



CALIFORNIA NORTHSTATE UNIVERSITY

General Catalog 2016-2017



COLLEGE OF PHARMACY • COLLEGE OF MEDICINE
COLLEGE OF HEALTH SCIENCES



July 2016 Volume 1

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NOTICE:

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

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

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 2016-2017 University General Catalog covers the academic year from July 1, 2016 to July 31, 2018.

UNIVERSITY GENERAL CATALOG ACADEMIC YEAR 2016-2017

Professional and Undergraduate Programs

College of Pharmacy
College of Medicine
College of Health Sciences



CALIFORNIA
NORTHSTATE
UNIVERSITY

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CALIFORNIA NORTHSTATE UNIVERSITY

California Northstate University (CNU) is an 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."

Accreditation Information

Western Association of Schools and Colleges (WASC)

California Northstate University is accredited by the Senior Colleges and Universities of the Western Association of Schools and Colleges (WSCUC), 985 Atlantic Avenue, #100, Alameda, CA 94501, 510-748-9001.

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.

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, 312-664-3575; FAX 312-664-4652, website www.acpe-accredit.org.

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
(202) 828-0596
<http://www.lcme.org/>

Non-discrimination

California Northstate University (CNU) 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, age, sexual orientation, political affiliation, veteran status, or disability.

Mission, Vision and Values

University Mission: To Advance the Art and Science 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

Upon successful completion of their program of study, graduates of CNU will be able to demonstrate the following institutional learning outcomes:

- 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.

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.



COLLEGE OF PHARMACY

Mission, Vision and Values

Mission: To Advance the Science and Art of Pharmacy

Our 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.

Our 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.

Our 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:

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

Service:

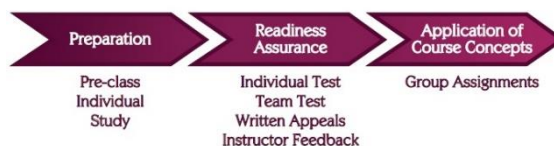
7. Faculty engaged in professional and community activities.
8. A continuing education program responsive to the needs of alumni, pharmacy practitioners, and other healthcare professionals.
9. An operation system that supports teaching, learning, research, scholarship, and professional development.

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 instructor forms teams comprised of 6 to 7 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 master identified objectives. This may involve audio-taped mini-lectures, 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 may last several class periods, teams will complete in-class assignments that promote collaboration, use of Phase 1 and Phase 2 knowledge, and identification of learning deficiencies. At designated times; all teams will simultaneously share their team's answers to the assignment for easy comparison and immediate feedback. This three phase sequence may be repeated 5-7 times during the course. Peer evaluations are performed once or 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 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, 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) and first aid. 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

California Intern Pharmacist

Registration Requirements

To register as an intern pharmacist in California, candidates must be currently enrolled in a school of pharmacy recognized by the Board or accredited by the Accreditation Council for Pharmaceutical Education (ACPE) and have fingerprint and background clearances.

Complete registration instructions can be downloaded from the California State Board of Pharmacy website at http://www.pharmacy.ca.gov/forms/intern_app_pkt.pdf.

California Pharmacist

The Office of Student Affairs and Admissions batch processes the graduating student applications during the month of May and hand delivers the reviewed applications to the Board of Pharmacy. An agreement currently exist between schools and colleges of pharmacy in California that if the school processes and reviews the application prior to delivery of the graduating students application the board will expedite processing of the application in approximately 10 business days.

Eligibility Requirements

To be licensed as a pharmacist in California, you must:

- Be at least 18 years of age.
- Have obtained a B.S. in Pharmacy or a Doctor in Pharmacy degree from a college of pharmacy recognized by the board.
- Have completed 1,500 intern experience hours or verified licensure as a pharmacist in another state for at least one year.
- Have taken and passed the North American Pharmacist Licensure Examination (NAPLEX) and the California Pharmacist Jurisprudence Examination (CPJE).
- Have fingerprint and background clearances.

The registration instructions, requirements, and application form for licensure as a pharmacist in California application may be obtained and downloaded at California State Board of Pharmacy website:

http://www.pharmacy.ca.gov/forms/rph_app_pkt2.pdf.

NAPLEX/MPJE

Eligibility Requirements

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 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>.

Complaints Related to Accreditation Standards

California Northstate University College of Pharmacy 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 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/default.asp>.

Accreditation Council for Pharmacy Education (ACPE)

The Accreditation Council for Pharmacy Education (ACPE) is required by the U.S. Secretary of Education to require its pharmacy programs to record and handle student complaints regarding a school's adherence to the ACPE Standards. ACPE 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, ACPE requires pharmacy schools to provide an opportunity for pharmacy students to provide comments and/or complaints about the school's adherence to ACPE's Standards.

The colleges and schools of pharmacy accredited by ACPE 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.

Admission to the College of Pharmacy

The California Northstate University College of Pharmacy (CNUCOP) utilizes the national Pharmacy College Application System (PharmCAS). Applicants for admission to the entry-level Doctor of Pharmacy program at CNUCOP are required to complete and submit an official online application at www.PharmCAS.org. Applicants must also electronically submit a completed supplemental application and supplemental application 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 to interview.

The interview is conducted on campus. During the interview, the applicant is asked to discuss experiences, reasons of interest in pharmacy, and any related experiences. The interview is designed to assess a variety of factors including: interest, oral and written communication skills, maturity, dedication, 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.

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 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/International 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 for detailed instructions and timeline.

Canadian Students

California Northstate University College of Pharmacy accepts applications from Canadian students provided

they meet the same prerequisite requirements as U.S. applicants.

Transcripts and coursework from Canadian institutions must be evaluated for course equivalency by an international evaluation service such as WES, ECE or IERF. Evaluations must be sent directly to PharmCAS 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.

Other International Students

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

Transcripts and coursework from foreign institutions must be evaluated by either WES, ECE or IERF. Evaluations should be sent directly to PharmCAS and must include semester units and letter grades for each course, cumulative GPA and, if possible, a science GPA. Applicants accepted to the program must provide an official copy of all transcripts 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 **and/or whose native language is not English** must submit scores from the TOEFL Exam or the International English Language Testing System (IELTS) Exam directly to the College of Pharmacy Admission Office. The TOEFL exam is administered by Educational Testing Service. This will not apply, if an additional degree is obtained at a U.S. institution. Minimum scores to be considered as an applicant are:

Minimum TOEFL iBT score: 180 or at least 550 (213 on the computer based test).

Minimum IELTS: 7.5

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. 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.

Experiential Learning Credit

Because of the specific legal requirements for licensure as a pharmacist, the only experiential learning credits available are required in and must be earned through the program itself. There is no credit for prior experiential learning and therefore no appeal available for the denial of such credit.

Pre-Pharmacy Requirements

Admission to the four-year Doctor of Pharmacy program requires completion of prerequisite coursework (see course list below), a successful admission interview, and approval of acceptance for admission by a committee.

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” or better in each prerequisite with a minimum cumulative GPA of 2.60 on a 4.00 grade scale. The specific pre-pharmacy course requirements are:

Course	Semester Hours	Quarter Hours
General Chemistry*	8	12
Organic Chemistry*	8	12
Biochemistry, or Cell & Molecular Biology	3	4
General Biology*	8	12
Microbiology	3	4
Anatomy***	4	6
Physiology***	4	6
Physics**	4	6
Calculus**	3	4
Statistics	3	4
Public Speaking	3	4
English Composition****	6	8

*Course must have a laboratory component or lab equivalent.

**A 4+ AP score is acceptable.

***1-yr of Anatomy and Physiology is acceptable.

****Students completing a bachelor’s degree often complete these courses as part of your bachelor’s degree requirements. English Composition must be completed at an accredited institution in the United States or at an accredited institution in a predominately English speaking country. English as a Second Language courses will not fulfill this requirement. (*An AP Exam score of 4 or 5 will fulfill only one semester of this requirement.) CNU’s AP Code is 7669.

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

Tuition, Fees, and Related Financial Disclosures

All tuition, fees, expenses, and policies listed in this publication are effective as of August 2016 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.

Doctor of Pharmacy - Tuition & Fees per Year for 2016-2017

Tuition & Fees	Amount	Class
Tuition	\$48,310.00	P1, P2, P3, P4
Student Activity Fee	\$280.00	P1, P2, P3
Pharmacy Lab Fee / Skill Lab Fee	\$210.00	P1, P2, P3
BCLS/CPR Certification Fee	\$40.00	P1
BCLS/CPR Certification Fee	\$30.00	P3
Background Check Fee	\$48.00	P3
P1 Total Estimated Tuition & Fees per Year	\$48,840.00	
P2 Total Estimated Tuition & Fees per Year	\$48,800.00	
P3 Total Estimated Tuition & Fees per Year	\$48,878.00	
P4 Total Estimated Tuition & Fees per Year	\$48,310.00	

Total Estimated Cost for the 4-year Doctor of Pharmacy program ranges from \$200,000 to \$210,000¹

Other Educational Related Costs ²	Amount	Class
Health Insurance premium ³	\$3,200.00	P1, P2, P3, P4
Books and Supplies ⁴	\$1,600.00	P1, P2, P3, P4
Room and Board ⁴	\$18,538.30	P1, P2, P3, P4
Transportation ⁴	\$3,847.50	P1, P2, P3, P4
P1 Total Estimated Cost per Year⁵	\$76,025.80	
P2 Total Estimated Cost per Year⁵	\$76,985.80	
P3 Total Estimated Cost per Year⁵	\$76,063.80	
P4 Total Estimated Cost per Year⁵	\$75,495.80	

¹ Based on estimated annual tuition increases of 3% to 5%. This estimate is not binding on the University.

² Costs and expenses a student may incur as part of participation in the applicable year of the PharmD program, whether or not paid directly to CNUCOP. These expenses include estimated costs of living.

³ Optional, estimated, and will vary based on number of insured members.

⁴ Estimated amounts.

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

Payment and Prerequisite Due Dates and Options

All tuition and fees described in the previous section are due in full in accordance with the respective notification as identified below:

- PharmD first-year students: schedule identified on the last page of the Student Enrollment Agreement;
- PharmD continuing students: schedule identified 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 sole and complete discretion accept as an alternative to cash payment for the above tuition and fees, excluding the nonrefundable registration fee 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 the separate \$250.00 nonrefundable enrollment fee deposit, 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 with your signature that shows you wish to withdraw from the University. 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 current term. The University will perform a pro-rata calculation of current term tuition as follows:

Step A) Total days* in current term** – Days in current term completed = Total days Not Completed

Step B) Total days not completed/Total days in current term = % of pro-rata refund

Step C) Institutional charges*** x % of pro-rata refund = Total refund owed

* Total days exclude weekends and holidays.

**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 of \$250.00 (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); and

- 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 students in the College of Pharmacy. For a detailed description of the financing options, please visit the CNU College of Pharmacy's website, pharmacy.cnsu.edu, Financial Aid.

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.

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 the University's Website, pharmacy.cnsu.edu, *Financial Aid, Types of Assistance, Grants and Scholarships*.

Student Tuition Recovery Fund (STRF) Disclosures

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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 either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.

2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

General Policies

Registration and Orientation

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 4-day make-up orientation within the first week of school in addition to attending scheduled classes and maintaining course requirements.

Registration for classes requires all admission contingencies be fulfilled, financial aid clearance from the Financial Aid Officer, and completion of all "New Student" paperwork. Admission contingencies include all required immunizations, a cleared background check, proof of medical insurance coverage, and any other institutional requirements. The Office of the Registrar requires submission of the Authorization to Release Student Records and the Emergency Contact Form. Students must also participate in the open enrollment/waive period for the Student Health Insurance Plan

Block registration is conducted by the Registrar prior to the start of each semester for new and continuing students. Registration for elective courses may be done online through the school's Learning Management

System (Canvas) or the Student Information System (CAMS). Students with business, financial, or registration holds on their account will not be registered until the Registrar is notified that the hold has been cleared.

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. Recipients, friends, family, and sponsors are invited by formal invitation to attend the event to receive official recognition of the award. 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 at www.rxgrants.org.

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 submitted to the Office of Experiential Education. After processing, the Office of Experiential Education submits the applications for the entire class 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.

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 the 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.

Address Where Instruction Will Be Provided

Class sessions are conducted at the campus located at 9700 West Taron Drive, Elk Grove, CA 95757, except for (1) occasional class sessions conducted offsite following reasonable notice to the students in that class, and (2) experiential education and clinical rotations and service learning activities conducted at assigned professional clinical locations and community sites as established by agreement among the student, professional preceptor, and College.

Website and Catalog

Before signing the Student Enrollment Agreement, you are strongly urged to visit the College website at pharmacy.cnsu.edu, and to read and review the Catalog. The Catalog contains important information and policies regarding this institution. By signing this Enrollment Agreement, you are acknowledging that the Catalog and the disclosures and information located on the website as described in the preceding sentence have been made available for you to read and review.

Catalog and School Performance Fact Sheet

Prior to signing the Student Enrollment Agreement, you must be given a Catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this Agreement. These documents contain important policies and performance

data for this institution. 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 this Agreement.

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 Associate Dean for Student Affairs and Admissions so that your rights described in this paragraph may be applied.

Academic Policies and Procedures

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

Exam Administration Policy

The purpose of the Exam Policy is to ensure the integrity of the exam process and to outline expectations regarding organization, handling, administration and general oversight of examinations. The policy applies to all 'high stakes' assessments such as mid-term and final examinations. It does not apply to quizzes, iRATS, or other types of in class formative assessments.

Course grades are determined by team-based and individual assessments which include summative, formative, block or cumulative examinations. Examinations must be conducted in a manner which ensures the process is robust and prevents students from participating in any cheating incident, misconduct or any action that would compromise the integrity of the Honor Code Policy. Collaboration or communication with other persons on an exam (including take home exams) is strictly prohibited unless clearly authorized in the examination instructions.

Procedure

The final exam period is identified on the annual Academic Calendar; specific exam schedules will be posted in course syllabi and on the College website and students will be notified when they are available.

Individual exam rescheduling requests or emergency absences will be dealt with through the Excused Absence Request Policy; it is unlikely requests for rescheduling a final exam will be approved if the absence request is to attend a professional meeting. An unexcused absence from an exam will result in a zero for the exam.

Emergency absences from exams will be excused only under exceptional circumstances. In such cases, students are required to make every reasonable effort to contact the professor (by phone or email) prior to the exam, or as soon after as possible. A student may be given a make-up exam if the student provides proof that the absence was due to circumstances beyond the student's control. Exam make-ups should be completed within three business days from the originally scheduled exam date; course coordinators can exercise some discretion if a longer make-up period is deemed necessary. Failure to make-up the exam during the scheduled make-up time will result in a zero for the exam. The nature of the make-up exam will be at the sole discretion of the instructor, but will not be the same exam taken by the rest of the class.

For all exams students will be allocated to a seat by proctors and checked in so attendance can be monitored. Exams will start at the scheduled time. No extra time will be allocated to students arriving late and students arriving late will not be allowed to take the exam if any student has completed or left the examination. The start and end time of the exam will be provided and monitored by the proctor(s).

Exams will be administered online unless otherwise specified by faculty. Students are expected to have the exam downloaded and password screen open at the beginning of the test time. Failure to do so will not result in extra time. The exam will end after the allotted time, regardless of the time left on (except for a delayed start due to technical difficulties). Students must return scratch paper and demonstrate that answers have been uploaded before leaving the exam room. Student taking exams online are required to work independently without the use of textbooks, notebooks, audio or visual, or any input from others. Work submitted online must be work completed by the student only. Students should not take exams with others (even if 'open book'); failure to comply may be considered a violation of the Honor Code.

All books, notes, backpacks, purses, coats, and other belongings, including all electronic communication devices (including cell phones, pagers, digital timers, etc.) must be deactivated/silenced and left at the front of the exam room. No hats, coats or sunglasses are allowed. Food and beverages are not allowed in the examination room at any time.

Each exam should have a minimum of two proctors. Students are expected to follow the directives and requests of examination proctors involved in the

administration of an exam. Failure to do so may be considered a violation of the Honor Code.

If it is necessary to use the restroom, **students must have the proctor's permission** and may only leave the exam room one at a time; no extra time will be allotted.

A student who starts an examination is expected to complete it during the scheduled examination period. A student who does not complete an examination will be graded on what he or she submits during the examination period unless an exception is granted on petition to the Office of Academic Affairs.

A student should not ask the examiner for clarification of an exam question during the exam. If the student feels that there is an error in the question or if a question is unclear the student should submit an appeal to the proctor in writing prior to exiting the exam room. Note paper will be made available on request for this purpose. Question appeals made after an exam may be considered at the discretion of the coordinator, but must be made within 24 hours of the end of the exam.

Students should refrain from contacting instructors about performance on an exam until final course grades are posted. Students should refer to the Grade Appeal Policy for more information about appealing a course grade.

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.

Complaint/Grievance Policy

All academic related complaints regarding a course, courses or a faculty member should be filed with the appropriate academic department or the Associate/Assistant Dean of Academics. Students should use the following guideline:

Complaint/Grievance	Discuss or file complaint with:
Course related	Faculty Coordinator
If unresolved, the Department Chair*	
Faculty related	Speak to the faculty coordinator first
If unresolved, the Department Chair*	

* A Department Chair list is located in this catalog and the College website.

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 2 business days of online grade posting.

The Course Coordinator, in collaboration with the Department Chair, will respond to the student's grade appeal in writing within 5 business days of receipt of the appeal. The Course Coordinator will return copies of the grade appeal form, with section III completed, to the Associate Dean for Academic Affairs and the Registrar, while returning the original copy to the student in case they wish to pursue the matter further. If the appeal is approved by the Course Coordinator and Department Chair, the Course Coordinator returns the completed grade appeal form to the Office of the Registrar along with a completed Grade Change Form.

If the appeal is denied, and the student accepts the outcome, the process ends here.

Second Step - Appeal to the Senior Associate Dean of 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 2 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 Senior Associate Dean of Academic Affairs.

The Senior Associate Dean of 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 Senior Associate Dean of 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 Senior Associate Dean of Academic Affairs, the student may appeal the decision directly to the Dean.

Third Step – The Dean of the College

If the Senior Associate Dean of Academic Affairs denies the appeal, and the student wishes to pursue the matter further, the student has 2 business days from receipt of the decision from the Senior Associate Dean of 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.

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.

Academic Honors and Awards

The Registrar compiles a list of students who have demonstrated academic excellence each semester. Full-time students earning a 3.50-4.00 GPA during a Fall or Spring semester are given a Dean's List standing while those students earning a 3.75-4.00 GPA during a Fall or Spring semester are given a President's List standing. Honors are listed on the student's transcript for each qualifying semester.

Rho Chi Honor Society – Requires cumulative grade point average of 3.50 and class standing within the top twenty percent 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.

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 and validated by faculty and practitioners. Faculty will write exam questions using a standardized NAPLEX format based on all course content 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 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. This format will introduce and help develop the skills necessary for taking the NAPLEX and CJPE.

Graduation Requirements

Students are recommended and approved for the Doctor of Pharmacy degree by the CNUCOP. Approval is awarded provided that the student:

- 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. Under special circumstances the Dean of the College may release the attendance requirement of the preceding sentence.

Students must file a completed Petition to Graduate with the Office of the Registrar by the semester deadline.

Graduation with 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

Cumulative grade point average of 3.90 or higher;

Magna Cum Laude

Cumulative grade point average of 3.70-3.89;

Cum Laude

Cumulative grade point average of 3.50-3.69.

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:

90.0 to 100% = A = 4.0;
80.0 to 89.9% = B = 3.0;
70.0 to 79.9% = C = 2.0;
60.0 to 69.9% = D = 1.0;
Below 60% = F = 0.0.

(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.)

Assignment of Credits

For each 15-week semester, one (1) unit 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 two (2) hours of out-of-class student work (homework). For courses that include workshop and/or laboratory time, one (1) unit of credit is assigned per two (2) hours each week of student time spent in this activity. For experiential education, one (1) unit of credit is assigned per two-and-a-half (2 ½) hours each week of experiences, for a total of two (2) units for 75 hours per semester for IPPE, and six (6) units for each 240-hour, six-week APPE block.

Academic Progression

The Academic Progression Policy was revised in 2016 and applies to all students in the Doctor of Pharmacy program.

Policy

The purpose of the 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 in one semester 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:

Letter grades in a semester	Consequence
1 or 2 Ds	Remediated all courses graded D; optional Academic Probation if remediation is unsuccessful
3 or 4Ds	Remediate all courses graded D; mandatory Academic Probation if remediation is unsuccessful in three or more courses
5 or more Ds	Dismissal
1 or 2 Fs	Repeat failed course(s); mandatory Academic Probation
3 or more Fs	Dismissal
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 falls below 2.0; the GPA will be calculated on completion of remediation; failed 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.

- 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.
- The format of the remediation examination is at the discretion of the course coordinator.
- 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.

- 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.
- 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.
- Faculty will report A grade of C to the Registrar for the course for which the remedial comprehensive examination was satisfactorily completed.
- 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.
- 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.
- Any student who fails remediation will be offered the choice of a 5-year plan but Academic Probation (a 5-year plan) will be mandatory for those who unsuccessfully remediate 3 or more courses, and for students who achieve 1 or 2 F grades in one semester.
- 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 ("Five-Year Plan")

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:

- Academic Probation means 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.
- 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 5-year academic 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.
- g. 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.

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.

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 thirty (30) calendar days of notification of dismissal to the Dean of the College. The Dean will render a decision in writing within 15 calendar days of receipt of the formal written appeal. The Dean's decision is final.

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.

Commencement

Each 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 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.

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 Senior Associate Dean of Academics. If a student is requesting a leave of absence, the Senior Associate Dean of Academics 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.

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 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 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/about/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 University/College

Readmission to the College/University after failure to return from a leave of absence, dismissal, or other withdrawal from the program must 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.

Course Descriptions

Pharmaceutical and Biomedical Sciences Courses

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

The Cellular and Molecular Biology and Biochemistry course is designed to provide the pharmacy students with a fundamental understanding of current concepts of cellular and molecular biology, and human biochemistry. Students are provided an overview of 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. Formerly PHAR 621 (Prerequisite courses: 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. Formerly PHAR 622 (Prerequisite courses: 601, 603)

PBS 603 Medicinal Chemistry & Physical Pharmacy (5 cr)

The course consists of four components:

1. Fundamentals of Medicinal Chemistry – where the concepts required to understand the principles of Medicinal Chemistry are introduced, including 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; the second part addresses the solubility, metabolism and pharmacological activity/potency of drugs classes based on the contribution of their functional groups to their structures. The third part is designed to provide students with a fundamental understanding of drug assay and the application of chemical and physico-chemical methods of analysis to pharmaceutical substances. Finally, the course will provide students with a fundamental knowledge of the active constituents of natural medicines with emphasis on the top selling medicinal herbs. Formerly PHAR 631 (Prerequisite courses: None)

PBS 604 Pharmacokinetics (4 cr)

This course focuses on understanding and applying pharmacokinetic principles for optimizing drug dosage. It is divided in to three modules: 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. Quantitative pharmacokinetics covers the mathematical aspects, including the calculation of pharmacokinetic parameters following drug administration and compartment modeling. The third module: covers the process of using pharmacokinetic principles to optimize drug dose in individuals and in patients with altered physiology. Formerly PHAR 633 (Prerequisite course: 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. Formerly PHAR 632 (Prerequisite course: 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. Formerly PHAR 724 (Prerequisite course: 601, 602, 603, 604)

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. Formerly PHAR 725 (Prerequisite course: None)

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. Formerly PHAR 827 (Prerequisite course: 601, 603, 704)

Clinical and Administrative Sciences Courses

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. Formerly PHAR 634 (Prerequisite course: 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. Formerly PHAR 641 (Prerequisite courses: 607, 609)

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. Formerly PHAR 712 (Prerequisite course: 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. Formerly PHAR 743 (Prerequisite course: 606)

CAS 705 Pharmacotherapy I: Neuro and Psychiatric (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. Formerly PHAR 757 (Prerequisite course: 602)

CAS 706 Pharmacotherapy II: CV/Diabetes/Pulmonary (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. Formerly PHAR 752 (Prerequisite course: 604, 701, 703, 705)

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. Formerly PHAR 811 (Prerequisite course: 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. Formerly PHAR 813 (Prerequisite course: 607)

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. Formerly PHAR 815 (Prerequisite course: 801)

CAS 805 Pharmacotherapy III: Renal/Gastrointestinal/Hematology/Oncology (6 cr)

This course covers several topics of pharmacotherapy as well as some ethical issues surrounding 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. Formerly PHAR 853 (Prerequisite courses: 704, 706)

CAS 806 Pharmacotherapy IV: Microbiology and Infectious Diseases (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. Formerly PHAR 856 (Prerequisite courses: 603, 604, 703, 803)

Practicums

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 course: None)

PRC 610: Longitudinal Practicum II (2 cr)

Using the sterile IV hood, Longitudinal 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. (Prerequisite course: 609)

PRC 709: Longitudinal Practicum III (2 cr)

The third in the series, Longitudinal Practicum III, 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 course: 610; 705)

PRC 710: Longitudinal Practicum IV (2 cr)

Longitudinal Practicum IV provides 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. (Prerequisite course: 709)

PRC 809: Longitudinal Practicum V (2 cr)

Longitudinal Practicum V will provide students with practice of nutritional calculations, MTM review of cases using specific topics such as renal, gastroenterologic and oncologic disease from this semester's pharmacotherapeutic course. Students will be provided with an opportunity to participate in an Inter-Professional Education (IPE) Simulation exercise; and there will be team-based topic presentations to consolidate oral 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 course: 710; 805)

PRC 810 Longitudinal Practicum VI (2 cr)

The sixth and final Longitudinal Practicum will help students consolidate their clinical skills and their understanding of the roles and responsibilities of the pharmacist in various practice settings. 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). Emphasis will be placed on infectious disease case scenarios in this practicum. Throughout Practicum VI students will be exposed to simulations in community, hospital, and ambulatory care environments and reinforce their skills in prescription processing, order entry and evaluation, and disease state management. Students will also be exposed to patient case scenarios and tasked to assess, evaluate, and prioritize patient problems and provide appropriate treatment recommendations. Formerly PHAR 858 (Prerequisite courses: 806; 809)

Elective Courses

ELC 701/801: Clinical Toxicology: Poisoning and Drug Overdose (2 cr)

This course will focus on the pharmacotherapeutic and clinical interventions used in the management of Poisoning and Drug Overdose. Students will gain understanding of toxicologic disease state management through the interpretation of case reports, laboratory findings, application of pharmacologic principles and evidence based guidelines. These principles will be emphasized in reading assignments, assigned applications, and in class discussion. Relevant updates

in clinical research and practice recommendations will also be discussed. Team based and evidence based patient case discussion and patient pharmacotherapeutic treatment plan recitation will be applied throughout the course. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 702/802: Leadership and Advocacy Development (2 cr)

This course will assist students with learning the basic concepts of leadership and advocacy and its importance in the development of current and future healthcare career pathways. Students will use various tools to evaluate their innate leadership capabilities to help develop individual leadership skills; examine various management styles, leadership responsibility concepts; understand the executive roles of health leadership; and examine and apply concepts of professionalism and ethics to personal, work, and other environments. Advocacy will be introduced and current legislative will be discussed in relation to their impact on the future of pharmacy. Students will engage in classroom and off-campus learning assignments. Multiple speakers will participate throughout the course. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 703/803: Clinical Skills and Patient Counseling (2 cr)

The Clinical Skills and Patient Counseling (CSPC) Elective will prepare students to approach patient presentations and counseling using an interactive, team-based analysis of clinical scenarios to help patients make the best use of their medications. Students will exercise implementing clinical knowledge while interacting one-on-one or in small groups with a clinical case and common clinical topics. Student efforts will focus on becoming better providers and patient educators. Students who complete this elective will enhance their clinical skills as a student pharmacist and be better prepared to compete in local, regional, and national student clinical skills related competitions conducted by CNU, CSHP, ASHP, SNPhA, APhA, and ACCP. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 704/804: Bioassay-Guided Isolation and Characterization of Natural Products (2 cr)

This is a lab-based course. Students will be taught how to design and perform experiments and how to record, analyze and present data. Focus will be placed on the following; (1) Exploration. This course explores the theory and the application of NMR and ultraviolet/visible spectroscopy to the structure determination of organic molecules and the use of

bioassays to assess cellular and molecular function; (2) Thesis. The thesis project provides students with the opportunity to integrate and synthesize knowledge gained throughout their program of study, to satisfy specific objectives and requirements. The project may comprise an individual or group project, or an individual research project. Each student must write an individual thesis independently. Students will carry out independent or group work under the guidance of individual professors; (3) Pharmaceutical Discovery. This course explores topics in the drug discovery process from the discovery of lead molecular candidates to their optimization as drug candidates. Topics include natural products drug discovery; combinatorial chemistry; medicinal synthetic organic chemistry; bioassay, and; (4) Measurement. Drug assay and the application of biological, chemical and physico-chemical methods of analysis to pharmaceutical substances. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 705/805: Clinical Epidemiology (2 cr)

The course will teach the student how to apply epidemiologic methods to analyze and make clinical decisions that improve patient care. Clinical epidemiology deals specifically with clinical questions pertaining to abnormality, diagnosis, risk, prevention, prognosis, treatment, and cause of disease. Prerequisites: (CAS 606). (Prerequisite: P2 or P3 Academic Class Standing)

ELC 706/806: Geriatrics (2 cr)

The course will teach the student the background considerations of the aging patient, how to optimally apply current pharmacology and treatment to the geriatric patient, and the socioeconomic and ethical considerations that must be accounted for when caring for an aging patient. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 708/808: Drug Discovery and Development (2 cr)

To protect public health, the federal food and drug administration (FDA) agency requires a set of pre-clinical and clinical data to approve a new drug. This course will cover the procedures and the structure of drug discovery and development from preclinical candidate selection to the new drug application (NDA) approval and the post marketing surveillance. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 709/809: Diabetes Management in the Ambulatory Care Setting (2 cr)

This course is designed to increase the P3 student's knowledge base of diabetes mellitus and focus on therapeutic management in the outpatient setting. The course will concentrate on application of basic drug and disease state knowledge in specific patient case scenarios and teach the student how to create individualistic care plans utilizing evidence based pharmacotherapy. There will be numerous care plan presentations and simulation-based exercises challenging the student's communication skills in a patient-care setting. There will also be student-based presentations on various DM topics to help improve oral presentation skills and student learning. The primary goal of the course is to prepare the student for ambulatory care rotations and prep the student for the rigorous responsibilities required of an ASHP-accredited residency program. A majority of the class grade will be based on participation and discussion in team-based settings, as well as group projects. High motivation to learn intricate details of clinical pharmacy case management is essential to success. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 710/810: Hot Topics in Health Sciences (2 cr)

This course introduces the students to emerging and cutting-edge topics in biomedical and pharmaceutical sciences. This course provides an opportunity for students to explore these topics in-depth as well as becoming familiar and participating in a seminar series. Some of the topics discussed in this course include emerging therapies in stroke, Alzheimer and cancer treatment, developments in nanotechnology and bioavailability of lipophilic drugs. Prerequisites: (Prerequisite: P2 or P3 Academic Class Standing)

ELC 711/811: The Many Faces of Public Health (2 cr)

This course is a professional-level seminar that examines emerging and contemporary issues in public health. Most contemporary issues in the public health are inherently interdisciplinary. This seminar introduces students to contemporary cutting-edge research and social and health care-related issues. But, given the often controversial nature of these issues, it also gives students insight into the process of critically evaluating clinical and pharmaceutical issues. This seminar gives students (1) a fundamental understanding of many of the most critical scientific, policy, clinical, and political issues today and (2) experience with the most important, yet often overlooked, skills one should attain as a clinician or scientist: reading, writing, speaking, and critical thinking. Prerequisites: (P2 or P3 Academic Class Standing).

ELC 712/812: Clinical Toxicology (2 cr)

This course will explore the basic principles of clinical toxicology in relation to common poisonings and overdoses. The clinical presentation and pharmacotherapeutic management of common poisonings will be discussed. Students will improve critical thinking skills by developing comprehensive pharmacotherapeutic care plans for the poisoned patient and will gain experience evaluating the toxicology literature. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 713/813 Discovery and Development of Drugs for IBD and Rheumatoid Arthritis (2 cr)

The course will focus on drug development and discovery approaches for Inflammatory Bowel Disease (IBD) and Rheumatoid Arthritis (RA). The first block of classes will focus on pre-clinical models used to discover drugs for IBD. A special emphasis will be placed on animal models of IBD. Clinical protocols for both Ulcerative Colitis and Crohn's Disease patients will also be reviewed. The second block of classes will focus on drug discovery for Rheumatoid Arthritis (RA). The anti-inflammatory and analgesic effects of various drugs will be discussed, including DMARD's. Clinical trial methodology for RA will also be discussed. The course will utilize both relevant literature references, as well as real-life experiences of the instructor. Students will be expected to actively participate by way of group presentations, as well as each class participant composing a final drug discovery/development project. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 714/814 Nutrition for the Pharmacist (2 cr)

This is a TBL-based course. Students will be taught the basic and advanced nutrition for patient needs.

Focus will be placed on the following; 1) Exploration. This course explores the theory and the application of nutritional needs; 2) Pharmaceutical Discovery. This course explores topics in the fields of drugs and supplements in the field of nutrition; 3) Measurement. Students will determine their specific dietary needs. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 715/815 Cancer Health Disparities (2 cr)

This course combines didactic learning and hands-on experiences that will allow students to:

- 1) Understand and recognize cancer health disparities
- 2) Develop cultural competency
- 3) Use appropriate strategies to address cancer health disparities

- 4) Discuss the importance of cancer health disparities research

After completing the didactic components of the course (total of 12 hours class time), students are expected to engage in community outreach activities (total of 18 hours) that will allow them to implement the knowledge and skills that they have learned. Students are expected to schedule outreach activities and log hours, and to develop educational materials (e.g. a leaflet or poster that describes cancer risk factors etc) that can be taken to outreach activities with them. After completion of the outreach activities, students will write a reflection paper (total of 10,000 words) regarding their community outreach experiences.

Prerequisites: Documented experience in cancer outreach activities must be provided to the course coordinator for a student to be eligible to take this elective course - this can be a letter from a faculty member, preceptor, or supervisor that outlines the student's prior engagement in cancer outreach activities. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 717/817 Foundations of Global Health (2 cr)

This course explores both macro and micro aspects of global health systems including, the interaction of the system and its environments. The functions and roles of pharmacists and other healthcare professionals within other health systems will be scrutinized. The course will also include an understanding of global and international situations; and their effects on the local healthcare delivery systems. The impact of social, cultural, political, economic, and technological changes on the development of various healthcare systems around the globe will be covered in the scope of this course. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 718/818 Personalized Medicine (2 cr)

This course describes the basic concepts of personalized medicine and molecular diagnostic, as well as therapeutic methods in personalized medicine. It outlines genetic and non-genetic factors in personalized medicine and indicates personalized drug therapy in cardiovascular disease, cancer, and neurological disorders. Personalized medicine is an evolving science to provide treatment as individualized as the disease. It integrates personal genomic and clinical information, as well as drug information that allows accurate predictions about a person's susceptibility to disease and treatment. After this course, students will be able to describe better-targeted therapies and methods to reduce probability of adverse effects. This course is taught in team-based learning

(TBL) form, student presentation, case report, and assignment. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 720/820 Special Populations: A Focus on Pediatric and Geriatric Pharmacotherapy (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: P2 or P3 Academic Class Standing)

ELC 751/851 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: P2 or P3 Academic Class Standing)

ELC 753/853 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. Prerequisites: (Prerequisite: P2 or P3 Academic Class Standing)

ELC 755/855 Advanced Cardiology (2 cr)

The goal of the Advanced Cardiology elective is to expand the students' knowledge of cardiovascular pharmacotherapy and to solidify the understanding of evidence-based cardiology. This course will provide an opportunity for students to practice literature evaluation skills on various cardiology topics. Students will integrate disease state knowledge with journal club presentations. Prerequisites: (Successful completion of CAS 706 or PHAR 752; and P3 Academic Standing).

ELC 757/857: Advanced Neuropharmacology (2 cr)

In this course, students will explore the latest findings in neuropharmacology and how they relate to pharmacy. Students will identify and discuss, in online discussion forums, journal articles with new findings in neuroscience that could impact pharmacy in the future. (Prerequisite: P2 or P3 Academic Class Standing)

ELC 759/859: Independent Study (1-2 cr variable)

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. (Prerequisite: P2 or P3 Academic Class Standing)

Experiential Education Courses

IPP 607 Introduction to Pharmacy Practice (2 cr)

This class 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 be provided with an opportunity to develop introductory knowledge of the top 200 dispensed prescription medications.

Introductory Pharmacy Practice Experiences (2 cr each)

IPP 707 (2 cr): This is a 75-hour Introductory Pharmacy Practice Experience (IPPE) in a contemporary community pharmacy practice setting. Students work with a preceptor pharmacist after the completion of the P1 didactic year. The experience

begins the development of community practice skills in this medication use setting, which include professional communication, pharmacy calculations, pharmacy ethics and law, and health promotion. (Prerequisite course: 601, 602, 603, 604, 605, 606, 607, 608)

IPP 708 (2 cr): This is a 75-hour Introductory Pharmacy Practice Experience (IPPE) in a contemporary community pharmacy practice setting. Students work with a preceptor pharmacist after the completion of the P1 didactic year. The experience continues the development of community practice skills learned in IPE 707 in this medication use setting, which include professional communication, pharmacy calculations, pharmacy ethics and law, and health promotion. (Prerequisite course: None)

IPP 807 (2 cr): This is a 75-hour Introductory Pharmacy Practice Experience (IPPE) in a hospital pharmacy practice setting. Students work with a preceptor pharmacist after the completion of the P2 didactic year. The experience covers institutional pharmacy management and medication distribution systems, while expanding the practice skills into areas such as medication safety, technology, patient communication, and collaborative practice. (Prerequisite course: None)

IPP 808 (2 cr): This is a 75-hour Introductory Pharmacy Practice Experience (IPPE) in a specialty pharmacy practice setting. Students work with a preceptor pharmacist after the completion of the P2 didactic year. The experience expands the exposure of unique pharmacy practice areas and allows the student to begin to develop knowledge in practice areas such as, but not limited to, compounding, long term care, education, management, or research. (Prerequisite course: None)

Advanced Pharmacy Practice Experiences (6 cr each)

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. Each APPE is 240 hours (40 hours/week for 6 weeks).

APP 901 (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 course: None)

APP 902 (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 course: None)

APP 903 (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 course: None)

APP 904 (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 course: None)

APP 905/906(6 cr): In Specialty I and Specialty II, students are offered two Specialty APPEs 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 course: None)

COP Doctor of Pharmacy Curriculum

Semester	Course #	COURSE TITLE	Credits
Semester I			
1	PBS 601	Cell and Molecular Biology and Biochemistry	5
1	PBS 603	Medicinal Chemistry & Physical Pharmacy	5
1	PBS 605	Biopharmaceutics, Drug Delivery and Calculations	5
1	IPP 607	Introduction to Pharmacy Practice and Professionalism	2
1	PRC 609	Longitudinal Practicum I	1
		Semester total	18
Semester II			
2	PBS 602	Pathophysiology & Pharmacology I: (Neuro & Psychiatric)	6
2	PBS 604	Pharmacokinetics	4
2	CAS 606	Biostatistics and Pharmacoepidemiology	3
2	CAS 608	Self Care	4
2	PRC 610	Longitudinal Practicum II	2
		Semester total	19
Semester III			
3	PBS 701	Pathophysiology & Pharmacology II: (CV, Diabetes Mellitus & Thyroid)	6
3	CAS 703	Drug Literature Information & Evaluation	3
3	CAS 705	Pharmacotherapy I: (Neuro & Psychiatric)	6
3	IPP 707	Introductory Pharmacy Practice Experience I (Community Practice I)	2
3	PRC 709	Longitudinal Practicum III	2
		Semester total	19
Semester IV			
4	CAS 702	Communications	2
4	PBS 704	Pathophysiology & Pharmacology III: (Pulmonary, Renal, GI & GU)	6
4	CAS 706	Pharmacotherapy II: (CV, Diabetes & Pulmonary)	6
4	IPP 708	Introductory Pharmacy Practice Experience II (Community Practice II)	2
4	PRC 710	Longitudinal Practicum IV	2
4	ELC 700	Elective I	2
		Semester total	20
Semester V			
5	CAS 801	Pharmacy and the HealthCare System	3
5	PBS 803	Immunology and Rheumatology	4
5	CAS 805	Pharmacotherapy III: (Renal; GI; Hematology & Oncology)	6
5	IPP 807	Introductory Pharmacy Practice Experience III (Hospital)	2
5	PRC 809	Longitudinal Practicum V	2
5	ELC 800	Elective II	2
		Semester total	19
Semester VI			
6	CAS 802	Pharmacy Law and Ethics	3
6	CAS 804	Pharmacy Management and Economic Principles	3
6	CAS 806	Pharmacotherapy IV: (Microbiology and Infectious Diseases)	6
6	IPP 808	Introductory Pharmacy Practice Experience IV (Specialty elective)	2
6	PRC 810	Longitudinal Practicum VI	2
		Semester total	16
Semester VII and VIII			
7/8	APP 901	Advanced Pharmacy Practice Experience: Community	6
7/8	APP 902	Advanced Pharmacy Practice Experience: Hospital/Health System	6
7/8	APP 903	Advanced Pharmacy Practice Experience: General Medicine	6
7/8	APP 904	Advanced Pharmacy Practice Experience: Am Care	6
7/8	APP 905	Advanced Pharmacy Practice Experience: Specialty I	6
7/8	APP 906	Advanced Pharmacy Practice Experience: Specialty II	6
		Year total	36
Program Total Credits			147

CNUCOP 2016-2017 Academic Calendar

CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF PHARMACY 2016-2017 ACADEMIC CALENDAR		
Description	Start Date	End Date
	SUMMER 2016	
Summer Term	Thursday, May 5, 2016	Sunday, August 21, 2016
	FALL 2016	
Orientation and White Coat Ceremony	Tuesday, August 16, 2016	Friday, August 19, 2016
Fall Term	Monday, August 22, 2016	Wednesday, December 14, 2016
Course Add/Drop Period	Monday, August 22, 2016	Friday, August 26, 2016
Holiday—Labor Day	Monday, September 5, 2016	
Holiday—Thanksgiving	Wednesday, November 23, 2016	Friday, November 25, 2016
Fall Semester Finals	Thursday, December 8, 2016	Wednesday, December 14, 2016
Winter Break	Saturday, December 24, 2016	Tuesday, January 3, 2017
Fall Remediation Grades Due	Wednesday, December 28, 2017	
	WINTER 2016	
Winter Term	Thursday, December 15, 2016	Tuesday, January 3, 2017
	SPRING 2017	
Spring Term	Wednesday, January 4, 2017	Wednesday, May 3, 2017
Course Add/Drop Period	Wednesday, January 4, 2017	Tuesday, January 10, 2017
Holiday—Martin Luther King, Jr.	Monday, January 16, 2017	
Holiday—President’s Day	Monday, February 20, 2017	
Spring Break	Monday, March 13, 2017	Friday, March 17, 2017
Spring Semester Finals	Thursday, April 27, 2017	Wednesday, May 3, 2017
P3 Capstone	Friday, May 5, 2017	
NAPLEX Board Review	Saturday, May 6, 2017	Thursday, May 11, 2017
Law Review	Friday, May 12, 2017	
PCOA	Friday, May 12, 2017	
Graduation Clearance Day/Graduation Dinner	Friday, May 12, 2017	
Graduation Ceremony	Saturday, May 13, 2017	
Spring Remediation Grades Due	Wednesday, May 17, 2017	
APPE Rotation Calendar 2016-2017		
Description	Start Date	End Date
A Block	Monday, May 16, 2016	Friday, June 24, 2016
B Block	Monday, June 27, 2016	Friday, August 5, 2016
C Block	Monday, August 15, 2016	Friday, September 23, 2016
D Block	Monday, September 26, 2016	Friday, November 4, 2016
E Block	Monday, November 7, 2016	Friday, December 16, 2016
F Block	Monday, January 2, 2017	Friday, February 10, 2017
G Block	Monday, February 13, 2017	Friday, March 24, 2017
H Block	Monday, March 27, 2017	Friday, May 5, 2017
IPPE Rotation Calendar 2016-2017		
Description	Start Date	End Date
Summer IPPE	Thursday, May 5, 2016	Sunday, August 21, 2016
Fall IPPE	Monday, August 22, 2016	Tuesday, December 6, 2016
Winter IPPE	Thursday, December 15, 2016	Tuesday, January 3, 2017
Spring IPPE	Wednesday, January 4, 2017	Tuesday, April 25, 2017

Version: August 31 2016 dates may be subject to change. Revisions will be reposted

COLLEGE OF MEDICINE

Mission, Vision and Goals

Mission Statement: 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.

Core 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

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	<input type="checkbox"/>					
Medical/Science Knowledge		<input type="checkbox"/>				
Communication/ Interpersonal Skills			<input type="checkbox"/>			<input type="checkbox"/>
Professionalism				<input type="checkbox"/>		
Practice-Based Learning & Improvement		<input type="checkbox"/>				<input type="checkbox"/>
System-Based Practice					<input type="checkbox"/>	

1) PATIENT CARE [PC]

Scope: Students must be able to provide evidence-based care that is compassionate, respectful of patients' differences, values, and preferences. They should demonstrate the ability to listen, clearly inform, communicate and educate patients for the promotion of health and the treatment of illness; they must advocate for disease prevention, wellness and the promotion of healthy lifestyles including a focus on population health. They must be able to accurately evaluate relevant social and clinical information in the context of the patient's visit.

Spectrum of assessment methods to evaluate the achievement of the "Patient Care" competency:

- Faculty feedback in pre-clerkship settings including team-based learning, 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.
- Multiple choice questions (MCQ's)
- 360 degree evaluation instrument

Sub-Competency Category	Educational Program Objective(s)	Outcome Measure(s)
PC1: Clinical History Taking	<i>Demonstrates the ability to organize all relevant clinical history in a timely manner (1.2)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships

		<ul style="list-style-type: none"> • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
	<i>Able to identify alternative sources and or intuitively fill in the history gaps (1.2)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Faculty and resident direct observation and evaluations during clinical clerkships
	<i>Shares knowledge in topics of disease prevention with patient (1.7,1.9)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
	<i>Documents how social/cultural situations have impacted the treatment recommendations (1.2, 2.5)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Faculty feedback from Masters Colloquium sessions • Self-assessment and peer assessment • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Faculty and resident direct observation and evaluations during clinical clerkships
	<i>Demonstrates ability to inquire (non-judgmentally) about alternative medical practices being utilized by the patient at the time of presentation (1.2)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Faculty feedback from Masters Colloquium course sessions • Self-assessment and peer-assessment • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Faculty and resident direct observation and evaluations during clinical clerkships.
PC2: Patient Examination	<i>Can perform a full or focused physical exam on an adult patient in a logical sequence appropriate for the scheduled visit in a timely manner for pediatric, adolescent, adult and elderly patients (1.1)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses. • Faculty and resident direct observation and evaluations during clinical clerkships. • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
	<i>Can perform a complete, full mental and functional assessment of an elderly patient (1.1)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
	<i>Can fully assess a pediatric patient for developmental delay and genetic abnormalities (1.2)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises

		<ul style="list-style-type: none"> • OSCE • USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam
	<i>Can identify pertinent positives and negatives in the exam to accurately determine stage of medical condition (1.4)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Formative and summative examinations in Phase A • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • MCQ's • Faculty and resident direct observation and evaluations during clinical clerkships. • USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam
	<i>Can utilize clinical findings to prioritize additional anatomic or physiologic testing (1.3, 1.5)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • MCQ's • USMLE Step 2 Clinical knowledge Exam and Clinical Skills Exam
	<i>Can accurately complete a written H&P in a timely fashion with a well-developed differential diagnosis using the CP clinical algorithms to develop a differential diagnosis (1.2, 4.2, 4.5)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
PC3: Medical Notes	<i>Can complete a SOAP note using CP clinical algorithms to assist in developing a problem list (1.1, 4.2)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Formative and summative examinations during Phase A • Clinical Case Examples sessions during Phase A • USMLE 1 • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Faculty and resident direct observation and evaluations during clinical clerkships.
	<i>Can utilize the problem list to develop a well thought out plan for ongoing treatment. (1.6)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Formative and summative examinations during Phase A • Clinical Case Examples sessions during Phase A • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • USMLE 1 • Faculty and resident direct observation and evaluations during clinical clerkships
	<i>Integrates periodic evaluation of said plan above to re-evaluate the efficacy of the plan to ensure treatment success (1.2, 2.1)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses

		<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
PC4: Oral Presentations	<i>Can accurately present a H&P or SOAP note to an attending without the use of note cards in a timely fashion indicating when to use “not relevant” or “no pertinent positives” (4.2)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Faculty feedback from Masters Colloquium and Clinical Case Examples sessions • Self-assessment and peer assessment • Faculty and resident direct observation and evaluations during clinical clerkships
	<i>Includes a differential or problem list with treatment updates (1.2, 1.5, 1.6)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Formative and summative examinations in Phase A • Faculty feedback from Clinical Case Examples sessions • Self-assessment and peer-assessment • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Faculty and resident direct observation and evaluations during clinical clerkships
	<i>Includes accurate assessments with prioritized diagnosis or problem list using relevant CP clinical algorithms (1.6)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
	<i>Can participate in a discussion of prioritized diagnostic approaches and is able to identify where patient teams and consultants are needed (4.2, 4.3)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Faculty feedback from Clinical Case Examples sessions • Faculty feedback from Masters Colloquium sessions • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Faculty and resident direct observation and evaluations during clinical clerkships • 360 degree
PC5: Medical Skills	<i>Can describe and practice the basic principles of universal precautions in all settings (1.3)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Had passed BLS and ACLS certification exam • Faculty and resident direct observation and evaluations during clinical clerkships. • 360 degree evaluation instrument
	<i>Has collected a signature to demonstrate observed performance of the skills outlined in the required clerkship MS3 year (6.1, 6.6)</i>	
	<i>Has achieved certification in BLS (1.1, 6.6)</i>	
	<i>Has achieved certification in ACLS (1.1, 6.6)</i>	
PC6: Patient Care Teams	<i>Can explain how the composition of an adult and pediatric hospital Patient Care Team (PCT) differs on each clinical service and can recognize and evaluate when their services should be ordered to facilitate recovery (4.2, 6.1)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises
	<i>Can explain how the composition of an adult and pediatric outpatient PCT differs on each clinical</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings

	<i>service setting (primary care versus specialty) and can evaluate when their services should be requested (4.2, 6.1)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
PC7: Patient Management	<i>Can describe a well thought out plan of management of all patients with acute and chronic illnesses in the adult population (1.5, 1.6)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
	<i>With appropriate supervision can construct a detailed patient management plan utilizing appropriate PCT members (6.2)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships
PC8: Cost Effective Comparison in Treatment	<i>Is able to recognize that there are differences in the cost of treatment options (6.3)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings • Faculty feedback from Masters Colloquium sessions • Medical Skills Lab: Standardized patient, simulation exercises • Faculty and resident direct observation and evaluations during clinical clerkships
	<i>Can discuss treatment costs in the context of efficacy, social and cultural factors (6.3)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE
	<i>Can use this information to recommend a stepped approach to the treatment of common medical conditions in the adult patient (6.3)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE

2) MEDICAL AND SCIENTIFIC KNOWLEDGE [MSK]

Scope: Students must demonstrate knowledge of established and evolving biomedical and clinical sciences, and understand how/when to apply this knowledge to their practice of medicine. This requires an understanding of the scientific process, evidence-based approach to medicine, and research study “strengths” and “weaknesses”. The students must demonstrate their ability to appraise and assimilate scientific evidence into their own ongoing learning, research, and patient care as part of a life-long medical education process.

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, team-based learning, Masters Colloquium and Medical Skills courses
- Self-Directed Student Scholarly Project
- Faculty and resident evaluations during clinical clerkships
- Written and oral case presentations

- Medical Skills Lab: Standardized patient, simulation exercises
- Objective Structured Clinical Examination (OSCE)
- Peer assessment and self-assessment
- USMLE Step 1 and Step 2
- Multiple choice questions (MCQ's)
- 360 degree evaluation instrument

Sub-Competency Category	Educational Program Objective(s)	Outcome Measure(s)
MSK1: Knowledge of Medical Practices	<i>Can evaluate how the major organ systems contribute to both health and disease (1.2, 1.3, 1.4)</i>	<ul style="list-style-type: none"> • 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, team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Peer assessment and self-assessment • USMLE Step 1 and Step 2
	<i>Can explain how the organ system pathophysiology is reflected in the CP clinical algorithms and can relate this information to a clinical team (1.2, 1.3, 1.4)</i>	<ul style="list-style-type: none"> • Written examinations (both individual and team-based) in basic science courses and clinical clerkships • Faculty feedback in pre-clerkship settings including small groups, team-based learning and Medical Skills courses • OSCE
	<i>Can construct CP clinical algorithms (1.2, 1.3, 1.4)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship and clinical settings including small groups, team-based learning and Medical Skills courses
	<i>Can explain the anticipated clinical response to correctly selected medications for a specific number of medical conditions to patients, family members and team members (1.2, 1.3, 1.4, 1.7)</i>	<ul style="list-style-type: none"> • Faculty feedback from Masters Colloquium and Clinical Case Examples sessions during Phase A • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • MCQ's • Faculty and resident evaluations during clinical clerkships
	<i>Recognizes the most common drug interactions and their likely signs of presentation in the elderly and can explain them to patient and family (1.2, 1.3, 1.4)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • MCQ • USMLE Step 1 and Step 2
	<i>Recognizes what types of medical knowledge are specific to individual members of the PCT (patient care team) (6.1, 6.2)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including small groups, team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships

		<ul style="list-style-type: none"> • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Peer assessment and self-assessment
MSK2: Problem Solving & Diagnosis	<i>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 (1.1, 2.1)</i>	<ul style="list-style-type: none"> • Written examinations (both individual and team-based) in basic science courses and clinical clerkships • Faculty feedback in pre-clerkship settings including small groups, team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Peer assessment and self-assessment
	<i>Recognizes and is able to explain both typical as well as atypical presentations for commonly seen clinical conditions in MS3 clerkships (1.1, 2.1)</i>	<ul style="list-style-type: none"> • Written examinations (both individual and team-based) in basic science courses and clinical clerkships • NBME shelf exams • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • USMLE Step 1 and Step 2
	<i>Can construct comprehensive problem lists categorized as both acute versus chronic conditions and prioritize therapeutic interventions (1.6, 1.5)</i>	<ul style="list-style-type: none"> • Written examinations (both individual and team-based) in basic science courses and clinical clerkships • NBME shelf exams • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • USMLE Step 1 and Step 2
	<i>Can order appropriate diagnostic tests needed to facilitate both diagnosis and evaluate response to therapy in a cost and time effective manner (1.5)</i>	<ul style="list-style-type: none"> • Written examinations (both individual and team-based) in basic science courses and clinical clerkships • NBME shelf exams • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • USMLE Step 1 and Step 2 • MCQ's
	<i>Can analyze and evaluate diagnostic tests in regards to sensitivity/specificity (1.1, 2.1, 2.3)</i>	<ul style="list-style-type: none"> • Written examinations (both individual and team-based) in basic science courses and clinical clerkships • NBME shelf exams • USMLE Step 1 and Step 2 • MCQ's

MSK3: Medical Treatment	<i>Can identify preventive, curative, and palliative therapeutic strategies (1.5, 1.6)</i>	<ul style="list-style-type: none"> • 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, team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • OSCE • USMLE Step 1 and Step 2 • MCQ's
	<i>Can identify and judge, from direct observation/experience, how cost and social/cultural issues affect the selection of therapeutic interventions (6.3)</i>	<ul style="list-style-type: none"> • Written examinations (both individual and team-based) in basic science courses and clinical clerkships • NBME shelf exams • Faculty and resident evaluations during clinical clerkships • Faculty feedback from Masters Colloquium sessions • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • USMLE Step 1 and Step 2 • MCQ's
	<i>Can select and defend basic therapeutic recommendations for preventive, curative and palliative therapies seen in the MS3&4 clerkships (1.5, 2.3)</i>	<ul style="list-style-type: none"> • Written examinations (both individual and team-based) in basic science courses and clinical clerkships • NBME shelf exams • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • OSCE • USMLE Step 1 and Step 2 • MCQ's
	<i>Effectively utilizes ongoing diagnostic tests to modify recommended therapeutic strategies(1.4, 2.1)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • OSCE • Peer assessment and self-assessment
MSK4: Life-Long Learning	<i>Can discuss the study design, data analysis and scientific findings of a journal article relevant to their patient's medical condition (2.1, 2.2, 2.3, 3.6)</i>	<ul style="list-style-type: none"> • Successful completion of a scholarly project • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations
	<i>Routinely reads medical journals (2.1)</i>	<ul style="list-style-type: none"> • Successful completion of a scholarly project • Faculty and resident evaluations during clinical clerkships
	<i>Organizes a self-educating approach for life-long learning (3.1, 3.2, 2.1)</i>	<ul style="list-style-type: none"> • Successful completion of a scholarly project • Faculty feedback from Masters Colloquium • Faculty and resident evaluations during clinical clerkships

		<ul style="list-style-type: none"> • Peer assessment and self-assessment
MSK5: Research or Knowledge Expansion	<i>Through research and/or community service, in the context of the “Self-Directed Student Scholarly Project”, the student will develop, apply, translate and/or communicate medical knowledge to their peers and/or community (2.6)</i>	<ul style="list-style-type: none"> • Successful completion of a scholarly project • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • OSCE • Peer assessment and self-assessment • 360 degree evaluation instrument

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 team-based learning, 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)
- 360 degree evaluation instrument

Sub-Competency Category	Educational Program Objective(s)	Outcome Measure(s)
C1: Doctor-Patient Communication	<i>Utilizes communication strategies involving nonverbal, verbal and written modalities to communicate with patients (4.1)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Faculty feedback from Masters Colloquium • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
	<i>Demonstrates how to ask clarifying questions in a way that is socially and culturally sensitive (4.1)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
	<i>Creates rapport with the patient in order to generate an effective environment for counseling on wellness and disease prevention strategies (4.1)</i>	<ul style="list-style-type: none"> • Faculty feedback from Masters Colloquium sessions • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations

	<i>Effectively uses health coaching strategies (3.8, 4.1)</i>	<ul style="list-style-type: none"> • 360 degree evaluation instrument • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
	<i>Can effectively communicate medical errors to patients (4.6)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Peer assessment and self-assessment • 360 degree evaluation instrument
C2: Communication with Family Members	<i>Utilizes effective communication strategies involving nonverbal, verbal and written skills to communicate with family members (4.1)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Peer assessment and self-assessment • 360 degree evaluation instrument
	<i>Can recognize and effectively communicates his/her legal limitations due to patient privacy (5.3)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Peer assessment and self-assessment • 360 degree evaluation instrument
	<i>Can ask for the support/assistance of family members for encouraging changes in disease prevention or wellness strategies (4.1)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
	<i>Can effectively communicate medical errors to family members (4.6)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • Peer assessment and self-assessment • 360 degree evaluation instrument
C3: Communication with Medical Team	<i>Can effectively communicate a H&P and SOAP note in both written and oral format (4.2, 4.3)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
	<i>Can effectively communicate new patient problems or complaints in healthcare to the medical team (4.2, 4.5, 4.4)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Written and oral case presentations

		<ul style="list-style-type: none"> • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
	<i>Can question medical decisions in a non-confrontational manner (3.9, 7.1)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
	<i>Effectively shares relevant information with the team (3.9)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
C4: Communication with Faculty	<i>Identifies gaps or deficiencies in understanding on each clerkship and can effectively communicate educational needs to the interns, residents, and faculty to increase knowledge (3.1, 3.3)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
	<i>Can discuss personal ethical/social or cultural issues with faculty members to resolve any personal conflicts that may arise in the management or treatment decisions made for the benefit of the patient (4.1, 4.7, 7.1)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument
C5: Communication with Community	<i>Can communicate medical knowledge to the community at large in a professional manner (3.8)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • Medical Skills Lab: Standardized patient, simulation exercises • OSCE • 360 degree evaluation instrument

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 team-based learning, 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
- Multiple choice questions (MCQ's)
- Masters Colloquium on professionalism
- 360 degree evaluation instrument

- Patient survey

Sub-Competency Category	Educational Program Objective(s)	Outcome Measure(s)
P1: Ethical Behavior	<i>Demonstrates respect, compassion and honesty in his/her approach to all patients and family members (5.1)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning, 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 • Masters Colloquium on professionalism. • 360 degree evaluation instrument • Patient survey
	<i>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 (4.6)</i>	<ul style="list-style-type: none"> • 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 • Masters Colloquium on professionalism • 360 degree evaluation instrument • Patient survey
	<i>Always displays professional attire and behavior (1.10)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Simulation and inter-professional exercises • Praise/concern professionalism incident reports • Peer assessment • Self-assessment • Masters Colloquium on professionalism • 360 degree evaluation instrument • Patient survey
	<i>Demonstrates the ability to maintain professional behavior in encounters with quarrelsome, hostile, abusive, arrogant or</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Standardized patient evaluations.

	<i>dismissive patients, family members or clinical staff (4.7, 7.1)</i>	<ul style="list-style-type: none"> • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • Praise/concern professionalism incident reports • Peer assessment • Self-assessment • Masters Colloquium on professionalism • 360 degree evaluation instrument • Patient survey
	<i>Identifies gaps in knowledge/skills and seeks appropriate assistance/clinical consults (3.1, 3.2, 3.3, 3.5)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Standardized patient evaluations • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • Self-assessment • MCQ's • USMLE Step 2 Clinical Skills Exam • 360 degree evaluation instrument • Patient survey
	<i>Uses clinical hygiene for the prevention of nosocomial infection transmission (3.10, 1.3)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Standardized patient evaluations • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • Masters Colloquium on professionalism • 360 degree evaluation instrument • Patient survey
	<i>Obtains patient consent for all therapies and/or procedures in which s/he is involved (5.6)</i>	<ul style="list-style-type: none"> • 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) • Masters Colloquium on professionalism • 360 degree evaluation instrument • Patient survey
P2: Ethical Responsibility	<i>Can identify and relate full disclosure of the risks and benefits of a therapy or procedure (1.5)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Completion of HIPAA training • Standardized patient evaluations

		<ul style="list-style-type: none"> • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • USMLE Step 2 Clinical Skills Exam • 360 degree evaluation instrument • Patient survey • MCQ's
	<i>Can discuss alternative therapies/procedures with their relevant risks and benefits (5.1, 5.6)</i>	<ul style="list-style-type: none"> • Faculty feedback from Masters Colloquium sessions • Standardized patient evaluations • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • 360 degree evaluation instrument • MCQ's
	<i>Can identify and adhere to institutional standards involved in patient care (6.1)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Standardized patient evaluations • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument
P3: Ethical Principles and Boundaries	<i>Recognize his/her role as the patient's advocate for clinical care (5.2, 7.2)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Standardized patient evaluations • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument • Patient survey
	<i>Demonstrates evidence of maintaining patient privacy (5.3)</i>	<ul style="list-style-type: none"> • 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) • Masters Colloquium on professionalism • 360 degree evaluation instrument • Patient survey
	<i>Demonstrates ability to treat all patients with dignity even when the approach is not reciprocated (5.1, 5.5)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Standardized patient evaluations • Simulation and inter-professional exercises

		<ul style="list-style-type: none"> • Objective Structured Clinical Examination (OSCE) • Masters Colloquium on professionalism • 360 degree evaluation instrument • Patient survey
	<i>Recognizes his/her legal limits on imposing medical care that is considered to be in the best interest of the patient when it is being refused (5.6)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships. • Presentation of clinical information • Standardized patient evaluations • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument • Patient survey
P4: Professional Relationships	<i>Demonstrates integrity, honesty, and authenticity in interactions with faculty and the medical community (7.1, 7.3, 8.5)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information. • Masters Colloquium on professionalism • 360 degree evaluation instrument
	<i>Can identify conflicts of interest in financial and organizational arrangements in the practice of medicine (6.5, 5.6)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Standardized patient evaluations. • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • Masters Colloquium on professionalism • MCQ's
	<i>Can identify and utilize standards established by specific professional societies (1.2, 1.5, 2.3)</i>	<ul style="list-style-type: none"> • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident direct observation and evaluations during clinical clerkships • Presentation of clinical information • Standardized patient evaluations • Simulation and inter-professional exercises • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument • MCQ's

5) HEALTH CARE SYSTEMS [HC]

Scope: Students must demonstrate knowledge of and responsiveness to the larger context of health care (social, behavioral, economic factors) and the ability to effectively call on system resources to provide care that is of optimal value to the health of the individual and of the community.

Spectrum of assessment methods to evaluate the achievement of the “Healthcare Systems” competency:

- Faculty feedback in pre-clerkship settings including team-based learning, Masters Colloquium and Medical Skills courses
- 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
- 360 degree evaluation instrument
- Multiple choice questions (MCQ's)

Sub-Competency Category	Educational Program Objective(s)	Outcome Measure(s)
HC1: Healthcare Delivery Systems	<i>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 (7.2)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observations and evaluations during clinical clerkships • Standardized patient evaluations, simulation center evaluations • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument
	<i>Can identify the major components of a healthcare system and understands how they can impact access, cost and compliance (7.2, 6.1, 6.3)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observations and evaluations during clinical clerkships • Standardized patient evaluations, simulation center evaluations • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument • Multiple choice questions (MCQ's)
	<i>Can navigate different hospital/clinic infrastructures in providing patient care (6.1)</i>	<ul style="list-style-type: none"> • 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) • 360 degree evaluation instrument
	<i>Can identify major monetary investment and legal needs in designing a student-run free clinic (6.3)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observations and evaluations during clinical clerkships • Presentation of written and oral clinical information • Standardized patient evaluations, simulation center evaluations • Peer assessment, Self-assessment
	<i>Can interpret and use multiple forms of health information technologies including electronic medical records, patient registries, computerized order entry and prescribing systems (3.7)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observations and evaluations during clinical clerkships • Patient case logs • Standardized patient evaluations, simulation center evaluations • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument

HC2: Delivery Systems Improvement	<i>Recognizes the importance of current models of medical practice performance evaluation (6.6, 3.5)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observations and evaluations during clinical clerkships • Standardized patient evaluations, simulation center evaluations • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument
	<i>Recognizes the importance of quality assessment and benchmarking in practice improvement (3.1, 3.2, 3.3, 3.5, 3.10)</i>	<ul style="list-style-type: none"> • 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) • 360 degree evaluation instrument
	<i>Has used system approaches to prevent common medical errors and hazards (6.1)</i>	<ul style="list-style-type: none"> • 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 • 360 degree evaluation instrument
	<i>Has participated in Phase B and/or C clinic rotation quality assessment for education performance improvement (3.1, 3.2, 3.3, 3.4, 3.5)</i>	<ul style="list-style-type: none"> • Faculty and resident direct observations and evaluations during clinical clerkships • Presentation of written and oral clinical information • Standardized patient evaluations, simulation center evaluations • Objective Structured Clinical Examination (OSCE) • 360 degree evaluation instrument

6) REFLECTIVE PRACTICE AND PERSONAL DEVELOPMENT [RP]

Scope: Students must demonstrate habits of analyzing cognitive and affective experiences that result in the identification of learning needs, leading to the integration and synthesis of new learning; they must also demonstrate habits of analyzing experiences that affect their well-being, productive relationships with groups and individuals, and self-motivation and limitations.

Spectrum of assessment methods to evaluate the achievement of the “Reflective Practice and Personal Development competency:

- Self-assessment writing
- Patient case logs/journal
- Evaluation by team members and peers in small group activities/clinical teams
- Faculty feedback in pre-clerkship settings including team-based learning, Masters Colloquium and Medical Skills courses
- Faculty and resident evaluations during clinical clerkships
- Standardized patient evaluations, simulation and inter-professional exercises

- Objective Structured Clinical Examination (OSCE)
- 360 degree evaluation instrument
- Patient survey

Sub-Competency Category	Educational Program Objective(s)	Outcome Measure(s)
RP1: Personal Assessment	<i>Can accept and respond appropriately to suggestions/constructive criticisms of performance including changing when necessary and discarding inappropriate feedback (8.1)</i>	<ul style="list-style-type: none"> • Self-assessment writing • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including Masters Colloquium and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • Standardized patient evaluations, simulation and inter-professional exercises • OSCE • 360 degree evaluation instrument
	<i>Demonstrates the use of self-assessment and reflection skills for growth and development (8.1)</i>	<ul style="list-style-type: none"> • Self-assessment writing • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
	<i>Uses self-assessment to identify gaps in knowledge and skill sets and finds an approach to fill such gaps (8.1)</i>	<ul style="list-style-type: none"> • Self-assessment writing • Patient case logs/journal • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings • Faculty and resident evaluations during clinical clerkships • Standardized patient evaluations, simulation and inter-professional exercises • 360 degree evaluation instrument
	<i>Can give a balanced description of personal performance in a confident and skillful manner (3.1)</i>	<ul style="list-style-type: none"> • Self-assessment writing • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
RP2: Time Management	<i>Can develop realistic plans and timelines to achieve desired outcomes (3.2, 3.3)</i>	<ul style="list-style-type: none"> • Evaluation by team members and peers in small group activities/clinical teams • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
	<i>Can refine and implement correction to timelines when appropriate (3.5, 3.10)</i>	<ul style="list-style-type: none"> • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
	<i>Can implement corrective actions/changes to correct</i>	<ul style="list-style-type: none"> • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings

	<i>deficiencies and/or promote personal growth (8.1, 8.4)</i>	<ul style="list-style-type: none"> • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
RP3: Stress/Wellness Management	<i>Works to identify a passion within the field of medical practice (2.1, 3.1, 3.3)</i>	<ul style="list-style-type: none"> • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
	<i>Able to identify an outlet for personal stress and anxiety (8.2)</i>	<ul style="list-style-type: none"> • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
	<i>Is able to identify the signs, symptoms and triggers of personal stress and anxiety (8.1, 8.2)</i>	<ul style="list-style-type: none"> • Self-assessment writing • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
	<i>Capable of developing a personalized program for physical/mental health (8.2)</i>	<ul style="list-style-type: none"> • Self-assessment writing • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
	<i>Can recognize and identify when to seek help (8.1)</i>	<ul style="list-style-type: none"> • Self-assessment writing • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including Masters Colloquium • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
RP4: Conflict Resolution	<i>Demonstrates open-mindedness to the opinions and approaches of others (8.3)</i>	<ul style="list-style-type: none"> • Faculty feedback from Masters Colloquium sessions • Faculty feedback in pre-clerkship settings • Standardized patient evaluations, simulation and inter-professional exercises • OSCE • Patient case logs/journal • Evaluation by team members and peers in small group activities/clinical teams • Faculty and resident evaluations during clinical clerkships • 360 degree evaluation instrument
	<i>Can articulate opinions in a non-confrontational manner (8.3)</i>	<ul style="list-style-type: none"> • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships

		<ul style="list-style-type: none"> • Standardized patient evaluations, simulation and inter-professional exercises • OSCE • 360 degree evaluation instrument
	<i>Can formulate strategies to diffuse confrontational situations between team members and/or patient/family members and the patient care team (8.3)</i>	<ul style="list-style-type: none"> • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • Standardized patient evaluations, simulation and inter-professional exercises • OSCE • 360 degree evaluation instrument
	<i>Can effectively negotiate with patients/family members to gain cooperation in the medical plan of treatment (1.7)</i>	<ul style="list-style-type: none"> • Evaluation by team members and peers in small group activities/clinical teams • Faculty feedback in pre-clerkship settings including team-based learning and Medical Skills courses • Faculty and resident evaluations during clinical clerkships • Standardized patient evaluations, simulation and inter-professional exercises • OSCE • 360 degree evaluation instrument • Patient survey

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.

Admission to the College of Medicine

Requirements

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.

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.
- Required minimum coursework
 - 2 semesters, or 3 quarters, or 1 year of college level English
 - 2 semesters, or 3 quarters, or 1 year of Biology with Laboratory
 - 2 semesters, or 3 quarters, or 1 year of Inorganic (General) Chemistry with Laboratory
 - 2 semesters, or 3 quarters, or 1 year of Organic Chemistry with Laboratory
 - 2 semesters, or 3 quarters, or 1 year of Physics
 - 2 semester, or 3 quarters of college level Math (*Statistics and/or Calculus preferred; IB or AP credits not accepted*)
- Recommended coursework (not required):
 - Social sciences
 - Behavioral sciences
 - Foreign Languages
 - Anatomy
 - Physiology
 - Biochemistry
 - Microbiology
 - Immunology
- Preferred MCAT & GPA for competitive candidates

GPA: 3.20
New MCAT: 504
Traditional MCAT: 28
- Minimum MCAT & GPA requirements acceptable

GPA: 2.80

New MCAT: 497

Traditional MCAT: 24

****MCAT NOTE: Only Traditional MCAT scores dated after January 01, 2013 will be 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

California Northstate University accepts applications from graduates of foreign institutions provided they hold either US citizenship or US Permanent Resident status at the time of application. Foreign applicants who hold an F1 status are not eligible to apply as we are unable to provide student visa service for foreign applicants at this time.

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 PharmCAS (for COP), AMCAS (for COM) or the CHS Admissions Office 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.

Fall 2017 - AMCAS Application

Applications are managed through the online AMCAS (American Medical College Application Service) portal. 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. Additionally, the applicant should have a minimum of three but no more than four letters of recommendations which must be submitted through the AMCAS Letters Service. 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 for California Northstate University College of Medicine is November 1st.

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. Fee waivers are only given to those applicants previously given a fee waiver through the AAMC Fee Assistance Program (FAP): <https://www.aamc.org/students/applying/fap/>.

Interviews

Upon review of the completed packet, applicants may be invited to an on-campus interview with faculty and staff. Invitations are made on the basis of a review of the completed packet, including 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 the packets of 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>.

Notice of Acceptance

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.

Deferred Matriculation

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

Early Decision Program

CNUCOM does participate 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.

Tuition, Fees, and Related Financial Disclosures

All tuition, fees, expenses, and policies listed in this publication are effective as of August 2016 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.

Doctor of Medicine - Tuition & Fees per year for 2016-2017

Tuition & Fees	Amount	Class
Tuition	\$54,506.00	M1, M2, M3, M4
Orientation Fee	\$50.00	M1
Student Association/Support Fee	\$250.00	M1, M2, M3, M4
Medicine Lab Fee (Anatomy Lab M1 / Research Lab M2)	\$300.00	M1, M2
Medicine Kit ²	\$100.00	M1
Books and Supplies ³	\$1,000.00	M1, M2, M3, M4
Background Check Fee	\$48.00	M3
Graduation Fees ⁴	\$300.00	M4
M1 Total Estimated Tuition & Fees per Year	\$56,206.00	
M2 Total Estimated Tuition & Fees per Year¹	\$56,056.00	
M3 Total Estimated Tuition & Fees per Year¹	\$55,804.00	
M4 Total Estimated Tuition & Fees per Year¹	\$56,056.00	

Total Estimated cost for the 4-year Doctor of Medicine program ranges from \$220,000 - \$240,000.00¹

Other Educational Related Costs ⁵	Amount	Class
Health Insurance premium ⁶	\$3,200.00	M1, M2, M3, M4
Laptop	\$1,100.00	M1
USMLE - Step 1 ⁷	\$600.00	M2
USMLE - Step 2 CK ⁷	\$600.00	M3
USMLE - Step 2 CS ⁷	\$1,275.00	M4
Room and Board ¹⁰	\$18,538.30	M1, M2, M3, M4

Transportation ¹⁰	\$3,847.50	M1, M2, M3, M4
M1 Total Estimated Cost per Year⁹	\$82,891.80	
M2 Total Estimated Cost per Year⁹	\$82,241.80	
M3 Total Estimated Cost per Year⁹	\$81,989.80	
M4 Total Estimated Cost per Year⁹	\$82,916.80	

¹ Estimated annual tuition increases of 3% to 5% for each of year M2, M3, and M4 (2017-2021), have not been included for M2, M3, and M4 for 2016-2017. This estimate is not binding on the University.

² Estimated amount: Kit includes one stethoscope, one pen light, one pocket eye chart, tuning fork (c-128), adult Babinski reflex hammer, sphygmomanometer (pocket aneroid).

³ Estimated cost: covers all books for the year.

⁴ Covers regalia, graduation dinner, diploma cover, transcripts, etc.

⁵ Costs and expenses, including some living expenses, a student may incur in the applicable year of participation in the MD program, whether or not paid directly to CNUCOM.

⁶ Optional, estimated, and subject to modification based on number of insured members, insured by outside provider.

⁷ Estimated, based on the 2016 fee schedule for the USMLE.

⁸ Estimated amount of student's individual housing, food, and transportation costs, not operated or charged by CNUCOM.

⁹ Includes tuition, fees, and other estimated educationally related costs.

Payment and Prerequisite Due Dates and Options

All tuition and fees described in the previous section are due in full in accordance with the respective notification as identified below:

- MD first-year students: schedule identified on the last page of the Student Enrollment Agreement;
- MD continuing students: schedule identified 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 sole and complete discretion accept as an alternative to cash payment for the above tuition and fees, excluding the nonrefundable registration fee 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 the separate \$250.00 nonrefundable enrollment fee deposit, 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. 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 days in current term** – Days in current term completed = Total days Not Completed*

Step B) Total days not completed/Total days in current term = % of pro-rata refund

*Step C) Institutional charges*** x % of pro-rata refund = Total refund owed*

* Total days exclude weekends and holidays.

**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 fees as describe in the current General Catalog (2) Student Tuition Recovery Fund fee, and (3) 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); and
- 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 students in the College of Medicine. For a detailed description of the financing options, please visit the CNU College of Medicine's website, medicine.cnsu.edu, *Financial Aid*.

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.

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 Medicine's website, medicine.cnsu.edu, *Financial Aid, Types of Assistance, Grants and Scholarships*.

Student Tuition Recovery Fund (STRF) Disclosures

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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 either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30

days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

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.

In order to register for classes, all admission contingencies must be fulfilled, a financial aid clearance from the Office of Financial Aid must be received, and all "New Student" paperwork must be submitted to the Office of Student Affairs, Admissions and Outreach. This includes all required immunizations, a cleared background check, and any other institutional requirements. The Office of the Registrar requires submission of the Authorization to Release Student Records and the Emergency Contact Form. Students must also participate in the open enrollment/waive period for the Student Health Insurance Plan. Registration is conducted by the Registrar prior to the beginning of each semester. Registration for elective courses is done through the Student Information System. If a student does not have all registration holds cleared, they will have to complete late registration.

License Information for U.S. or Canadian Medical School Graduates Minimum Requirements to Apply For A License

- 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. The medical school's

name must exactly match the name on the Board's list of recognized medical schools. 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). Prior to submitting an application, please refer to the Board's website to verify your medical school is recognized:

http://www.mbc.ca.gov/Applicants/Medical_Schools/Schools_Recognized.aspx

- Section 31(e) of the Business and Professions Code allows the State Board of Equalization and the Franchise Tax Board to share taxpayer information with the Board. A license issued by the Board may be suspended if state tax obligation is not paid. Disclosure of your United States Social Security Number is mandatory. Section 30 of the Business and Professions Code and Public Law 94-455 (42 USCA 405 (c)(2)(c)) authorize collection of your social security number. An Individual Taxpayer Identification Number (ITIN) is not acceptable. Reporting a number on your Application that is not your U.S. Social Security Number may be grounds for denial of licensure.
- To meet the examination requirement, you must have taken and passed all USMLE Steps 1, 2 and 3 or other acceptable examinations per Section 1328 of Title 16 California Code of Regulations. Please refer to our website to obtain a copy of Section 1328 for a listing of all acceptable examinations. Results of 75 or better are required to satisfy the examination requirement.
- To meet the postgraduate training requirement, you must have satisfactorily completed a minimum of one (1) year of ACGME and/or RCPSC accredited postgraduate training (RCPSC training must be completed in Canada) that includes at least four months of postgraduate training in general medicine. The one year of postgraduate training must consist of 12-continuous months of training within the same program.

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 the 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.

Address Where Instruction Will Be Provided

Class sessions are conducted at the campus located at 9700 West Taron Drive, Elk Grove, CA 95757, except for (1) occasional class sessions conducted offsite following reasonable notice to the students in that class, and (2) experiential education and clinical rotations and service learning activities conducted at assigned professional clinical locations and community sites as established by agreement among the student, professional preceptor, and College. The College of Medicine can be contacted by email at COMadmissions@cnsu.edu or by phone at 916-686-7300. Website: medicine.cnus.edu.

Website and Catalog

Before signing the Student Enrollment Agreement, you are strongly urged to visit the College website at medicine.cnsu.edu, and to read and review the Catalog. The Catalog contains important information and policies regarding this institution. By signing this Enrollment Agreement, you are acknowledging that the Catalog and the disclosures and information located on the website as described in the preceding sentence have been made available for you to read and review.

Catalog and School Performance Fact Sheet

Prior to signing the Student Enrollment Agreement, you must be given a Catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this Agreement. These documents contain important policies and performance data for this institution. 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 this Agreement.

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 Associate Dean for Student Affairs and Admissions so that your rights described in this paragraph may be applied.

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.

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.

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.
 - a. 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.

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:

- i. **DISCUSS** it with their College Master, the Assistant Dean of Student Affairs, Admissions and Outreach, or the clerkship/course/sequence director.
- ii. **REPORT** it (utilizing one of three options below and hopefully prevent such behavior in the future):
 1. File a formal report with the Assistant Dean of Student Affairs, Admissions and Outreach.
 2. File an anonymous report via the CNUCOM website. This mechanism includes options for prompt attention OR withholding the report until a future date.
 3. 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.
 - i. 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, age, sexual orientation, political affiliation, veteran status, or disability.”

Responding to Concerns of Mistreatment

Every effort is made to respond to concerns of mistreatment in a professional manner to minimize the risk of retaliation. The Assistant Dean of Student Affairs, 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, Student Services, to view all of our academic policies.

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 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 two 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 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 rotation 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. They must also meet with the Senior Associate Dean of Medical Education at least 30 days prior to the first day of class to review and sign a Readmission Contract. This contract outlines the courses that are required for the remainder of the student's educational career at 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 Withdrawal/Readmission in this handbook).

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.

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:

- The student has conducted him/herself in an ethical, moral, professional, and lawful manner.
- The student has satisfactorily completed all required coursework and clinical clerkships with CNUCOM in a timely fashion, not to exceed seven (7) years from the date of initial enrollment (excluding approved leave of absences).
- The student is not on academic probation.
- The student has fulfilled all financial requirements and completed all necessary paperwork for CNUCOM.
- The student attends graduation and commencement ceremonies in person. Under special circumstances the Dean of the College may release the attendance requirement.

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.

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.

Complaint/Grievance Policy

Purpose

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

Procedure

Note that a grievance is defined as a matter not falling under the progression policy for academic or non-academic due-process.

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

Complaints Related to Accreditation Standards

LCME

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 (<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 Assistant 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.

Academic Progression Policy

Purpose

This policy can be found in its entirety on our website 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), 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. 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).

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

All students must sit for the USMLE Step 1 before beginning clinical training and within 12 months of completing Phase A, Year 2 coursework. Failure to do so will result in an automatic recommendation for dismissal.

Students will be allowed to start their clinical training if the USMLE Step 1 score is pending and if it is their first attempt of the examination.

Students with an initial failure of the USMLE Step 1 must retake the examination before the end of October of the fall semester of their Phase B year.

Students who are unable to present a passing USMLE Step 1 exam score by December 31 of the fall semester of their Phase B year will be recommended for review by 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.



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 projected 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
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- Advocacy for the Patient
- Ethical Issues in Reproduction
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- 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

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 (4 cr)

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

student will have a checklist of conditions/skills they are expected to participate in and obtain signatures validating their participation.

COM 800 Emergency Medicine Sub – Internship (4 cr)

This is a 4 weeks rotation in which the students will take a higher level of responsibility in the evaluation and management of various acute medical and surgical disorders. 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.

COM 805 Internal Medicine Sub – Internship (4 cr)

This is a 4 weeks rotation in which the students will take a higher level of responsibility for the evaluation and management of various acute medical disorders. Students will also be exposed to inpatient medicine and carry responsibilities similar to an intern but under more extensive supervision. Students are expected to attend and participate in all scheduled educational activities at the host institution. Students will learn how to perform a comprehensive history and physical examination 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 an internal medicine internship.

COM 810 Pediatric Sub – Internship (4 cr)

This is a 4 weeks rotation in which the students will take a higher level of responsibility for the evaluation and management of various acute pediatric disorders. Students will also be exposed to inpatient medicine and carry responsibilities similar to an intern but under more extensive supervision. Students are expected to attend and participate in all scheduled educational

activities at the host institution. Students will learn how to perform a comprehensive history and physical examination 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 pediatric internship.

COM 815 Ob/Gyn Sub – Internship (4 cr)

This is a 4 weeks rotation in which the students will take a higher level of responsibility for the evaluation and management of various acute Ob/Gyn disorders. Students will also be exposed to inpatient medicine and carry responsibilities similar to an intern but under more extensive supervision. Students are expected to attend and participate in all scheduled educational activities at the host institution. Students will learn how to perform a comprehensive history and physical examination 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 an Ob/Gyn internship.

COM 820 Surgery Sub – Internship (4 cr)

This is a 4 weeks rotation in which the 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.

COM 825 Family Medicine Sub – Internship (4 cr)

This is a 4 weeks rotation in which the students will take a higher level of responsibility for the evaluation and management of patients seen in an outpatient family practice setting. Students will work under the direct supervision of a primary care family practitioner and will carry the responsibilities similar to an intern. Students are expected to attend and participate in all scheduled educational activities at the host facility and to read in depth on the cases seen in the clinic setting. Students will learn how to perform a comprehensive history and physical examination in a timely manner and will gain experience in generating differential diagnoses, assessments, and diagnostic and treatment plans. They will gain experience in dealing with health

care screening, disease prevention, and geriatric/end of life issues that are faced by primary care physicians.

Electives

COM 850 Radiology (4 cr)

This is a 2 to 4 weeks rotation in which the students will rotate thru various departments of radiology (weekly): X-ray, CT, MRI, US and PET. During these rotations they will be expected to learn the standardized dictation approach and be able to interpret common radiographs and CT studies. Special attention will be on reviewing anatomy and linking imaging abnormalities to a differential of possible diagnoses. Students are expected to attend and participate in all scheduled educational activities at the host institution.

COM 851 Renal (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of a nephrology attending designed to provide the student experience in diagnosing, treating and caring for patients with renal conditions. This clerkship will provide the student opportunity for in-depth reading of the observed renal pathologies and therapeutic options. Students are expected to attend and participate in all scheduled educational activities at the host institution. Students will learn how to perform a comprehensive history and physical examination in a timely manner and will gain experience in generating differential diagnoses, assessments, and diagnostic and treatment plans for many common renal conditions. It is expected they will gain a better understanding of renal dialysis and the challenges the patients face on a daily basis. They will also learn what it is like to be on a consulting team.

COM 852 Endocrinology (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of an endocrinology attending designed to provide the student experience in diagnosing, treating and caring for patients with endocrine conditions. Students will also be exposed to endocrine emergencies that require hospitalization as well as chronic endocrine outpatient issues. This intensive month will provide an opportunity for the students to do more in-depth reading about the various endocrine conditions they see. Students are expected to attend and participate in all scheduled educational activities at the host institution. Students will learn how to 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.

COM 853 Cardiology (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of a cardiology attending designed to provide the student experience in diagnosing, treating and caring for patients with both acute and chronic cardiac conditions. Students will also be exposed to inpatient medicine as part of a consultation team. Students are expected to attend and participate in all scheduled educational activities at the host institution. Students will learn how to perform a comprehensive history and physical examination in a timely manner and will gain experience in generating differential diagnoses, assessments, and diagnostic and treatment plans at a level higher than in a 3rd year clerkship. They will have the added opportunities to see pacemaker placements, stress testing and angiography as appropriate for the referred patients.

COM 854 Pulmonary (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of a pulmonary attending designed to provide the student experience in the evaluation and management of various acute and chronic pulmonary disorders. Students will also be exposed to both in-patient as well as outpatient management of chronic pulmonary conditions and are expected to attend and participate in all scheduled educational activities at the host institution. Students will learn how to perform a comprehensive history and physical examination in a timely manner and will gain experience in generating differential diagnoses, assessments, and diagnostic and treatment plans specific for routine conditions seen by a pulmonologist. During this rotation they should have an opportunity to hone their physician diagnostic skills, radiographic and CT interpretive skills as well as observe at least one bronchoscopy.

COM 855 Gastroenterology (4 cr)

This elective rotation is a 2 to 4 weeks structured clinical experience under direct supervision of a gastroenterology attending designed to provide the student experience in diagnosing, treating and caring for patients with GI and liver conditions. The students will work with a GI attending on both inpatient as well as outpatient rounds. They will observe a variety of endoscopic procedures both screening as well as diagnostic. They should learn more about the intestinal response to food allergens as well as autoimmune GI disorders. They should also have a greater opportunity

to see a variety of liver conditions and gain a better understanding of the diagnostic evaluation for gastrointestinal and liver disorders.

COM 856 Dermatology (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of a dermatology attending designed to provide the student experience in diagnosing, treating and caring for patients with skin issues. Students will observe simple dermatologic procedures and have an opportunity for more focused reading in this field. They are expected to gain a better understanding of adolescent acne issues and therapies, rash types and treatments, as well gain a more comprehensive understanding of pharmacologic products used for dermatologic conditions. Some exposure to cosmetic dermatology and dermatopathology is expected as well as exposure to laser therapy, photodynamic therapy, tattoo removal, allergy testing and cryosurgery.

COM 857 Rheumatology/Immunology (4 cr)

This elective rotation is a four (4) weeks introductory, structured clinical experience under direct supervision designed to provide the student experience diagnosing, treating and caring for patients with rheumatologic disorders. The student will gain experience in: obtaining an expanded history pertinent to musculoskeletal and rheumatic disorders, performing a comprehensive musculoskeletal exam, developing a reasonable differential diagnosis for both monoarticular and polyarticular presentations of arthritis. The student will also acquire and understanding of: the usefulness and limitations of immunologic testing, and the use of oral, parenteral and intra-articular corticosteroids, nonsteroidal anti-inflammatory agents and immunosuppressive agents in rheumatic diseases. The student will become familiar with and be able to instruct patients in the use of the main modalities of physical therapy and joint protection. In addition the student will have an opportunity to perform, under supervision, arthrocentesis and gain experience in the interpretation of synovial fluid. Clinically oriented teaching methods may include: Assignment of limited co-management responsibilities under supervision, participation in clinic visits, daily patient rounds and conferences, and supervised and critiqued clinic work-ups of patients admitted to the service.

COM 858 Pathology (4 cr)

This four (4) weeks elective is an integrated pathology clerkship, embracing both anatomic and clinical pathology. Students may accompany faculty on fine

needle aspirations, where they are taught how to properly perform aspiration biopsies on superficial lesions, and subsequently may observe the specimen preparation and microscopic interpretation. They are invited to accompany faculty when frozen section consultations are required, and follow all aspects of this undertaking. They observe and may assist in the preparation of surgical specimens, subsequently taking part in the microscope sign-out sessions with faculty. An exposure to aspects of clinical pathology is obtained in clinical chemistry, microbiology and blood transfusion medicine by observation of the clinical laboratories and one-on-one interactions with faculty in these areas. The four-week clerkship, in part, depends upon, and is modified, taking into account the future specialty choice of the medical students (if known), so that they may obtain the maximum benefit and exposure to cases related to their future training. At the conclusion of their rotation, students are required either to present an interesting case, or to submit a clinico-pathologic paper.

COM 859 Geriatrics (4 cr)

During the Geriatrics elective, students will actively participate in the ongoing, daily care of older patients who have a wide variety of acute and chronic illnesses and abnormal physical findings. Each student will be paired with a primary geriatric physician mentor who will provide clinical teaching and ongoing feedback to the student. Additionally, each student will be responsible for his or her own panel of patients at a skilled nursing facility. Throughout the clerkship students will work with a variety of geriatric focused health professionals as part of the interdisciplinary care team. This includes nurse practitioners, therapists, certified nursing assistants, and social workers. It is expected that throughout the course of the 4-week clerkship students will be involved with and responsible for admission assessment, discharge planning, ongoing care and management, writing orders, and working with families.

COM 860 Global Health (4 cr)

This four (4) weeks clinical rotation takes place ideally in a developing country or in other clinical settings related to global health all over the world. The goal of this clinical rotation is to enable the advanced fourth-year medical student to experience the practice of medicine in an environment other than his/her own. This exposure allows for the practical application of theoretical knowledge to different cultural and ethnic groups while working under varied conditions affected by the economics, traditions, religious beliefs, limited resources and geography of the site. Additionally,

valuable experience is gained through participation in clinical work with local health practitioners.

COM 861 Anesthesiology (4 cr)

This elective rotation of four (4) weeks is intended to enable students to observe or participate in, under the supervision of a faculty member, resident or anesthetist, the following patient care scenarios: delivery of a general anesthetic to adult and pediatric patients, utilization of regional anesthesia as a primary surgical anesthetic, explanation of anesthetic risks to a patient, preoperative evaluation of a patient's suitability for general anesthesia.

Students will be given the opportunity to perform the following procedures under the supervision of a faculty member, resident or anesthetist: placement of an intravenous catheter, management of a patient airway, including mask ventilation and either LMA or endotracheal tube placement. At the end of the elective, students are expected to understand the anatomy, physiology, and pharmacology relevant to anesthetic induction, maintenance, and emergence.

COM 862 Hematology/Oncology (4 cr)

This elective rotation of four (4) weeks is intended to be a structured clinical experience under direct supervision designed to provide the students experience diagnosing, treating and caring for adult patients with hematologic and oncologic diseases. The clinical experience will allow the student to gain additional knowledge and experience in the following areas: morphology (anatomy?), physiology, and biochemistry of blood, bone marrow, lymphatic tissue and spleen, etiology, epidemiology, natural history, diagnosis, pathology, staging and management of a wide variety of neoplastic and hematologic disorders, chemotherapeutic drugs, assessment of tumor imaging by CT, MRI and nuclear imaging techniques, multi-agent chemotherapy protocols and combined modality therapies, management and care of in-dwelling venous catheters, management of neutropenia and immune-compromised patients, hematologic and oncologic effects of HIV and psychosocial management of patients with hematologic and neoplastic disorders. Students are expected to participate in didactic methods assigned during the rotation including: reading assignments, lectures, case-oriented presentations, and formal clinical presentations by medical faculty. Clinically oriented teaching methods may include: Assignment of limited co-management responsibilities under supervision, participation in clinic visits, daily patient rounds and conferences, and supervised and critiqued clinic work-ups of patients admitted to the service.

COM 863 Infectious Disease (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision designed to provide the student experience diagnosing, treating and caring for patients with infectious diseases. The clerkship will provide patient and laboratory experiences in a setting of preceptored learning to facilitate development of skills in: history-taking and physical diagnosis of infectious diseases, use of the laboratory and other diagnostic resources in infectious diseases, clinical management of infectious diseases, and the basic principles of therapy in regard to selection and monitoring of antibiotics and antiviral agents. Students are expected to attend and participate in all scheduled educational activities at the host institution. Clinically oriented teaching methods during the rotation may include: assignment of limited co-management responsibilities under supervision, participation in clinic visits, daily patient rounds and conferences, supervised and critiqued clinic work-ups of patients admitted to the service, and assigned, case-oriented reading case presentations.

COM 866 Orthopedic Surgery (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of an orthopedic surgeon designed to provide the student experience in diagnosing, treating and caring for patients with orthopedic conditions. Students are expected to attend and participate in all scheduled educational activities at the host institution as well as participate in the OR as determined by the supervising surgeon. Students will learn how to perform a comprehensive history and physical examination in a timely manner and will gain experience in generating differential diagnoses, assessments, and diagnostic and treatment plans for a variety of common orthopedic conditions. The students should also have an opportunity to participate in orthopedic trauma cases as well as follow the patients thru post-operative recovery. The goal is to provide the student an opportunity for focused reading in the field of orthopedics as well as allow them to advance in patient management according to interest and skill level.

COM 867 Trauma Surgery (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of a trauma surgeon designed to provide the student experience in diagnosing, treating and caring for trauma patients in both the acute as well as recovery setting. Students are expected to attend and participate in all scheduled educational activities at the host institution as well as

participate in the OR as determined by the supervising surgeon. Students will learn how to perform a targeted history and physical examination in a timely manner and will gain experience in identifying patients in need of urgent trauma surgery. The goal is to provide the student an opportunity for focused reading in the field of trauma surgical as well as allow them to advance in patient management according to interest and skill level.

COM 868 ENT Surgery (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of an ENT surgeon designed to provide the student experience in diagnosing, treating and caring for patients with ears, nose and throat issues. Students are expected to attend and participate in all scheduled educational activities at the host institution as well as participate in the OR as determined by the supervising surgeon. Students will learn how to perform a targeted history and physical examination in a timely manner and will gain experience in identifying patients common ENT conditions requiring surgery. Students will advance in their surgical participation dependent on their interest and skill level.

COM 869 Plastic Surgery (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of a plastic surgeon designed to provide the student experience in diagnosing, treating and caring for patients in need of cosmetic or reconstructive surgery. Students are expected to attend and participate in all scheduled educational activities at the host institution as well as participate in the OR as determined by the supervising surgeon. Students will learn how to perform a pre-operative evaluation in a timely manner and will gain a better understanding of the capabilities of plastic surgery in both cosmetic and reconstructive surgery as well as in wound healing.

COM 870 GI Surgery (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of a GI surgeon designed to provide the student experience in diagnosing, treating and caring for patients with GI and Liver issues. Students are expected to attend and participate in all scheduled educational activities at the host institution as well as participate in the OR as determined by the supervising surgeon. Students will learn how to perform a targeted history and physical examination in a timely manner and will gain experience in identifying patients common GI and Liver conditions requiring surgery. Students will

advance in their surgical participation dependent on their interest and skill level.

COM 871 Urology (4 cr)

This elective rotation is a 2 to 4 weeks structured clinical experience under direct supervision of a urology surgeon designed to provide the student experience in diagnosing, treating and caring for patients with urologic conditions. Students are expected to attend and participate in all scheduled educational activities at the host institution as well as participate in the OR as determined by the supervising surgeon. Students will learn how to perform a targeted history and physical examination in a timely manner and will gain experience in identifying patient's common urologic conditions, and better understand when patients require surgical intervention. It is expected the students will also gain a better understanding of the complications following urologic surgery.

COM 872 Thoracic Surgery (4 cr)

This elective rotation is a four (4) weeks structured clinical experience under direct supervision of a thoracic surgeon designed to provide the student experience in diagnosing, treating and caring for patients with cardiac and pulmonary conditions requiring surgical intervention. Students are expected to attend and participate in all scheduled educational activities at the host institution as well as participate in the OR as determined by the supervising surgeon. Students will learn how to perform a targeted history and physical examination in a timely manner and will gain experience in identifying patient's common cardiac conditions requiring surgery. Students will advance in their surgical participation dependent on their interest and skill level.

COM 873 Vascular Surgery (4 cr)

This elective rotation is a 2 to 4 weeks structured clinical experience under direct supervision of a vascular surgeon designed to provide the student experience in diagnosing, treating and caring for patients vascular conditions requiring surgical intervention. Students are expected to attend and participate in all scheduled educational activities at the host institution as well as participate in the OR as determined by the supervising surgeon. Students will learn how to perform a targeted history and physical examination in a timely manner and will gain experience in identifying patient's common vascular conditions that could benefit from surgical intervention. Students will advance in their surgical participation dependent on their interest and skill level.

COM 900 Basic, Clinical, Translational Research (2 cr)

This elective rotation is a structured clinical experience for 2 to 8 weeks under direct supervision of a research mentor. Students are expected to actively engage in a research project including attending laboratory meetings. Students are expected to gain a better understanding of laboratory procedures, scientific process, statistical analysis and scientific writing. At least part of this can be done in our lab.

COM 902 Advanced Surgical Anatomy and Teaching Assistantship (2 cr)

This course has three components, each of which are designed to increase student knowledge and skill in the areas of anatomy, surgery, and teaching. The first component of this course will involve student production of high quality dissections to be completed on new cadavers over the summer. These dissections will be used in teaching the first-year medical students during their musculoskeletal course. The second component of this course requires student participation in several surgical sessions to take place over the summer portion of this course. These special sessions will involve 3 intensive mock sterile surgeries carried out on our cadavers. The third and final component of this course is designed to develop the teaching and mentoring skill of students through service as anatomy teaching assistants throughout all musculoskeletal anatomy laboratory sessions of the first-year medical students. (Prerequisite: M2 standing)

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:

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CNUCOM 2016-2017 Academic Calendar

CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF MEDICINE 2016-2017 ACADEMIC CALENDAR

Description	Start Date	End Date
FALL 2016		
MS1 Orientation	Wednesday, August 3, 2016	Friday, August 5, 2016
White Coat Ceremony	Saturday, August 6, 2016	
MS1 Fall Term	Monday, August 8, 2016	Friday, December 23, 2016
MS1 Fall Late Registration Period	Monday, August 8, 2016	Friday, August 12, 2016
MS1 Last Day to Add/Drop Fall Courses	Friday, August 12, 2016	
MS1 Course 1	Monday, August 8, 2016	Friday, September 23, 2016
MS2 Fall Term	Monday, August 22, 2016	Friday, December 23, 2016
MS2 Fall Late Registration Period	Monday, August 22, 2016	Friday, August 26, 2016
MS2 Last Day to Add/Drop Fall Courses	Friday, August 26, 2016	
MS2 Course 1	Monday, August 22, 2016	Friday, September 30, 2016
Holiday—Labor Day	Monday, September 5, 2016	
MS1 Course 2	Monday, September 26, 2016	Friday, October 28, 2016
MS2 Course 2	Monday, October 3, 2016	Friday November 11, 2016
MS1 Course 3	Monday, October 31, 2016	Friday, December 23, 2016
MS2 Course 3	Monday, November 14, 2016	Friday, December 23, 2016
Holiday—Thanksgiving	Thursday, November 24, 2016	Sunday, November 27, 2016
Holiday—Winter Break	Saturday, December 24, 2016	Sunday, January 8, 2017
SPRING 2017		
MS1 Spring Term	Monday, January 9, 2017	Friday, June 2, 2017
MS2 Spring Term	Monday, January 9, 2017	Friday, May 19, 2017
MS1 & MS2 Spring Late Registration Period	Monday, January 9, 2017	Friday, January 13, 2017
MS1 & MS2 Last Day to Add/Drop Spring Courses	Friday, January 13, 2017	
MS1 Course 4	Monday, January 9, 2017	Friday, March 17, 2017
MS2 Course 4	Monday, January 9, 2017	Friday, February 17, 2017
Holiday—Martin Luther King Jr. Day	Monday, January 16, 2017	
Holiday—Presidents' Day	Monday, February 20, 2017	
MS2 Course 5	Tuesday, February 21, 2017	Friday March 17, 2017
MS1 & MS2 Spring Break	Monday, March 20, 2017	Friday, March 24, 2017
MS1 Course 5	Monday, March 27, 2017	Friday, June 2, 2017
Holiday— Memorial Day	Monday, May 29, 2017	
MS2 Course 6	Monday, March 27, 2017	Friday May 5, 2017
MS2 Comprehensive Exams	Monday, May 8, 2017	

Longitudinal Courses

MS1: Course 6 (Med. Skills) & Course 7 (Masters Colloq.): Fall: 8/8/16 to 12/23/16; Spring: 1/9/17 to 6/2/17.

MS2: Course 7 (Med. Skills), Course 8 (Masters Colloq.), & Course 9 (Scholarly Project) Fall: 8/22/16 to 12/23/16; Spring: 1/9/17 to 5/5/17.

Version: July 21, 2016; Some dates may be subject to change. Revisions will be reposted at medicine.cnsu.edu, Current Students, Academic Calendar.

COLLEGE OF HEALTH SCIENCES

Mission, Vision and Values

Mission: To advance the science and art of healthcare.

Our Vision of a Health Science Education:

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 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.

Our 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:

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.

Concentration Learning Outcomes:

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

Human Biology

1. **Cellular and Molecular Biology.** Demonstrate knowledge of the cellular and molecular mechanisms governing the human body.
2. **Anatomy and Physiology.** Demonstrate knowledge of how the body is functionally and structurally designed.

Biopsychology

1. **Human Neurobiology.** Describe the underlying biological (anatomical, physiological, genetic, and neurochemical) bases of human behavior.
2. **Biopsychology of Human Behavior.** Describe influences of environment, psychology, and society on patterns of human behavior.

Health Science Administration

1. **Healthcare Management.** Demonstrate understanding of common healthcare strategic management tasks including budgeting and finance; facilities, services, and personnel management; and performance assessment and improvement strategies.
2. **Healthcare Systems.** Demonstrate understanding of the operations of healthcare systems as influenced by

governmental healthcare policy and regulations and how outcomes of such systems affect various stakeholders, consumers, and the public.

3. **Social Sciences.** Demonstrate understanding of human behavior, culture, and society.

General Education (GE) Learning

Outcomes:

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. **Cultural Literacy and Social Intelligence.** Demonstrate knowledge of diverse human cultures and influences of social forces, economic principles, and human interactions within the framework of social sciences.
7. **Personal Development.** Demonstrate leadership and foster improvement in the local community through voluntary service.

The GE Requirements encompass a suite of courses that provide a broad educational framework for students in each concentration. The GE curriculum at CNU CHS is designed to provide students specializing in any concentration 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 48 (or 51 if MATH110 is taken) credit units of the minimum 123-125 required credits for graduation (38-41% of total degree credits).

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

1. Communication (9 cr)
 - 1.1 Written Communication ENGL110 Composition I (3 cr)
ENGL120 Composition II (3 cr)
 - 1.2 Oral Communication
COMM110 Oral Communication (3 cr)
2. Information Literacy (3 cr)
 - 2.1 Literature searching and reference citations
COLL310 Scholarly Project I – Research Methods (3 cr)
3. Critical Thinking (3 cr)
 - 3.1 Designing and Conducting Scholarly Research
COLL320 Scholarly Project II – Independent Project (3 cr)
4. Scientific Inquiry and Quantitative Reasoning (14 or 17 credit units)
 - 4.1 Life Science (4 cr)
BIOL110 / BIOL110L Biology I, Evolution & Diversity of Life / Lab (3/1 cr)
 - 4.2 Physical Science (4 cr)
CHEM110 / CHEM 110L General Chemistry I / Lab (3/1 cr)
 - 4.3 Mathematics (6 or 9 cr)
MATH110 Introduction to College Mathematics (3 cr) (optional requirement as determined by entrance placement exam)
MATH120 Applied Statistics (3 cr)
MATH130 Differential and Integral Calculus (3 cr)
5. Cultural Literacy and Social Intelligence (9 credit units)
 - 5.1 Arts (3cr) (one course from the following list):
ARMU110 Art Appreciation (3 cr)
ARMU120 Music Appreciation (3 cr)

ARMU130 Film Appreciation (3 cr)
5.2 Humanities and Human
Understanding (3 cr) (one course
from the following list):

ANTH210 Cultural Anthropology (3
cr)

PSYCH110 General Psychology (3
cr)

Humanities Elective (3 cr)

5.3 Social Sciences (3 cr) (one course
from the following list):

ECO210 Macroeconomics (3 cr)

GOVT110 U.S. Government (3 cr)

SOCL210 Sociology (3 cr)

6. Personal Development (7 credit units)

6.1 Preparing for Success and Leadership
(5 cr)

COLL100 Student Success Seminar
(2 cr)

COLL420 Leadership Seminar (3 cr)

6.2 Service to the Community (4 cr)

COLL210 Foundations of Service
Learning (2 cr)

COLL220 Service Learning
Practicum (2 cr)

Admission to the College of Health Sciences

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.

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.

Admission Criteria for High School Graduates

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

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 brochure and other marketing materials.

Bachelor of Science in Health Sciences (BSHS)

- 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 GPA of 2.7 (on a 4.0 scale) as well as a GPA of 2.7 in the following courses:
 - 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
 - Required course work must be passed with a grade of C or better
- Standardized Test Scores:
 - March 2016 and later SAT: 1130 or higher. Pre-March 2016 SAT: 1050 or higher.
 - Math and Chemistry subject area tests are highly recommended.
 - ACT Composite 22 or higher
- Colorado Commission on Higher Education Admission Eligibility Index (CCHE Index or Calculated Index). This score is calculated using a combination of an applicant's GPA and either SAT or ACT score.
- Extra-Curricular Accomplishments
Demonstration of service activities in the community and/or school, athletic accomplishments, employment, or other extra-curricular accomplishments.
- Personal Statement
The CHS highly recommends that students take the time to consult different resources before writing the personal statement, including the high school counselor. 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)

2+4 BS-MD

- 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 a GPA of 3.0 or higher in the following courses:
 - 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
 - Required course work must be passed with a grade of C or better
- Standardized Test Scores:
 - March 2016 and later SAT: 1420 or higher. Pre-March 2016 SAT: 1360 or higher.
 - Math and Chemistry subject area tests are highly recommended.
 - ACT Composite 32 or higher
- Colorado Commission on Higher Education Admission Eligibility Index (CCHE Index or Calculated Index). This score is calculated using a combination of an applicant's GPA and either SAT or ACT score.
- Extra-Curricular Accomplishments
Demonstration of service activities in the community and/or school, athletic accomplishments, employment, or other extra-curricular accomplishments.
- Personal Statement
The CHS highly recommends that students take the time to consult different resources before writing the personal statement, including the high school counselor. 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.
- Phone interview is required.

3+4 BS-MD

- 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 a GPA of 3.0 or higher in the following courses:
 - 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
 - Required course work must be passed with a grade of C or better
- Standardized Test Scores:
 - March 2016 and later SAT: 1350 or higher. Pre-March 2016 SAT: 1290 or higher.
 - Math and Chemistry subject area tests are highly recommended.
 - ACT Composite 29 or higher
- Colorado Commission on Higher Education Admission Eligibility Index (CCHE Index or Calculated Index). This score is calculated using a combination of an applicant's GPA and either SAT or ACT score.
- Extra-Curricular Accomplishments
Demonstration of service activities in the community and/or school, athletic accomplishments, employment, or other extra-curricular accomplishments.
- Personal Statement
The CHS highly recommends that students take the time to consult different resources before writing the personal statement, including the high school counselor. 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.
- Phone interview is required.

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

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 3.55 or higher (on a 4.0 scale) as well as a GPA of 3.0 or higher in the following courses:
 - 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
 - Required course work must be passed with a grade of C or better
- Standardized Test Scores:
 - March 2016 and later SAT: 1350 or higher. Pre-March 2016 SAT: 1290 or higher.
 - Math and Chemistry subject area tests are highly recommended.
 - ACT Composite 29 or higher
- Colorado Commission on Higher Education Admission Eligibility Index (CCHE Index or Calculated Index). This score is calculated using a combination of an applicant's GPA and either SAT or ACT score.
- Extra-Curricular Accomplishments
Demonstration of service activities in the community and/or school, athletic accomplishments, employment, or other extra-curricular accomplishments.
- Personal Statement
The CHS highly recommends that students take the time to consult different resources before writing the personal statement, including the high school counselor. 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 GPA of 3.35 or higher (on a 4.0 scale) as well as a GPA of 3.0 or higher in the following courses
 - 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
 - Required course work must be passed with a grade of C or better
- Standardized Test Scores:
 - March 2016 and later SAT: 1260 or higher. Pre-March 2016 SAT: 1190 or higher.
 - Math and Chemistry subject area tests are highly recommended.
 - ACT Composite 26 or higher
- Colorado Commission on Higher Education Admission Eligibility Index (CCHE Index or Calculated Index). This score is calculated using a combination of an applicant's GPA and either SAT or ACT score.
- Extra-Curricular Accomplishments
Demonstration of service activities in the community and/or school, athletic accomplishments, employment, or other extra-curricular accomplishments.
- Personal Statement
The CHS highly recommends that students take the time to consult different resources before writing the personal statement, including the high school counselor. 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.

Pre-Medical Post-Baccalaureate (PMPB)

- Minimum Requirements: The PMPB prefers 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
- Other Recommended Courses:
 - Social sciences
 - Behavioral sciences

- Languages
- Anatomy
- Physiology
- Biochemistry
- Microbiology
- Immunology
- GPA and MCAT Requirements: a minimum GPA of 3.0 and traditional MCAT score of 24 to be considered for admission. However a GPA of lower than 3.2 or traditional MCAT score lower than 28 is considered unfavorable for admission to the CNU College of Medicine.
- 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 modification.

Guidelines for Evaluation of Transfer Student Coursework

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

- CNUCHS will consider transfer of credit for college-level (not remedial) courses in which the student has earned a minimum grade of “C” (2.0 = “C” Grade Point Equivalent) (4.00 = “A”) or higher from accredited colleges and universities.
- A maximum of 60 credit hours will be considered for transfer from regionally accredited community colleges, junior colleges, two-year and/or four-year colleges, and other accredited colleges, with the exception of certain unrecognized programs.
- Acceptance of any course for transfer credit granted toward the BSHS is subject to evaluation of the course topic, content, and teaching methodologies/pedagogy by expert faculty in that discipline.
- Course credits earned at other institutions based on different credit hours from those used by CNUCHS are subject to conversion and possible decrease in credit hour value. Transfer students are subject to

the same graduation requirements as CNUCHS for the B.S. degree.

- The CNUCHS cumulative grade point average (GPA) is based solely upon course work 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

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 as electives; and International Baccalaureate (IB) test scores of 5, 6, or 7 for most exams and a 6 or 7 for science and math as electives. 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.

Students planning to apply to professional schools are advised to carefully research admission requirements before deciding to use AP/IB credits to opt out of required college courses.

Foreign Graduates/Coursework

California Northstate University accepts applications from graduates of foreign institutions provided they hold either US citizenship or US Permanent Resident

status at the time of application. Foreign applicants who hold an F1 status are not eligible to apply as we are unable to provide student visa service for foreign applicants at this time.

In addition, CNU will not accept foreign transcripts prior to being accepted. Transcripts and coursework from foreign institutions must be evaluated by WES, ECE or IERF. Evaluations must be sent directly to PharmCAS (for COP), AMCAS (for COM) or the CHS Admissions Office 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).

Tuition, Fees, and Financial Disclosures

All tuition, fees, expenses, and policies listed in this publication are effective as of August 2016 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 123-125 semester credit hours, depending on concentration.

BSHS, BS-MD, & BS-PharmD - Tuition & Fees per year for 2016-2017

Tuition & Fees	Amount	Class
Tuition ¹	\$30,540.00	Y1, Y2, Y3, Y4
Student Association and Activity Fee	\$54.00	Y1, Y2, Y3, Y4
Orientation Fee	\$50.00	Y1
Lab Fee	\$200.00	Y2, Y3, Y4
Graduation Fees ²	\$300.00	Y4
Y1 Total Estimated Tuition & Fees per Year¹	\$30,844.00	
Y2 Total Estimated Tuition & Fees per Year¹	\$30,794.00	
Y3 Total Estimated Tuition & Fees per Year¹	\$30,794.00	
Y4 Total Estimated Tuition & Fees per Year¹	\$31,094.00	

Total Estimated cost for tuition and fees for the entire 4-year College of Health Sciences undergraduate program ranges from \$120,000 to \$130,000

Other Educational Related Costs per year ³	Amount	Class
Health Insurance premium ⁴	\$3,200.00	Y1, Y2, Y3, Y4
Books and Supplies ⁵	\$2,250.00	Y1, Y2, Y3, Y4
Room and Board ⁵	\$22,246.00	Y1, Y2, Y3, Y4
Transportation ⁵	\$4,617.00	Y1, Y2, Y3, Y4
Y1 Total Estimated Cost per Year⁶	\$62,507.00	
Y2 Total Estimated Cost per Year⁶	\$62,457.00	
Y3 Total Estimated Cost per Year⁶	\$62,457.00	
Y4 Total Estimated Cost per Year⁶	\$62,457.00	

¹ Based on estimated tuition increases of 3% to 5% per year. This estimate is not binding on the University.

² Covers regalia, graduation dinner, diploma cover, transcripts, etc.

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

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

⁵ Estimated amount of student's individual housing, transportation, and food costs, not operated or charged by CNUCHS.

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

Pre-Medicine Post-Baccalaureate Program - Tuition & Fees per year for 2016-2017

Tuition & Fees	Amount
Tuition	\$30,540.00
Scholar Activity Fee	\$100.00
Orientation Fee	\$50.00
Total Tuition & Fees	\$30,690.00

Estimated Other Educational Related Costs per year ¹	Amount
Health Insurance premium	\$3,200.00
Books and Supplies ³	\$1,000.00
Room and Board ³	\$22,246.00
Transportation ³	\$4,617.00
Total Estimated Cost per year ⁴	\$61,753.00

¹Cost 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.

²Provided and charged by outside healthcare insurer. Optional, estimated, and may increase or decrease based on number of participants and other factors.

³Estimated amounts.

⁴Total Tuition & Fees from first table, plus items from second table that student may incur for cost of living and other costs whether or not paid to CNU.

Payment and Prerequisite Due Dates and Options

All tuition and fees described in the previous section are due in full in accordance with the respective notification as identified below:

- Health Sciences first-year students: schedule identified on the last page of the Student Enrollment Agreement;
- Health Sciences continuing students: schedule identified 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 the separate \$100.00 nonrefundable registration fee, 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. 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 of \$100.00 (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); and
- 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 students in the College of Health Sciences. For a detailed description of the financing options, please visit the CNU College of Health Sciences' website, healthsciences.cnsu.edu, Financial Aid.

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.

Scholarships

In the past, several companies have helped California Northstate University students finance their education through scholarships. Some of these companies

include: Albertson's, CVS, Pharmacist Mutual Insurance Company, Safeway, SuperValu Drug Stores, and Walgreen's. These scholarships range from \$500 to \$2,000. Criteria for scholarships vary by the specific donor and are usually awarded in the late fall and early spring.

Information regarding various scholarships can be found the College of Health Science's website, healthsciences.cnsu.edu, *Financial Aid, Types of Assistance, Grants and Scholarships*.

Student Tuition Recovery Fund (STRF) Disclosures

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. 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 either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency program attending certain schools regulated by the Bureau for Private Postsecondary Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.

2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.

4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.

5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

General Policies

Orientation and Registration

Mandatory orientation for new students in the Fall semester is held during the week 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 all admission contingencies to be satisfied including clearance from the Financial Aid Office and completion of all required paperwork. Admission contingencies include required immunizations and any other institutional requirements. The Office of the Registrar requires submission of the Authorization to Release Student Records and the Emergency Contact Form. Students must also participate in the open enrollment/waive period for the Student Health Insurance Plan

The Registrar will enroll students in assigned and previously elected classes prior to the start of each semester. Students who are not in compliance with institutional requirements at the time of registration are required to complete late registration which requires a signed and approved Add/Drop form.

Notice Concerning Transferability of Credits and Credentials Earned at our Institution

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

Address Where Instruction Will Be Provided

The Office of the Registrar requires submission of the Authorization to Release Student Records and the Emergency Contact Form. Students must also participate in the open enrollment/waive period for the Student Health Insurance Plan For Fall 2016, class sessions are conducted at the campus located at 2910 Prospect Park Drive, Rancho Cordova, CA 95670 except for (1) occasional class sessions conducted offsite following reasonable notice to the students in that class, and (2) experiential education and clinical rotations and service learning activities conducted at assigned professional clinical locations and community sites as established by agreement among the student, professional preceptor, and College.

Some CHS class sessions may be held at the 9700 West Taron Drive, Elk Grove, CA 95757.

Website and Catalog

Before signing the Student Enrollment Agreement, you are strongly urged to visit the College website at <http://healthsciences.cnsu.edu/>, About, CNU Catalog, and to read and review the Catalog. The Catalog contains important information and policies regarding this institution. By signing this Enrollment Agreement, you are acknowledging that the Catalog and the disclosures and information located on the

website as described in the preceding sentence have been made available for you to read and review

Catalog and School Performance Fact Sheet

Prior to signing the Student Enrollment Agreement, you must be given a Catalog or brochure and a School Performance Fact Sheet, which you are encouraged to review prior to signing this Agreement. These documents contain important policies and performance data for this institution. 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 Enrollment Agreement.

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 Associate Dean for Student Affairs and Admissions so that your rights described in this paragraph may be applied.

Academic Policies and Procedures

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

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.

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.

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.

Complaint/Grievance Policy

CNUCHS is committed to providing students a rigorous academic program and support 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.

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 of Academic Affairs or the Associate Dean of Student Affairs will convene an ad hoc committee of at least 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 of 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 5 calendar days of 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 confidential record of formal student complaints and their resolutions will be maintained by the Dean's Office.

Credit Hour Policy

For each 15-week semester, one (1) unit 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 two (2) hours of out-of-class student work (homework). For courses that include workshop and/or laboratory time, one (1) unit of credit is assigned per three (3) hours each week of student time spent in this activity.

Grading Convention

All courses are assigned student performance grades by the teaching faculty according to the following grade point convention:

Grade Point Equivalent	Letter Grade	Score %
4.00	A+	97-100%
4.00	A	90 - 96%
3.30	B+	87 - 89%
3.00	B	80 - 86%
2.30	C+	77 - 79%
2.00	C	70 - 76%
1.00	D	60 - 69%
0.00	F	< 60%
Incomplete	I	
Withdrawal	W	

A grade of “I” (Incomplete) may be issued on the transcript in cases where not all assignments or exams for the course are completed by the end of the semester due to extenuating circumstances. Grades of Incomplete are at the discretion of the instructor of each course. The student will initiate the request for an incomplete within two weeks of the incident by submission of an Incomplete Form. In such cases the course instructor may approve and submit a grade of “I” for the course. The “I” is then transmitted to the Registrar by the grade submission deadline and “I” is noted on the transcript for the corresponding course. Removal of the “I” grade from the transcript is contingent upon the completion of missed assignments and exams within 21 calendar days after the end of the semester when the “I” grade was issued. Failure to complete the course with the 21-day extension period will result in automatic conversion of “I” to the

calculated grade for the course. In cases of valid excuses, exceptions to this deadline require the execution of an Exceptions Form co-signed by the Senior Associate Dean of Academic Affairs and the Dean of the College.

A course grade of “W” is to be placed on the 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.

Calculation of Grade Point Average (GPA)

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 Standing and Formal Warning Academic Standing and Formal Warning Policy

The following levels of official standing with the university are applied in cases of academic underperformance:

- 1st Warning Status: A semester GPA of less than 2.0 (C average) will result in a record of “**1st Warning**” placed on the semester grade report. The record of 1st Warning will be removed if the student achieves a semester GPA of greater than 2.0 for a full course schedule taken the following semester.
- 2nd Warning - Probation status: If a second semester GPA of 2.0 or less follows a semester after 1st Warning, a record of “**2nd Warning - Probation**” is placed on the semester grade report. This record will also be removed if the student achieves a GPA of greater than 2.0 for a full course schedule taken the following semester.

3. A third semester of poor performance with a GPA less than 2.0 will result in official separation from the university and termination of the student's enrollment pending the outcome of any appeals for consideration and readmission on a probationary basis. Students in this category will receive an email and official letter of separation at the home address on record.

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 Enrollment Policy

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

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 CHS 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 CHS faculty advisor. Currently enrolled students in the CHS are required to meet with their academic 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 website and course syllabi.

Minimum and Maximum Number of Credit Hours per Semester

A standard load of courses is considered to average 15 credit hours per semester. Students are expected to enroll in a course load of at least 12 credit hours per semester. The maximum number of allowed course credit hours is 20 credit hours per semester.

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.

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 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 7 calendar days of 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.

2. 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 of Academic Affairs within 7 calendar days of the meeting with the Department Head.
2. The grade appeal must address at least one of the following:
 - a) Errors in grade calculation;
 - 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 of Academic Affairs may request additional materials from the student or faculty instructor.
4. The Senior Associate Dean of Academic Affairs will convene an ad hoc committee of at least 3 faculty members to review the materials submitted by the student and the faculty instructor. This committee will present a recommendation to the Senior Associate Dean of Academic Affairs.
5. If the Senior Associate Dean decides that a grade change is appropriate and necessary, the faculty instructor will be notified within 7 calendar days of appeal form submission to

submit a Grade Change form to the Registrar within 7 calendar days.

6. If the Senior Associate Dean decides that a grade change is inappropriate, the student may appeal the decision to the Dean of the CHS. The Dean's decision is final.

Course 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 instructor or course coordinator must submit a completed Grade Change to the Office of the Registrar for processing or request a grade change through the Faculty Portal.

Course Add/Drop and Withdrawal Policy

This policy specifies rules and procedures for adding, dropping, or withdrawing from a course as documented in student enrollment records and student transcripts of the CHS.

Routine changes in course registration to add or drop 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 2nd week of classes for Fall and Spring terms. Students may also elect to drop a course by the end of the 8th week of classes by completing a Course Add/Drop Form signed by the student, Course Instructor, and Department Head. If a class is dropped by the end of the 8th week of classes, the record of class enrollment is removed from the transcript. Specific add/drop deadlines also apply for courses offered during the summer term. As stated in the CHS enrollment agreement, tuition is non-refundable for individual dropped classes. The CHS enrollment agreement specifies conditions for prorated tuition refund in cases where a student completely

withdraws from the college during the academic term as described under the “Student’s Right to Withdraw and Refund” section.

Students are also permitted to withdraw from courses beginning from the 9th week of class to the end of the academic term 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.

Academic Honors

Dean’s List and Distinguished Scholar List

Students who achieve a GPA of 3.25 or higher for any semester with a course load of 12 or more credit units will receive a commendation of “Dean’s List” noted on the transcript and letter of congratulations signed by the Dean of the CHS. Students who achieve a GPA of 3.75 or better with a course load of 12 or more credits will receive a commendation of “Distinguished Scholar” on the transcript and a letter of congratulations signed by the Dean of the College and President of the University.

Degree with Honors and Highest Honors

Students who complete the course curriculum and graduate with a GPA of 3.25 or higher will receive a BS degree “With Honors” listed on their transcript and diploma. Students who graduate with a GPA of 3.75 or higher will receive a BS degree “With Highest Honors” listed on their transcript and diploma.

Academic Progression Policy

BS in Health Sciences

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 first-warning or second-warning with academic probation until able to meet such requirements. Students not meeting academic progression requirements are expected to repeat courses and/or complete other required activities to regain good academic standing status. See 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 both attempted and completed credit hours.

Students who are not academically progressing may not be eligible for financial aid.

BS-MD

The BS-MD is designed to be completed in either two years of prerequisite coursework or three years of prerequisite coursework and four years of medical school coursework. 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 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 score a 510 or higher on the MCAT and successfully complete the MD admission interview.
6. If students do not meet the criteria described above, they are still able to pursue the BS in Health Sciences (BSHS) and compete for medical school admission. They will be subject to the Progression Criteria for the BSHS.

Students who do not meet the above-listed criteria are considered to not meet academic progression requirements for the BS-MD, and will be notified of that status at the end of each term.

BS-PharmD

The BS-PharmD is designed to be completed in either two years of prerequisite coursework or three years of prerequisite coursework and four years of pharmacy school coursework 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 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. This application must be sent 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 Pre-Requisite Coursework.
7. If students do not meet the criteria described above, they are still able to pursue the BS in Health Sciences (BSHS) and compete for pharmacy school admission. They will be subject to the Progression Criteria for the BSHS.

Students who do not meet the above-listed criteria are considered to not meet academic progression requirements for the BS-PharmD, and will be notified of that status at the end of each term.

Pre-Med Post-Baccalaureate

PMPB prepares students for admission to medical and pharmacy schools. Students attain superior academic credentials and develop robust, competitive interview skills and application portfolios.

The PMPB students are ideally expected to maintain a GPA of 3.5 or higher and work to achieve a MCAT score of at least 510.

Students who successfully complete the Pre-Med Post-Baccalaureate program with an overall undergraduate GPA of 3.4 or higher, CNU program GPA of 3.5 or higher, and MCAT score of 510 or higher will be offered a guaranteed interview for admission to the CNU College of Medicine through AMCAS.

Additionally, Students who successfully complete the Pre-Med Post-Baccalaureate program with an overall

undergraduate GPA of 3.0 or higher, and CNU program GPA of 3.2 or higher will be offered a guaranteed 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 123 (126 if MATH110 was required) credit hour units from courses taken at CNUCHS. A maximum of 60 credit hour units from officially transmitted AP/IB courses and/or officially transferred from another institution with a grade point of 2.0 (letter grade of C) may be counted toward this total. Credit hours from courses with a grade of D or F are not counted toward the credit hour minimum for graduation.
2. Pertaining to students in good standing and officially enrolled in accelerated pathways to BS-MD and BS-PharmD degrees, the CNU College of Health Sciences will accept credit hour units from certain specified basic biomedical science courses in the CNU Colleges of Medicine (CNUCOM) and Pharmacy (CNUCOP) as substitute credit hours for advanced undergraduate course 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.
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 General Education course requirements common to all concentrations.
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, are eligible to 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. At least two years of study equivalent to four semesters or 60 credit hours of course work must be completed on site at California Northstate University.
7. Students are expected to complete the Bachelor of Science in Health Sciences degree within six years or less from time of admission to the program.

Any deviation from these standards must be approved by majority of the voting faculty and signed by deans of CHS after consideration of supporting material. Reasons for the exception must be fully documented.

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.

Academic Programs

Overview

The College of Health Sciences offers a four-year undergraduate program leading to the Bachelor of Health Sciences (B.S.) degree, a Bachelor of Sciences and Doctor of Medicine (BS-MD), a Bachelor of Sciences and Doctor of Pharmacy (BS-PharmD), as well as a Pre-Med Post-baccalaureate program designed for students interested in professional health programs.

Bachelor of Science (B.S.)

In the undergraduate B.S. 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 a solid education in biomedical science. It is a challenging curriculum that is designed to meet the course entrance requirements of most medical schools (M.D. degree) and schools of pharmacy, dentistry, osteopathy, optometry, and others in the U.S. In addition to requisite science courses commonly found in the general biology curriculum, this concentration includes courses on advanced topics of human biology such as medical microbiology and epidemiology, immunology, pharmacology, and pathophysiology. 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, this plan of study incorporates a suite of human psychology courses appropriate for students interested 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)

The BS-MD combined programs offer high school applicants two options to enter the professional Doctor of Medicine (MD) program. Both program options are designed to allow entering freshmen to complete their pre-medicine coursework and Doctor of Medicine degree in an accelerated time frame if they meet specific criteria. Students accepted to the BS-MD Combined program 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 in the 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.

In addition, students have the opportunity to complete the Doctor of Medicine degree in an accelerated time frame--six to seven years instead of the traditional eight years. In addition, at the end of the second year of COM coursework, the qualified BS-MD Combined Program students who meet the graduation criteria of CHS will be eligible for the Bachelor of Science degree in Health Sciences.

Options:

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)

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

The 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 Doctor of Pharmacy degree in an accelerated time frame if they meet specific criteria. Students accepted to the BS-PharmD Combined program 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 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 second year of COP coursework, the qualified BS-PharmD Combined Program students who meet the graduation criteria of CHS will be eligible for the Bachelor of Science degree in Health Sciences.

Options:

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-Med Post-Baccalaureate

The Pre-Med Post-Baccalaureate 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 approximately 27-29 credit hours of advanced undergraduate and medical school-level coursework in, advanced cellular and molecular biology and biochemistry, neuroscience, sociology for health practitioners, pharmacology, nutrition, human genetics, and human functional anatomy over the course of two semesters. Exposure to real-world medical practice includes the opportunity to participate in clinical case presentations and to serve as standardized patients 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 2016 entry is open through August 31, 2017.



Course Descriptions

College Level Courses

COLL100 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. (Prerequisites: None)

COLL110 Medical Terminology (2 cr)

A basic review of medical terms and technical jargon that is commonly encountered in medical school and in the health science workplace. (Prerequisites: none)

COLL210 Foundations of Service Learning (2 cr)

Students are organized into small groups and guided in design and execution of a health-related project that benefits the local community. (Prerequisites: none)

COLL220 Service Learning Practicum (2 cr)

Spring semester continuation of COLL210. (Prerequisites: COLL210)

COLL310 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. (Prerequisites: junior year standing)

COLL320 Scholarly Project II (3 cr)

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

COLL410 Scholarly Project II (3 cr)

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

COLL420 Leadership (3 cr)

This course asks the question: What are the characteristics and attributes of an excellent leader? Principles and examples of leadership taken from diverse fields of human endeavor are discussed in

combination with assigned readings. (Prerequisites: senior year standing)

COLL490 Undergraduate Teaching Assistant

(1 or more cr) Elective

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. (Prerequisites: approval of the sponsoring faculty member)

COLL510 Health Professions Seminar I (1 cr)

(Formerly titled "Health Professions Seminar Course") This 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)

COLL520 Health Professions Seminar II (1 cr)

(Formerly titled "Health Professions Seminar and Workshop") This seminar is a continuation of COLL510. (Prerequisites: None)

COLL 530 Service Learning for Health Care Professionals (2 cr)

(Formerly 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. (Prerequisites: None)

COLL540 Service Learning Practicum for Health Care Professionals (2 cr)

This service learning course is a continuation of COLL530. (Prerequisites: None)

Department of Sciences and Mathematics

BIOL110 Biology I – Inheritance, Evolution, & Diversity of Life (3 cr)

This course is an introduction to principles of biology that underlie all of the life sciences. Topics include the scientific method, genetic basis of inheritance, theory of evolution, tree of life, phylogenetic classification, comparative physiology, population biology and ecology. (Prerequisites: None)

BIOL110L 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 together)

BIOL120 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 or permission of the instructor)

BIOL120L Biology II – Cells & Biomolecules and Laboratory (1 cr)

Companion laboratory course to be taken concurrently with BIOL120 lecture course. (Prerequisites: BIOL120 if not taken together)

BIOL210 Human Anatomy (3 cr)

This course provides a comprehensive overview of the gross anatomy of the human body. The architecture of the body and its structural relationships are presented with the use of three-dimensional models and software. No dissection is required. (Prerequisites: BIOL120 or permission of the instructor)

BIOL210L Human Anatomy Laboratory (1 cr)

Companion laboratory course to be taken concurrently with BIOL210 lecture course. (Prerequisites: BIOL210 if not taken together)

BIOL220 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 or permission of the instructor)

BIOL220L Human Physiology Laboratory (1 cr)

Companion physiology laboratory course offered concurrently with BIOL 220 lecture course. (Prerequisites: BIOL 210 and BIOL 220, if not taken together)

BIOL230 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 permission of the instructor)

BIOL310 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 and BIOL230 or permission of the instructor)

BIOL310L General Microbiology Laboratory (1 cr)

Companion laboratory course to be taken concurrently with BIOL310 lecture course. (Prerequisites: BIOL310 if not take together)

BIOL470 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 permission of the instructor)

BIOL320 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 permission of the instructor)

BIOL330 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 permission of the instructor)

BIOL340 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 permission of the instructor)

BIOL350 Current Topics in Biology and Medicine (3 cr) Elective

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 permission of the instructor)

BIOL410 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: BIOL230 or permission of the instructor)

BIOL420 Advanced Cell and Molecular Biology (3 cr)

This course covers a variety of advanced topics in cell biology such as mechanisms of signal transduction, bioenergetics, cell cycle regulation, cancer, apoptosis (programmed cell death), and senescence (cellular aging). It also describes the technical basis of modern techniques of molecular biology such as recombinant DNA technology, genome sequencing, bioinformatics,

gene therapy, transgenic animals, and cellular imaging. (Prerequisites: BIOL210 and CHEM310 or permission of the instructor)

BIOL430 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 and CHEM310 or permission of the instructor)

BIOL440 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 and BIOL420 or permission of the instructor)

BIOL450 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 permission of the instructor)

BIOL460 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.)

BIOL470 Medical Microbiology & Epidemiology (3 cr)

An advanced course on microbiology introduced in BIOL320 General Microbiology 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 permission of the instructor)

CHEM110 General Chemistry I (3 cr)

This course covers the electronic structure of atoms, periodic table, quantum theory, atomic bonding, molecular orbitals, principles of molecular structure, and chemical reactions. Students are introduced to the diversity of inorganic and organic chemical interactions that underlie the physical substance of matter. (Prerequisites: None)

CHEM110L General Chemistry I Laboratory (1 cr)

Companion laboratory course to be taken concurrently with CHEM110 lecture course. (Prerequisites: CHEM110 if not taken together)

CHEM120 General Chemistry II (3 cr)

The second semester of general chemistry investigates the guiding principles of chemical systems including thermodynamics, kinetics, equilibrium, electrochemistry, and radioactivity. (Prerequisites: CHEM110 and CHEM110L)

CHEM120L General Chemistry II Laboratory (1 cr)

Companion laboratory course to be taken concurrently with CHEM120 lecture course. (Prerequisites: CHEM120 if not taken together)

CHEM210 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)

CHEM220 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)

CHEM220L Organic Chemistry II Laboratory (2 cr)

Companion laboratory course to be taken concurrently with CHEM220 lecture course. (Prerequisites: CHEM 220 if not taken together)

CHEM310 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)

MATH125 Pre-Calculus (3 cr)

This course reviews and elaborates upon elementary 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 MATH120 Applied Statistics offered in the Fall and MATH130 Differential and Integral Calculus offered in the Spring. (Prerequisites: None)

MATH120 Applied Statistics (3 cr)

Applied statistics is the use of statistical theory and methods in quantitative analysis of numerical data. Starting from elementary laws of probability, the course explains why certain kinds of data conform to specific probability distributions and how statistical tests allow levels of significance to be determined in objective studies and hypothesis testing. (Prerequisites: None)

MATH130 Differential and Integral Calculus (3 cr)

Calculus is the study of limits, derivatives and integrals of various types of functions. This course starts with determining limits of functions at specific points and as functions go to infinite. Next, derivatives and applications including graphing, related rates, and optimization are investigated. In the final section, anti-derivatives and integrals with their applications to determining area under a curve, volume of objects and average values are explored. (Prerequisites:

MATH110 or instructor permission based on math placement test.)

PHYS210 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)

PHYS210 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)

PHYS210L Physics 1 Laboratory (1 cr)

Companion laboratory course to be taken concurrently with PHYS210 lecture course. (Prerequisites: PHYS210 if not taken consecutively)

PHYS220 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)

PHYS220L Physics II Laboratory (1 cr)

Companion laboratory course to be taken concurrently with PHYS20 lecture course. (Prerequisites: PHYS220 if not taken together)

Department of Humanities, Social Sciences, and Administration

ADMN310 Human Resource Management (3 cr)

This course is designed to familiarize students with current best practices used by human resource departments of diverse business entities ranging from small companies to large multinational organizations with a special focus on healthcare organizations. Prerequisites: junior year standing or permission of the instructor

ADMN320 Healthcare Financing (3 cr)

The financial underpinnings of healthcare delivery in the US are examined in detail. The current system of public and private health insurance and cost reimbursement is explained and assessed from an economic perspective. New ideas and ongoing efforts to revise and reform the system are also discussed.

(Prerequisites: junior year standing or permission of the instructor)

ADMN410 Healthcare Regulations and Accreditation (3 cr)

Students are introduced to important laws and regulations that govern health care delivery in the U.S. Such regulations include licensing, privacy rights, informed consent, genetic information nondiscrimination act, and end-of-life decisions. (Prerequisites: senior year standing or permission of the instructor)

ADMN420 Healthcare Delivery Systems (3 cr)

Venues of health care delivery include clinics, medical testing laboratories, hospitals, emergency rooms, schools, and health maintenance organizations. This course provides an in-depth look at the operations and practical considerations for delivery of healthcare in such diverse settings. (Prerequisites: senior year standing or permission of the instructor)

ADMN430 Technologies in Healthcare Administration (3)

Healthcare delivery and administration has become increasingly reliant on collection of data in electronic format to manage decision-making, regulatory compliance, and cost reimbursement. This course introduces students to the technology and software used to facilitate such administrative functions. (Prerequisites: senior year standing or permission of the instructor)

ANTH210 Cultural Anthropology (3 cr)

Cultural anthropology is the systematic study of human culture in different parts of the world. This course surveys the intellectual history of this branch of anthropology and considers the impact of environment, traditions, religion, history, and many other factors to cultural diversity. (Prerequisites: junior year standing or permission of the instructor)

ARMU110 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)

ARMU120 Music Appreciation (3 cr)

Listening to music is said to be therapeutic and an effective way to reduce stress. Students in this course are invited to expand their appreciation of world music by exploring the work of key composers and performing artists of diverse genres: classical music, folk music, jazz, blues, and rock and roll. (Prerequisites: None)

ARMU130 Film Appreciation (3 cr)

Since its inception in the 1880s, cinema has been a major form of art and human expression. Students in this course will expand their appreciation of world cinema by exploring key films from diverse genres and their relationship to society and the human condition. (Prerequisites: None)

BUSN210 Financial Accounting (3 cr)

Accounting is the formal documentation of financial information of business entities. Financial accounting focuses on the preparation and analysis of balance sheets and financial reports necessary for efficient operation of any organization and healthcare enterprise. (Prerequisites: None)

BUSN220 Managerial Accounting (3 cr)

Management accounting involves the use and assessment of financial information in making prudent management decisions critical to any well-run organization. (Prerequisites: None)

BUSN230 Introduction to Organizational Behavior Management (3 cr)

Organizational Behavior Management is concerned with research into business practices that improve personnel performance and customer satisfaction. (Prerequisites: None)

BUSN310 Operations Management (3 cr)

Operations management deals with methods of controlling organizational resources to maximize productivity and output in the business arena including healthcare. (Prerequisites: ECON310 and ECON320 or permission of the instructor)

BUSN410 Risk Management (3 cr)

Risk management encompasses the analysis of possible obstacles and threats to the success of a business enterprise. Pertaining to health care organizations, issues such as regulatory compliance, insurance coverage, and exposure to liability fall within the scope of this course. (Prerequisites: ECON210 and ECON220 or permission of the instructor.)

BUSN420 Entrepreneurship (3 cr)

Entrepreneurship is the art of starting a new business and promoting business opportunities. This course teaches students how to analyze market demand for a given product or service, construct a viable business plan, incorporate and launch a new business, commercialize, and strategically market a business product. (Prerequisites: senior year standing or permission of the instructor)

COMM110 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)

COMM110 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)

ECON210 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)

ECON220 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)

ENGL110 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: None)

ENGL120 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: None)

ENGL310 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: a course in basic English college composition or consent of the instructor)

GOVT110 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

HIST310 History of Medicine (3 cr) Elective

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 permission of the instructor

PHLT310 Global Health (3 cr)

This course examines the status of human health and systems of health care 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 permission of the instructor)

PHLT320 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 permission of the instructor)

PHLT410 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 Alzheimers' Disease. (Prerequisites: senior year standing or permission of the instructor)

PHIL310 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 or permission of the instructor)

PSYC110 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)

PSYC220 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: PSYC210)

PSYC310 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 210)

PSYC320 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: PSYC210)

PSYC330 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: PSYC210)

PSYC410 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: PSYC210)

SOCL210 Sociology (3 cr)

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

(Prerequisites: junior year standing or permission of the instructor)

SOCL410 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: permission of the instructor)

CNUCHS 2016-2017 Academic Calendar

CALIFORNIA NORTHSTATE UNIVERSITY COLLEGE OF HEALTH SCIENCES 2016-2017 ACADEMIC CALENDAR		
Description	Start Date	End Date
SUMMER 2016*		
New Student Orientation	Monday, June 20, 2016	Tuesday, June 21, 2016
Summer Academic Term	Wednesday, June 22, 2016	Friday, August 5, 2016
First Day of Instruction	Wednesday, June 22, 2016	
Course Add/Drop Deadline	July 1, 2016	
Holiday—Independence Day	Monday, July 4, 2016	
Last Day of Instruction	Wednesday, August 3, 2016	
Final Exams	Thursday, August 4, 2016	Friday, August 5, 2016
Summer Grades Due	Monday, August 8, 2016	
Summer Remediation Grades Due	Wednesday, August 24, 2016	
FALL 2016		
New Student Orientation	Monday, August 29, 2016	Tuesday, August 30, 2016
Fall Academic Semester	Wednesday, August 31, 2016	Friday, December 16, 2016
First Day of Instruction	Wednesday, August 31, 2016	
Course Add/Drop Deadline	Friday, September 16, 2016	
Holiday — Labor Day	Monday, September 5, 2016	
Holiday — Thanksgiving	Thursday, November 24, 2016	Friday, November 25, 2016
Last Day of Instruction	Friday, December 9, 2016	
Final Exam Week	Monday, December 12, 2016	Friday, December 16, 2016
Fall Grades Due	Wednesday, December 21, 2016	
Student Winter Break	Monday, December 19, 2016	Friday, January 20, 2017
Holiday — Campus Closed	Monday, December 26, 2016	
Holiday — New Year’s Day	Monday, January 1, 2016	
Remediation	Monday, December 22, 2016	Wednesday, January 11, 2017
Fall Remediation Grades Due	Friday, January 13, 2017	
SPRING 2017		
New Student Orientation	Monday, January 23, 2017	Tuesday, January 24, 2017
Spring Academic Semester	Wednesday, January 25, 2017	Tuesday, May 19, 2017
First Day of Instruction	Wednesday, January 25, 2017	
Course Add/Drop Deadline	February 10, 2017	
Holiday — President’s Day	Monday, February 20, 2017	
Spring Break	Monday, March 20, 2017	Friday, March 24, 2017
Last Day of Instruction	Friday, May 12, 2017	
Final Exam Week	Monday, May 15, 2017	Friday, May 19, 2017
Spring Grades Due	Tuesday, May 23, 2017	
Remediation	Wednesday, May 24, 2017	Thursday, June 8, 2017
Spring Remediation Grades Due	Friday, June 9, 2017	

* Summer 2016 appears as part of the 2015–16 academic calendar as well as the 2016-17 academic calendar for programming purposes. Students in the 2015-16 PMPB program have the option to participating in Summer 2016.

For Summer 2017, please view the 2017-2018 academic calendar.

Version: June 27, 2016. Some dates may be subject to change. Revisions will be reposted.

STUDENT SERVICES

Alcohol & Drug Prevention & Dependency Referral Services

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.

A list of the staff and Associate/Assistant Dean for the OSAA is listed in this catalog and CNU website. Students may contact any of the staff in the OSAA at 916-503-1871 or 916-503-1850 for immediate assistance. For any emergency, please call 911.

All below information is current as of July 2016 and will be updated annually.

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

Alcohol and Your CNU Experience	http://www.factsontap.org
Alcoholics Anonymous	http://www.aa.org
Drug Help	http://www.drughelp.org
The National Council on Alcoholism and Drug Dependence	http://www.ncadd.org

Local/Community Resource

Alcoholics Anonymous (24 Hours)	916-454-1100
Alcoholics Anonymous (Office)	916-454-1771
Al-Anon	916-344-2971
Cocaine Anonymous Hotline	916-386-3545
Narcotics Anonymous	1-800-600-4673
Adolescent Chemical Dependency Program	916-482-1132
National Council on Alcoholism and Drug Dependence-NCADD	
Options for Recovery	916-922-5110
Prevention	916-922-5118
Hope Line	916-922-5122
Emergency Contact	911

Primary Local Assessment and Treatment Center

Bi-Valley Medical Clinics	
Capitol Clinic	916-442-4985
Carmichael Clinic	916-974-8090
Norwood Clinic	916-649-6793
Sutter Health-Center for Psychiatry	916-386-3620
Midtown Mental Health Center	916-577-0200
Addiction Treatment Program	916-525-6100
Mental Health Center – Kaiser Patients	916-631-3034
Mental Health Center – Kaiser, after hours emergencies	916-973-5300
Alcohol and Drug System of Care	916-874-9754

Kaiser Student Health Insurance Members

Kaiser Permanente (Kaiser Student Health Insurance Members)	916-482-1132 Sacramento
Kaiser Permanente (Kaiser Student Health Insurance Members)	916-688-2106 Elk Grove
Kaiser Permanente (Kaiser Student Health Insurance Members)	916-817-5646 Folsom
Emergency Contact	911

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. 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 at 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 Dean of Student Affairs – Cyndi Porter-Fraser. 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 Dean of Student Affairs or designee in writing as soon as he/she becomes aware of the disability. The 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 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 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

The University has obtained a Student Health Insurance Policy through Kaiser Permanente. The fee for this policy is paid directly to the school and is billed on a bi-annual basis. The policy allows full-time students to have continuous health coverage throughout the year, including break periods. For more information regarding the Student Health Insurance Plan through Kaiser, please visit the StudentNet website: <https://studentnet.kaiserpermanente.org/wps/portal/CoBrandedHome?univ=cncp>.

Every full-time CNU student must participate in the open enrollment and waiver period that begins prior to the start of each academic year.

Information on other individual health plans in California can be found at:

- Blue Cross of California: www.bluecrossca.com
- Blue Shield of California: www.blueshieldcaplans.com
- Health Net: www.healthnet.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.

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 Insurance offered by the school and administered by Kaiser Permanente, have access to mental health counseling as part of the Kaiser Student Health 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

Office of the Registrar Services

The main office is located on the second floor of the Elk Grove campus. The Registrar holds official enrollment, registration, and academic information for students and alumni. Please visit the office website for 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. Students are encouraged to become familiar with the Office of the Registrar website: <http://www.cnsu.edu/about/registrar/office-of-the-registrar>.

Information Technology Services

The information technology department provides computer, Canvas, email, and system assistance to all faculty, staff and students.

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. 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
- CNU Academic Alert System
- Interlibrary Loan Program
- Career Resource Center

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. It is open Monday through Friday. The hours of operation when the school is not in session, including holidays and spring break, will vary. The regular hours of operation when the school is in session are as follows:

Days	Hours
Monday to Thursday	9:00 am to 9:00 pm
Friday	9:00 am to 5:00 pm

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 Information technology 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.

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.

Library Computer System

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.

Library Collection

The library subscribes to approximately 1,000 scholarly electronic journals.

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.

UNIVERSITY POLICIES

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 policies.

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.

Animal Policy

Service animals which include guide dogs, signal dogs or other animals individually trained to do work or perform tasks for the benefit of an individual with a disability are permitted on campus but must be on a leash.

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.

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.

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. 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.

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 the student lounge 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).

Western Accrediting Commission for Senior Colleges and Universities (WASC)

Accreditation by the Western 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 in the WASC Policies Manual at http://www.wascsenior.org/findit/files/forms/Policy_Manual_current.pdf to ascertain the appropriate means to communicate comments and complaints.

Bureau for Private Postsecondary Education (BPPE)

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888)370-7589 or by completing a complaint form, which can be obtained on the bureau's internet Website www.bppe.ca.gov.

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.

Constitution Day

The Constitution of the United States was signed on September 17, 1787. To commemorate the anniversary of the day the College will observe Constitution Day on September 17th of each year.

United States Constitutional educational sessions will be held and presented by CNU's Legal Counsel during the observation period. US Constitution booklets will be distributed to students and available in various locations on campus in preparation for the educational session and for educational purposes.

To view the Constitution of the United States or for more information please visit our website at <http://pharmacy.cnsu.edu/student-services/student-affairs#nine>.

Copyright Compliance Policy

It is the policy of California Northstate University to comply with copyright law.

Copyright exists in any original work which exists or is fixed in any tangible medium of expression. Images displayable on computer screens, computer software, music, books, magazines, scientific and other journals, photographs and articles are some of the things subject to copyright. A copyright notice is not required.

Subject to exceptions contained in 17 U.S.C. §§ 107 and 108 (<http://www.copyright.gov/title17/92chap1.html>), it is a violation of copyright law to copy, distribute, display, exhibit or perform copyrighted works without the authority of the owner of the copyright. Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). In the file sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement.

Content owners are able to track the sharing and downloading of their copyrighted files via the IP address of the file sharer or downloader. Upon proper

notice of infringement from the copyright owner to as the Internet service provider in accordance with the Digital Millennium Copyright Act, CNU investigates, takes down any infringing site or material on the University's network, and blocks access to any infringing sites or material. CNU also investigates to identify the infringing user and takes appropriate action to address misuse in accordance with CNU policies.

Summary of Civil and Criminal Penalties for Violations of Federal Copyright Laws

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject you to civil and criminal liabilities. Penalties for infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees.

Willful copyright infringement also can result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see www.copyright.gov and www.copyright.gov/help/faq.

Disciplinary Action for Violations

As set forth in the student honor code a violation of copyright law also constitutes a violation of University policy and the honor code. Students found guilty of such a violation can be subject to disciplinary action including suspension and dismissal from the University in addition to any civil and criminal penalties.

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

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.

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.

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.

Medical Emergencies

For life threatening emergencies, call 911. For all other emergencies contact a University employee for assistance.

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.

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. A Vehicle Registration Form must be

completed by all students and submitted to the Business Office.

Illegal Parking

Students are allowed to park in spaces marked “*Car or Van Pool*”. Students must not park in spaces marked *Visitor, Employee or Exec.* Vehicles that are illegally parked will be towed at the driver or owner’s expense.

Smoking/Smokeless Tobacco

Healthcare professionals advocate for health and wellness and therefore smoking or using smokeless tobacco is not permitted on the campus.

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).

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#nine>. 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

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. A paper copy is available upon request. <http://www.cnsu.edu/annual-security-report>

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 several safety

awareness courses and special speaker sessions as well as self-defense classes throughout the year.

Disclosure of Campus & Local Area Crime Statistics

The categories on the chart on the following page 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.

California Northstate University Composite Clery Act Statistics 2011-2014

Offense Category	Year	On-Campus Property	Non-Campus Property	Public Property	Total
Murder and Non-negligent Manslaughter	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Negligent Manslaughter	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Sex Offenses (Forcible)	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Sex Offenses (Non-forcible)	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Robbery	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Aggravated Assault	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Burglary	2012	0	0	0	0
	2013	0	0	0	0
	2014	1	0	0	1
Motor Vehicle Theft	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Arson	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Liquor Law Arrests	2012	0	0	0	0
	2013	0	0	0	0

	2014	0	0	0	0
Liquor Law Disciplinary Action	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Drug Law Arrests	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Drug Law Disciplinary Action	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Weapons Arrest	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Weapons Disciplinary Action	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0

California Northstate University Composite Clery Act VAWA (Special) Statistics 2011 - 2014

Offense Category	Year	On-Campus Property	Non-Campus Property	Public Property	Total
Domestic Violence	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Dating Violence	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0
Stalking	2012	0	0	0	0
	2013	0	0	0	0
	2014	0	0	0	0

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, bystander intervention, and self-defense classes will be offered to

students and employees throughout the academic year. Notices and arrangements of these events will be sent to the campus community by the Office of Student Affairs and Admissions.

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 & Transsexual (LGBT) Non- Discrimination Policy

The University has a no tolerance policy for any type of sexual harassment including harassment or discrimination of LGBT 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, and transgender (LGBT) 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 LGBT 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.

Title IX Coordinator for the Institution:

Cyndi Porter-Fraser, Associate Dean for OSAA
Phone: (916) 686-8668
Email: cporter@cnsu.edu

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, 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.

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: 911

General Academic Information

Duplicate Diploma Request

The Office of the Registrar oversees the release of CNU 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 should be returned to the Office of Registrar. Diplomas will include CNU honors (cum laude, magna cum laude, and summa cum laude).

The student's degree must be awarded and posted to the Official Transcript before a diploma, or duplicate diploma, can be processed or ordered. The original request is kept in the students file.

Diplomas will be mailed first class to the address indicated on the Duplicate Diploma Request Form.

Transcripts and diplomas will not be released if there is a financial hold. CNU is not responsible for lost or returned diplomas.

Name Change Request

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. 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. Bursar
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

Official name change request are processed twice per year following the end of each semester.

Proof of 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 full time enrollment by completing an Education 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. The Office of the Registrar will complete the request within 5 business days. The Registrar will complete a letter on official University letterhead indicating the enrollment status of the student and imprint the University seal on the form.

Transcript Request

Students and former students may request an official transcript either online or by submission of the Transcript Request form.

- Transcript Request Form: Official and unofficial transcripts may be requested in writing. The Transcript Request form is available on the Office of the Registrar website and in the display case outside of the Office. A \$5.00 fee is required for each official transcript requested. Requests are processed within 5 business days.
- Online: Students may now request transcripts online via Transcripts on Demand. Online

transcripts take 3-5 business days for processing. Please see the Office of the Registrar website for more information on ordering a transcript: <http://www.cnsu.edu/about/registrar/registrar-request-a-transcript>.

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.

Change of Address

Students may update their address, phone number and email through the Student Portal or by submission of the Change of Address Request form. The form is available on the Office of the Registrar website and outside of the Office. Submitted forms typically take 5 to 7 business days. This change will be reflected throughout the University systems, but 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.

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 2017	2/1/2017 - 4/1/2017
Spring 2018	2/1/2018 - 4/1/2018

Family Educational Rights and Privacy Act (FERPA)

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.

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.

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.

3. 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.

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.

4. 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 on-line at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

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 must submit the Directory Opt-Out Request Form to the Registrar before the last day to add a class in a semester.

The University is not responsible for inadvertent release of directory information.

Upon placement at a clinical rotation site, the student's University email address and name will be given to the company in which they are placed.

Annual Disclosure and Record Access

Students will 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.

Any Unanswered Questions?

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, www.bppe.ca.gov, by telephone at (888) 370-7589 or (916) 263-1897, or by fax at (916) 431-6959.

DIRECTORY

CALIFORNIA NORTHSTATE UNIVERSITY

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Vice President, Admissions
Vice President, University Operations,
Faculty and Program Development
Vice President, Institutional Research &
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Vice President, Biotechnology, Dean of
Graduate Programs
Dean of College of Medicine, Professor,
Vice President of Medical Affairs, Vice
President of Academic Affairs
Vice President, Research
Vice President, Finance; CFO/Controller
Director, Human Resources
Director, Information Technology
Financial Aid Manager
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Receptionist & Facilities Assistant
IT Support Specialist
System Administrator
Applications Specialist
Bookkeeper/Payroll
Financial Aid Administrator
Institutional Research Assistant
Staff Accountant
AP Clerk
Library Assistant
Executive Administrative Assistant to the
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CE and University Medical Examiner's
Coordinator

COLLEGE OF PHARMACY

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Tiffany-Jade Kreys, PharmD, BCPP
Tony Eid, PharmD
Martha Pauli, Med, PharmD, BCPP, CGP
Leo Fitzpatrick, PhD

Dean and Professor
Senior Associate Dean for Academic
Affairs and Professor
Assistant Dean for Student Affairs &
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Director for APPE, Co-Chair for
Experiential Education
Director for IPPE, Co-Chair for
Experiential Education
Assistant Dean for Research

Parto Khansari, PhD

Diana Cao, PharmD, BCPS

Mary Chao

Chair –Department of Pharmaceutical and
Biomedical Sciences

Vice Chair – Department of Clinical and
Administrative Sciences

Administrative Assistant to the Dean

Clinical and Administrative Sciences

The faculty in the Department of Clinical and Administrative Sciences has expertise and research interest in a wide range of areas including internal medicine, cardiology, psychiatry, oncology, infectious disease, clinical pharmacokinetics, health care outcomes, public health, health care delivery systems, pharmacy management, and health policy.

Diana Cao, PharmD, BCPS

Sukhvir Kaur, PharmD

Eugene Kreys, PharmD, BCPS

Tiffany-Jade Kreys, PharmD, BCPP

Olivia Phung, PharmD

Sam Rasty, PharmD, MPH, BCPS, RAC

Jennifer West, PharmD, FASCP, CGP

Justin Lenhard, PharmD

Cyndi Porter-Fraser, MBA

Anna Forrest

Josephine Saca

Vice Chair & Assistant Professor

Assistant Professor

Assistant Professor

Assistant Professor

Assistant Professor

Associate Professor

Assistant Professor

Assistant Professor

Instructor

Administrative Assistant

Administrative Assistant for Academic
Affairs

Experiential Education

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**Jennifer Graham, PharmD,
MPH**

Joe Hubbard, RPh, PharmD, BCPS

Lingyun Lu, PharmD

Welly Mente, PharmD

Jacqueline Garcia

Mallory Smith

Sienna Wheeler

Director for IPPE, Co-Chair for
Experiential Education

Director for APPE, Co-Chair for
Experiential Education

Assistant Professor

Associate/Assistant Professor

Assistant Professor

Assistant Professor

IPPE Coordinator of Experiential Education

IPPE Coordinator of Experiential Education

APPE Coordinator of Experiential
Education

Pharmaceutical and Biomedical Sciences

The faculty in the Department of Pharmaceutical and Biomedical Sciences has expertise in pharmacology, medicinal chemistry, pharmaceuticals, cellular and molecular biology, immunology and microbiology. Primary areas of research include molecular pharmacology, angiogenesis, and drug delivery systems.

Parto Khansari, PhD

Eman Atef, PhD

Suzanne Clark, PhD

Leo Fitzpatrick, PhD

Erick Mack, PhD

Ruth Vinall, PhD

Chair & Associate Professor

Associate Professor

Assistant Professor

Associate Professor

Professor

Assistant Professor

Tibebe Woldemariam, PharmBS, PhD
Rania Elkeeb, PRh, PhD
Zhuqiu James Jin, PhD
John Cusick, PhD
Linh Ho, PhD
Catherine Hicks
George Talbott

Associate Professor
Assistant Professor
Associate Professor
Associate Professor
Assistant Professor
Administrative Assistant
Research Assistant

Resident Program

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Molly Chiah, PharmD
Peter Truong, PharmD

Resident
Resident
Resident

Student Affairs & Admissions

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Imani Grant, BA
Ruby Akinsanya
Gail Kubat
Jason McDowell, BS

Assistant Dean of Student Affairs and Admissions
Student Affairs Coordinator
Student Affairs and Career Coordinator
Admissions Advisor
Outreach and Admissions Advisor

COLLEGE OF MEDICINE

Joseph Silva, MD, MACP

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President of Medical Affairs, Vice President of
Academic Affairs

Clinical Sciences Department

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ForShing Lui, MD
Scott Braley, MD
Floyd Culler, MD
Sambandam Elango, MD, FACS
Darilyn Falck, MD
Louise Glaser, MD
Nazir Habib, MD
Laura Hoffman, MD
Rudolph Holguin, MD
Ishwarlal Jialal, MBChB, MD
Ravinder Khaira, MD
Kenneth Lee, MD
Malcolm McHenry, MD
Mark Owens, MD
Rajendra Ramsamooj, MD
Leonard Ranasinghe, MD
Mark Sheffield, MD
Amir Sweha, MD
David Unold, MD

Senior Chair of Clinical Sciences & Associate
Professor
Vice Chair of Clinical Sciences & Professor
Associate Professor
Professor, Assistant Dean of Student Affairs
Professor
Associate Professor
Assistant Professor
Associate Professor
Associate Professor
Associate Professor
Professor
Associate Professor
Professor
Associate Professor
Professor
Professor, Assistant Dean of Curriculum
Professor
Associate Professor
Professor
Assistant Professor

Basic Sciences Department

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Joseph Dhahbi, PhD
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Valerie Gerriets, PharmD
Nazila Hejazi, MD
Michael Ibrahim, PhD
Nena Mason, PhD
Jose Pepe Puglisi, PhD
Mukarram Uddin, PhD

Chair of Basic Sciences & Professor
 Professor, Assistant Dean of Research
 Associate Professor
 Associate Professor
 Professor
 Professor
 Assistant Professor
 Assistant Professor
 Assistant Professor
 Assistant Professor
 Assistant Professor
 Assistant Professor
 Assistant Professor
 Professor

Clerkship Directors

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ForShing Lui, MD
Ravinder Khaira, MD
Mark Owens, MD
Leonard Ranasinghe, MD
Amir Sweha, MD

Internal Medicine
 Neurology
 Pediatrics
 Surgery
 Emergency Medicine
 Family Medicine

Student Affairs & Admissions

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Kia Thow
Anji Khan
Leticia Lewis

Director of Student Affairs, Admission and Outreach
 Admissions and Student Services Coordinator
 Admissions and Career Services Advisor
 Admissions Administrative Assistant

Staff

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Kimberly Scott
Samantha Xiong
Kevin Alcantara
Jennine Doerflein, PhD
Nila Din

Administrative Assistant to the Dean
 Administrative Assistant
 Administrative Assistant
 Clerkship Coordinator
 Clerkship Coordinator
 Curriculum Coordinator
 Anatomy Lab Coordinator
 Research Lab Coordinator
 Medical Skills Coordinator

COLLEGE OF HEALTH SCIENCES

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Rikki S. Corniola, PhD

Heather Brown, PhD

Dean of College of Health Sciences
 Senior Associate Dean of Academic Affairs
 Professor of Physiology
 Director of Accreditation and Assessment
 Assistant Professor of Biomedical Sciences
 Director of Research and Scholarly Projects
 Assistant Professor of Molecular, Cell and Developmental Biology

Cheryl Herrera, PhD

Moira Delgado, MA

Director of Student Success and Career Services
Assistant Professor of Public Administration
Director of Student Life and Service Learning

Faculty

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Nicholas Valley, PhD

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William Davis, PhD

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Assistant Professor of Chemistry

Professor

Assistant Professor of Biological Anthropology

Assistant Professor of Chemistry

Assistant Professor of Molecular Genetics

Assistant Professor of Bioengineering

Assistant Professor of English

Instructor

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Bridgette Dixon, BS

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MaiChoua Vang

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Chemistry Laboratory Technician

Administrative Assistant

CNU OFFICE DIRECTORY

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College of Medicine	comadmissions@cnsu.edu	916-686-7813	
College of Health Sciences	admissions.chs@cnsu.edu	916-686-7416	
Alumni Relations	alumni@cnsu.edu	916-686-8731	
Career Services	careerservices@cnsu.edu	916-686-8732	
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