

School of Nursing

1995-1997 Catalog





UNIVERSITY OF MARYLAND
AT BALTIMORE

School of Nursing
University of Maryland at Baltimore
655 West Lombard Street
Baltimore, Maryland 21201

Student Affairs	410-706-0501
Admissions and Enrollment Management	410-706-7503 or Toll Free 800-328-8346
RN to B.S.N. and RN to M.S. Program	410-455-3450 or Toll Free 800-462-6877
Student Services	410-706-6253
Development and Alumni Relations	410-706-0674
Professional Development and Services	410-706-3767

The University of Maryland at Baltimore is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Association of American Universities. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing. The school is also accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation. The school maintains membership in the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing. The baccalaureate program is approved by the Maryland Board of Nursing. The school is represented in the Council on Collegiate Education for Nursing of the southern Regional Education Board by the dean, associate deans for undergraduate studies and graduate studies.

Equal Opportunity

The University of Maryland at Baltimore is an equal opportunity institution with respect to both education and employment. The university's policies, programs and activities are in conformance with pertinent federal and state laws and regulations on nondiscrimination regarding race, color, religion, age, national origin, sex and handicap.

The school has the objective of securing a broad racial, sexual and ethnic balance in its enrollment. To achieve this objective it gives every consideration to minority student applications.

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School of Nursing Academic Calendar 1995-1996

FALL 1995

August 29-31	Tues-Thurs	Undergraduate Orientation
August 31	Thursday	Graduate Arena Registration/Orientation
September 4	Monday	HOLIDAY—Labor Day
September 5	Tuesday	First Day of Classes
October 9-27*	Mon-Fri	Winter/Spring '96 Advisement Period
October 30-Nov 10	Mon-Fri	Winter/Spring '96 Advanced Registration
November 23-24	Thurs-Fri	HOLIDAY—Thanksgiving
December 22	Friday	Last Day of Semester

WINTER 1996

January 2	Tuesday	Arena Registration
January 2	Tuesday	First Day of Classes
January 15	Monday	HOLIDAY—Martin Luther King, Jr.
January 26	Friday	Last Day of Winter Session

SPRING 1996

January 26	Friday	Arena Registration
January 26*	Friday	Graduate Orientation
January 29	Monday	First Day of Classes
March 18-22	Mon-Fri	SPRING BREAK
May 23	Thursday	Last Day of Semester
May 23	Thursday	School of Nursing Convocation Ceremony
May 23	Thursday	Commencement Ceremony

*Tentative



The School and Its Environment

In 1995, U.S. News & World Report rated the University of Maryland School of Nursing sixth among all schools of nursing in the United States.



SCHOOL OF NURSING

PROFILE

The University of Maryland School of Nursing was established in 1889 by Louisa Parsons, a student of Florence Nightingale. It is the largest and oldest school of nursing in Maryland and consistently ranks among the top ten schools of nursing in the nation. In 1995, U.S. News and World Report rated the University of Maryland School of Nursing sixth among all schools of nursing in the United States.

The school awarded its first M.S. degree in 1954 and its first Ph.D. degree in 1984. Alumni include over 18,000 nurses and current enrollment is over 1,500. Eighty-five percent of the school's 110 faculty members are doctorally prepared. The faculty is successful in obtaining research funding and the school is one of only a few that repeatedly qualifies for Biomedical Research Support Grants from the National Institutes of Health. Faculty research and scholarship are well recognized in the nursing literature. Many of the faculty, administrators and alumni are internationally renowned for their contributions to the field.

The University of Maryland School of Nursing is committed to providing first-quality programs in nursing education, research and service that anticipate and respond to the continuing evolution of the health care industry. The school is organized into four departments—psychiatric, community health and adult primary care; acute and long-term care; maternal and child health; and education, administration, health policy and informatics. It offers over 20 graduate specialties, including nursing informatics and nursing health policy, that were the first of their kind and remain among the few in the nation. Flexible and combined programs of study that accelerate degree completion are in place to accommodate an increasingly diverse population.

The school operates nurse-managed clinics at Paul's Place, a soup kitchen for the homeless and Open Gates, a community health center serving the underinsured. Its mobile health clinic provides screening, treatment and referral for women and children, and its school-linked nurse-managed health centers offer primary care, health education and support services for students.

The school is committed to serving nurses who reside in educationally underserved areas that are geographically distant from the Baltimore area. Outreach programs provide access for RN to B.S.N. and M.S. students in Allegany, Cecil, Charles, Harford, Montgomery, Talbot and Washington counties.

MISSION

Since its inception more than 100 years ago, the University of Maryland School of Nursing has been instrumental in strengthening nursing education and shaping the profession. Today, the school's mission is to provide leadership for the profession of nursing through undergraduate, graduate and continuing education programs, research and service of the highest quality.

The School of Nursing seeks to carry out its mission in education, research and service by building upon the outstanding capability and diversity of its faculty, staff, students and graduates. In education, our goal is to continue preparing competent professionals to assume positions of leadership in nursing at all levels and in unique areas of specialization. We remain committed to developing educational programs of excellence, providing students access to sophisticated technologies and promoting critical thinking and caring that reflect the increasing responsibilities and expanding role of nurses in clinical practice and health care management. Our intent is also to provide an array of needed nursing and health care services to the community and the region through innovative practice arrangements, partnerships and centers of care.



Finally, we promote nursing scholarship of exceptional merit while supporting and conducting research critical to advances in nursing and health care delivery. In collaboration with other professional disciplines, we strive to contribute new ideas and knowledge that inform practice and influence the future of nursing and health policy in Maryland and the nation.

PHILOSOPHY

Nursing is a dynamic and evolving clinical practice discipline that is concerned with the promotion of health and with human responses to actual and potential health problems. Nursing goals include promotion and protection of health, prevention of illness, care of the suffering and ill and support for a peaceful death or loss.

Nursing occurs within the context of a caring relationship, the purpose of which is to assist individuals, families, groups, communities and populations in a variety of settings to achieve optimal health and to make informed choices for their own well-being.

Nursing has a distinct body of knowledge that can and must be extended, verified and revised using the methods of

scholarly inquiry. It involves the selection, integration and expansion of knowledge from nursing and other disciplines, including the social sciences, biological sciences and humanities. This knowledge is applied to the understanding of health and illness and to the analysis and improvement of nursing practice.

Nursing is a research-based practice that uses empirical, ethical, personal and aesthetic perspectives in the application of the nursing process. Essential for the practice of nursing are knowledge, critical and analytical thinking, communication, interpersonal competence, leadership, management, teaching, psychomotor skills and the use of current research, technology and information systems.

At all levels, the practice of professional nursing is based on a distinct body of knowledge and includes multiple responsibilities. These responsibilities include, but are not limited to, providing direct care, providing information for persons to make informed health care choices, facilitating persons to act on their own behalf, managing care and applying research to practice. Advanced nursing practice has theoretically and conceptually based diagnostic reasoning and decision-making strategies as the foundation for solving complex health care problems through a multiplicity of

responsibilities. Advanced nursing practice is defined as specialty practice based on principles derived from relevant theory and research findings, and includes two interrelated spheres of activity: direct service to persons and indirect action carried out for the enhancement of direct nursing knowledge and health care systems.

Persons are holistic beings who have interactive dimensions. These dimensions are physical, psychological, spiritual, social and cultural. The individual person has intrinsic worth and is entitled to respect. Persons have the right to seek and achieve optimal health, the right to make informed choices and the responsibility for their own health care decisions. Persons are capable of reflecting upon their experiences. Their perceptions of these experiences along with their values and principles guide their health care decisions as well as their interactions with others. Throughout their lifetime, persons grow and develop individually and within families, groups, communities and populations.

Health is multidimensional and a balanced expression of physical, psychological, developmental, spiritual and social well-being. The expression of a person's health and/or illness is a reflection of the interaction of the person and the environment, and is expressed in human responses. Health is dynamic and uniquely defined and redefined by persons as they progress through their lifetime.

The environment is the context within which persons, families, groups, communities and populations live and within which nurses practice. The context can be viewed from a variety of dimensions including physical, social, ethical, cultural, legal, spiritual, historical, economic, political and organizational. These dimensions are discrete and interactive and may change over time. Persons are in continuous and mutual interchange within their contextual dimensions. They bring experiences that can be valuable to developing a dynamic and quality environment. The dynamic interaction between persons and the

environment affects their health and the achievement of well-being.

Learning is an active and lifelong process, facilitated through a reciprocal interaction between faculty and students. It occurs best within a caring and supportive environment where students are ultimately responsible for their learning. Differences among people necessitate various educational approaches.

Nursing education respects and builds upon the prior education and practice experiences of the learner. Nursing education at the baccalaureate level prepares professional nurses who are generalists and value lifelong learning. Nursing education facilitates the development of students' empirical, ethical, aesthetic and personal perspectives for the purpose of making practice decisions and accepting responsibility for those decisions. Baccalaureate education prepares nurses to participate in research, apply research findings to practice and contribute to the development of the profession. Baccalaureate nursing programs are foundations for graduate study

in nursing. Graduate education is characterized by a focus on specialization and a commitment to research and involvement in the development and refinement of nursing knowledge.

UNIVERSITY OF MARYLAND SCHOOL OF NURSING ALUMNI ASSOCIATION

Organized in 1895, the University of Maryland School of Nursing Alumni Association is celebrating 100 years of community service. In the early years, members of the organization were instrumental in establishing many of the fundamental professional guidelines for nursing in the state of Maryland. Recently, the organization has watched its members rise to positions in which they influence and facilitate change in the health care system. The organization is open to all graduates of the school of nursing. For more information call the alumni office at 410-706-0674.



University of Maryland at Baltimore

With over \$100 million in sponsored program support, UMAB is one of the fastest growing biomedical research centers in the country.



UNIVERSITY OF MARYLAND AT BALTIMORE

Established in 1807, the University of Maryland at Baltimore (UMAB) is the founding campus of the University of Maryland, one of the largest public universities in the United States. The campus includes six professional schools: Nursing, Medicine, Dentistry, Pharmacy, Social Work, and Law; the Graduate School; the Maryland Institute for Emergency Medical Systems; the University of Maryland Medical Center; and the Baltimore Veterans Affairs Medical Center.

With over \$100 million in sponsored program support, UMAB is one of the fastest growing biomedical research centers in the country. Its unique composition enables it to address health care, public policy and societal issues through multidisciplinary research, scholarship and community action. UMAB's location, within the Baltimore-Washington-Annapolis triangle, maximizes opportunities for collaboration with government agencies, health care institutions and life sciences industries.

HEALTH SCIENCES LIBRARY

The University of Maryland at Baltimore Health Sciences Library (HSL) is the first library established by a medical school in the United States and is a recognized leader in state-of-the-art information technology. The HSL is the regional medical library for the southeastern states, the District of Columbia, Puerto Rico and the Virgin Islands and is part of the National Library of Medicine's biomedical information network. The library houses more than 300,000 volumes, including 2,900 current journal titles, and is ranked in size among the top 25 health sciences libraries in the country.

The library's on-line catalog allows users to look for materials by title, author, subject, keyword, call number, series, meeting and organization name. In addition to giving information on library holdings, the system can determine whether

the material has been checked out. The on-line catalog can be accessed from any computer terminal on the UMAB campus that is linked to the campus network or from any dial access terminal.

The library supports several computerized search services: MaryMed Plus, HSL Current Contents, CD-ROM LAN, Micromedex CCIS, and a Mediated Searching Service. Information specialists provide assistance in using library services, and training seminars are held throughout the year.

COMPUTER RESOURCES

Computer support for faculty, staff and students is provided for microcomputer, workstation and mainframe computer users by Academic Computing/Health Informatics (ACHI) and by Computing and Instructional Development Services (CIDS). Both are units of UMAB's Information Services (IS). CIDS is part of the Health Sciences Library's Information and Instructional Services.

UMAB students and faculty are able to use IS resources at each step of their research, learning and teaching including data collection, results analysis and document preparation, desktop publishing, color printing and preparation of overheads or color slides. Free electronic mail accounts enable the UMAB community to exchange notes, files and documents with others at the university and internationally via BITNET or Internet. Access to many campus information sources and the Internet is provided through a campus gopher server named UMABNET. Microcomputers are located in several Technology Assisted Learning (TAL) centers and in user areas in both the IS building and the HSL. Centrally located systems in IS and HSL are accessible via the campus ethernet and by dial-up modems from either office or home. TAL Centers are available for use by the campus community and for application program training.

CIDS and ACHI support training that ranges from microcomputer literacy and

microcomputer boot camp to more advanced classes for word processing, graphics, desktop publishing, multimedia and statistical application programs. Training for access to the Internet, network resources, and e-mail packages is also available. For information, call 706-HELP.

STUDENT HEALTH SERVICES AND INSURANCE

Student and Employee Health provides comprehensive care to students at the University of Maryland at Baltimore. The office, staffed by family physicians and nurse practitioners, is open from 8:30 a.m. until 7:00 p.m. Monday through Thursday, and from 8:30 a.m. until 3:30 p.m. on Friday. With the exception of emergencies, patients are seen by appointment only. The cost of most care provided at student and employee health is paid for through the student health fee.

All full-time students are required to have health insurance. For students who do not carry health insurance, an excellent policy is available through the university and can be purchased through the campus office of student accounting.

COUNSELING CENTER

The counseling center provides professional individual and group counseling to UMAB students. Some of the problems that students seek help with include: stress, relationships, drugs or alcohol, eating disorders, loss of a loved one and stressful changes in school or home life.

Students are always seen by a professional—social worker, psychologist, psychiatrist or addictions counselor. Costs associated with counseling are usually covered by health insurance; however, no one is ever denied services based on ability to pay. Students are seen by appointment and students' class schedules can be accommodated in scheduling appointments. All counseling center services are completely confidential.



PARKING AND TRANSPORTATION

On campus parking is available to students. Commuters may park in Lexington Garage and Koesters Lot (Lexington and Pine Streets) between 6:00 a.m. and 11:00 p.m. The garage and lot operate on a first-come, first-served basis. Commuting students must obtain a parking permit from the Parking and Commuter Services Office, then pay the established daily rate when parking on campus. Students who live in on-campus housing pay for parking by the semester or year and are guaranteed 24-hour parking in a garage adjacent to their residence facility. UMAB operates a shuttlebus service that transports students from designated areas on campus to the main parking facilities and into the neighborhoods that border the campus.

Public transportation makes the campus accessible by bus, train, subway and light rail. More than a dozen Mass Transit Authority bus routes stop in the campus area. The Baltimore Metro runs from Charles Center to Owings Mills. Stops closest to campus are Lexington Market and Charles Center. The Light Rail line connects northern Baltimore County with Oriole Park at Camden Yards and Dorsey Road in Glen Burnie. The UniversityCenter stop is at Baltimore and

Howard Streets. MARC commuter train service runs from Camden Station at Camden Yards.

HOUSING

Baltimore has many affordable and convenient housing options. The UMAB brochure entitled *Living in Baltimore* describes on- and off-campus options for UMAB students. *Living in Baltimore* is available through most UMAB admissions offices or by calling the housing and residence life office at 410-706-7766.

On-campus living options include furnished university-owned apartments and dormitory style accommodations plus unfurnished apartments in a half-dozen privately owned loft district buildings on campus. The Baltimore Student Union and Pascault Row Apartments are the two university-owned on-campus housing complexes.

Many students choose to live in neighborhoods surrounding the UMAB campus. A wide range of rooms, apartments and home rentals are available throughout the metropolitan area. The student life office, located in the Baltimore Student Union, maintains a listing of available rooms and apartments.

ATHLETIC CENTER

The UMAB Athletic Center, located on the tenth floor of the Pratt Street Garage, is equipped with a squash court, two handball/racquetball courts, and two basketball courts which are also used for volleyball. Its weight room is equipped with two 15-station universal gyms, stationary bikes, stair and rowing machines. Men's and women's locker rooms have a sauna and showers.

CHILD CARE

Quality child care for infants and toddlers through age five years is available at the Downtown Baltimore Child, Inc., located at 237 North Arch Street. The center is open from 7:30 a.m. to 5:30 p.m. weekdays year-round. Brochures and appointments are available by calling 410-659-0515.

BALTIMORE

In addition to professional opportunities, the city of Baltimore offers a stimulating environment in which to live and study. Several blocks from the campus is the nationally acclaimed Inner Harbor area, where Harborplace, the National Aquarium, the Maryland Science Center and other facilities share an attractive waterfront with sailboats, hotels, restaurants and renovated townhouses. The new Baltimore Metro and Light Rail system connect the downtown area to the outskirts of the city.

Baltimore boasts lively entertainment, world class museums, fine music and professional theater. For sports fans, Baltimore features Orioles baseball, with the new stadium two blocks from campus, and league-winning lacrosse. The nearby Chesapeake Bay offers unparalleled water sports and the seafood for which the region is famous.



School of Nursing

The University of Maryland School of Nursing educates more than 1,500 students each year and has over 18,000 alumni.



LEARNING TECHNOLOGIES

The School of Nursing is a leader in using innovative instructional technology to enhance the quality of learning for its students. Through multimedia hyperlinked technology available on the Internet, such as Mosaic and other World Wide Web-based programs, students are encouraged to become partners in learning with their professors. Through these technologies, students are recipients of knowledge as well as creators and disseminators of new knowledge in the field of nursing.

The school's media center includes numerous facilities and services for student and faculty use. Experienced media personnel are available to assist students with media productions and to consult with faculty on classroom applications of media. They also provide technical support on grant proposals, research and outside presentations.

Media center staff produce computer-generated materials including 35mm slides, transparencies, signs, ads, and brochures using Harvard Graphics, Arts and Letters, Corel Draw and Aldus Page-Maker.

Audiovisual equipment is available for in-classroom use. Equipment includes a VHS system, overhead projectors, slide projectors, screens, Umatic VCR systems, 16mm film projectors and filmstrip projectors.

Computer Resources: The UMAB campus offers numerous computer facilities for student use. The School of Nursing computer laboratories are equipped with IBM-compatible computers. Software packages include WordPerfect, Paradox 4, Ethnograph, Pro-Cite, Lotus 1-2-3, Ecstatic, Nursestar and other CAI nursing programs. In addition, Internet-based software is available, including Mosaic, Gopher, and CU-See-Me. A teaching assistant is available to help students who are unfamiliar with equipment and software.

Other IBM-compatible computers are available for student use in various

academic departments. The School of Nursing's network administrator and support specialist assists students and faculty with computing problems and special needs.

An interactive video laboratory allows students to learn at their own pace through cutting edge technology. By utilizing interactive video applications, computerized clinical simulations and computer-assisted decision-making models, students practice clinical skills and critical decision making on a computer screen. A small School of Nursing "living history" museum is housed in this laboratory.

Telecourse Development: A television studio and sound studio for in-house production of audiovisual programs provides students with the opportunity to record role plays and other classroom interactions.

Compressed video equipment located in the School of Nursing allows live transmission of two-way voice and video to distant sites throughout the University of Maryland System, as well as other locations in the state of Maryland. This equipment is available for use by all schools on the UMAB campus.

Clinical Simulation Laboratories: Students have the opportunity to practice nursing skills and procedures learned in class or in the interactive video laboratory using state-of-the-art equipment and mannequins designed to replicate actual patient care situations. Laboratory instructors are available to assist in independent study.

PROFESSIONAL DEVELOPMENT AND SERVICES

The School of Nursing office of professional development and services includes three divisions: continuing education, business and industry, and international programs. The division of continuing education focuses on faculty development programs, conferences and extra-



mural agreements with other schools and agencies for staff development and workshops. It is widely recognized for its national educational programs that include the Nursing Informatics Conference, the Nurse Practitioner Symposium, and the Summer School Nurse Institute Program. In addition, it provides programs for nurses in local and rural areas in Maryland where travel is not an option. The University of Maryland is accredited as a provider of continuing education by the American Nurses Credentialing Center's Commission on Accreditation and contact hours are awarded to participants completing offerings sponsored or cosponsored by the School of Nursing.

The division of international programs is responsible for the International Residency Program for nurse scholars, educators and clinicians. It has taken a leadership role in the advancement of nursing education abroad through consultation and joint development of research projects and training grants. The division has established five sister-school agreements with schools of nursing in China, Egypt, the Virgin Islands, the Philippines and Taiwan. Since 1994, the division has welcomed visitors from all over the world and the school of nursing's

faculty has participated in conferences, consultations and workshops in Italy, Botswana, Turkey, Switzerland, Taiwan, Egypt and South Africa.

The division of business and industry focuses on the promotion of health and well-being of the populace through education partnerships with corporations, foundations and other external funding agencies. Through multiple programs and contracts, the division has undertaken self-study continuing education programs through professional journals, the development and marketing of a menopause counseling video, the preparation of manuals for medication administration and for immunizations, and staff development programs for government agencies and private corporations. The division developed the first Network Independent Study (NIS) courses on-line for nurses that are currently available via three computer networks—Internet, Delphi and HealthPro. This innovative approach to self-study continuing education has been recognized internationally and is serving as the prototype for other universities and professional organizations.

STUDENT AFFAIRS

Three areas comprise the School of Nursing office of student affairs: admissions and enrollment management, student services, and school-based financial aid. The office of admissions and enrollment management is responsible for undergraduate and graduate recruitment, admissions, registration, and graduation clearance. The office of student services advises student organizations, conducts orientations and offers career placement and development programs. It provides academic support programs that include seminars and classes to enhance writing skills, test taking, study skills and time management and manages a peer tutoring program that involves regularly scheduled classes and individual sessions. It also sponsors a help lab where students can practice their clinical skills.

The office of student services supports both undergraduate and graduate student organizations. The undergraduate student organizations include: Student Government Association, Black Student Nurse Association, Junior Class, Senior Class, Nursing Council of Majors and a chapter of the Maryland Student Nurse Association. Graduate students are represented by the Graduates in Nursing Association, which is affiliated with the campus Graduate Student Association. For more information, consult the School of Nursing's *Guide to Student Services*.

School-based financial aid is the third component of student affairs. School of Nursing scholarships, traineeships for graduate students, graduate assistantships, and an emergency loan program are administered through the office of student affairs. The office also maintains a computerized database for financial aid specifically for nursing students that is accessible in all of the school's computer laboratories.

Financial Information

Thanks to the generosity of our alumni and friends, the University of Maryland School of Nursing has an endowment which provides scholarship support for many undergraduate and graduate students.

UNDERGRADUATE FEES AND EXPENSES, 1995-96

UMAB UPPER-DIVISION (JUNIOR-SENIOR) FEES

	Per Semester	Per Year
Tuition*		
In-state (full-time)	1,834.00	3,668.00
Out-of-state (full-time)	4,657.50	9,315.00
Part-time-(12 credits or less)-In-State	160.00 per credit	
Part-time-(12 credits or less)-Out-of-State	240.00 per credit	
Supporting facilities fee		
Full-time	99.50	199.00
Part-time	34.00	68.00
Health insurance		
Student	400.26	800.52
Student & Child	760.44	1520.88
Student & Spouse	960.00	1920.00
Family	1200.72	2401.44
Hepatitis vaccine (fall-first year)	140.00	140.00
Disability insurance	14.00	28.00
Malpractice insurance	16.80	
Student activities fee	15.00	30.00
Student government fee		
Full-time	7.50	15.00
Part-time	3.75	7.50
Dormitory fee, double occupancy	67.75 per week	
Apartment fee, double occupancy	230-292/month plus utilities	
Diploma fee (seniors)	40.00	
Late registration fee	40.00	

*A \$100 nonrefundable deposit is required at the time of the student's acceptance for admission. This amount is applied to the fall tuition.

GRADUATE FEES AND EXPENSES, 1995-96

Tuition per credit	
In-state	212.00
Out-of-state	382.00
Supporting facilities fee, per semester	
Full-time	99.50
Part-time	34.00
Health insurance, per semester	
Student	400.26
Student & Child	760.44
Student & Spouse	960.00
Family	1200.72
Malpractice insurance, per year	
Nurse practitioners	50.00
Student activities fee, per semester	
	15.00
Graduation fee	
M.S.	40.00
Ph.D.	100.00
Continuous registration fee, doctoral students	
	40.00
Late registration fee	
	40.00

Explanation of Fees

Tuition helps defray the cost of operating the university's programs.

Supporting facilities fee is used to support the auxiliary facilities and service provided for the convenience of all students.

Health insurance (the university plan or equivalent insurance) is required of all full-time students. Students with equivalent insurance coverage must provide proof of such coverage at registration.

Disability insurance is required of all undergraduate nursing students.

Malpractice insurance is required of all students.

Student activities and student government fees are used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Diploma fee helps defray costs involved with graduation and commencement.

A late registration fee will be charged those who do not complete registration during the prescribed days. All students are expected to complete registration, including the filing of class cards and payment of bills, on the regularly scheduled registration days. Students receive registration instructions from the office of records and registration.

Additional expenses for undergraduate students include the purchase of uniforms (approximate cost \$150) and the required purchase of a stethoscope (approximate cost \$30).

No diploma, certificate or transcript will be issued to a student until all financial obligations to the university have been satisfied. The university reserves the right to make such changes in fees and other changes as may be necessary.

FINANCIAL AID

The University of Maryland at Baltimore financial aid program is readily available to students who demonstrate financial need. Through a variety of grants, scholarships, loans and part-time employment, students may receive assistance in meeting educational expenses. In addition to UMAB resources, the School of Nursing and external funding agencies offer financial assistance to qualified nursing students.

A UMAB application for financial aid must be submitted to be considered for assistance. The priority filing date is March 15 for the next academic year. University of Maryland at Baltimore financial aid applications and information are obtained from the student financial aid office:

Student Financial Aid Office
University of Maryland at Baltimore
621 West Lombard Street
Baltimore, Maryland 21201
(410) 706-7347

Eligibility for financial aid depends on the student maintaining good academic standing while in attendance. When determining the amount to be awarded, the office of financial aid considers: 1) income, assets and resources of the student and the student's family; 2) support available to the student from non-university sources; and 3) the costs of education.

Renewal of financial aid for succeeding years depends on annual submission of a financial aid application. After a review, a student's financial aid award may increase, decrease or remain the same from year to year, depending upon the family's current ability to contribute to educational expenses and the availability of financial aid funds. Students who anticipate a dramatic change in income due to terminating full-time employment in order to begin studies may file a Special Conditions Form with the student financial aid office. A complete description of the procedures used to evaluate applications for aid, the cost of education for nursing students and information on various university, state and federal programs can be found in brochures published by the UMAB student financial aid office.

STUDENT FINANCIAL AID RESOURCES AND FUNDS

Please note: Grants, scholarships, assistantships and traineeships do not have to be repaid. Loans are repaid, usually after completion of education. Some programs require separate applications.

A table of financial resources is included on the following page.

STUDENT FINANCIAL AID RESOURCES

Name of Resource	Amount	Need Based?	Renew-able?	Undergraduate Graduate	Post Graduate Requirement?
University Grants	\$400-\$2,500	Yes	Yes	Both	No
University Graduate Assistantships	Tuition, Fees Stipend	No	Yes	Graduate	No
Maryland State Grants					
Distinguished Scholar	\$3,000	No	Yes	Undergraduate	No
Nursing Scholarship	\$2,400	No	Yes	Both	Yes
Senatorial Delegate	\$400-\$2,500 minimum \$200	No	Yes	Undergraduate Both	No
Nursing Living Expense	\$2,400	Yes	Yes	Both	Yes
Guaranteed Access Grant	Cost of attendance (based on tuition, fees, campus housing at the College Park Campus)	Yes	Yes*	Undergraduate	No
<i>*Must maintain at least a 2.0 cumulative grade point average</i>					
Federal Pell Grants	\$400-\$2,300	Yes	Yes	Undergraduate	No
Federal Supplemental Grants	\$200-\$4,000	Yes	Yes	Undergraduate	No
Federal Perkins Loans	\$5,000 \$15,000	Yes Yes	Yes Yes	Undergraduate Graduate	No
Federal Nursing Loans	\$4,000	Yes	Yes	Both	No
Subsidized Stafford Loans (FFEL)	\$5,500 \$8,500	Yes Yes	Yes Yes	Undergraduate Graduate	No No
Unsubsidized Stafford Loans	\$5,000 \$10,000	No No	Yes Yes	Undergraduate Graduate	No No
Subsidized Federal Direct Stafford Loans	\$5,500 \$8,500	Yes Yes	Yes Yes	Undergraduate Graduate	No No
Unsubsidized Federal Direct Stafford Loans	\$5,000 \$10,000	No No	Yes Yes	Undergraduate Graduate	No No
Federal Parent Loans	Max. Total Costs	No	Yes	Undergraduate	No
Federal Work Study	20 Hours per week at Prevailing Rate	Yes	Yes	Both	No
Federal Traineeships	Tuition, Fees	No	Yes	Graduate	No
Robert C. Byrd Honors Scholarship Program	\$1,500	No	Yes	Undergraduate	No
Armed Forces Programs	Various Amounts	No	Yes	Both	Most Do
School of Nursing Scholarships	\$500-\$2,500	No	Yes	Both	No
Education Assistance Grant (formerly General State Scholarship)	\$200-\$3,000	Yes	Yes	Undergraduate	No

University grants are awarded to qualifying applicants from the following programs: Dean's Scholarships, Diversity Grants, University Grants and Tuition Waivers. In an attempt to meet the constantly increasing needs of students, funds are awarded to students who can demonstrate financial need.

Graduate assistantships are awarded to either incoming or current full-time graduate students on a competitive basis. The awards include a 10 to 12 month stipend, up to 10 credits of tuition for each of the spring and fall semesters as well as student health insurance. Graduate assistants are expected to make a work commitment of 20 hours per week. Some research assistantships are available through grant or contract funds. Applications are available through the office of the director of the doctoral program.

Maryland State Scholarship Administration (MSSA) offers general state scholarships of \$200 to \$2,500, which can be sought for subsequent years by proper reapplication. Senatorial and House of Delegates awards are also available. To apply, students should complete the Maryland form of the Free Application for Federal Student Aid, which may be obtained from the student financial aid office. School of Nursing undergraduate and graduate students have received awards from the following Maryland State Scholarship Programs:

- Distinguished Scholar
- Nursing Scholarships
- General State Scholarships
- Senatorial Scholarships
- Delegate Scholarships
- Nursing/Living-Expense Scholarships

The MSSA also offers a Loan Assistance Repayment Program. Students who have undergraduate or graduate degrees have an opportunity to have the state of Maryland pay for part of the loans taken while in school. The annual amount of an award can range up to \$7,500. Priority will be given to degreed students who work in areas of critical shortage after graduation.

Out-of-State Tuition Reduction Program awards are made to non-Maryland residents who are seeking Maryland registered nurse licensure. The award is the difference between out-of-state and resident tuition. Students must agree to work full-time in Maryland after graduation for at least two years. The agreement is made with the MSSA at the time the student is accepted into the program.

Many of the above MSSA programs have separate applications. Contact the UMAB student financial aid office for information. The School of Nursing office of student affairs, room 402, School of Nursing Building, may also have information.

Federal Pell Grants of \$400 to \$2,300 per year are awarded to eligible first-time undergraduates who have not earned a baccalaureate degree. To apply, students should complete the Free Application for Federal Student Aid, which may be obtained in the UMAB student financial aid office. Eligible students must also provide the student financial aid office with the Pell Grant Student Aid Report, which they will receive in the U.S. mail from the federal government.

Federal Supplemental Educational Opportunity Grants of \$200 to \$4,000 are awarded to undergraduate students with exceptional financial need, as determined by the university. Priority is given to federal Pell Grant recipients.

Federal Perkins Loans are made by the university to students. The annual maximum is \$3,000 for undergraduates and \$5,000 for graduates. The aggregate legal loan maximum is \$15,000 for undergraduates and \$30,000 for graduate students (including undergraduate borrowing). The annual interest rate is 5 percent, interest does not accrue until repayment begins.

Federal Nursing Loans are made by the university to undergraduate and graduate nursing students. The annual maximum is \$4,000 and the current interest rate is 5 percent.

Subsidized Stafford Loans (FFEL) are made by private lenders to students who demonstrate financial need. Undergrad-



uate students may borrow up to \$5,500 per year. Graduate students may borrow up to \$8,500 per year. The interest rate is variable, with a cap of 8.25 percent. To apply, students should complete the Free Application for Federal Student Aid, which may be obtained in the UMAB student financial aid office.

Unsubsidized Stafford Loans (FFEL) are made by private lenders to students regardless of financial need. Undergraduate students may borrow up to \$5,000 per year. Graduate students may borrow up to \$10,000 per year. The interest rate is variable with a cap of 8.25 percent. To apply, students should complete the Free Application for Federal Student Aid, which may be obtained in the UMAB student financial aid office.

Federal Direct Stafford Loans (subsidized) are made by the U.S. Department of Education. Undergraduate students may borrow up to \$5,500 per year. Graduate students may borrow up to \$8,500 per year. The interest rate is variable with a cap of 8.25 percent. To apply, students should complete the Free Application for Federal Student Aid, which may be obtained in the UMAB student financial aid office.

Federal Direct Stafford Loans (unsubsidized) are made to students by the U.S. Department of Education. Undergraduate students may borrow up to \$5,000 per year. Graduate students may borrow up to \$10,000 per year. The interest rate is variable with a cap of 8.25 percent. To apply, students should complete the Free Application for Federal Student Aid, which may be obtained in the UMAB student financial aid office.

Federal Parent Loans for undergraduate students are made by private lenders to parents of undergraduate students. Parents with good credit may borrow the difference between the estimate of the student's cost of education and any estimated financial aid received. The university's estimate of the cost of education includes tuition, fees, books, supplies, uniforms, room and board, transportation and personal expenses. The interest rate is variable with a cap of 10 percent.

Federal Work Study provides jobs for students who need financial aid and who choose to earn part of their educational expenses. Jobs are arranged either on- or off-campus with a public or private non-profit agency. Eligible students may be employed for as many as 20 hours per week. To be eligible for Federal Work Study, a student must apply for financial aid and demonstrate financial need.

Federal Traineeships are awarded to full-time students enrolled in master's programs and Ph.D. programs. Awards include tuition and fees pending available funding from the U.S. Department of Health and Human Services. Applications are available in the School of Nursing office of student affairs.

Reserve Officer Training Corps (ROTC) offers scholarships to accepted applicants who enroll concurrently in the ROTC program and the upper-division nursing program. The scholarship includes tuition, fees, books and a \$100 monthly allowance. The U.S. Army now limits its ROTC awards to 80 percent tuition, or \$8,000, whichever is greater.

National Guard and Army Reserves offer up to \$5,000 in educational benefits under the Montgomery GI Bill. The Army Reserves, National Guard, and the Regular Army also offer repayment on federal student loans as an incentive for enlistment in selected skills. Total repayment can be as high as \$10,000.

The U.S. Navy has a baccalaureate degree completion program that includes a monthly stipend, free medical and dental care for the student as well as promotion opportunities for academic excellence. Upon graduation recipients are commissioned into the Navy Nurse Corps.

The Veterans Affairs Scholarship Program offers scholarships to upper division baccalaureate or master's degree students in accredited (NLN) schools. Benefits include full tuition and fees, monthly stipends and other educational costs. In return for benefits, graduates must work in VA medical centers one year for each year or part of a year that benefits are provided.

Commissioned Officer Student Training and Extern Program (COSTEP) is a work program for undergraduate students who have completed two years of study in nursing or another health-related field. Students must serve as an extern in medical facilities of the Public Health Service during school breaks of 31 to 120 days duration. Students receive ensign's pay during work phases.

School of Nursing scholarships are derived from the earnings of gifts, bequests and private donations made to the school. The awards are based on potential or actual academic achievement and financial need. The amounts of these scholarships vary; they are awarded on an

annual basis in accordance with school policy. Funds are governed by specific provisions set forth by the donors and therefore awarded accordingly. Newly admitted students may request applications from the office of admissions and enrollment management. Current students may obtain an application in room 402 of the School of Nursing Building at 655 West Lombard Street, Baltimore, MD 21201.

Additional information regarding external student financial aid resources for all nursing students may be reviewed in the School of Nursing student computer labs. Information is contained in a networked Paradox database entitled Financial Aid Resources. The database can be accessed directly from the network menu options. Information can be printed directly from the database once an eligible source is discovered.



Undergraduate Program

The University of Maryland School of Nursing is committed to providing first-quality programs in nursing education, research, and service that anticipate and respond to the continuing evolution of the health care industry.



OVERVIEW

The University of Maryland School of Nursing offers an undergraduate program that leads to the degree Bachelor of Science in Nursing (B.S.N.). The B.S.N. program prepares nurses who are liberally educated and equipped with clinical knowledge, technological skills, proficiency in scientific and clinical decision making, critical thinking abilities and humanistic skills. Graduates of the program are prepared to become leaders in the profession. The undergraduate program provides educational opportunities for men and women seeking a career in nursing and for registered nurses with associate degrees or diplomas in nursing who wish to pursue a bachelor's degree in nursing.

The University of Maryland's undergraduate nursing program is an upper-division professional program based on a foundation of preprofessional courses that provide a liberal education and support the study of nursing. Before matriculating into the undergraduate program, students must complete 59 credits of required course work in the social and behavioral sciences, the natural and physical sciences and the arts and humanities.

These lower-division preprofessional courses can be completed at any accredited college or university. The School of Nursing has special articulation programs with all of the University of Maryland System campuses, Maryland's community colleges and Morgan State University to facilitate entry into the School of Nursing. A list of the lower-division courses that meet the pre-professional requirements is available at the counseling center of each of these colleges or universities.

The school is a partner in the University of Maryland Eastern Shore (UMES)/UMAB Honors Program, designed so that students entering UMES as freshmen are prepared for and guided toward the professional school curricula at UMAB. In addition, the School of Nursing participates in the Maryland statewide nursing articulation model for

registered nurses seeking a bachelor's degree in nursing. This model offers three options to registered nurses who want to obtain credit for selected foundational and nursing courses.

The undergraduate program offers two tracks—basic baccalaureate and registered nurse. Within the program's tracks there are many options that meet the diverse learning needs of students. The basic baccalaureate track provides options for full- and part-time study. It offers a traditional two-year course of study and an accelerated course of study for students with a bachelor's degree in a non-nursing field. The registered nurse track includes RN to B.S.N. and RN to M.S. options and full- and part-time study.

The length, sequence of curriculum and admission requirements vary according to each option. In addition, full and partial program offerings for registered nurses are available at outreach sites located in Allegany, Cecil, Charles, Montgomery, Talbot and Washington counties.

OBJECTIVES OF THE UNDERGRADUATE PROGRAM

Baccalaureate graduates of the University of Maryland School of Nursing are committed to providing nursing care that assists individuals, families, groups, communities and populations to achieve optimal health and make informed choices for their own well-being. In acute care, long-term care and community-based settings, graduates provide nursing care to promote and protect health, prevent illness, care for the ill and support a peaceful death or loss.

The undergraduate program is designed to prepare beginning practitioners who value lifelong learning. Education at the baccalaureate level is a foundation for graduate study in nursing. Graduates of the baccalaureate program are able to assume beginning leadership roles in nursing practice, participate in research, apply research findings to prac-

tice and contribute to the development of the profession. The objectives of the undergraduate program are to develop graduates who will:

1. Develop a personal philosophy of nursing that enables them to make informed judgments in professional life.
2. Acknowledge personal responsibility for continued learning, professional growth and commitment to the advancement of the profession.
3. Use empirical, ethical, personal and aesthetic perspectives and critical thinking strategies in the decision making process.
4. Use knowledge from nursing and related disciplines to inform their practice.
5. Incorporate an understanding of self and others with communication skills and behaviors that promote caring, therapeutic and collaborative relationships.
6. Demonstrate clinical competencies necessary for the delivery of effective nursing care.
7. Use current and emerging technology and information systems in professional nursing practice.
8. Apply research findings to practice and participate in ongoing nursing research.
9. Use professional communication and information technology effectively to acquire, develop, critique and convey ideas and information.
10. Have a critical understanding of nursing's responsibility for improving the health of society and balancing cost, access and quality in the effective delivery of nursing care.
11. Demonstrate leadership abilities in the proactive, creative and collaborative provision of nursing care.
12. Use their understanding of the interrelationship of the environmental contexts and human response patterns to provide nursing care that is responsive to the values and interests of persons.

GENERAL LOWER-DIVISION REQUIREMENTS FOR ALL UNDERGRADUATE PROGRAMS

Professional, upper-division education in nursing requires a foundation of learning provided by specific lower-division college courses. Before matriculation in the undergraduate program, students must complete the lower-division course requirements listed below at an accredited college or university.

Course Requirements	Credits
+* English composition	6
* General chemistry with laboratory	4
* Organic chemistry with laboratory	4
* Human anatomy and physiology with laboratory	8
* Microbiology with laboratory	4
Psychology	3
Sociology	3
Social science elective (sociology, psychology, anthropology, political science, economics, geography)	3
Human growth and development	3
Mathematics	3
** Arts and Humanities (literature, language, art, history, philosophy, speech)	9
Nutrition	3
Electives	6
Minimum Total	59

+It is strongly recommended that a technical writing course be taken in place of the second English course, or as either a humanities course or as an academic elective.

**Grade of C or better required.*

***Must take a course in two of these areas.*

The following policies govern the transfer of lower-division college credits to the School of Nursing:

1. Human anatomy and physiology, chemistry, and microbiology must be courses for students who plan to or could use them as credits toward a major in these areas. They cannot be terminal courses for non-majors.

2. Required biological and physical science courses (chemistry, microbiology, and human anatomy and physiology) must include laboratory experience.
3. Courses in religion will be accepted for transfer when they have been taught within a framework that goes beyond specific sectarian concerns and/or dogma.
4. Basic nutrition must be a course with prerequisites of organic chemistry and anatomy and physiology.
5. Humanities credit will be given for one studio course in the fine arts (e.g., a class in piano or painting) only if credit in the appropriate survey course is also earned (e.g., music literature, history of art).
6. *Ds* are not transferable for English composition, chemistry, anatomy and physiology, and microbiology from either in-state or out-of-state institutions. For other courses, *Ds* are transferable from in-state public institutions only.
7. Courses taken on a Pass/Fail basis may be used for non-science credits only. Up to 6 credits of Pass may be transferred.
8. A human growth and development course covering content throughout the various stages of the life span is required.
9. A college-level mathematics course is required. The course should be one with a prerequisite of high school or college preparatory mathematics.
10. Remedial and/or repetitive courses are not applicable for credit.
11. Baccalaureate-level nursing courses may be transferable. (Contact the office of admissions and enrollment management for further information.)
12. No more than half of the 122 applicable credits required for graduation can be earned by examinations (see *Department Examinations and CLEP*, below).

ESTABLISHING LOWER-DIVISION CREDIT BY EXAMINATION

Department Examinations: Many two- and four-year colleges and universities provide an opportunity for students to take examinations for credit, provided the student has had some instruction and/or experience in the content of the course under consideration.

Students make arrangements with the appropriate departments in the college in which they are matriculated on a full- or part-time basis. The School of Nursing will accept the credit earned by examination provided the course name and number, grade and credits earned are on the transcript. (In most cases, Pass/Fail grades are not accepted.)

CLEP: It is possible to earn credit by examination through the College Level Examination Program (CLEP) of the College Entrance Examination Board. Test sites, dates and registration materials for these examinations can be requested by writing or calling the College Entrance Examination Board, P.O. Box 6600, Princeton, NJ 08541-6000, (609) 771-7865. The School of Nursing recognizes selected CLEP examination results for credit, provided the student earns a score determined acceptable. Applicants should contact the office of admissions and enrollment management for the list of transferable CLEP examinations and the minimum acceptable score.

ADMISSION INFORMATION

BASIC BACCALAUREATE APPLICANTS IN THE TRADITIONAL OPTION

The School of Nursing matriculates basic baccalaureate students into upper-division course work in the fall. Students should apply for admission in the fall prior to their expected matriculation



date. Students are eligible to apply after completing approximately 30 credits of the lower-division preprofessional course work including eight credits of the required science credits and developing a plan for completing the remaining 29 credits by the expected matriculation date. All applications will be considered where the applicant's overall grade point average (GPA) is 2.0 or above. Admission is competitive and the mean GPA of successful applicants has been above 3.0. The basic criteria for determining admission are:

1. Overall grade point average.
2. Evidence of academic success and completion of eight of the required 20 science credits at the time of record review. The required sciences include anatomy and physiology, microbiology and chemistry. All attempts of repeated science courses are used to calculate the grade point average.
3. Grade point average for the preprofessional course requirements completed at the time of review.
4. Written plan for completion of all required 59 lower-division credits by matriculation date.
5. Personal statement of goals and objectives.

Students who have taken human anatomy and physiology and a microbiology more than 10 years ago will be required to show proof of audit or satisfactory completion of the current courses prior to registration. Students who have taken chemistry more than 10 years ago will be responsible for reviewing chemistry on their own before registration. Students wishing to request a waiver of this policy because of current or recent work experience in a scientific field should submit their request in writing to the office of admissions and enrollment management.

If an applicant has completed more than the required 59 credits at the time of application review, the credits from the most recent semesters completed will be used to assess the competitiveness of the application.

Early Review

Students whose application, required transcripts and course descriptions, if applicable, are received by the University of Maryland at Baltimore School of Nursing by December 15 will be considered for early review.

Early review decisions will be announced as soon as they are made. Only applicants who meet the criteria for early review will receive their admission

decision at that time. The admissions committee may hold an application for regular review even if the applicant meets the criteria for early review. Students who do not meet the criteria for early review will automatically be considered for regular review. Decisions made by regular review will be announced by May 1. In addition, those applicants who do not meet the academic criteria for the program will be notified once their application has been reviewed.

The following are the additional criteria for early review:

1. A minimum of a 3.0 average in the preprofessional course requirements attempted at the time of record review.
2. No *D* or *F* grades recorded for any college-level work.

Regular Review

Students whose application, required transcripts, including the fall semester, and course descriptions if applicable, are received by the University of Maryland at Baltimore School of Nursing by March 1 will be considered for regular review. Applications that are incomplete after March 1 will be processed only if spaces remain to be filled in the entering class.

Individual Admission

Students who do not meet the admission criteria for early or regular review may still be eligible for admission under the individual admission policy. These applicants must demonstrate their ability to be successful in a rigorous academic curriculum through a recent strong academic performance in relevant course work. Applicants who wish to be considered for individual admission must submit a written request to the office of admissions of the school of nursing together with the application.

Applicants who wish to be considered for individual admission are required to submit two letters of recommendation, a personal statement and supporting materials with the application explaining why the application deserves special consideration and why the record does not meet

the criteria. Written requests for individual admission and supporting documentation must be received no later than the March 1 deadline.

Individual admission is limited to a maximum 15 percent of the entering class of the School of Nursing. Individual admission applicants are reviewed as a group after the March 1 deadline. Personal interviews may be required for students requesting individual admission.

BASIC BACCALAUREATE APPLICANTS IN THE ACCELERATED SECOND DEGREE OPTION

The School of Nursing offers an accelerated second degree option leading to the B.S.N. for students who hold a bachelor's degree in another discipline. Structured as a 16-month full-time program, it provides intensive theoretical and clinical exposure in the briefest possible time. Nonclinical courses are designed to meet the distinctive learning needs of the second degree student, by expanding rather than duplicating the student's previous education. Due to the importance of the clinical components of the baccalaureate program, the second degree option includes the same number of clinical credits as the traditional option.

There are two application deadline dates, November 1 and February 1 for the second-degree option, which begins in the fall semester.

The following are the criteria for admission to the second-degree option:

1. A minimum grade point average of 3.0 from the baccalaureate degree. Graduate course work will also be considered in the review process.
2. A minimum GPA of 2.75 in the prerequisite science courses. Completion of at least eight of the required 16 science credits is required for record review. The required sciences include anatomy and physiology, microbiology, and chemistry. (All attempts at repeated science courses are used to calculate the grade point average.)

3. Personal statement of goals and objectives.
4. Two letters of recommendation.
5. Written plan for completion of all requirements prior to enrollment.

The lower-division requirements that must be satisfactorily completed prior to enrollment in the second-degree option are:

	Credits
*General chemistry with laboratory	4
*Human anatomy and physiology with laboratory	8
*Microbiology with laboratory	4
Human growth and development	3
Nutrition	3

**Grade of C or better required. (Psychology and sociology are strongly recommended prior to enrollment.)*

Students who have taken human anatomy and physiology and/or microbiology courses more than 10 years ago will be required to show proof of audit or satisfactory completion of the current course(s) prior to registration. Students who have taken chemistry more than 10 years ago will be responsible for reviewing chemistry on their own before registration. Students wishing to request a waiver of this policy because of current or recent work experience in a scientific field should submit their request in writing to the office of admissions and enrollment management.

Individual Review Process for the Second Degree Option

Students who do not meet the 3.0 minimum grade point average from the baccalaureate degree may still be eligible for consideration for the second degree option on a case-by-case basis. Applicants eligible for special consideration will typically be individuals who completed the baccalaureate degree more than five years ago and who have gone on to do strong post-baccalaureate work. The minimum GPA of 2.75 in the prerequisite sciences will still be required.

Applicants who wish to have an application reviewed under the individual review process must submit a written request for individual review along with the application materials, and must demonstrate a significant pattern of improved academic success since earning the baccalaureate degree. Applicants are strongly advised to submit academic letters of recommendation in addition to or instead of professional letters of recommendation.

RN TO B.S.N. AND RN TO M.S. APPLICANTS

The School of Nursing matriculates registered nurses into the RN to B.S.N. option in the fall and spring semesters of each year. Students should apply for fall admission between September 1 and July 1 and for spring admission between September 1 and December 1. All applications will be considered where the applicant's overall grade point average is 2.0 or above. The School of Nursing uses the process of rolling admissions in reviewing applications to the RN to B.S.N. option. Therefore, the earlier a completed application is submitted, the earlier a student will receive a response from the School of Nursing. The basic criteria for determining admission are:

1. Associate degree or diploma in nursing.
2. Minimum grade point average of 2.0 in preprofessional requirements.
3. Valid Maryland RN license.
4. Written plan for completion of all requirements prior to enrollment.
5. Personal statement of goals and objectives.

All students enter the RN to B.S.N. option or the RN to M.S. option as seniors, after having earned the 59 general education credits required of all B.S.N. applicants and 30 credits of nursing courses for a minimum of 89 semester hours of college credit. Three advanced placement choices, described

below, exist for earning the 30 prerequisite nursing credits.

Advanced Placement Options

1. Examinations

This advanced placement option, open to all RNs, requires the completion of the 59 required general education credits and the validation of 30 credits of nursing content.

The 30 credits of nursing content are validated by taking four ACT/PEP and two faculty-prepared examinations. All six examinations are offered on a Pass/Fail basis, and study guides are available.

The specific ACT/PEP examinations are:

- NURS 426—Professional Strategies
- NURS 457—Maternal and Child Health Nursing
- NURS 554—Adult Nursing
- NURS 503—Psychiatric/Mental Health Nursing

Test sites and dates, registration materials and study guides for these examinations can be requested by writing or calling the American College Testing Program, P. O. Box 4014, Iowa City, Iowa 52243 (319) 337-1387 or 337-1363. Scores for the ACT/PEP examinations are valid for seven years. The minimum score for NURS 426 is 33. The minimum score for NURS 457, NURS 503 and NURS 554 is 45.

The specific faculty prepared examinations are:

- NURS 311—Pathophysiology
- NURS 312—Pharmacology and Nursing

Information about the faculty-prepared examinations is sent to prospective students from the School of Nursing. Students have two attempts to pass NURS 311, 312, 426, 457, 503 and 554 successfully. Scores for the faculty-pre-

pared examinations are valid for seven years.

2. Direct Transfer

This advanced placement option, open to RNs who graduated from NLN accredited or approved state of Maryland associate degree or diploma programs, requires the completion of the 59 required general education credits and allows the transfer of 30 credits of nursing study without requiring the content to be validated by the examinations described above. RNs must enter a B.S.N. program within seven years and must complete the B.S.N. within 10 years of graduation from the basic nursing program, except for associate degree and diploma school graduates from 1979–1986. No more than 62 credits can be transferred from community colleges under this option.

Applicants who are graduates of out-of-state associate degree or diploma programs can also enter the School of Nursing via the direct transfer option. This is restricted, however, to RNs who graduate from an institution that was NLN accredited at the time they completed the program. Applicants who qualify for this option must submit a letter from their institution verifying that the nursing program was NLN accredited at the time of their graduation.

RNs must enter a B.S.N. program within seven years and must complete the B.S.N. within 10 years of graduation from the basic nursing program.

3. Nursing Transition Courses

This advanced placement option is open to RNs licensed in Maryland who graduated from an associate degree or diploma program more than seven years ago and RNs who graduated from a non-NLN accredited program outside the state of Maryland. Upon completion of three nursing transition courses, designed to review and update both general education and nursing content, students are eligible to receive 60 of the 89 credits required for admission to the RN to B.S.N. or RN to M.S. option. After com-

pletion of the third nursing transition course, students have two years to enter a B.S.N. program. Students entering under this option are also required to complete 29 required general education credits before matriculating.

The following chart illustrates the admission requirements under the nursing transition courses option:

Nursing Transition Courses	Credits
NTC: Scientific Concepts	
NTC: Social Science/ Humanities Concepts	
NTC: Nursing Concepts	
Awarded for successful completion of all three courses	60
Required General Education Courses	
+*English composition	6
*General chemistry with laboratory	4
*Organic chemistry with laboratory	4
Nutrition	3
Mathematics	3
Humanities	3
** Social science/Arts and Humanities/ Electives	6
Total General Education Credits	29
Total Credits	89

+It is strongly recommended that a technical writing course be taken either as the second English course or as a humanities course or as an academic elective.

**Grade of C or better required.*

***Must take a course in two of these three areas.*

RN TO M.S. APPLICANTS

The RN to M.S. option is designed for registered nurses with a baccalaureate degree in another discipline, or for those registered nurses who do not have a baccalaureate degree but possess the academic background, desire, and ability to pursue leadership and specialty preparation at the master's level. It combines elements of the B.S.N. program for RNs with the master's program and streamlines progression toward the master's degree.

The School of Nursing matriculates registered nurses into the RN to M.S. program in the fall and spring of each year. All master's specialty areas admit both fall and spring except for adult primary care which offers fall only admission. The deadline for the application and required supporting documents for the fall semester is April 15 and the deadline for the spring semester is November 1. Admission is highly competitive.

Criteria for admission to the RN to M.S. option include:

1. Associate degree or diploma in nursing.
2. A minimum grade point average of 3.0 for all preprofessional course requirements.
3. Completion of a course in elementary statistics.
4. Valid Maryland RN license.
5. At least one year of relevant professional clinical nursing experience.
6. Evidence of personal and professional qualifications from three professionals familiar with the applicant's academic ability, work experience, professional nursing contributions and potential to succeed in graduate school. Two of the references must be from nurses.
7. Personal statement of goals and objectives.
8. A strong background in, or recent review of, physiology and pathophysiology is recommended.

The application process involves two phases. During the first phase, students must complete the School of Nursing undergraduate application and take the Graduate Record Examination (GRE) and have scores forwarded to the School of Nursing before the application deadline. The second phase of the application process occurs during the second semester in the program. At that time, students are required to submit the completed application for graduate admission to the University of Maryland at Baltimore Graduate School for the following term.

Students who do not perform satisfactorily during their first year of the program will not be recommended for progression into a graduate specialty area. Rather, they will be withdrawn from the

RN to M.S. program and advised to complete the RN to B.S.N. program.

APPLICATION INFORMATION AND DEADLINES FOR BASIC BACCALAUREATE AND REGISTERED NURSE TRACKS

Applications for all program options may be obtained after September 15 for the next fall's admission class from:

Office of Admissions and Enrollment Management
School of Nursing
University of Maryland at Baltimore
655 West Lombard Street
Baltimore, Maryland 21201
Phone: (410) 706-7503

Application deadlines for each undergraduate program option appear below. The application and supporting documents must be received by the deadline.

	Traditional	Accelerated Second-Degree	RN to B.S.N.	RN to M.S.
FALL	Dec. 15 (early review)	Nov. 1 (1st round)	July 1	April 15*
	March 1 (regular review)	February 1 (2nd round)		
	March 1 (individual review)	February 1 (individual review)		
SPRING	N/A	N/A	Dec. 1	Nov. 1*

**With the following exception: Adult Primary Care Nursing admits students to the fall term only.*

Contact the office of admissions and enrollment management for details.

The following required application materials must be submitted before a final decision can be made on an application:

1. Transcripts of all college-level work taken to date, including summer sessions.
2. Courses in progress form, including all course work that the applicant is currently taking, as well as all courses that will be taken during upcoming semesters to meet the lower division requirements.

3. Course descriptions for any of the required natural science, nutrition or human growth and development courses taken out of state.
4. Personal statement of goals and objectives.
5. Applicants previously enrolled in a nursing program from which they did not graduate are required to submit the following additional information before a final decision can be made on their application:
 - a. A written statement from the School of Nursing indicating the student's current status in that nursing program.
 - b. A written statement from the applicant explaining any unsatisfactory performance in the previous nursing program. Unsatisfactory performance in recent nursing course work at another institution may make a candidate ineligible for admission.
6. Letters of recommendation (required for individual review candidates, candidates for the accelerated second degree option and RN-MS candidates)
7. A personal interview may also be required.

Consult the admission information section of this catalog under the desired option for other program specific requirements. Baccalaureate applicants should contact the undergraduate admissions coordinator and registered nurse applicants should contact the RN admissions coordinator in the office of admissions and enrollment management of the School of Nursing to determine the best option for their individual needs. Advisement will include information on admission eligibility and requirements as well as choice of admission and program options. Credits previously earned at an accredited two- or four-year college or university will be assessed according to the University of Maryland System, School of Nursing and Maryland Higher Education Commission policies on transfer of credit.

For an appointment with the basic baccalaureate admissions coordinator, phone (410) 706-7503 or 1-800-328-8346. For an appointment with the RN admissions coordinator phone (410) 455-3450 or 1-800-IMA NURS.

Cardiopulmonary Resuscitation (CPR) (course C or basic life support) certification is required of all baccalaureate students before their enrollment in the School of Nursing. The certificate must be valid for the period covering August of the year of their initial enrollment through June of the following year. Since students will need to maintain a valid CPR certificate during their entire enrollment in the School of Nursing, they will need to be recertified at the appropriate time. The office of admissions and enrollment management maintains the records of student certification.

Applicants who attended foreign institutions need to validate which credits taken at a foreign institution(s) will be accepted and will fulfill the School of Nursing's lower-division course requirements. The students must file an official application with appropriate fee and have the appropriate officer at the foreign school(s) attended send an official transcript(s) with English translation to the Office of Records and Registration, University of Maryland at Baltimore, 621 West Lombard Street, Baltimore, Maryland 21201. Credit evaluations completed by a recognized international credentials evaluation service will be accepted. Since it takes approximately six months to process documents received from a foreign country, it is critical that the student apply in early fall for admission the following fall. Foreign students are required to take the Test of English as a Foreign Language. A score of 550 is considered an indication that the applicant can be successful in language comprehension and use.

Undergraduate admission credentials and application data are retained for two years.



OUTREACH

The School of Nursing provides outreach credit as well as non-credit programs throughout the state of Maryland. Faculty teaching on site and distance education technology are combined to deliver a variety of courses each semester. Currently, the School of Nursing offers its programs in Allegany, Cecil, Charles, Harford, Montgomery, Talbot and Washington counties.

Courses from the RN to B.S.N. program have been offered at outreach sites since 1975. The full program of 33 senior-year credits is distributed over a two-year period of part-time study in western Maryland (Cumberland/Frostburg and Hagerstown), southern Maryland (LaPlata) and the Eastern Shore (Easton). New students may enter the program in the fall semester of each year. Students at these sites come to Baltimore for a one-credit course (NURS 348: Seminars and Workshops: New Directions in Nursing). Nonclinical courses (18 senior-year credits) are offered at two additional sites: Montgomery County (University of Maryland Shady Grove Center) and Cecil County (Perry Point Veterans Affairs Medical Center). Sufficient student enrollment to support the program is required.

Master's courses are currently offered in western Maryland (Cumberland/Frostburg), Montgomery County (UMS Shady Grove Center), northeastern Maryland (Higher Education and Applied Technology Center, Harford County) and the Eastern Shore (Easton). Continuing education programs are offered at various locations throughout the state.

UPPER-DIVISION CURRICULUM

BASIC BACCALAUREATE STUDENTS IN THE TRADITIONAL OPTION

Basic baccalaureate students in the traditional option complete 63 upper-division, professional course credits at University of Maryland at Baltimore School of Nursing. Students are taught by faculty who have specialized knowledge and skills in the areas of maternal/child health, psychiatric/mental health, adult health, community health and primary care nursing.

A faculty-student ratio of approximately 1:10 creates an educational environment in which students have the opportunity to learn the clinical skills required of professional nurses. Student placements are based on learning objectives and the availability of clinical sites. When possible, individual student needs are taken into consideration when clinical placements are made.

A typical plan of study for the full-time upper-division basic baccalaureate students in the traditional option follows:

JUNIOR YEAR		Credits
Fall		
NURS 301	Conceptual Foundations of Nursing Practice I	1
NURS 311	Pathophysiology	3
NURS 312	Pharmacology and Nursing	3
NURS 304	Introduction to Professional Nursing	4
NURS 333	Health Assessment	3
Total		14
Winter		
NURS 418	+*Health Elective (option)	3
Spring		
NURS 302	Conceptual Foundations of Nursing Practice II	2
NURS 307	Nursing of Women and Children: A Family Perspective	7
NURS 308	Nursing Care of the Childbearing and Childrearing Family	3
NURS 401	Technology in Nursing	3
OR		
NURS 302	Conceptual Foundations of Nursing Practice II	2
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	3
NURS 410	Introduction to Nursing Research	3
Total		15
Summer		
*NURS 326	Clinical Nursing Elective	3
SENIOR YEAR		Credits
Fall		
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	3
NURS 404	Professional Nursing Leadership	3
NURS 410	Introduction to Nursing Research	3
OR		
NURS 307	Nursing of Women and Children: A Family Perspective	7
NURS 308	Nursing Care of the Childbearing and Childrearing Family	3

NURS 403	Community Health Nursing	6
Total		16
Winter		
+*NURS 418	Health Elective (Option)	3
Spring		
NURS 402	Psychiatric and Mental Health Nursing	5
NURS 403	Community Health Nursing	6
NURS 420	Senior Clinical Practicum	4
OR		
NURS 401	Technology in Nursing	3
NURS 402	Psychiatric and Mental Health Nursing	5
NURS 404	Professional Nursing Leadership	3
NURS 420	Senior Clinical Practicum	4
Total		15
Total Credits		63

*Students must take either NURS 326 or NURS 418.

+NURS 418 may be taken either min-
 imester or during the summer session.

Part-Time Study

Part-time study is available to baccalaureate students whose outside responsibilities make full-time study difficult. Students pursuing the baccalaureate program part-time must complete their studies within five years. If students are interested in receiving federal financial aid to complete their course work they must complete their part-time course of study in three years.

A typical plan of part-time study for the upper-division basic baccalaureate students in the traditional option follows:

Suggested Part-time Plan of Study (Four Years)

Course numbers are given with credits in parentheses.

	Fall	Winter	Spring
Year 1	NURS 301 (1)		NURS 302 (2)
	NURS 311 (3)		NURS 331 (3)
	NURS 312 (3)		
Year 2	NURS 304 (4)	NURS 418 (3)	NURS 410 (3)
	NURS 333 (3)		NURS 401 (3)
Year 3	NURS 307 (7)		NURS 330 (7)
	NURS 308 (3)		
Year 4	NURS 403 (6)		NURS 402 (5)
	NURS 404 (3)		NURS 420 (4)

BASIC BACCALAUREATE STUDENTS IN THE ACCELERATED SECOND-DEGREE OPTION

A typical plan of study for second-degree students is:

JUNIOR YEAR		Credits
Fall		
NURS 303	Theoretical Principles of Professional Nursing Practice	3
NURS 311	Pathophysiology	3
NURS 312	Pharmacology and Nursing	3
NURS 304	Introduction to Professional Nursing	4
NURS 333	Health Assessment	3
Total		16
Winter		
NURS 401	Technology in Nursing	3
Spring		
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	3
NURS 410	Introduction to Nursing Research	3
NURS 404	Professional Nursing Leadership	3
Total		16
Summer		
NURS 307	Nursing of Women and Children: A Family Perspective	7
NURS 308	Nursing Care of the Childbearing and Childrearing Family	3
Total		10
SENIOR YEAR		
Fall		
NURS 402	Psychiatric and Mental Health Nursing	5
NURS 403	Community Health Nursing	6
NURS 420	Senior Clinical Practicum	4
Total		15
Total Credits		60

RN TO B.S.N. STUDENTS

The RN to B.S.N. curriculum is planned to maximize the strengths the registered nurse brings to the baccalaureate program. The registered nurse is viewed as an adult learner who possesses the special characteristics of diverse life, educational and clinical experiences and a high level of motivation that fosters independent and collaborative learning.

A typical plan of full-time study appears below for RN to B.S.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of advanced placement examinations, transition courses or direct transfer of credits from a regionally accredited college or university.

Fall		Credits
NURS 333A	Health Assessment	3
NURS 404A	Professional Nursing Leadership	3
NURS 331A	Gerontological Nursing	3
NURS 454	Nursing Care of Individuals and Families	7
Total		16
Spring		
NURS 410A	Introduction to Nursing Research	3
NURS 318/418	Health Elective	3
NURS 401A	Technology in Nursing	3
NURS 455	Nursing Care of Populations	7
NURS 348	Seminars and Workshops: New Directions in Nursing	1
Total		17
Total Credits		33

Part-Time Study

Part-time study is available for RN to B.S.N. students who wish to complete the program on a part-time basis over two or three years. A typical plan of part-time study for the RN to B.S.N. students follows.

YEAR 1

Fall		Credits
NURS 333A	Health Assessment	3
NURS 404A	Professional Nursing Leadership	3
NURS 331A	Gerontological Nursing	3
Total		9
Spring		
NURS 454	Nursing Care of Individuals and Families	7

YEAR 2

Fall		Credits
NURS 410A	Introduction to Nursing Research	3
NURS 318/418	Health Elective	3
NURS 401A	Technology in Nursing	3
NURS 348	Seminars and Workshops: New Directions in Nursing	1
Total		10
Spring		
NURS 455	Nursing Care of Populations	7
Total Credits		33

RN TO M.S. STUDENTS

The curriculum of the RN to M.S. option combines elements of the B.S.N. program for RNs with the master's program. The B.S.N. is awarded at the end of the third semester of full-time study or the equivalent. The program can be completed in five semesters of full-time study. All RN to M.S. students have six years to complete all requirements.

Major components of the program include the following:

	Credits
Baccalaureate content	21
Master's core courses	12
Master's specialty	18-21
Master's thesis/nonthesis option	6
Electives/support courses	1-4
Total Credits	61-64

RN to M.S. Full-time Sample Curriculum Plan

YEAR 1		Credits
Fall		
NURS 404A	Professional Nursing Leadership	3
NURS 333A	Health Assessment	3
NURS 442	Conceptual Basis of Nursing Practice	4
NURS 701	Research Designs and Analysis I	3
Total		13

Spring		
NURS 455	Nursing Care of Populations	7
NURS 401A	Technology in Nursing	3
NURS 602	Critical Approaches to Nursing Theories	3
NURS 348	Seminars and Workshops: New Directions in Nursing	1
Total		14

YEAR 2		Credits
Fall		
NURS 606	Influential Forces in Nursing and Health Care	3
NURS 702	Research Designs and Analysis II	3
	Specialty course work	6
Total		12

B.S.N. awarded after this semester.

Spring		
	Specialty course work	9
	Electives/support courses	3
Total		12

YEAR 3		Credits
Fall		
	Specialty course work	3-6
	Thesis/nonthesis option	6
	Elective	1
Total		10-13

M.S. usually awarded after this semester.

Total Credits 61-64

RN to M.S. Part-time Sample Curriculum Plan

YEAR 1		Credits
Fall		
NURS 333A	Health Assessment	3
NURS 442	Conceptual Basis of Nursing Practice	4
Total		7

Spring		
NURS 404A	Professional Nursing Leadership	3
NURS 701	Research Designs and Analysis I	3
NURS 401A	Technology in Nursing	3
Total		9

Summer		
NURS 702	Research Design and Analysis II	3

YEAR 2		Credits
Fall		
NURS 455	Nursing Care of Populations	7
NURS 348	Seminars and Workshops: New Directions in Nursing	1
Total		8

Spring		
NURS 602	Critical Approaches to Nursing Theories	3
NURS 606	Influential Forces in Nursing and Health Care	3
Total		6

B.S.N. usually awarded after this semester.

YEAR 3		Credits
Fall		
	Specialty course work	6
Spring		
	Specialty course work	6-9
Summer		
	Elective	3

YEAR 4		Credits
Fall		
	Specialty course work	6
Spring		
	Thesis/nonthesis option	3
	Elective	1
Total		4

Summer		
	Thesis/nonthesis option	3
Total Credits		61-64

M.S. usually awarded after this semester.

GENERAL SCHOOL POLICIES RELATED TO CURRICULUM

CLINICAL NURSING COURSES

The major nursing courses, NURS 304, 307, 308, 326, 330, 402, 403, 420, 454 and 455, usually must be taken within the University of Maryland School of Nursing. However, this policy does not negate the opportunity for RN students to obtain advanced placement in the undergraduate program. In addition, students previously enrolled in a baccalaureate nursing program may be able to transfer credit for nursing courses if the courses are found to be equivalent.

HONORS PROGRAM

The University of Maryland Eastern Shore, in cooperation with the professional schools of the University of Maryland at Baltimore has instituted an honors program for students of great promise and ability who can meet rigorous academic standards. The program includes specific preprofessional tracks in medicine, dentistry, law, pharmacy, nursing and social work. The program of study consists primarily of honors sections in biology, chemistry, English, mathematics and social sciences. It also emphasizes independent study courses and honors seminars through which students explore in depth various academic disciplines. For additional information, write to the Chair of the Honors Program Committee, University of Maryland Eastern Shore, Princess Anne, Maryland 21853.

CLINICAL PRACTICE AREAS

Clinical practice areas for the baccalaureate program are provided through arrangements with a wide variety of hospitals, community health and ambulatory care programs and other health care agencies. Clinical practice is under the supervision of faculty of the School of Nursing. Students are assigned to different types of agencies for the purpose of accomplishing the course objectives as determined by the faculty.

The School of Nursing currently uses these clinical facilities.



Allegany County Health Department
Anne Arundel County Health Department
Anne Arundel Medical Center
Baltimore City Health Department
Baltimore County Health Department
Baltimore County Schools
Bay Area Health Care
Bel-Park Towers
Carroll County Health Department
Catonsville Community College
Cecil County Health Department
Children's Hospital National Medical Center
Church Hospital
Community Pediatric Center
Crownsville Hospital Center
Dorchester County Mental Health Clinic
Eastern Shore Hospital Center
Fairfax Hospital
Family Start Program
Francis Scott Key Medical Center
Franklin Square Hospital
Frederick Memorial Hospital
Frostburg Community Hospital
Good Samaritan Hospital
Greater Baltimore Medical Center
Greater Laurel Beltsville Hospital
Greater Southeast Community Hospital
Harbor Hospital Center
Highland Health Facility
Health Care for the Homeless
Holy Cross Hospital
House of Ruth

Howard County General Hospital
Howard County Office of Aging
Howard County Visiting Nurse Association
Institute of Psychiatry and Human Behavior
James Lawrence Kernan Hospital, Inc.
Johns Hopkins Hospital
Julie Community Center
Kennedy Kreiger Institute
Kimbrough Army Community Hospital
Landover Medical Center
Laurence G. Paquin School
Maryland General Hospital
Maryland Institute for Emergency Medical Services Systems
Memorial Hospital at Easton, Inc.
Memorial Hospital and Medical Center
Mercy Medical Center
Montebello Rehabilitation Center
Montgomery County Health Department
Mt. Washington Pediatric Hospital
National Institutes of Health Clinical Center
Northwest Hospital Center
Open Gates
Paul's Place/University of Maryland Nurses' Clinic
Perry Point VA Medical Center
Prince George's County Health Department

Prince George's General Hospital and Medical Center
Psychiatric Institute of Montgomery County
Queen Anne's County Health Department
Sacred Heart Hospital
Sheppard Pratt Institute
Sinai Hospital
Springfield Hospital Center
Spring Grove Hospital Center
St. Agnes Hospital
St. Alphonus School
St. Joseph's Hospital
St. Mary's County Health Department Suburban Hospital
Talbot County Health Department
Taylor Manor Hospital
Thomas B. Finan Center
Tri Home Health Care
University of Maryland Cancer Center
University of Maryland Medical System
Veterans Affairs Medical Center-Baltimore
Visiting Nurse Association of Baltimore
Walter P. Carter Center
Walter Reed Army Medical Center
Washington County Hospital
Washington Hospital Center
Way Station
Western Maryland Center
Western Maternity Clinic
York Hospital

EMPLOYMENT OPPORTUNITIES

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or ambulatory care clinic, an extended care facility or a variety of community agencies including schools, health departments, industries, home health agencies and physicians' offices. In addition, graduates may choose a career in civil service, the military or the Department of Veterans Affairs. After several years of practice many students choose to enter graduate programs in specialized areas of nursing.

ELIGIBILITY FOR STATE LICENSURE

Graduates of the program are eligible for admission to the National Council Licensure Examination (NCLEX-RN) administered by the Maryland State Board of Nursing (or by any other state board) for licensure to practice nursing. Application is generally submitted before the date of graduation.

UNDERGRADUATE COURSES

**All prerequisites or corequisites must be completed before enrolling in a course*

NURS 301—Conceptual Foundations of Nursing Practice I (1).

Introduces the philosophy of the University of Maryland School of Nursing and the organizing concepts and desired outcomes of the baccalaureate nursing program. The student will be exposed to models for knowledge building that will serve as the foundation for present and future learning activities throughout the curriculum. The history of nursing and nursing, family and related theories will be explored. Small group theory related to professional nursing practice and nurs-

ing caregiver and policy concerns surrounding health promotion across the lifespan will be discussed.

NURS 302—Conceptual Foundations of Nursing Practice II (2).

Explores concepts such as social responsibility of the nurse, professional nursing as a proactive force, ethical decision making and legal responsibilities. Models of knowledge building will be further explored. Principles of organizational behavior as they relate to nursing and health care delivery will be introduced. Basic economic theory will be discussed as it relates to the delivery and evaluation of health care. *Prerequisite: NURS 301.*

NURS 303—Theoretical Principles of Professional Nursing Practice (3).

Introduces the accelerated second-degree option student to fundamental concepts of professional nursing practice. Beginning with the University of Maryland School of Nursing conceptual framework, the course includes organizing concepts and ways of knowing—empirical, ethical, personal and aesthetic—that guide the practice of professional nursing. The course examines concepts related to the professional role of the nurse, different dimensions of professional nursing practice and the conceptual competencies needed to interact therapeutically with individuals, families and groups. NURS 303 provides the conceptual foundations for theory-guided nursing practice in subsequent courses.

NURS 304—Introduction to Professional Nursing (4).

Introduces students to the nursing process and to its use in addressing common basic needs and responses. The student is guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication and therapeutic skills necessary to address these common needs and responses. Clinical simulation laboratory experiences provide opportunities

to develop and refine basic clinical practice skills. *Prerequisites or concurrent: NURS 301 or NURS 303 and NURS 311 and NURS 312.*

NURS 307—Nursing Care of Women and Children: A Family Perspective (7).

Provides didactic and clinical learning experiences designed to enable nursing students to provide nursing care to individuals within the family. Nursing care experiences will be provided in a variety of health care settings. A developmental approach will be used to provide information related to the childbearing/childrearing family. Emphasis will be placed on the biological, psychological, social, cultural and spiritual aspects of the childbearing and childrearing experience. Content will reflect current health problems, preventive health care, societal issues and trends that influence the childbearing and childrearing family. *Prerequisites: NURS 301 or NURS 303, NURS 304, NURS 311, NURS 312 and NURS 333. Prerequisite or concurrent: NURS 302.*

NURS 308—Nursing Care of the Childbearing and Childrearing Family: Applications of Theory and Practice (3).

Provides indepth knowledge of selected nursing issues and health problems when caring for the childbearing/childrearing family. Emphasis will be placed on the biological, psychological, social, cultural and spiritual aspects of the childbearing and childrearing experience. This course includes opportunities for the student to apply maternal-child health content to issues and problems as they exist within the context of the childrearing and childbearing family. The seminar format was designed to help students explore selected health issues indepth and in collaboration with their peers and faculty. *Prerequisites: NURS 301 or NURS 303, NURS 304, NURS 311, NURS 312 and NURS 333. Prerequisite or concurrent: NURS 302 and 307.*

NURS 311—Pathophysiology (3).

Focuses on pathophysiological disruptions to system functioning. The alterations within the system are discussed as well as the impact of these alterations on the individual. The student will apply previously acquired knowledge in human anatomy and physiology as well as other basic sciences. This course contributes to the scientific basis for use of the nursing process.

NURS 312—Pharmacology and Nursing (3).

Explores the use of therapeutic drugs in the health care setting and their effects upon normal and abnormal physiology. Pharmacologic agents are discussed in relation to their effects on body systems, mechanism of action and excretion, therapeutic usage and nursing implications. The course builds upon the student's understanding of physiological and pathophysiological processes.

NURS 326—Clinical Nursing Elective (3).

Offers an opportunity to select and study an area of particular interest in clinical nursing. A variety of clinical nursing practice settings serve as clinical laboratories for learning. Students may elect to participate in a faculty offered course or independent study under faculty mentorship (four weeks). In addition, an eight-week preceptorship may be chosen. This offering places students in a supervised experience in a clinical setting. Students follow the clinical schedule of their preceptor and are paid at competitive hourly rates by the affiliating agencies while earning credit for the experience. *Prerequisites: NURS 302, NURS 304, NURS 333 and one 300-level clinical course.*

NURS 330—Adult Health Nursing (7).

Utilizes didactic and clinical learning experiences to enable students to provide nursing care across the adult life span to clients who are experiencing a variety of complex, acute and chronic health prob-

lems in various health care settings, including long-term care and rehabilitation settings. *Prerequisites: NURS 301 or NURS 303, NURS 304, NURS 311, NURS 312 and NURS 333. Prerequisites or concurrent: NURS 302 and NURS 331.*

NURS 331—Gerontological Nursing (3).

Explores the unique health and nursing needs of elderly clients and their significant others as well as political, social, economic, ethical and moral issues that have implications for an aging society. *Prerequisite or concurrent: NURS 302.*

NURS 333—Health Assessment (3).

Provides the knowledge and skills necessary to assess individual health as a multidimensional, balanced expression of bio-psycho-social-spiritual-cultural well-being. Course content will reflect a functional health and systems approach to nursing assessment of persons through all developmental stages. Comprehensive bio-psycho-social-spiritual-cultural assessment devices will be introduced to allow students to assess the impact of environmental influences upon individual health. This course is fundamental to all levels of undergraduate nursing education and provides the student with a foundation from which to build and refine nursing assessment competencies. *Concurrent: NURS 301 or NURS 303, NURS 304, NURS 311 and NURS 312.*

NURS 348—Seminars and Workshops: New Directions in Nursing (1).

Focuses on a variety of contemporary issues in professional nursing. Current health policy and professional issues are explored, and innovative and nontraditional nursing roles are examined.

NURS 401—Technology in Nursing (3).

Provides students with the opportunity to explore, using the technology assessment framework, the role of the nurse rel-

ative to the assessment of information technologies in the health care environment. Information technologies categorized as therapeutic, information-producing and information-handling will be studied. Emphasis will be placed on the actual and potential effects of these information technologies on the work of nurses, the process of care and patient outcomes. *Prerequisites: NURS 301 or NURS 303, NURS 304, NURS 311, NURS 312 and NURS 333.*

NURS 402—Psychiatric and Mental Health Nursing (5).

Provides an opportunity for the student to gain an appreciation of the importance of mental health care. The student examines persons from the empiricist view through research and integration of the biological model; the moral view is evident in the importance placed on the person's rights and an awareness of the many ethical issues surrounding psychiatric care; the aesthetic view focuses the student on the relationship and the skills of communication, empathy and caring that the student brings to bear on entering into and appreciating the person's world; and the personal view encourages the student to engage in a process of self-reflection and evaluation. Students encounter persons exhibiting acute and chronic psychiatric disorders. The nursing needs of these persons are analyzed in light of biological, psychological, cultural, social and spiritual dimensions; reciprocal interaction with families and the environment; and developmental issues. Interventions are aimed at integrating strategies drawn from biological, psychological, social, spiritual and cultural research within the context of a caring nurse-client relationship. Students are encouraged to examine the professional role of the psychiatric nurse not only with respect to the individual client but also with respect to broader societal issues regarding mental health and mental illness. *Prerequisites: NURS 302, NURS 304, NURS 333 and one 300-level clinical course.*



NURS 403—Community Health Nursing (6).

Enables nursing students to provide nursing care to families, communities and populations within their respective environmental contexts through didactic and clinical learning experiences. Epidemiological and sociological principles are stressed and major health problems of specific populations are explored. Awareness of context and social responsibility is emphasized for the development of a personal philosophy of nursing. *Prerequisites: NURS 302, NURS 304, NURS 333 and NURS 330. Prerequisite or concurrent: NURS 410.*

NURS 404—Professional Nursing Leadership (3).

Focuses on the role of the professional nurse as a leader in the health care environment and a manager of clients and clinical situations. Organizational, regulatory, political and interpersonal factors that affect nursing practice and the administration of health care are examined. The concept of social responsibility for the profession, the health care consumer and society is explored. Concepts such as group dynamics, communications, types of health care organization and nursing care delivery systems will be expanded and analyzed through their

application to a variety of settings and situations. *Prerequisites: NURS 301 and NURS 302 or NURS 303, NURS 304 and one 300-level clinical course.*

NURS 410—Introduction to Nursing Research (3).

Stresses the basic elements of research, including defining the research question, literature search, sampling, research design, measurement and data gathering, statistical analysis and interpretation of results and their interdependence in the context of the total research process. Statistics include chi square, correlation, t-test, F-test and analysis of variance (one-way). Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement instruments in terms of reliability and validity is presented. Students critique research reports in the literature. Students also prepare a report of a class research project planned primarily by the instructor. *Prerequisite: NURS 304.*

NURS 418—Special Topics-Electives in Health-Related Courses (1–6).

Focuses on current health-related topics such as ethics and values, holistic health care, issues in the health care of women, oncology nursing and cross-cultural nursing. *Three credits of NURS 418 are required for traditional option and RN to B.S.N. students. Students may register for a maximum of 6 credits.*

NURS 420—Senior Clinical Practicum (4).

Provides opportunities to apply and synthesize nursing knowledge from other nursing courses to a variety of clinical nursing situations, to further develop and refine clinical practice skills, to continue the development of leadership and management abilities and to further develop and internalize a personal philosophy of professional nursing practice. *Prerequisite: NURS 307, NURS 308, NURS 330, NURS 331. Prerequisites or concurrent:*

NURS 401, NURS 402, NURS 403 and NURS 404.

NURS 442—Conceptual Basis for Nursing Practice (4).

Focuses on concepts and theories basic to the practice of nursing. It is designed to assist the registered nurse student in the RN to M.S. option to synthesize previous knowledge and examine advanced theoretical concepts as they apply to individuals, families and their environments.

NURS 454—Nursing Care of Individuals and Families (7).

Assists the registered nurse student in synthesizing previous knowledge and applies advanced theoretical concepts in relation to individuals, their families and their environments. Emphasis is placed on applying nursing theory and concepts related to health, stress and family within the framework of the nursing process. Specific clinical experiences are provided with clients experiencing varying stress states. *Prerequisite or concurrent: NURS 333A.*

NURS 455—Nursing Care of Populations (7).

Assists the registered nurse student in synthesizing previous knowledge with advanced theoretical concepts in relation to populations and their environments. Emphasis is placed on the application of preventive health care and health promotion concepts as well as interventions for at risk populations. The clinical focus is on professional nursing roles and promoting or improving the health of population groups. *Prerequisite or concurrent: NURS 410A.*

PNUR 001—Scientific Concepts Nursing Transition Course (0)

Provides a framework for identifying, describing and interpreting concepts, principles and facts related to the sciences of microbiology and anatomy and physiology. The course design incorporates introductory level chemistry concepts related to the microbiology and physiology content areas. Topics in microbiol-

ogy include the fundamental properties of microorganisms, their relationships to other life forms and their role in disease. The structure, replication and pathological effects of viruses will be presented, including the response of host to viral infection. Topics in anatomy and physiology include the major organ systems of the body and their functions, homeostasis, the central nervous system and the effects of drugs. Additional presentations will focus on the characteristics, constituents and diseases of blood, the characteristics of body fluid and renal function. Topics in nutrition and endocrinology will be presented with an emphasis on their physiological roles. The basic concepts of the immune response will also be detailed. Open to RNs who graduated from associate degree or diploma programs more than seven years ago or who graduated from non-NLN accredited out-of-state programs.

PNUR 002—Social Science Concepts Nursing Transition Course (0).

Reflects concepts, work, skills and knowledge derived from the disciplines of anthropology, sociology, psychology, human development, social psychology and communication arts. Updates content from each of the following courses: Oral Communication, Introduction to Psychology, Human Growth and Development, Introduction to Sociology and general electives. Open to RNs who graduated from associate degree or diploma programs more than seven years ago or who graduated from non-NLN accredited out-of-state programs.

PNUR 003—Nursing Concepts Nursing Transition Course (0).

Provides an overview and update of the major concepts of adult medical/surgical nursing, maternal/child nursing, psychiatric/mental health nursing and issues that have contributed to the emergence of professional nursing. This course is

designed specifically for the registered nurse, and discussion of any nursing material previously taken will depend on the level of experience of class members. The focus will be on exploring the components of the nursing process—assessment, planning, implementation and evaluation—as a basis for nursing practice and the decision-making process. Included will be the discussion of the nursing process in the delivery of health care to the individual and family in a variety of nursing practice situations and settings. The specific biological, psychological, social and cultural concepts relevant to the health care of the childbearing woman/childbearing family and the psychologically dysfunctional individual and/or family will be discussed. Concepts of pharmacologic nursing and pathophysiology will be integrated throughout the course. Open to RNs who graduated from associate degree or diploma programs more than seven years ago or who graduated from non-NLN accredited out-of-state programs.

Graduate Programs

The University of Maryland School of Nursing offers the state's only publicly supported doctoral program in nursing. Its master's specialties in nursing health policy and informatics were the first of their kind in the nation.



OVERVIEW

The University of Maryland School of Nursing offers graduate programs that lead to the degrees of Master of Science (M.S.) and Doctor of Philosophy (Ph.D.). The School offers over 20 master's specialties and 12 emphasis areas for doctoral study. It is the only comprehensive graduate program in the state and one of the largest graduate nursing programs in the country. Maryland is consistently ranked as one of the top 10 schools of nursing in the United States. Most recently, its graduate programs in nursing were rated sixth in the nation by *U.S. News and World Report*.

The post-baccalaureate master's degree program offers the opportunity for advanced preparation in nursing in a variety of specialty areas. Primary care specialties include adult nurse practitioner, gerontological nurse practitioner, neonatal nurse practitioner/advanced practice, advanced practice pediatric nursing and women's health advanced practice/nurse practitioner. Community health nursing specialties include addictions and substance abuse, intercultural nursing and community health. Acute and long term care specialties include medical-surgical, trauma-critical care, gerontology and oncology nursing. Specialties are also offered in psychiatric nursing, administration, education, health policy and informatics.

An articulated M.S./M.B.A. program is offered in collaboration with the Robert G. Merrick School of Business, University of Baltimore. Course work only status is available for non-degree seeking bachelor's prepared nurses interested in graduate study. Post-master's programs of study are available in all specialty areas. The master's program also offers an option for registered nurses to complete both the baccalaureate and master's degree within the RN to M.S. streamlined program of study.

All master's specialties are offered on the UMAB campus. Select master's courses are offered at outreach sites in Western Maryland—Cumberland, Frostburg and Hagerstown; in Montgomery County at the UMS Shady Grove Center; in the upper Chesapeake region at the H.E.A.T. Center; and on Maryland's Eastern Shore.

The School of Nursing's doctoral program is the oldest in the state of Maryland. It is designed to meet the educational needs of nurses who have developed or are developing specialized clinical expertise at the master's level and are committed to playing a leadership role in the discovery and refinement of nursing knowledge through research. The program prepares graduates for faculty, research and administrative positions in universities, hospitals, community and health care agencies and industry as well as for independent practice in the public and private sectors. Most students enter the doctoral program after having earned a master's degree; however, a post-baccalaureate entry option is also available.

Emphasis areas within the doctoral program are based on faculty expertise and are linked to academic programs and to identified local, state and national health care needs and priorities. They include addictions, gerontology, maternal-child health, family health and development, nursing ethics, oncology, critical care, health promotion/illness prevention, nursing informatics, nursing health policy, nursing service delivery and research methodology/evaluation. The curriculum includes a core of required courses that address the theoretical and empirical bases for nursing and the techniques of theory building and research. The program is designed with sufficient flexibility to allow students to pursue individual research interests and career goals within a research-oriented milieu.

Doctoral students specialize in either the direct or the indirect sphere of nurs-

ing. Direct nursing focuses on study of the health needs of clients/patients and of nursing action provided directly to clients in a variety of settings; research emphasizes clinical nursing. Indirect nursing focuses on the study of nursing systems and on education and administrative nursing action that facilitates and supports clinical nursing practice; research emphasizes health and nursing services organization, administration, health policy, education and informatics. An articulated Ph.D./M.B.A. is offered for students seeking advanced preparation in nursing and business administration.

PURPOSES AND BELIEFS

The graduate program of the School of Nursing derives its purposes directly from the underlying philosophy of the School of Nursing. Advanced nursing practice involves theoretically/conceptually based diagnostic reasoning and decision-making strategies in solving complex patient care problems through multiple roles. Graduate nursing education builds upon the prior education and practice experiences of the adult learner. Graduate education is characterized by a focus on specialization and a commitment to and involvement in the development and refinement of nursing knowledge. Lifelong learning is a commitment of the professional person.

The beliefs underlying the master's program include the following:

1. There is an essential core of advanced nursing knowledge common to all specialized areas of nursing.
2. Every graduate must have competence in an area of advanced nursing practice.
3. Every graduate must have knowledge and skill in research and the ability to evaluate and apply research findings to a specialized area of nursing.
4. The master's program anticipates and responds to changing societal, health care and professional needs.

5. Past experience and career goals are considered in planning an individual student's program of study.
6. Teaching and learning strategies support the philosophy and the goals of the master's program.

The master's curriculum is based on a conceptual framework that defines the primary focus of the master's program to be the discipline of nursing. This framework addresses basic strands that run throughout the curriculum. Nursing theory serves as a foundation for advanced practice, research and role development within nursing. Nursing theory incorporates knowledge that may be generated within the discipline and/or from other disciplines. Theory development and refinement occur as a result of research. Research in nursing includes both applied and basic research designs to explore and define the knowledge necessary to adequately diagnose and treat human responses to actual or potential health problems. This diagnosis and treatment of human responses may be effected through various roles within organizations. The graduate curriculum provides for a level of competence within an advanced professional role incorporating changing societal needs, sociopolitical trends and health care organizations.

The master's program is based upon an essential core of advanced nursing knowledge common to all specialized areas of nursing practice. Advanced nursing knowledge may include diagnostic reasoning and decision making strategies in solving complex patient care problems. This knowledge may be applied to the nursing care of an individual, group or community experiencing various health/illness levels at any stage throughout the life span. The curriculum is designed to prepare students in specialized areas of advanced nursing practice. These areas are developed and have evolved in response to changing societal needs. Specialization is the result of unique knowledge and practical competence within an identified context of advanced nursing practice.

The doctoral program at the University of Maryland at Baltimore is based on the belief that nursing has a distinct body of knowledge that can and must be extended, verified and revised using the methods of scholarly inquiry. Nursing knowledge, while distinct, is not isolated nor exclusive. It involves the selection, integration and expansion of knowledge from nursing and other disciplines and the application of this knowledge to the understanding of health and illness and to the analysis and improvement of nursing practice. Nursing knowledge is derived from and guides nursing practice, which encompasses two interrelated spheres of activity: direct service to clients/patients and indirect action carried out in educational and clinical settings that support direct nursing care. Knowledge encompassing both spheres and their interrelatedness must be extended and tested in order to effect improvement in nursing practice.

Graduate education in nursing is built upon and extends a knowledge base acquired in a baccalaureate degree program in nursing and is derived from the humanities and the physical, biological and behavioral sciences.

Each student brings to graduate education a unique combination of experience and capabilities and the learning environment facilitates the establishment and attainment of professional objectives throughout the educational experience. The dynamic interchange between faculty and students results in a commitment to and involvement in the development of nursing knowledge and the refinement of nursing theory. Since the growth process in the student is continuous and the health needs of society change, the graduate program is flexible and dynamic.

OBJECTIVES

Master's degree program objectives are formulated on the assumption that graduate education builds upon undergraduate education. Graduate education is an

intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purposes of the master's degree program are to prepare nurses:

- With expertise in a specialized area of advanced nursing practice.
- To function in one of the following areas: administration, education, nursing/health policy, informatics or clinical specialization/nurse practitioner.
- For leadership.
- For entry into doctoral study.

The objectives of the master's degree program are to prepare graduates who:

- Utilize a nursing theoretical framework as a basis for professional nursing practice.
- Generate innovative nursing actions based on theories and research in nursing and related fields and evaluate nursing actions of self and others.
- Incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, nursing/health policy, informatics and clinical specialization/nurse practitioner.
- Collaborate with health care providers and consumers to achieve shared health care goals.
- Use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies.
- Analyze factors influencing the health care system and devise strategies for improving delivery of health care.

In addition to the knowledge and practice components of the objectives



listed above, it is recognized that the behavior of graduates should reflect an internally consistent value system. It is expected that graduates will value scientific inquiry as a basis for professional practice and will seek to increase their contributions to the nursing profession.

The purpose of the doctoral degree program in nursing is to prepare scholars and researchers who will advance nursing science and provide innovative leadership to the profession. The program will prepare graduates who:

- Construct, test and evaluate conceptual models and nursing theories that reflect synthesis, reorganization and expansion of knowledge from nursing and related disciplines.
- Evaluate and apply appropriate research designs, measures and statistics to the study of nursing phenomena.
- Conceptualize practice phenomena from the perspective of nursing frameworks and theory.
- Design, conduct and communicate research relevant to nursing practice.
- Facilitate the incorporation of new knowledge into nursing practice.
- Initiate, facilitate and participate in collaborative endeavors related to the theoretical, conceptual and practical

aspects of health care with clients, nurses and scholars from related disciplines.

GRADUATE ADMISSION

Admission to the Master's of Science (M.S.) and Doctor of Philosophy (Ph.D.) programs at the School of Nursing is competitive. It is based on past academic performance, evidence of academic potential and professional nursing skills as confirmed by professors, employers and supervisors.

Master's applicants typically enter the program after completing the baccalaureate degree with a major in nursing and several years of relevant clinical experience. Some specialties require an applicant to have clinical nursing experience relevant to the specialty for which admission is sought before admission is granted. In some cases, master's applicants with less experience may be admitted provisionally and allowed to complete core and non-clinical courses while fulfilling experiential requirements. Senior students in their final semester of course work or recent B.S.N. graduates will be considered for admission in some masters specialties. Masters brochures are available for each specialty

area and should be reviewed to determine the requirements for each.

Nurses desiring preparation at the Ph.D. level as scholars and researchers may enter the doctoral program either after completing the master's degree with subspecialty preparation and a major in nursing or after completing the baccalaureate degree with a major in nursing. The post-baccalaureate entry option is for exceptionally well-qualified baccalaureate graduates whose career goals are research oriented and who wish to progress as rapidly as possible toward the Ph.D.

Students who wish to pursue graduate study at the School of Nursing must apply for admission and ensure that all required supporting materials for admission are received by the UMAB Graduate School before the published deadline. Each completed master's application is reviewed by faculty in the student's intended area of specialization and by the appropriate departmental admissions committee. Each completed doctoral application is reviewed by the doctoral admissions committee. The specific School of Nursing admission committee that reviews an application makes a recommendation for acceptance or rejection to the dean of the Graduate School. Applicants will be notified by the School of Nursing of the recommendation made to the dean of the graduate school. At that time, successful applicants will be assigned an advisor who will work with the student to develop an individualized plan of study. The Graduate School will formally notify students of admission status.

ADMISSION REQUIREMENTS

The student's previous academic work, personal qualifications and professional experience are evaluated to determine whether prerequisites for admission have been met. For admission to the Master of Science and Doctor of Philosophy in nursing, the applicant must meet the requirements of both the Graduate School and the School of Nursing.

The requirements for the master's degree program are:

1. A baccalaureate degree with an upper division nursing major from an NLN-accredited program.
2. Satisfactory completion of a course in elementary statistics.
3. Undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is below 3.0, provisional acceptance may be considered if the candidate demonstrates graduate study potential by other means.
4. Official scores on the aptitude portion of the Graduate Record Examination which includes scores for verbal, quantitative and analytical skills. (Allow four to six weeks for receipt of test scores if taking the examination by traditional paper and pencil method and two weeks if taking the examination by computer. Contact Graduate Record Examinations, Educational Testing Service at P.O. Box 6000, Princeton, NJ 08541-6000 or call 1-609-771-7670 for more information. Test takers with disabilities should contact the Disabilities Educational Testing Service, Mail Stop 32-V, Princeton, NJ 08541 or call 1-609-452-9342 for further information.)
5. A photocopy of current licensure for the practice of nursing in at least one state or in a foreign country.
6. Completion of an approved physical assessment course is required for all specialty areas except nursing administration, nursing and business administration, education, health policy and informatics.
7. A strong background in or recent review of physiology/pathophysiology is highly recommended for clinical and nursing education majors.
8. Evidence of personal and professional qualifications from three professional individuals familiar with applicant's academic ability, work experience, professional nursing contributions and potential to achieve in graduate school. Suggested sources for recom-

- mendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses.
9. A personal interview upon request.

The requirements for *post-master's entry* into the doctoral degree program are:

1. A master's degree with a major in nursing from a program accredited by the National League for Nursing.
2. At least one graduate-level course in research and inferential statistics (minimum three semester credits).
3. A cumulative grade point average of 3.0 on a 4.0 scale for all previous course work (all baccalaureate, master's and subsequent course work).
4. Official scores on the aptitude portion of the Graduate Record Examination which includes scores for verbal, quantitative and analytical skills. The tests must have been taken within five years of the date of application. (Allow four to six weeks for receipt of test scores if taking the examination by traditional paper and pencil method and two weeks if taking the examination by computer. Contact Graduate Record Examinations, Educational Testing Service at P.O. Box 6000, Princeton, NJ 08541-6000 or call 1-609-771-7670 for more information. Test takers with disabilities should contact the Disabilities Educational Testing Service, Mail Stop 32-V, Princeton, NJ 08541 or call 1-609-452-9342 for further information.)
5. A photocopy of current licensure for the practice of nursing in at least one state or in a foreign country. (Maryland licensure is required by select clinical agencies.)
6. Evidence of personal and professional qualifications from three professionals familiar with the applicant's ability, work experience, contributions to nursing and potential to succeed in the doctoral program.
7. A personal interview upon request.

The requirements for the *post-baccalaureate* entry option into the doctoral program include the following in addition to the master's degree program requirements:

1. A cumulative undergraduate grade point average of 3.5 on a 4.0 scale.
2. Scores of at least 550 on each of the three components of the aptitude portion of the Graduate Record Examination.
3. One to two years of work experience as a registered nurse.
4. Three outstanding letters of reference.
5. A personal interview upon request.

Students who do not meet the criteria for post-baccalaureate entry into the doctoral program will automatically be considered for admission to the master's degree program.

A limited number of students are admitted to the doctoral program each year; therefore, admission is highly selective. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the School of Nursing within two weeks. If the applicant is unable to enroll, a written request for a postponement of admission of up to one year may be made through the School of Nursing. The offer of admission lapses after one year and a new application and fee must be submitted to be reconsidered for admission.

ADMISSION TO THE GRADUATE PROGRAM

Applications may be obtained from the Office of Admissions and Enrollment Management, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, MD 21201, or the Office of Admissions, University of Maryland Graduate School, Baltimore, Administration Building, 5401 Wilkens Avenue, Baltimore, MD 21228. The application for admission must be accompanied by the application fee. This fee is not refundable under any circumstance, but if the applicant is accepted

and enrolls for courses, it will serve as a matriculation fee.

Applications and supporting documents for the master's and post-master's programs must be received at the Graduate School by July 15 for the fall semester, by December 1 for the spring semester and by May 15 for the summer semester with the following exceptions:

- The adult nurse practitioner specialty area admits students to the fall term only.
- The fall application deadline for the specialty areas of adult nurse practitioner, pediatric advanced practice nursing and women's health nurse practitioner is April 15.
- The spring application deadline for the specialty areas of pediatric advanced practice nursing and women's health nurse practitioner is November 15.
- The adult nurse practitioner post-master's program admits students to the spring term only. The spring application deadline is November 15.

Applications for admission to the doctoral program, including the post-baccalaureate entry option are reviewed once a year and must be submitted with supporting documentation by March 1. It is the policy of the doctoral nursing program to admit students for the fall semester.

All applicants to the graduate program (M.S. and Ph.D.) must submit the following materials, with the exception of the Graduate Record Examination scores, in a completed packet to the University of Maryland Graduate School, Administration Building, 5401 Wilkens Avenue, Baltimore, MD 21228:

1. Three copies of the application for admission to the University of Maryland Graduate School, Baltimore.
2. Application fee.
3. Two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required. Copies of transcripts submitted by the applicant in officially sealed envelopes will be accepted.

4. A photocopy of current licensure for the practice of nursing in at least one state or in a foreign country. International students are NOT required to obtain licensure in the United States, however the admissions requirement for international applicants is licensure to practice nursing in their home country.
5. A typewritten statement of goals and objectives. This should be a concise, well-written essay addressing the applicant's background and reasons for pursuing a graduate degree. The applicant's motivation for pursuing graduate study in nursing, career goals and specific research interests should also be addressed.
6. Professional vitae/resumè.
7. International applicants must submit an official Testing of English as a Foreign Language (TOEFL) score report. The minimum acceptable score established by the university for admission is 550 for all graduate programs.

Master's application packets must include the following, in addition to the information required for all graduate applicants:

1. Proof of satisfactory completion of a course in elementary statistics or nursing research. If proof of completion of a statistics or nursing research course is not clearly indicated on a college transcript, the applicant should submit a course description of the course completed. If a course in elementary statistics or nursing research has not yet been completed, the applicant should submit a written statement with the application indicating when and where the course will be completed and the title of the course.
2. Official record of results of the aptitude portion of the Graduate Record Examination. Photocopied scores will not be accepted. Official record of results of the Graduate Management Admissions Test (GMAT) is also required by the University of Baltimore for application to the M.S./M.B.A. specialty.

3. Proof of satisfactory completion of a course in physical assessment is required for all master's specialties except nursing administration, nursing and business administration, education, health policy and informatics. If proof of completion of a physical assessment course is not clearly indicated on a college transcript, the applicant should submit the course description of the completed course. If the course in physical assessment has not been completed, the applicant should submit a written statement with the application indicating when and where the course will be completed. Those who have completed the physical assessment course should complete the physical assessment form included in the application packet.
4. Letter of reference from three professionals, two of whom are nurses.

Doctoral application packets must contain the following, in addition to the information required for all graduate applicants:

1. Proof of completion of at least one graduate-level course in research and inferential statistics (minimum 3 semester credits).
2. Official record of results of the aptitude test of the Graduate Record Examination (GRE). The tests must have been taken within five years of the date of application. Official results of the Graduate Management Admissions Test (GMAT) is also required by the University of Baltimore for application to the joint Ph.D./M.B.A. specialty. Photocopied scores will not be accepted.
3. Letters of reference from three professionals, two of whom are nurses. Doctoral program applicant references should include at least one educator under whose guidance the applicant has studied, preferably at the graduate level.

NON-DEGREE GRADUATE ADMISSION

COURSE WORK ONLY

Baccalaureate prepared nurses who do not wish to pursue a graduate degree or have not completed all admission requirements can apply for course work only in order to enroll in graduate level nursing courses as a non-degree student. A non-degree student who wishes to obtain full-degree status must submit an application from the University of Maryland Graduate School, Baltimore. Non-degree status is not intended as a qualifying program for full-degree status in the Graduate School. While consideration may be given at a later date to the application of credits earned while in a non-degree status, there is no assurance that such requests will be granted. If such a request is granted, no more than six credit hours may be transferred to a degree program.

Completed applications and supporting documentation for non-degree graduate status as a course work only student must be submitted to the University of Maryland Graduate School, Baltimore, by August 20 for the fall semester, by January 15 for the spring semester and by May 15 for the summer semester.

COURSE WORK ONLY APPLICATION PROCEDURE

The following, with the exception of standardized test scores for post-master's study, must be submitted in a complete packet to the University of Maryland Graduate School, Baltimore, Administration Building, 5401 Wilkens Avenue, Baltimore, MD 21228:

1. Three copies of the application to the University of Maryland Graduate School, Baltimore, for graduate course work in a *non-degree status*.
2. Application fee.

3. Two official copies of baccalaureate transcript indicating a grade point average of 3.0 or higher.
4. If candidate's GPA is below 3.0, a letter of recommendation from the applicant's employer indicating professional experience and academic potential must be submitted.

POST-MASTER'S PROGRAM OF STUDY

Post-Master's programs of study are available in all specialty areas. State and national certification requirements can be met and is available for nurses who seek advanced nursing education in a non-degree granting specialized area of nursing.

Completed applications and supporting documentation for post-master's study must be submitted to the Graduate School by July 15 for the fall semester, by December 1 for the spring semester and by May 15 for the summer semester with the following exception:

The post-master's adult nurse practitioner program admits students to the spring term only. The spring application deadline is November 15.

POST-MASTER'S PROGRAM APPLICATION PROCEDURE

1. Three copies of the application for admission to the University of Maryland Graduate School, Baltimore.
2. Application fee.
3. Two sets of official transcripts demonstrating completion of a master's in nursing degree from an NLN-accredited program with a minimum grade point average of 3.0.
4. Photocopy of current license as a registered nurse.
5. Official record of results of the aptitude portion of the Graduate Record Exam. Photocopied scores will not be accepted.

6. Typewritten statement of goals and objectives congruent with program goals and objectives.
7. Letters of reference from three professionals, two of whom must be nurses.

All of the above must be submitted for admission to the post-master's program of study. Additionally, the adult nurse practitioner specialty requires evidence of completion of a master's level course in human physiology within the past five years and a resumé that demonstrates a minimum of two years of full-time relevant clinical experience within the past five years.

The Nursing Informatics specialty also requires a resumé that demonstrates a minimum of two years full-time work experience in nursing.

CATEGORIES OF ADMISSION

Applicants are offered admission to the Graduate School in any of the following categories:

1. Unconditional graduate status: applicant meets all requirements.
2. Provisional graduate status: applicant does not meet all of the academic requirements for unconditional admission, but demonstrates potential for graduate study. To qualify for continued enrollment the student admitted provisionally must achieve a B grade or above in every course during the first semester of full-time study (the first 12 credits for part-time students). Unconditional status will be granted upon attainment of a B grade or better in every course in the first semester of full-time study (minimum of 8 credits) or in the first 12 credits of part-time study.



3. Provisional admission with additional specified departmental requirements: unconditional graduate status will be granted upon attainment of the program's specified requirements.
4. Incomplete admission: information on the applicant is incomplete; admission status will be determined upon receipt of the completed information.
5. Non-degree graduate status: includes course work only and post-master's applicants.

A graduate student who is in good standing at another institution may apply to enroll for a single course or summer session (see Categories of Admission in the Graduate School catalog).

PART-TIME STUDY

Students eligible for admission, but able to devote only a portion of their time to graduate study, are subject to the same privileges and matriculation requirements as full-time students. Part-time students (fewer than 8 nonthesis credits in the School of Nursing) assume respon-

sibility for program planning with an advisor. In the doctoral program, part-time study is available; however, full-time enrollment at the University of Maryland at Baltimore is required during two consecutive semesters.

INTERNATIONAL STUDENTS

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing may be considered for admission to the master's degree program. Likewise, those with education equivalent to a master's degree in nursing may be eligible for admission to the doctoral degree program.

All applicants who are not citizens of the United States are classified as international students for admission purposes (see the Graduate School catalog for further information).

MASTER OF SCIENCE CURRICULUM

POST-BACCALAUREATE MASTER'S DEGREE PROGRAM

The post-baccalaureate nursing program leading to a Master of Science degree requires the completion of a minimum of 42 credits. Most specialties can be completed in three semesters of full-time study. The primary care nursing specialties require 45-46 credits and can be completed in four semesters of full-time study. Starting on the first day of matriculation, a maximum of five years is allowed for the completion of master's degree requirements. This applies to part-time and full-time students.

SPECIALTY AREAS

Each student selects a specialty area within a clinical or a functional role area of advanced nursing practice. The departments and specialty areas they offer are as follows:

Department	Specialty Areas
Acute/Long-Term Care	Advanced Practice Oncology Nursing Gerontology and Geriatric Nursing Gerontological Nurse Practitioner Medical-Surgical Nursing Trauma/Critical Care Nursing
Education, Administration, Health Policy and Informatics	Education Nursing Administration * Nursing and Business Administration Nursing/Health Policy * Nursing Informatics
Maternal and Child Health	Advanced Practice Pediatric Nursing: Urban/Rural Emphasis School-Based Emphasis Tertiary Emphasis Neonatal Advanced Practice Nursing /Nurse Practitioner Women's Health Advanced Practice Nursing/Nurse Practitioner
Psychiatric, Community Health and Adult Primary Care	Adult Nurse Practitioner Community Addictions and Substance Abuse Nursing Community Health Nursing Community Intercultural Nursing Psychiatric Nursing

* Optional certificate programs are available in conjunction with these specialty areas. For more information, request a specific program brochure.

CURRICULUM DESIGN/COURSES

The curriculum design for the Master of Science degree contains the following components:

Core 12 Credits

Core courses are required of all master's students regardless of the specialty area.

Specialty Area (Major) 18–21 Credits

Designated specialty and support courses are required of students for each specialty area.

Thesis or Nonthesis Option 6 Credits

A student may elect either a six credit thesis or a nonthesis option, depending on the nature of the problem to be studied and specific career goals.

Thesis: Under the guidance of a committee, the student designs, implements and orally defends a research project.

Nonthesis: Under the guidance of the advisor, the student takes three credits of electives and three credits of NURS 608, which includes writing one scholarly seminar paper. The last chapter of the seminar paper represents the written comprehensive examination, which must be successfully passed in order to graduate.

Electives 6 Credits

Electives may include nursing or non-nursing courses and are selected by the student. Fewer than six elective credits are taken in some specialty areas.

SUMMARY OF DESIGN

Course	Credits	
	General Plan	Primary Care
Core	12	12
Major	18	24
Thesis/Electives	6	6
Electives	6	3
Total	42	45

Sample program plans for full-time students who are not in a primary care specialty and for full-time students in a primary care specialty follow. Specific programs of study are available for each specialty area and may differ from the sample. Many students take course work in the minimester or summer term to reduce the number of credits taken during fall and spring semesters.

SAMPLE PROGRAM PLAN FOR FULL-TIME STUDENTS WHO ARE NOT IN A PRIMARY CARE SPECIALTY

Semester I		Credits
NURS 701	Nursing Research Designs and Analysis I	3
NURS 606	Influential Forces in Nursing and Health Care	3
NURS 602	Critical Approaches to Nursing Theories	3
	Specialty I	3
	Support Course	3
Total		15

Semester 2

NURS 702	Nursing Research Designs and Analysis II	3
	Specialty II	3
	Support Courses	6
	Thesis/Elective	3
Total		15

Semester 3

	Thesis/Elective	3
	Specialty III	4-6
	Elective	3-5
Total		10-12

Total Credits 42**SAMPLE PROGRAM PLAN FOR FULL-TIME STUDENTS IN PRIMARY CARE SPECIALTIES****Semester 1 Credits**

NURS 701	Nursing Research Designs and Analysis I	3
NURS 602	Critical Approaches to Nursing Theories	3
NURS 611	Introduction to Primary Care Nursing	3
NPHY 600	Human Physiology and Pathophysiology	3
Total		12

Semester 2

NURS 702	Nursing Research Designs and Analysis II	3
	Specialty Course(s)	5
	Support Course	0-3
Total		8-11

Semester 3

NURS 606	Influential Forces in Nursing and Health Care	3
	Thesis/Elective	3-4
	Specialty Course(s)	5
	Thesis/Elective	0-3
Total		11-15

Semester 4

	Thesis/Elective	6
	Specialty Course(s)	5
Total		11

Total Credits 45-46**M.S./M.B.A. JOINT DEGREE PROGRAM**

The School of Nursing and the Robert G. Merrick School of Business at the University of Baltimore offer a joint M.S./M.B.A. program to students seeking advanced preparation in nursing administration and business administration.

The 66-credit curriculum combines elements of the M.S. and M.B.A. programs and can be completed in three years of full-time study. Students may apply to both programs concurrently or may apply to the nursing program first and later apply to the business program when it is appropriate to begin joint degree course work. Individuals must meet each school's admission requirements. Starting on the first day of matriculation, a maximum of seven years is allowed for the completion of the joint program. Contact the office of admissions and enrollment management of the School of Nursing for further information.

SAMPLE PLAN FOR FULL-TIME STUDENTS IN THE M.S./M.B.A.**YEAR I Credits****Semester 1**

NURS 602	Critical Approaches to Nursing Theories	3
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NURS 691	Organizational Theories: Applications to Nursing Management	3
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MKTG 504	Marketing Management	3
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NURS 701	Nursing Research Designs & Analysis I	3
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Total		12
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Semester 2

NURS 702	Nursing Research Designs & Analysis II	3
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NURS 736	Information Technology in Nursing & Health Care	3
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ACCT 504	Financial Accounting	3
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MGMT 506	Production and Operations Management	3
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Total		12
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Semester 3

ECON 504	Economics	3
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FIN 504	Financial Management	3
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Total		6
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YEAR 2 Credits**Semester 4**

NURS 606	Influential Forces in Nursing and Health Care	3
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NURS 692	Administration of Nursing Service	3
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ACCT 640	Accounting for Managerial Decisions	3
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INSS 640	Information Systems and Technology	3
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ECON 640	Global and Domestic Business Environment	3
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Total		15
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Semester 5

OPRE 640	Applied Management Science	3
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MKTG 640	Organization Creation and Growth	3
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NURS 608	Seminar Paper	3
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NURS 694	Theory and Practice in Nursing Administration	6
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Total		15
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Semester 6

MGMT 640	Continuous Improvements	3
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MGMT 766	Health Care and Quality Operations Management	3
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Total		6
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Total Credits 66

Selection of a thesis option will add 6 credits to the total program. The M.S. requires completion of a noncredit seminar paper.

RN TO M.S. PROGRAM

The RN to M.S. option is designed for registered nurses with a baccalaureate degree in another discipline or for those registered nurses who do not have a baccalaureate degree but possess the academic background, desire and ability to pursue leadership and specialty preparation at the master's level. The curriculum combines elements of the B.S.N program for RNs with the master's program and streamlines progression toward the master's degree. All master's program specialty tracks are available to students in the RN to M.S. option, although competitiveness depends on the specialty.

RN to M.S. students enter as undergraduate seniors, having earned at least

89 credits of undergraduate prerequisite course work. Although two graduate courses are taken during the first year of study, formal entry into the graduate program occurs either at the end of the third semester upon recommendation of the advisor or upon completion of the B.S.N. The B.S.N. is awarded at the end of the third semester of full-time study or the equivalent. The program can be completed in five semesters of full-time study.

Major components of the program include the following:

	Credits
Baccalaureate content	21
Master's core courses	12
Master's specialty	18-21
Master's thesis/nonthesis option	6
Electives/Support Courses	1-4
Total	61-64

For information about admission requirements, application procedure and the curriculum, consult the undergraduate program section of the catalog.

DOCTOR OF PHILOSOPHY CURRICULUM

The University of Maryland School of Nursing curriculum for the doctor of philosophy varies depending on whether a student enters under the post-masters or post-baccalaureate option. The most common option is to enter the doctoral program after having earned a masters degree, in which case a minimum of 60 post-masters credits is required. Students choosing the post-baccalaureate entry option to the Ph.D. program must complete a minimum of 84 to 87 graduate credits.

Prior to matriculation in the doctoral program, it is strongly recommended that students complete graduate-level courses in organizational theory and analysis of the health care system and one research study (master's thesis or other individual or group research project). Post-baccalaureate work experience as a registered nurse enhances progression through the program of study.

The doctoral curriculum design includes a required core of nursing courses that incorporates the study of humans and their health, nursing interventions and client outcomes, the environments in which nursing is practiced and the principles and methods of scientific inquiry. Throughout the required core courses, an integrative focus is maintained whereby theoretical and methodological approaches of the biophysical, behavioral/social and health sciences are selected and applied from the perspective of nursing. Within the core courses, students have the opportunity to build upon their educational and experiential backgrounds through a variety of individually selected learning experiences.

The specialty component of courses provides additional flexibility to plan a course of study tailored to individual research interests and career goals. Doctoral emphasis areas include addictions, gerontology, maternal-child health, family health and development, nursing ethics, oncology, critical care, health promotion/illness prevention, nursing informatics, nursing health policy, nursing service delivery and research methodology/evaluation. Depth of knowledge in the specialty area is developed through required course work and related field experiences, selection of related specialty courses from nursing and other disciplines, independent study and the dissertation research.

The program design components are detailed below:

Core Courses

Nursing Theory: This component of the core addresses the theoretical basis for nursing practice and the analysis and development of nursing theory. Included are the study and development of key concepts in nursing, the selection and integration of knowledge from nursing and other disciplines and the study of techniques for constructing nursing theory. A highly individualized field experience provides the opportunity to pursue theoretical aspects of specialized areas of nursing selected by the student.

Research and Statistics: This component of the core addresses the techniques of measurement, design and advanced data analysis essential to conducting nursing research. Students apply these techniques in developing measurement tools and conducting research projects specific to their own interests. Qualitative and quantitative research methods are addressed. Each student has the opportunity to work closely with a faculty member engaged in an ongoing research project.

Specialty/Elective Courses: This component allows each student to pursue an individualized plan of study that builds a specialized area of competence and supports his/her research interests and career goals. A portion of the elective courses is chosen from other disciplines that contribute to the development of nursing knowledge through theoretical and methodological approaches.

Dissertation Research: Each student must complete an independent original research project to be communicated in a written dissertation. The research must address questions of significance to the discipline of nursing.

POST-MASTERS ENTRY OPTION

Students entering the doctoral program through the post-masters entry option complete a minimum of 60 graduate credits. The program can be completed in three years of full-time study.

Summary of Post-Masters Entry Option Doctoral Curriculum

	Credits
Core Courses	
Nursing Theory	14
Research and Statistics	17
Specialty/Elective Courses	17
Dissertation Research	12
Total Credits	60

In addition to the course requirements, each student must successfully complete the preliminary, comprehensive

and final oral examinations. The written preliminary examination, which is taken upon completion of two semesters of full-time study (or the equivalent), tests knowledge in the areas of general nursing theory, research methodology and statistics. The comprehensive examination is taken upon completion of all required nursing courses and a minimum of 42 credit hours of course work. The examination has written and oral components and is an integrative experience that allows evaluation of the student's mastery of the chosen area of specialization and advanced nursing theory, measurement and research. The final examination is an oral defense of the completed dissertation.

In accordance with Graduate School policy, the student must be admitted to candidacy for the degree Doctor of Philosophy within five years of matriculation and at least one year prior to graduation.

The student may apply for admission to candidacy for the doctoral degree following successful completion (with a grade point average of 3.0 or above) of at least 42 credits of course work, including all required courses and successful completion of preliminary and comprehensive examinations. A sample plan of study for the full-time post-master's option Ph.D. curriculum follows:

YEAR I		Credits
Fall		
NURS 801	Conceptual Basis for Nursing	2
NURS 803	Conceptualization of Nursing Systems	2
NURS 805	Analysis and Development of Nursing Theory	4
NURS 818	Special Topics in Nursing Research	1
Total		9
Winter		
	Specialty/Elective Course	2
Spring		
NURS 802/804	Analysis of Direct/Indirect Nursing Action	4
NURS 813	Design of Nursing Research I	3
NURS 815	Qualitative Methods in Nursing Research	2
Total		9

Summer		Credits
NURS 899	Dissertation Research	2
	Specialty/Elective Course	2
Total		4

YEAR 2		Credits
Fall		
NURS 811	Measurement of Nursing Phenomena	3
NURS 814	Design of Nursing Research II	2
NURS 816	Multivariate Analysis in Health Care Research	3
	Specialty/Elective Course	3
Total		11
Winter		
	Specialty/Elective Course	2

Spring		Credits
NURS 806	Seminar in Nursing Science	2
NURS 812	Seminar in Nursing Measurement	3
	Specialty/Elective Courses	6
Total		11

Summer		Credits
NURS 899	Dissertation Research	2

YEAR 3		Credits
Fall		
	Specialty/Elective Course	2
NURS 899	Dissertation Research	4
Total		6
Spring		
NURS 899	Dissertation Research	4
Total Credits		60

Note: Preliminary examinations are taken at the end of the spring semester of year one and comprehensives after the spring semester of year two.

POST-BACCALAUREATE ENTRY OPTION

Students entering the doctoral program through the post-baccalaureate entry option complete a minimum of 84 to 87 graduate credits and can earn the M.S. degree (if desired) upon completion of 42 to 45 credits and a master's comprehensive examination. The program can be completed in four to five years of full-time study and involves fewer credits

than when master's and doctoral programs are completed separately.

Application is made to the doctoral program; however, a master's level specialty is identified at the time of application. A doctoral-level specialty is identified after the end of the first year of full-time study when students are assessed to determine eligibility to proceed with doctoral study. Admissions are highly competitive and admission criteria are stringent.

Summary of Post-Baccalaureate Entry Option Doctoral Curriculum

	Credits
Core Courses	33
Nursing theory	13
Research and statistics	20
Master's Specialty	22-25
Doctoral Specialty/Elective Courses	17
Dissertation Research	12
Total Credits	84-87

In addition, students must complete doctoral preliminary, comprehensive and final oral examinations.

A sample plan of study for the full-time post-baccalaureate entry option follows:

YEAR I		Credits
Fall		
NURS 805	Analysis and Development of Nursing Theory	4
NURS 818	Special Topics in Nursing Research	1
	Specialty (Master's level)	5-9
Total		10-14
Spring		
NURS 701	Nursing Research Designs and Analysis I	3
	Specialty (Master's level)	6-10
Total		9-13
Summer		
NURS 606	Influential Forces in Nursing and Health Care	3
	Specialty/Elective	3
Total		6

YEAR 2		Credits
NURS 801	Conceptual Basis for Nursing	2
NURS 803	Conceptualization of Nursing Systems	2
	Specialty (Master's level)	7-9
	Specialty/Elective	0-3
Total		11-16

Spring		Credits
NURS 802/804	Analysis of Direct/Indirect Nursing Action	4
NURS 813	Design of Nursing Research I	3
NURS 815	Qualitative Methods in Nursing Research	2
	Specialty/Elective	0-3
Total		9-12

(Optional: Master's Degree can be awarded at the end of this semester if Master's comprehensive examination is completed.)

Summer		Credits
	Elective	3
	Preliminary Examination	

YEAR 3		Credits
Fall		
NURS 811	Measurement of Nursing Phenomena	3
NURS 814	Design of Nursing Research II	2
NURS 816	Multivariate Analysis in Health Care Research	3
	Specialty/Elective	2
Total		10

Spring		Credits
NURS 806	Seminar in Nursing Science	2
NURS 812	Seminar in Nursing Measurement	3
	Specialty/Elective	4-9
Total		9-14

Summer		Credits
NURS 899	Doctoral Dissertation Research	2
	Ph.D. Comprehensive Examination	

YEAR 4		Credits
Fall		
NURS 899	Doctoral Dissertation Research	4
Spring		
NURS 899	Doctoral Dissertation Research	4

YEAR 5		Credits
Fall		
NURS 899	Doctoral Dissertation Research	2
Total Credits		84-87

PH.D./M.B.A. JOINT DEGREE PROGRAM

The School of Nursing University of Maryland at Baltimore and the Robert G. Merrick School of Business at the University of Baltimore offer a joint Ph.D. and M.B.A. program to students seeking advanced research- and practice-based study in the fields of nursing and business administration.

The 82-credit curriculum combines elements of the Ph.D. and M.B.A. programs and can be completed in four years of full-time study. Students may apply to both programs concurrently or may apply to the nursing program first and later apply to the business program when it is appropriate to begin joint degree course work. Individuals must meet each school's admission requirements. Contact the office of admissions and enrollment management of the School of Nursing for further information.

Sample Plan for Full-Time Students in the Ph.D./M.B.A.

YEAR 1		Credits
Fall		
NURS 801	Conceptual Basis for Nursing	2
NURS 803	Conceptualization of Nursing Systems	2
MGMT S04	Marketing Management	3
NURS 736	Computer Applications	3
Total		10

Spring		Credits
NURS 802/804	Analysis of Direct/Indirect Nursing Action	4
NURS 813	Design of Nursing Research I	3
NURS 814	Design of Nursing Research II	2
Total		9

Summer		Credits
ACCT S04	Financial Accounting	3
NURS 691	Organizational Behavior	3
Total		6

YEAR 2		Credits
Fall		
NURS 816	Multivariate Analysis in Health Care Research	3
NURS 805	Analysis and Development of Nursing Theory	4
NURS 811	Measurement of Nursing Phenomena	3
Total		10

Spring		Credits
ECON S04	Economics	3
NURS 818	Special Topics in Nursing Research	1
NURS 806	Seminar in Nursing Science	2
NURS 812	Seminar in Nursing Measurement	3
Total		9

Summer		Credits
FIN S04	Financial Management	3
MGMT S06	Production and Operation Management	3
Total		6

YEAR 3		Credits
Fall		
ACCT 640	Accounting for Managerial Decisions	3
NURS 899	Dissertation Research	4
NURS 815	Qualitative Methods in Nursing Research	2
Total		9

Spring		Credits
ECON 640	Domestic and Global Business Decisions	3
NURS 899	Dissertation Research	3
INSS 640	Information Systems and Technology	3
Total		9

Summer		Credits
NURS 899	Dissertation Research	2
OPRE 640	Applied Management Science	3
Total		5

YEAR 4		Credits
Fall		
MKGT 640	Organizational Creation and Growth	3
NURS 899	Dissertation Research	3
MGMT 766	Health Care & Quality Operation Management	3
Total		9

Total Credits		82
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RESOURCES

More than 100 community and health care agencies cooperate with the graduate program in providing sites for clinical experiences and research.

Non-nursing courses may be taken at the other professional schools that comprise the University of Maryland at Baltimore campus, the University of Maryland College Park, the University of Maryland Baltimore County, the University of Maryland University College or the University of Baltimore.

In addition to the Health Sciences Library, students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington and the National Library of Medicine at the National Institutes of Health in Bethesda, Maryland.

EMPLOYMENT OPPORTUNITIES

Graduates of the master's degree program of the University of Maryland at Baltimore have a variety of employment opportunities. Surveys of recent graduates indicate 100 percent employment in their specialty areas. Salaries vary with the type of position, the setting, the geographic area and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C. area for new master's graduates generally range from \$45,000 to \$60,000 per year.

Doctorally prepared nurses are in great demand throughout the nation as faculty, researchers and administrators. Salaries for new doctoral graduates vary with the particular position, the geographic area and the individual background of the candidate, but range from \$45,000 to \$65,000 per year.



GRADUATE COURSES

NURS 602—Critical Approaches to Nursing Theories (3).

Enhances the student's ability in critical thinking and scientific inquiry in nursing. The student has the opportunity to analyze the role of theory in nursing as a practice discipline. The history of theory development is presented and the applicability of selected nursing theories to the role of the nurse is examined.

NURS 606—Influential Forces in Nursing and Health Care (3).

Provides an analysis of health care trends, organizations and settings and provider and consumer roles in the financing, legislation, regulation, politics, ethics and evaluation of nursing and health care. Emphasis is placed on nursing's role in effecting health care system change and on the effects of external forces on nursing practice. Leadership strategies and nursing roles for influencing practice decisions within the health care system will be examined.

NURS 607—Alcoholism and Family Systems (3).

Focuses on alcoholism and the concomitant family patterns of organization. The

theory content and clinical practicum of this course emphasizes the use of regulatory processes for the restoration of optimal balance within the family and between the family and its environment, the recruitment of family members into treatment and the prevention of illness among vulnerable family members. *Offered spring semester.*

NURS 608—Special Problems in Nursing (Section 1) (1-3).

Provides for alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature. Registration requires permission of advisor. *Students may register for one to three credits per semester with a maximum of six credits per degree.*

NURS 608—Dual Diagnosis in Substance Abuse Nursing (Section 2) (3).

Prepares the nurse for advanced practice in the understanding, evaluation and treatment of psychiatric problems (depression, anxiety disorders, manic-depressive illness, personality disorders) most commonly co-morbid with problems of substance abuse. The development of treatment plans and nursing

interventions based on the nature of the dual diagnosis and individual patient needs is emphasized. *Prerequisite: NURS 607 or NURS 719.*

NURS 609—Critical Issues in Health Care (3).

Enables an interdisciplinary group of students to examine the policy, legal and ethical components of a variety of critical issues in health care delivery. Several teaching techniques, including case studies, simulations, mock hearings and panel discussions are used to explore such topics as medical malpractice, rights of patients to refuse treatment, informed consent and substituted consent in medical decision making, regulation of experimental drugs, cost containment in the health care system and delivery of health care to the poor and indigent. The course is taught by faculty from a variety of disciplines including law, philosophy, nursing, medicine, dentistry, pharmacy, social work and economics.

NURS 610—Studies in Normal and Atypical Growth (2).

Includes a study of normal human embryology and provides facilities for an in-depth study of one or more aspects of atypical tissue or cellular growth. Course material is adapted to suit the interests of individual students.

NURS 611—Introduction to Primary Care Nursing (3).

Utilizes a seminar alternating with laboratory and clinical experiences that emphasize the development of the expanded nursing role. Students have the opportunity to refine assessment skills as they collect and analyze data in the clinical area using a variety of interviewing, examining and recording skills. Role boundaries, role facilitation and barriers to role implementation are analyzed in seminar sessions. *Prerequisite or concurrent: NPHY 600. Offered fall semester. (Pediatric course offered summer only. Prerequisite: NPHY 630.)*

NURS 612—Trends and Issues in Women's Health Care (2).

Synthesizes information gained in previous courses to begin to understand the common problems of women in the utilization of the health care system. Discussions include social, physical, economic and legal issues that affect the maintenance of health for women in our society. *Offered fall semester.*

NURS 613—Clinical Diagnosis and Management I (4).

Prepares the student to function at a beginning level as a nurse practitioner in an ambulatory setting. This is the first of two sequential courses that apply the nursing process through communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care and implementing nursing strategies to promote the personal, cognitive and physical health of adults with common health problems. *Prerequisites: NURS 611 and NPHY 610 (can be taken concurrently). Offered spring semester.*

NURS 614—Clinical Diagnosis and Management II (5).

Prepares the student to function as a nurse practitioner in an ambulatory setting with clients who have complex health problems. This is the second of two sequential courses that apply the nursing process through communication and assessment skills, interpreting findings, applying laboratory diagnostic methods, developing plans of care and implementing nursing strategies to promote personal, cognitive and physical health of clients. Focus is on in-depth knowledge and specialty development. *Prerequisite: NURS 613. Offered fall semester.*

NURS 615—Advanced Primary Health Care of Adults (5).

Provides an application of theory to clinical experiences. Seminar sessions designed to assist the student in analyzing multiple variables in health and disease and, through a problem-solving

approach, in determining an optimal plan in relation to both short and long-term goals. The emphasis is on increased independence and decision making in an inter-professional environment. *Prerequisite: NURS 614. Offered spring semester.*

NURS 617—Therapeutics in Women's Health Care (2).

Focuses on pharmacologic aspects of common drug therapies for women across the life span. Students are provided with in-depth information of drugs such as contraceptives, anti-diabetic agents, hypertensive agents, chemotherapies for oncology therapies and cardiovascular agents used for women. Interventions and modifications specific to the care of women are addressed.

NURS 618—Special Problems in Primary Care (1-3).

Allows primary care students to develop special competencies or obtain in-depth clinical experience in an independent study format. Students who are not specializing in primary care may elect this experience to study selected concepts relating to primary care nursing. *Students may register for varying units of credit ranging from one to three credits per semester with a maximum of six credits per degree.*

NURS 619—Diagnosis and Management in Adult Primary Care I (4).

Prepares the student to diagnose and manage the primary health care needs of adults including health promotion, health maintenance, acute, self-limiting minor illnesses and stable chronic diseases. Teaches the student to develop diagnostic reasoning skills in clinical decision making. *Enrollment limited to students in the post-master's adult nurse practitioner track. Prerequisite: NPHY 610. Concurrent: NURS 620.*

NURS 620—Clinical Practicum in Primary Care I (3).

Prepares the student to function at a beginning level as an adult nurse practitioner in a primary care setting. This

course focuses on refining health assessment skills, interpreting findings, developing and implementing appropriate plans of care to meet common health maintenance needs of adults and to promote the health of adults with common health problems. *Enrollment limited to students in the post-master's adult nurse practitioner track. Prerequisite: NURS 611. Concurrent: NURS 619.*

NURS 621—Medical/Surgical Nursing I (3).

Focuses on a psychophysiological approach to nursing practice. Aspects of health promotion such as proper nutrition, exercise and relaxation are discussed as well as their physiological indicators. Research concerning the health risks of smoking, stress, hypertension and obesity are evaluated. Psychosocial aspects of health as well as mechanisms for patient education and adherence are integrated throughout the course. *Prerequisite or concurrent: NURS 602 and NPHY 600.*

NURS 622—Medical/Surgical Nursing II (3).

Focuses on the physiological aspects of acute care such as oxygenation, circulation and psychoneuroimmunology that are discussed from a psychophysiological perspective. Multidimensional research-based nursing interventions to manage patients with nursing diagnoses such as pain, dyspnea and fatigue, as well as those to promote patient mobility, sexuality and coping are evaluated and then tested in the clinical area. The course includes lecture/seminar, clinical practice and supervision of clinical experiences in the management of selected patients. Students are encouraged to pursue their own area of clinical emphasis. *Prerequisite: NURS 621.*

NURS 623—Trauma/Critical Care Nursing I (3).

Provides the student an opportunity to explore selected concepts, such as oxygenation/ventilation, transport/perfusion and cognition, which may be altered in the trauma/critical care patient. The

assessment process is a major focus. Assessment strategies related to the concepts are presented and clinical experience in a trauma/critical care setting is provided. *Prerequisite or concurrent: NPHY 600.*

NURS 624—Trauma/Critical Care Nursing II (3).

Focuses on critical analysis of research-based interventions central to trauma/critical care nursing practice. A clinical practicum is included that offers the opportunity to develop clinical interests, expand collaborative and advanced nursing skills, and progress toward achieving individual professional goals. *Prerequisites: NURS 623 and NURS 701.*

NURS 625—Introduction to Gerontological Nursing (3).

Provides the student the opportunity to systematically explore concepts relative to successful aging. Emphasis is placed on the normal rather than the pathological psychosocial changes associated with aging. Factors which affect the delivery of health services and gerontological nursing care are critically discussed. The appropriateness of research findings for clinical practice are analyzed. Nursing strategies aimed at health promotion and successful aging are developed. *Prerequisite or concurrent: NURS 701.*

NURS 626—Processes of Aging: Implications for Nursing Care (4).

Provides an in-depth analysis of specific concepts related to alterations in health of the older adult, especially the frail older adult. Emphasis is placed on assessment methodologies and research-based interventions designed to assist the individual to cope with acute and chronic alterations in health and, where possible, prevent alterations in health. A clinical practicum is included to provide the student with the opportunity to test theory, expand advanced nursing skills and pursue individual professional goals. *Prerequisites: NURS 625 and NURS 701. Prerequisite or concurrent: NPHY 614.*

NURS 628—Special Problems in Medical/Surgical Nursing (1–3).

Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special topics or topics of an interdepartmental nature within the broad category of medical/surgical nursing. Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree.

NURS 629—Oncology Nursing I (4).

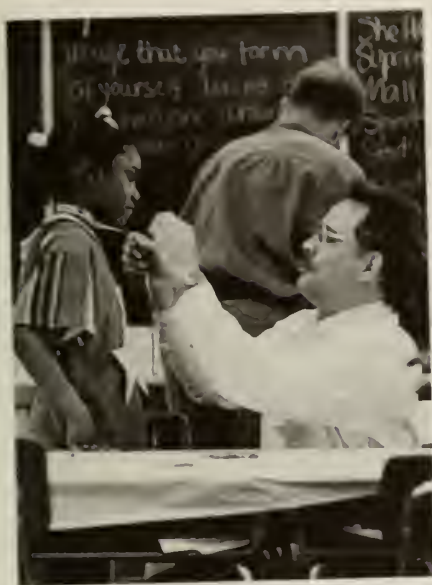
Follows patients through the cancer trajectory and introduces students to the role of advanced practice oncology nursing. The course focuses on 1) an organized approach to health assessment of adults at any stage of an oncologic disease and 2) the utilization and evaluation of various cancer risk assessment tools and screening, and early detection methods for identifying individuals at risk for developing cancer. An overview of the health assessment of individuals experiencing complications from the treatment and/or the disease process is introduced. *Prerequisite: NPHY 601.*

NURS 630—Oncology Nursing II (5).

Focuses on developing the knowledge and skills necessary to manage a caseload of individuals undergoing cancer therapy and/or experiencing the more common/usual complications of therapy or the disease process. Emphasis is on the utilization of analytical skills for differential diagnosis, application of therapeutic (pharmacologic and non-pharmacologic) principles in oncologic disease treatment and/or symptom management and implementation of nursing strategies to promote health. *Prerequisites: NPHY 601 and NURS 629. Offered spring semester.*

NURS 634—Advanced Health Assessment of Older Adults (3).

Assists students in developing the knowledge and skills necessary for the beginning level of the gerontological nurse in



advanced practice roles. The focus is on the health assessment of the older adult and the clinical reasoning skills to differentiate normal from abnormal changes. Exploration of the advanced practice nursing roles (practitioner and specialist) in a variety of health care settings facilitates the students' role transition and realistic understanding of these advanced practice roles. *Enrollment limited to students in the gerontological nursing tracks. Prerequisite or concurrent NPHY 600. Offered fall semester.*

NURS 635—Practicum in Perinatal/Neonatal Clinical Nurse Specialization (4).

Focuses on the application of theory from the areas of perinatal/neonatal nursing and clinical nurse specialization to clinical practice. Through supervision seminars and preceptored clinical experiences, the student implements the role of the perinatal/neonatal clinical nurse specialist.

NURS 636—Clinical Diagnosis and Management of the Older Adult (5).

Prepares the student to function as a gerontological nurse practitioner (GNP) in an ambulatory, long term or acute care setting with older adults who present with common acute and chronic health

problems. The student applies assessment skills, laboratory/diagnostic methods and clinical diagnostic reasoning skills in caring for older adults with common health problems. Treatment strategies which include selection of pharmacotherapeutic agents emphasize the total well being of the older adult (physical, psycho-social, cognitive and environmental components). *Enrollment limited to students in the GNP track. Prerequisite: NURS 634; prerequisite or concurrent NPHY 614. Concurrent: NURS 637. Offered spring semester.*

NURS 637—Geriatric Pharmacotherapy (3).

Provides advanced knowledge of commonly prescribed pharmacologic agents in the care of older adults for nurses preparing for the advanced practice roles in gerontological nursing. Rationale for the use of appropriate, safe and effective pharmacologic agents in the treatment of selected health problems in aging is presented. Clinical considerations in the selection, initiation, maintenance and discontinuation of drug treatment are examined as they relate to the older adult. Legal implications of pharmacotherapy are also reviewed. *Prerequisite: NURS 634. For GNP students, this course must be taken concurrently with NURS 636. Offered spring semester.*

NURS 638—Special Problems in Perinatal/Neonatal Nursing (1-3).

Provides for alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of maternity nursing. *Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree.*

NURS 639—Advanced Nursing of the Childbearing Family and Neonate (4).

Introduces the role of the neonatal nurse practitioner/clinician in the management of normal and high-risk families and infants. Focuses on developing skills in physical and psychosocial assessment of childbearing families during all phases of the childbearing process: antenatal, intrapartum, postpartum and the neonatal period. Special emphasis is placed on events during the antenatal, intrapartum and postpartum period that impact the neonate and on application of the advanced nursing role in improving outcomes and care of these families, particularly the family at risk.

NURS 641—Nursing of Children I (4).

Provides an in-depth analysis of the context in which child health is practiced, of theories and behaviors relevant to health promotion for the 0-10 years of age population and the advanced nursing practice role. *Enrollment limited to non-practitioner students. Prerequisite: NURS 602. Offered fall semester.*

NURS 642—Nursing of Children II (4).

Focuses on the development of in-depth knowledge necessary for the comprehensive nursing management of child health for the adolescent population and collaborative and research skills for the advanced practice nurse. *Enrollment limited to non-practitioner students. Prerequisites: NURS 641. Offered spring semester.*

NURS 643—Advanced Nursing of Children I (3).

Emphasizes the role of the advanced practice nurse in the managed care of acutely ill infants, children and adolescents. The focus of this clinical course is implementation of the nursing process, advanced psychophysiological assessment skills, diagnostic skills, pharmacological management and treatment plans for children with acute health needs. Emphasis is placed on the needs of families when chil-

dren suffer acute illness/trauma and community resources that can assist them. Critical pathways are used as a basis for exploring needs of children and families. *Prerequisites: NURS 710, NURS 711, NURS 713, NURS 714, or NURS 641, NURS 642 sequence. Offered summer semester.*

NURS 644—Theoretical Issues in Adolescent Nursing Care (3).

Enhances the student's ability to provide effective nursing care to adolescents in a wide variety of care settings by developing a theoretical nursing framework for understanding the physical, sociopsychological and cognitive aspects of health development in adolescence. The course explores the current research regarding common health problems as well as other challenges facing adolescents in attaining optimum wellness and presents a variety of theory-based intervention strategies for nursing care. It explores public policy and strategic planning for improving the health status of the nation's adolescents.

NURS 645—Advanced Nursing of Children II (5).

Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system. This clinical course involves synthesis of all prior course work, application of critical thinking to the clinical arena, implementation of the nursing process and advanced physical assessment skills. The emphasis of this course is tertiary care-based services. *Prerequisite: NURS 643.*

NURS 646—Advanced Practice Role (2).

Focuses on the emerging role of the advanced practice nurse. Areas of emphasis are role realignment, organizational theory, legal and ethical decisions and management issues in the health care system. *Prerequisites: NURS 714 or NURS 643 or NURS 611; and NURS 612.*

NURS 648—Special Problems in Nursing of Children (1–3).

Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of nursing of children. *Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree.*

NURS 649—Advanced Nursing of the High-Risk Neonate I (1–6).

Develops the knowledge and skills necessary in caring for infants at risk in a clinical setting. Emphasis is on the development of a physiological basis for managing care of the high-risk neonate. Concepts presented include embryology, pathophysiology and management. Students will expand their skills in providing and managing care of the high-risk neonate. Role development continues as students explore the impact that the neonatal nurse practitioner has on improving services to high-risk infants and their families within the neonatal intensive care unit. *Prerequisite: NURS 639.*

NURS 650—Foundations for Psychiatric Nursing I (3).

Introduces the theoretical basis for concepts fundamental to advanced psychiatric nursing practice. The focus is on selected developmental theories. Emphasis is placed on the biopsychosocial assessment of a client. *Offered fall semester.*

NURS 651—Individual Therapy (3).

Examines specific types of ineffective social behaviors as well as personality disturbances and their treatment within the contexts of psychiatric and nursing literature.

NURS 652—Group Theory and Practice I (3).

Provides the basis for a conceptual framework in group psychotherapy. Emphasis

is placed on the application of theory to group practice. Included is the study of the therapist's role in the development of technical and communication skills in group work. Each student is required to co-lead a group approved by the faculty.

NURS 653—Group Theory and Practice II (3).

Designed to further develop the student's theoretical and clinical expertise in group work and group psychotherapy. Emphasis is placed on the role of the therapist in integrating and using theoretical concepts in clinical group practice and in developing skills in supervision. Specialized group therapy techniques and research related to group therapy techniques and group practice are reviewed. *Prerequisite: NURS 652.*

NURS 654—Liaison Nursing I (3).

Provides students with the opportunity to gain skills in therapeutic interaction with hospitalized physically ill patients based upon their assessment of the patient's psychological needs and an evaluation of appropriate vehicles for their gratification. Goals are established that take into consideration physiological versus psychological priorities, assigning weights in terms of immediacy of need. The hospital is viewed as a social system and ways of interacting effectively in it are explored. *Offered fall semester.*

NURS 655—Orientation to Critical Concepts in Family (3).

Provides an orientation to the theories and techniques of family therapy. Emphasis is on family systems theory (The Bowen Theory) and development of observational skills and interview experience with selected families.

NURS 656—Introduction to Clinical Practice with Families (3).

Provides an orientation to the role of the clinician in family therapy. Emphasis is on the identification of existing family behavior patterns. Clinical practice with at least one family is included. *Prerequisite: NURS 655.*

NURS 658—Special Problems in Adult Psychiatric Nursing (1–3).

Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the area of adult psychiatric nursing. *Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree.*

NURS 669—Primary Care of Women (4/5*).

Provides the knowledge and skills necessary for a nurse practitioner to manage health maintenance and nonlife-threatening disruptions specific to women throughout their life span. Collaboration with other health care providers is emphasized. The content includes normal antepartum and postpartum care, contraception, menopause and common gynecological disruptions including the prevention and treatment of sexually transmitted diseases. **Women's Health Advanced Practice=4 cr. Concurrent or prerequisite Advanced Practice student: NURS 611, NPHY 600, NPHY 608. Women's Health Nurse Practitioner=5 cr. Concurrent or prerequisite NP students: NURS 611, NURS 613, NPHY 600, NPHY 608. Offered fall semester.*

NURS 670—Issues in School Health (3).

Analyzes the roles, responsibilities, current theoretical frameworks and issues of nursing practice related to health promotion, health teaching and maintenance of students in educational settings from kindergarten through college. Focus is on school health in its social, cultural, political, legal and professional context. *Offered spring semester.*

NURS 671—Epidemiology (3).

Provides a contemporary approach to epidemiological concepts and methods. General considerations and laboratory application to data in specific situations are included. *Open to non-nursing majors*

with permission of instructor. Prerequisite: Statistics. Offered fall semester.

NURS 672—Community Health Nursing I (3).

Introduces students to advanced nursing theory and practice in community health. Students address the nature and scope of community health and its relation to the public health sciences and to nursing in a clinical practice context. Clinical practice focuses on neighborhood, family and community as the units of analysis. Students explore advanced nursing practice from an historical perspective.

NURS 673—Community Health Nursing II (3).

Provides theory, content and clinical practicum designed for the study of families, neighborhoods and other support systems with an emphasis upon nursing interventions. *Prerequisite: NURS 671 or permission of instructor.*

NURS 674—Community Health Nursing within the Health Care System (2).

Relates the health level of a community to the organization of its health care system. Forces that shape the organization and delivery of community health nursing services are analyzed. An examination of theory and research, and comparison of various systems of health care organization provide the basis for discussion. *Open to non-nursing majors with permission of instructor. Offered spring semester.*

NURS 675—Community Health Nursing III (3).

Provides theory, content and clinical practicum designed for the study of health promotion and health maintenance programs as they are developed, implemented and evaluated in agency settings. A secondary focus is the evaluation of families, neighborhoods and other support systems and communities. *Prerequisites: NURS 671, NURS 672 and NURS 673. Offered fall semester.*

NURS 676—Community Health Nursing Leadership: Approaches to Select Populations (3).

Provides students in community health nursing and other specialty areas with an opportunity to gain knowledge and skills in the use of leadership strategies to achieve defined health objectives for a selected population. Emphasis is placed on program development and grants in the areas of health promotion and primary prevention. *Prerequisite: NURS 671 or permission of instructor.*

NURS 677—Food Addictions, Eating Disorders and Weight Control (3).

Focuses on food addictions, eating disorders, the regulation of appetite and weight control and the role of the nurse as it relates to care of clients experiencing these problems. Health implications and the importance of family dynamics in the care of clients are emphasized. *Offered fall semester.*

NURS 678—Special Problems in Community Health Nursing (1–3).

Provides alternative learning experiences: independent study, development of specific clinical competencies, classes focusing on a variety of special interest topics or topics of an interdepartmental nature within the broad category of community health nursing. *Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree.*

NURS 679—Practicum in Trauma/Critical Care Nursing: Advanced Nursing Practice (3).

Supports, expands and applies trauma/critical care expertise to clinical role functioning. The focus of this course is application and analysis of theories and research used by trauma/critical care advanced practice nurses to increase effectiveness of role functions. Students participate in selected health care settings for a practicum experience and work closely with agency and faculty mentors

in evolving their role and related skills in education, clinical practice, management, consultation and research. *Prerequisite: two semesters of clinical course work.*

NURS 680—Curriculum Development in Nursing (3).

Factors that determine content and organization of curricula in schools of nursing and health care agencies are identified and implications analyzed. Principles and processes of curriculum development are addressed from the standpoint of initiating and changing curricula. Curriculum components serve as unifying threads as students study and actually develop a curriculum. Systematic evaluation of the curriculum is explored.

NURS 681—Clinical Nurse Specialist Role I (1).

Examines the knowledge base fundamental to the role of the clinical nurse specialist in health care settings. Course content focuses on the theory and intervention strategies utilized by the clinical nurse specialist in the role emphasizing the components of expert clinician, educator and consultant.

NURS 682—Practicum in Teaching in Nursing (3).

Experience in clinical and classroom settings promotes the opportunity for development and increased skill in the total teaching/learning process. Effectiveness in the nurse educator role is emphasized. Placement in junior colleges, baccalaureate programs or professional development settings is arranged according to track selected. *Prerequisite or concurrent: NURS 680.*

NURS 683—Practicum for Advanced Clinical Practice (4).

Supervised experience is provided by each clinical program to prepare the graduate student to function in advanced practice roles. Placement may be in community or home settings, chronic and long-term care facilities and critical care areas. *Prerequisite: Two semesters of clinical course work.*



NURS 685—Instructional Strategies and Skills (3).

Builds on content of teaching-learning theory and focuses on the analysis and development of teaching/learning strategies and skills in nursing education. The relationship of content and learning style to instructional method is considered with particular attention given to the selection, preparation and use of media and modes appropriate to teaching in nursing. A mini-teaching approach is used to demonstrate student-teacher performance in a variety of teaching strategies. Techniques for the evaluation of teacher and student are examined. *Prerequisite: NURS 680 or by permission of instructor.*

NURS 686—Principles and Practices of Client/Family Teaching (3).

Focuses on principles and practices of client/family teaching that facilitate the behaviors required to maximize the health potential of those experiencing acute or chronic illness. Consideration is given to the entire process of client/family teaching during the illness episode. The influence of values, attitudes and beliefs on compliance is explored. Opportunities are provided for students to develop client/family teaching plans according to their area of interest.

NURS 687—Clinical Nurse Specialist Role II (1).

Examines the knowledge base fundamental to the role of the clinical nurse specialist. Course content focuses on the theory and intervention strategies utilized by the clinical nurse specialist in the role emphasizing the components of researcher, change agent and collaborator. *Prerequisite: NURS 681.*

NURS 688—Special Problems in Nursing Education (1-3).

Develops further competencies in teaching through independent study. *Students may register for one to three credits per semester with a maximum of six credits per degree.*

NURS 689—Special Problems in Clinical Specialization (1-3).

Independent study in any area of clinical specialization. *Students may register for varying amounts of credit ranging from one to three credits per semester with a maximum of six credits per degree.*

NURS 690—Managerial Health Finance (3).

Focuses on the role and responsibility of the administrator in fiscal management of health care institutions in both the public and private sectors. Training is

provided in resource management and accountability. Conceptual and practical issues related to health care economics, financial management and budget preparation are stressed. *Prerequisite: NURS 606.*

NURS 691—Organization Theory: Application to Nursing Management (3).

Serves as a foundation for other curriculum offerings in nursing administration. The content is based upon social science theories and the administrative elements of planning, organizing, leading and evaluating especially as these are evident in the organizational setting. Management principles are outlined and issues related to organizational behavior in the health care industry are discussed. A realistic focus is developed through the use of simulation, small group exercises, self-assessment instruments and audio visual aids.

NURS 692—Administration of Nursing Service (3).

Focuses on professional and organizational dynamics of administration such as strategic planning, resource analysis, quality improvement, grievance and labor relations and prototypic technology that impact future health care systems. Case analysis is used to ensure analytical thinking and relevancy. Business planning is used to stimulate the thoughtful development and analysis of decisions designed to guide organizational futures. *Prerequisite: NURS 691.*

NURS 694—Theory and Practice in Nursing Administration (6).

Prepares students for first or middle management nursing positions. Exposes the student to nursing administration leadership in a real-world setting. Students are consulted regarding their preferred type of practice setting and arrangements are made by faculty for a preceptored administrative experience. Examples of settings include: hospitals, primary care, long term care, managed care organizations and nurse-managed centers. Students

work with a preceptor a minimum of 160 hours during the course of the semester and attend two-hour weekly seminars to integrate theory into practice. Time is allotted for empirical study of a specific problem or content area within the scope of nursing administration. *Prerequisites: NURS 690, NURS 691 and NURS 692.*

NURS 695—Theory and Practice in Nursing Administration-Advanced (6).

Prepares students for advanced or executive leadership and management responsibilities in a selected health care delivery system. Professional goals and learning needs are identified and the student negotiates personal and program objectives with a preceptor and faculty in order to prepare for an executive nursing administration position that may include other health related services in addition to nursing. Preceptors may hold senior administrative positions in single institutions or at the health care network systems level. Students spend a minimum of 160 hours in the field agency and attend a two-hour seminar each week. *This course is designed for students with two or more years of formal nursing administration experience. Prerequisites: NURS 690, NURS 691 and NURS 692.*

NURS 697—Nursing and Health Policy (3).

Focuses on the analysis, formulation and implementation of health policy viewed from an historical perspective with an examination of selected current issues in nursing and health care. Attention is given to the role of nurses in influencing policy decisions and to socializing graduate nursing students to policy roles. The role of nurse policy analyst is examined in depth and nurses employed in this role are interviewed to determine how nursing background and experience contribute to their effective functioning in the health policy arena. *Prerequisites: NURS 602, NURS 606 and POSI 601 or POSI 602.*

NURS 698—Special Problems in Nursing Administration (1-3).

Develops further competencies in the area of administration through independent study. *Students may register for one to three credits per semester with a maximum of six credits per degree.*

NURS 699—Theory and Practice in Nursing-Health Policy (6).

Provides students with the opportunity to enhance their policy-related skills through observation and direct participation in the policy process within a governmental or private agency that deals with health care issues. Placement is in accord with students' special policy interest in the nursing/health care field. Course content and seminar discussion builds on the students' knowledge base in policy science, health economics and health services research. Student are guided in integrating a professional nursing perspective with a policy analyst role in this capstone course.

NURS 701—Nursing Research Designs and Analysis I (3).

Includes understanding scientific thinking and quantitative methods of research beyond the introductory level. Research literature in nursing and health is used to illustrate and evaluate application of these principles. Univariate and bivariate research designs are stressed. Working in teams, students plan and implement a nursing research project.

NURS 702—Nursing Research Designs and Analysis II (3).

Introduces both quantitative multivariate and qualitative designs used in nursing research. Selection of the most appropriate design to fit a nursing research question is stressed. Procedures for data quality assurance and analysis are presented. Statistical computer programs are utilized with actual nursing data. Throughout, reports of nursing research are critiqued and discussed. *Prerequisite: NURS 701.*

NURS 704—Program Evaluation in Nursing (3).

Introduces students to various models and approaches available for the evaluation of nursing programs in both educational and service settings. Class discussions focus on the components of various models, their relative strengths and weaknesses and their utility for the evaluation of nursing programs. Opportunities to assess program evaluation efforts in nursing are also provided. *Prerequisite: Permission of instructor.*

NURS 705—Medical Anthropology for Health Professionals (3).

Reviews models of ethnomedicine (culturally oriented systems of medicine and treatment) and ethnocaring (traditional systems of care) to illustrate concepts of disease causation, healing practices and caring patterns in traditional and industrialized cultures. Examines relationships between Western and alternative systems of health care and medicine. Medical anthropology (which focuses on health and illness from a holistic, cultural perspective) contributes substantially to understanding sociocultural processes involved in health and healing. Cultural adaptation is a central concept and is reflected in nutrition, illness, behaviors, stress management, belief systems and numerous other patterns. *This course is for graduate level health professionals who do not have extensive backgrounds in culture theory.*

NURS 707—Health, Health Care and Culture (3).

Provides students with the opportunity to expand sensitivity, awareness, knowledge and skills necessary to work effectively with individuals or groups from varied cultural backgrounds. Themes of health, illness and the provision of culturally congruent care make the course appropriate for master's and doctoral students interested in helping personnel of health care delivery and health policy formulation systems acknowledge and accommodate culture-specific consumer needs.

NURS 708—Special Problems in Nursing Research (1–3).

Develops further research competencies through independent study. *Registration upon permission of instructor. Variable amounts of credit ranging from one to three per semester may be taken with a maximum of six credits per degree.*

NURS 710—Health Supervision of the Well Child I (3).

Provides the beginning preparation for the student to assume the role of primary care provider for children 0-10 years of age. Provides an in-depth analysis of theories and behaviors relevant to health promotion and the advanced practice role. Normal growth and development is emphasized. The role of the advanced practice nurse as an educator is highlighted. *This course is open to pediatric nurse practitioner students only. Prerequisite: NURS 611. Offered in fall semester.*

NURS 711—Health Supervision of the Well Child II (3).

Provides the beginning preparation for the student to assume the role of a primary care provider for adolescents. Normal growth and development are emphasized. The role of the advanced practice nurse as a collaborator and researcher are highlighted. *This course is open to pediatric nurse practitioner students only. Prerequisite: NURS 710. Offered spring semester.*

NURS 712—Quality in Health Care (3).

Presents a comprehensive practical overview of the concepts, tools and organizational models used to improve the quality of all products and services in health care. Concepts, principles and philosophies are illustrated with applications from the clinical setting. Content is relevant to all nurses who will provide leadership in clinical practice, management or education.

NURS 713—Common Health Problems of Children I (3).

Focuses on selected health problems of children frequently encountered in ambulatory settings and the underlying alterations in health equilibrium. Emphasis is placed on problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention. *Prerequisite: NURS 611. Offered spring semester.*

NURS 714—Common Health Problems of Children II (3).

Focuses on selected health care problems of children and the underlying alterations in health equilibrium. The problems considered are of a more complex nature than those studied in NURS 713 or more prevalent in older children and adolescents. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. *Prerequisite: NURS 713. Offered spring semester.*

NURS 715—Advanced Primary Care of Children (5).

Designed to assist the student integrate and synthesize the material from all course work including material previously learned and some new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require that the student assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team. *Prerequisites: NURS 711 and NURS 714.*

NURS 716—Diagnosis and Management in Adult Primary Care II (4).

Prepares the student to diagnose and manage complex health care needs of adults in primary care settings. Diagnostic reasoning skills in clinical decision making are refined. Specific attention is paid to role issues relative to primary care nurse practitioners. *Prerequisites: NURS 619; NURS 620.*

NURS 717—Clinical Practicum in Primary Care II (4).

Provides the student with the opportunity to function as an adult nurse practitioner in primary care settings with adults who have complex health problems. The student synthesizes and integrates previously learned concepts to promote the health of adults and develop more independent diagnosis and management of patients with multi-system problems. *Prerequisite: NURS 620. Corequisite: NURS 716.*

NURS 718—Women's Health Advanced Practice Nursing (3).

Provides the student with an opportunity to provide direct care to women across the life span. Focuses on implementing advanced practice concepts for nursing care, theoretical models and role components for the advanced practice women's health nurse in a variety of settings which may include but are not limited to high-risk perinatal centers, ambulatory women's health centers, home care settings or school-based centers. *This course is open to women's health advanced practice students only.*

NURS 719—Clinical Aspects of Drug Abuse (3).

Emphasizes information on commonly misused and abused psychoactive drugs, the genesis of addiction, the clinical expression of addiction and the use of various types of intervention, therapies and supports. In addition, this course offers one credit hour of advanced clinical nursing practicum designed to enhance the practice of master's prepared nurses faced with caring for clients who misuse or are addicted to alcohol, tobacco and other drugs.

NURS 720—Dual Diagnosis in Addictions Nursing (3).

Prepares the nurse for advanced practice in the differential assessment of and appropriate interventions for, substance abuse with co-morbid emotional symptoms. *Prerequisites: NURS 607 and NURS 719.*

NURS 734—Advanced Diagnosis and Management of the Older Adult (5).

Teaches the student to develop the ability to assess, diagnose and treat the older adult in a variety of settings. Focuses on more independent diagnosis and management of patients with complex or multiple problems. This course consists of parallel clinical experience and seminar sessions which are designed to assist the student in integrating and synthesizing previously learned concepts in the care of the older adult in the acute care, long term care and ambulatory care settings. *Prerequisites: NURS 636 and NURS 637. Offered in a ten week summer session.*

NURS 736—Information Technology in Nursing and Health Care (3).

Fosters the use of computerized systems in nursing administration, education and clinical practice. Emphasizes information technology and an understanding of computer hardware and software technology. Social, ethical and legal issues associated with information technology in a health care environment are stressed. Students have the opportunity to use selected computer application packages to synthesize principles of computerized administrative systems to propose solutions to existing concerns in nursing.

NURS 737—Concepts in Nursing Informatics (3).

Explores functions of the role of selection, implementation and evaluation of information systems. Principles of change and other organizational theories are also considered in relation to information system planning, implementation and evaluation. Examines the analysis of nursing data, management of ongoing nursing information systems, use of decision support systems in nursing and use of standardization in system development are examined. Analyzes the impact of computerization on health provider roles and on emerging information technology roles. Learning activities include developing an RFP for an appro-

priate nursing information system to meet identified nursing needs, planning the implementation of a nursing information system and identifying the impact of selected trends on the design of nursing information systems. *Prerequisites: NURS 736, NURS 691, IFSM 601 or IFSM 636.*

NURS 738—Practicum in Nursing Informatics (3).

Reinforces and enhances nursing information system specialist skills needed in analyzing, selecting, developing, implementing and evaluating nursing information systems. Experiences enable students to analyze the information technology roles of their preceptors. Experience in project management and user research findings are emphasized. Students work with a graduate-prepared nurse working in the field of nursing informatics. Students may be assigned to health care agencies, vendor agencies or consulting agencies for the practicum. A two-hour seminar period is held every other week in which students share practicum experiences and receive help in analyzing them. An average of eight hours a week (96 hours total) will be spent in the field agency. *Prerequisites: NURS 691, NURS 736, NURS 737, IFSM 601 and/or IFSM 636 and a second information systems management course.*

NURS 742—Primary Care of the High-Risk Neonate (3).

Provides students with the skills necessary to provide primary health care to high-risk infants in the home and at follow-up clinics. Course material will include detailed physical assessment skills of the infant through the first year of life. The clinical component will include preparation for discharge, community resources, home visits and experience in the ambulatory setting. Small group clinical seminars will focus on critical analysis of primary health care issues for the high-risk infant in the home and follow-up clinic. Through clinical practice, the student will demonstrate advanced clinical skills in the assessment, intervention

and management of the high-risk infant after discharge from the acute care setting through the first year of life. *Prerequisites:* NURS 639, NURS 649 and NURS 748. *Offered fall semester.*

NURS 743—Neonatal Pediatric Pharmacology (3).

Focuses on the application of advanced pharmacologic principles utilized in the therapeutic management of common problems experienced by newborns, infants and children. Emphasis will be placed on the development of a scientifically based approach to the pharmacological management of such problems. In addition, students will be assisted in applying the nursing process to solving pharmacological problems encountered in caring for newborns. *Prerequisite:* NPHY 630.

NURS 748—Advanced Nursing of the High-Risk Neonate II (1–3).

Provides students the opportunity to begin to apply the material learned in the first two clinical courses in the Neonatal Intensive Care Unit (NICU). Enables students to participate in case management of high-risk infants and families. Provides students with the opportunity to integrate knowledge and skills in managing care of high-risk infants and families in the clinical setting. Continuing focus on role development will also occur. Implementation of the research project will begin during this session. *Prerequisites:* NURS 639 and NURS 640. *Offered summer semester.*

NURS 749—Advanced Nursing of the High-Risk Neonate III (1–6).

Focuses on students continuing to manage care of the high-risk neonate with an emphasis on developing collaborative relationships with other members of the health care team in a clinical setting. Continuing discussion of the advanced practice role is also completed in this course. *With completion of this course and NURS 742, the student will meet all requirements specified by the National Certification Corporation (NCC) for the certi-*

fication examination as a neonatal nurse practitioner. Prerequisites: NURS 639, NURS 649 and NURS 748. *Offered fall semester.*

NURS 750—Foundations for Psychiatric Nursing II (2).

Provides students with a theoretical basis for clinical practice, an overview of multiple schools of psychotherapy and a matrix within which to integrate concepts that are particularly relevant to psychiatric nursing. Encourages the student to view the client developmentally in order to assess the client's or the family's problem(s) and to choose therapeutic interventions that are grounded either in theory or in knowledge generated from empirically tested data. *This course is open to psychiatric nursing students only. Second half of a two-semester course. Offered spring semester.*

NURS 751—Psychopharmacology (3).

Provides advanced knowledge of commonly prescribed psychopharmacologic agents. Pathophysiologic theories of the etiology of psychiatric disorders are reviewed. Rationale for the use of specific pharmacologic agents in the treatment of selected disorders across the life span are addressed. Distinguishing characteristics of various psychotropic medications and clinical considerations in the selection, initiation, maintenance and discontinuation of drug treatment are examined. Legal implications of pharmacotherapy are also critically reviewed. *This course is open to psychiatric nursing students only.*

NURS 754—Liaison Nursing II (3).

Presents material relevant to specific patient populations that are targeted by the liaison practitioner. The student begins to explore issues involved in working with nursing staff, rather than directly with patients, to meet the patient's psychological needs. Liaison research projects that were identified in the first-level course will be further developed to meet seminar paper or thesis requirements. *Prerequisite:* NURS 654.

NURS 755—Families in Crisis: Theory and Intervention (3).

Introduces students to the systems theory orientation for understanding human functioning within a family system, with an application of this orientation to personal, patient/family and health care delivery systems. The family is the unit of study, with systems theory analyzed and applied to clinical issues and situations in various health care settings (acute, chronic, inpatient, outpatient and long-term care facilities). Clinical intervention with families and supervision are components of this course.

NURS 759—Violence as a Health Care Problem in America (2).

Provides students the opportunity to identify and analyze the issue of violence and how violence influences health care and society. Broad areas to be covered will include theoretical approaches to the study of violence, clinical manifestations of various forms of violence and interventions at the individual, family and societal level. Specific topics will include family violence, rape and sexual assault, stranger assault, violent patients, violence to patients and societal aggression and violence.

NURS 772—Issues in International Health and Nursing (3).

Uses the World Health Organization (WHO) concept of primary health care as a framework for focusing on health in developing countries. Students explore environmental, sociocultural, political and economic factors influencing health in developing countries, discuss parallels and contrasts with industrialized countries, and apply the principles of primary health care to understand strategies for improving health. Experiential learning is emphasized along with lectures, discussion, readings and films. *Students from any UMAB school are welcome.*

NURS 773—Cultural Diversity and Health (3).

Provides students with an opportunity to explore cross-cultural considerations that



affect the provision of nursing services for select populations. Students explore culturally universal themes and core concepts that influence health beliefs and behaviors. Students analyze current issues involved in community-based care with culturally diverse groups. The professional nurse's role in meeting the health care needs of individuals, families and groups in the community is addressed.

NURS 774—Culture and Communication (3).

Examines factors that limit individual and family use of health interventions with particular emphasis on language, stressors affecting the management of health concerns and characteristics of health services that are impediments to their use. Particular emphasis is given to facilitating communication with clients and promoting the use of available services with respect for cultural health practices.

NURS 775—Home Health Care Nursing (3).

Provides an in-depth orientation to clinical nursing practice in the home setting. The course builds on theory and learning experiences provided in the clinical major. Students develop prototypical care plans for individuals with selected

health problems or risk factors. Emphasis is placed on the nurse as care finder and care manager in the home. Field experiences for observation and evaluation are required. *Prerequisite: First-level clinical course. Offered spring semester.*

NURS 776—Culture and Health Services (3).

Enhances the analytic and comparative skills of the intercultural nursing student through a study of community health nursing services for culturally diverse groups. Policy issues, standards of care, informed choice and consent as well as social-cultural norms are considered. Students have an opportunity to apply analytical and planning skills to the problems identified among culturally diverse groups regarding access to and utilization of health services.

NURS 777—Ethnographic Field Techniques in Health Care Settings (3).

Studies the logical sequencing and conduct of qualitative research field techniques in clinical contexts. Students analyze theoretical orientations to qualitative research. Triangulation and the appropriate blends of qualitative/quantitative approaches to clinical research questions are examined.

NURS 789—Fundamental Tools of Qualitative Inquiry (3).

Immerses students in the hands-on, experiential process of conducting qualitative research. In-class activities involve students working together and individually to formulate appropriate research questions, conduct in-depth interviews, generate accurate and reliable field notes and thick descriptions, manage text data and code and analyze qualitative data. Each student completes a small research study of interest. *Prerequisites: NURS 702 and NURS 815 or a comparable course on qualitative research.*

NURS 790—Ethics and Nursing Practice (3).

Enhances the graduate student's ability to describe and analyze moral concepts foundational to nursing practice and to apply elements of these concepts in the practice of nursing. The historical development of these concepts in the professional ethic are presented and theories of medical and nursing ethics are analyzed. Opportunity is provided for the student to apply elements of these concepts and theories of ethics to the practice of nursing through a case study approach.

NURS 791—Contemporary Ethical Theory (3).

Provides an intensive study of the "care ethic" by examining its strengths and weaknesses for personal morality, social policy and professional conduct. It will also examine the possibility of "evil caring" and make applications of the "care ethic" to euthanasia, abortion, aging and drug and sex education. The "care ethic" which stresses personal responsibility and solicitude for identified others, has been associated with a "feminine" philosophical perspective. It is also claimed by some health professionals to be particularly applicable to biomedical ethical issues. *This course is for philosophy majors and for graduate-level health professionals.*

NURS 792—Ethical Issues at the Edges of Life (3).

Enhances the student's ability to analyze and discuss selected issues of moral concern at two points on the life continuum—the beginning and end of life. Students will have the opportunity to develop and defend ethical positions concerning selected moral issues. Edges of life issues are analyzed in terms of their historical, political and legal developments.

NURS 793—Organizational Transformation (3).

Focuses on organizational evaluation and strategic redesign of health care systems. Issues creating an impetus for organizational change are examined. Theories and models of traditional organizational

structure and of creative and collaborative redesign are discussed. *Prerequisites: NURS 692 and NURS 702.*

NURS 794—Use of Critical Theory in Qualitative Research (3).

Introduces students to new paradigmatic perspectives as the basis for inquiry in the human sciences. Qualitative methods of inquiry that are relevant to emerging issues, epistemological developments and the evolution of the philosophic foundations reflected in research in nursing, health care and education are highlighted. Students are expected to be active participants in class discussions and the development of individual research projects. *Prerequisites: NURS 702 and NURS 815 and a comparable course on qualitative research or permission of instructor.*

NURS 797—Policy and Politics in Nursing and Health Care (3).

Explores the U.S. health policy-making system including policy paradigms, political ideology and dynamics as well as federal-state relationships. Emphasis is on development of strategies to preserve quality in and access to health care services.

NURS 799—Master's Thesis Research (1–6).

Variable credit.

NURS 801—Conceptual Basis for Nursing (2).

Provides experience in conceptualizing clinical nursing phenomena as an initial step in nursing research. Biological, psychological, cognitive and social dimensions of selected concepts relevant to nursing practice are examined theoretically and operationally and middle-range theories relevant to nursing practice are explored.

NURS 802—Analysis of Direct Nursing Action (4).

Utilizes clinical settings for the examination of client states and nursing interventions. From a theoretical perspective,

students develop and implement a plan for studying nursing interventions and the client states and outcomes that are stimuli for and responses to nursing actions. *Prerequisite: NURS 801.*

NURS 803—Conceptualization of Nursing Systems (2).

Provides an overview of the social, political and organizational contexts within which nursing is practiced and taught. Emphasizes the impact of organizational characteristics on the delivery of clinical services and describes selected current health policy issues as they affect health care delivery systems and nursing roles and practice.

NURS 804—Analysis of Indirect Nursing Action (4).

Studies processes by which national health and nursing policies are determined and analyzes organizational problems of particular importance to the practice and teaching of nursing. Emphasis is placed on factors that influence the acquisition and use of nursing resources, the regulation of nursing practice, authority and decision making as well as conflict management in organizations. *Prerequisite: NURS 803.*

NURS 805—Analysis and Development of Nursing Theory (4).

Analyzes philosophical bases for nursing theory and studies several metatheoretical approaches to theory development. Extant nursing theories are analyzed, compared and evaluated. *Prerequisite: NURS 602 or equivalent.*

NURS 806—Seminar in Nursing Science (2).

Addresses philosophical, theoretical and professional issues to be considered in discovering and verifying nursing knowledge. Approaches to theory development in nursing are examined and applied. *Prerequisites: NURS 805 and NURS 811.*

NURS 808—Special Problems in Nursing Science (1–3).

Provides students the opportunity to study a topic of interest within nursing science under a faculty member's guidance. Specific objectives and requirements are determined by contractual agreement prior to registration. *Can be repeated up to a maximum of six credits.*

NURS 811—Measurement of Nursing Phenomena (3).

Presents the theoretical basis of measurement as a foundation for the development and evaluation of measurement tools for use in nursing research. Types of measures, techniques of construction, the statistical analysis of reliability and validity, and strengths and limitations for use of selected measures in nursing research are presented. Nursing research studies are evaluated relative to measurement theory. Tools and procedures including those used to measure affective, cognitive, behavioral and physiological aspects of selected concepts—are evaluated. *Prerequisite: NURS 813 or equivalent.*

NURS 812—Seminar in Nursing Measurement (3).

Applies the theoretical basis of measurement in a highly individualized experience in the development of an instrument to measure a selected concept of relevance in nursing research. Provides the opportunity for discussion of problems, issues and strategies involved in tool construction and validation. *Prerequisite: NURS 811.*

NURS 813—Design of Nursing Research I (3).

Emphasizes the acquisition of methods and techniques for extending the scientific base of knowledge for nursing practice. Published research studies that address questions of impact to nursing are reviewed. Experimental and quasiexperimental designs and related statistical procedures are examined in terms of their appropriateness for addressing various nursing problems. Selected probability sampling designs are addressed.

NURS 814—Design of Nursing Research II (2).

Emphasizes survey research designs and related analytic procedures for the study of nursing problems. Sampling theory and procedures and strategies for managing large data sets are included. *Prerequisite: NURS 813.*

NURS 815—Qualitative Methods in Nursing Research (2).

Provides an overview to promote understanding of the qualitative paradigm and research methodologies as viable alternatives or supplements to quantitative approaches. Emphases include research design; data collection, analysis, interpretation and evaluation; and ethics and cross-cultural issues. Prepares students to become competent consumers of reports of qualitative studies and aware of opportunities for and contributions to qualitative inquiry.

NURS 816—Multivariate Analysis in Health Care Research (3).

Introduces multivariate procedures most useful in health care research, including multiple regression, multivariate analysis of variance, principal components analysis, factor analysis and discriminant analysis. Computer programs are used in data analysis from actual research situations.

NURS 817—Repeated Measure ANOVA Designs in Nursing and Health Care Research (2).

Analyzes variance designs involving repeated observations on the same cases. Topics include one-way and factorial designs, repeated measures analysis of covariance and doubly multivariate designs.

NURS 818—Special Topics in Nursing Research (1–3).

Provides students the opportunity to work collaboratively with a faculty member on an ongoing research project. *Specific requirements and credit are determined by contractual agreement; repeatable to a maximum of six credits.*

NURS 826—Structural Modeling in Health Care Research (3).

Provides an introduction to the construction and estimation of structural models in the context of health care research. Topics include confirmatory factor analysis, path analysis and causal modeling. Emphasis is on the estimation of models with latent variables, interpretation of causal effects and the application of these models in health care research. *Prerequisites: NURS 816 or permission of instructor.*

NURS 828—Issues in Nursing Scholarship (2–3).

Identifies and analyzes professional issues confronting the nurse scholar. Issues are presented and discussed and students are expected to make appropriate applications to their role as a nurse scholar. Among the issues are: research priorities, options in career patterns, ethics and politics of science, protection of human subjects, grants as well as publishing and presenting research. When appropriate, diverse perspectives will be presented. Students are expected to synthesize the material and identify the principles appropriate for their own career. *Prerequisites: NURS 805, NURS 811 and NURS 813.*

NURS 836—Judgment and Decision Making in Nursing Informatics (3).

Reflects the central role of decision science in utilizing nursing informatics to improve patient care. Analyzes selected decision science theories and relevant research that supports and directs the field of nursing informatics. Decision sciences include statistically based models of clinical judgment, information processing theory of clinical judgment and theories for knowledge and skill acquisition. Case simulations, protocol analysis, knowledge engineering, decision analysis models, grounded theory, neural networks and ways of knowing are evaluated for their usefulness to nursing informatics. *Prerequisites: NURS 737, NURS 804 and NURS 813.*

NURS 837—Nursing Informatics in Quality of Care (3).

Addresses aggregate-level data analysis in the application of nursing informatics to describing, improving, measuring and delivering quality care. Employs a broad definition of systems and analyzes selected systems theories and relevant research that supports and directs the field of nursing informatics and its use of available and emerging technology. Theories are applied to the study of systems to determine their definitions and boundaries, facilitate the application of quality of care models and enhance the access, quality and cost-effectiveness of care. A multidimensional model provides a framework for studying the direct and indirect effects of nursing informatics technology. *Prerequisite: NURS 836.*

NURS 881—Theoretical and Methodological Issues on Coping (2).

Provides the student with an opportunity to develop a conceptual framework for viewing and investigating the process of coping. Through a survey and critical review of both historical and contemporary literature from multiple disciplines, the student examines an array of models of coping and ultimately develops a prospectus for individual or group studies on coping with stress in health and disease.

NURS 882—Concept Clarification in Nursing: Physiological Basis (2).

Explores clinical nursing problems and related concepts from a physiological perspective. Includes aspects of regulation, transmission and physiological measurement. *Prerequisites: NPHY 600 or equivalent and NURS 801 or permission of instructor.*

NURS 883—Research and Theory in Family Health Nursing (3).

Provides an opportunity to explore and evaluate theories used for the study of families within the nursing context. Nursing perspectives of the family over the family life cycle are considered.

Emphasis is placed on analyzing theoretical and conceptual issues in nursing related to the family and to the design and implementation of family nursing research studies, measurement of family variables and analysis of family data.

NURS 885—Ethical Inquiry in Nursing (2).

Enhances the student's ability to explore traditional approaches to ethical inquiry, analyze the current state of ethical inquiry in nursing and propose theoretical and methodological approaches for a selected research interest in health care ethics.

NURS 888—Special Problems in Direct Nursing (1–3).

Provides students the opportunity to select a topic of particular professional interest within the sphere of direct nursing to be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. *Repeatable up to a maximum of six credits.*

NURS 891—Theory and Research in Educational Administration in Nursing (2).

Addresses current theoretical perspectives and research regarding the practice of educational administration in nursing. Building upon knowledge of nursing and health care, organizational theory, policy analysis, educational administration and nursing education gained in prerequisite courses, selected issues and problems in higher education administration are explored. An optional practicum is available for additional credit through registration in NURS 898. *Prerequisite: NURS 804 or permission of instructor.*

NURS 898—Special Problems in Indirect Nursing (1–3).

Provides students the opportunity to select a topic of professional interest within the sphere of indirect nursing to

be studied with a graduate faculty member with special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. *Repeatable up to a maximum of six credits.*

NURS 899—Doctoral Dissertation Research (1–3).

Variable credit.

NPHY 600—Human Physiology and Pathophysiology (3).

Focuses on the study of selected areas in normal human physiology and pathophysiology. Emphasis is placed on the analysis of normal function using a problem-solving process. Major regulating and integrative mechanisms and examples of nonoptimal to pathological function are elaborated to elucidate a conceptual approach to the physiological basis of nursing practice. The course builds upon a basic knowledge of physiology.

NPHY 601—Cancer Pathophysiology and Therapeutic Principles (4).

Focuses on 1) a thorough comprehension of the epidemiology and pathophysiology of site-specific and metastatic cancers and 2) an exploration of the principles of chemotherapy, immunotherapy, radiotherapy and surgery and their roles in the treatment of cancer. Concurrent with the discussion of cancer treatment is a thorough analysis of the pharmacological and non-pharmacological principles underlying the management of patients experiencing complications from oncologic diseases and/or their treatments.

NPHY 608—Special Problems: Reproduction and Neonatal Physiology (2).

Provides more extensive knowledge of human reproduction and the physiologic function of the newborn infant. Selected examples of pathophysiology are presented. The focus is upon developing a

scientific client assessment of needs and selecting regulatory processes for the care of clients with complex physical needs. Concepts addressed include: reproduction, growth, oxygenation, circulation, motion, motility and elimination. *Prerequisite: NPHY 600.*

NPHY 610—Methods and Principles of Applied Physiology (3).

Provides the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific physiological principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health care settings. *Prerequisite: NPHY 600.*

NPHY 612—Psychophysiological Basis for Nursing (3).

Introduces the student to selected aspects of human psychophysiology that provide the basis for advanced nursing practice in medical-surgical settings. Emphasis is placed on the psychophysiological basis of selected health problems and on principles that underlie therapeutic nursing intervention. *Prerequisite: Permission of instructor.*

NPHY 614—Physiology of Aging (2).

Emphasizes cell biology, metabolic process and cardiovascular and neurobiological aspects of aging. The pathophysiological basis for health problems of older adults is presented. Alterations at the cell, organ and system levels are discussed to provide the basis for clinical management of common health problems. *Designed for graduate students in the health professions with a special interest in gerontology. Prerequisite: NPHY 600 or DPHS 611 or the equivalent.*

NPHY 620—Physiological Alterations in the Critically Ill Patient (3).

Defines and describes alterations in the physiological processes commonly seen in trauma/critically ill patients and applies this theory base through supervised clinical experience in a trauma/critical care unit. Enhances the student's assessment skills and knowledge base of pathophysiological findings. *Prerequisites: NPHY 600 and NURS 623.*

NPHY 630—Neonatal and Pediatric Physiology (3).

Familiarizes the student with normal physiologic adaptations and developmental physiology that provides the scientific basis and rationale underlying assessment and management of the neonate, infant and child. A systems

approach is used to examine the physiological transition to the extrauterine environment and adaptation of the infant at birth, as well as the developmental physiology of the neonate and maturation during infancy and early childhood.

HGEN 635—Applied Human Genetics (2).

Focuses on the issues and advances in genetics. Topics include patterns of inheritance, DNA to protein synthesis, chromosome abnormalities, genetic syndromes, principles of teratology as well as discussions of prenatal diagnosis and genetic engineering. Each student is required to prepare a case study of an individual's genetic background. *This course is provided for students in nursing and other allied health professions.*

Academic Information

The University of Maryland School of Nursing faculty is successful in obtaining research funding. Faculty research and scholarship are well-recognized in the nursing literature.



UNDERGRADUATE REGISTRATION

Undergraduate registration is conducted by the UMAB office of records through the office of admissions and enrollment management of the School of Nursing. Students receive instructions concerning dates and registration procedures. Except for outreach students, registration at the School of Nursing must be done in person. After classes begin, students who wish to terminate their registration must follow withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who fail to register during official registration periods must contact a representative of the School of Nursing office of admissions and enrollment management and pay a late fee. Students must obtain appropriate approvals to register after the official registration period has passed. Registration is completed with the payment of the required fees. Privileges of the university are available only after registration has been completed. Faculty academic advisors guide students in their plans of study and must approve their registrations each semester.

All students must receive health clearance from student and employee health in order to begin their respective programs and remain in clinical courses. This includes passing the physical examination at a satisfactory level. At any time during the program, students may be required to return to student and employee health for further physical or psychological evaluation. Failure to comply with this policy may result in dismissal from the school.

GRADUATE REGISTRATION

Graduate students are expected to participate in a program of graduate study every semester after entry into an M.S. or Ph.D. program unless a student has received an approved leave of absence

from the vice president for academic affairs and dean of the Graduate School. To maintain part-time status, graduate students must register for at least one credit each semester. Each graduate student must register for the number of graduate credits that, in the judgment of the faculty and advisor, accurately reflect the student's involvement in graduate study and use of university resources.

Graduate credit will not be given unless the student has been admitted to the Graduate School. The admission of a new student is validated when the student registers for and completes at least one course during the semester for which entrance was authorized.

Graduate students are not permitted to enroll for courses on a Pass/Fail basis. Students admitted to the Graduate School pay graduate tuition and fees whether or not the credit will be used to satisfy program requirements.

Registration at one University of Maryland System institution permits a student to register for courses offered by another institution within the University of Maryland System, provided space is available. Students must file a list of the courses that will be taken outside the School of Nursing with the registrar on a registration card signed by the advisor.

Exceptions to the graduate registration policy may be granted by the vice president for academic affairs and dean of the Graduate School upon written request of the director of admissions and enrollment management in the School of Nursing.

GRADUATE UNIT SYSTEM

The graduate councils use the graduate unit system in making calculations to determine full- or part-time graduate student status in the administration of minimum registration requirements and in responding to student requests for certification of full-time status. The number of graduate units per semester credit hour is

calculated in the following manner:
Courses in the 001-399 series carry 2 units/credit hour.
Courses in the 400-499 series carry 4 units/credit hour.
Courses in the 500-599 series carry 5 units/credit hour.
Courses in the 600-798, 800-898 and 900-998 series carry 6 units/credit hour.

Master's thesis research (799) carries 12 units/credit hour. Doctoral dissertation research (899) carries 18 units/credit hour.

To maintain full-time status, graduate students must be officially registered for a combination of courses equivalent to 48 units per semester. Graduate assistants holding regular appointments are considered full-time students if, in addition to the service appointment, they are registered for 24 units per semester.

DETERMINATION OF IN-STATE STATUS

The determination of in-state status for admission, tuition and charge-differential purposes will be made by the university at the time a student's application for admission is under consideration. Students may request a reevaluation of this status by filing a petition in the UMAB office of records and registration. Students are encouraged to review the University of Maryland at Baltimore Policy for Student Residency Classification for Admission. Copies of the policy are available at the office of records and registration.

Students classified as in-state for admission, tuition and charge differential purposes are responsible for notifying the registrar's office, in writing, within 15 days of any change in their circumstances that might in any way affect their classification.

MILITARY RESIDENCY STATUS

Full-time active members of the Armed Forces of the United States whose home

of residency is Maryland or who reside or are stationed in Maryland, or who are married to or are the financially dependent child of an active member of the military are eligible for in-state status.

RECORDS

CONFIDENTIALITY AND DISCLOSURE OF STUDENT RECORDS

The University of Maryland at Baltimore adheres to the Family Educational Rights and Privacy Act (Buckley Amendment). As such, it is the policy of the university (1) to permit students to inspect their education records, (2) to limit disclosure to others of personally identifiable information from education records without students' prior written consent and (3) to provide students the opportunity to seek correction of their education records where appropriate. Each school shall develop policies to ensure that this policy is implemented.

TRANSCRIPTS

All financial obligations to the university must be satisfied before a transcript of a student's record will be furnished to any student or alumnus. There is no charge for transcripts. Transcripts may be obtained by writing:

Office of Records and Registration
University of Maryland at Baltimore
621 West Lombard Street
Baltimore, Maryland 21201

REVIEW OF RECORDS

All records including academic records from other institutions become part of the official file and can neither be returned nor duplicated.

Provisions are made for students to review their records if they desire. A request to review one's record should be made a week in advance through the office of admissions and enrollment management.

UNDERGRADUATE ACADEMIC REGULATIONS

DEGREE REQUIREMENTS FOR THE BACCALAUREATE PROGRAM

It is the responsibility of the faculty to establish and publish degree requirements. It is the student's responsibility to know and successfully meet these requirements. Requirements are set forth in this catalog and updated in the *Undergraduate Handbook* given to enrolled students at the beginning of the academic year. Current requirements are as follows:

1. Certain lower-division course work is required for admission to the junior or senior year of the undergraduate program in nursing. Official transcripts of this course work must be submitted to the office of admissions and enrollment management of the School of Nursing by the published deadline date to verify that prerequisites are completed.
2. A minimum of 122 credits in designated course work is required. The lower-division courses required for admission to the junior year and the required courses of the upper-division major in nursing completed at the University of Maryland School of Nursing comprise the required credits. This does not prohibit outreach students in the RN-B.S.N. option from completing their courses at outreach sites.
3. At least the senior year must be completed at the University of Maryland. All required courses for the upper-division major must be completed within five years of matriculation.

4. A minimum grade point average of 2.0 is expected each semester of the junior and senior years, as well as a cumulative grade point average of 2.0 for graduation.
5. A grade of C or better is required in all nursing courses. In addition, a grade of C or better is required in both the didactic and clinical portions of the following courses: NURS 304, 305, 306, 330, 402, 403, and 420, 454, 455 (except for NURS 326 and NURS 348 which are graded Pass/Fail and require a Pass grade). If a failing grade of D or F is earned, the course must be repeated and a C grade or higher must be earned. The D or F must be replaced by a grade of C or higher before a student can progress to any course for which the failing course is a prerequisite.
6. A diploma application must be filed with the UMAB director of records and registration before the stated deadline in order to receive the degree.

GRADING SYSTEM

The following grades are used to report the quality of upper-division course work on grade reports and transcripts:

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Unsatisfactory	1
F	Failure	—
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrawn from all courses and the university	—
AU	Audit	—
NM	No grade submitted by faculty	—

Note: Only grades of A, B, C, D and F are computed in the grade point average on the grade reports published and maintained by the UMAB office of records and registration. A grade of P is given only for specified courses that are graded Pass/Fail when performance is at a C level or above.



A grade of *D* or *F* is unsatisfactory for all nursing courses. Courses require a *C* grade or higher for the fulfillment of degree requirements.

A grade of *I* is given at the discretion of the faculty only when extenuating circumstances prevent the completion of a minor portion of work in a course. Students who receive a grade of *I* are responsible for arranging with the faculty the exact work required to remove the incomplete. If an *I* grade is not removed by the end of the following semester, the grade automatically converts to *F* except with clinical nursing courses, for which the time of completion is determined by the faculty. Any *I* grade may preclude normal progression in the program as determined by undergraduate program policies.

Computation of Grade Point Average for a Semester: Grade points are given for the courses attempted in a given semester in the upper-division major and multiplied by the number of credits attempted. The sum of the grade points divided by the total credits for the courses equals the grade point average.

Computation of the Cumulative Grade Point Average: The total grade points for all courses are added and cal-

culated as above. Only the most recent attempt of a repeated course will be calculated into the grade point average.

Students must maintain continuous registration in the undergraduate program. If a student is unable to do so, a formal request for leave of absence or withdrawal from the School of Nursing must be filed.

LEAVE OF ABSENCE

A leave of absence may be requested in advance of the upcoming fall or spring semester. The request must be in writing, approved by the student's advisor and submitted to the director of admissions and enrollment management. The director forwards it to the assistant dean for student affairs and associate dean for undergraduate studies for approval. A leave of absence may be granted for one semester and more than one leave of absence may be granted. However, a leave of absence does not negate the five year time limit required for completion of all upper division nursing courses.

WITHDRAWAL POLICY

A student may withdraw from the School of Nursing at any time. A *WD* will be recorded on the transcript. If the student withdraws after the beginning of the eighth week, a summary statement is placed in the student's record with a form noting whether the student was passing or failing. Students who withdraw from the school after the twelfth week of the semester who are failing will receive the grade they have earned on their transcript, not a *WD*.

Withdrawal from the school means a student must:

1. Write a brief letter to the director of admissions and enrollment management explaining the reason for withdrawal.
2. Complete a withdrawal form with appropriate signatures from the academic advisor and department chair.
3. Submit the signed withdrawal form to the director of the office of admissions and enrollment management.

The date used in computing tuition refunds is the date the application for withdrawal is filed with the UMAB office of records and registration.

CREDIT BY EXAMINATION

Credit by examination is available for NURS 301, 302, 303, 311, 312, 331, 333, 404, and 410. Students may obtain credit by examination applications from the office of admissions and enrollment management. Each examination may be taken only once. Detailed credit by examination procedures are found in the *Undergraduate Handbook*.

DROPPING A COURSE

Students are not permitted to drop courses. Exceptions to this rule may be made by the academic advisor and the department chair when extenuating circumstances warrant it. Dropped courses

are not recorded on the transcript. Students may obtain the drop/add form from the office of admissions and enrollment management.

Students who fail or drop a clinical nursing course and maintain enrollment in nonclinical nursing courses are eligible to retake the clinical course on a space available basis. The academic advisor and/or the associate dean for undergraduate studies determines which courses a student can take while waiting to retake clinical courses.

PROGRESSION

The student affairs committee meets regularly to recommend and implement policies on progression. It is the student's responsibility to monitor his or her academic progression toward the completion of degree requirements, as well as to maintain good academic standing. Students receive a mid-semester warning from faculty if they are in jeopardy of failing. At the end of each semester, students receive grade reports on course work completed. These reports of official grades (and their entry on the official transcript) are used to certify academic standing and to determine honors, academic probation and the completion of degree requirements. The office of the assistant dean for student affairs formally notifies students in poor academic standing who are placed on academic probation or are academically dismissed. Students are notified in writing when they are removed from academic probation.

ACADEMIC STANDING

Good academic standing is defined as satisfactory academic progress of a registered degree candidate in course work and toward degree requirements.

Poor academic standing is defined as academic performance that is temporarily below the expected level of achievement. Students in poor academic standing are

placed on academic probation and may be subject to academic dismissal.

Academic probation is written notice to a student in poor academic standing from the office of the assistant dean for student affairs or the associate dean for undergraduate studies and outreach. In the written notification of academic probation and unsatisfactory academic achievement, the student will be informed of the length of the probation and any specific conditions that must be satisfied to be removed from probation. Specific conditions warranting academic probation include:

1. A grade of *D* or *F* in a nursing course.
2. A grade point average of less than 2.0 for any given semester.
3. Academic misconduct.
4. An academic record reflecting other unsatisfactory progress in meeting degree requirements.

Academic dismissal is dismissal from the undergraduate program by the assistant dean for student affairs or associate dean for undergraduate studies and outreach for continued evidence of unsatisfactory progress toward meeting course or degree requirements as usually evidenced by academic probations as specified below:

1. Two grades of *D* or *F* earned in nursing courses, except for students who have completed less than 17 credits, in which case 3 grades of *D* or *F* earned in nursing courses.
2. Being placed on academic probation more than twice.
3. Academic misconduct.
4. Academic record reflecting other unsatisfactory progress in meeting degree requirements.
5. Failure to pass a previously failed course on the second attempt.

When students are academically dismissed due to failing grades in nursing courses, the admissions and progressions subcommittee of the student affairs committee will convene an academic review committee. That committee will seek input from faculty members who have

worked with the student to recommend any possible actions the student should take before a reinstatement request will be considered.

DISMISSAL OF DELINQUENT STUDENTS

The school reserves the right to request the withdrawal of students who do not maintain the required standards of scholarship, or whose continuance in the school would be detrimental to their health or to the health of others, or whose conduct is not satisfactory to the authorities of the school. It is a general expectation that students will abide by the rules and regulations established by the university. Violation of university regulations may result in disciplinary measures being imposed.

APPEAL OF DISMISSAL

Students academically dismissed from the undergraduate program may appeal their dismissal through the normal lines of communication.

These lines are:

1. Assistant dean for student affairs.
2. Associate dean for undergraduate studies and outreach.
3. Dean of the School of Nursing.

The request for reconsideration must be received in writing within two weeks from the date of the previous decision.

REINSTATEMENT PROCEDURE

Reinstatement is granted through the student affairs committee to students who were academically dismissed or who withdrew in poor academic standing. All requests for reinstatement are made in writing to the assistant dean for student affairs. The following information

should be included in the student's written request:

1. The reason(s) the student left the program.
2. If applicable, the reason the student was not successful in the program.
3. What the student has been doing since leaving the program.
4. Reference from current employer must be submitted. If applicable, letters of recommendation from former faculty may also be submitted.
5. Reason the student wants to return to the program at this time.
6. Reason the student will be able to successfully complete the program, if reinstated.

Although such requests are considered individually, these guidelines are followed:

1. General admission policies of the university and the school prevail (e.g., university rules and regulations, space available).
2. Students may be reinstated only once.
3. A current physical examination is required, indicating that the student's health status is acceptable.
4. The student's academic record and academic standing upon dismissal are considered.
5. The student's potential for successful completion of the program is evaluated.
6. Basic and second-degree undergraduate students not in attendance at the School of Nursing for one year or more will have their academic records reviewed by the student affairs committee to determine placement in the program and may be required to complete selected courses upon their return.
7. Upon reinstatement, undergraduate students not in attendance during the previous three years will have their records reviewed by the student affairs committee and may be required to repeat all or selected courses.

Deadlines for requesting reinstatement are published by the office of student affairs each year. Students who withdrew in good academic standing can apply for reinstatement through the director of admissions and enrollment management.

Notification of the decision as to reinstatement may be delayed until information on space constraints is available.

ACADEMIC MISCONDUCT

A faculty member or another student shall report in writing to the assistant dean for student affairs, who chairs the School of Nursing judicial board, any information alleging the academic misconduct of a student. Examples of academic misconduct include acts such as plagiarism, cheating, misrepresenting someone else's work as one's own work, falsification of credentials, revealing contents of an examination to anyone who has not yet taken the examination, facilitating or enabling another student to commit an act of academic dishonesty and any other academic-related behaviors that are disrespectful of the rights of individuals, the policies of the School of Nursing and the university or the professional standards of conduct.

The School of Nursing judicial board serves as the official body before which all allegations of misconduct are presented. Specific policies and procedures related to allegations of academic misconduct and the judicial board are outlined in the Student Code of Conduct and Appeals Policy and Procedures of the University of Maryland School of Nursing found in the *Undergraduate Handbook*.

The judicial board has the power to recommend sanctions to the dean according to guidelines established in the Student Code of Conduct and Appeals Policies and Procedures. Possible sanctions for violations of this policy include: reprimand, community service, probation, suspension and dismissal.

GRADUATE ACADEMIC REGULATIONS

DEGREE REQUIREMENTS

Requirements for graduation from the master's degree program include: achieving a cumulative grade point average of at least 3.0 and successful completion of the planned program within a five-year period.

Requirements for graduation from the doctoral program include: completion of the planned program within a nine-year period (a maximum of five years between matriculation and admission to candidacy and a maximum of four years following admission to candidacy); admission to candidacy for the doctoral degree; achieving a cumulative GPA of at least 3.0; successful completion of preliminary, comprehensive and final oral examinations; completion of a satisfactory dissertation; and completion of a minimum of two consecutive semesters of full-time study.

Graduate students must maintain continuous registration and must be registered for at least one credit in the semester in which they wish to graduate. Diploma applications must be filed with the University of Maryland at Baltimore Graduate School by the stated deadline. A student who does not graduate at the end of the semester in which he or she applies for the diploma must reapply for it in the semester in which he or she expects to graduate.

PLAN OF STUDY

Upon admission to the graduate program each student is assigned an academic advisor. The advisor assignments are subject to change as additional interests of the student are determined or upon request of the advisor or advisee. The advisor is available for academic counseling and guides the student to develop a plan of study, determine research interests and select a the-

sis/dissertation chairman or readers for the seminar paper (for master's students).

All graduate students must complete a plan of study form, which outlines the student's expected progression through the degree requirements. One copy of this plan of study must be filed with the Graduate School by the beginning of the second semester of study for master's or third semester of study for doctoral students. A second copy of the plan of study remains in the student's nursing program file. Any major alteration of the plan necessitates filing an amended plan. It is suggested that students retain a copy of this plan for their own files.

SCHOLASTIC REQUIREMENTS

It is the responsibility of each student to remain informed of and adhere to all Graduate School and School of Nursing regulations and requirements. Additional policies and procedures are found in the Graduate School catalog, the School of Nursing graduate program and Ph.D. handbooks, and in *Important Dates for Advisors and Students*, issued each year by the Graduate School.

The Graduate School requires that all students achieve at least a 3.0 cumulative GPA by the end of the third semester of study. A course in which a grade of less than *B* is received may be repeated. The grade on the repeated course, whether it is higher or lower than the original grade, is used in the grade point average calculation. Courses in the degree program that are completed with a *D* or *F* must be repeated. Grades earned for thesis or dissertation research and grades earned from courses that are transferred for degree credit from other schools and/or previous study are not included in the computation of the GPA.

TRANSFER CREDITS

A maximum of six credits of acceptable graduate-level course work may be applied toward the master's degree as



transfer credits from another school or from the course work only status. In the doctoral program, transfer credits are individually assessed to determine relevance to the student's program of study; a variable number of credits is permissible. Permission must be obtained from the major advisor, the associate dean for graduate studies, research and evaluation and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the time limit for the degree and may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average.

CREDIT BY EXAMINATION

Graduate students may receive credit by examination only for courses for which they are otherwise eligible to receive graduate degree credit. In the master's program a maximum of 6 (9 in primary care) credits is possible through credit by examination. A graduate student seeking to use this option must obtain the consent of their advisor and of the instructor currently responsible for the course. The Graduate School maintains a list of

courses for which examinations are available or will be prepared. A fee is paid upon application for the examination equal to the current cost of one credit of tuition and is not refundable regardless of whether the student passes the examination. The grade received for a course accepted through credit by examination is computed in the grade point average.

WITHDRAWAL FROM A COURSE

A withdrawal is noted on the student's transcript by a *WD*. In cases of excessive absences from courses, an *F* is given unless the student officially withdraws from a course. The semester credits for the *F* grade are computed in the grade point average.

TEMPORARY AND FINAL GRADES

A temporary grade of "Incomplete" may be given, on occasion, to graduate students unable to complete all the requirements of a course in the semester in which it is taken. An "Incomplete" grade must be changed to a final letter grade (*A, B, C, D, F*) within one full academic year of the time at which the course ended. For a course not required for the degree, an "*F*" grade may remain on the student's transcript. These policies do not apply to 799 or 899 research grades, which should be removed when the applicable research has been certified by the appropriate oral examination committee.

A temporary grade of "No Mark" may be given, on occasion, when faculty members are unable to complete the grading process within the semester in which the course is given even though the student has completed all requirements. A grade of *NM* must be changed to a letter grade (*A, B, C, D, F*) by the beginning of the next semester after the course was given.

ACADEMIC PROGRESS— UNSATISFACTORY ACHIEVEMENT

At the end of each semester, the record of every student is reviewed. Registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

Provisional Admission: Any student admitted provisionally will be granted unconditional status when the provision(s) has been satisfied. The Graduate School will be responsible for notifying the department if a student fails to meet the provisions of admission. The Graduate School will dismiss those provisional students who fail to meet the provisions.

Academic Jeopardy/Unconditional Admission: Unconditionally admitted full-time students who have not maintained a *B* average during the first semester (8 credits) are to be placed on probation and will be dismissed if minimum *B* grades in every course (8 credits) are not achieved during the next semester. Unconditionally admitted part-time students who have not maintained a *B* average for the first 12 credits are to be placed on probation and must achieve minimum *B* grades in every course during the next 12 credit hours or they too will be dismissed.

Academic Progress at the End of the Third Semester: A cumulative GPA of 3.0 must be attained by all graduate students (M.S. and Ph.D. students) by the end of the third semester and thereafter. Failure to achieve and maintain the 3.0 average will result in dismissal from the program. In addition, a satisfactory level of research performance as determined by the research advisor and research committee must be maintained or a dismissal from the program could result.

Additional Doctoral Program Requirements: A student may be asked to withdraw from the doctoral program upon recommendation of the doctoral program director if any of the following events occur:

1. Failure to maintain a cumulative GPA of 3.0 (as specified above).

2. Failure on preliminary examination at second attempt.
3. Failure on comprehensive examination at second attempt.
4. Failure to be admitted to candidacy within five years of admission into the program.
5. Failure to complete degree requirements within four years following admission to candidacy.
6. Failure to demonstrate a satisfactory level of research performance as determined by the research advisor and dissertation advisory committee.
7. Failure to maintain continuous registration.

WITHDRAWAL, SUSPENSION, DISMISSAL

An application for withdrawal form must be completed and submitted when a student officially withdraws from the graduate program. An application for withdrawal bearing the proper signatures must be filed in the office of records and registration. If a student leaves the university prior to the conclusion of a semester or session, the date used in computing a refund is the date the application for withdrawal is filed in the office of records and registration. A student who withdraws during a semester and does not file an application for withdrawal with the registrar will receive failing grades in all courses and will forfeit the right to any refund.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The School of Nursing, through its various faculties and appropriate committees, reserves the discretionary right to suspend any student from the university for failure to maintain a satisfactory academic record, acceptable personal behavior, accepted standards of practice in a clinical agency or satisfactory standard of health.

When the actions of a student are judged by competent authority using established procedure to be detrimental to the interests of the university community, that person may be required to withdraw from the university.

SCHOLASTIC HONORS FOR GRADUATES

HONOR SOCIETIES

National Honor Society of Nursing:

Sigma Theta Tau, founded in 1922, is the national honor society of nursing. The Pi chapter of Sigma Theta Tau was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship and achievement, to encourage and support research activities and to strengthen commitment to the ideas and purposes of the nursing profession.

Candidates for membership are selected from the baccalaureate and graduate programs as well as from the nursing community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

Who's Who among Students in American Universities and Colleges:

Membership in this organization is open to seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of scholarship ability, participation and leadership in academic and extracurricular activities, citizenship, service to the school and potential for future achievement.

Phi Kappa Phi:

Phi Kappa Phi is a national honor society that was established at the University of Maryland in 1920. Its objective is to foster and recognize outstanding scholarship, character and social usefulness in students from all areas of instruction. Candidates for membership are selected from the basic baccalaureate and graduate programs in nursing.

AWARDS

School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. A number of awards were donated by the alumni association or other groups or individuals who wish to recognize outstanding students. Others recognize excellence in a specialty area of nursing research. The Dean's Leadership Award was established by Dr. Barbara R. Heller and is given to one outstanding student leader each year. All awards are presented at the annual academic convocation ceremony in May.



School of Nursing Awards for Baccalaureate Graduates

University of Maryland Alumni Association Award for Highest Average in Scholarship
University of Maryland Alumni Association Award for Leadership
National Dean's List
RN Award for Professional Leadership
U.S. Army Spirit of Nursing Award
RN Award for Clinical Excellence in Nursing
Lorraine Spranzo Award for Community Health Project
Award for Excellence in Community Health Nursing

Award for Excellence in Neurological Nursing
Award for Excellence in Nursing Care of Children
Award for Excellence in Nursing Care of the Childbearing Family
Award for Excellence in Psychiatric and Mental Health Nursing
Daniel Charles Doody, Jr. Memorial Award for Excellence in Nursing Care of Adults
Edwin and L.M. Zimmerman Award
Flora Hoffman Tarun Memorial Award
Frances Arnold Memorial Award

School of Nursing Awards for Master of Science Graduates

Award for Excellence in Adult Primary Care Nursing
Award for Excellence in Community Addictions Nursing
Award for Excellence in Community Health Nursing
Award for Excellence in Geriatric Primary Care Nursing
Award for Excellence in Gerontological Nursing
Hewlett Packard Award for Trauma/Critical Care
Award for Excellence in Medical-Surgical Nursing
Award for Excellence in Nursing Administration
Award for Excellence in Nursing Care of Children
Award for Excellence in Nursing Care of Neonates
Award for Excellence in Nursing Care of Women
Award for Excellence in Nursing Education
Award for Excellence in Nursing Health Policy
Award for Excellence in Nursing Informatics
Award for Excellence in Oncology Nursing
Award for Excellence in Psychiatric Nursing
Award for Excellence in Nursing Research

School of Nursing Award for Doctor of Philosophy Graduates

Award for Excellence in Nursing Science

Administration and Faculty

The University of Maryland School of Nursing's faculty, administrators and alumni are internationally renowned and hold elected offices in national nursing and health care organizations.



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Maternal and Child Health

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- Parks, Peggy L., Associate Professor, Maternal and Child Health. B.A., Park College, 1969; M.A., George Peabody College at Vanderbilt University, 1974; Ph.D., George Peabody College at Vanderbilt University, 1976.
- Perry, Lesley A., Associate Dean, Undergraduate Studies, Outreach and Instruction; Acting Chair, RN-B.S.N. Program; Director, Statewide Programs; Associate Professor, Maternal and Child Health. B.S., Roberts Wesleyan College, 1966; M.S., Boston University, 1969; Ph.D., University of Maryland, 1982; (RN).
- Phillips, Janice M., Assistant Professor, Psychiatric, Community Health and Adult Primary Care. B.S.N., North Park College, 1976; M.S., St. Xavier College, 1985; Ph.D., University of Illinois, Chicago, 1993; (RN).
- Prescott, Patricia A., Professor, Education, Administration, Health Policy and Informatics. B.S., University of California, San Francisco, 1965; M.S., University of California, San Francisco, 1967; M.A., University of Denver, 1974; Ph.D., University of Denver, 1977; (RN, FAAN).
- Proulx, Joseph R., Professor, Education, Administration, Health Policy and Informatics. B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D., Teachers College, Columbia University, 1972; (RN).
- Rabin, Nancy B., Clinical Instructor, Maternal and Child Health. B.S.N., Georgetown University, 1990; M.N., Emory University, 1993, (RN).
- Radin, Tari G., Assistant Professor, Maternal and Child Health. B.S.N., Arizona State University, 1982; M.S., Arizona State University, 1986; Ph.D., University of California, 1977; (RN).
- Rankin, Elizabeth A., Coordinator, Division of Business and Industry; Associate Professor, Psychiatric, Community Health and Adult Primary Care. B.S.N., University of Maryland, 1970; M.S., University of Maryland, 1972; M.S., University of Maryland, 1977; Ph.D., University of Maryland, 1979; (RN).
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- Rasin, Joyce H., Associate Professor, Acute and Long-Term Care. B.S.N., University of Pennsylvania, 1972; M.S., University of Pennsylvania, 1976; Ph.D., University of Maryland, 1988; (RN).
- Rawlings, Norma L., Assistant Professor, Maternal and Child Health. B.S., Winston-Salem State University, 1964; M.S., University of Maryland, 1968; (RN).
- Romeo, Cathy, Assistant Professor, Maternal and Child Health. B.S.N., State University of New York, 1979; M.S.N., Catholic University of America, 1982; Ph.D., University of Maryland, 1992; (RN).
- Ruth, M. Virginia, Assistant Dean, Professional Development and Services; Associate Professor, Psychiatric, Community Health and Adult Primary Care. B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr. P.H., Johns Hopkins University, 1976; (RN).
- Scott, Doris E., Assistant Professor, Psychiatric, Community Health and Adult Primary Care. B.S.N., Dillard University of New Orleans, 1963; M.S.N., Boston University, 1968; Ph.D., University of Maryland, 1986; (RN).
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M.S.N., University of California, 1984; Ph.D., University of Maryland, 1994; (RN).

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Strasser, Judith A., Associate Professor, Psychiatric, Community Health and Adult Primary Care. B.S., Villanova University, 1970; M.S., University of Maryland, 1975; D.N.Sc., Catholic University of America, 1984; (RN).

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Thompson, Linda S., Associate Professor, Maternal and Child Health. B.S.N., Wayne State University, 1974; M.S.N., Wayne State University, 1978; M.P.H., Johns Hopkins University, 1985; Dr. P.H., Johns Hopkins University, 1986; (RN).

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Turkeltaub, Madeline, Assistant Professor, Psychiatric, Community Health and Adult Primary Care Nursing. B.S.N., Long Island University, 1966; M.N., University of Pittsburgh, 1970; Ph.D., University of Maryland, 1980; (RN).

Waltz, Carolyn A., Director, Doctoral Program and Evaluation; Professor, Education, Administration, Health Policy and Informatics. B.S.N., University of Maryland, 1963; M.S., University of Maryland, 1968; Ph.D., University of Delaware, 1975; (RN, FAAN).

Wanant, Wanida P., Assistant Professor, Maternal and Child Health. B.Ed., Chulalongkorn University, Thailand, 1973; M.S.N., Catholic University of America, 1978; D.N.Sc., Catholic University of America, 1988; (RN).

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Woodall, Gail M., Clinical Instructor, Maternal and Child Health. B.S., Columbia University, 1959; M.S., University of Maryland, 1983; (RN).

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FACULTY, STUDENT AND INSTITUTIONAL RIGHTS AND RESPONSIBILITIES FOR ACADEMIC INTEGRITY

Preamble

The academic enterprise is characterized by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process and intellectual honesty in the pursuit of new knowledge. By tradition, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the institution and the student, they are nevertheless conventions which should be central to the learning and teaching process.

I. Faculty Rights and Responsibilities

- A. Faculty members shall share with students and administrators the responsibility for academic integrity.
- B. Faculty members shall enjoy freedom in the classroom to discuss subject matter reasonably related to the course. In turn, they have the responsibility to encourage free and honest inquiry and expression on the part of students.
- C. Faculty members, consistent with the principles of academic freedom, have the responsibility to present courses that are consistent with their descriptions in the catalog of the institution. In addition, faculty members have the obligation to make students aware of the expectations in the course, the evaluation procedures and the grading policy.
- D. Faculty members are obligated to evaluate students fairly, equitably and in a manner appropriate to the course and its objectives. Grades must be assigned without prejudice or bias.
- E. Faculty members shall make all reasonable efforts to prevent the occurrence of academic dishonesty through appropriate design and administra-

tion of assignments and examinations, careful safeguarding of course materials and examinations and regular reassessment of evaluation procedures.

- F. When instances of academic dishonesty are suspected, faculty members shall have the responsibility to see that appropriate action is taken in accordance with institutional regulations.
- ### **II. Student Rights and Responsibilities**
- A. Students share with faculty members and administrators the responsibility for academic integrity.
 - B. Students have the right of free and honest inquiry and expression in their courses. In addition, students have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
 - C. Students have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
 - D. Students have the right to be evaluated fairly, equitably and in a timely manner appropriate to the course and its objectives.
 - E. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance or such special assistance as may be specified or approved by the appropriate faculty members, is allowed.
 - F. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
 - G. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

III. Institutional Responsibility

- A. Constituent institutions of the University of Maryland System shall take appropriate measures to foster academic integrity in the classroom.
- B. Each institution shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty and to impose appropriate sanctions on students found to be guilty of acts of academic dishonesty.
- C. Students expelled or suspended for reasons of academic dishonesty by any institution in the University of Maryland System shall not be admissible to any other System institution if expelled, or during any period of suspension.

The following policies were approved November 30, 1989 by the Board of Regents.

SCHEDULING OF ACADEMIC ASSIGNMENTS ON DATES OF RELIGIOUS OBSERVANCE

It is the policy of the University of Maryland at Baltimore to excuse the absence(s) of students that result from the observance of religious holidays. Students shall be given the opportunity, whenever feasible, to make up, within a reasonable time, any academic assignments that are missed due to individual participation in religious observances. Opportunities to make up missed academic assignments shall be timely and shall not interfere with the regular academic assignments of the student. Each school/academic unit shall adopt procedures to ensure implementation of this policy.

ELIGIBILITY TO REGISTER AT UMAB

A student may register at UMAB when the following conditions are met: (1) the student is accepted to UMAB, (2) the student has received approval from the unit

academic administrator and (3) the student has demonstrated academic and financial eligibility.

REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING

It is the policy of the University of Maryland at Baltimore that students be provided a mechanism to review course grades that are alleged to be arbitrary or capricious. Each school/academic unit shall develop guidelines and procedures to provide a means for a student to seek review of course grades. These guidelines and procedures shall be published regularly in the appropriate media so that all faculty and students are informed about this policy.

THE UNIVERSITY OF MARYLAND POSITION ON ACTS OF VIOLENCE AND EXTREMISM WHICH ARE RACIALLY, ETHNICALLY, RELIGIOUSLY OR POLITICALLY MOTIVATED

The Board of Regents strongly condemns criminal acts of destruction or violence against the person or property of others. Individuals committing such acts at any campus or facility of the university will be subject to swift campus judicial and personnel action, including possible expulsion or termination, as well as possible state criminal proceedings.

SERVICE TO THOSE WITH INFECTIOUS DISEASES

It is the policy of the University of Maryland at Baltimore to provide education and training to students for the purpose of providing care and service to all persons. The institution will employ appropriate precautions to protect providers in a manner meeting the patients' or clients' requirements, yet protecting the interest of students and faculty participating in the provision of such care or service.

No student will be permitted to refuse to provide care or service to any assigned person in the absence of special circumstances placing the student at increased risk for an infectious disease. Any student who refuses to treat or serve an assigned person without prior consent of the school involved will be subject to penalties under appropriate academic procedures, such penalties to include suspension or dismissal.

HUMAN RELATIONS CODE SUMMARY

Article I-Purpose

A. The University of Maryland at Baltimore (UMAB) is committed to the principles of free inquiry. It is also committed to human service. These commitments imply respect for all people, irrespective of any personal characteristics, and evaluation and advancement of individuals on basis of their abilities and accomplishments with regard to all university matters.

UMAB affirms its commitment to a policy of eliminating unlawful discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, age, ancestry or national origin, physical or mental handicap, or exercise of rights secured by the First Amendment of the United States Constitution. UMAB is also committed to eliminating unlawful sexual harassment, which is recognized as sex discrimination. UMAB will not condone racism, bigotry or hatred in any form directed to any individual or group of individuals under any circumstances.

B. UMAB establishes this Human Relations Code consistent with the policies of the Board of Regents of the University of Maryland System. The specific purpose of this code is to prevent or eliminate discrimination which is unlawful. This goal is to be accomplished through educational programs and through existing grievance procedures.



ARTICLE II-SCOPE OF THE CODE

- A. This code prohibits unlawful discrimination by the university, or by those using university facilities, with respect to employment, student placement services, promotion, or the award of academic or economic benefits on the basis of race, color, creed, sex, sexual orientation, marital status, age, ancestry or national origin, physical or mental handicap, or the exercise of rights secured by the First Amendment of the United States Constitution. The code does not apply to potential students, potential employees and to business relations between the university and other individuals or organizations.
- B. Nothing in this code shall be construed to prohibit adoption of requirements of cleanliness, neatness, uniforms, or other prescribed standards when uniformly applied for admittance to any facility for participation in clinical education or clinical activities, or when a standard is required in the interest of public relations or to avoid danger to the health, welfare or safety of any individual, including students, employees or the public.

C. Exceptions.

1. The enforcement of federal, state, or Baltimore City laws and regulations does not constitute prohibited discrimination for purposes of this code. Separate housing or other facilities for men and women, mandatory retirement age requirements, variations in benefit packages based on marital status and religious and ethnic/cultural clubs are not prohibited.
2. The code is not to be construed to alter the methods by which promotions in academic rank may be achieved or by which salaries of faculty or employees may be determined. However, if in the course of any grievance, it is alleged that discrimination has resulted in unfair application of standards for promotion or salary change, the appropriate fact finder may make a report to the campus authority responsible for making a final decision in the matter. The report will be advisory.

D. Specific activities subject to the code.

The code shall apply to the UMAB community in relation to activities including:

1. All educational, athletic, cultural and social activities occurring on

the campus or at another location under UMAB's jurisdiction.

2. All services rendered by the campus to students, faculty and staff such as job placement programs and off-campus listings of housing.
 3. University sponsored programs occurring off-campus including cooperative programs, adult education, continuing education and seminars.
 4. Subject to limitations stated previously, employment relations between UMAB and all of its employees including faculty.
 5. The conduct of UMAB employees and their colleagues, supervisors or subordinates who are employed by UMAB's affiliates (e.g., UMMS). Although UMAB cannot directly control the behavior of affiliates' employees, UMAB will work with its affiliates to eliminate actions by their personnel contrary to this code.
- E. In the event of any questions about the applicability of the code to a specific issue presented in a grievance, the UMAB president shall make the final decision concerning the scope of the code.

Article III-Administrative Matters

This code shall be effective July 1, 1987, or, if later, upon receipt of final approval (a) from the Chancellor of the University of Maryland System and, (b) with respect to form and legal sufficiency, from the Office of the Attorney General. This code is subject to modification by the president with approval of the Office of the Attorney General as to form and legal sufficiency. With regard to all issues, the code shall be interpreted to be consistent with Board of Regents policies, with laws and regulations applicable to the university and with the principles that final decisions with respect to academic promotions, establishment of salaries, and grading and evaluation of students shall be made by the academic community and not pursuant to this code. (Last modified 7/93)

No provision of this publication shall be construed as a contract between any applicant or student and the University of Maryland at Baltimore. The university reserves the right to change any admission or advancement requirement at any time. The university further reserves the right to ask a student to withdraw at any time when it is considered to be in the best interest of the university.

Maps

UNIVERSITY OF MARYLAND AT BALTIMORE

TO REACH THE UMAB CAMPUS

The University of Maryland at Baltimore is located in UniversityCenter, a newly designated downtown Baltimore neighborhood, six blocks west of the Inner Harbor.

Directions

From I-95: Take Rte. 395 (downtown Baltimore) and exit onto Martin Luther King, Jr., Blvd., staying in right lane. At fourth traffic light, turn right onto Baltimore St.; turn left at second traffic light onto Paca St. and immediately into the Baltimore Grand Garage (visitor parking).

Bus Access

MTA buses numbered 1, 2, 7, 8, 9, 11, 20, 35 and 36 all stop in the campus area.

Subway Access

The Baltimore Metro runs from Charles Center to Owings Mills. Stops closest to campus are at Lexington Market and Charles Center.

Light Rail

The Light Rail system connects northern Baltimore County and Oriole Park at Camden Yards. The UniversityCenter stop is at Howard and Baltimore Streets.



UniversityCenter Area, University of Maryland at Baltimore



Academic, Administrative and Patient Care Facilities

- 19 Administration Building
737 West Lombard Street
- 17 Allied Health Building
100 Penn Street
- 13 Athletic Center
646 West Pratt Street
- 12 Baltimore Student Union
621 West Lombard Street
- 37 Biomedical Research Building
108 North Greene Street
- 38 (Walter P.) Carter Center
630 West Fayette Street
- 7 Davidge Hall
522 West Lombard Street
- 31 Dental School
666 West Baltimore Street
- 22 Dunning Hall
636 West Lombard Street
- 8 East Hall
520 West Lombard Street
- 20 Environmental Health and Safety Building
714 West Lombard Street
- 1 James T. Frenkil Building
16 South Eutaw Street
- 6 Greene Street Building
29 South Greene Street
- 28 Health Sciences Facility
685 West Baltimore Street
- 10 Health Sciences Library
111 South Greene Street
- 42 Hope Lodge
636 West Lexington Street
- 26 Howard Hall
660 West Redwood Street
- 36 Information Services Building
100 North Greene Street
- 33 Law School and Marshall Law Library
500 West Baltimore Street
- 9 Lombard Building
511 West Lombard Street
- 35 Maryland Bar Center
520 West Fayette Street
- 18 Medical Biotechnology Center
721 West Lombard Street
- 27 Medical School
Frank C. Bressler Research Building
655 West Baltimore Street
- 29 Medical School Teaching Facility
10 South Pine Street
- 15 Nursing School
655 West Lombard Street
- 24 Parsons Hall
622 West Lombard Street
- 40 Pascault Row
651-655 West Lexington Street
- 30 Pharmacy School
20 North Pine Street
- 41 Pine Street Police Station
214 North Pine Street

- 39 Ronald McDonald House
635 West Lexington Street
- 5 Social Work School
525 West Redwood Street
- 14 State Medical Examiner's Building
111 Penn Street
- 4 University Plaza
Redwood and Greene Streets
- 21 Western Health Center
700 West Lombard Street
- 23 Whitehurst Hall
624 West Lombard Street
- 2 405 West Redwood Street Building
- 16 701 West Pratt Street Building
- 11 University Health Center
120 South Greene Street
- 25 University of Maryland Medical System
22 South Greene Street
- 3 University of Maryland Professional Building
419 West Redwood Street
- 32 Veterans Affairs Medical Center
Baltimore and Greene Streets

Cultural and Civic Facilities

- 46 Babe Ruth Birthplace-Baltimore Orioles Museum
- 48 Dr. Samuel D. Harris National Museum of Dentistry (opening 1996)
- 44 Lexington Market
- 43 Market Center Post Office
- 47 Old Saint Paul's Cemetery
- 45 Oriole Park at Camden Yards
- 34 Westminster Hall

Parking Facilities

- VP Baltimore Grand Garage (visitors)
- DP Dental Patient Parking Lot (dental patients)
- SP Lexington Garage (student)
- PP University Plaza Garage (patients and patient transporters)
- P Public Parking Facilities

Assigned University Parking

- A Koester's Lots
- B Pearl Garage/Parking Office
- C Penn Street Garage
- D Pratt Street Garage
- E Other assigned parking areas

VP Visitors Parking DP Dental Patient Parking PP Patient Parking SP Student Parking P0 Parking Office

Student Right-to-Know and Campus Security Act Request

The Student Right-to-Know and Campus Security Act (Public Law 101-542), signed into federal law November 8, 1990, requires that the University of Maryland at Baltimore make readily available to its students and prospective students the information listed below.

Should you wish to obtain any of this information, please check the appropriate space(s), fill in your name, mailing address and UMAB school name, tear off this form and send it to:

University Office of Student Affairs
Attn: Student Right-to-Know Request
University of Maryland at Baltimore
Suite 336, Baltimore Student Union
621 West Lombard Street
Baltimore, MD 21201

Complete and return this portion

- Financial Aid
- Costs of Attending the University of Maryland at Baltimore
- Refund Policy
- Facilities and Services for Handicapped
- Procedures for Review of School and Campus Accreditation
- Completion/Graduation Rates for Undergraduate Students
- Loan Deferral under the Peace Corps and Domestic Volunteer Services Act
- Campus Safety and Security
- Campus Crime Statistics

Name _____

Address _____

UMAB School and Program _____



UNIVERSITY OF MARYLAND
AT BALTIMORE