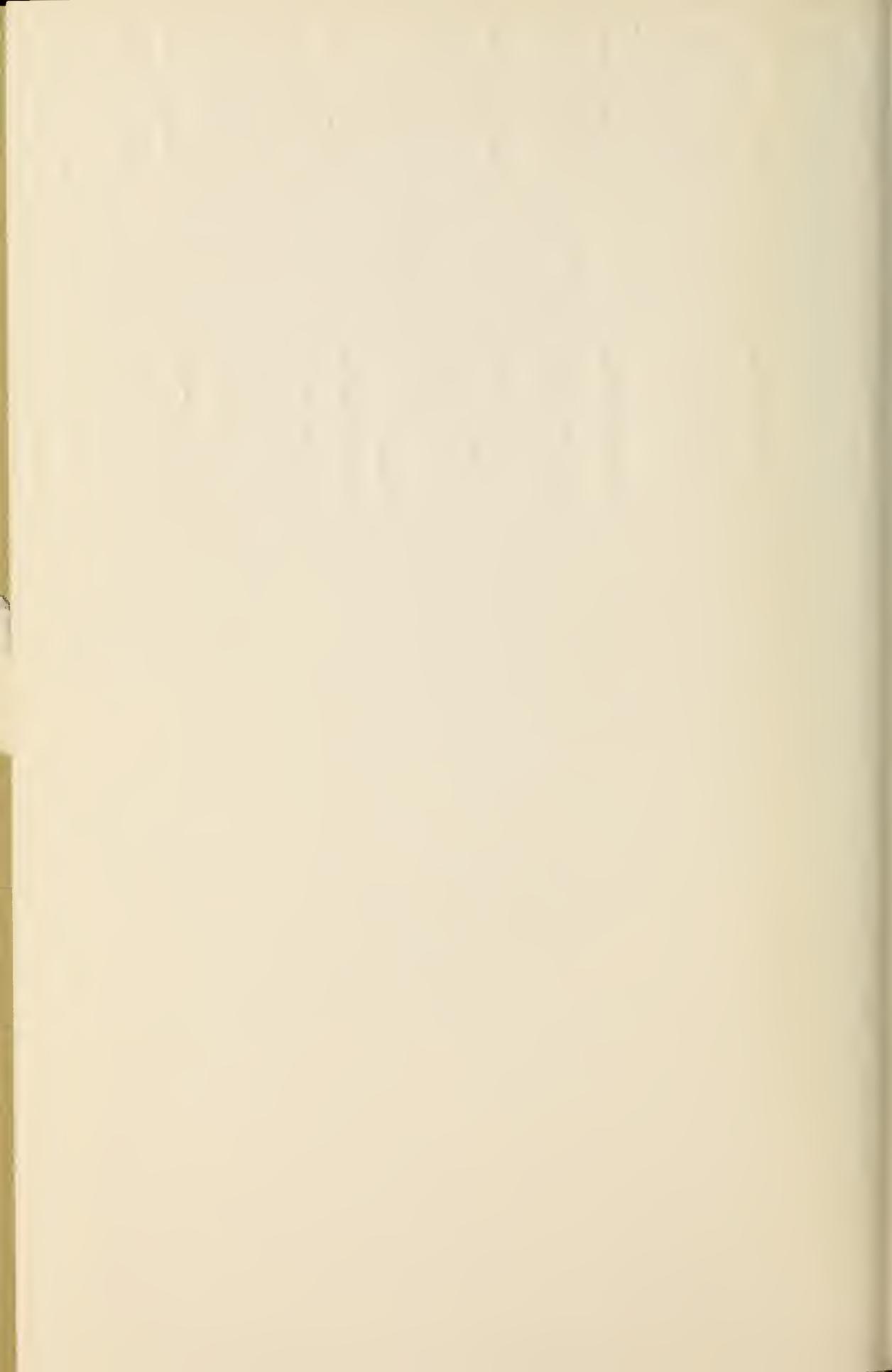


UNIVERSITY
OF MARYLAND
AT BALTIMORE
1978-1980



SCHOOL OF NURSING

UNIVERSITY
OF MARYLAND
AT BALTIMORE
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GENERAL INFORMATION

STATEMENT OF PHILOSOPHY

The School of Nursing, an autonomous educational unit within the University of Maryland, derives the broad outlines of its purpose and functions from the philosophy and policies of the University. The faculty of the School of Nursing is accountable for implementing the triad of University functions: teaching, research and service. These functions are attuned to the ever-changing needs of society in the global community. The faculty recognizes the interrelationships between teaching, research and practice in nursing. Through participation in research and utilization of valid research findings, teachers and learners contribute to effective nursing practice.

Inherent to the practice of nursing is the shared belief that man is an integration of components and processes that cannot exist independently of each other. Internal and external environmental influences alter man's state of health from moment to moment throughout the life cycle. The stimulus for change can emanate from either environment as both evolve through the continuum of time. When manipulation of these forces is required to enhance man's potential for health, nursing can enter as a means to bridge the gap between potential and actual health states.

The goal of professional nursing is to assist the individual, the family and the community in the development of their potential by helping each to gain, maintain or increase his optimal level of health. Interacting in a dynamic way, the nurse becomes an integral part of the environment of the client, acting with awareness of selected factors operating within that environment. Through a mutual relationship based on trust, the nurse demonstrates respect for the client's autonomy, integrity, dignity and feelings, and recognizes rights and responsibilities. This kind of nursing is best fostered in a delivery system which is responsive to the range of internal and external forces affecting health care, strengthening the forces which contribute to higher states of health and diminishing those which lead to reduced levels of health. The goal of nursing is achieved through recognition of specific needs of consumers and the mobilization and distribution of resources to meet those needs. The effective operation of the health care system requires essential input from both consumers and professional nurses to achieve desired goals.

Education is an on-going process which involves the teacher and the learner in pursuing and sharing knowledge in an organized setting with planned experiences resulting in desired behavioral change. Believing in democratic principles, the faculty emphasizes its faith in the individual as a being of inherent worth and dignity who has the right and responsibility to participate in the educative process to the extent of his capabilities. Learning is enhanced in a setting which encourages analytical evaluations of existing health practices and open communication among members of the various health services. Under the guidance of the faculty, purposeful behavior is encouraged and developed in students through the incorporation of knowledge from the humanities and the behavioral, biological and physical sciences with current theory and practice in professional nursing.

The three educational programs within the School of Nursing, undergraduate, graduate and continuing education, have evolved from and are in agreement with this philosophy. Elaboration of this basic philosophy will be found in sections of this bulletin dealing with the undergraduate program, the graduate program and the continuing education program.

HISTORY

The School of Nursing, one of six professional schools of the University of Maryland at Baltimore, was established on December 15, 1889 by Miss Louisa Parsons in the old University Hospital Building on Lombard and Greene Streets. Miss Parsons had been a student of Florence Nightingale and was a graduate of Miss Nightingale's school at St. Thomas' Hospital in London.

The original curriculum of the University of Maryland Training School, which required two years for completion, was extended to three years in 1902. In 1920 the School of Nursing became a separate unit of the University administered by the hospital. An optional five-year curriculum was instituted in 1926 combining two years of arts and sciences on the College Park campus and three years at the School of Nursing in Baltimore. Both a Bachelor of Science degree and a Diploma in Nursing were awarded upon completion of the five year program. This sequence, as well as the three-year hospital school, phased out in 1952 when Dr. Florence M. Gipe, now dean emerita, became dean of the new autonomous four-year program leading to the Bachelor of Science degree in Nursing.

In 1954 the School of Nursing became a department of the Graduate School which awards the degree of Master of Science with a major in nursing to qualified candidates. One of Dean Gipe's lasting contributions to nursing education in the south was her leadership in establishing graduate education within the Nursing Council of the Southern Regional Education Board. Together with the deans of five other Schools of Nursing with accredited graduate programs, she pioneered in setting guidelines and interpreting the need for graduate programs of high quality.

The first decentralized setting of the School of Nursing where qualified (undergraduate) students could complete the nursing major was established when the Walter Reed Army Institute of Nursing (WRAIN) was created in 1964 through a contractual arrangement between the University of Maryland and the Department of the Army. Students in this program were subsidized during the junior-senior years and following graduation were obligated to serve for three years in the Army Nurse Corps. The Walter Reed Army Institute of Nursing closed with the last class of WRAIN students graduating in June, 1978. A second decentralized program was initiated in 1974 through an agreement between the University and the Mercy Hospital Clinical Center in Baltimore. Organized along lines somewhat similar to WRAIN, with Mercy Hospital bearing the main expense of instruction, the Mercy program represents a unique way in which one private hospital chose to continue its support to nursing education after closing its hospital school. A first University of Maryland class of 33 students whose main clinical base had been the Mercy Clinical Center graduated in June, 1976. Students in the decentralized program meet the School's admission criteria. Faculty at this center are appointed by the University of Maryland and utilize University-approved clinical resources in providing learning experiences which meet requirements of the School of Nursing curriculum. Although in a decentralized setting, both faculty and students function as one school.

The employment of a director of continuing education in 1969 resulted in much appreciated services to nurses throughout Maryland. Subsequent development of regional committees has involved large numbers of nurses in planning for continuing education programs geared to specific interests and needs (See Continuing Education, page 57).

A multimedia self-instructional grant from the Division of Nursing, Department of Health, Education and Welfare, during 1969-74, provided the stimulus for the development and use of newer teaching-learning strategies. An Instructional Media Center staffed with nursing faculty and skilled technicians has continued to be a valuable resource to faculty and students.

A research development grant from the Division of Nursing, Department of Health, Education and Welfare, which was available to the School of Nursing from 1970 to 1975 served to increase faculty's involvement in research. The establishment of a Center

for Research and Evaluation in 1975 provided for the coordination of research courses as well as additional consultative services to both faculty and students.

Since early days, the baccalaureate curriculum has been available to registered nurses who wished to pursue further study. However, in recent years faculty have put forth great effort to encourage nurses who demonstrated motivation and ability to avail themselves of options which increasingly are available to the adult learner in higher education. Admission to the School's integrated upper division clinical program was facilitated by administration of newly designed challenge examinations. Clinical experiences available to R.N.'s provided innovative approaches to meeting objectives of the baccalaureate curriculum. Further evidence of the School's concern for enlarging the pool of baccalaureate prepared nurses in Maryland was the institution in 1975 of an outreach program for "community bound" nurses in Western Maryland and the Eastern Shore. The first outreach program class of 27 students graduated in June, 1978.

Faculty have accomplished a complete revision of both baccalaureate and graduate curricula in recent years. Implementation of the former was initiated in the fall of 1972 concurrently with a very large increase in upper division nursing enrollment of the Baltimore campus. Since 1974, because of limitations in the availability of clinical facilities in the Baltimore metropolitan area, it has been necessary to restrict admissions to the junior class (UMAB and Mercy) to 300 students. The new graduate curriculum, which was granted approval by the Graduate School early in 1976, is characterized by flexibility in the choices offered to students. The revision also was responsible for the creation of a new Department of Primary Health Care. In 1978, the opportunity for specialization in gerontological nursing was added to the graduate curriculum. In addition to preparing competent practitioners to meet current health care needs, both curricula endeavor to provide graduates with a foundation to adapt to and influence changing trends in health care delivery.

During the 1977-78 academic year, the second dean of the School of Nursing, Dr. Marion I. Murphy, announced her retirement plans. She served as dean from 1967-78 guiding the School and faculty with imaginative and assertive leadership and continuously working to assure quality educational opportunities for more nurses at all levels of preparation. During her tenure as dean, Dr. Murphy served as Chairperson of the Maryland Commission for Nursing; this Commission proposed ten recommendations based on identified nursing education needs of the state of Maryland. In her final year as dean, a substantive proposal for a doctoral program in nursing leading to the award of a Ph.D. degree was developed and approved by the University. Implementation of the doctoral program in nursing is planned for the fall semester, 1979. The addition of this program increases the level of educational preparation offered by the School of Nursing and is congruent with and supportive to the missions of the University.



NURSES' ALUMNI ASSOCIATION

Organized in 1895, School of Nursing alumni provided early leadership in the organization of the Maryland Nurses' Association and in passage of the Nurses' Licensing Act of 1903. Over the years alumni have demonstrated not only their strong support of the School but awareness of changes taking place in nursing. Although incorporated as Alumnae, the Association changed its title to Alumni in 1964 thus establishing the eligibility of men graduates for memberships. The historic pin, designed by Tiffany's for the class of 1894, bore the inscription Nurses' Alumni Association until 1970 when, by action of the Association, the lettering for future graduates was changed to School of Nursing, University of Maryland. The Nightingale cap, bestowed by the School's founder, Louisa Parsons, remains the property of the Alumni Association. Since 1968, all baccalaureate graduates of the School of Nursing are eligible to purchase the cap.

THE CAMPUS: THE UNIVERSITY OF MARYLAND AT BALTIMORE

The tradition of education of the human service professions on the Baltimore campus began with the founding of the School of Medicine in 1807. The Dental School was the first in America; other professional schools in order of date of origin are Law, Pharmacy, Nursing and Social Work and Community Planning. These professional schools represent a tremendous resource to the community in which they are located. Also, their proximity to one another offers rich opportunity for interprofessional activities of a service and research nature. The professional schools of the University of Maryland at Baltimore have accepted as one of their major missions, leadership responsibility for the continuing improvement of health care delivery in Maryland. This will be accomplished by educating and training the appropriate kinds and numbers of professionals to meet the needs of the people of the state. The development of improved methods of health care delivery will be incorporated into the education process, including those which ensure efficiency and establish standards for quality of care.

The UMAB campus is situated in the heart of the downtown section of Baltimore, a city whose early historic origins are rivaled only by tremendous urban center developments in recent years. Baltimore is one of the foremost commercial, cultural and scientific centers on the Eastern seaboard and offers unlimited extracurricular activities to students and visitors.

ACCREDITATION AND MEMBERSHIP

The University of Maryland is a member of the Association of American Colleges and is accredited by the Middle States Association of Colleges and Secondary Schools. The undergraduate and graduate programs of the School of Nursing are accredited by the National League for Nursing; the School also maintains membership in the Council of Member Agencies of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing. The baccalaureate program is approved by the Maryland State Board of Examiners of Nurses. 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 and graduate studies and the director of continuing education. The School also is a member of the American Association of Colleges of Nursing.

EQUAL OPPORTUNITY

Qualified applicants are admitted without discrimination in regard to age, creed, ethnic origin, marital status, handicap, race and sex. The enrollment of the racial minority

student, the male student, and the adult learner has been increasing annually. In line with its stated philosophy, the School of Nursing encourages students with diversified backgrounds to seek admissions to the baccalaureate and graduate programs, thereby enriching the educational experience for all.

Similarly, effort is made to recruit faculty with diversified backgrounds particularly representatives of minority groups. Although all faculty carry certain common responsibilities, the black or male faculty member undeniably becomes a role model further illustrating the School's commitment to affirmative action.

REGISTRATION ON CAMPUSES WITHIN THE UNIVERSITY OF MARYLAND SYSTEM

Registration at one of the University of Maryland campuses permits a student to register for courses (space available) offered by another campus within the University of Maryland system.

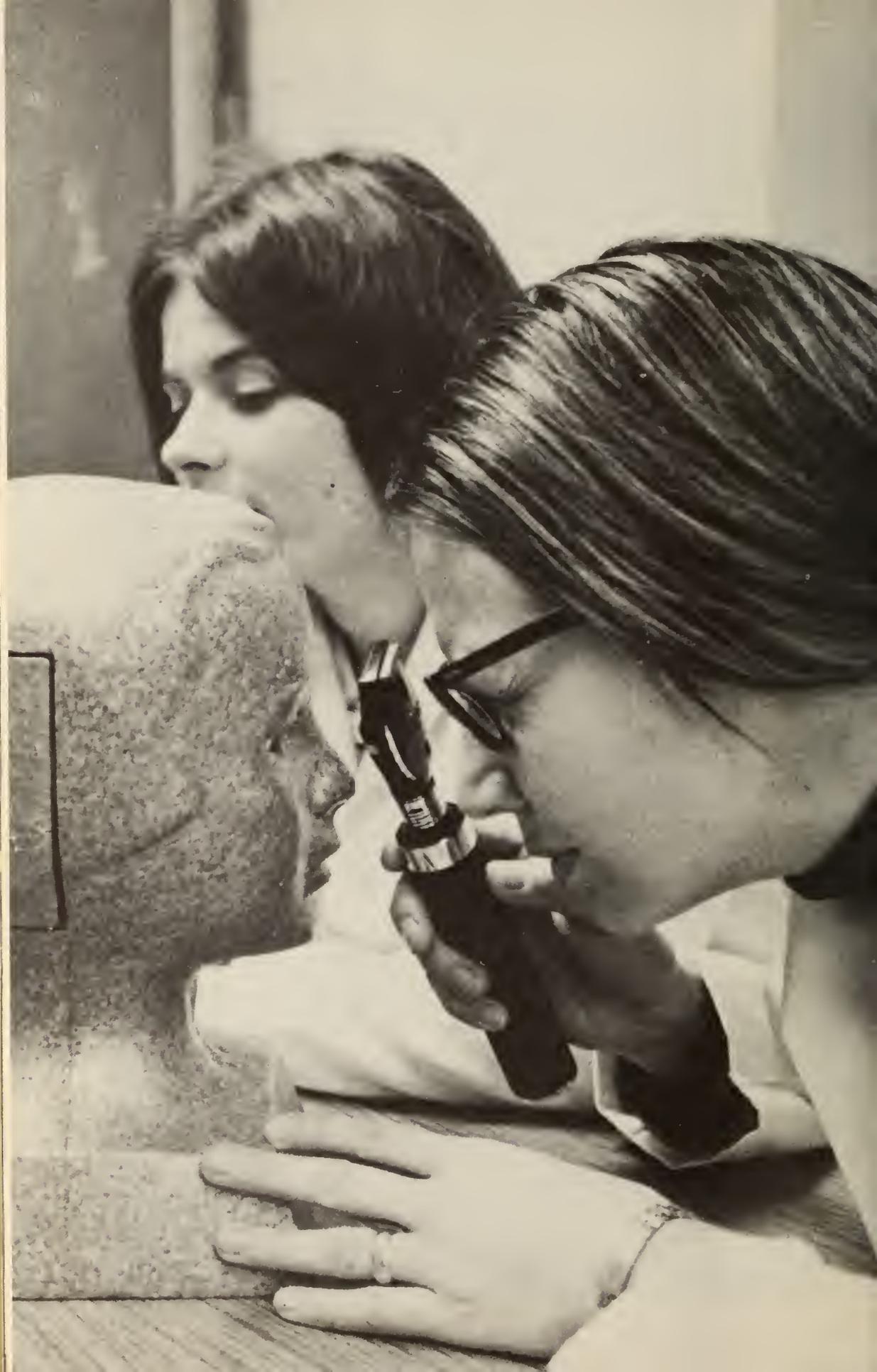
DETERMINATION OF RESIDENCE

The Board of Regents of the University of Maryland approved new regulations for the determination of in-state status for admission, tuition and charge-differential purposes effective January 1974. A copy of the regulations may be obtained from the Office of Admissions and Registrations.

INSURANCE COVERAGE

All nursing students, undergraduate and graduate, enrolled for clinical nursing courses, are required to carry malpractice liability insurance.





INSTRUCTIONAL FACILITIES AND RESOURCES

HEALTH SCIENCES LIBRARY

The Health Sciences Library, situated near the School of Nursing, serves the schools of nursing, medicine, dentistry, pharmacy and social work and community planning. Its resources include over 92,000 books, 99,800 serials and 18,800 non-print materials. The Library subscribes to 138 abstracting and indexing services and 3,200 scientific journals. Computerized reference and bibliographic services are available. Study space is provided and a staff of professional librarians assists the student body in the use of library resources.

INSTRUCTIONAL MEDIA CENTER

The School of Nursing offers opportunity for both individual and group learning activities.

Self-Instruction: The rationale for this approach is that the knowledge and skills needed by individual nursing students vary at any given time. Availability of appropriate materials in self-instructional format provides for this diversity of needs. As the result of a special project, a group of faculty and technicians developed and produced a large number of multimedia self-instructional study units. In addition, commercially prepared materials have been purchased as appropriate to meet students' needs. The environment for self-study is an Instructional Media Laboratory with 68 carrels including a variety of equipment. Undergraduate students may be required to study specific units as course requirements and may peruse other self-instructional materials relevant to their individual learning needs. Graduate students utilize the laboratory on a selective basis.

Skills Practice: Undergraduate students who wish to practice certain nursing skills and procedures may do so in a Skills Laboratory adjoining the Media Center. The laboratory contains typical clinical equipment which enables students to simulate direct care situations. A Skills Laboratory Committee of faculty members prepares skill guides to assist the student using the laboratory; an R.N. laboratory assistant is available to provide guidance to students on a part-time basis.

Both the Instructional Media Laboratory and the Skills Laboratory are open during early evening hours.

Group Instruction: Classroom instruction at the School of Nursing is supported through a variety of media services. Movie projectors, overhead projectors, audio tape recorders and other equipment are available for use in classes or seminars. A library of film and other media catalogs is maintained to help faculty locate desired films, tapes and other resources. Materials for and assistance in the production of slides and overhead projector transparencies are available to faculty members who wish to make use of those techniques.

The School also has a closed circuit television studio where live or taped programs can be produced. A portable videotape system and production assistance are available for faculty and students who wish to videotape projects on their own.

CENTER FOR RESEARCH AND EVALUATION

As nursing moves forward in the establishment of its own theoretical base and explores its relationship to other human services, research has assumed new dimensions. The School of Nursing provides introductory courses in research methodology for undergraduate students and more advanced offerings for graduate students. The faculty of the Center for Research and Evaluation, in addition to teaching, are available to assist faculty and graduate students with research design, sampling procedures, techniques of measurement, data collection and analysis as well as preparation of reports and proposals. A specialist in educational evaluation, who joined the center faculty in 1976, provides leadership in evaluation of curricula and other areas. The Center has a Research Reading Room with a collection of 200 books primarily devoted to aspects of research methodology; selected journals; and a file of measurement instruments appropriate for use in behavioral research and a Data Analysis Laboratory that houses a teletype and a variety of mini-calculators and mini-computers for faculty and student use. Instruction in utilization of hardware in the laboratory is available. Computer service facilities on both the Baltimore and College Park campuses also are utilized extensively.

School of Nursing faculty participate in a regional research consortium and graduate students from a three-state area meet annually for informal presentations of their research projects. Undergraduate and graduate faculty and interested students share membership in a Research Committee of the School of Nursing. Research of a multi-disciplinary nature is increasingly possible as nursing and other health disciplines have identified common problems. The School schedules two "Research Days" during the academic year to highlight such activities as part of its faculty development program.

STUDENT SERVICES: UNDERGRADUATE AND GRADUATE PROGRAMS

NATIONAL HONOR SOCIETY OF NURSING Sigma Theta Tau, founded in 1922, is the national honor society of nursing; Pi Chapter was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship achievement, encourage and support research activities, and strengthen commitment to the ideas and purposes of the nursing profession.

Candidates for membership are selected from the basic baccalaureate, the registered nurse, and the graduate students in nursing as well as outstanding nurses from the 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 juniors, 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 the following criteria: scholarship ability, participation and leadership in academic and extracurricular activities, citizenship and service to the school and potential for future achievement.

PHI KAPPA PHI Phi Kappa Phi is a national honor society which 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, the registered nurse and the graduate students in nursing.

OTHER AWARDS School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. The awards, which are presented at an academic convocation, have been donated by the Nurses' Alumni Association or other groups or individuals who wish to recognize outstanding individuals in the student body. An annual Research Award is presented to a graduate student in recognition of an outstanding thesis.





UNDERGRADUATE PROGRAM

UNDERGRADUATE PROGRAM OVERVIEW

The program in professional nursing, leading to the degree of Bachelor of Science in nursing, is available to women and men who have established eligibility for admission to the University. The first two years of preprofessional study (lower division work) are available at University of Maryland campuses or at any other accredited college or university. On these campuses, the student pursues a program geared to providing fundamentals of a liberal education and subjects which are supportive to the study of nursing. The junior and senior years are devoted to completing the nursing major, related courses and electives on the Baltimore campus and at the Mercy Clinical Center in Baltimore.

Registered nurses who desire to bring their previous preparation for nursing in line with requirements for the baccalaureate degree are encouraged to establish eligibility for admission. Credits previously earned at an accredited two or four-year college or university are assessed according to University of Maryland and School of Nursing policies governing transfer; opportunity to establish credit for certain foundational and nursing courses is provided.

OBJECTIVES OF THE UNDERGRADUATE PROGRAM

The baccalaureate graduate of the University of Maryland School of Nursing is committed to the total well-being of people and demonstrates respect for their dignity, worth, autonomy and uniqueness. In ambulatory, community, and inpatient settings, the graduate provides effective nursing care that assists individuals, families and other groups at any point on the health continuum to attain, regain, or maintain their maximum level of health and highest level of functioning.

The baccalaureate program provides a learning environment which fosters purposeful self-direction; implementation of nursing care is based on a deep grasp of nursing knowledge and skill, analytical thinking and discriminative judgment. As a result of the educative process, and following an appropriate orientation to a nursing care setting, the graduate is able to assume beginning leadership in the practice of nursing. Awareness of nursing's effectiveness on the improvement of health care services to people gives impetus to the graduate's continuing search for knowledge which supports practice.

To achieve these ends, the graduate:

1. synthesizes selected concepts from the affective, cognitive, and psychomotor domains in formulating a philosophy of nursing;
2. uses affective, cognitive, and psychomotor behaviors in applying the nursing process to individuals and small groups;
3. demonstrates personal and professional growth with increasing self-direction;
4. demonstrates leadership in own nursing practice;
5. demonstrates responsible organizational behaviors in meeting professional goals within health care agencies;
6. collaborates in the assessment of and planning for meeting the health care needs of individuals and small groups;
7. improves own nursing practice through the evaluation and application of selected research.

UPPER DIVISION PROGRAM — ARTICULATION PROGRAMS

The undergraduate nursing program of the University of Maryland is an upper division program. This means that a student must successfully complete two years of college coursework prior to entering the School of Nursing at Baltimore. The required lower division courses taken in the first two years of study may be taken at *any* accredited institution of higher education. The following have designed special articulation programs which facilitate a student's admission to the School of Nursing:

Anne Arundel Community College
 Alleghany Community College
 Catonsville Community College
 Cecil Community College
 Charles County Community College
 Chesapeake College
 The Community College of Baltimore
 Dundalk Community College
 Essex Community College
 Frederick Community College
 Garrett Community College
 Hagerstown Junior College
 Harford Community College
 Howard Community College
 Montgomery College
 Prince George's Community College
 Frostburg State College
 University of Maryland — Baltimore County Campus
 University of Maryland — College Park Campus
 University of Maryland — Eastern Shore Campus

The articulation program for each of the above listed community colleges is described in a booklet entitled as follows: "*Programs Articulated Between (insert one of the above) College and the University of Maryland at Baltimore City.*" This booklet is kept in the counseling center of each community college. The articulation program for the following institutions is listed in their college catalogue:

University of Maryland — Baltimore County
 University of Maryland — College Park
 University of Maryland — Eastern Shore
 Frostburg State College

LOWER DIVISION REQUIREMENTS

Professional, upper division education in nursing requires a foundation of learning provided by the lower-division college courses. Prior to fall matriculation as a junior in the undergraduate program, students must have completed the following lower division course requirements at an accredited college or university.

<u>Course Requirements</u>	<u>Credits</u>
English Composition	3
Human Anatomy and Physiology Including Laboratory	6-8
Microbiology Including Laboratory	3-4
Chemistry Including Laboratory	6-8
*Social Sciences	12
**Humanities	15
Nutrition (sophomore level)	3
Electives	6-10
	Minimum of 59 credits

*Must include at least one course in sociology and one course in psychology.

**Must include course selected from at least three disciplines within the humanities areas.

ADMISSION TO THE UNDERGRADUATE PROGRAM

Application: Beginning Fall 1978, the School of Nursing is making early decisions for admission on qualified students, as well as admitting qualified applicants so long as space is available regardless of date of application. This means that generally the sooner the student submits application and supporting documents, the earlier notification of admission will be sent. Students are encouraged to apply during the fall semester and submit all necessary documents by February 1.

Applications are available from the Office of Admissions and Registrations, University of Maryland, 660 W. Redwood Street, Baltimore, Maryland 21201.

Eligibility for Applying: Applicants must have completed the 59 credits of lower division requirements listed above by the time they enter the fall semester of the junior year. This normally means that by the end of the previous fall semester, applicants should have successfully completed 44 semester hours of applicable credits including eight semester hours of required chemistry, anatomy and physiology, or microbiology. These credits must be distributed as follows:

- English — 3 credits
- Natural Science (required) — 8 credits
- Social Science — 6 credits
- Humanities — 6 credits

Foreign Students: Prior to applying to the School of Nursing (upper division), foreign students should seek advisement from the Foreign Student Office in an accredited educational institution of his choice. The advisor may determine which credits are transferrable to the American system and then determine if there are lower division courses to be completed in order to be eligible for admission to the School of Nursing. The campus Office of Admissions and Registrations processes foreign students' applications. The processing takes approximately six months.

Students are required to take the Test of English as a Foreign Language. A score of 500 is considered to be an indication that the applicant could be successful in language comprehension and use.

Application For The Allied Health Professions Admission Test: In addition to the application, submit the results of the Allied Health Professions Admission Test to the Office of Admissions and Progressions located at the University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

Write the Psychological Corporation for an application and brochure at:

ALLIED HEALTH PROFESSIONS ADMISSION TEST
The Psychological Corporation
304 E. 45th Street
New York, New York 10017
Telephone Number: (212) 888-3221

Students planning to apply to the School of Nursing for Fall 1980 should contact the Assistant Dean for Admissions and Progressions, University of Maryland, School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201 in the spring of 1980 for possible changes regarding the admission criteria.

UNIQUE FEATURES OF THE CURRICULUM: UPPER DIVISION

The junior and senior years of the nursing curriculum are offered at the UMAB campus and the Mercy Clinical Center in Baltimore. Both centers use the same integrated curriculum design. The integrated approach requires that students be taught by a team of teachers; the teams are composed of faculty members who have specialized knowledge in the areas of maternal-child, psychiatric-community mental health, medical-surgical,

and community health nursing. All teams of students work toward the same course objectives, although the teaching-learning methods may vary among the teams.

Each team has approximately 40-50 students who are taught by 5-6 teachers. This student-faculty ratio of approximately 1:10 creates a learning situation whereby students have sufficient opportunity to learn the clinical skills required of professional nurses.

The goal of nursing care is to assist man to reach his highest level of functioning compatible with health. Consequently, the curriculum focuses on the development of the requisite interpersonal and cognitive skills such as problem-solving, discriminative thinking and making nursing judgments as well as technical skills. Indeed, the curriculum is best described as one which emphasizes the psychosocial needs of man without negating the importance of physical and spiritual needs.

A typical plan of study for the upper division nursing major follows:

JUNIOR YEAR

Fall Semester		Credits
*NURS 314	Concepts of Nursing I	9
NURS 318	Special Topics—Electives in Health Related Courses	3
*NURS 316	Human Growth and Development	3
TOTAL		15
 Winter Session		 Credits
*NURS 317	Deviations in Human Growth and Development	2
*NURS 320	Introduction to the Administration of Medications	1
TOTAL		3
 Spring Semester		 Credits
*NURS 315	Concepts of Nursing II	9
*NURS 310	Pathophysiology and its Pharmacological Implications	4
NURS 321	Introduction to Organizational Behavior	3
TOTAL		16

*These courses may be challenged by R.N. students after being admitted to the upper division.

SENIOR YEAR

Fall Semester		Credits
NURS 324-325	Concepts of Nursing III A or B	9
NURS 322	Nursing in Society	3
NURS 410	Survey of Research and Statistics	3
TOTAL		15
 Winter Session		 Credits
NURS 326	Clinical Nursing Elective	3
TOTAL		3
 Spring Semester		 Credits
NURS 324-325	Concepts of Nursing III A or B	9
NURS 418	Special Topics—Electives in Health-Related Courses	2-3
TOTAL		11-12

Policies Regarding Nursing Concepts Courses: The major nursing courses, i.e., NURS 314, 315, 324, 325, 326, 334, and 335, must be taken within the University of Maryland School of Nursing. This policy does not negate the opportunity for R.N. students to challenge the junior year concepts of nursing courses.

Clinical Practice Fields: Clinical practice fields for the baccalaureate program are provided through arrangements with a wide variety of hospitals and other health agencies. All clinical coursework is under the direct supervision of faculty of the School of Nursing wherever it takes place. Students are assigned to anyone of a number of different agencies for the purpose of accomplishing the course objectives as determined by faculty.

ALTERNATIVE CURRICULUM TIMING (ACT)

Alternative Curriculum Timing is designed to meet the needs of students whose past or present life experiences may require them to take somewhat longer than the usual two academic years to complete upper division course work of the nursing major. These students are offered the option of choosing a reduced credit load thereby extending their education. Once admitted, students with the following life circumstances may qualify and apply for ACT: unusual family responsibilities; an academic record that shows a reduced credit load may facilitate academic success; unusual financial responsibilities; and students who are disadvantaged or from minority groups. An additional feature of ACT is the provision of additional personal and academic support services.

The sequencing of courses for this program (ACT) is as follows:

Summer Session		Credits
NURS 316	Human Growth and Development	3
NURS 318	Special Topics—Electives in Health Related Courses	3
	TOTAL	<u>6</u>

Fall Semester		Credits
NURS 314	Concepts of Nursing I	<u>9</u>
	TOTAL	9

Winter Session		Credits
NURS 317	Deviations in Human Growth and Development	2
NURS 320	Introduction to the Administration of Medications	<u>1</u>
	TOTAL	3

Spring Semester		Credits
NURS 310	Pathophysiology and its Pharmacological Implications	4
NURS 315	Concepts of Nursing II	<u>9</u>
	TOTAL	13

Summer Session		Credits
NURS 418	Special Topics—Electives in Health-Related Courses	3
NURS 321	Introduction to Organizational Behavior	<u>3</u>
	TOTAL	6

Fall Semester		Credits
NURS 324	Concepts of Nursing III A	9
NURS 322	Nursing in Society	<u>3</u>
	TOTAL	12

Winter Session		Credits
NURS 326	Clinical Nursing Elective	<u>3</u>
TOTAL		3

Spring Semester		Credits
NURS 325	Concepts of Nursing III B	9
NURS 410	Survey of Research and Statistics	<u>3</u>
TOTAL		12

REGISTERED NURSE STUDENTS

This opportunity for the completion of the baccalaureate degree by graduates of associate degree and diploma programs is a result of the faculty belief that these adult learners possess special characteristics: diverse life, educational and clinical experiences; a high level of motivation that fosters independent and collaborative learning; and a need to complete baccalaureate education to prepare them effectively for additional career opportunities. Before admission the required lower division courses may be completed on University of Maryland campuses or at other accredited colleges or universities. Graduate nurses may be accepted into the program pending results on the State Board Examination. Failure to become licensed will mean the immediate withdrawal from the program.

The modification of the University of Maryland curriculum for registered nurse students builds on the knowledge and skills of these students in a unique way. There is opportunity through challenge examinations to validate and receive credit for knowledge acquired in their first nursing program. In the senior year, registered nurse students concentrate on the use of the University of Maryland curriculum which provides the framework for content organization, as well as the implementation and evaluation of nursing care beyond their initial preparation in nursing.

Registered nurses interested in completing requirements for a degree should address their initial inquiries to the Office of the Assistant Dean for Admissions and Progressions, University of Maryland School of Nursing, 655 W. Lombard St., Baltimore, Md. 21201.

Establishing credit by examination: After admission to the School of Nursing, registered nurses may establish advanced placement by taking examinations for credit. Study guides and bibliographies for these are sent to all applicants.

		Credits
NURS 310	Pathophysiology and its Pharmacological Implications	4
*NURS 314	Concepts of Nursing I	9
*NURS 315	Concepts of Nursing II	9
NURS 316	Human Growth and Development	3
NURS 317	Deviations in Human Growth and Development	2
*NURS 320	Introduction to the Administration of Medications	1

*A minimum grade of C is required on each Challenge Examination for Concepts of Nursing courses and Introduction to Administration of Medications.

Failure to begin the course of study within two years after passing challenge exams will necessitate revalidation. Failure on an examination requires taking the course.

Applications for admission must be filed on the Baltimore campus by February 1 for the fall semester. All students are admitted only in the fall semester. Admission is restricted to those who can be accommodated by existing clinical facilities and nursing faculty.

Curriculum: A typical plan of study appears below for R.N. students who have met the requirements for the preprofessional courses and have established credit through satisfactory completion of challenge examinations:

Fall Semester		Credits
NURS 334	Concepts of Nursing IV A	9
NURS 321	Introduction to Organizational Behavior	3
NURS 410	Survey of Research and Statistics	3
TOTAL		15

Winter Session		Credits
NURS 326	Clinical Nursing Elective	
	or	
NURS 348	Seminar, Workshop	3
TOTAL		3

Spring Semester		Credits
NURS 335	Concepts of Nursing IV B	9
NURS 418	Special Topics—Electives in Health-Related Courses	3
NURS 322	Nursing In Society	3
TOTAL		15

Students may not take more than eighteen credits during the fall and spring semesters or 4 credits in the winter session without administrative approval.

Part-Time Study: This option is available to registered nurses who are admitted to the School of Nursing. Part-time students are expected to complete the program in three academic years. Enrollment in certain courses may be limited depending upon demand.

Outreach Students: During the 1975-1976 academic year, an off-campus, part-time degree completion program for "community bound" registered nurses was established in Western Maryland and on the Eastern Shore. Graduates completed the program in 1978. This offering is continuing in Western Maryland, in the Cumberland area and the Hagerstown area. The program enables registered nurses to complete all requirements for the baccalaureate degree in nursing through enrollment on a part-time basis in regional centers. Requirements for achieving senior year status are the same as on the Baltimore campus; the usual senior year curriculum which involves 33 earned credits is arranged over a three-year time span. Inquiries should be addressed to the Director of the Outreach Program, University of Maryland School of Nursing, 655 West Lombard Street, Baltimore, Maryland 21201.

DEGREE REQUIREMENTS — BACCALAUREATE PROGRAM

It is the responsibility of faculty of the School to establish and publish degree requirements. Responsibility for knowing and successfully meeting these requirements rests with the student. Requirements are set forth in this bulletin and updated annually in the *Academic Handbook* given to enrolled students at the beginning of each academic year. Current requirements are as follows:

1. Certain lower division coursework is required for admission to the junior year of the undergraduate program in nursing. Official transcripts of this coursework must be submitted to the Director of Admissions and Registrations.
2. A minimum of 120 credits (122 for generic students and 120 for R.N. students) in certain coursework 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 comprise the required credits. At least the senior year must be completed at the University of Maryland.
3. Upper division major in nursing; required courses appear elsewhere in the bulletin.

4. A minimum grade point average of 2.0 is expected each semester of the junior and senior year, as well as a cumulative grade point average of 2.0 for graduation.
5. A grade of C or better is required in both the didactic and clinical portions of Nursing Concepts Courses, NURS 314, 315, 324, 325, 326, 334, and 335. These courses are sequential, and a C must be earned before registering for the next course (except for NURS 326 which is graded Pass/Fail and requires a Pass grade). If a D or F is received in a Nursing Concepts Course, the course must be repeated with permission of the Progressions Committee and a C grade or higher earned the next time it is offered.
6. A diploma application must be filed with the Director of Admissions and Registrations, University of Maryland at Baltimore, before the stated deadline date in order to receive the degree.

GRADING SYSTEM

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

Grade	Quality	Grade Points
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Minimal Passing (but not acceptable in certain courses)	1
F	Failure	0
I	Incomplete	—
P	Passing at C level or above	—
WD	Withdrew from all courses and the university	—
AU	Audit	—

Note: Only grades of A, B, C, D and F are computed in the grade point average on the official transcript and grade reports published by the Office of Admissions and Registrations.

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 Nursing Concepts Courses which require a C grade or higher for the fulfillment of degree requirements.

A grade of I is given at the discretion of the instructor only when extenuating circumstances beyond the student's control prevent the completion of a minor portion of work in a course. Students receiving a grade of an I are responsible for arranging with the instructor 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 Nursing Concepts courses when the time of completion is determined by the instructor. An I grade may preclude normal progression in the program as determined by the progressions committee.

A WD notation indicates the student has withdrawn from all coursework and from the University as a degree candidate.

Note: When a student withdraws from the University or drops courses after the end of the eighth week of the fall or spring semester or at the third week of the summer session, a summary statement of the student's performance in the course is placed in the student's record by the instructor together with notation as to whether the student was passing or failing.

Computation of grade point average for a semester: The grade points are added for the courses attempted in a given semester in the upper division major and multiplied by the number of credits attempted. The sum, divided by the total credits for the courses, equals the grade point average as in the example below:

NURS 314 (9cr)	B=	27 grade points
NURS 316 (3cr)	B=	9 grade points
NURS 318 (3cr)	B=	9 grade points
15cr		45

$$15 \overline{) 45.00} \quad \begin{array}{l} 3.0 \\ \hline \end{array} \quad \text{grade point average}$$

Computation of the cumulative grade point average: The total grade points for all courses (including the upper division course work, challenge examination grades for the R.N. and courses accepted for admission) are added and calculated as above.

PROGRESSION AND REINSTATEMENT POLICIES

It is the student's responsibility to monitor his academic progression toward the completion of degree requirements, as well as to maintain good academic standing. Students receive from faculty a mid-semester warning if in jeopardy of failing a course. At the end of each semester, students receive grade reports on coursework completed from the Director of Admissions and Registrations. These reports of official grades (and their entry on the official transcript) and the grades for courses accepted for admission are used by faculty to certify academic standing and to determine honors, academic probation and dismissal, and the completion of degree requirements.

The Committee on Academic Progressions meets regularly to establish and implement policy on progression and, through the Office of the Assistant Dean of Admissions and Progressions, formally notifies students in poor academic standing who are placed on academic probation or are academically dismissed.

Academic Retention and Reinstatement

Good Academic Standing: is defined as satisfactory academic progress of a registered degree candidate in coursework and toward degree requirements.

Poor Academic Standing: is unsatisfactory academic progress of a registered degree candidate in coursework and toward the completion of degree requirements. Such students are normally placed on academic probation and may be subject to academic dismissal.

Academic Probation: a student in poor academic standing is placed on probation by the Committee on Academic Progressions or the Academic Deans for the undergraduate program. In the written notification of 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 D or F in a Nursing Concepts course
2. a cumulative grade point average of 1.96 to 1.99
3. repeated mid-semester warnings in courses
4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Academic Dismissal: a student is dismissed from the undergraduate program by the Committee on Academic Progressions or Academic Deans for the undergraduate program for continued evidence of unsatisfactory progress toward meeting course or degree requirements as usually evidenced by repeated academic probation or cause as specified below. Specific causes for academic dismissal include:

1. two D or F grades earned in Nursing Concepts courses
2. a cumulative grade point average of 1.95 or lower
3. successive semesters of academic probation
4. academic dishonesty
5. an academic record reflecting other unsatisfactory progress in meeting degree requirements

Reinstatement: Students who withdraw in good academic standing can apply for reinstatement through the Assistant Dean for Admissions and Progressions. A student who was academically dismissed, or who withdrew in poor academic standing, must request reinstatement to degree candidacy from the Committee on Academic Progressions. This written request is made to the Assistant Dean for Admissions and Progressions. Although such requests are considered individually, the following guidelines are in force:

1. General admission policies of the University and the School prevail (e.g. space available, University rules and regulations, etc.).
2. Students may be reinstated only once.
3. A current physical examination by the Student Health Service is required as a condition of reinstatement.
4. The student's academic record and academic standing upon dismissal are considered.
5. Academic requirements for reinstatement will be specified and will include at least a mastery examination in NURS 320.

Deadline dates for requesting reinstatement:

1st Monday of November for winter session and spring semester.

1st Monday of April for reinstatement for summer and fall semesters.

Academic Honesty

Academic institutions exist for the discovery and transmission of knowledge within a community of scholars, and essential to this purpose is the freedom to teach and the freedom to learn. In order for these freedoms to flourish, certain ethical standards of conduct must prevail which teachers and students uphold. The underlying principle is that of honesty, a norm well-established in our culture and manifested in virtually all aspects of our lives. Honesty in respect to academic matters includes responsibility for all authorship of one's own work and respect for the work of others. Examples of infractions of that norm are: to submit as one's work the work of another; to misrepresent one's work submitted for the satisfaction of the requirements for a course or degree; to use materials or any other assistance except that explicitly authorized by the instructor in examinations or assignments; to reveal the contents of an examination to anyone who has not yet taken the exam; to abuse, mutilate or remove, without proper authorization, any library or other study materials for the use of all students, or materials belonging to another student; failure to report infractions; any other academic-related kinds of objectionable behavior disrespectful of the rights of individuals, policies of the School and University, or not in keeping with professional standards of conduct. These infractions shall be reported promptly to the appropriate Year Director and are cause for academic probation or dismissal and/or may also result in penalties such as a failing grade in the course or assignment in question.

Dismissal of Delinquent Students

The School of Nursing reserves the right to request the withdrawal of students who do not maintain the required standing 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 rules and regulations established by the University. Violation of University regulations may result in disciplinary measures being imposed.

Withdrawal From The School

Should a student desire or be compelled to withdraw from the School at any time, he must:

1. write a brief letter to the Dean explaining the reason for withdrawal;
2. secure a withdrawal form with appropriate signatures from the Assistant Dean for Admissions and Progressions;
3. submit the signed withdrawal form to the Office of Admissions and Registrations.

The staff of the Office of Admissions and Progressions will notify the instructors of the withdrawal.

The date used in computing refunds is the date the application for withdrawal is filed with the Registrar, Office of Admissions and Progressions.



Students on the Baltimore campus including those at the Mercy Hospital Clinical Center receive registration instructions from the Office of the Registrar.

Tuition-Fixed Charges Fee: helps defray the cost of operating the University's programs.

Instructional Resources Fee: represents a charge for instructional materials and/or laboratory supplies furnished for and to students.

Student Activities Fee: collected by the University and used at the discretion of the various student government associations to provide financial support for recreational, social and professional activities.

Student Health Fee: charged to help defray the cost of providing a Student Health Service. This service includes routine examinations and emergency care. Blue Cross or other acceptable medical insurance is also required.

Supporting Facilities Fee: payable by all students on the University of Maryland at Baltimore campus and is used to support the auxiliary facilities and service provided for the convenience of all students.

Diploma Fee: charged to help defray costs involved with graduation and commencement.

Malpractice Insurance Fee: charged at registration and is applicable to all undergraduate nursing students.

Additional expenses include the purchase of uniforms (approximate cost—\$120.00) and the recommended purchase of a stethoscope at approximately \$25.00.

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.

REGISTRATION

The initial registration at the School of Nursing must be done in person, and according to registration dates and procedures provided by the UMAB Office of Admissions and Registrations.

Students may preregister for subsequent semesters through the School of Nursing Office of Admissions and Progressions and may preregister by mail.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students who are out of course sequence with their classmates must confer with the Assistant Dean of Admissions and Progressions and develop an individual progression pattern to be followed.

Students who fail to register during official registration periods must utilize late registration dates published by the Office of Admissions and Registrations and pay a late fee of \$20.00 together with a \$5.00 fee for each change in program. Privileges of the University are available only after registration has been completed.

RECORDS

Transcripts—All financial obligations to the University must be satisfied before a transcript of a student's record will be furnished any student or alumnus. There is a charge of \$2.00 for each transcript. Checks should be made payable to the University of Maryland. Transcripts may be obtained by writing to the Office of the Registrar, University of Maryland, 660 West Redwood Street, Baltimore, Maryland 21201.

Review of Records—All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated without student's prior consent. Provisions are made for students to review their records if they desire.

FINANCIAL AID OVERVIEW

Financial aid in the form of grants, loans, and work-programs is awarded to students and is based upon apparent academic ability and financial need. Applicants must complete a financial aid application annually in the spring preceding the academic year for which aid is sought. By completing one application, the applicant will be considered for all types of aid available through the University. Separate applications must be completed to be considered for funding from sources outside the University. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and non-academic regulations of the University. Baccalaureate students in the School of Nursing must have a minimum of a 2.0 average the semester prior to applying for aid; graduate students must meet academic requirements of the Graduate School. In the case of new students, applicants must have been accepted for admission to the University before the financial aid application will be awarded.

Priority date for submitting application for the following academic year is February 15. Requests for information about, and applications for, financial aid should be addressed to:

Student Aid Officer
University of Maryland at Baltimore
610 West Lombard Street
Baltimore, Maryland 21201

SOURCES OF AID—BACCALAUREATE STUDENTS

University Sources—

State Grant—Grants for minority and disadvantaged students who are residents of Maryland.

Dean's Scholarship—Grants for minority and disadvantaged students who need not be residents of Maryland.

Nurse Training Act Scholarships and Loans—Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually. Loans are at three per cent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study—Support for students in career related employment both on and off campus during the academic year as well as the summer months.

Supplemental Educational Opportunity Grants—For students demonstrating exceptional need.

Private Endowment and Donations—Donations and bequests have established scholarship and loan accounts each varying in eligibility, amounts, availability, and repayment terms for loans.

Pi Chapter of Sigma Theta Tau—The national honor society for nursing offers a \$300 scholarship to a senior nursing student each year. Eligibility requirements are the same as those established for membership in Sigma Theta Tau. Applications may be obtained from the Office of Student Aid, Baltimore campus. The deadline for application is September 15.

Basic Educational Opportunity Grant—Awards for undergraduate students who have not previously earned a baccalaureate degree; awards, based on financial need, range from \$200 to \$1,600. Applications are available from any financial aid or high school counseling office.

Desegregation Grants—Minority students who are Maryland residents are eligible for these funds. Desegregation grants normally will be used to reduce the amount of loan included in the financial aid award.

Air Force Reserve Officers Training Corps (AFROTC)—Two-year nursing scholarships are awarded to applicants accepted into the ROTC program and the

upper division nursing program. The scholarship includes books and tuition plus \$100 dollars a month, or approximately \$1,000 a year. Applicants must enroll in the ROTC course at the University of Maryland, College Park, Maryland. See the junior or senior Year Director about availability of placement on the Washington-based team to reduce commuting problems. For further information, contact Detachment 330, University of Maryland, phone 301-454-3245/42.

Non-University Sources—

Maryland State Scholarship Board—Residents of Maryland may apply for aid through each of the following programs:

House of Delegates Scholarships
Senatorial Scholarships
General State Scholarships

Further information may be obtained from the Maryland State Scholarship Board, 2100 Guilford Avenue, Baltimore, Maryland 21218.

Bank Loans—Students may obtain educational loans through private lending institutions such as banks or credit unions. In many cases, federal assistance in the payment of the seven per cent interest can be obtained. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduates to borrow up to \$5,000 annually; undergraduates may borrow up to \$2,500 annually. MHELC applications are available in the Student Aid Office.

STUDENT SERVICES

Academic Counseling: The School of Nursing maintains a system of academic counseling that is course-related, provided by faculty and faculty teams. Academic counseling that involves the progression of students in the program is provided by the School's Office of Admissions and Progressions. Additionally, there are special counselors who provide academic assistance in test-taking, study skills and the writing of papers, as well as psychological counseling for personal problems. These counselors can be contacted through the Coordinator of Student Development of the School of Nursing.

Health Service: Health insurance is required of all full-time students of nursing, either the University plan or equivalent coverage. In addition, a required student health fee makes services available at the Student Health Service during the school year as well as the required physical examinations for students of nursing.

Student Government Association: A Student Government Association is operated by upper-division students in the School of Nursing with the assistance of the Coordinator of Student Development. A central body, the SGA Board, acts as a mediating and coordinating agent for the entire Student Government Association.

Academic Handbook: The School publishes an Academic Handbook for undergraduate students.

LIVING ARRANGEMENTS — UMAB CAMPUS

Information and applications for living accommodations on the Baltimore campus may be obtained from the Director of Housing, University of Maryland, Baltimore Student Union, 621 W. Lombard St., Baltimore, Md. 21201. Because of space limitations, Maryland residents and single undergraduate women students have priority for accommodations in Parsons Hall. Male and female students enrolled on the Baltimore campus may arrange for living accommodations in the Baltimore Student Union. Board contracts are not available on the Baltimore campus; meals may be purchased on an individual basis

in the Baltimore Student Union or University of Maryland Hospital cafeterias. Off-campus housing information is available through the housing office.

SCHOLASTIC AND SPECIAL AWARDS FOR BACCALAUREATE GRADUATES

1. The Edwin and L. M. Zimmerman Award is given by The Trustees of the Endowment Fund for the University of Maryland School of Nursing to the member of the graduating class who consistently demonstrates a high level of professional nursing practice in caring for patients.
2. The Frances Arnold Memorial Award is given by the Women's Auxiliary to the member of the graduating class who has shown the most interest, enthusiasm and proficiency in neurosurgical nursing.
3. The Award for Excellence in Neurological Nursing is given by the Department of Neurology in the School of Medicine to the member of the graduating class who excels in neurological nursing.
4. The Evelyn Lundeen Award for Excellence in Pediatric Premature Care is given by the Department of Pediatrics in the School of Medicine to the member of the graduating class who excels in premature pediatric care.
5. The Loretta Ford Award for Excellence in Pediatric Ambulatory Care is given by the Department of Pediatrics in the School of Medicine to the student in the graduating class who excels in premature ambulatory care.
6. The Flora Hoffman Tarun Memorial Award is given from the Endowment Fund to a member of the graduating class for leadership, loyalty and school spirit.
7. The Elizabeth Collins Lee Award is given from the Endowment Fund to the student having the second highest average in scholarship.
8. The Nurses Alumnae Association of Mercy Hospital Award for Excellence in Clinical Nursing is given to the members of the graduating class from Mercy Center who excels in clinical nursing.
9. The University of Maryland Alumni Association Award to the graduate with the highest average in scholarship is given to one member of the graduating class from the UMAB campus and one member from the Mercy campus.
10. The University of Maryland Alumni Association Award for leadership in the Professional Student Nursing Organization is given to one member of the graduating class.
11. The R.N. Faculty Award is given by the R.N. faculty to one R.N. graduating student who is outstanding in professional leadership.

EMPLOYMENT OPPORTUNITIES UPON GRADUATION

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 outpatient clinic, an extended care facility, or a variety of community agencies including schools, industries, and physician's offices. In addition, graduates who have a baccalaureate degree may choose a career in civil service, the military, or the Veteran's Administration. A survey of 1975 graduates indicated that 98 percent were employed; nonemployment was related to personal reasons. Salaries for generic graduates ranged from \$10,000 to \$12,000. The graduate who earns a baccalaureate degree as a registered nurse typically is paid at a higher rate because of prior experience in nursing.

ELIGIBILITY FOR STATE LICENSURE

Graduates of the program are eligible for admission to the examination given by the Maryland State Board of Examiners of Nurses (or by any other state board) for licensure

to practice nursing. Application is generally submitted prior to the date of graduation. Students interested in applying for admission to the University of Maryland School of Nursing should be aware of Maryland's Nurse Practice Act, Article 43, Section 299 which authorizes the Board to withhold, deny, revoke, suspend or refuse to renew the license of a nurse or applicant for a variety of reasons including conviction of a crime involving moral turpitude if nature of the offense bears directly on the fitness of the person to practice nursing or violation of any provision of the Nurse Practice Act.

COURSE DESCRIPTIONS

BACCALAUREATE PROGRAM Upper Division (Junior-Senior) Curriculum

NURS 310 Pathophysiology and its Pharmacological Implications (4) Spring Semester, junior year. This four-credit lecture, non-laboratory course is designed for students having prerequisite course work in human anatomy and physiology. Disease is presented as an alteration of form, structure or function, often not visible until it affects organ or organism function. Pharmacological interventions, emphasizing properties, actions, therapeutic uses and adverse effects of drugs upon the system are presented concurrently as diseases are described.

NURS 314 Concepts of Nursing I (9) Fall semester, junior year. The focus of the course is on man as a behavioral system, the concept of health and the role of professional nursing in helping clients maintain and/or promote health. Emphasis is placed on the assessment component of the nursing process. Clinical laboratory experiences will be primarily in community-based settings.

NURS 315 Concepts of Nursing II (9) Spring semester, junior year. Prerequisites: NURS 314, NURS 316, NURS 317, NURS 320. A study of adults and children who are experiencing biopsychosocial disruptions which are long-term and relatively stable, with a focus on nursing interventions which assist the clients to move toward optimum level of functioning. The mutual interaction between family and client is explored. Laboratory experience will include inpatient and community-based settings. (If NURS 320 is not taken in the winter session preceding NURS 315, the student must pass a mastery test related to dosage calculations within the first two weeks of the course.)

NURS 316 Human Growth and Development (3) Fall semester, junior year. Prerequisites: Sociology, Psychology, Anatomy and Physiology. Concepts from the biological and behavioral sciences are used to give the student a framework from which to view an individual from conception to late adulthood with his unique heredity, rates of growth and development and individual experiences that shape his relations to his world.

NURS 317 Deviations in Human Growth and Development (2) Winter session, junior year. Prerequisite: NURS 316. Knowledge of normal growth and development as requisite, this focuses on deviations in development which are disruptive to optimal growth. Specific deviations include learning disabilities and mental retardation. Provision for clinical application of learning is an integral part of Concepts of Nursing II since students interact with clients exhibiting deviations in their developmental patterns.

***NURS 318 Special Topics-Electives in Health Related Courses (3)** Fall semester, junior year. Designed to provide course offerings in current health-related topics which include Communication Skills in Health Education, Nutrition for Health Personnel, Sex Education, Death Education, and Principles of Cross-Cultural Nursing.

NURS 320 Introduction to the Administration of Medications (1) Junior year, winter session. An introduction to the theory and practice of medication administration. Professional and legal responsibilities as well as various modes of medication administration will be explored. Participant-observer experiences will be provided.

NURS 321 Introduction to Organizational Behavior (3) Fall, spring semesters, junior year. This course focuses on the social and psychological processes of organizations in modern society. The course provides a foundation which contributes to the student's ability to demonstrate responsible organizational behavior in meeting professional goals within health care agencies.

NURS 322 Nursing in Society (3) Fall, spring semester, senior year. This course provides an opportunity for students to study the multiple factors which have contributed to the emergence of professional nursing. The profession is studied in relation to and as an integral part of the changes in our society. Significant issues confronting the profession are identified. Upon completion of this course the student should demonstrate a better understanding of the profession of nursing in its present state of growth, an awareness of its potential and direction, and cognizance of each nurse's own responsibility in its development.

NURS 324 Concepts of Nursing III A (9) Fall, spring semester, senior year. Prerequisites: NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions who are hospitalized and experiencing more intense stress states. All components of the nursing process are utilized with the client. Community data are viewed as inputs to the family system. Organizational and group behaviors are related to the health team in inpatient settings.

NURS 325 Concepts of Nursing IIIB (9) Fall, spring semesters, senior year. Prerequisites: NURS 315, NURS 320, NURS 310, NURS 321. The focus of this course is on clients experiencing biopsychosocial disruptions with emphasis on clients experiencing varying stress states who are maintained through ambulatory services and community-based agencies. All components of the nursing process are utilized. Student interventions include the assessment of the family and intervention with one or more family members. Organization and group behaviors are applied in a peer group experience with nursing students.

NURS 334 Concepts of Nursing IV A (9) Fall semester, senior year. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups and his environment. Emphasis will be placed on the application of concepts of systems theory, health, stress, communication, family and group theory to nursing process. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 335 Concepts of Nursing IV B (9) Spring semester, senior year. Prerequisites: NURS 321, NURS 334, NURS 410. This course is designed to assist the registered nurse student to synthesize previous knowledge with advanced theoretical concepts in relation to man, his primary groups, and his environment. Emphasis will be placed on the application of concepts of crisis, decision making, planned change, teaching/learning, family and community. Specific clinical experiences are provided with clients experiencing varying stress states.

NURS 326 Clinical Nursing Elective (3) Senior year. Prerequisites: NURS 324, NURS 325, NURS 334, or NURS 335. Designed to offer the student an opportunity to select and study an area of particular interest in clinical nursing. Distributive and episodic nursing practice settings serve as clinical laboratories for learning. Senior students may elect to take NURS 326 off-campus under faculty mentorship.

NURS 348 Electives, Workshops, Seminars, and Institutes (1-6) Designed to provide participation in workshops, institutes and seminars in various aspects of nursing. Faculty reserve the right to place a limit on the number of credits a student may take in workshops, institutes and seminar study.

NURS 410 Survey of Research and Statistics (3) Fall, spring semester, senior year. In the context of the total research process, 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 are presented and their interdependence stressed. Inferential statistics include chi square, ordinal data methods, correlation, multiple regression, t test, f test, analysis of variance (one way and factorial), and analysis of covariance. Application and interpretation rather than theory or mathematical derivation are emphasized. Evaluation of measurement tools in terms of item analysis, reliability, and validity is presented. Student research teams critique a research project report in the literature and develop a research proposal which includes a pilot test of the proposed study. Prerequisite: senior standing or consent of instructor.

***NURS 418 Special Topics-Electives in Health-Related Courses (3)** Fall, spring semester, senior year. Designed to provide course offerings in current health-related topics which include: Issues in Health Services Organizations, Alcohol and Drug Abuse, Community Nutrition, Intimate Behavior, and Law and Health. An independent study component is part of the design for each offering. Students also have the opportunity to elect independent study for three credits under the direction of a faculty member.

*A limit of three credits in a NURS 318 offering and in a NURS 418 offering is acceptable toward the total of 120 credit matriculation for completion of degree requirements.



GRADUATE PROGRAM*

AREAS OF CONCENTRATION (Majors)

CLINICAL

- Child Psychiatric Nursing
- Community Health Nursing
- General Psychiatric Nursing
- Gerontological Nursing
- Maternal and Child Health Nursing
- Medical-Surgical Nursing
- Primary Care Nursing (Adult and Pediatric)

ROLE

- Administration of Nursing Education
- Administration of Nursing Service
- Teaching of Nursing—Associate Degree Programs
- Teaching of Nursing—Baccalaureate Degree Programs
- Teaching of Nursing—Staff Development

OVERVIEW

The master's degree program for nurses at the University of Maryland is the only graduate program in the state. It awards approximately 100 degrees a year thus making it one of the largest in the nation. While the program is offered in the School of Nursing, it is part of the Graduate School of the University of Maryland at Baltimore; therefore, it is subject to the requirements of both schools. The graduate curriculum has undergone substantive revision with the new curriculum fully implemented in the fall semester, 1976. The program is three semesters and a minimester in length except for Primary Care Nursing which is four semesters and Gerontological Nursing which is three semesters and one summer session.

Congruent with the changing needs of society, the curriculum offers a number of specialty options to students. Students are required to develop competence in a specialized clinical area, and opportunity is provided to concentrate (major) in either the clinical or the role area depending on specific career goals and previous preparation. The student's secondary interest (minor) is selected in the opposite area so that every graduate is prepared in both a clinical and a role area.

Graduate education fosters the responsibility, creativity, and self-direction which characterize professional commitment and enhance a continuing desire to learn and grow. The graduate student is viewed as a partner in the teacher-learner dyad; receives stimulation and support for scholarly pursuits; is given the freedom to think and try out new ideas; and has the opportunity to apply knowledge and develop new skills. The opportunity to articulate beliefs, ideas and formulations is gained through interaction with faculty and other members of the academic community.

* Refer to the General Information and Resources section of this bulletin for additional information.

DOCTORAL PROGRAM

The faculty of the School of Nursing is developing a doctoral program in nursing. Implementation of the program is planned for the fall semester, 1979. Those desiring further information should write to: Director, Doctoral Program, School of Nursing, University of Maryland at Baltimore, 655 W. Lombard St., Baltimore, Maryland 21201.

ELABORATION OF THE PHILOSOPHY: GRADUATE PROGRAM

The graduate program of the School of Nursing derives its purpose directly from the underlying philosophy which is shared by the faculty. Tenets of the philosophy held by graduate faculty of the School of Nursing provide a foundation for the conceptual framework upon which the curriculum is based. This conceptual framework analyzes the unit (the individual, family or community) in terms of three interrelated expressions of health—physical, cognitive and personal. The physical expression refers to the unit's structural and functional endowment and integrity. The cognitive expression addresses the capacity of the individual to receive, to perceive and to organize information. The personal expression is concerned with the affective relationships of the unit. The relationships between the expressions are complex and vary at different points in time. The expressions lend themselves to assessment, quantification and regulation. The intervention phase of the nursing process depends on the relationships between and the pattern of the expressions of health. Evaluation of nursing intervention is achieved through examination of the resulting state of health of the unit.

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, 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. Recognizing that the growth process in the student is continuous and that the health needs of society change, the graduate program is flexible and dynamic.

PURPOSES AND OBJECTIVES OF THE GRADUATE PROGRAM

The 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:

1. with expertise in a clinical field of nursing;
2. to function in one of the following areas: administration, education, clinical specialization;
3. for leadership roles;
4. for entry into doctoral study.

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

1. utilize a nursing theoretical framework as a basis for professional nursing practice;
2. generate innovative nursing actions based on theories in nursing and related fields and evaluate nursing actions of self and others;
3. incorporate organizational theories and learning theories in the practice of one of the following roles: administration, education, clinical specialization;

4. collaborate with health care providers and consumers to achieve shared health care goals;
5. use theory in nursing and related fields and observations in practice to generate hypotheses and conduct nursing research studies;
6. 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.

CURRICULUM

The nursing program leading to a Master of Science degree is three semesters and a minimester in length and requires the completion of 41 credits. There are two exceptions; the Primary Care Nursing specialty is four semesters requiring 54 credits and Gerontological Nursing is three semesters and a summer session requiring 44-45 credits.

Areas of Concentration

Each student selects a clinical practice area and a functional role area. The student then chooses either one of these as the area of concentration (major).

The student selects one area of concentration (major) from the following:

1. Administration
2. Child Psychiatric Nursing
3. Community Health Nursing
4. Education
5. General Psychiatric Nursing
6. Gerontological Nursing
7. Maternal and Child Health Nursing (Nursing of Children or Maternal-Infant Nursing)
8. Medical-Surgical Nursing
9. Primary Care Nursing (Adult or Pediatric)

For those choosing to major in administration or education, a clinical practice area must also be selected from one of the following:

- a. Community Health Nursing
- b. Maternal and Child Health Nursing
- c. Medical-Surgical Nursing
- d. Psychiatric Nursing or Child Psychiatric Nursing

In addition, all students select a functional role track from one of the following:

- a. Administration of Nursing Service
- b. Administration of Nursing Education
- c. Teaching in Associate Degree Program
- d. Teaching in Baccalaureate Degree Program
- e. Teaching in Staff Development
- f. Clinical Nurse Specialization

Curriculum Design

In summary, the curriculum design contains the following components:

1. Core courses required of all graduate students regardless of the area of concentration.
2. Clinical courses required of students in their chosen clinical area (i.e., Community Health, Gerontological, Psychiatric, Child Psychiatric, Medical-Surgical, Maternal and Child or Primary Care Nursing). All students take a designated

number of these courses regardless of whether their area of concentration is in clinical practice or role specialization.

3. Functional role track courses required of students in their chosen functional role (i.e., Administration in Nursing Service, Administration in Nursing Education, Teaching in A.D. Program, Teaching in B.S. Program, Teaching in Staff Development, and Clinical Nurse Specialization). All students take a designated number of these courses regardless of their area of concentration.
4. Research courses required of all graduate nursing students.
5. Support courses vary according to the student's area of concentration. These might include non-nursing courses.

Summary of Design

General Plan:

Core	10 credits
Clinical	6 credits
Role	6 credits
Support	8 credits
Research	5 credits
Thesis/Electives	6 credits
Total	41 credits

Primary Care Nursing:

Core	10 credits
Clinical	15 credits
Role	6 credits
Support	9 credits
Research	5 credits
Thesis/Electives	6 credits
Elective-Role Prerequisite	3 credits

Total 54 credits

Gerontological Nursing:

Core	10 credits
Clinical	6 credits
Role	6 credits
Support	11-12 credits
Research	5 credits
Thesis/Electives	6 credits

(includes 6 credits for second clinical area)

Total 44-45 credits

Thesis/Non-Thesis Option

A student may elect either a thesis or a non-thesis option, depending on the nature of the problems she/he wishes to investigate and her/his career goals; six credits are earned for either option. In addition, all students must successfully pass a written comprehensive examination.

Thesis	Under the guidance of a committee, the student designs, implements, evaluates and orally defends a research project.
Non-Thesis	Under the guidance of the adviser, the student takes six credits of electives and submits one scholarly seminar paper.

RESOURCES

Over 60 community and health care agencies cooperate with the program in providing sites for clinical and role practicum experiences and for the conduct of research. In some instances, faculty have joint appointments with the School and the agency.

Additional resources are available through the offerings of other schools of the health professions. Non-nursing courses also may be taken on the College Park campus, at the University of Maryland Baltimore County (UMBC) campus or through University College on the Baltimore campus.

In addition to the Health Sciences Library, the students have access to the Enoch Pratt Free Library of Baltimore, the Library of Congress in Washington, and the National Library of Medicine in Bethesda, Maryland. (See General Information, Instructional Facilities and Resources Section: Instructional Media Center and the Center for Research and Evaluation.)

ADMISSION

Admission to graduate study at the University of Maryland is the exclusive responsibility of the Graduate School and the Dean for Graduate Studies and Research. Applications to the graduate program in nursing are reviewed by faculty in the student's area of concentration and by the School of Nursing Graduate Committee on Admissions, Progression and Graduation. Recommendations for acceptance are then made by the Committee to the Dean for Graduate Studies and Research.

Any student who wishes to attend the School of Nursing must apply for admission, submit required credentials, and be accepted for matriculation. Consideration is given to academic work completed in other schools. Personal references are required.

After an applicant has been accepted, a faculty adviser is assigned. The adviser and the student plan a program of study leading to the degree. Course credits are officially accepted for the degree only after the student has matriculated in the School of Nursing.

Senior students in their final semester of work toward a bachelor's degree may be offered provisional admission to the graduate program pending the receipt of a supplementary transcript recording the satisfactory completion of undergraduate course work and the awarding of the degree. Completed records of all previous work must be received within three months following the completion of such study and the awarding of the baccalaureate degree.

The student must matriculate within 12 months after notification of admission acceptance. If the student does not acknowledge the acceptance, a new application must be submitted for future enrollment.

Starting on the first day of matriculation, a time limit of a maximum of five years is allowed for the completion of graduate degree requirements. This applies to part-time and full-time students.

Admission Requirements

The student's previous academic work, personal qualifications and professional experience are evaluated to determine if prerequisites have been met. Prerequisite courses do not carry credit toward the master's degree.

For admission, the applicant must meet the requirements of both the Graduate School and the Graduate Committee on Admissions, Progression and Graduation of the School of Nursing. The School of Nursing requirements 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. a photocopy of current licensure for the practice of nursing in one state;
4. official scores on the Graduate Record Examination (aptitude portion) and the Miller Analogies Test (allow 6-8 weeks for receipt of test scores);
5. undergraduate grade point average (GPA) of 3.0 on a 4.0 point scale. If GPA is between 2.75 and 3.0, provisional acceptance may be considered if the candidate demonstrates graduate study potential by other means;
6. 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 recommendations include nurse educators, nurse administrators and colleagues from other disciplines who have worked with the applicant. Two of the references must be from nurses;
7. personal interviews are required for Primary Care Nursing and are encouraged by all specialty areas;
8. two years of full-time clinical experience are required for Primary Care; one year of full-time clinical experience is required for Community Health and one year of experience in a maternity or pediatric setting is required for Maternal and Child Health Nursing;

9. one year of full-time clinical experience is required for students wishing to major in the administrative or teaching area. (Applicants with somewhat less experience may be accepted as part-time students if full-time work experience is being pursued.)

Those applicants who exhibit exceptional qualities without meeting the stated criteria may apply for special consideration. Students who seek variance from an academic policy should appeal to the Committee on Admissions, Progression and Graduation.

A written offer of admission from the Graduate School will be sent to an applicant who meets all admission requirements. The offer will specify the time of entrance which will normally coincide with the requested starting time. Upon acceptance by the Graduate School, the applicant should reconfirm enrollment intentions by writing to the School of Nursing. If the applicant is unable to enroll at the expected date, a written request for a postponement of the admission date is made through the School of Nursing. If these arrangements are not made within one year of anticipated enrollment date, the offer of admission lapses, and a new application and fee must be submitted to be reconsidered for admission.

The offer of admission may be used as a permit to register for courses. Permanent identification as a graduate student will be issued at the time of first registration.

Admission Procedure

The admission forms should be obtained from the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, Md. 21201.

1. An application fee of \$15.00 must accompany the application for admission. 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.
2. The following materials should be returned directly to the Office of Graduate Studies and Research, University of Maryland at Baltimore, 624 W. Lombard St., Baltimore, Md. 21201:
 - a. two copies of the application for admission to the Graduate School;
 - b. application fee;
 - c. 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;
 - d. letters of reference from three professionals who know the candidate's qualifications;
 - e. official record of the results of:
 1. the Miller Analogies Test (test available through testing services of most colleges and universities);
 2. the Aptitude Portion of the Graduate Record Examinations (Applicants should write to the Graduate Record Examinations, Educational Testing Services, Princeton, N.J. 08540 for details.);
 3. Applications and supporting documents must be received by July 1 for the fall semester, December 1 for the winter session and the spring semester, and May 15 for the summer session.

Admission Status

Applicants are offered admission status in the graduate program according to the following categories:

1. Unconditional Admission: applicant meets all requirements;
2. Provisional Admission: applicant does not meet all requirements for unconditional admission but who in the opinion of the Graduate School and the Graduate Program Admissions Committee 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 9 credits) or in the first 12 credits of part-time study;

3. Incomplete Admission: applicants for whom information is incomplete;
4. Nondegree Graduate Status: applicant may enroll on a "course work only" basis for a specified period of time if the applicant's record meets Graduate School standards.

Admission is granted by the Dean for Graduate Studies and Research and is confirmed by enrollment in the term for which admission is approved.

Part-time Study

Students eligible for admission but who are 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 are urged to assume responsibility for program planning with an adviser. All students must complete the program within five years of matriculation.

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 Bulletin).

Foreign Students

Students from foreign countries who show evidence of education equivalent to a baccalaureate degree in nursing are considered for admission. All applicants who are not citizens of the United States are classified as foreign students for admission purposes (see the Graduate School Bulletin for further information).

Record Maintenance and Disposition

All records, including academic records from other institutions, become the official file and can neither be returned nor duplicated without the student's prior consent. Provisions are made for students to review their records if they desire.

Admission credentials and application data are retained for one year only. This regulation pertains to applicants who: did not register for courses at the period for which they had been admitted; did not respond to a departmental request for additional information; did not respond to requests for additional transcripts or test results; or were disapproved for admission.

Student Advisement

Upon admission to the graduate program each student is assigned an academic adviser from the major area of concentration. The student is also assigned an adviser in the secondary area of interest. The adviser assignments are subject to change as additional interests of the student are determined or upon request of the adviser or advisee. The adviser is available for academic counseling and guides the student in a plan of study, determination of thesis or non-thesis option, and selection of thesis chairman or readers for the seminar paper.

A nondegree student is assigned an adviser at the time of acceptance. An official record of courses is kept for all nondegree students. If a student subsequently wishes to enter the degree program, reapplication is necessary. While consideration may be given at a later date to the application of credits earned toward a degree program while in this status, there is no assurance that such requests will be granted. If granted, a maximum of six credits may be transferred.

Plan of Study

A Plan of Study form for all graduate degree students (which outlines the student's expected progression through the degree requirements) must be filled out by the student and the faculty adviser. One copy of this Plan of Study must be filed with the Graduate Office by the beginning of the second semester of study (or at the end of nine hours, in the case of part-time students). A second copy of the Plan of Study remains in the

student's School of Nursing file. Any major alteration of the plan necessitates the refiling of an amended plan. It is suggested that students retain a copy of this plan for their own files.

The entire course of study constitutes a unified program approved by the student's major adviser and by the Graduate School. Faculty in each department provide individualized guidance in the selection of courses based upon guidelines and policies approved by the Graduate Curriculum Committee and the Graduate School. Considerable flexibility is possible within a student's area of interest and specific career goals. Beginning competence in research is provided by the inclusion of courses in research and statistics.

The nature of graduate education requires serious and rigorous study. All students are required to successfully pass a written comprehensive examination. Additional regulations and requirements may be found in the Baltimore campus bulletin of the Graduate School and in Important Dates for Advisers and Students, issued each year by the Graduate School.

REGISTRATION

Registration is conducted by the Office of Admissions and Registrations, UMAB campus. The student receives detailed instructions concerning dates and registration procedures. Each matriculated student in the School of Nursing must obtain official approval from an adviser for all courses in which enrollment is sought outside the School of Nursing. Credit is granted only if such courses have had prior approval and are successfully completed. Students must file a list of these courses with the registrar on a registration card signed by the adviser. Graduate students are not permitted to enroll for courses on a pass/fail basis.

Students admitted to the Graduate School pay tuition fees whether or not the credit will be used to satisfy program requirements. 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 he registers for and completes at least one course during the semester for which entrance was authorized.

Every student must register during the official registration period. Students failing to register during these periods will be subject to late registration fees and must have the consent of their adviser, the course instructor, the Graduate School, and the registrar.

Late Registration Fee	\$20.00
Change Fee charged for each change in program	5.00

Students must be registered for at least one credit in the semester in which they wish to graduate.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Registration is completed with the payment of the required fees. Privileges of the University are available only after registration has been completed.

GRADUATE UNIT SYSTEM

In order to accurately reflect the involvement of graduate students in their programs of study and research, and the use of University resources in those programs, 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 described below, 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 and 800-898 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 be certified a full-time student, a graduate student must be officially registered for a combination of courses equivalent to 48 units per semester. A graduate assistant holding a regular appointment is a full-time student if registered for 24 units in addition to the service appointment.

Any graduate student making any demand upon the academic or support services of the University, whether taking regular lecture, seminar or independent study courses, using University libraries, laboratories, computer facilities, office space, consulting with faculty advisers or taking comprehensive or final oral examinations, must register for the number of graduate units which, in the judgment of the faculty adviser, accurately reflect the student's involvement in graduate study and use of University resources.

SCHOLASTIC REQUIREMENTS

The Graduate School requires that a student achieve a B or 3.0 GPA for the entire program. No grade below a C is acceptable toward the graduate degree. The School of Nursing requires that a student receive a B or higher in the nursing courses in her/his area of concentration. Any course with a grade below B in the area of concentration must be repeated.

Since graduate students must maintain an overall B average, every credit hour of C in course work must be balanced by a credit hour of A. 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 replaces the original grade. Courses in the degree program which are completed with a D or F must be repeated. Grades earned for thesis research are not included in the computation of the GPA.

Grades from courses which are transferred in for degree credit from other schools and/or previous study are also 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. Permission must be given by the major adviser 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 five-year limit for the degree, and it 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 (GPA).

Credit by Examination

A graduate student may receive credit-by-examination only for a course which he is otherwise eligible to receive graduate degree credit. A maximum of six credits is possible through credit-by-examination; nine credits can be accepted in the Primary Care Nursing program. A graduate student seeking to utilize this option must obtain the consent of the adviser 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. Full-time students are charged \$30.00 for each course examination regardless of the number of credits. This fee is paid upon application for the examination and is not refundable regardless of whether or not the student completes the examination. Part-time students are charged on the same cost-per-credit-hour basis as though they were taking the course in the regular manner. The grade(s) received for course(s) accepted through credit-by-examination is (are) 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.

Incomplete Course Work

A grade of I (Incomplete) is given if course work is not completed because of illness or other reasons satisfactory to the instructor. In calculating the GPA, I = 0; therefore a grade of I constitutes a penalty until the I grade is removed. The work must be completed and the I grade must be converted to a letter grade by the end of the next semester (exceptions include courses numbered 799 or 899 or special problems courses requiring two or more semesters of work before a grade can be determined). If the course requirements are not completed the I grade can be changed by the instructor to a grade appropriate to a computation without the missing work. A course with an incomplete grade should not be repeated. Students with provisional admission or on academic probation may not register for additional course work until the I grade is removed.

Unsatisfactory Achievement

At the end of each semester, the record of any student with a grade point average below 3.0 is reviewed by the Graduate Committee on Admissions, Progression and Graduation. A student's registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

1. When either the cumulative or semester grade point average is between 2.71 and 2.99 at the end of any semester of full-time study (or 12 credits of part-time study), upon recommendation of the Graduate Committee on Admissions, Progression and Graduation, the student may be placed on probation and permitted another semester of study (or 12 credits of part-time study). At the end of the semester on probation, the cumulative grade point average must be 3.0 in order for the student to remain in the School.
2. When the grade point average is 2.7 or below upon completion of any semester of full-time graduate study (or 12 credits of part-time study), upon recommendation of the Graduate Committee on Admissions, Progression and Graduation and the Dean of the Graduate School, the student will be requested to withdraw. To be considered for readmission, the procedures and policies outlined for admission must be followed; the application records will be reviewed with those of all new applicants.

Withdrawal, Suspension, Dismissal

A "Graduate School Program 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 the Registrar. 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 registrar's office. A student who withdraws during the semester and does not file an application for withdrawal with the registrar will receive marks of failure in all courses and will forfeit the right to any refund.

The faculty adviser and graduate student share the responsibility for the student's progress. Students are expected to comply with rules and procedures of the Graduate School as well as with specific requirements established by individual departments. In fulfilling this responsibility the student should seek the advice of a faculty adviser, department chairperson, and/or the administrative officers of the School of Nursing and the staff of the Dean for Graduate Studies.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The University of Maryland, 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.

Graduation

Requirements for graduation from the master's degree program include: completion of the planned program within a five-year period, achieving a cumulative grade point average of B or 3.0, and completion of a minimum of one year of full-time study or its equivalent.

The student must be registered for at least one credit in the semester in which she/he wishes to graduate.

Application for the diploma must be filed with the Office of the Registrar within the first three weeks of the semester in which the candidate expects to obtain a degree except during the summer session. During the summer session, the application must be filed in the Office of the Registrar during the first week of classes.

If, for any reason, a student does not graduate at the end of the semester in which he applies for the diploma, he must reapply for it in the semester in which he expects to graduate.

FEES AND EXPENSES

Matriculation (new students)	\$ 15.00
Tuition — per credit (in-state)	55.00
Tuition — per credit (out-of-state)	95.00
Supporting Facilities Fee (full-time) per semester	30.00
Supporting Facilities Fee (part-time) per semester	6.00
Student Health Fee (full-time) per semester	5.00
Student Health Fee (part-time) per semester	2.00
Health Insurance (Blue Cross)*	
One Person	102.12
Two Persons	196.68
Family	261.98
Student Activity Fee (\$7.00 per semester)	7.00
Graduation Fee	15.00
Continuous Registration Fee (Doctoral Candidates)	10.00
Late Registration Fee	20.00
Change Fee	5.00

***Student Health and Health Insurance**

Health insurance is required of all full-time professional school students (nine or more semester hours) in addition to the Student Health Fee. The insurance coverage at the University of Maryland at Baltimore is Blue Cross-Blue Shield Diagnostic and Major Medical. Additional information concerning this program may be obtained from the Student Health Office.

Students with equivalent insurance coverage must provide proof of such membership at the time of registration and obtain a hospital insurance waiver.

Health Services are provided for School of Nursing students through the Student Health Office in Howard Hall.

Malpractice Insurance

All graduate nursing students are required to carry professional malpractice insurance throughout their academic program. Documentation of coverage is required at the time of every registration and must meet the amount set by the School of Nursing and clinical agencies.

FINANCIAL AID OVERVIEW

Financial aid in the form of scholarships, grants, loans, and work-programs is awarded to women and men students and is based upon apparent academic ability, nearness to program completion and financial need. Applicants must complete a traineeship application at admission or preregistration preceding the semester for which aid is sought. Separate applications must be completed in the financial aid office to be considered for funding from sources outside the school. Because of limitations in available funds, preference is given to full-time students.

Recipients of financial aid are expected to make satisfactory progress toward attainment of a degree and to abide by all academic and nonacademic regulations of the University. Graduate students must maintain a 3.0 GPA to be eligible for financial aid. In the case of new students, applicants must have been accepted for admission to the University before the financial application will be reviewed.

Students should make early contact with the financial aid office to insure compliance with filing dates for completed aid applications. Requests for information about, and applications for, financial aid should be addressed to the following:

Student Aid Officer
University of Maryland at Baltimore
610 W. Lombard Street
Baltimore, Maryland 21201

SOURCES OF AID

University Sources

Traineeships—Students who meet admission requirements and are U.S. citizens are eligible to apply to the School of Nursing for federal funds for full-time study. Professional nurse traineeships available from the Division of Nursing, Health Resources Administration, Health, Education, and Welfare, provide tuition, fees, and a monthly stipend. Students in selected specialty areas may also be eligible for support under specialized grants obtained by the School of Nursing or available through application to a specific foundation or funding source. Since there are limitations on the number of traineeships available, applicants are ranked according to total professional background.

In the case of all traineeships, prospective students make application to the School of Nursing. No action is taken by faculty until eligibility for admission has been established. Graduate students also are referred to the Federal Nursing Loan and Scholarship Program available through the financial aid office.

Nurse Training Act Scholarships and Loans—Scholarships to a maximum of \$2,000 annually and loans to a maximum of \$2,500 annually are available. Loans are at three per cent annual interest with principal and interest payments beginning nine months after graduation; deferment and cancellation provisions are available.

College Work-Study—Support for students in career related employment both on and off campus during the academic year as well as the summer months may be available.

Non-University Sources

Bank Loans—Students may obtain educational loans through private lending institutions such as banks or credit unions. In many cases, federal assistance in the payment of the seven per cent interest can be obtained. As lenders have limited funds for this program, students are encouraged to contact their lending institutions at the earliest possible date.

The Maryland Higher Education Loan Corporation (MHELC) Program permits graduate students to borrow up to \$2,000 annually. MHELC applications are available in the Student Aid Office.

EMPLOYMENT OPPORTUNITIES

Graduates of the master's degree program of the University of Maryland have a variety of employment opportunities. Surveys of recent graduates (since 1975) indicate 100% employment. Approximately 60% of these graduates are employed in hospitals, 30% as faculty in schools of nursing and 10% in other areas including nursing homes, community mental health and public health clinics. Salaries vary with the type of position, the setting, the geographical areas, and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, D.C. area for new master's graduates range from \$12,709—\$18,000 per year.

GRADUATE STUDENT ORGANIZATIONS

Graduates in Nursing (GIN) is an organization of all the students in the graduate program in the School of Nursing. The purpose of the organization is to foster unity among graduate students to aid in the pursuit of individual, institutional and professional goals, and to enhance communication among students, faculty and the community. Student representatives function in a liaison capacity by serving on various School and University committees. GIN serves the graduate student body through orientation programs, a monthly newsletter, education and social functions, and the establishment of ad hoc committees when student, faculty and community needs arise.

As a focal point for graduate student awareness, the UMAB Graduate Student Association (GSA) is comprised of one representative from each department on campus that offers a graduate degree. Its main purpose is to promote a better graduate student life by providing efficient orientation of new students, communicating research interests across departmental lines, and providing a channel for the communication of graduate student concerns to the Dean for Graduate Studies and Research and to the Graduate Council. The Graduate Student Association chooses one of its own members each year to serve as a voting member of the Graduate Council and also elects representatives to the UMAB Senate.



COURSE DESCRIPTIONS

NURS 602 Conceptual Framework for Nursing Practice (5) This course provides an introduction to the articulation of a philosophy of nursing to a conceptual framework for nursing practice. Our philosophy states that the personal, cognitive, and physical expressions of health interact throughout life and unfold in dynamic interplay with the environment. The two credit theory session each week is a coordinated approach by representative departmental faculty in which the study of scientific concepts which influence man's expressions of health is emphasized. The other three credits provide a departmentally supervised clinical practicum with emphasis on assessment and on evaluation of nursing interventions or regulatory processes. (Reid and Faculty)

NURS 604 Organizational Behavior and Role Fulfillment (3) An exploration and analysis of commonalities inherent in nursing practice in various roles. Content from systems, role, organizational behavior, consultation, learning and change theories provides the basis for synthesis into a conceptual framework of practice in teaching, clinical practice and administration. (Faculty)

NURS 606 Influential Forces, Health Care and Health Care Systems (2) The identification and analysis of the economic, social, political and educational forces which influence the health of man, affect the health care delivery system and produce changes in nursing. (Faculty)

NURS 608 Special Problems in 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. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 611 Introduction to Concepts and Techniques of Primary Care Nursing (2) This course emphasizes the development of the student's concepts of the expanded nursing role. It builds on assessment skills and knowledge pertaining to the conceptual framework acquired in NURS 602. It provides opportunity to collect and analyze data with a variety of skills and techniques that expand the nursing process for the health of adults. Concurrent: NURS 602, NPHY 480. (Faculty)

NURS 613 Clinical Diagnosis and Management I (4) This course 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 which focuses on a different set of health problems for study. The student applies the nursing process by performing diagnostic methods, developing plans of care, and implementing nursing strategies to promote personal, cognitive and physical health of clients with common health problems. Prerequisite: NURS 611, NPHY 480. Open to majors only. (Faculty)

NURS 614 Clinical Diagnosis and Management II (4) This course 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 which apply the nursing process by performing 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. Prerequisite: NURS 613. Open to majors only. (Faculty)

NURS 615 Advanced Primary Health Care (5) This course consists of intensive applied clinical experience and seminar sessions. It is designed to assist the student in analyzing multiple variables in health and disease, and through a problem-solving approach, determine an optimal plan in relation to both short and long-term goals. The emphasis is on increased independence and decision-making in an interprofessional environment. Prerequisite: NURS 614. Open to majors only. (Faculty)

NURS 618 Special Problems in Primary Care (1-3) An independent study experience which allows students in the primary care department to develop special competencies or obtain in-depth clinical experience. Students outside the Department of Primary Care Nursing may elect this experience to study selected concepts relating to primary care nursing. Registration upon consent of adviser. Students may register for varying units of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 621 Medical-Surgical Nursing I (2) The first level Medical-Surgical Nursing course focuses on systematic exploration of concepts that are particularly pertinent to adult clients with physical alterations. The concepts are developed within the graduate program framework, interrelationships among concepts are determined and clinical implications are considered. Values, beliefs, and attitudes about nursing, health, and illness are explored. Prerequisite or concurrent: NURS 602 and NPHY 480. (Shubkagel and Faculty)

NURS 622 Medical-Surgical Nursing II (4) Building on Nursing 602 and 621 this course focuses on the articulation of selected concepts with the development, implementation, and evaluation of regulatory processes from the perspective of the graduate program framework. The practicum gives the students an opportunity to test the presented theory within a clinical perspective, to strengthen and extend previously acquired knowledge and skill, and to progress toward attainment of individual clinical goals. Prerequisite: NURS 621. (Shubkagel and Faculty)

NURS 625 Introduction to Gerontological Nursing (2) This introductory course traces, via an historical perspective, the beginnings of the science of gerontology and gerontological nursing. The focus is on implications for nursing in regard to the myths and misconceptions, current health care problems and the influence societal thinking has had on attitudes and interests regarding the elderly. (Brock)

NURS 626 Processes of Aging: Implications for Nursing Care (4) This course provides an indepth analysis of specific concepts related to the cognitive, physical and psychosocial health care problems of the aged. The emphasis in exploring these concepts is on assessment methodologies and nursing care strategies which are designed to assist the aged person to cope with alterations in the expressions of health related to the aging process and, where possible, prevent the occurrence of alterations in health. (Brock)

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. Registration upon consent of adviser. Student may register for varying amounts of credits ranging from one-three credits per semester with a maximum of six credits per degree. (Shubkagel and Faculty)

NURS 631 Maternal and Infant Nursing I (2) First of a two-semester sequence. A conceptual approach which focuses on extensive understanding of nursing in society's total program of maternal health services with emphasis on increased practitioner skills for independent and collaborative components of professional nursing of mothers and infants. Prerequisite: NURS 602. (Neal and Faculty)

NURS 632 Maternal and Infant Nursing II (4) Focuses on extensive knowledge and understanding of maternal care and on gaining increased collaborative and practitioner skills in professional nursing within interdisciplinary health agencies and institutions. Second semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 631. (Neal and Faculty)

NURS 638 Special Problems in Maternity 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. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 641 Nursing of Children I (2) First semester of a two-semester sequence. Focuses on extensive knowledge and understanding of nursing in society's total program of childhealth services and on gaining increased practitioner skills in professional nursing of children. Prerequisite: NURS 602. (Neal and Faculty)

NURS 642 Nursing of Children II (4) Focuses on extensive knowledge and understanding in society's total program of child health services and in gaining increased collaborative and practitioner skills in professional nursing of children. Second semester of a two-semester sequence. Prerequisite: NURS 602 and NURS 641. (Neal and Faculty)

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. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Neal and Faculty)

NURS 650 Individual Therapy I (3) The course will consist of one theory seminar per week, clinical experience in which the student provides two hours of individual psychotherapy per week, and a supervisory seminar with individual supervision as needed. In this course, students are given the opportunity to examine and apply concepts that include dynamics of human behavior, formation of personality, the techniques of problem-solving, and the skills of communication in relation to therapeutic nursing care of psychiatric patients. Offered Fall Semester. (Robinson)

NURS 651 Individual Therapy II (3) The course will consist of a seminar every other week and clinical experience in which the student provides a minimum of two hours of individual psychotherapy per week. Supervision of the practicum is weekly. Twice a month the scheduled supervision will occur in a group; the alternate week's supervision is on an individual basis. Both process recordings and tape recorded interviews will be utilized. In this course, students are given the opportunity to expand their knowledge of concepts and therapeutic interviews with psychiatric patients which they identified in NURS 650. Prerequisite: NURS 650. (Robinson)

NURS 652 Group Theory and Practice I (3) This course is designed to provide 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. (McManama)

NURS 653 Group Theory and Practice II (3) This course is 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 the integration and utilization of theoretical concepts to clinical group practice and in developing skills in supervision. Specialized group therapy techniques and research as related to group practice are reviewed. Each student is required to co-lead a group approved by the faculty. Prerequisite: NURS 652. (McManama)

NURS 654 Liaison Nursing (3) The students 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 which take into consideration physiological versus psychological priorities, assigning weights in terms of immediacy of need. The hospital is viewed as a social system, and means of interacting effectively in it are explored. Offered Spring Semester. (Robinson)

NURS 655 Orientation to Critical Concepts in Family (3) Orientation to the theories and techniques of family therapy. Emphasis on family systems theory (the Bowen Theory). Interview experience with selected families and development of observational skills. (Cain and Ward)

NURS 656 Introduction to Clinical Practice With Families (3) 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. Prerequisite: NURS 655. (Cain and Slater)

NURS 657 Advanced Clinical Practice With Families (3) Advanced clinical practice and refinement of clinical skills. Prerequisite: NURS 656. (Cain)

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. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 660 Introduction to Selected Aspects of Child Development I (2) This course explores selective theoretical concepts of child development during the first six years of life. Emphasis is placed on integrating personality development and intellectual development. Assessment tools which reflect the theories presented will be discussed. (McElroy)

NURS 661 Orientation to Critical Problems in Family-Child Relationships I (2) First semester of a two-semester sequence. Examination of theoretical concepts of normal and abnormal psychological developments that are applicable to nursing situations. (Faculty)

NURS 664 Introduction to Selected Aspects of Child Development II (2) This course explores selective theoretical concepts of child development during the years from seven through adolescence. Emphasis is placed on examining the following theorists: Erikson, Winnicott, Lidz and Piaget. Prerequisite: NURS 660. (McElroy)

NURS 665 Comprehensive Care of Children With Psychiatric Disorders I (4) Second semester of a two-semester sequence. Assessment of child psychiatric nursing practice in primary, secondary, and tertiary prevention of emotional disturbances of children. Students gain experience in practice of treatment modalities in inpatient and community settings. (Faculty)

NURS 668 Special Problems in Child Psychiatric 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 child psychiatric nursing. Registration upon consent of adviser. Student may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 670 School Health (2) This course is designed to examine factors and programs that contribute to the promotion and maintenance of health in the school population. The development of school health programs and services are discussed. Issues, legislation and organizations involved in school health are explored. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Session. (Northrop)

NURS 671 Epidemiology (2) A contemporary approach to epidemiological concepts and methods. General considerations and laboratory application to data in specific

situations. Open to non-nursing majors with permission of instructor. Prerequisite: Statistics. Offered Spring Semester. (Kohler)

NURS 672 Community Health Nursing I (1) This first level departmental course is designed to explore the relevancy of the school's conceptual framework for community health practice. Students also discuss the nature and scope of community health nursing and its relationship to the public health sciences and to nursing. Family and community are identified as the basic units of study and primary prevention as a major responsibility. Prerequisite or concurrent: NURS 602. Offered Fall Semester. (White and Ruth)

NURS 673 Community Health Nursing II (3) This is a required second level departmental course. Although students continue with their community assessment and one well family selected during NURS 602, analytical focus is extended to include the use of regulatory processes with families who have multiple problems. Additional conceptual frameworks commonly employed in family and community study are examined. Program planning, implementation, and evaluation are discussed in relation to the student's assessment of a community's health problems. Prerequisite: NURS 606 and NURS 672. Offered Spring Semester. (Ruth and Northrop)

NURS 674 Community Health Nursing Within the Health Care System (2) This course focuses upon the relationship between the health level of the community and the organization of the health care system. Social and political forces and major public policies that are shaping the organization and delivery of community health nursing services will be analyzed. An examination of theory, research, governmental and other professional documents will provide the bases for discussion as to how effective and efficient services can be achieved. Various systems of health care organization will be compared in terms of health level, structure, and reimbursement mechanisms. Open to non-nursing majors with permission of instructor. Offered Spring Semester. (Ruth)

NURS 675 Community Health Nursing III (2) This is a required third level departmental course for students whose area of concentration is community health nursing. It is given concurrently with the practicum in role preparation. While the emphasis is upon intervention strategies and regulatory processes in community health nursing, content related to public health administration is discussed and includes areas such as reimbursement mechanisms, legislation and regulation, and standards of practice. Students will plan, implement, and evaluate a health program of primary prevention in their selected communities. Prerequisite: NURS 604 and NURS 673. Offered Fall Semester. (Faculty)

NURS 676 Community Health Groups: Leadership Strategies (2) The theory content and practicum of this course offer learning experiences particularly pertinent and applicable to working with well families and health-oriented community groups. The course is designed to provide graduate students in community health nursing and other specialty areas an opportunity to gain additional skills in the use of group leadership strategies to bring about change toward defined goals and objectives. Prerequisite: Basic course in group dynamics; permission of instructor. Open to non-nursing majors. Offered Spring Semester. (White)

NURS 677 Urban Health (2) This course focuses on the impact of demographic and social change on health in the urban setting. Emphasis is on viewing health and health services within an analytical perspective stressing interrelationships with urban structure, patterns of demographic transition, urban life styles and environments, and the resources and strengths of urban community systems. Open to non-nursing majors with permission of instructor. Offered Fall Semester. (Lenz)

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. Registration by

consent of adviser. Students may register for varying amounts of credit ranging from one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 680 Curriculum and Instruction in Nursing Education (3) This course combines the elements of the curriculum process with instructional principles and methodologies through both faculty and student conducted seminars. It is designed to assist the student in the understanding and application of the foundations and methods of curriculum development. Prerequisite or concurrent: NURS 604. (Blakeney)

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. An analytical approach to teaching effectiveness is emphasized. Placement in junior colleges, baccalaureate programs or inservice settings is arranged according to track selected. Prerequisite or concurrent: NURS 680. (Matejski and Robinette)

NURS 683 Practicum for Clinical Specialist in Nursing (4) Supervised experience is provided by each clinical department which will prepare the graduate student to function in the role of clinical specialist. Placement may be in community or home settings, chronic and long-term care facilities as well as intensive care units. Concurrent: NURS 684. (Faculty)

NURS 684 Seminar in Nursing—Clinical Specialization (2) This seminar focuses on increasing organizational behaviors to function effectively as clinical nurse specialists. Particular attention is given to improving the delivery of health care to consumers through consultation, teaching, research, and clinical practice in medical-surgical, maternal and child health, psychiatric (adult and child), gerontological and community health nursing. Concurrent: NURS 683. (Faculty)

NURS 685 Instructional Skills (3) This course, conducted by means of micro teaching lab, fosters the development and analysis of selected teaching skills directed at pre-determined levels of functioning in the cognitive, affective and psychomotor domains. Prerequisite: NURS 604 and two semesters of clinical course work. Prerequisite or concurrent: NURS 680. (Robinette)

NURS 688 Special Problems in Nursing Education (1-3) The major objectives of this independent study experience are to develop further competencies in the area of teaching. Registration upon consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 689 Special Problems in Clinical Specialization (1-3) The major objectives of this independent study experience are to develop further competencies in the areas of clinical specialization. Registration upon consent of adviser. Students may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 691 Administration of Nursing Education (2) Application of administrative processes as employed in nursing education settings. Comparison and contrasts of administrative skill requirements among types of educational programs will be addressed where appropriate. Prerequisite: NURS 604. (Hechenberger)

NURS 692 Administration of Nursing Service (2) Examination and application of administrative processes employed in nursing service settings. The independent and interdependent functions of nurse administrators in an organization, at various levels of decision making, are identified and analyzed. Prerequisite: NURS 604. (Proulx)

NURS 693 Practicum in Nursing Service Administration (4) Field placements provide for synthesis of learning through observation of and participation in administrative activities. Placements are arranged to support skill development in keeping with the student's career goals. Regular conferences with university instructors and field preceptor enrich the student's learning opportunity. Prerequisite: NURS 692. (Proulx)

NURS 694 Practicum in Nursing Education Administration (4) Field placement provides for synthesis of learning through observation of and participation in administrative activities. Students may elect placement in baccalaureate or associate degree basic education programs or in staff development settings. Regular conferences with university instructors and the field preceptor enrich the student's learning opportunity. Prerequisite: NURS 691. (Hechenberger)

NURS 695 Organization Development in Nursing (3) Explores the nature, origin, and strategies of Organization Development. Concepts related to behavioral science interventions for organizational improvements are based on the processes of planning, organizing, leading, and evaluating. Prerequisite: NURS 604. (Hechenberger and Hughes)

NURS 696 Cases and Concepts in Nursing Administration (2) Second level course in Nursing Administration. It is a required course for students whose major area of concentration is Administration of Nursing Service/Education and is an elective course open to all other students. The course focuses on administrative cases and is designed to assist the student in exploring administrative concepts and analyzing administrative situations. Prerequisite: NURS 604. (Hechenberger and Proulx)

NURS 698 Special Problems in Nursing Administration (1-3) The major objective of this independent study experience is to develop further competencies in the area of administration. Registration by consent of adviser. Student may register for one-three credits per semester with a maximum of six credits per degree. (Faculty)

NURS 701 Research Methods and Materials in Nursing (3) One four-hour lecture/lab a week. Includes basic understandings of the philosophy of research, the nature of scientific thinking, methods of research, and research literature in nursing. Working in teams, students plan and implement a research study. Prerequisite: Basic statistics. (Shelley and Faculty)

NURS 702 Application of Inferential Statistics to Nursing Research Designs (2) This course emphasizes the requirements and interpretation of inferential procedures widely used in nursing research designs. Statistical computer programs are utilized with actual nursing data. Selection of the most appropriate procedure is stressed. Data snooping and alternative analyses are studied including bivariate correlation, partial correlation, one-way ANOVA, ANCOVA, multiple regression and various nonparametric analyses. Instrument reliability is computed and an overview of other procedures is presented. A pragmatic rather than mathematical approach is used. A three-hour session each week combines lecture and lab. Prerequisite: NURS 701. (Faculty)

NURS 708 Special Problems in Nursing Research (1-3) The major objective of this independent study experience is to develop further research competencies. Registration upon consent of instructor. Variable amounts of credit ranging from one-three per semester may be taken with a maximum of six credits per degree. (Faculty)

NURS 710 Health Supervision of the Well Child I (3) This is the first of two sequential courses which focus on health promotion and health maintenance for children. This course deals primarily with the health needs of children during the first five years of life. The student will function at a beginning level as a Nurse Practitioner in an ambulatory setting. Emphasis is placed on application of the nursing process: assessing the physical, personal and cognitive expressions of health of well children during the first five years of life within the context of their family environments; developing plans of care based on knowledge of the cultural patterns of the family and of the predominant pattern of organization of the child's expressions of health, implementing and evaluating nursing strategies to promote health and normal growth and development. Prerequisite: NURS 602, NURS 611 or permission of the instructor. (Faculty)

NURS 711 Health Supervision of the Well Child II (3) This is the second of two sequential courses which apply the conceptual framework of the graduate program and

the nursing process through communication and assessment skills, developing plans of care, implementing and evaluating the use of selected regulatory processes to promote the personal, cognitive and physical health of children. The course focuses on the health needs of school age children and adolescents. Normal growth and development are emphasized. Prerequisite: NURS 710 or permission of instructor. (Faculty)

NURS 713 Common Health Problems of Children I (4) This is the first of two sequential courses which focus 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 602, NURS 611 or permission of instructor. (Faculty)

NURS 714 Common Health Problems of Children II (4) The focus of this second of two sequential courses is selected health care problems of children and the underlying alterations in health equilibrium. The problems considered will be of a more complex nature. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. Prerequisite: NURS 713 or permission of instructor. (Faculty)

NURS 715 Advanced Primary Care of Children (5) This course is designed to assist the student to integrate and synthesize the material from all course work, material previously learned and some new concepts in Primary Care Pediatric Nursing. Clinical experiences will allow the student to assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multi-disciplinary health care team. Prerequisite: NURS 711 and NURS 714. (Faculty)

NURS 771 Occupational Health (2) This course provides an examination of issues and research in occupational health. The expressions of health of working segments of the adult population in various occupations will be explored. The role of the health provider in occupational health is considered in terms of legislation, private and public industry, unionized and nonunionized workers. This course includes a variety of learning experiences such as field trips where students have the opportunity to develop an interdisciplinary approach to the population. AHEC experience is available. Prerequisite: NURS 602 or permission of instructor. Open to non-nursing majors. Offered Winter Semester. (Northrop and White)

NURS 799 Master's Thesis Research (1-6) (Faculty)

NPHY 421, 422 Principles of Human Physiology (3, 3) Required for students majoring in maternal and child nursing. Open to all other students. (Urbaitis)

NPHY 480 Human Physiology (3) The focus of this course is directed toward the study of selected areas in normal human physiology. Emphasis is given to analysis of normal function at the cellular and organ levels. Major regulatory and integrative mechanisms of the body are elaborated to elucidate body function. This course expands upon a basic knowledge of physiology. (Selmanoff)

NPHY 610 Methods and Principles of Applied Physiology I (3) The first of two sequential courses designed to provide 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 pathophysiologic principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480. (Faculty)

NPHY 611 Methods and Principles of Applied Physiology II (3) The last of two sequential courses designed to provide the student with an indepth base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific pathophysiologic entities and study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health settings. Prerequisite: NPHY 480 and NPHY 610. Concurrent: NURS 614. Open to majors only. (Faculty)



CONTINUING EDUCATION PROGRAM

The Continuing Education Program is designed to facilitate the life-long learning process of individual nurses and provides an essential bridge between the School of Nursing and the nursing community in Maryland. The program offers workshops, short courses and seminars which build upon the basic preparation of the registered nurse and serve to enhance or update knowledge and professional competence in the delivery of health services. Aware of the expanding decision-making responsibilities now confronting nurses, the program provides for opportunities to learn about new concepts in professional nursing, and bring participants into dialogue with colleagues in the nursing profession as well as experts in related fields.

Activities are coordinated with other professional groups, institutions and health related agencies in the state to encourage cooperative planning and interprofessional programming. Regional committees consisting of nurses in western and southern Maryland and the Eastern Shore assist with identification of continuing education needs and participate in planning and implementing individual offerings in those regions.

The School of Nursing Committee for Continuing Education serves in an advisory capacity for program development and evaluation. Faculty members participate in planning for and teaching in specific offerings and serve as consultants as appropriate.

The Interprofessional Council for Continuing Education, UMAB, is composed of the Directors of Continuing Education in the six professional schools. The number and scope of interprofessional offerings has increased considerably as a result of the Council's activities.

The Director of the Continuing Education Program serves as a consultant to the faculty of an ongoing Primary Care Nurse Practitioner Program which is supported by a grant from the Division of Nursing, DHEW.

Appropriate continuing education units (CEU'S) based upon guidelines and criteria established by the National Task Force on the Continuing Education Unit are awarded to participants completing offerings sponsored or co-sponsored by the School of Nursing.



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Robert G. Smith, B.S., State University of New York at Geneseo, 1952; M.A., Ohio University, 1956.

UNIVERSITY OF MARYLAND AT BALTIMORE PRINCIPAL ACADEMIC OFFICERS

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Errol L. Reese, B.S., Fairmont State College, 1960; M.S., University of Detroit, 1968; D.D.S., University of West Virginia, 1963.

Dean, School of Law

Michael J. Kelly, B.S., Princeton University, 1959; Ph.D., Cambridge University, 1964; LL.B., Yale Law School, 1967.

Dean, School of Medicine

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Dean, School of Nursing

Nan B. Hechenberger, B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN).

Dean, School of Pharmacy and Dean of the Graduate School

William J. Kinnard, Jr., B.S., University of Pittsburgh, 1953; M.S., 1955; Ph.D., Purdue University, 1957.

Dean, School of Social Work and Community Planning

Ruth H. Young, A.B., Wellesley College, 1944; M.S.S.W., The Catholic University of America, 1949; D.S.W., 1965.

UNIVERSITY OF MARYLAND AT BALTIMORE**Chancellor**

Albin O. Kuhn, B.S., University of Maryland, 1938; M.S., 1939; Ph.D., 1948.

Vice Chancellor for Health Affairs

John M. Dennis, B.S., University of Maryland, 1943; M.D., 1945.

Assistant to the Chancellor

W. Jackson Stenger, B.A., Washington College, 1949; M.A., Georgetown University, 1959; Ph. D., 1965.

Assistant to the Chancellor

Roy Borom, B.A., Wooster College, 1959; M.S.S.A., Western Reserve University School of Applied Social Sciences, 1951.

Director of Admissions and Registrations

Wayne A. Smith, B.S., University of Maryland, 1962.

Director of Business Services

Robert C. Brown, B.A., University of Maryland, 1963.

Acting Director of Health Sciences Computer Center

Roy Borom, B.A., Wooster College, 1959; M.S.S.A., Western Reserve University School of Applied Social Sciences, 1951.

Director of Personnel

Ronald J. Baril, B.S.Ed., Bridgewater State College, Massachusetts, 1965.

Director of Student Financial Aid

James H. Nolan, B.S., University of Wisconsin-Madison, 1965.

Director of Physical Plant

Robert L. Walton, B.S., University of Maryland, 1938.

Director of Student Health Service

Wilfred H. Townshend, B.A., Johns Hopkins University, 1936; M.D., University of Maryland, 1940.

Director of University of Maryland Hospital

G. Bruce McFadden, B.S., Virginia Polytechnic Institute, 1957; M.H.A., Medical College of Virginia, 1961.

Director, University Relations

Louise M. White, A.B., Randolph-Macon Woman's College, 1959; M.L.A., Johns Hopkins University, 1965.

Librarian, Health Sciences Library

Cyril C. H. Feng, B.A., Tamkang College, Taiwan, 1961; M.S., University of Kentucky, 1965.

SCHOOL OF NURSING ADMINISTRATION

Nan B. Hechenberger, Dean and Professor

B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959;
Ph.D., 1974; (RN)

Frieda M. Holt, Associate Dean for Graduate Studies and Professor

B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973;
(RN)

Mary A. Eells, Associate Dean for Graduate Studies and Associate Professor

B.S., State University College of Plattsburgh, New York, 1955; M.S., University
of Rochester, 1968; Ed.D., 1970; (RN)

Ada M. Lindsey, Assistant Dean for Graduate Studies and Associate Professor

B.S., The Ohio State University, 1959; M.S., 1960; Ph.D., University of Maryland,
1977; (RN)

Shirley L. Hale, Assistant Dean and Associate Professor; Coordinator, Mercy Center

B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960;
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B.S.N., Medical College of Virginia, 1956; M.S.N., University of North Carolina,
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B.S., University of Maryland, 1966; M.S., 1970; (RN)

Norma J. Melcolm, Director, Senior Year and Assistant Professor

B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)

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B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)

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B.S., Kansas State College, 1946; M.A., Teacher's College, Columbia University,
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B.S., University of Maryland, 1968; M.S., 1970; (RN)

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B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952;
Ph.D., New York University, 1968; (RN)

Marlene B. Reid, Chairperson, Psychiatric Nursing and Associate Professor

B.S.N., The Catholic University of America, 1960; M.S.N., 1961; Ph.D., 1969;
(RN)

M. Virginia Ruth, Chairperson, Community Health Nursing and Associate Professor

B.S., Georgetown University, 1953; M.S., Yale University, 1961; Dr.P.H., Johns
Hopkins University, 1976; (RN)

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B.S., University of Maryland, 1954; M.N., Emory University, 1957; Ph.D.,
University of Maryland, 1976; (RN)

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NURSES' ALUMNI ASSOCIATION

Officers for 1978-79

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Juanita Edwards





CALENDAR

UNIVERSITY OF MARYLAND SCHOOL OF NURSING 1978-1979 ACADEMIC CALENDAR

FALL SEMESTER 1978

August 22-23	Tuesday-Wednesday	Registration (Undergraduate)
August 23	Wednesday	Orientation (Graduate)
August 24	Thursday	Arena Registration (Graduate)
August 24-25	Thursday-Friday	Orientation (Undergraduate)
August 28	Monday	Instruction Begins
September 4	Monday	HOLIDAY—Labor Day
September 15	Friday	Last Day, Jan. 1979 Diplomas
November 13-17	Monday-Friday	Preregistration for Winter and Spring
November 23-24	Thursday-Friday	HOLIDAY—Thanksgiving
November 27	Monday	Last Day Certification-Thesis (Graduate)
December 8	Friday	Last Day Thesis Defense-Certification- Non-Thesis (Graduate)
December 20	Wednesday	Semester Ends

WINTER SESSION 1979

January 3	Wednesday	Drop-Add Period for Winter (Undergraduate)
January 3	Wednesday	Arena Registration (Graduate)
January 3	Wednesday	Instruction Begins
January 15	Monday	HOLIDAY—King's Birthday
January 26	Friday	Winter Session Ends
January 26	Friday	Drop-Add Period for Spring (Undergraduate)
January 26	Friday	Arena Registration (Graduate)

SPRING SEMESTER 1979

January 25	Thursday	Orientation (Graduate)
January 29	Monday	Instruction Begins (Graduate)
January 29	Monday	Instruction Begins-Non-Clinical Nursing Courses (Undergraduate)
January 31	Wednesday	Instruction Begins-Clinical Courses (Undergraduate)
February 16	Friday	Last Day, May 1979 Diplomas
February 19	Monday	HOLIDAY—Washington's Birthday
April 2-6	Monday-Friday	Spring Break
April 16-20	Monday-Friday	Preregistration, Fall 1979
April 20	Friday	Last Day Certification-Thesis (Graduate)
May 11	Friday	Last Day Thesis Defense-Certification Non-Thesis (Graduate)
May 29	Tuesday	Semester Ends
May 30	Wednesday	Convocation—9:00 A.M.
May 31	Thursday	Commencement—3:00 P.M.
June 1	Friday	HOLIDAY—Memorial Day

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THE FACULTY

UNIVERSITY OF MARYLAND SCHOOL OF NURSING

- Akehurst, Alice J., Advisor-Office of Admissions and Progressions, Assistant Professor of Nursing
B.S., University of Maryland, 1958; M.S., 1966; (RN)
- *~~Amery, Bonnie~~, Counselor (Clinical Psychology)
B.S., Ohio University, 1971; M.S., George Mason University, 1971
- Arnold, Elizabeth C., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Georgetown University, 1961; M.S., Catholic University of America, 1964; (RN)
- ~~Baker, Patricia~~, Assistant Professor of Nursing (Medical and Surgical Nursing-Media)
B.S., University of Maryland, 1966; M.S., University of Pennsylvania, 1970; (RN)
- *~~Barofsky, Ivan~~, Associate Professor, Center for Research and Evaluation (Graduate Program)
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Florida State University, 1964
- Bausell, R. Barker, Associate Professor, Center for Research and Evaluation (Graduate Program)
B.S., University of Delaware, 1968; Ph. D., 1976
- Blakeney, Hazle E., Chairperson, Career Development and Professor (Graduate Program)
B.S., Kansas State College, 1944; M.A., Teachers College, Columbia University, 1961; Ed.D.,
1967; (RN)
- Boland, Barbara, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Catherine Spaulding College, 1960; M.S., University of Maryland, 1973; (RN)
- *Booth, Rachel Z., Chairperson, Primary Care Nursing and Assistant Professor (Graduate Program)
B.S., University of Maryland, 1968; M.S., 1970; (RN)
- Booth, Sandra, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1959; M.S., 1975; (RN)
- ~~Brock, Anna M.~~, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1969; M.Ed., 1972; Ph.D., 1976; (RN)
- Brooks, Naomi, Instructor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1961; M.S., 1976; (RN)
- Brophy, Merrill C., Instructor of Nursing (Pediatric Nursing)
B.S., Western Reserve University, 1966; M.S., University of Maryland, 1978; (RN)
- Cain, Ann M., Professor of Psychiatric Nursing (Graduate Program)
B.S., Ohio State University, 1956; M.S., University of Colorado, 1959; Ph.D., University of
Maryland, 1972; (RN)
- *~~Carlo, Elizabeth S.~~, Assistant Professor of Maternal and Child Nursing (Graduate Program)
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- Chichester, Myra, Assistant Professor of Nursing (Maternity Nursing)
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- Ciamillo, Carmiele, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- Clafin, Marjorie E., Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Bridgeport, 1963; M.S., University of Maryland, 1970; (RN)
- Cook, Katherine C., Instructor of Nursing (Medical and Surgical Nursing)
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- *Coon, Shiela C., Assistant Professor of Nursing (Medical and Surgical Nursing)
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- ~~Coughlin, Arlene M.~~, Assistant Professor (Nutrition)
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- Damratowski, Frances J., Assistant Professor of Nursing (Maternity Nursing)
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Nurse Midwife
- Damrosch, Shirley P., Assistant Professor (Research)
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- ~~Dietrick, Helen~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1973; M.S., University of Maryland, 1974; (RN)
- Dorsey, Donna M.**, Assistant Professor of Nursing (Community Health Nursing)
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- ~~Earnest, Sherilyne D.~~, Instructor of Nursing (Medical and Surgical Nursing)
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- Eells, Mary Ann**, Associate Dean for Undergraduate Studies and Associate Professor
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- Eggebroten, Evelyn F.**, Assistant Professor of Nursing (Community Health Nursing)
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- Ensor, Barbara E.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- *Fischman, Susan**, Associate Professor of Maternal and Child Nursing (Graduate Program)
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- ~~Floyd, Elaine M.~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- Forlenza, Sharon S.**, Instructor of Nursing (Pediatric Nursing)
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- Fortier, Julie C.**, Assistant Professor of Nursing (Maternity Nursing)
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- Funk, Karen L.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- Gannon, Mary E.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Pittsburgh, 1961; M.S., University of Michigan, 1969; (RN)
- Giles, Lois A.**, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1975; M.S., 1977; (RN)
- ~~Gipe, Florence M.~~, Dean Emerita
B.S., Catholic University of America, 1937; M.S., University of Pennsylvania, 1940; Ed.D., University of Maryland, 1952; (RN)
- *Gordon, Dorothy L.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
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- Grimm, Patricia M.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Connecticut, 1964; M.S., Catholic University, 1976; (RN)
- ~~Gross, Elizabeth M.~~, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of California, San Francisco, 1966; M.S., 1968; (RN)
- Guberski, Thomasine**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., American International College, 1964; M.S., University of Michigan, 1969; (RN)
- Gunnett, Ann E.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1968; M.S., Case Western Reserve University, 1975; (RN)
- Hale, Shirley L.**, Assistant Dean and Associate Professor
B.S., University of Pennsylvania, 1957; M.S., University of Maryland, 1960; Ph.D., 1974; (RN)
- ~~*Hammack, Betty L.~~, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., University of Kentucky, 1965; M.S., University of Maryland, 1968; M.P.H., Johns Hopkins University, 1974; (RN)
- Hardman, Margaret A.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., University of Oregon, 1955; M.S., University of Maryland, 1972; (RN)
- Harkleroad, Malissa A.**, Assistant Dean, Undergraduate Admissions and Progressions and Associate Professor
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- *Harvey, Ann H.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1964; M.S., 1967; (RN)
- ~~Haymaker, Sharon R.~~, Assistant Professor of Primary Care Nursing (Continuing Education)
B.S., University of Maryland, 1970; M.S., Case Western Reserve University, 1973; (RN)
- Hechenberger, Nan B.**, Dean and Professor
B.S., Villanova University, 1956; M.S., The Catholic University of America, 1959; Ph.D., 1974; (RN)
- ~~*Helmuth, Michele~~, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S.N., University of Delaware, 1968; M.S.N., Emory University, 1971; (RN)
- ~~Hereford, Linda A.~~, Instructor of Nursing (Maternity Nursing)
B.S., University of Maryland, 1973; M.S., Russell Sage College, 1978; (RN)
- Hicks, Johnnye M.**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S., Winston-Salem University, 1961; M.S., Yale University, 1965; (RN); Certified Nurse Midwife

- Holt, Frieda M.**, Associate Dean for Graduate Studies and Professor (Graduate Program)
B.S., University of Colorado, 1956; M.S., Boston University, 1969; Ed.D., 1973; (RN)
- Horan, Janet B.**, Assistant Professor of Nursing (Community Health Nursing)
B.S.N., University of Pennsylvania, 1969; M.P.H., Johns Hopkins University, 1975; (RN)
- Horensky, Judith L.**, Instructor of Nursing (Community Health Nursing)
B.S.N., University of Pittsburgh, 1964; M.S., University of Maryland, 1978; (RN)
- ~~**Hughes, Elizabeth**~~, Associate Professor, Career Development (Graduate Program)
B.S., Columbia University, 1960; M.S., University of Maryland, 1967; Ph.D., 1973; (RN)
- Hull, Irena L.**, Assistant Professor of Nursing (Child Psychiatric Nursing)
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- ~~**Huss, Karen**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- Ibrahim, Elvira R.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- ~~**Jaffe, Robin B.**~~, Assistant Professor of Nursing (Psychiatric Nursing)
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- Jensen, JoAnne**, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- Jimerson, Suzanne F.**, Instructor of Nursing (Psychiatric Nursing)
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- Jones, L. Colette**, Assistant Professor of Primary Care Nursing (Graduate Program)
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- Kennedy, Patricia H.**, Assistant Professor of Nursing (Psychiatric Nursing-Media)
B.S., University of Maryland, 1962; M.S., 1963; (RN)
- ~~**Kessler, JoMarie**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- Kleeman, Karen M.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
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- Kohler, Helen R.**, Director, Outreach Program and Associate Professor of Nursing (Community Health Nursing)
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- Koonz, Frances P.**, Director of Continuing Education and Assistant Professor
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- Kub, Joan Ellen**, Instructor of Nursing (Community Health Nursing)
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- Kubel, Robin**, Assistant Professor of Maternal and Child Nursing (Graduate Program)
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- Kunder, Antonia**, Assistant Professor of Nursing (Psychiatric Nursing)
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- ~~**Kuttler, Ruth L.**~~, Instructor of Nursing (Maternity Nursing)
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- Lenz, Elizabeth R.**, Director of Doctoral Program and Associate Professor (Graduate Program)
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- Linthicum, Louise R.**, Associate Professor of Nursing (Human Development)
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- *~~**Long, Kathleen A.**~~, Assistant Professor of Child Psychiatric Nursing (Graduate Program)
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- Lowe, Dorothy**, Instructor of Nursing (Medical and Surgical Nursing)
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- ~~**Lucas, Janice M.**~~, Assistant Professor of Nursing (Pediatric Nursing)
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- MacLaughlin, Cheryl F.**, Instructor of Nursing (Pediatric Nursing)
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- Mayer, Judith A.**, Assistant Professor of Nursing (Maternity Nursing)
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- McBee, Betty M.**, Assistant Professor of Nursing (Maternity Nursing)
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- **McElroy, Evelyn M.**, Associate Professor of Psychiatric Nursing (Graduate Program)
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- McEntee, Betty M.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- McFadden, Ellen A.**, Assistant Professor of Nursing (Psychiatric Nursing)
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- McGinty, Margaret A.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- McGurn, Wealtha C.**, Associate Professor of Primary Care Nursing (Graduate Program)
B.S.N., University of Vermont, 1961; M.S., University of Pennsylvania, 1965; M.A., 1971;
Ph.D., 1976; (RN)
- ~~**McManama, Delores A.**~~, Assistant Professor of Psychiatric Nursing (Graduate Program)
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- Madison, Ann S.**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
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of Maryland, 1973; (RN)
- Maguire, Maureen**, Assistant Professor of Primary Care Nursing (Graduate Program)
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- Marsan-Moseley, H. Jewel**, Associate Professor of Medical and Surgical Nursing (Graduate
Program)
B.S., University of Maryland, 1959; M.S., 1963; (RN)
- Matejski, Myrtle S.**, Assistant Professor, Career Development: Teaching of Nursing (Graduate
Program)
B.S., Boston University, 1953; M.S., 1954; A.M., 1958; Ph.D., University of Maryland, 1977;
(RN)
- Melcolm, Norma J.**, Director, Senior Year and Assistant Professor
B.S., Medical College of Georgia, 1966; M.S., University of Maryland, 1969; (RN)
- Modesty, Maureen O'Brien**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Boston College, 1964; M.A., Boston University, 1967; (RN)
- Mogen, Lynn S.**, Instructor of Nursing (Pediatric Nursing)
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- Moore, Maureen M.**, Instructor of Nursing (Medical and Surgical Nursing)
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- Murphy, Kathleen**, Assistant Instructor of Nursing (Pediatric Nursing)
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- Neal, Margaret T.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Southern Missionary College, 1965; M.S.N., Catholic University of America, 1970; (RN)
- Neal, Mary V.**, Chairperson, Maternal and Child Nursing and Professor (Graduate Program)
B.S., University of Maryland, 1949; M. Litt., University of Pittsburgh, 1952; Ph.D., New York
University, 1968; (RN)
- ~~**Newman, Barbara R.**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
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- O'Connor, Catherine E.**, Instructor of Nursing (Medical and Surgical Nursing)
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- O'Mara, Ann M.**, Instructor of Nursing (Medical and Surgical Nursing)
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(RN)
- Parelhoff, Sally J.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., Johns Hopkins University, 1965; M.S., University of Maryland, 1972; (RN)
- Parker, Barbara J.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Illinois, 1968; M.S., University of Maryland, 1972; (RN)
- Peddicord, Karen S.**, Assistant Professor of Nursing (Pediatric Nursing)
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- Perry, Lesley A.**, Assistant Professor of Nursing (Pediatric Nursing)
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- ~~**Preston, Vivian G.**~~, Instructor of Nursing (Medical and Surgical Nursing)
B.S., Pennsylvania State University, 1970; M.S., Boston University, 1975; (RN)
- Proulx, Joseph R.**, Associate Professor, Career Development: Administration of Nursing (Grad-
uate Program)
B.S., University of Bridgeport, 1961; M.S.N., University of Pennsylvania, 1966; Ed.D.,
Teachers College, Columbia University, 1972; (RN)
- Rapson, Mary**, Assistant Professor of Primary Care Nursing (Graduate Program)
B.S., University of Maryland, 1961; M.S., 1967; (RN)

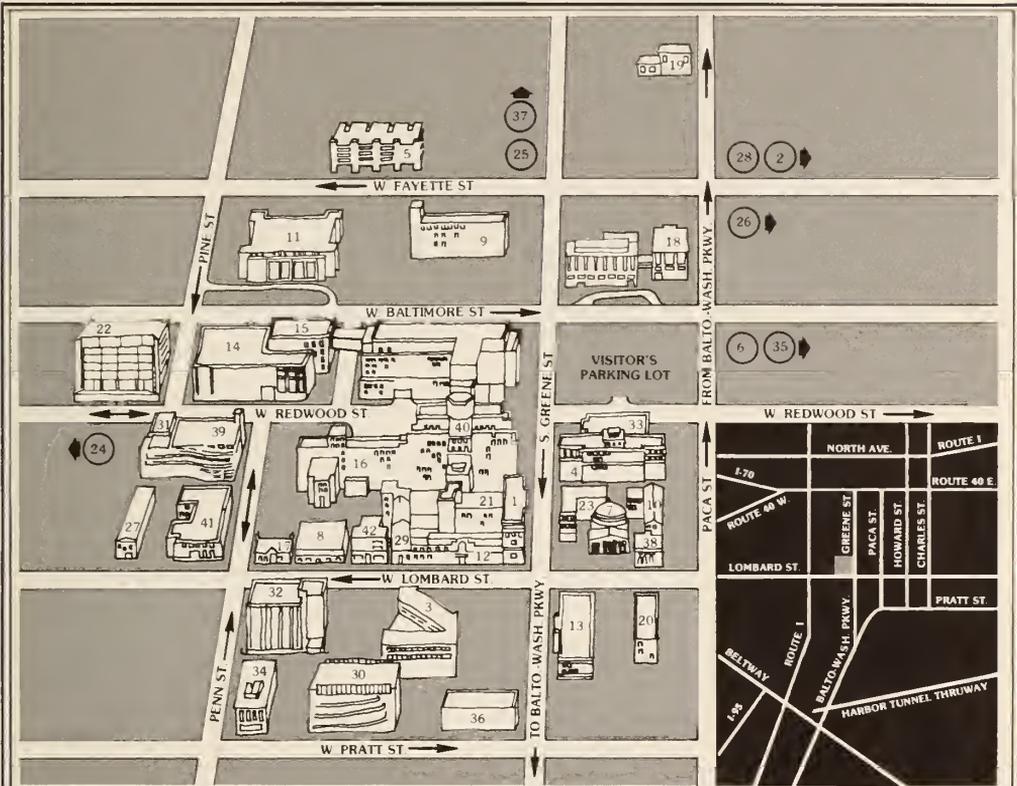
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- Reid, Marlene B.**, Chairperson, Psychiatric Nursing and Associate Professor (Graduate Program)
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- Reiff-Ross, Eleanor R.**, Assistant Professor, Center for Research and Evaluation
A.B., Hunter College, 1947; A.M., Columbia University, 1948; M.Ed., University of Maryland, 1968; Ph.D., 1972
- ~~**Robinette, Marjorie S.**~~, Assistant Professor, Career Development: Teaching of Nursing (Graduate Program)
B.S., University of Maryland, 1965; M.S., 1968; (RN)
- Robinson, Lisa**, Professor of Psychiatric Nursing (Graduate Program)
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- Rogoff, Doris M.**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Fairleigh Dickinson University, 1971; M.A., New York University, 1974; (RN)
- Rofek, Evelyn R.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., DePaul University, 1958; M.S.N., Catholic University of America, 1974; (RN)
- Romeo, Roberta M.**, Instructor of Nursing (Medical and Surgical Nursing)
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- Rubin, Rita L.**, Instructor of Nursing (Pediatric Nursing)
B.S., University of Maryland, 1974; M.S., 1978; (RN)
- Ruth, Mary V.**, Chairperson, Community Health Nursing and Associate Professor (Graduate Program)
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- Ryan, Judith W.**, Assistant Professor of Primary Care Nursing (Continuing Education)
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- ~~**Sanbury, Virginia J.**~~, Assistant Professor of Nursing (Pediatric Nursing)
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- Sands, Rosetta F.**, Assistant Dean, Undergraduate Curriculum and Assistant Professor
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- Scott, Doris E.**, Assistant Professor of Nursing (Human Development)
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- Shelley, Sonya I.**, Director, Center for Research and Evaluation and Professor (Graduate Program)
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- Shubkagel, Betty L.**, Chairperson, Medical and Surgical Nursing and Professor (Graduate Program)
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- Simmons, Valerie**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1976; M.S., 1977; (RN)
- ***Slater, Alice B.**, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S.N., Duke University, 1963; M.S., University of Maryland, 1968; (RN)
- Smith, Claudia M.**, Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1965; M.P.H., University of North Carolina, 1971; (RN)
- Smith, Ruth S.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
A.B., Asbury College, 1960; M.N.Ed., University of Pittsburgh, 1964; (RN)
- Spivack, Barbara J.**, Coordinator for Student Development
A.B., Michigan State University, 1965; M.A., 1969
- Stanley, Joan M.**, Instructor of Primary Care Nursing (Continuing Education)
B.S.N., Duke University, 1971; M.S., University of Maryland, 1978; (RN)
- Stremmel, Jean**, Assistant Professor (Continuing Education)
B.S., Johns Hopkins University, 1954; M.S., University of Maryland, 1973; (RN)
- ~~**Stuart, Gail E.**~~, Assistant Professor of Nursing (Psychiatric Nursing)
B.S.N., Georgetown University, 1971; M.S., University of Maryland, 1973; (RN) (LOA 1978-1979)
- ~~**Sullivan, Margaret A.**~~, Instructor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1971; M.S., 1974; (RN)
- Thomas, Sue**, Assistant Professor of Medical and Surgical Nursing (Graduate Program)
B.S., University of Maryland, 1969; M.S., 1972; (RN)
- ~~**Todd, Aleta H.**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Molloy College, 1972; M.S., University of Maryland, 1977; (RN)
- ~~**Tross, Eleanor W.**~~, Assistant Professor of Nursing (Community Health Nursing)
B.S., Boston College, 1956; M.S., University of Pennsylvania, 1962; (RN)
- ~~**Trotter, Jean M.**~~, Assistant Professor of Nursing (Community Health Nursing)
B.S., University of Maryland, 1972; M.S., 1977; (RN)
- Varner, Marilyn J.**, Instructor of Nursing (Medical and Surgical Nursing)
B.S., University of Maryland, 1974; M.S., 1977; (RN)
- ~~**Veditz, Shirley R.**~~, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., University of Maryland, 1970; M.S., 1972; (RN) (LOA 1978-1979)

- Venn, Mary R.**, Director, Junior Year and Assistant Professor
B.S., University of Virginia, 1964; M.N., Emory University, 1968; (RN)
- Vore, Anne L.**, Instructor of Nursing (Pediatric Nursing)
B.S., Medical College of Virginia, 1967; M.S., Ohio State University, 1973; (RN)
- Waldo, Elizabeth M.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Cornell University, 1955; M.S., University of Maryland, 1974; (RN)
- Walker, Marcus L.**, Associate Professor of Medical and Surgical Nursing (Graduate Program)
B.S., Teachers College, Columbia University, 1957; M.S., 1959; M.P.H., Johns Hopkins University, 1972; Sc.D., 1976; (RN)
- Waltz, Carolyn A.**, Professor, Center for Research and Evaluation (Graduate Program)
B.S., University of Maryland, 1963; M.S., 1968; Ph.D., University of Delaware, 1975; (RN)
- Ward, Catherine E.**, Assistant Professor of Psychiatric Nursing (Graduate Program)
B.S., Johns Hopkins University, 1954; M.S., Boston University, 1962; (RN)
- Waskey, Patricia A.**, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., St. Joseph College, 1970; M.S., University of Maryland, 1975; (RN)
- ~~**Weisburger, Linda P.**~~, Assistant Professor of Nursing (Child Psychiatric Nursing)
B.S., University of Maryland, 1972; M.S., 1976; (RN)
- White, Caroline M.**, Associate Professor of Community Health Nursing (Graduate Program)
B.S., Columbia University, 1962; M.P.H., Johns Hopkins University, 1964; Dr. P.H., 1974; (RN)
- Williams, Linda L.**, Assistant Professor of Nursing (Psychiatric Nursing)
B.S., Columbia Union College, 1962; M.S., University of Maryland, 1970; (RN)
- Winyall, Bette R.**, Assistant Professor of Nursing (Maternity Nursing)
B.S., Johns Hopkins University, 1952; M.S., University of Maryland, 1976; (RN)
- ***Wolfe, Mary L.**, Assistant Professor, Center for Research and Evaluation
A.B., Western Reserve University, 1949; M.A., Bryn Mawr College, 1967; Ph.D., University of Delaware, 1974
- ~~**Wright, Pamela J.**~~, Assistant Professor of Nursing (Medical and Surgical Nursing)
B.S., Fairleigh Dickinson University, 1971; M.S., Catholic University of America, 1974; (RN)
- ~~**Wulff, Louise.**~~ Assistant Professor of Maternal and Child Nursing (Graduate Program)
B.S.N., University of Cincinnati, 1960; M.S., University of Maryland, 1975; (RN)
- Wyatt, Janet S.**, Assistant Professor of Nursing (Continuing Education)
B.S., Keuka College, 1971; M.S., University of Alabama, 1974; (RN)
- ***Yoselle, Harriet**, Instructor of Nursing (Alcohol and Drug Abuse Program)
B.S., Boston University, 1969; M.S., Catholic University of America, 1972; (RN)

*Part-time appointment

**Joint appointment with another department

CAMPUS MAP



BUILDING KEY, UNIVERSITY OF MARYLAND AT BALTIMORE

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|---|--|--|--|
| <p>1 Allied Health Professions Building, 32 S Greene Street
Medical Technology. School of Pharmacy, Physical Therapy, Radiologic Technology classrooms, offices, laboratories</p> <p>2 Alpha House, 828 N Eutaw Street (off campus)</p> <p>3 Baltimore Union, 621 W Lombard Street
Cafeteria student housing, meeting rooms for students and faculty, lounges, game room, Synapse</p> <p>4 Bressler Research Building, 29 S Greene Street
Medical school research labs, Baltimore offices of the university's Board of Regents</p> <p>5 Walter P. Carter Center, 630 W Fayette Street
The university uses this facility jointly with the Inner City Mental Health Program and the State Department of Mental Hygiene</p> <p>6 Community Pediatric Center, 412 W Redwood Street (off campus)
Innovative program of comprehensive health care for children in southwestern health district. Federally funded</p> <p>7 Davidge Hall, 522 W Lombard Street
Built in 1812 and designed by Robert Carey Long Sr., who used the Pantheon in Rome as his model. The oldest building in the nation used continuously for medical education. The university's Medical Alumni Association plans to restore the building to its original state and open it to the public as a medical museum</p> <p>8 Dunning Hall, 636 W Lombard Street
School of Pharmacy classrooms and offices, drug manufacturing lab, poison information center</p> | <p>9 Fayette Street Garage, 633 W Fayette Street</p> <p>10 Gray Laboratory, 520 Rear W Lombard Street
Physical Therapy Office, Campus Police, Center for the Graduate Social Work Education of the Hearing Impaired</p> <p>11 Hayden-Harris Hall, 666 W Baltimore Street
Baltimore College of Dental Surgery. Dental School, clinics, classrooms, labs, offices</p> <p>12 Health Sciences Computer Center, 610 W Lombard Street
Computer Center, pharmacy school offices and labs, Medical Technology labs, Division of Clinical Investigation, Office of Student Affairs, Health Sciences Library, 111 S Greene Street
Main library for all professional schools except the School of Law. Includes historical book collection and computerized circulation and information services</p> <p>14 Howard Hall, 660 W Redwood Street
Central Administration offices, medical school classrooms, offices, labs</p> <p>15 Howard Hall Tower, 655 W Baltimore Street
Medical school classrooms, offices, labs. Administrative offices of the medical school, including the office of dean and vice chancellor</p> <p>16 Institute of Psychiatry and Human Behavior, 645 W Redwood Street (E, F and G wings of the hospital)
The medical school's center for psychiatric teaching and research as well as inpatient and outpatient care</p> <p>17 Kelly Memorial Building, 650 W Lombard Street
Headquarters of Maryland Pharmaceutical Association. B. Olive Cole Museum</p> | <p>18 Lane Hall, 500 W Baltimore Street
School of Law classrooms, offices, library. Developmental Disabilities Law Clinic</p> <p>19 Legal Services Clinic, 116 N Paca Street</p> <p>20 Lombard Building, 511 W Lombard Street
Bookstore, University Relations</p> <p>21 Maryland Institute for Emergency Medical Services, 22 S Greene Street
The first major trauma program in the nation, combining multidisciplinary teaching and research with expert round-the-clock care for the critically ill and injured in the state</p> <p>22 Medical School Teaching Facility, 10 S Pine Street
Medical school classrooms, offices, research labs, animal facility, Office of Medical Education, Illustrative Services</p> <p>23 Medical Technology Building, 31 S Greene Street
Medical school offices, labs</p> <p>24 Mencken House, 1524 Hollins Street (off campus)</p> <p>25 Methadone Program, 104 N Greene Street (off campus)</p> <p>26 National Pituitary Agency, 210 W Fayette Street (off campus)
Under contract with the National Institutes of Health, the University of Maryland administers the NPA, which is the official agency for collection and distribution of human pituitary hormones for research purposes</p> <p>27 Newman Center, 712 W Lombard Street</p> <p>28 Nilsson House, 826 N Eutaw Street (off campus)</p> <p>29 Parsons Residence Hall for Women, 622 W Lombard Street</p> <p>30 Pratt Street Garage and Athletic Facility, 646 W Pratt Street</p> | <p>31 Redwood Hall, 721 W Redwood Street
Division of Alcoholism and Drug Abuse offices, clinical areas</p> <p>32 School of Nursing Building, 655 W Lombard Street
Nursing school classrooms, offices</p> <p>33 School of Social Work and Administration Building, 655 W Redwood Street
Office of the chancellor. School of Social Work and Community Planning classrooms, offices</p> <p>34 State Medical Examiner's Building, 111 Penn Street</p> <p>35 Stroke Center, 412 W Redwood Street (off campus)</p> <p>36 Temporary Academic Building, 601 Rear W Lombard Street
School of Social Work and Community Planning classrooms, offices</p> <p>37 Turck House, 106 N Greene Street (off campus)
Residential facility for alcoholism programs of the University of Maryland Hospital (Also Alpha and Nilsson Houses)</p> <p>38 University College, 520 W Lombard Street
Offers degree and non-degree educational programs. Juvenile Law Clinic</p> <p>39 University Garage, 701 W Redwood Street
Helistop</p> <p>40 University of Maryland Hospital, 22 S Greene Street</p> <p>41 Western Health Clinic, 700 W Lombard Street</p> <p>42 Whitehurst Hall, 624 W Lombard Street
Graduate School office, nursing, pharmacy, social work and community planning offices, classrooms</p> |
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The campus has since January 1975 attempted to identify and eliminate as rapidly as possible and wherever feasible, physical barriers and safety hazards to handicapped persons involving campus buildings, parking places and other facilities.

FOR ADDITIONAL INFORMATION

University of Maryland School of Nursing

Program Information Office of Dean
School of Nursing, University of Maryland
655 W. Lombard Street, Baltimore 21201

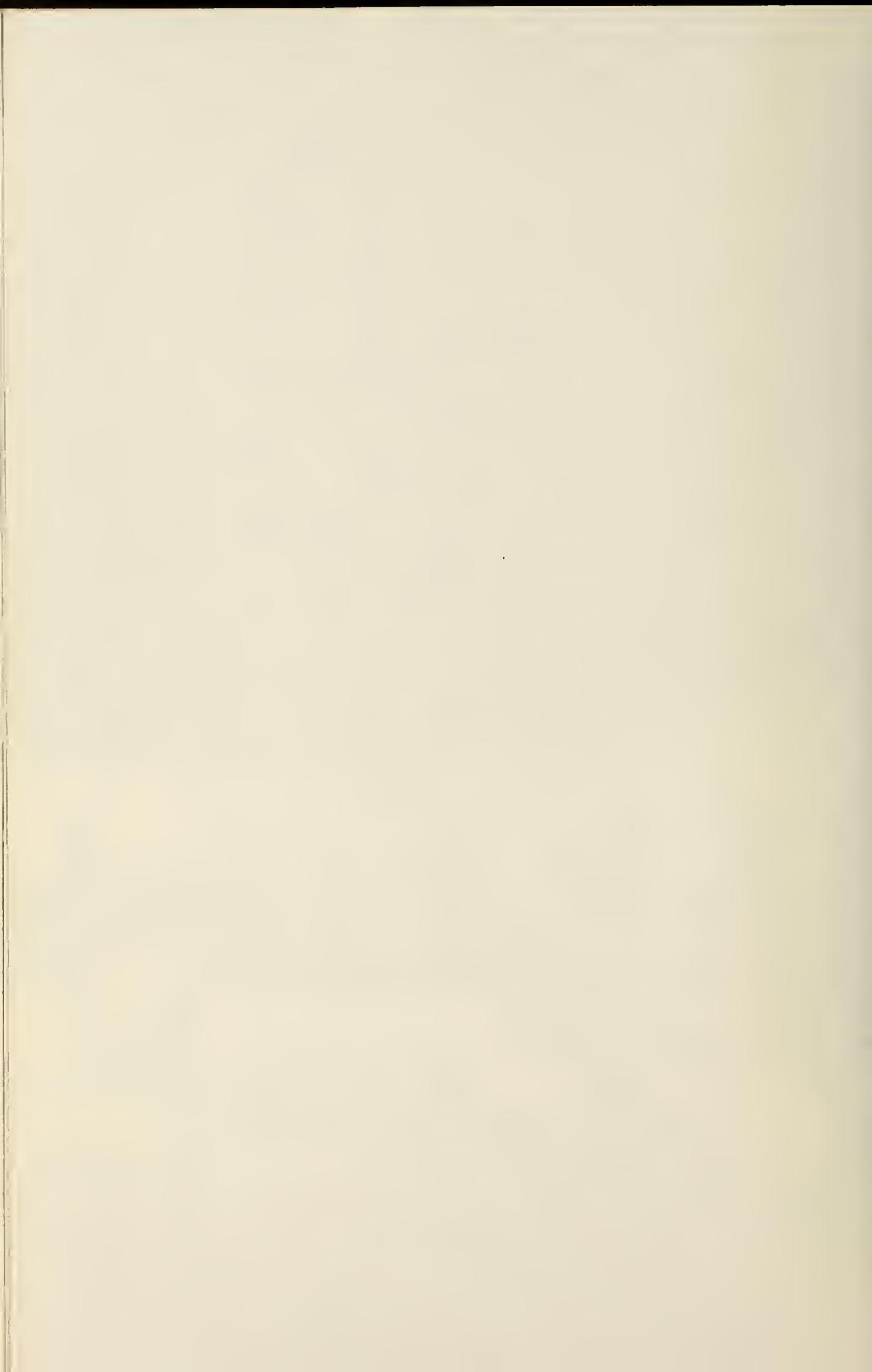
Undergraduate 528-7503

Graduate 528-6711 or 12

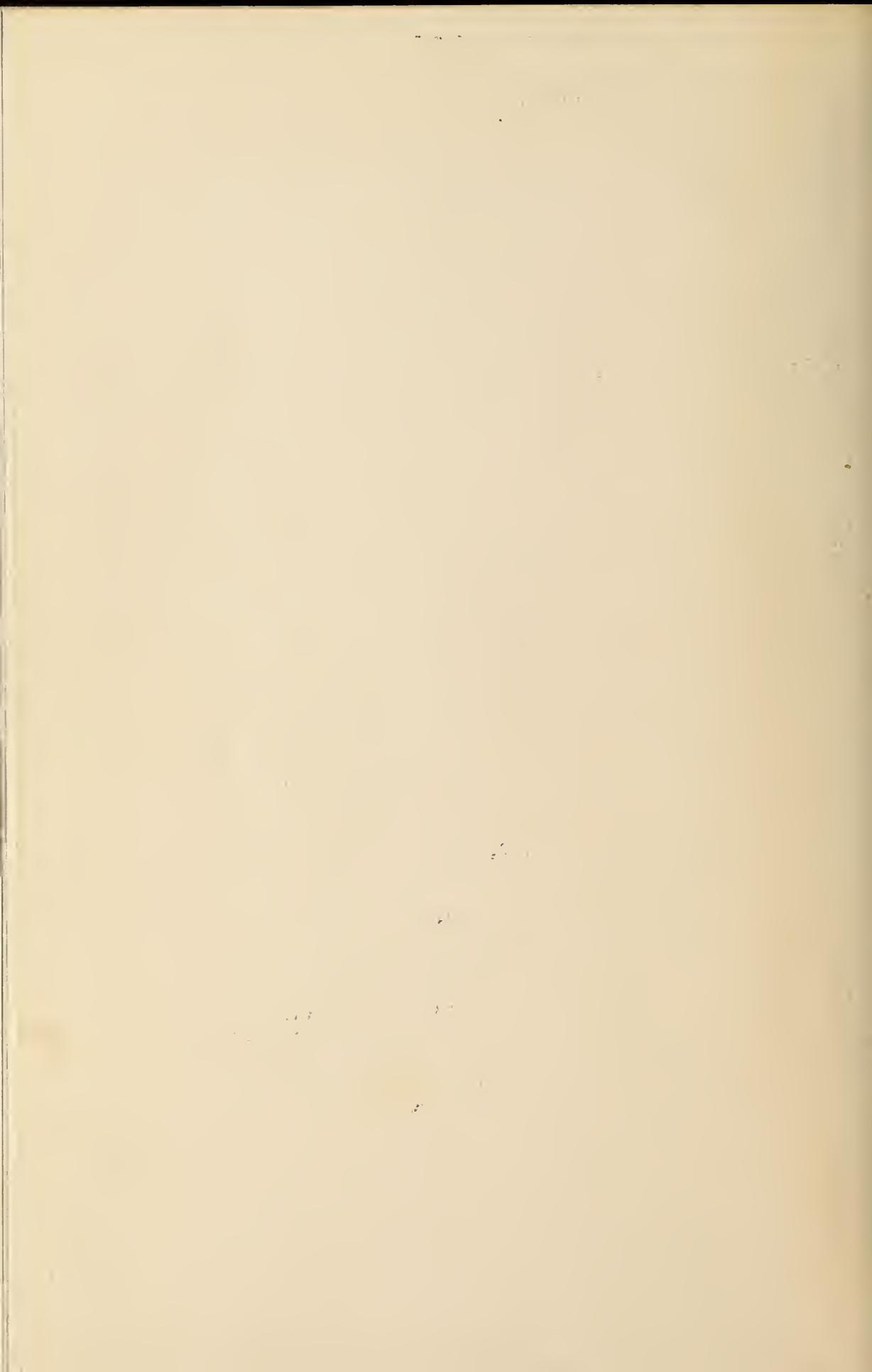
Admissions or registration Office of Admissions and Registrations
University of Maryland, Baltimore
Howard Hall, Room 132
660 W. Redwood Street, Baltimore 21201

The provisions of this publication are not to be regarded as an irrevocable contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. 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.









SCHOOL OF
NURSING

UNIVERSITY
OF MARYLAND
AT BALTIMORE
1980-1982