



**Department of Urban Public Health (DUPH)
Bachelor of Science, Public Health (BSPH) in
Urban Health Disparities**

College of Science and Health

STUDENT HANDBOOK, 2019-2020



The contents of this handbook describe the academic policies and procedure of the Bachelor of Science, Public Health (BSPH) Program in the Department of Urban Public health (DUPH), at the College of Science and Health (COSH).

This handbook is for informational purposes only and does not constitute a contract between the University and any applicant, student or other party.

The BSPH Program reserves the right to make changes, without notice, in any course-offering, requirement, policy, regulation, date or other information contained in this handbook.

Questions regarding the content of this handbook should be referred to the DUPH Chair, Dr. Sondos Islam, at sondosislam@cdrewu.edu .

Notice of Equal Opportunity

CDU has a zero tolerance for any form of discrimination and/or harassment including, but not limited to, discrimination and/or harassment on the basis of race, color, sex, sexual orientation, gender, gender identity, gender expression, age (over 40), physical handicap, disability, national origin, ancestry, marital status, medical condition, military or veteran status, genetics, or religion. CDU does not prohibit the use of any language unless such prohibition is required for business or academic purposes. CDU will reasonably accommodate any employee or job applicant that requires such an accommodation. CDU will not retaliate against any employee, applicant, or student because they have engaged in protected activity.

CDU supports, and is in compliance with, Title IV, Title VI, Title VII, Title IX, Clery Act, Violence against Women Act, SaVE Act, Americans with Disabilities Act, California Fair Employment and Housing Act, and all other applicable State and Federal Statutes.

An individual may contact the Bureau for Private Postsecondary Education for review of a complaint. The Bureau may be contacted at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (<http://bppe.ca.gov/>), tel. no. 916-431-6959 and fax. no. 916-263-1897.

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Charles R. Drew University of Medicine and Science (CDU)

Vision Statement

Excellent health and wellness for all in a world without health disparities.

Mission Statement

Charles R. Drew University of Medicine and Science is a private non-profit student-centered University that is committed to cultivating diverse health professional leaders who are dedicated to social justice and health equity for underserved populations through outstanding education, research, clinical service, and community engagement.

Values (CLEDIC)

Community: At CDU, community encompasses historically underserved, under-resourced, and underrepresented groups such as those in South Los Angeles and around the world that are impacted by health disparities. As a value, “community” is the binding spirit that inspires and drives our unique approach in preparing health professionals dedicated to social justice and health equity.

Leadership: At CDU, we hold ourselves accountable and define our collective and individual responsibility as a catalyst for change necessary to reduce and eliminate health disparities. As a value, “leadership” means we embrace our role as a pioneer in health education and research

Excellence: At CDU, excellence is the highest quality performance in our operations, interactions, activities, and service to our community. Excellence invokes the desire to challenge and transcend the status quo. As a value, “excellence” represents the transformation we seek in ourselves and in our students, faculty, and staff

Diversity: At CDU, diversity is defined by the multiple perspectives and ideas, plurality of cultures, variety of ethnicities, and differences in individuals within our communities. As a value, “diversity” represents a quintessential element of humanity and social justice for all.

Integrity: At CDU, integrity is the strength of character necessary to remain true to our values even in the face of adversity. As a value, “integrity” is conducting trustworthy, ethical, and respectful education, research, clinical, and other services in our committed engagement with underserved communities

Compassion: At CDU, compassion is empathy for the plights and predicaments of disadvantaged populations. As a value, “compassion” propels us to hear the voiceless, compels us to advocate for the oppressed, and obliges us to seek relief for the deprived

CDU Advantage Institutional Learning Outcomes (ILOs)

1. **Excellence in Specialized Knowledge and Research:** Develop specialized knowledge, research methods and ethics to advance wellness in under-resourced communities.
2. **Social Justice:** Evaluate the principles of social justice and leadership within the context of cultural diversity.
3. **Global International Experience:** Evaluate the intersection of social determinants of health on health disparity at the local, national and global level.
4. **Community and Experiential Education:** Evaluate the principles of community engagement through experiential education in under-resourced communities.
5. **Health Policy:** Evaluate the influence of policy on the dynamics of health and health systems.

BSPH Program in Urban Health Disparities

Mission

To provide a rigorous and transformative undergraduate education that fosters academic learning, strengthens skills, and promotes critical engagement for students to lead the efforts in the advancement of social justice, health equity, and community wellbeing in under-resourced communities.

Values

Through its pursuit of exemplary education, service and research, CDU's BSPH Program in Urban Health Disparities embraces and commits to the following values:

Social Justice and Health Equity: we believe that health, wellness, and a good quality of life are a fundamental right for all individuals irrespective of socioeconomic status, gender, sex, or racial/ethnic origin. Our curriculum focuses on and addresses the social, economic, environmental, and cultural contributors to health and disease inequities in underserved communities; it emphasizes public health prevention/intervention programs, issues of access to public health services, and advocacy for health equity policy to eliminate health disparities.

Respect for Cultural Diversity: we recognize and respect the differing beliefs, culture, and needs of all individuals and the communities in which they live. We strive to recruit a diverse student body and diverse faculty to enable an informed interactive discussion between students and faculty on the value and effects of various cultural beliefs, and how these may impact the health and wellbeing of culturally diverse communities. Diverse values, belief systems, and cultural influences are embedded in our teaching, research and community service.

Community Responsibility and Service: we value enhancing the curriculum through active partnership between the community, students, and faculty in identifying urban public health issues pertinent to the community and its needs. Our students are trained to assess, analyze, and offer solutions to the community's health issues in response to its needs, for the promotion of ethical public health practice in underserved communities.

Excellence, Professionalism, Leadership, and Integrity: we strive for the highest standard of performance by continually monitoring, assessing, and evaluating the program's goals, outcomes/objectives, public health competencies, and their assessment tools. Our faculty and students act ethically by commitment to standards such as leadership, personal integrity, collegiality and excellence in teaching, scholarship, community service and practice. Our faculty, staff, and students are compassionate, supportive, and devoted to furthering these standards. Our faculty adheres to the highest standards of honesty, fairness, respect, and professional and scholarly ethics.

BSPH Program Student Learning Outcomes (PSLOs)

Upon degree completion, CDU's BSPH graduates will have the knowledge and skills to apply the following BSPH Program Student Learning Outcomes (PSLOs) which are aligned to the Council on Education in Public Health (CEPH) Bachelor's Public Health Domains. CEPH is the national accrediting body of all public health programs.

CEPH PH Bachelor's Domains	CDU BSPH PSLOs
1- Overview of Public Health: Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.	1- Explain the history, philosophy, values, concepts and functions of public health across the globe and in society.
2- Role and Importance of Data in Public Health: Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.	2- Discuss why evidence-based approaches of public health research methods are essential to address and assess the health status and quality of life of local, national and global urban communities.
3- Identifying and Addressing Population Health Challenges: Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.	3- Identify and discuss major public health challenges for local, national, and global urban populations.
4- Human Health: Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.	4- Describe the underlying science of human health and disease prevention methods to promote the health of diverse communities across the life course.
5- Determinants of Health: Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.	5- Explain the multi-dimensional determinants of health and how they impact human health and health disparities
6- Project Implementation: Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation.	6- Apply basic principles of public health program planning, implementation, assessment and evaluation.
7- Overview of the Health System: Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries.	7- Compare the fundamental characteristics and organizational structures of the U.S. health system with those in other countries.
8- Health Policy, Law, Ethics, and Economics: Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government.	8-Describe the multiple dimensions of the US policy-making process, their impact on community health, including the roles of leadership, ethics and evidence.
9- Health Communications: Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology.	9- Communicate audience appropriate public health content, research and practice using cultural humility approaches in writing, oral presentation and use of social media.

Urban Public Health Disparities PSLOs

In addition to the above BSPH PSLOs, CDU's BSPH graduates will have the knowledge and skills to apply the following concentration-specific Urban Health Disparities PSLOs:

1. Identify health equity and social justice challenges across diverse underserved local, national and global urban communities.
2. Explain the importance of practicing ethical and effective community engagement among diverse underserved local, national and global urban populations.
3. Propose public health projects that address urban health disparities using a culturally appropriate social justice and community-led approach.

CDU Student Government (CDUSG)

Student Government

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



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

Public Health Student Association (PHSA)

PHSA is the student governing body of public health students in the Department of Urban Public Health (DUPH), established to enhance all PH students' academic success and career development.

PHSA executive officers serve as the primary liaison between the PH student body, PH faculty and the DUPH administration.

PHSA Membership

All enrolled PH students (MPH and BSPH students) are members of the PHSA. The PHSA Executive Board is comprised of MPH students elected to the positions of PHSA President, Vice-President, Secretary, Treasurer and Historian.

Incoming MPH and BSPH students will have two (2) student representatives on the PHSA board to discuss the needs and/or concerns of their cohort and make recommendations to the PHSA Executive Board on how to address these needs/concerns with the DUPH administration.

PH student representatives co-chair committees for any planned PHSA special events. All PH students are required to participate in the annual National Public Health Week (NPHW) activities, held during the first week of April at CDU.

For additional information on the qualifications of PHSA BSPH representatives, please contact the current PHSA President or Vice President at PHSA@cdrewu.edu.

BSPH Curriculum

The BSPH degree is a 120 credit-hour undergraduate degree program that can be completed in nine semesters (including summers). The BSPH curriculum is comprised of the 42 units of required BSPH courses, 9 units of BSPH electives, 21 units of GE courses that are specifically required for the BSPH degree, and 48 units of general GE courses satisfying the GE categories listed below.

BSPH students are also required to complete 150 hours of a PH internship, and 100 community service learning hours.

BSPH and GE Courses Required for BSPH Degree Completion

BSPH Required Courses	Units	BSPH Restrictive Elective (select 3 courses)	Units
BSPH 101 Introduction to Public Health	3	BSPH 305 Food Systems & Health Disparities	3
BSPH 202 H. Disparities, Equity & Social Justice	3	BSPH 308 Introduction to GIS Applications in PH	3
BSPH 203 Comm. H. Educ. & Communication	3	BSPH 399 Directed PH Research	3
BSPH 301 Introduction to Epidemiology	3	BSPH 402 Ethnic Studies in PH	3
BSPH 302 Theoretical Principles of Health Behavior	3	Total BSPH Restrictive Elective	9
BSPH 303 Comparative Health Systems	3		
BSPH 304 Introduction to Environmental Health	3	GE Courses Required for the BSPH Degree	
BSPH 306 Research Methods in Public Health	3	BIO 100 Intro to Biology, Or BIO 120 Introduction to Anatomy & Physiology	4
BSPH 307 Domestic & Global PH Internship	3	CHM 100 Introduction to Chemistry	4
BSPH 310 Physio. & Lifestyle Basis of Disease	3	MTH 126 College Algebra	3
BSPH 400 Program Planning, Proposal & Evaluation	3	MTH 150 Statistics for Research	3
BSPH 401 Health Policy and Leadership Ethics	3	PHE 150 I & II President's Seminar-Health Leadership	2
BSPH 403 Foundations of Global Health	3	PHE 290 1&II President's Seminar-Health Systems	2
BSPH 410 Public Health Capstone	3	PHE 390 President's Seminar-Contemporary H. Affairs	1
		PHE 490 1&II President's Seminar- Public Health Issues	2
Total Required BSPH Units	42	Total GE Units Required for the BSPH Degree	21

Note: This curriculum is subject to change. If any changes are made, students will be notified by email and during class.

GE Categories Required Units

GE Categories	Required # of Units
Category A: Written & Oral Communication & Critical Thinking	9
Category B: Natural Sciences, Mathematics & Information Science	14
Category C: Arts and Humanities	9
Category D: Social and Behavioral Science	12
Category E: Diversity, Service & Community Health	6 (in-residency)
Category F: Interdisciplinary Approaches to Healthcare	3 (in-residency)

Please see the CDU catalog for the description of GE courses in each category.

Description of BSPH Courses

BSPH 101 Introduction to Public Health (3 units)

This course provides foundational knowledge of public health's historical contributions and functions, including key concepts to understand factors that impact community health. In addition, this course introduces essential tools for assessing health outcomes in order to frame questions, analyze underlying causes, brainstorm solutions, and critically analyze evidence-based public health.

BSPH 202 Health Disparities, Equity and Social Justice (3 units)

This course will explore health disparities, examine social determinants of health, and understand multi-level strategies at reducing poor health outcomes within a public health context founded in social justice. As an introductory course, we will examine, address, and respond to health disparities for the achievement of health equity.

BSPH 203 Community Health Education and Communication (3 units)

The course introduces students to the theoretical foundations and practical applications of community health education and effective health communication strategies. Through a number of active learning experiences, students will develop the skills necessary to develop structure and communicate health education content to a variety of audiences.

BSPH 301 Introduction to Epidemiology (3 units)

This course offers introductory conceptual understanding in the science of epidemiology. Principles of epidemiology include measures of disease occurrence, common sources and types of data, and important study designs. Basic and more advanced methods are covered as appropriate, with applications to community health.

BSPH 302 Theoretical Principles of Health Behavior (3 units)

This course introduces students to the behavioral, social, cultural, and environmental theories influencing community health behaviors, and their application in community health promotion programs. Students will explore, critique and recommend the application of the theories covered, in community health promotion programs targeting culturally diverse underserved populations.

BSPH 303 Comparative Health Systems (3 units)

This course provides students with a comprehensive analysis of the health care delivery system and the public health system and services. It covers identification of health problems and potential solutions related to health service delivery, health care reform, and trends in issues, policy, financing, regulation, and technology in U.S. and globally.

BSPH 304 Introduction to Environmental Health (3 units)

This course introduces students to the key areas of environmental health. Students will gain an understanding of the interaction of communities with the urban environment, the domains of environmental health (water and air quality, food safety, waste disposal, occupational health), environmental risk factors (microbial agents, ionizing and nonionizing radiation), and their potential impact on health.

BSPH 306 Research Methods in Public Health (3 units)

This course provides an overview of the fundamental understanding needed for conducting public health research, especially with the community under a community-based participatory research (CBPR) framework, to familiarize students with the tenets of this methodology. Discussions will include the role of community engagement within the context of participatory action research, partnerships, and knowledge dissemination.

BSPH 307 Domestic & Global Public Health Internship (3 units)

This is a supervised field experience/internship in community health that provides students the opportunity to gain practical experience and apply competencies gained from academic coursework. Students complete 150 hours (50 hours/unit) of an internship which enables them to gain a hands-on experience in a community health setting.

BSPH 310 Physiological and Lifestyle Basis of Disease (3 units)

This course introduces students to the role of behavioral and lifestyle factors on human health and disease. Students will be able to propose health promotion and disease prevention strategies to address various lifestyle diseases based on the pathophysiology of diseases.

BSPH 400 Program Planning, Proposal and Evaluation (3 units)

This course provides students with the knowledge and skills to plan, develop, and evaluate public health programs and interventions for the improvement of community health and quality of life specifically focusing on culturally diverse urban communities burdened with disease, using a social ecologic framework and the PRECEDE-PROCEED Approach.

BSPH 401 Health Policy, Leadership and Ethics (3 units)

This course examines the U.S. policy making processes as they affect the health of individuals and populations. Students gain an understanding of the institutional frameworks that shape health policy and the policymaking process. Students also examine and apply principles and theories of leadership to advocate for social justice and health equity across diverse urban populations.

BSPH 403 Foundations of Global Health (3 units)

This course introduces students to key challenges and proposed solutions to global health disparities that impact health and wellbeing. The course covers the social determinants of health and the impact of global politics, economics, social norms, health beliefs, cultures, traditions and practices that impact global health inequities.

BSPH 410 Capstone Project (3 units)

This is a culminating course which focuses on the integration of public health knowledge, skills, and practice acquired during the BSPH course of study and the student's internship experience. The capstone course engages students in assessing their individual level of achievement of the BSPH public health domains and learning outcomes, and allows students to reflect on, finalize, and present their internship experience projects in a high quality written report.

BSPH Electives:

BSPH 305 Food Systems and Health Disparities (3 units)

This course introduces the systems thinking approach to understanding how food systems influence health and health disparities among vulnerable populations. The model describes how a series of broad system factors such as food supply, food affordability, food environments operate in communities to affect disparities in dietary patterns of minority underrepresented populations.

BSPH 308 Intro to GIS Applications in Public Health (3 units)

This course introduces students to Geographic Information Systems (GIS) and its role in public health, highlighting the social determinants of health, health services, and how place impacts health. The course covers the basic concepts of geospatial theories, methods, and technologies with an emphasis on health disparities.

BSPH 399 Directed Public Health Research (3 units)

This course is designed to provide BSPH students with an opportunity to explore an area of interest related to public health research and to enhance their public health research knowledge and skills.

BSPH 402 Ethnic Studies in Public Health (3 units)

This course will review the racial ideologies underwriting the historical formation and uses of race and culture throughout the world, and the use of race and culture as categories central to urban community health sciences. Structural roots of social injustice and critical discourses of race that enhance our understandings of power and privilege will be emphasized.

BSPH Internship Requirement

Students are required to complete 150 hours in a domestic or global internship site, such as a local or international government health agencies, non-profit community-based organization, and/or faith-based organizations. BSPH students will apply the knowledge and skills gained in the public health courses to real world situations. To be prepared for the public health workforce, internships will usually start in the summer semester after the completion of third year public health courses.

Community Service Requirement

CDU requires that all CDU undergraduate students pursuing a bachelor degree to complete 100 hours of community service. Through community service, students will develop an understanding of the needs of the community and experience the joy of making a difference in the lives of those in need. Students are encouraged to discuss their community service options with their faculty advisor and complete the community service verification form available from each faculty advisor.

Academic Student Advising

BSPH Faculty advisors provide academic advice, support and encouragement throughout the duration of the student's academic program at the University.

Academic advising is a service provided to all students who need assistance selecting and scheduling classes or seeking tutorial support and guidance in making certain they meet all graduation requirements.

Students who utilize academic advisement services usually complete their educational goals in a timely manner and are unlikely to drop out of school.

BSPH students will be assigned to a PH faculty advisor within the first week of enrollment. The student and faculty advisor jointly arrange meeting hours, either by scheduled appointments or on a drop-in basis during the advisor's office hours.

Academic Policies

Academic degree and/or certificate will be issued to any Charles R. Drew University graduate upon verification of completion of degree/certificate requirements. Students must file the Graduation Clearance form and obtain all approvals prior to submission to the Office of Registration and Records. Duplicate or replacement diplomas and certificates may be requested in writing from the Registrar. There is a fee charged for each duplicate diploma or certificate. Contact the Office of Registration and Records for complete details.

Academic Dishonesty

Defined as any academic act which intentionally violates the trust upon which the pursuit of truth is based. The sections that follow illustrate key areas in which academic dishonesty should be watched for and eliminated:

- **Examination Behavior:** During didactic training, any behavior that involves external assistance is considered academically dishonest, unless expressly permitted by the instructor. Specific violations that are considered unacceptable during an examination include communicating in any way with another student during the examination, copying material from another student's examination, and using unauthorized notes or other devices during an examination.
- **Fabrication:** Any intentional falsification or invention of data or of a scholastic citation in an academic exercise is considered a violation of academic integrity. Acts of fabrication include altering existing data and resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.
- **Plagiarism:** The appropriation and subsequent passing off of another's ideas or words as one's own is plagiarism. If the words or ideas of another are used, acknowledgment of the original source must be made through recognized referencing practices. Any use of a direct quotation must be acknowledged by footnote citation and by either quotation marks or appropriate indentation and spacing. If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgment must be made; a footnote or proper internal citation must follow the paraphrased material.
- **Other Types of Academic Dishonesty:** The following activities are also considered violations of the University's academic integrity policy:
 - Submitting a paper written by or obtained from another,
 - Using a paper or essay in more than one class without the instructor's express permission,
 - Obtaining a copy of an examination in advance without the knowledge and consent of the instructor,
 - Using another person to complete homework assignments or take-home examinations without the knowledge and/or consent of the instructor,
 - Altering academic records,
 - Using electronic devices to perform coursework or during an in examination without the express permission of the instructor.

Academic Integrity

As members of the academic community, faculty, students, and administrative officials share the responsibility for maintaining a productive environment. Faculty has the primary responsibility for establishing and maintaining an atmosphere and attitude of academic integrity such that the University may flourish in an open and honest way. Students share responsibility for maintaining standards of academic performance and classroom behavior conducive to the learning process. Administrative officials are responsible for the establishment and maintenance of procedures to support and enforce these academic standards.

Academic Load

A full-time academic load for undergraduate students is defined as 12 units per semester. Undergraduate students enrolled in less than 12 units/semester are considered part-time students. Undergraduate students may enroll for a maximum of 21 semester units if:

1. They have earned a minimum GPA of 3.3 on all work pursued during the previous semester;
2. They have not received any grade less than a "C"; and
3. They are recommended by their Department Chair and Dean

Attendance

1. Instructors shall take attendance throughout the term, commencing on the first day of class and continuing throughout the term, by verifying that the students in attendance in class appear on the official class roster.
2. Students attending class and not appearing on the roster as of Week 3 must go to the Office of Registration & Records to determine their status and eligibility to enroll in the class.
3. No student shall be permitted to attend class who does not appear on the Census Roster (Monday of Week 4).
4. Instructors may use discretion in determining the most efficient manner to take attendance (i.e. sign in sheet, roll call, etc.).
 - a. Students not appearing on the official class roster shall be informed that they are not officially enrolled in class and must take appropriate steps to become enrolled or must stop attending class.
 - b. Attendance in virtual, asynchronous or self-paced classes will be determined by submission of required assignments by the due dates. *A student would be considered absent if an assignment is not received by the due date.*
 - c. Students' attendance shall be recorded in the Attendance feature of MyCDU Portal within 72 hours of the class meeting
 - The Registrar will follow up with instructors who report students as being absent as an initial step to commencing the Administrative Drop process.
5. The instructor shall have the authority to execute an Administrative Drop for any student *who is absent three (3) or more consecutive class meetings without instructor approval*. The student must make every effort to dialog with the instructor regarding his/her absence.

Grade Point Average (GPA)

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

University Grading System

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

Letter Grade	Points
A Excellent	4.0
A- Excellent	3.7
B+ Above Average	3.3
B Above Average	3.0
B- Above Average	2.7
C+ Average	2.33
C Average	2.00
C- Below Average	1.7
D+ Below Average	1.3
D Below Average	1.0
D- Below Average	0.7
F Failure	0.00

Grade Definitions

A, A-: The highest academic grade is reserved for accomplishment that is truly distinctive and demonstrably outstanding. It represents a superior mastery of course material and is a grade that demands a very high degree of understanding as well as originality or creativity as appropriate to the nature of the course. The grade may indicate that the student works independently with unusual effectiveness and often takes the initiative in seeking new knowledge outside the formal confines of the course.

B+, B, B-: A grade that denotes achievement considerably above acceptable standards. Good mastery of course materials is evident and student performance demonstrates a high degree of originality, creativity, or both. The grade may indicate that the student works well independently and often demonstrates initiative. Analysis, synthesis, and critical expression, oral or written, are considerably above average.

C+, C, C-: Indicates a satisfactory degree of attainment and is the acceptable standard for graduation from college (see specific program requirements for additional policies). It is the grade that may be expected of a student who gives to the work a reasonable amount of time and effort. This grade implies familiarity with the content of the course and acceptable mastery of course material; it implies that the student displays some evidence of originality and/or creativity and works independently at an acceptable level and completes all requirements.

D+, D, D-: Denotes a limited understanding of the subject matter, meeting only the minimum requirement for passing the course. It signifies work which in quality and/or quantity falls below the average acceptable standard for passing the course. Performance is deficient in analysis, synthesis, and critical expression; there is little evidence of originality, creativity, or both.

F: Indicates inadequate or unsatisfactory attainment, serious deficiency in understanding of course material, and/or failure to complete requirements of the course.

Incomplete Grades

The designation of Incomplete (I) is to be used only when the student has not completed course requirements for a specific course. Extenuating circumstances (e.g., illness, accident) must exist which have made the student unable to finish course requirements and documentation of such circumstances must be attached to the *Contract for Assignment of Incomplete Grade*. Completion of the course is determined by the instructor of record following discussion with the student. Only students in good academic standing and without professional issues can be awarded an incomplete grade for a course.

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

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

The instructor will submit the *Contract for Assignment of Incomplete Grade* and documentation of mitigating circumstances to the Registrar's Office within 5 days of approving the *Contract for Assignment of Incomplete Grade*. All portions of the form must be complete before submittal, including the student signature agreeing to comply with the terms of the Incomplete. Requests will not be processed until the completed form is submitted.

An Incomplete grade not removed within one academic semester, will be converted to an "F." Exceptions to this rule due to serious, protracted illness or other documented extenuating circumstances may be granted by the Dean's Office upon petition by the student prior to the end of the academic semester in which the incomplete record should have been reconciled.

Satisfactory Academic Progress:

Applicable to every student enrolled in degree programs, the Satisfactory Academic Progress (SAP) Policy ensures that students make satisfactory progress towards successful completion of their academic programs. The evaluation points and milestones contained in the policy are meant to identify problems for which actions of early intervention and/or remediation can be taken. Most critical to this policy is a student's ability to enroll in and complete courses in a consistent manner. This ability is measured in two ways: 1) Cumulative Grade-Point-Average (CGPA); and Incremental Completion Rate (ICR). Failure to complete courses successfully for any reason may negatively affect Satisfactory Academic Progress (SAP). Failing courses or withdrawing from courses could result in the loss of financial aid and academic dismissal.

For an undergraduate student to meet Satisfactory Academic Progress (SAP), the minimum requirements are

1. CGPA of 2.0 for undergraduate programs;
2. ICR of 67% (to ensure students complete within the maximum timeframe);
3. Completion of the program without attempting more than 200% of the credits in the program (students cannot receive financial assistance for periods of enrollment beyond 150% of the average published program length).

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

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

1. At end of each semester, students must achieve of minimum CGPA of 2.0 for undergraduate programs. Student must also attain a minimum ICR of 67%. Anything below these milestones will result in Academic/Financial Aid warning unless the student was on Academic/Financial Aid Warning in the previous semester. If the student was on Academic/Financial Aid Warning in the previous semester, failure to meet these standard will result in Academic/Financial Aid Probation. Failing to meet the standard while on Probation will result in Dismissal from the University.
2. Students may not attempt more than 200% of the credits in their programs; anything in excess of 150% of the credits will result in Financial Aid Dismissal. Dismissal for violating the maximum timeframe can happen at any time.
3. All attempted, withdrawn, failed, repeated and/or transfer credits that apply to a student's program count towards these maximum timeframe.

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

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

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

Procedure when placed on Warning:

1. At end of each semester, the Office of Registration and Records will identify student who are not meeting the minimum SAP requirements. Official notification will be sent to students at their CDU email. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Financial Aid and Scholarships and to Program Directors.
2. Students are required to meet with their Academic Faculty Advisor to discuss the necessary steps to successfully achieve the SAP standards at the end of the next semester. The student and Academic Faculty Advisor will complete an Academic Plan that details what is expected of the student.
3. If the student does not meet the requirements of SAP at the end of the next semester, the student will be placed on Probation.

Procedure when placed on Probation:

1. The Office of Registration and Records will identify students on warning who have not met the minimum SAP requirements for a second semester. An academic hold will be placed on the student account. Official notification will be sent to students at their CDU email. It is the student's responsibility to check their CDU email account regularly. Copies of the notification will be provided to the Office of Financial Aid and Scholarships, the student's Academic Faculty Advisor, and Program Director.
2. A student who is placed on probation for violating the Satisfactory Academic Progress policy must appeal in writing to the Department Chair before the start of the following semester. The written appeal must state the mitigating circumstances that contributed to the dismissal. The written appeal must be supported with appropriate documentation of the mitigating circumstances with an

explanation on how the circumstances have been remedied or changed to ensure that he or she will be able to meet satisfactory academic progress, if the appeal is approved.

3. The student is required to meet with their Academic Faculty Advisor and Department Chair and an Academic Plan must be completed. The plan should outline the necessary steps that need to be taken, including the number of credits required to complete, and the required CGPA. The plan also needs to verify that the student has not violated the 150% rule and that the student has completed a minimum of 67% of the credits attempted.
4. A copy of the plan MUST be provided to the Office of Registration and Records and the Office of Financial Aid and Scholarships. Until such time the plan is received in these offices, a hold will remain on the student account.
5. The academic plan is a multi-semester plan that requires students to successfully complete a certain number of units per semester or earn a specific semester GPA so as to meet SAP requirements by a particular point in time.
6. Continued receipt of Financial Aid while on probation requires the submission of an official appeal and the Academic Plan.

Following is a list of events that indicate there may be a mitigating circumstance which has negatively impacted academic progress:

- Death of an immediate family member
- Student illness requiring hospitalization (this includes mental health issues)
- Illness of an immediate family member where the student is primary caretaker
- Illness of an immediate family member where the family member is the primary financial support
- Abusive relationships
- Divorce or separation proceedings
- Previously undocumented disability
- Natural disaster
- Family emergency
- Financial hardship such as foreclosure or eviction
- Documentation from a Professional Counselor
- A doctor documented illness of the student for a significant period of time
- Military deployment
- Military Permanent Change of Station (PCS)
- Special circumstances

Students should understand that having a mitigating circumstance does not automatically mean the appeal will be approved. The appeal will be reviewed to ensure the student sufficiently provided documentation of the mitigating circumstance (as outlined above) and that the student has resolved the mitigating circumstance.

Students who have an appeal denied can reapply, however the passage of time by itself does not impact the decision.

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

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

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

Dismissal

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

COSH Student Complaints and Grievance Procedures

The College of Science and Health (COSH) grievance procedure provides a means to assure prompt due process to any COSH student who believes that she/he has been discriminated against.

Students who have complaints against other students should report their complaints to the Department Chair, and if the matter is not resolved at the program level, the student may then request the Office of COSH Dean to address their complaint.

Students who have a complaint against a staff member should report the complaint to the staff member's supervisor. If such a report would be uncomfortable for the student or otherwise inappropriate, the student should contact the Office of the COSH Dean.

Students who have a complaint against a College policy or action which is alleged to have violated the students' rights should first contact the Department Chair. If the student is not satisfied that the matter is resolved at the Department Chair level, the student may then request a hearing before the Student Academic Performance, Promotion and Judiciary (SAPPJ) Committee.

The request for a grievance hearing should be submitted in writing to the committee chair within 10 business days after an initial conference has taken place with the appropriate Department Chair. The student will be notified by the committee chair in writing of the hearing. (It usually takes 7 business days after receipt of written request.) Once a student's name appears on the Committee's agenda and a decision has been rendered, the student has the right to appeal the decision.

The steps involved in the *appeal process* are delineated as follows:

- Step 1: The student will *have no more than 30 days to appeal the Committee's decision*. This appeal is to the Dean of the College of Science and Health. The Dean may uphold the decision of the Committee and no further review will be necessary. If the Dean does not uphold the Committee's decision, steps two (2) and three (3) below will apply.
- Step 2: The Dean may appoint an ad hoc committee to hear the appeal. The members of this committee shall be faculty members who have not been involved in the original decision in question. The chairperson of the SAPPJ committee shall present its findings to the Ad Hoc Appeal Committee but shall not sit as a voting member of said committee. The Ad Hoc Appeal Committee, with the approval of the Dean, may have legal counsel present.
- Step 3: The Ad Hoc Committee shall be empowered to call members of the original committee as witnesses and other appropriate members of the faculty and shall have authority to review records pertaining to the student's appeal. The Ad Hoc Appeal Committee shall report its decision directly to the Dean of the College of Science and Health, one week after the receipt of the appeal. The Dean will inform the student in writing as to the outcome of the appeal. Students shall have the right to have their academic records treated in a confidential and responsible manner as required by the Family Education Rights and Privacy Act of 1974.

Student Code of Conduct

The primary concern of Charles R. Drew University of Medicine and Science (CDU) are the students, their growth and development, and their experience while enrolled at the University. CDU attempts to provide for all students a campus environment that is conducive to academic achievement as well as social and individual growth. To that end, rules, regulations, and guidelines governing student behavior and the student's relationship with the University have been formulated into a student code of conduct.

The CDU Student Code of Conduct is established to foster and protect the core mission of the University, to foster the scholarly and civic development of the University's students in a safe and secure learning environment and to protect the people, properties, and processes that support the University and its missions. All students are expected to conduct themselves in behaviors that contribute toward this end.

Enrollment at CDU is considered implicit acceptance of these and other policies applicable to students, all of which are educational in nature and designed to help students understand expectations and accept responsibility for their own actions. The code applies to the on-campus conduct of all students and registered student organizations, including conduct using university computing or network resources. The code also applies to the off-campus conduct of students and registered student organizations in direct connection with:

- Academic course requirements or any credit-bearing experiences, such as internships, field trips, study abroad, or student teaching;
- Any activity supporting pursuit of a degree, such as research at another institution or a professional practice assignment;
- Any activity sponsored, conducted, or authorized by the university or by registered student organizations;
- Any activity that causes substantial destruction of property belonging to the university or members of the university community, or causes or threatens serious harm to the safety or security of members of the university community; or
- Any activity in which a police report has been filed, a summons for conduct or indictment has been issued, or an arrest has occurred for a crime of violence.
- Students should also consult with their respective academic department for conduct expectations specific to their academic program.
- Student behavior that is not consistent with the Student Code of Conduct is addressed through the Student Code Procedures that are designed for the fair and equitable investigation and resolution of formal complains.
- The University reserves the right to administer the code and process with the hearing process even if the student withdraws from the University, is no longer enrolled in classes, or subsequently fails to meet the definition of a student while a disciplinary matter is pending.

Students are subject to city, state, and federal laws while at the University, and violations of those laws may also constitute violations of CDU's Code of Conduct. In such instances, the University may proceed with university disciplinary action under the Code of Conduct independently of any criminal proceeding involving the same conduct and may impose sanctions for violation of the code even if such criminal proceeding is not yet resolved or is resolved in the student's favor.

Any student found to have engaged, or attempted to engage, in any of the following conduct while within the University's jurisdiction will be subject to disciplinary action the University. Attempt shall be defined as conduct that, if successful, would constitute or result in the prohibited conduct. Any student who abandons an attempt or prevents the prohibited conduct from occurring under circumstances that demonstrate a complete and voluntary renunciation of the prohibited conduct will not be subject to disciplinary action the University.

Any activity that compromises the academic integrity of the University or disrupts the educational process. Examples of academic misconduct include, but are not limited to:

- Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain an unfair academic advantage, including violations defined within the University's Academic Dishonesty Policy.
- Furnishing false information to a University official, faculty member, or campus office.
- Forgery, alteration, or misuse of a University document, key, or identification instrument.
- Misrepresenting oneself to be an authorized agent of the University or one of its auxiliaries.
- Unauthorized entry into, presence in, use of, or misuse of University property.
- Willful, material, and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- Participating in an activity that substantially and materially disrupts the normal operations of the University or infringes on the rights of members of the University community.
- Willful, material, and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University-related activity.
- Disorderly, lewd, indecent, or obscene behavior at University-related activities/events and/or directed toward a member of the University community.
- Conduct that threatens or endangers the health or safety of any persons within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct. See also the Policy on Bullying and Anti-Harassment.

Student Responsibility

Students admitted into CDU assume an obligation to behave in a manner compatible and consistent with the function of the University as an educational institution. The following sections outline the University's expectations relating to student responsibility and performance, which should be taken to include academic integrity as well as professional and ethical behavior.

- Students must uphold the University and/or College/School rules and regulations regarding examination behavior, fabrication of information, plagiarism and other types of academic dishonesty as described above.
- Students must refrain from obstructing or disrupting teaching, administration or other University activities, including the work of the University's public service functions.
- Students must work with the institution in discouraging negative behavior among peers by informing classmates of appropriate conduct and behavior.
- Students must conduct themselves with the professionalism expected of clinicians dealing with patients, families, colleagues other health care workers and the public.
- Students must respect patient confidentiality and adhere to the standards of record keeping.

Academic Calendar 2019-20

	FALL 2019 8/24-12/13/2019	SPRING 2020 01/04-5/1/2020	SUMMER 2020 05/09-08/07/2020
Registration: Continuing students	July 8-August 23	November 4 – January 3	March 17-May 8
Registration: New Students	July 15-August 23	November 11 – January 3	March 24-May 8
New Student Orientation	August 14-15		
Semester classes begin	August 24	January 4	May 9
Late Registration (\$50 Late Fee), and Add/Drop Period	August 24-September 6 5:00pm	January 4-17 5:00pm	May 9-22 5:00pm
Student Health Insurance Waiver Deadline	September 6	January 17	May 22
Withdrawal deadline	October 29, Tuesday 5:00pm	March 17, Tuesday 5:00pm	July 2, Thursday 5:00pm
Breaks	November 28-29 Campus closed	March 2-6 Campus open; No classes	
Final Exams	December 7-13	April 25-May 1	August 10-16
Final Grades Due	December 20	May 8	August 14

University Holidays 2019-20

Labor Day:	September 2
Veterans Day:	November 11
Thanksgiving:	November 28-29
University Holiday Closure:	December 23-January 1
Martin Luther King Day:	January 20
Presidents Day:	February 17
Cesar Chavez:	March 30
Memorial Day:	May 25
Independence Day:	July 3

Telephone Directory

Name	Location	Phone number	Email	Office Hours
BSPH Directory				
Sondos Islam, PhD, MPH, MS Department Chair	Keck Bldg. Rm. 225	(323) 563-5861	sondosislam@cdrewu.edu	By appointment
Bitam Amani, PhD, MHS Associate Professor	Keck Bldg. Rm. 226	(323) 563-9306	bitaamani@cdrewu.edu	See course syllabus
Marqui Barber, MPH BSPH Instructor	Keck Bldg. Rm. 224	(323) 563-5890	marquibarber@cdrewu.edu	See course syllabus
Dee Fleming, MPH Assistant Professor	Cobb Bldg. Rm 111	(323) 249-5716	deefleming@cdrewu.edu	See course syllabus
Eric Houston, PhD Assistant Professor	M Bldg. Rm. 12	(323) 563-5862	erichouston@cdrewu.edu	See syllabus
Janae Oliver, MS, MPH BSPH Instructor	Keck Bldg. Rm 224	(323) 563-5890	janaeoliver@cdrewu.edu	See syllabus
Keosha Partlow, PhD, MPH Assistant Professor/ BSPH Student Advisor	LSRNE Bldg. N151	(323) 249-5706	keoshapartlow@cdrewu.edu	By appointment
Claudia Corleto Department Coordinator	Keck Bldg. 2 nd floor	(323) 563-5890	claudiacorleto@cdrewu.edu	M-F 8am-5pm
Department of General (GE) Studies Directory				
Candice Goldstein, PhD, Chair, GE Department	Keck Bldg. Rm. 202	(323) 357-3635	candicegoldstein@cdrewu.edu	See course syllabus
Harold Abramowitz, MFA, Assistant Professor (GE)	SESC	(323) 357-3446	haroldabramowitz@cdrewu.edu	See course syllabus
Enrico Rodrigo, PhD, Assistant Professor (GE)	Keck Bldg. Rm. 219	(323) 563-5883	enricorodrigo@cdrewu.edu	See course syllabus
CDU Directory				
Linda Towles SESC Manager	Keck, 1 st Floor SESC	(323) 563-9351	lindatowles@cdrewu.edu	M-Th. 8am-7pm Fr. 8am-4pm
Office of Information Systems	Cobb Bldg. 2 nd floor	(323) 563-4990	helpdesk@cdrewu.edu	M-F 8am-5pm
Raquel Munoz Registrar	Cobb Bldg. 1 st floor	(323) 357-3630	RaquelMunoz@cdrewu.edu	M-F 8am-5pm
Financial Aid Office	Bldg. E	(323) 563-4824	finaid@cdrewu.edu	M-F 8am-5pm
CDU Health Sciences Library	Cobb Bldg. 1 st floor	(323) 563-4869	libraryinfo@cdrewu.edu	
Security Services/Main Line Operator	Cobb Bldg. 1 st floor	(323) 563-4800		M-F 8am-5pm
Security Services After Hours	Cell phone	(323) 326-4859		24hrs

Note: Business/Office hours are subject to change

DISCLAIMER: While every effort is made to ensure the accuracy of the information for this student handbook, the BSPH Program reserves the right to make any changes at any time without prior notice. For more detailed policy, please see the CDU catalog.