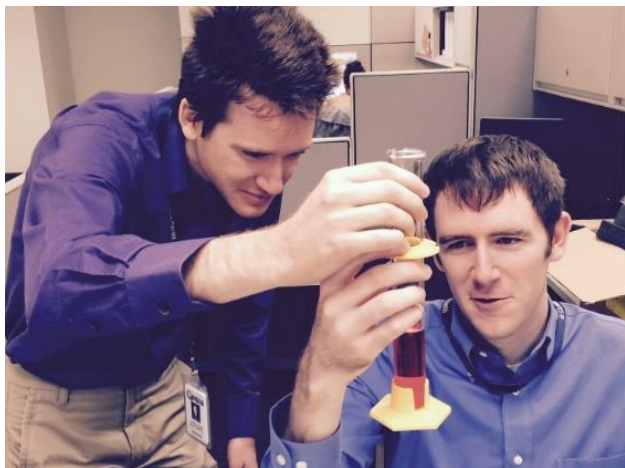
<sup>4</sup> Estimated amounts of individual housing, food, and transportation costs, not operated by, charged by, or paid to CNU.

<sup>5</sup> Total Tuition & Fees from first table, plus estimated items from second table that student may incur, including cost of living items not paid to CNU.

## 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](http://healthsciences.cnsu.edu), *Financial Aid, Types of Assistance, Grants and Scholarships* as well as within the Grants and Scholarships section of this catalog, page 148.



# General Policies

## Orientation and Registration

Mandatory orientation for new students is held during the days preceding the start of classes. The Office of 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 Officer.
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 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 Assistant Dean for Student Affairs and Admissions and CHS faculty advisors is responsible for managing course registration for incoming freshmen, 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 10th week of classes. The Registrar will enroll students in assigned and previously elected classes prior to the start of each semester.

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.

## 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 clinical rotations and

service learning activities is conducted at assigned professional clinical locations and community sites as established by agreement among the student, professional preceptor, and College.

## 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/](http://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.

## 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, is a cross disciplinary innovation where student teams research the relationship between organismal health and environmental variables within a local ecosystem.

Scholarly Projects focuses on the language, ethics, approaches, and challenges of the research processes. Students can participate in a structured independent research experience where the student has the option of:

- Apprenticeship with a faculty research mentor, or
- CURE (Course-Based Undergraduate Research Experience) with 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.

# Academic Policies and Procedures

## Academic Calendar

The academic calendar consists of two semesters lasting approximately 15 weeks and an 8 week summer term.

## Credit Hour Policy

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

All courses are assigned student performance grades by the teaching faculty according to the following grade point and letter grade convention:

Grade	Definition	Grade Points	Grade	Definition	Grade Points
A+	97-100%	4.00	P	≥70%, Pass*	Not in GPA
A	90 - 96%	4.00	NP	<70%, No Pass*	Not in GPA
B+	87 - 89%	3.30	AU	Audit	Not in GPA
B	80 - 86%	3.00	I	Incomplete	Not in GPA
C+	77-79%	2.30	W	Withdrawal	Not in GPA
C	70-76%	2.00			
D	60-69%	1.00			
F	<60.00%	0.00			

### 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. "P/NP" grades are not calculated into the GPA, thus, have no effect on the term or cumulative GPA. Undergraduate and PMPB 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 introductory science courses. Students wishing to explore academic disciplines on an elective basis may request a P/NP grading option from the course instructor pending approval by Academic Affairs.

### 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 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 CHS3313 Course Add/Drop and Withdraw Policy.

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) 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 less than 70% in the course.

### Course Auditing

A course grade of "AU" (Audit) will be recorded on a student transcript when a student has been granted permission to audit a course and enrolls in the course. "AU" notations have no grade point value. Students are charged tuition for courses taken as audit. Students may only audit one course per semester and a total of only two courses in their time in the College.

CNU students may audit lecture courses (i.e., attend lectures without receiving credit or calculated grade) only with advance permission of the faculty instructor. The instructor will inform the student of the amount of participation that is expected in the course. Lab courses cannot be audited. The responsibility of course instructors is to first meet the needs of officially registered students. Faculty are not obligated to review work submitted by course auditors.

### GPA Calculation

The running and final grade point average (GPA) is calculated according to the following formula where  $C_1$  = credit hours of Course1 and  $GP_1$  = grade points of Course1, etc.:

$$GPA = \{(C_1 \times GP_1) + (C_2 \times GP_2) + \dots + (C_n \times GP_n)\} \div (\text{Total Credit Hours})$$

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

This policy will pertain to faculty who need 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 available from the Office of the Registrar with an explanation of the circumstances for the change and submit it to the Department Head for consideration. The Department Head will review the request in accordance with the policy statement outlined above and either approve or deny. If approved, the Department Head will submit the completed form 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.

### Early Resolution

1. Students using this appeal must communicate questions or disputes regarding the final course grade within 5 business days after the grade posting by discussing the basis of their concerns with the faculty instructor who issued the course grade. Students should obtain a Course Grade Appeal form from the Office of the Registrar, the faculty instructor, or other College personnel to document the discussion.
4. If the faculty member and the student do not resolve the issue, the student may schedule a follow-

up meeting with the appropriate Department Head for the course in question.

## Formal Appeal

1. If the Department Head 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 Senior Associate Dean for Academic Affairs within 5 business days after the meeting with the Department Head.
2. 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.
3. 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 Head;
  - b. Evidence of graded assignments, and/or
  - c. Any other relevant materials;
  - d. The Senior Associate Dean for Academic Affairs may request additional materials from the student or faculty instructor.
4. The Senior Associate Dean for Academic 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 Senior Associate Dean for Academic Affairs.
5. If the Senior Associate Dean for Academic 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 Registrar within 5 business days.
6. If the Senior Associate Dean for Academic 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

The following levels of official standing with the university are applied in cases of academic underperformance:

1. 1<sup>st</sup> Warning Status: A semester GPA of less than 2.0 (C average) will result in a record of "1<sup>st</sup> Warning" placed on the semester grade report. The record of 1<sup>st</sup> 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. 2<sup>nd</sup> Warning - Probation status: If a second semester GPA of 2.0 or less follows a semester after 1<sup>st</sup> Warning, a record of "2<sup>nd</sup> 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 receive an email and official letter of separation at the home address on record.

## Course Remediation Policy

A grade of D (letter grade of 1.0) 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 Head 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" or lower 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.

## Academic Progression Policy

### BS in Health Sciences (BSHS)

The BSHS program is designed to be completed in four years. In order for students to progress through this degree program they must meet certain criteria each semester and each academic year. These criteria are both qualitative and quantitative and include:

1. Students must pass all courses that are counted toward degree conferral with a minimum letter grade of C;
2. Students must maintain a cumulative GPA of 2.0; and
3. Students must complete the BSHS degree requirements within six consecutive academic years

(150%) from the date of the first day the student begins the program. Students may take up to 20 credits per semester but may not exceed 188 total credit hours earned.

Students who do not meet the above-listed criteria are considered to not meet academic progression requirements, and will be issued a formal warning and placed on probation until able to meet such requirements. Students not meeting academic progression requirements are expected to repeat courses and/or complete other activities to regain good academic standing status. See the Course Repeat Policy, the Course Failure Remediation Policy, and the Academic Standing and Formal Warning Policy

Students who do not successfully complete a course that is a prerequisite to a course in the next term must take the prerequisite course in the next term it is offered, and will not be able to enroll in the successive course. See the [Course Add/Drop and Withdraw Policy](#).

Students who earn a grade of Incomplete (I) may not enroll in the next course if the course in which the Incomplete was earned is prerequisite to a course in the next term. See the [Grading Convention Policy](#).

Students who take a Leave of Absence for one or more terms will need to enroll in the term following the leave in order to remain in good academic standing. All periods of leave of absence are included in the maximum time frame allowed (150%) to complete the program. See the [Leave of Absence Policy](#).

Students who do not earn at least a C- in a course may be offered the opportunity to remediate that course (or courses). A grade of D (letter grade of 1.0) 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 Head and Course Instructor. If a course is remediated, the remediated grade earned will be noted on the official transcript and calculated in the cumulative GPA. If the course is not satisfactorily remediated, the student will need to repeat that course in a subsequent semester. See the [Course Repeat Policy](#) and [Course Remediation Policy](#).

Credit hours from another educational institution accepted as transfer credits into the BSHS program will be included as completed credit hours.

Students who are not academically progressing may not be eligible for financial aid.

### BS-MD Combined Programs Progression

The BS-MD accelerated pathway is designed to be completed in either two, three or four years of prerequisite coursework and four years of medical school coursework. In order for students to progress through this accelerated pathway, they must meet certain criteria each semester and each academic year. These criteria are both qualitative and quantitative and include:

1. Students must pass all courses that are counted toward degree conferral with a minimum letter grade of C;
2. Students must maintain a cumulative GPA of 3.50 in the undergraduate program and be in good academic and professional standing;
3. Students must participate in at least one College of Medicine campus activity per year while attending the College of Health Sciences;
4. Students must submit a Supplemental Application to the College of Medicine Office of Admission upon request;
5. Students must successfully complete the College of Medicine Prerequisites;
6. Students must score a 510 or higher on the MCAT; and
7. Students must successfully complete the MD admission interview.

Students who do not meet the criteria described above will be notified of that status at the end of each term. They are still able to pursue the BS/MS degree and compete for medical school admission. They will be subject to the Progression Criteria for the BS/MS.

## BS-PharmD Combined Programs Progression

The BS-PharmD accelerated pathway is designed to be completed in either two, three or four years of prerequisite coursework and four years of pharmacy school coursework. In order for students to progress through this accelerated pathway, they must meet certain criteria each semester and each academic year. These criteria are both qualitative and quantitative and include:

1. Students must pass all courses that are counted toward degree conferral with a minimum letter grade of C;
2. Students must maintain a cumulative GPA of 3.00 in the undergraduate program and be in good academic and professional standing;
3. Students must participate in at least one College of Pharmacy campus activity per year while attending the College of Health Sciences;
4. Students must submit a Supplemental Application to the College of Pharmacy Office of Admission upon request;
5. Students must successfully complete the PharmD admission interview;
6. Students must successfully complete the College of Pharmacy Prerequisites.

Students who do not meet the criteria described above will be notified of that status at the end of each term. They are still able to pursue the BS/MS degree and compete for pharmacy school admission. They will be subject to the Progression Criteria for the BS/MS.

### Pre-Med Post-Baccalaureate (PMPB)

Students who successfully complete the PMPB program with an overall undergraduate GPA of 3.0 or higher, CNU program GPA of 3.2 or higher, and an MCAT score of 510 or higher will be invited for an interview for admission to the CNU College of Medicine through AMCAS.

Additionally, students who successfully complete the PMPB program curriculum with an overall undergraduate GPA of 2.6 or higher, and CNU program GPA of 2.6 or higher will be offered an invited interview for admission to the CNU College of Pharmacy via PharmCAS.

## 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 (CHS Policy 3202) and/or officially transferred from another institution (CHS Policy 3203) 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. 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 accelerated pathways to Pre-Med to MD and Pre-Pharm to PharmD degrees, the CNU College of Health Sciences will accept credit hours from certain specified basic biomedical science courses in the CNU Colleges of Medicine (CNUCOM) and Pharmacy (CNUCOP) as substitute credit hours for advanced undergraduate courses in the CHS curriculum for the BS Degree in Health Sciences. Such substitute course credits accepted from CNUCOM and CNUCOP are not to exceed 60 credit hours. At least 60 credit hours must be from courses taken at CNUCHS.
3. An overall grade point average of 2.0 (letter grade of C) or higher as calculated by the weighted average of all course credit units and grade points for courses taken at CNU.
4. Satisfaction of the course requirements and associated learning outcomes.
5. Students who complete all the recommended courses specific to the example curriculum of a health sciences area concentration such as Human Biology, Biopsychology and Health Science Administration may have the area concentration listed on the BS degree diploma as follows: "Bachelor of Science Degree in Health Sciences with a Concentration in Human Biology (Biopsychology, 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.
6. Students are expected to complete the Bachelor of Science in Health Sciences degree within six years or less after date of admission to the program.

Any deviation from these standards must be approved by a majority of the voting faculty and signed 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. The cumulative GPA requirements for graduating with honors are as follows:

<b>Summa Cum Laude:</b>	3.80 – 4.00 GPA
<b>Magna Cum Laude:</b>	3.65 – 3.79 GPA
<b>Cum Laude:</b>	3.50 – 3.64 GPA

## Commencement

Students and faculty are strongly encouraged to attend commencement and wear the traditional regalia of cap, gown, and academic hood. Honor sashes will be awarded to honor graduates.

## Attendance Policy

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. 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.

## Formal Excused Absence Policy

A student may request a formal excused absence for personal, legal, emergency, compassionate, professional conferences and functions, or health-related reasons. To protect confidentiality of students, all formally excused absence requests must be initiated in writing and submitted through the Office of Academic 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 Academic Affairs.

## Leave of Absence Policy

This 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 their faculty advisor and the Senior Associate Dean for Academic Affairs. The Leave of Absence form must be signed by the student, the faculty advisor, the Senior Associate Dean of Academic Affairs, and the Dean before it is forwarded to the Office of the Registrar for official approval and notation on the transcript.

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 their faculty advisor and the Senior Associate Dean for Academic Affairs. The Leave of Absence form must be signed by the student, the faculty advisor, the Senior Associate Dean of Academic Affairs, and the Dean before it is forwarded to the Office of the Registrar for official approval and notation on the transcript.

## Course Enrollment Policy

This 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 Director of Admissions. Transfer students are offered assistance in course selection and registration at the time of admission by the Admissions Office and an assigned faculty advisor. Currently enrolled students in the College of Health Sciences are required to meet with their faculty or professional advisor by the end of the 10th week of classes in each semester. At this meeting the faculty advisor is responsible for reviewing current academic progress and advising the student in appropriate selection of courses to be taken in the following semester. 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.

### 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. Audited courses appear on the student's transcript.

## Course Placement Policy

### Math Placement

Entering students must take the CHS Mathematics Placement Exam. Students scoring below 60% on the CHS Mathematics Placement Exam will be enrolled in MATH125 Pre-Calculus. Students scoring above 60% will be enrolled in MATH120 Applied Statistics.

### 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 may be excused from taking the English Placement Diagnostic test if they so choose.

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 the Office of Academic Affairs by describing extenuating circumstances that merit a second repeat attempt. If warranted, the Senior Associate Dean of Academic 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

Routine changes in course registration to add, drop, or withdraw from a course may be made under the terms of the CHS enrollment agreement simply by submission of a Course Add/Drop Form up to the end of the 3rd week of classes for Fall and Spring terms or the fourth day of classes for a summer term. If a class is dropped by the end of the 3rd week of classes, or the fourth day of summer term, the record of class enrollment is removed from the transcript. 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 ***Error! Reference source not found.*** policy.

Students may petition for a "drop" instead of a "withdrawal" if there are extenuating circumstances.

Students are also permitted to withdraw from courses beginning from the 4<sup>th</sup> week of class to the end of the instructional period by submitting a Course Withdrawal Form signed by the student, course instructor, and the department head. Course withdrawal is documented by course grade of "W" with no credit noted on the permanent transcript in lieu of a grade. 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 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, and department head before it is sent to the Registrar's Office for documentation on the student transcript.

## Exam Policy

Course grades in which written examinations and assignments are the principal determinant of a student's semester grade may not be based on fewer than three exam/assignments plus a final exam. The purpose of this policy is to ensure that students have sufficient opportunities to achieve a passing grade in the course. Scheduled dates for final exams are announced via classroom instructors by the 12th week of classes and are staggered during Finals Week to minimize the occurrence of multiple exams on the same day. Make-up examinations are administered at the discretion and convenience of the course instructor.

## **Academic Integrity and Good Conduct Code of Honor**

This 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 Academic Integrity and Good Conduct Policy of CNUCHS is defined by a Good Conduct Code of Honor that emphasizes the following four core principles which all students, faculty, and staff are expected to exemplify: Respect, Honesty and Integrity, Legal and Ethical Behavior, and Professionalism.

### **1. RESPECT**

CNUCHS is dedicated to pursuit of education, scholarly activity, research, and service in an honorable and respectful manner. We respect one another, our supporters, our colleagues, and our community. We extend this respect to all persons, regardless of race, color, national origin, ancestry, citizenship, gender, gender identity, sexual orientation, age, religion, physical or mental disability, or veteran status. We promote good will within our diverse population and uphold the autonomy, dignity, and moral integrity of all persons. We respect the abilities, customs, beliefs, values, and opinions of others. As students of health sciences and members of the larger community, we exemplify respectful behavior both within and outside the college. The CNUCHS curriculum includes a variety of lectures and seminars on student success and leadership that discuss professional standards of personal ethics and teach students how to model respectful behavior and exemplify good conduct.

The following examples include acts that violate the respect principle of the Good Conduct Code of Honor: physical violence against any person, theft, vandalism, defacement, or destruction of property owned by or in the possession or control of CNUCHS or a member of the CNUCHS community, slander, libel, or defamation, and hate crimes against a member of the CNUCHS community. Acts described in the preceding sentence and similar types of personal misconduct that violate the respect principle of the Good Conduct Code of Honor are subject to disciplinary action whether they occur on campus or off campus or involve sponsored events and members of the CNUCHS community.

### **2. HONESTY AND INTEGRITY**

CNUCHS is dedicated to conducting education, scholarly activity, research, and service with honesty and integrity, both on and off campus. Students have a duty to be truthful in academic and professional relationships. We are committed to teaching, scholarly activity, and professional growth in a community-based learning environment, in which all individuals are personally accountable and adhere to the high standards of honesty and integrity in the classroom and in the community. Cheating, plagiarism, commercial purchase of term paper assignments, and other forms of academic dishonesty are not tolerated. Academic work assigned to the individual student is to be based solely on the effort of the individual. Academic work assigned to a team of students is to be based on the individual contributions and collaboration

of all team members. All examinations, projects, and in or out of classroom assignments, whether individual or team-based, are expected to be performed and completed with the utmost degree of honesty and integrity.

The following examples include, but are not limited to, acts that violate the honesty and integrity principle of the Good Conduct Code of Honor and will be subject to academic disciplinary action: cheating; plagiarism; lack of attribution of cited material; claiming authorship of written material not so authored; commercial purchase of term papers submitted for assignments; claiming personal credit for research performed by others; claiming participation on a team project while not participating in the project; other forms of academic dishonesty; or, theft or destruction of academic materials owned by CNUCHS or a member of the CNUCHS community. The acts described in the preceding sentence and other acts in violation of the honesty and integrity principle are subject to disciplinary action whether they occur on or off campus.

### **3. LEGAL STANDARDS AND ETHICAL BEHAVIOR**

CNUCHS is dedicated to promotion of behavior that follows legal and ethical standards in teaching, scholarly activity, research, and service. We are committed to following the law and professional practice standards. We comply with and adhere to all federal, state, and local laws and regulations. We encourage all to act ethically in developing and advocating a culture of consideration for codes of ethics, values, and moral convictions of those who could be affected by our decisions. Whenever appropriate, we seek advice and counsel to determine the right course of action and make the best decision on behalf of those who depend on us to do so.

The following examples include, but are not limited to, acts that violate the legal standards and ethical behavior principle of the Good Conduct Code of Honor and will be subject to academic disciplinary action or non-academic disciplinary action as appropriate: any behavior which violates federal, state, or local laws, or any University/College or formal affiliate policy, regulation, or rule; violation of the health-care related laws and regulations of the State of California; or, violation of the written standards of practice of schools and community organizations participating in the CNUCHS experiential education program. The acts described in the preceding sentence and other acts in violation of the legal standards and ethical behavior principle are subject to disciplinary action whether they occur on or off campus.

### **4. PROFESSIONALISM**

CNUCHS is committed to providing teaching, scholarly activity, research, and service in a professional manner. We display professional attitudes, values, and behaviors in the classroom, at community partner organization sites, and within the broader community. We encourage teamwork and team-based learning that respects differing points of views of team members. At the same time we expect individual competence, performance, and accountability in a professional manner. We serve as positive role models by striving for excellence in the performance of our duties, while protecting the health and autonomy of colleagues and clients, and in serving individual, community, and societal needs.

The following examples include, but are not limited to, acts that violate the professionalism principle of the Good Conduct Code of Honor and will be subject to academic disciplinary action or non-academic disciplinary action as appropriate: any behavior which violates federal, state, or local laws, or any University/College or formal affiliate policy or rule; lewd, obscene, or indecent conduct on any University/College owned or controlled building or property; sexual harassment/misconduct; sexual harassment; unauthorized manufacture, sale, possession, or use of any illegal substance or substance that causes chemical dependence or impairment; hazing; bullying; physical or verbal abuse; or, possession of a deadly weapon. The acts described in the preceding sentence and other acts in violation of the professionalism principle are subject to disciplinary action whether they occur on or off campus.

### **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

### **Consequences of Violations of the Academic Integrity and Good Conduct Code of Honor**

Violations of the Code of Honor shall be reported and accorded due process according to the following procedures: 1. Students should report instances of academic dishonesty to the faculty member whose assignment or exam was compromised. The faculty member should evaluate the evidence and seriousness of the academic misconduct and hold a preliminary meeting with the accused student. For a first-time or minor infraction where the accused student admits misconduct, the faculty member has the option of setting a reasonable punishment (i.e., loss of points on an assignment) and/or mentoring the student on proper behavior with advisement of the consequences of repeated violation of the Code of Honor. If the accused student denies

misconduct in the face of sufficient evidence, the faculty member should refer the matter to the CNUCHS Committee on Academic Integrity and Good Conduct for documentation, investigation, and adjudication and disposition of the incident. Faculty members receiving such reports shall document all instances of academic dishonesty and Code of Honor violations in a confidential letter describing the incident and its resolution. The letter is to be forwarded to the Director of Student Success and Career Services who maintains confidential student records and communicates with appropriate university officials on a need-to-know basis.

2. Students and faculty should report instances of non-academic or personal misconduct to the Associate Dean of Student Affairs. The Associate Dean of Student Affairs is charged with handling the matter according to separate CNUCHS policies governing personal misconduct and crimes.

### **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 Accreditation Information on page 9 of this catalog.

# CHS Course Descriptions

In alphabetical order by department

## **ANTH 210 Cultural Anthropology (3 cr)**

This course introduces key concepts, methods and theoretical debates in cultural anthropology - a discipline that examines social patterns and practices across cultures. All stages of human life from birth to death are culturally influenced. Our lives emerge from programmed biological processes, yet we experience life within in a culturally rich world envisioned through identity, expectation and experience. We will explore various aspects of human life including perceptions of time and space, race, gender, marriage, sexuality, and family to examine how life stages are made meaningful and are given value through culture. We will also look at the historical development of social and economic systems, the role of language in culture and various systems of political power. We will conclude by looking through the anthropologist's lens at diverse concepts of body, health and illness. Summative work will emerge in Life Envisioned Projects and Life Envisioned Reflections that utilize the anthropologist's observation and ethnography toolkit. (Prerequisites: sophomore year standing or instructor approval)

## **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)

## **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)

## **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)

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

Companion laboratory course to be taken concomitantly with BIOL110 lecture course. (Prerequisites: BIOL110 if not taken concurrently)

## **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 instructor approval)

## **BIOL 120L Biology II – Cells & Biomolecules Laboratory (1 cr)**

A co-requisite of Bio 120 that focuses on current themes and techniques commonly used in cell and molecular biology laboratories. (Prerequisites: (Prerequisites: BIOL110 & CHEM110, or instructor approval); BIOL120 if not taken concurrently)

## **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. NB: Organ dissections (kidney, heart, brain eye) will be performed by students who take the BIOL201L (laboratory component). However, should a student wish not to engage in dissection (e.g., ethical or religious concerns), the student may observe dissections performed by other students or study digital video demonstration of dissections. See BIOL210L Course Proposal for more information. (Prerequisites: BIOL110 & BIOL120, or instructor approval)

## **BIOL 210L Human Anatomy Laboratory (1 cr)**

Companion laboratory course to be taken concurrently with BIOL210 lecture course. NB: Organ dissections (kidney, heart, brain eye) will be performed by students. However, 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. (Prerequisites: BIOL210 if not taken concurrently)

## **BIOL 220 Human Physiology (3 cr)**

The science of human physiology is presented in broad survey. Questions addressed by the course include: How does the body function at a mechanistic level? What are the quantitative principles of homeostasis compatible with life? A systems-based approach is used to examine the detailed function of the major organs and compartments of the body. (Prerequisites: BIOL210 & BIOL210L, or instructor approval)

## **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; BIOL220, if not taken concurrently)

**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. (Prerequisites: BIOL120 or instructor 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: BIOL110, BIOL120, CHEM110, & CHEM120)

**BIOL 310 General Microbiology (3 cr)**

This course is a general introduction to the study of microscopic forms of life including viruses, bacteria, protozoa, fungi, and algae. (Prerequisites: BIOL120, or instructor approval; co-requisite: BIOL310L)

**BIOL 310L General Microbiology Laboratory (1 cr)**

Companion laboratory course to be taken concurrently with BIOL310 lecture course. (Prerequisites: BIOL310 if not take together)

**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 instructor approval)

**BIOL 330 Human Nutrition (3 cr)**

(Formerly titled "Essentials of Nutrition") This course describes the nutrient requirements of the human body and the principles that define the relationship between diet and good health. (Prerequisites: CHEM310 or instructor approval)

**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 instructor approval)

**BIOL 350 Current Topics in Biology and Medicine (3 cr)**

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

concerning the practice of medicine and the creation and application of biotechnology. (Prerequisites: sophomore year standing or instructor approval)

**BIOL 410 Neuroscience (3 cr)**

Neuroscience is the study of the cellular and molecular basis of nervous system function. Neurons and associated glial cells form an electrical and chemical signaling network that underlies sensory perception, muscle contraction, and central information processing in the brain. 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). (Prerequisites: BIOL120 & CHEM120 both with a C or better)

**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. (Prerequisites: BIOL120; recommended courses: BIOL210 & CHEM310)

**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 & CHEM310, or instructor approval)

**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 instructor approval)

**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 instructor approval)

**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: successful completion of C grade or better of an introductory course in whole organism biology.)

### **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)

### **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: MATH110; co-requisite: CHEM110L)

### **CHEM 110L General Chemistry I Laboratory (1 cr)**

Companion laboratory course to be taken concurrently with CHEM110 lecture course. (Prerequisites: CHEM110 if not taken concurrently)

### **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)

### **CHEM 120L General Chemistry II Laboratory (1 cr)**

Companion laboratory course to be taken concurrently with CHEM120 lecture course. (Prerequisites: CHEM120 if not taken concurrently)

### **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)

### **CHEM 210 Organic Chemistry I (3 cr)**

This course covers the chemistry of major classes of organic molecules and functional groups such as halogens, amines, ethers, esters, and amides. Organic compounds are broadly defined as molecules that contain carbon, an extremely versatile element in terms of its chemistry. (Prerequisites: CHEM120 & CHEM120L)

### **CHEM 220 Organic Chemistry II (3 cr)**

A continuation of CHEM210 that expands upon organic reactions, organic synthesis, and biomolecules relevant to biology and medicine. (Prerequisites: CHEM210)

### **CHEM 220L Organic Chemistry II Laboratory (2 cr)**

Companion laboratory course to be taken concurrently with CHEM220 lecture course. (Prerequisites: CHEM220 if not taken concurrently)

### **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 will 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 of CHEM 220)

### **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 instructor approval)

### **COLL 100 Student Success Seminar (2 cr)**

The purpose of this course is to guide first-year students in a successful transition from high school to college. Topics include review of academic policies, university services, copyright laws and plagiarism, university etiquette, strategies for studying and test-taking, career advising, help resources, and balancing social life with academics. (Prerequisite: none)

### **COLL 105 Healthcare Student Success Seminar (1 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. (Prerequisite: none)

### **COLL 110 Medical Terminology (2 cr)**

COLL110 is an online course which is 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 \*Instruction delivery will be either hybrid (in-class and online) or fully online. (Prerequisite: none)

### **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)

### **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 in order for them to integrate these into their service-learning experience. Student work addresses the needs of the community, as identified through collaboration with community partners, while meeting learning outcomes through critical reflection meant to prepare students for social accountability and cultural competence development. Students who do not fulfill

the volunteer requirement for any reason, including but not limited to tardiness, work ethic, or absenteeism, will not receive credit for the course. (Prerequisite: COLL210)

### **COLL 310 Scholarly Project I / Research Methods (3 cr)**

This class introduces students to methodology used in scholarly research. Topics include the scientific method of hypothesis formulation and experimental design, information literacy, database sources and library skills, experimental design, data collection and analysis, reading and writing professional journal articles, and scholarly presentations in poster and seminar format. (Prerequisite: junior year standing or year two of 3+4 pathway)

### **COLL 320 Scholarly Project II (3 cr)**

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

### **COLL 420 Leadership (3 cr)**

Students will learn about tools needed to be a leader and to exercise leadership effectively in a variety of circumstances. Teaching methodology will be in the form of inquiry-style discussions and thought-provoking conversation. (Prerequisites: junior year standing or completion of 57 credits; and good academic standing.)

### **COLL 490a Peer-Assistant Learning (1-3 cr)**

Formerly titled "Teaching Assistant") Students may elect to receive official credit on their transcripts for work as teaching assistants in laboratory courses or for tutoring other students who need additional support. Students electing this course must be approved by a faculty member who will supervise the teaching activity. Three hours of work must be completed per week for the semester 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: instructor approval)

### **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: instructor approval)

### **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 a faculty member who will supervise them. Hours are variable. 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: Approval of the supervising faculty member)

### **COLL 430 Service Learning for Health Care Professionals (2 cr)**

(Formerly COLL530 and titled Community Outreach Project) 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: Passage of background check if required by community partner)

### **COLL 440 Service Learning Practicum for Health Care Professionals (2 cr)**

(Formerly COLL540) This service learning course is a continuation of COLL430. (Prerequisites: None)

### **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)

### **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)

### **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)

### **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 are able to effectively use word processing software and online writing tools. Diagnostic writing exercises will be used to assess students' basic skills of English grammar and vocabulary in order to customize instruction to level of skill. Increasingly complex assignments on topics relevant to health science will be used to establish and refine writing competency. (Prerequisites: Passing score on English placement exam, or satisfying SAT or ACT score)

### **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.

### **ENGL 120 English Composition II (3 cr)**

A continuation of ENGL110 that emphasizes originality, definition of and avoidance of plagiarism, proper methods of source citation, and further development of clarity, presentation, and writing style. (Prerequisites: ENGL110 or High Passing score on English placement exam)

### **ENGL 120L English 120 Composition II Writing Lab (1 cr)**

English 120 Composition Writing Lab 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 ENGL120L is required of all students who did not meet the Developed Category of the English 120 Writing Assessment Rubric. (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: ENGL110 or ENGL120, or instructor approval)

### **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)

### **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: sophomore year standing or instructor approval)

### **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: ENGL110 or instructor approval)

### **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: ENGL110 or instructor approval)

### **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 & ENGL120, or instructor approval; recommended courses: introductory philosophy, history, or sociology courses.)

### **MATH 120 Applied Statistics (3 cr)**

This course provides a comprehensive overview of basic statistics concepts and their application to biomedical sciences. It explains general principles of data analysis and statistical terminology. At the end of the course students will be able to carry out basic statistical analysis and to interpret the results. (Prerequisites: none)

### **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 offered in the Spring. (Prerequisites: none. recommended courses: To be successful in this course, students must have satisfactorily passed the equivalent of Algebra, Geometry, Algebra II, and Trigonometry)

### **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)

**MEDS 410 Standardized Patients Clinical Experience (2 cr)**

(Formerly MEDS500) This course is designed to introduce pre-medical post-baccalaureate students to the clinical experience from the patient's perspective. Students will have the valuable opportunity to interact with medical students, clinical faculty members and community physicians. The course consists of both didactic lectures and experiential learning. The didactic training focuses on communication, ethics, culture competency, related medical terminology and case studies. Experiential learning is in the form of role-play as standardized patients. This unique clinical experience will prepare students to better understand the needs of patients in patient centered health care, and enrich the clinical experience for the premed post baccalaureate students. As an optional elective, participation in this course is offered on a voluntary basis. (Prerequisites: PMPB student; review and agree to participate in lab activities listed on Standardized Patient Consent Form. Consent forms are available through Academic Advising)

**MEDS 420 Standardized Patients Clinical Experience (2 cr)**

(Formerly MEDS510) This course is designed to introduce pre-medical students to the clinical experience from the patient's perspective, and provide an introduction to the healthcare profession environment. Students will have the valuable opportunity to interact with medical students, clinical faculty members and community healthcare professionals. The course consists of both didactic lectures and experiential learning. The didactic training focuses on communication, ethics, cultural competency, related medical terminology, case studies, the current and future healthcare profession environment, and an introduction to health profession leadership and advocacy. Experiential learning is in the form of role-play as standardized patients, pre-lab medical overviews, and an off campus advocacy in action experience. This unique clinical experience will prepare students to better understand the needs of patient centered health care, provide a foundation of the healthcare environment in the U.S., introduce students to health profession administration, and overall enrich the pre-professional student clinical experience. (Prerequisites: PMPB student; review and agree to participate in lab activities listed on Standardized Patient Consent Form. Consent forms are available through Academic Advising)

**PHIL 310 Philosophy and Contemporary Life (3 cr)**

Philosophy attempts to elucidate abstract topics at a fundamental level. It uses logic and reason to address big questions such as issues of existence, morality, and ethics that are essentially unanswerable in exact form. The classical work of major historical figures in philosophy is presented and discussed to help students sharpen their intellectual skills and form their own philosophy. (Prerequisites: ENGL120)

**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 instructor approval)

**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: junior year standing or instructor approval)

**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 instructor approval)

**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 instructor approval)

**PHYS 210L Physics I Laboratory (1 cr)**

Companion laboratory course to be taken concurrently with PHYS210 lecture course. (Prerequisites: PHYS210 if not taken concurrently)

**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)

**PHYS 220L Physics II Laboratory (1 cr)**

Companion laboratory course to be taken concurrently with PHYS220 lecture course. (Prerequisites: PHYS220 if not taken concurrently)

**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)

**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)

**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)

**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)

**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: PSYC110)

**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)

**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.

**SEMR 410 Health Professions Seminar I (1 cr)**

(Formerly titled "COLL510 Health Professions Seminar Course") 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)

**SEMR 420 Health Professions Seminar II (1 cr)**

(Formerly titled "COLL520 Health Professions Seminar and Workshop") 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)

**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.

**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: instructor approval.)

# CHS 2018-2019 Academic Calendar

California Northstate University College of Health Sciences 2018-2019 Academic Calendar		
Description	Start Date	End Date
<b>SUMMER 2018</b>		
New Student Orientation	Monday, June 11, 2018	Tuesday, June 12, 2018
Summer Academic Term	Wednesday, June 13, 2018	Friday, August 3, 2018
Instructional Period	Wednesday, June 13, 2018	Wednesday, August 1, 2018
Course Add/Drop Deadline	Monday, June 18, 2018	
Holiday — Independence Day	Wednesday, July 4, 2018	
Final Exams	Thursday, August 2, 2018	Friday, August 3, 2018
Final Grades Due	Monday, August 6, 2018	
Remediation Period	Tuesday, August 7, 2018	Thursday, August 23, 2018
Summer Remediation Grades Due	Friday, August 24, 2018	
<b>FALL 2018</b>		
New Student Orientation	Thursday, August 23, 2018	Friday, August 24, 2018
Fall Academic Semester	Monday, August 27, 2018	Friday, December 14, 2018
Instructional Period	Monday, August 27, 2018	Friday, December 7, 2018
Holiday — Labor Day	Monday, September 3, 2018	
Course Add/Drop Deadline	Monday, September 10, 2018	
Holiday— Thanksgiving Break	Thursday, November 22, 2018	Friday, November 23, 2018
Final Exams	Monday December 10, 2018	Friday, December 14, 2018
Final Grades Due	Wednesday, December 19, 2018	
Winter Break	Monday, December 17, 2018	Friday, January 18, 2019
Remediation Period	Monday, December 17, 2018	Wednesday, January 2, 2019
Fall Remediation Grades Due	Friday January 4, 2019	
<b>SPRING 2019</b>		
New Student Orientation	Thursday, January 17, 2019	Friday, January 18, 2019
Holiday—Martin Luther King, Jr.	Monday, January 21, 2019	
Spring Academic Semester	Tuesday, January 22, 2019	Friday, May 17, 2019
Instructional Period	Tuesday, January 22, 2019	Friday, May 10, 2019
Course Add/Drop Deadline	Monday, February 4, 2019	
Holiday — President's Day	Monday, February 18, 2019	
Spring Break	Monday, March 18, 2019	Friday, March 22, 2019
Graduation Ceremony	Saturday, May 11, 2019	
Final Exams	Monday, May 13, 2019	Friday, May 17, 2019
Final Grades Due	Wednesday, May 22, 2019	
Remediation Period	Monday May 20, 2019	Friday, May 31, 2019
Spring Remediation Grades Due	Tuesday, June 4, 2019	

*Version: October 24, 2017 Some dates may be subject to change. Revisions will be reposted.*

# FINANCIAL SERVICES & DISCLOSURES

## Financial Aid

### Financial Aid Contact Information

Student Financial Aid Office  
9700 West Taron Drive, Elk Grove, CA 95757  
Phone: (916) 686-8784  
Fax: (916) 686-8145  
E-mail: [jhansana@cnsu.edu](mailto:jhansana@cnsu.edu)  
URL: <http://www.cnsu.edu/student-financial-aid-offices>

### 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. **Student Financial Aid Application:** the Financial Aid department requires this form from all enrolled students each academic year who are financing tuition and fees with a private educational loan.
3. **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**

4. **Installment Payment Plan Contract:** the Business 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/link/query?schoolId=473>

### 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 \$3,200.00 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 \$3,200.00, 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 than 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, <http://cnsu.edu/student-financial-aid-offices>.

If the student has 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 noncollection 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) 916-686-7400  
Email: [CNRegistrar@cnsu.edu](mailto: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 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](mailto: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 <http://www.cnsu.edu/office-of-the-registrar/registrar-services>.

### 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 <http://www.cnsu.edu/office-of-the-registrar/registrar-services>.

## 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.

Information about verifications and the request form are available at: <https://www.cnsu.edu/office-of-the-registrar/enrollment-degree-verification-request>.

## 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](http://www.parchment.com).
  - Official transcripts may be ordered through Parchment's online record ordering service. 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.

All delinquent financial and business obligations with the University must be cleared before transcripts are released. The University will withhold official transcripts if the University has knowledge that the student has any default on loans or service obligations.

Ordering instructions and request form are available at: <https://www.cnsu.edu/office-of-the-registrar/registrar-request-a-transcript>.

## 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 April 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 and official transcripts 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 a student serving 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 or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for California Northstate University.

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

### 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 be disclosed should 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 at: [http://www.cnsu.edu/shareddocs/Registrar/CNU FERPA Notice.pdf](http://www.cnsu.edu/shareddocs/Registrar/CNU_FERPA_Notice.pdf).

# 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	<a href="http://www.aa.org">http://www.aa.org</a>
National Drug Helpline	<a href="https://www.samhsa.gov/find-help/national-helpline">https://www.samhsa.gov/find-help/national-helpline</a>
The National Council on Alcoholism and Drug Dependence	<a href="http://www.ncadd.org">http://www.ncadd.org</a>

### 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	
Addiction Treatment Program	916-525-6100
Mental Health Center – Kaiser Patients	
Mental Health Center – Kaiser, after hours emergencies	916-631-3034
Alcohol and Drug System of Care	916-973-5300
	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 than 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. Evidence not submitted to the online health records tracker will not be accepted. Failure to provide evidence of insurance coverage may result in cancellation of registration. 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 Western Health Advantage (WHA). The policy allows full-time students 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 WHA 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 WHA including enrollment instructions and benefit information, please visit: [website](#):

<http://www.cnsu.edu/office-of-the-registrar/student-health-plan>.

### Information on other individual health plans in California can be found at:

- Blue Cross of California: [www.bluecrossca.com](http://www.bluecrossca.com)
- Blue Shield of California: [www.blueshieldcaplans.com](http://www.blueshieldcaplans.com)
- Covered California: [www.coveredca.com](http://www.coveredca.com)
- Health Net: [www.healthnet.com](http://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.

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 south western Sacramento are within 15 minutes of campus. Rental prices can range from \$600 - \$1,600 for apartments depending on the number of bedrooms and amenities offered. Single family homes for rent and for sale vary considerably within these areas; the most current listings available through real estate websites such as <http://www.sacbee.com/classified-ads/category/Real+Estate+For+Rent>.

## 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](http://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](http://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

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.

### **College of Health Sciences**

1. From the home page [www.cnsu.edu](http://www.cnsu.edu), click on **Health Sciences** 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

# 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 (-80°C, -20°C and LN<sub>2</sub>) 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, CO<sub>2</sub> 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 pipettors, 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, catheterization 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<sub>2</sub> incubators, cell culture hoods, and fume hoods. All supplies, reagents and disposables are on-hand.

# 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 of 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 case 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 is open to students from:

- Monday-Thursday: 8:00 a.m. to 11:30 p.m.
- Friday: 8:00 a.m. to 6:00 p.m.
- Saturday-Sunday: 10:00 a.m. to 5:00 p.m.

All doors are automatically locked after 11:30 p.m. Monday through Thursday, 6:00 p.m. on Friday and 5:00 p.m. Saturday and Sunday.

The Rancho Cordova building is open to students from:

- Monday – Friday 7:30 am to 9:00 pm

(1701 After Hours Access)

## 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 child care 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/anonymouseportcnu>. 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 *Accreditation Information* section of this catalog on page 9.

## 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](http://www.copyright.gov) and [www.copyright.gov/help/faq](http://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.

## 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. The Associate/Assistant Dean of Student Affairs and Admissions is the Title IX Coordinator for the University. Any violations of the Title IX Education Amendment Act should be reported to the Associate/Assistant Dean of Student Affairs 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 transcript hold, 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 are allowed to park in spaces marked "*Car or Van Pool*". 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 152.

## 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

Direct Contact: Campus Security Officer – Kyree Lomack  
Telephone: (916) 432-7615

#### 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 – Tables and Additional Information

The CNU Annual Security Report contains data for crime information in the immediate area surrounding the campus. The report can be obtained on our website at the following web address: <http://www.cnsu.edu/annual-security-report>. A paper copy is available upon request.

An overview of campus security, emergency alert, and response procedures is provided at the new student orientation. Additional safety and security information, tips, and alerts will be delivered to students through campus email. The school offers safety awareness seminars throughout the year.

## Disclosure of Campus & Local Area Crime Statistics

The categories on the chart below show crime statistics for the campus, certain non-campus properties, and certain public property areas which have been reported to local police and campus security authorities must be disclosed for the most recent three calendar years.

## Composite Clery Act Statistics 2014-2016

Offense Category	Year	Elk Grove On-Campus Property	Elk Grove Public Property	Rancho Cordova On-Campus Property	Rancho Cordova Public Property	Total
Murder and Non-negligent Manslaughter	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
Negligent Manslaughter	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
Sex Offenses (Forcible)	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
Sex Offenses (Non-forcible)	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
Robbery	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
Aggravated Assault	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
Burglary	2014	1	0	N/A	2	3
	2015	0	0	0	2	2
	2016	0	1	1	1	3
Motor Vehicle Theft	2014	0	0	N/A	2	2
	2015	0	0	0	1	1
	2016	0	0	0	0	0
Arson	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
Liquor Law Arrests	2014	0	0	N/A	2	2
	2015	0	0	0	0	0
	2016	0	0	0	1	1
Liquor Law Disciplinary Action	2014	0	0	N/A	2	2
	2015	0	0	0	0	0
	2016	0	0	0	1	1
Drug Law Arrests	2014	0	0	N/A	2	2
	2015	0	0	0	1	1
	2016	0	0	0	1	1
Drug Law Disciplinary Action	2014	0	0	N/A	2	2
	2015	0	0	0	1	1
	2016	0	0	0	0	0
Weapons Arrest	2014	0	0	N/A	0	0
	2015	0	0	0	1	1
	2016	0	0	0	0	0
Weapons Disciplinary Action	2014	0	0	N/A	0	0
	2015	0	0	0	1	1
	2016	0	0	0	0	0



## Composite Clery Act VAWA (Special) Statistics 2014-2016

Offense Category	Year	Elk Grove On-Campus Property	Elk Grove Public Property	Rancho Cordova On-Campus Property	Rancho Cordova Public Property	Total
<b>Domestic Violence</b>	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
<b>Dating Violence</b>	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0
<b>Stalking</b>	2014	0	0	N/A	0	0
	2015	0	0	0	0	0
	2016	0	0	0	0	0

# DIRECTORY

## UNIVERSITY ADMINISTRATION

For a current listing of people, titles, specialties, and contact information, please visit:  
<http://www.cnsu.edu/administration/university-administration>.

<b>Alvin Cheung</b> PharmD, University of the Pacific MHSA, University of the Pacific	President
<b>Paul Wagstaffe</b> JD, University of California, Davis School of Law	General Counsel
<b>Shoua Xiong</b> MBA, National University	Vice President, Finance; CFO/Controller
<b>Xiaodong Feng</b> PharmD, Albany College of Pharmacy and Health Sciences PhD, Chinese Academy of Medical Sciences	Vice President, Admissions, Student Affairs, and Outreach
<b>Grant D. Lackey</b> PharmD, University of California, San Francisco	Vice President, University Operations, Faculty and Program Development;
<b>Karen McClendon</b> PhD, University of Louisiana	Vice President, Institutional Research & Assessment
<b>Catherine Yang</b> PhD, Tufts University	Vice President Academic Affairs; Associate Dean of Medical Education
<b>Joseph Silva</b> MD, MACP	Dean of College of Medicine, Professor, Vice President of Medical Affairs
<b>Philip Mack</b> PhD, University of California, Davis	Vice President, Research; Professor (COM BS)
<b>Cindy Zheng</b> MD, Shanghai Medical School	Assistant Dean of Education Development

## Administrative Staff

For a current listing of people, official titles and contact information, please visit:  
<http://www.cnsu.edu/about/administration/administration-staff>.

### Business Office

**Akelia Forsyth**, Bookkeeper/Payroll  
**Cathy Hawkins**, Staff Accountant  
**Minyi Jiang**, Staff Accountant  
**Lisa Sypraseuth**, AP Clerk

### Office of Continuing Education

**Michelle Ngo**, Administrative Assistant

### Financial Aid

**JoAnne Hansana**, Financial Aid Manager  
**Judy Her**, Financial Aid Administrator

### Human Resources

**Heidi Herman, PHR**, Director, Human Resources

### Information Technology (IT)

**Simon Tam**, IT Manager  
**Hoa Huynh**, Applications Specialist  
**Christopher Marez**, Desktop Support Technician

### Library

**Scott Minor, MLS**, Director of Library Resources

### Office of the Registrar

**Janine Dagna**, Registrar  
**Amanda Wilder**, Assistant Registrar

# COLLEGE OF MEDICINE

## COM Administration

For a current listing of people, official titles and contact information, please visit: <http://medicine.cnsu.edu/faculty/faculty-contact-info/college-administration/>.

<http://medicine.cnsu.edu/faculty/faculty-contact-info/faculty-contact-info><http://medicine.cnsu.edu/faculty/staff/staff>

<b>Joseph Silva</b> MD, Northwestern University	Dean; Vice President of Medical Affairs; Professor
<b>Catherine Yang</b> PhD, Tufts University	Vice President of Academic Affairs; Associate Dean of Medical Education
<b>Xiaodong Feng</b> PharmD, Albany College of Pharmacy and Health Sciences PhD, Chinese Academy of Medical Sciences	Vice President of Student Affairs, Admissions & Outreach; Professor (COM BS)
<b>Gordon Wong</b> MD, UCLA School of Medicine	Senior Associate Dean of Clinical Medicine; Professor
<b>Grant Lackey</b> PharmD, University of California, San Francisco	Associate Dean of Faculty Affairs & Development; Associate Professor (COM BS)
<b>Lester Pan</b> MD, Sun Yat-Sen University of Medical Science MD, PhD, University of California, Davis	Associate Dean of Global Health Medical Education Development
<b>Rajendra Ramsamooj</b> MD, University of Minnesota	Assistant Dean of Curriculum; Professor
<b>Hugo Arias</b> MD, PhD, University of Natal Medical School	Assistant Dean of Research; Professor
<b>Darilyn Falck</b> MD, Eastern Virginia Medicinal School	Assistant Dean of Student Affairs; Associate Professor
<b>Ghaith Aleyd</b> MBChB, College of Medicine, Al-Nahrain University	Director of Assessment; Associate Professor

## 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/faculty/faculty-contact-info/faculty-contact-info>

### Department of Basic Sciences (COM BS)

<b>Michael Bradbury</b> , Chair; Professor PhD, Yale University	<b>Valerie Gerriets</b> , Assistant Professor PhD, Duke University
<b>Lakshmi Chaturvedi</b> , Assistant Professor PhD, Sanjay Gandhi Postgraduate Institute of Medical Sciences, UP, India	<b>Michael Ibrahim</b> , Associate Professor MD, Medical University of the Americas, West Indies PhD, Medical College of Wisconsin
<b>Nripendra Dhillon</b> , Associate Professor MBBS, University of Delhi, India MS, University of California, Davis	<b>Philip Mack</b> , Associate Professor PhD, University of California Davis
<b>Nehad El-Sawi</b> , Professor PhD, University of Dublin, Trinity College, Ireland	<b>Jose Puglisi</b> , Assistant Professor PhD, Universidade Estadual de Campinas, San Pulo, Brazil
<b>Susan Ely</b> , Professor PhD, Tufts University School of Medicine	<b>Sailabala Vanguri</b> , Assistant Professor MD, Osmania Medical College
<b>Alan Ernst</b> , Assistant Professor PhD, University of Minnesota	<b>Jennifer West</b> , Assistant Professor PharmD, University of California, San Francisco School of Pharmacy

**Katherine Whitcome**, Assistant Professor  
PhD, University of Texas at Austin

**Catherine F. Yang**, Professor  
PhD, Tufts University

## Department of Clinical Sciences (COM CS)

**Peter Yip**, Senior Chair; Associate Professor  
MD, University of Southern California

**ForShing Lui**, Vice-Chair; Associate Professor  
MD, University of Hong Kong

**Scott Braley**, Associate Professor  
MD, Texas Tech University

**Carol Lynne Conrad-Forrest**, Assistant Professor  
MD, University of Nevada College of Medicine

**Floyd Culler**, Professor  
MD, University of Tennessee

**Guy DiSibio**, Associate Professor  
MD, UCLA, School of Medicine  
PhD, UCLA

**Sambandam Elango**, Professor  
MBBS, Madras Medical College

**Rochelle Frank**, Associate Professor  
MD, University of California, San Diego

**Louise Glaser**, Assistant Professor  
MD, George Washington University

**Tim Grennan**, Professor  
MD, University of Nebraska College of Medicine

**Nazir Habib**, Associate Professor  
MD, University of Birmingham

**Nazila Hejazi**, Assistant Professor  
MD, Iran University of Medical Sciences

**Laura Hoffman**, Associate Professor  
MD, University of California, Davis School of Medicine  
PhD, University of California, Davis

**Rodolph Holguin**, Associate Professor  
MD, UC Irvine

**Ishwarlal Jialal**, Professor  
MD, PhD University of Natal Medical School, Natal, South Africa

**Tracy Yarbrough**, Associate Professor  
, University of Iowa  
PhD, University of Iowa

**Ravinder Khaira**, Associate Professor  
MD, St. George University  
PhD, John Hopkins University

**James Lee**, Assistant Professor  
MD, University of California, San Diego School of Medicine

**Kenneth Lee**, Professor  
MD, Harvard

**Arthur Lee**, Professor  
MD, University of California, Davis School of Medicine

**James Martel**, Associate Professor  
MD, Harvard University

**Joseph Martel**, Associate Professor  
MD, University of Wisconsin Medical School

**Malcolm McHenry**, Associate Professor  
MD, University of Southern California

**Peter Murphy**, Associate Professor  
MD, University College of Dublin

**Mark Owens**, Professor  
MD, University of Michigan

**Lally Pia**, Assistant Professor  
MD, University of California, Davis School of Medicine

**Leonard Ranasinghe**, Professor  
MD, Loma Linda School of Medicine

**Joseph Rogers**, Assistant Professor  
MD, Medical College of Wisconsin

**Mark Sheffield**, Associate Professor  
MD, PhD, Creighton University

**Azad Sheikh**, Associate Professor  
MBBS, Karnatak Medical College

**Jean-Claude Veille**, 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>.

**Hieu Tran**

PharmD, Philadelphia College of Pharmacy and Science

Dean

**Linda Buckley**

PhD, MA, University of California, Davis

Associate Dean for Academic Affairs

**Tiffany-Jade Kreys**

PharmD, University of Michigan College of Pharmacy

Assistant Dean for Student Affairs & Admissions; Assistant Professor (CAS)

**Leo Fitzpatrick**

PhD, George Washington University

Assistant Dean for Research; Associate Professor (PBS)

## 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>

**Diana Cao**, Chair; Assistant Professor

PharmD, University of Southern California, School of Pharmacy

**Ivan Petrzelka**, Adjunct Faculty

PharmD, Charles University  
JD, California Southern University  
MBA, Newport University

**Kenan Alkhour**, Adjunct Faculty

PhD, University of Bradford  
MS, University of Damascus  
PharmBSc, University of Teshreen

**Olivia Phung**, Assistant Professor

PharmD, Northeastern University, Bouve College of Health Sciences, School of Pharmacy

**Jennifer Courtney**, Adjunct Faculty

PharmD, California Northstate University, College of Pharmacy

**Sam Rasty**, Adjunct Faculty

PharmD, Ferris State University, College of Pharmacy  
MPH, University of Illinois at Chicago

**Bin Deng**, Assistant Professor

PharmD, California Northstate University, College of Pharmacy

**Peter Tenerelli**, Assistant Professor

PharmBSc, University of Washington, School of Pharmacy

**Eugene Kreys**, Assistant Professor

PharmD, University of Michigan College of Pharmacy  
PhD, University of Texas at Austin College of Pharmacy

**Erika Titus-Lay**, Assistant Professor

PharmD, Purdue University College of Pharmacy

**Justin Lenhard**, Assistant Professor

PharmD, University at Buffalo, School of Pharmacy & Pharmaceutical Sciences

**Tuan Tran**, Assistant Professor

PhD, Oregon State University  
MS, Polytechnic University of Turin

**Jennifer Murphy**, Adjunct Faculty

PharmD, University of California, San Francisco, School of Pharmacy

**Huyen Vu**, Assistant Professor

PharmD, Massachusetts College of Pharmacy and Health Sciences

**Jennifer West**, Assistant Professor

PharmD, University of California, San Francisco, School of Pharmacy

## Pharmaceutical & Biomedical Sciences (PBS)

**Uyen Le**, Chair; Associate Professor

PhD, Oregon State University

**Eman Atef**, Associate Professor

PhD, Massachusetts College of Pharmacy and Health Sciences

**Tibebe Woldemariam**, Vice-Chair; Associate Professor

PhD, University of Bradford, U.K.

**Lakshmi Chaturvedi**, Associate Professor  
PhD, Sanjay Gandhi Post-Graduate Institute of Medical Sciences, UP, India

**Suzanne Clark**, Associate Professor  
PhD, Duke University

**Rania Elkeeb**, Assistant Professor  
PhD, Massachusetts College of Pharmacy and Health Sciences

**Hatem Elshabrawy**, Assistant Professor  
PhD, University of Illinois at Chicago

**Ahmed El-Shamy**, Assistant Professor  
PhD, Kobe University, Japan

**Linh Ho**, Assistant Professor  
PhD, University of California San Francisco

**Simeon Kotchoni**, Associate Professor  
PhD, University of Bonn, Germany  
MS, University of Abomey Calavi, Benin  
MS, Obafemi Awolowo University, Ile-Ife, Nigeria

## Experiential Education (EED)

**Hyeryeon Noh**, Chair; Associate Professor  
PharmD, Massachusetts College of Pharmacy  
BS, Yonsei University

**Tony Eid**, Assistant Professor  
PharmD, BS Loma Linda University, School of Pharmacy

**Joe Hubbard**, Associate Professor  
RPh, PharmD, BCPS, University of Arizona

**Sukhvir Kaur**, Assistant Professor  
PharmD, BCACP, University of Massachusetts, College of Pharmacy

**Ashim Malhotra**, Associate Professor  
PhD, St. John's University

**Islam Mohamed**, Assistant Professor  
PhD, University of Georgia

**Lakshmi Shankar Chaturvedi**, Associate Professor  
PhD, Sanjay Gandhi Post-Graduate Institute of Medical Sciences, India

**Ruth Vinall**, Associate Professor  
PhD, Cardiff University, U.K.

**Hongbin Wang**, Assistant Professor COP PBS  
PhD, University of Pennsylvania  
MS, PharmBS, Second Military Medical University, Shanghai, China

**Zhuqiu Zin**, Associate Professor  
PhD, Central South University

**Kristine Kim Thomas**, Assistant Professor  
PharmD, St. John's University

**Welly Mente**, Assistant Professor  
PharmD, University of Southern California

**Josephine Quach**, Assistant Professor  
PharmD, California Northstate University, College of Pharmacy

# COLLEGE OF PSYCHOLOGY

## COP Administration

**Bret McLaughlin**

PsyD, The Wright Institute  
MBA, California Northstate University, Sacramento  
MA, New York University

**Mark Ettensohn**

PsyD, The Wright Institute

**Sandra Nevis**

PhD, Bowling Green State University

Dean

Assistant Dean of Student Affairs and Admissions

Assistant Dean of Clinical Training

## COP Faculty by Last Name

**Larry Bienati**, Associate Professor

PhD, Golden Gate University  
MBA, California State University Hayward

**Kristee Haggins**, Associate Professor

PhD, Ohio State University

**Tiffany Mimms**, Assistant Professor

PhD, Fuller Theological Seminary

**Andrea Schneider**, Associate Professor

PhD, University of Potsdam

**Craig Wetterer**, Associate Professor

PhD, Fielding Graduate University  
JD, William Howard Taft University School of Law

# COLLEGE OF HEALTH SCIENCES

## CHS Administration

**For a current listing of people, titles and contact information, please visit:**

<http://healthsciences.cnsu.edu/about/people/administration>

**Heather Brown**

PhD, University of California, Santa Cruz

**Rikki S. Corniola**

MS, Florida State University

PhD, Florida State University

TBD

**Moira Delgado**

MA/MA, Middlebury College

Dean

Interim Associate Dean of Academic Affairs; Director of Accreditation and Assessment; Assistant Professor

Assistant Dean of Student Affairs and Admissions; Assistant Professor; Director of Student Success and Career Services

Director of Student Life and Service Learning; Instructor for Service Learning

## CHS Faculty by Department (Chair then alphabetical by last name)

<http://healthsciences.cnsu.edu/about/people/faculty>

### Science and Mathematics

**Damon Meyer**, Chair; Assistant Professor

PhD, Irell & Manella Graduate School of Biological Sciences at the City of Hope

**Molly M. Foote** Assistant Professor

PhD, Florida State University

**Jose Luis Puglisi** Assistant Professor

PhD, Universidade Estadual de Campinas UNICAMP – Brazil

**Nicholas Valley** Assistant Professor

PhD, Northwestern University

**Katherine Whitcome**, Assistant Professor

PhD, University of Texas at Austin

**Christopher Wostenberg** Assistant Professor

PhD, The Pennsylvania State University

### Humanities and Social Sciences

**William J. Davis** Chair; Assistant Professor

PhD, Virginia Tech

**Louise Glaser**, Associate Clinical Professor MD,

George Washington University

**Cassandra Perryman** Assistant Professor

PhD, University of Queensland

**Frances Wise**, Lecturer

MA, Santa Clara University



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<b>College of Medicine</b>	comadmissions@cnsu.edu	916-686-7813	
<b>College of Pharmacy</b>	admissions@cnsu.edu	916-686-8798	
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