



University of Maryland
School of Nursing

1998-2000 CATALOG



UNIVERSITY OF MARYLAND

School of Nursing
655 West Lombard Street
Baltimore, Maryland 21201

Student Affairs	410.706.0501
Admissions and Enrollment Management	410.706.7503 or Toll-free 800.328.8346
Development and Alumni Relations	410.706.0674

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

Equal Opportunity

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

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

Contents

ACADEMIC CALENDAR 2

THE SCHOOL AND ITS ENVIRONMENT 4

University of Maryland, Baltimore	7
Health Sciences and Human Services Library	7
Services	7
Computer Resources	8
Other Campus Units	8
Student Health Services and Insurance	8
Counseling Center	8
Dental Care	8
Parking and Transportation	8
Housing	8
Athletic Center	9
Child Care	9
Baltimore	9

SCHOOL OF NURSING 10

Academic Affairs	10
Undergraduate and Distributive Studies	10
Graduate Studies	10
Research	10
Evaluation	11
Continuing Education	11
International Programs	11
Learning Technologies and Media Center	11
Student Affairs	12

FINANCIAL INFORMATION 13

Undergraduate Fees and Expenses, 1999-2000	13
Graduate Fees and Expenses, 1999-2000	14
Financial Aid	14
Student Financial Aid Resources and Funds	14

UNDERGRADUATE PROGRAM 18

Overview	18
Objectives of the Undergraduate Program	19
General Lower-Division Requirements for all Undergraduate Programs	19
Establishing Lower-Division Credit by Examination	20
Admission Information	20
Baccalaureate Applicants for the Traditional Option	20
Baccalaureate Applicants for the Accelerated Second-Degree Option	21
RN to BSN and RN to MS Applicants	22
Outreach for RN Students	24
Upper-Division Curriculum	24
Baccalaureate Students in the Traditional Option	24
Baccalaureate Students in the Accelerated Second-Degree Option	25
Baccalaureate Students in the RN to BSN Option	26
Students in the RN to MS Option	27

Clinical Nursing Courses	27
Clinical Practice Areas	28
Career Opportunities	29
Undergraduate Courses	29

GRADUATE PROGRAMS 33

Overview	33
Purposes and Objectives of the Graduate Programs	34
Doctoral Degree Program	34
Graduate Admission	35
Admission Requirements	35
Admission to the Graduate Program	36
Non-Degree Graduate Admission	37
Categories of Admission	38
International Students	38
Specialty Areas	39
Outreach for Master's of Science Students	39
Master's of Science Curriculum	40
Post-Baccalaureate Master's Degree Program	40
MS/MBA Joint Degree Program	40
Post-Master's Programs	40
RN to MS Program	40
Doctor of Philosophy Curriculum	41
Post-Master's Entry Option	42
Post-Baccalaureate Entry Option	42
PhD/MBA Joint Degree Program	43
Resources	43
Career Opportunities	43
Graduate Courses	44

ACADEMIC INFORMATION 60

Registration	60
Determination of In-State Status	62
Records	62
Undergraduate Academic Regulations	61
Graduate Academic Regulations	64
Scholastic Honors for Graduates	67
Awards	67

ADMINISTRATION AND FACULTY 68

University System of Maryland	68
University of Maryland, Baltimore	68
School of Nursing	68

POLICY STATEMENTS 74

MAPS 77

School of Nursing Academic Calendar 1998–1999

FALL 1998

August 26	Wednesday	Undergraduate Arena Registration/Orientation
August 27	Thursday	Graduate Arena Registration/Orientation
August 31	Monday	First Day of Classes
September 7	Monday	HOLIDAY—Labor Day
November 26–27	Thurs–Fri	HOLIDAY—Thanksgiving
December 22	Tuesday	Last Day of Semester

WINTER 1999

January 4	Monday	Arena Registration
January 4	Monday	First Day of Classes
January 18	Monday	HOLIDAY—Martin Luther King Jr.
January 22	Friday	Last Day of Winter Session

SPRING 1999

January 22	Friday	Arena Registration/Undergraduate and Graduate Orientation
January 25	Monday	First Day of Classes
March 22–26	Mon–Fri	SPRING BREAK
May 19	Wednesday	Last Day of Semester
May 20	Thursday	School of Nursing Convocation Ceremony
May 20	Thursday	University Commencement Ceremony

School of Nursing Academic Calendar 1999–2000

SUMMER 1999

June 1	Tuesday	Arena Registration/Undergraduate and Graduate Orientation
June 1	Tuesday	First Day of Classes
July 5	Monday	HOLIDAY—Independence Day
July 27	Tuesday	Last Day of Summer Session

FALL 1999

August 25	Wednesday	Undergraduate Arena Registration/Orientation
August 26	Thursday	Graduate Arena Registration/Orientation
August 30	Monday	First Day of Classes
September 6	Monday	HOLIDAY—Labor Day
November 25–26	Thurs–Fri	HOLIDAY—Thanksgiving
December 23	Thursday	Last Day of Semester

WINTER 2000

January 3	Monday	Arena Registration
January 3	Monday	First Day of Classes
January 17	Monday	HOLIDAY—Martin Luther King Jr.
January 21	Friday	Last Day of Winter Session

SPRING 2000

January 21	Friday	Arena Registration/Undergraduate and Graduate Orientation
January 24	Monday	First Day of Classes
March 20–24	Mon–Fri	SPRING BREAK
May 25	Thursday	Last Day of Semester
May 26	Friday	School of Nursing Convocation Ceremony
May 26	Friday	University Commencement Ceremony



The School and Its Environment

In 1998, *U.S. News & World Report* rated the University of Maryland School of Nursing sixth among all schools of nursing in the United States.



We take great pride in educating students to be leaders in nursing and health care. At the University of Maryland School of Nursing, traditional concepts of nursing are constantly being redefined, addressing the rapidly changing totality of society's health-care needs. To meet this challenge, we prepare nurses on the baccalaureate, master's and doctoral level through innovative teaching, clinical and research experiences. We look forward to this challenge and to expanding our professional horizons as we build the future of nursing.

Barbara R. Heller, EdD, RN, FAAN
Dean and Professor

SCHOOL OF NURSING

PROFILE

The University of Maryland School of Nursing, established in 1889 under the direction of Louisa Parsons, a student of Florence Nightingale's School of Nursing in London, provides educational programs in nursing leading to the bachelor's, master's and doctoral degrees. The School awarded its first master's degree in 1954 and its first doctorate degree in 1984.

For the third consecutive time, the School of Nursing has been ranked among the top ten schools of nursing in the nation in the annual *U.S. News and World Report* "America's Best Graduate Schools" guide. In 1998, the School of Nursing was ranked sixth in the nation. In addition, three of the master's specialty areas, clinical nurse specialist, adult nurse practitioner and gerontological nurse practitioner, were ranked in the top ten.

The School of Nursing is organized into four departments: Adult Health; Behavioral and Community Health; Maternal and Child Health; and Education, Administration, Health Policy and Informatics. The School has pioneered a variety of innovative educational programs including the world's first nursing informatics program and the nation's first nursing health policy program. A variety of flexible and combined programs are offered to accelerate degree completion. These include the second-degree option for baccalaureate students, the RN to MS program, the post-baccalaureate entry option into the PhD program and the MS/MBA and MBA/PhD programs offered in conjunction with the Robert G. Merrick School of Business at the University of Baltimore, the School of Business at Frostburg State University and the Robert H. Smith School of Business, University of Maryland, College Park.

The School of Nursing has expanded access to education for undergraduate

and graduate students by extending its programs to outreach sites throughout the state. Students can enroll at the University of Maryland, Baltimore and at numerous outreach sites including Frostburg and Cumberland (Allegany County), Hagerstown (Washington County), Waldorf (Charles County), Easton (Talbot County), Shady Grove (Montgomery County), Aberdeen (Harford County) and Owings Mills and Hunt Valley (Baltimore County). The School has greatly enhanced its use of telecommunications and other distance-learning technology for off-campus, continuing education and international programs, including Web-based courses and video teleconferencing.

Consistent with the University of Maryland's mission as a research institution, the School of Nursing is dedicated to creating a research intensive environment that will advance the science of nursing through research and scholarship of the highest quality. Targeted areas have formed the nucleus of research centers of excellence in Child/School Health, Emerging Infections including AIDS, Gerontology, Health Policy/Health Services, Administration/Informatics, Oncology, Primary Care/Community-Based Services, Substance Abuse and Domestic Violence Prevention, Correctional Health, Trauma/Critical Care, Women's Health and Environmental/Occupational Health.

Support for faculty and student research has been received from a variety of extramural sources, both public and private, including the National Institute for Nursing Research, the National Institute for Drug Abuse, the U.S. Department of Defense, the U.S. Public Health Service, the Centers for Disease Control, the Maryland State Department of Health and Mental Hygiene and the W.K. Kellogg Foundation. The School of Nursing emphasizes the "integrated scholar" model, incorporating research, teaching and practice at all program levels of the organization.

The School's clinical operations include the Open Gates Health Center, a

community-based nurse-managed clinic in southwest Baltimore, which provides health care services to adults and families in a medically underserved inner-city area; nine school-based wellness centers in Baltimore City, Baltimore County, Caroline County and Dorchester County, which provide primary care services to students from kindergarten through high school; and the Governor's Wellmobile, a mobile health unit, which provides primary and preventive services to children, their families and the homeless across the state of Maryland.

The School of Nursing faculty are internationally renowned for their cutting-edge research and clinical expertise, their innovative instructional programs and their state-of-the-art models of nurse-managed delivery of health-care services.

The School of Nursing continues to update undergraduate and graduate curricula to guarantee their relevance to the changing roles of nurses and to assure that the content and the focus of the courses and clinical experiences remain applicable to preparing students for practice in the constantly evolving health-care delivery system. As a result, there is increased emphasis at both the undergraduate and graduate levels on health promotion, disease prevention and management and community- and population-based clinical experiences. Core content focuses on financial and information management skills, problem solving and critical thinking. Interdisciplinary education and collaborative practice are emphasized throughout the curricula.

The baccalaureate and master's programs are accredited by the National League for Nursing Accrediting Commission (NLNAC). The Continuing Education Program, accredited as a provider of continuing education by the American Nurses' Credentialing Center, Commission on Accreditation, serves state, national and international professional nursing audiences.

In fall 1998, the School of Nursing opened its seven-story, 154,000 square-foot building adjacent to and bridged

with the existing School of Nursing. Incorporating the most advanced classroom and laboratory design, sophisticated distance-learning technologies and a state-of-the-art, nurse-managed primary care clinic, the building sets a new standard for nursing education. Some of the enhancements of the new facility include a 460-seat auditorium, a multimedia learning center and the Living History Museum, a permanent exhibit space which traces the School's history through its extensive collection of historical nursing artifacts and memorabilia.

Technologically advanced laboratories provide students with opportunities to build knowledge and skills through a progression of pre-clinical laboratory simulations, which replicate a variety of health care situations including critical care and neonatal intensive care. Nearly one-quarter of the building accommodates the School's growing research initiatives, providing bench, behavioral and health policy research space. The primary care clinic provides population-based health promotion and disease prevention and management services for the surrounding community and serves as a clinical training site for the School's nurse practitioner master's specialties.

MISSION

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

The School of Nursing seeks to carry out its mission in education, research and service by building upon the outstanding capability and diversity of its faculty, staff, students and graduates. In education, our goal is to continue preparing competent professionals to assume positions of leadership in nursing at all levels



and in unique areas of specialization. We remain committed to developing educational programs of excellence, providing students access to sophisticated technology and promoting critical thinking and caring that reflect the increasing responsibilities and expanding role of nurses in clinical practice and health-care management. Our intent is also to provide an array of needed nursing and health-care services to the community and the region through innovative practice arrangements, partnerships and centers of care.

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

STRATEGIC PLAN

In 1990, the School of Nursing established a dynamic strategic planning process to achieve its mission. The vision and strategic initiatives of the third generation of the plan are described below:



Vision

With its emphasis on managed care and alternative, non-traditional delivery sites, the new health-care environment requires a dynamic work force. Today's nurses must acquire scientific knowledge and clinical proficiency and also be able to think critically and integrate research findings into practice.

We envision the School of Nursing as an academic community of faculty and students, a center for the development and dissemination of new knowledge that informs and improves nursing practice and health-care delivery while providing leadership within varied clinical settings and specialty fields. We will epitomize the "integrated scholar" model, which encompasses research, teaching/learning and practice. The University of Maryland School of Nursing will be known as a "world class" institution and will be distinguished as:

1. One of the top publicly funded nursing schools in the United States;
2. A national center for excellence in nursing education, research, clinical expertise and professional leadership;
3. The home of academic instruction grounded in innovative nursing practice and advanced research;
4. A leader in initiating and advancing interdisciplinary education and collaborative practice and in fostering innovations in the fulfillment of our commitment to improve the quality of health care services and delivery throughout the state of Maryland;
5. At the vanguard of expanding geographic and cultural boundaries to advance nursing education and the nursing profession internationally.

Strategic Initiatives

To make this vision a reality, four initiatives are the foundation for the strategic plan:

- Initiative 1: Maintain Excellence in Instructional and Educational Programs
- Initiative 2: Increase Research Productivity and Scholarship
- Initiative 3: Promote Diversity Among Students, Faculty and Staff
- Initiative 4: Provide Leadership in Interdisciplinary, Collaborative and Innovative Nursing Practice

UNIVERSITY OF MARYLAND SCHOOL OF NURSING ALUMNI

With over 14,000 alumni, the University of Maryland School of Nursing Alumni Association is one of the most important professional ties available to graduates. Organized by the Class of 1895, the University of Maryland School of Nursing Alumni Association is the oldest continuously active nursing alumni association in the United States. Its purpose is to unite all graduates of the University of Maryland School of Nursing. The Alumni Association is responsive to the needs and interests of its members and supports the students and faculty in advancing the School and its mission.

Membership benefits include professional networking opportunities at Alumni Association events and activities. Members have access to all University of Maryland libraries and computer reference/search resources and are entitled to discounted rates for School of Nursing continuing education programs. Members are invited to annual alumni homecomings, given assistance in planning class reunions, provided tours of the School of Nursing and University of Maryland, Baltimore campus and offered opportunities to volunteer on behalf of the School. The organization is open to all graduates of the School of Nursing. For more information, contact the Alumni Relations Office at 410.706.0674.



The School of Nursing is part of the University of Maryland, Baltimore campus, which was established in 1807 and is the founding campus for the University system of Maryland, one of the largest public universities in the United States. The campus includes six professional schools: nursing, medicine, dentistry, pharmacy, social work and law; the Graduate School; the Maryland Institute for Emergency Medical Systems; the University of Maryland Medical System; and the Veterans Affairs Medical Center. The University of Maryland, Baltimore enrolls more than 6,000 students and has 1,600 faculty members.

The University of Maryland, Baltimore campus is one of the fastest-growing biomedical research centers in the United States and received more than \$146 million in sponsored-program support in 1998. The unique composition of the campus enables health professionals to address health care, public policy and social issues through multidisciplinary research, scholarship and community action. Its location in the Baltimore-Washington-Annapolis triangle maximizes opportunities for student placements and collaboration with government agencies, health care institutions and life science industries.

HEALTH SCIENCES AND HUMAN SERVICES LIBRARY (HS/HSL)

The new Health Sciences and Human Services Library (HS/HSL), located at 601 W. Lombard St. provides students, faculty and staff members with a focal point for both traditional and computerized information resources and services. Distinguished as the first library established by a medical school in the United States, the HS/HSL is a recognized leader in state-of-the art information technology. As the library for the Southeastern/Atlantic Region of the National Net-

work of Libraries of Medicine, the HS/HSL serves 10 southeastern states, the District of Columbia, Puerto Rico and the Virgin Islands.

The library houses more than 360,000 volumes, including 2,300 journal titles, and is ranked among the top 25 health sciences libraries in the country.

SERVICES

In addition to traditional services such as reference support, interlibrary loan and photocopy services, the library offers electronic access to the on-line catalog and more than a dozen databases including MaryMed+ (Medline), PsycLIT, International Pharmaceutical Abstracts, Social Work Abstracts and others in support of campus curricula and programs. This includes access to more than 80 full-text biomedical journals.

Electronic access is also available for photocopy requests, interlibrary loans and book requests (copy@hsl2.umaryland.edu or ill@hsl2.umaryland.edu), for the reference desk (hsl@umaryland.edu) and the HELP desk (help@umaryland.edu).

A World Wide Web site at <http://www.umaryland.edu/hshsl> provides a graphical interface for the range of information and services from the library. Educational programs, covering communication, computing database and information management topics are offered in the library's three microcomputer teaching labs.

The library provides access to 37 workstations in the Research and Information Commons on the main floor of HS/HSL. These Windows-based machines allow access to library resources, the Web and to standard computing applications such as word-processing programs and spreadsheets. A graphics room is also available for the development of presentations and slides.

COMPUTER RESOURCES

In addition to the School of Nursing computer resources, computing support is provided for microcomputer and main-frame users through the University. All students have access to the services of the Health Sciences and Human Services Library. Free e-mail accounts are provided to each student, enabling communication via the Internet. The campus network, UMnet, also provides access to Health Sciences and Human Services Library resources.

OTHER CAMPUS UNITS

Outside of the School of Nursing there are a number of other microcomputer labs located across campus. These are located in:

UMMS Clinical Technology-Assisted Learning Centers, 10CS UMH (south building),

School of Law, Marshall Law Library, fourth floor,

School of Medicine, MSTF, second floor, Computer Learning Center, Irving J. Taylor Learning Resources Center,

School of Pharmacy and

School of Social Work, Computer Lab, Computer Teaching Lab.

STUDENT HEALTH SERVICES AND INSURANCE

Student and Employee Health provides comprehensive care to students at the University of Maryland, Baltimore. The office, staffed by family physicians and nurse practitioners, is open from 8:30 a.m. until 7 p.m. Monday through Thursday, from 8:30 a.m. until 4:30 p.m. on Friday and 9 a.m. to noon on Saturday. Patients are generally seen by appointment, but students can be seen on a walk-in basis. If you need to be seen after hours, arrangements can be made with the doctors on-call. The cost of most care provided at student and employee

health is paid for through the student health fee.

All full-time students are required to have health insurance. For students who do not carry health insurance, an excellent policy is available through the University, Office of Student Accounts.

COUNSELING CENTER

The Counseling Center provides professional counseling to all students. Some of the problems that students seek help with include stress, relationships, drugs or alcohol, eating disorders, loss of a loved one and changes in school or home life. Students are seen by appointment and students' class schedules can be accommodated in scheduling appointments. All counseling center services are completely confidential.

DENTAL CARE

The Dental School provides emergency and comprehensive dental care for patients of all ages. It offers various clinical programs matched to the needs of the patient. Dental student clinics provide comprehensive care by appointment at reduced fees. Post-graduate clinical programs and faculty practices offer specialized and private practice care.

PARKING AND TRANSPORTATION

On-campus parking is readily available to students. Commuters may park in Lexington Garage and Koesters Lot (Lexington and Pine streets) during the day. After 4:45 students can park in the Penn and Pratt Street garages adjacent to the School of Nursing. Commuting students must obtain a parking permit from the parking and commuter services office, then pay the established daily rate when parking on campus. Students who live in on-campus housing pay for parking by the semester or year and are guaranteed

24-hour parking in a garage adjacent to their residence facility.

The University operates a shuttlebus service that transports students from designated areas on campus to the main parking facilities and into the neighborhoods that border the campus. There is also shuttlebus service between the Baltimore City campus and the University of Maryland Baltimore County.

Public transportation makes the campus accessible by bus, train, subway and Light Rail. More than a dozen Mass Transit Authority bus routes stop in the campus area. The Baltimore Metro runs from Johns Hopkins Hospital to Owings Mills. Stations closest to campus are Lexington Market and Charles Center. The Light Rail line connects northern Baltimore County with Oriole Park at Camden Yards, Dorsey Road in Glen Burnie and Baltimore-Washington International Airport. The University stop is at Baltimore and Howard Streets. MARC commuter train services stops at Camden Station located on West Camden and Howard Streets.

HOUSING

Baltimore has many affordable and convenient housing options. On-campus living options include furnished University-owned apartments located in historic Pascault Row and dormitory-style accommodations located in the Student Union. For information about on-campus housing contact the Housing/Student Union Office at 410.706.7766.

Many students choose to live in neighborhoods surrounding the campus. A wide range of rooms, apartments and home rentals are available throughout the metropolitan area. For information about off-campus housing contact the Housing/Student Union Office at 410.706.8087.

ATHLETIC CENTER

The Athletic Center, located on the tenth floor of the Pratt Street Garage, offers a variety of programs including intramural sports, fitness/wellness activities, informal recreation, mini-courses and special events. The facility is equipped with a squash court, two handball/racquetball courts, and two basketball courts which are also used for volleyball. Its expanded weight room is equipped with free-weights and paramount equipment, stationary bikes, stair, treadmill and rowing machines. The center offers a variety of aerobic classes, a total conditioning class and a fitness walking program. Men's and women's locker rooms have a sauna and showers.

CHILD CARE

Quality child care for infants and toddlers through age 5 years is available at the Downtown Baltimore Child, Inc., located at 237 N. Arch St. The center is open from 7:30 a.m. to 5:30 p.m. weekdays year-round. Brochures and applications are available by calling 410.659.0515.

BALTIMORE

In addition to professional opportunities, the city of Baltimore offers a stimulating environment in which to live and study. Several blocks from the campus is the nationally acclaimed Inner Harbor area, where Harborplace, the National Aquarium, the Maryland Science Center, the new ESPN Zone from which Monday night NFL football is broadcast, and other facilities share an attractive waterfront with sailboats, hotels, restaurants and renovated townhouses.

Baltimore boasts lively entertainment, world-class museums, such as the Walter's Art Gallery and the Baltimore Museum of Art, fine music and professional theater at the Lyric Opera House, Joseph Meyerhoff Symphony Hall (home of the Baltimore Symphony), the Morris Mechanic Theater and smaller theater and repertory companies. For sports fans, Baltimore features Orioles baseball and Ravens NFL football, with both stadiums located a few short blocks from campus, at historic Camden Yards. League-winning lacrosse and professional indoor soccer are also popular with local sports fans. The Lacrosse Hall of Fame

Museum is located near the Johns Hopkins Homewood campus.

Educational and research opportunities abound in greater Baltimore, home to 11 public and private universities: College of Notre Dame, Coppin State College, Goucher College, Johns Hopkins University, Loyola College, Morgan State University, Towson University, University of Baltimore, University of Maryland, Baltimore, University of Maryland, Baltimore County and Villa Julie College.

The Baltimore Metro and Light Rail system connect the downtown area to the outskirts of the city and MARC trains link the city with Washington DC. AMTRAK service connects Baltimore with Washington, Philadelphia and New York City. Baltimore is 45 miles northeast of greater Washington, approximately 100 miles south of Philadelphia and 180 miles southwest of New York City. The Baltimore/Washington International Airport, located approximately 15 miles south of the city, connects Baltimoreans with continental and international destinations daily.

The nearby Chesapeake Bay offers unparalleled water sports and the seafood for which the region is famous. The historic waterfront of Annapolis, a 30-mile drive south of Baltimore, is home to the U.S. Naval Academy and to many boating enthusiasts.

The University of Maryland School of Nursing enrolls nearly 1,500 students divided among the baccalaureate, master's and doctoral programs.

Andrew D. Lautman



ACADEMIC AFFAIRS

The School of Nursing Office of Academic Affairs encompasses six areas: undergraduate and distributive studies, graduate studies, research, evaluation, continuing education, international programs, and the Learning Technologies and Media Center.

Curricular activities provided through the main downtown Baltimore campus, the eight outreach sites across the state of Maryland, and those delivered via distance-learning technologies and the World Wide Web, represent comprehensive opportunities for students to continue their nursing studies at all levels. Course offerings at multiple sites, evening and weekend course options and distance-learning opportunities permit maximum flexibility for a diverse student population.

UNDERGRADUATE AND DISTRIBUTIVE STUDIES

The Office of Undergraduate and Distributive Studies is responsible for leadership in the development, implementation and evaluation of the undergraduate program, including the traditional, accelerated second degree, and RN/BSN/MS degree options. The office coordinates distributive studies that encompass undergraduate and graduate course offerings at the eight outreach sites and manages the clinical simulation laboratories. For details about undergraduate programs, please refer to the Undergraduate Overview and for information on outreach locations, refer to the Outreach sections in the Undergraduate and Graduate Overviews.

GRADUATE STUDIES

The Office of Graduate Studies provides leadership in the development, implementation and evaluation of master's and doctoral programs, including the traditional MS, RN-MS, BSN-PhD, MS-PhD, joint MS/MBA and PhD/MBA programs of study. The graduate curriculum offers more than 20 master's specialty areas and multiple doctoral emphasis areas. For details about the graduate programs, please refer to the Graduate Overview.

RESEARCH

The School of Nursing fosters a research intensive environment where students at all levels have the opportunity to engage in research activities. Our research agenda addresses the health care problems and issues that have been identified as having the highest priority in our state and nation and is an integral part of the curriculum at all levels. Faculty and students are involved in research projects in the following areas: Child/School Health, Emerging Infections including AIDS, Gerontology, Health Policy/Health Services, Administration/Informatics, Oncology, Primary Care/Community-Based Services, Substance Abuse and Domestic Violence Prevention, Correctional Health, Trauma/Critical Care Women's Health and Environmental/Occupational Health.

The School of Nursing has established linkages with institutions in Europe, Asia, Africa, and Australia to provide research consultation and to conduct multisite research projects. Such activities provide exchange opportunities for faculty and students and have been instrumental in building our international research agenda.

EVALUATION

Program evaluation has been and continues to be a critical aspect of the programs at the University of Maryland School of Nursing. Efforts in this area have resulted in a school-wide master plan for evaluation which serves as a general guide for all programs. Data are collected, analyzed and interpreted on a systematic basis using the Course Evaluation Questionnaire (CEQ), the Program Assessment Questionnaire (PAQ), and the Alumni Survey. Results are used to update and strengthen the undergraduate and graduate curricula. In addition, the School is actively involved in the evaluation of outcomes of the School's clinical operations and nurse-managed clinics in school-based and community settings.

CONTINUING EDUCATION

The Office of Continuing Education focuses on innovative professional development programs, conferences and workshops for nurses and nursing faculty. It is widely recognized for its national and international education programs that include the Nursing Informatics Institute, the National Nurse Practitioner Symposium, and the Summer School Nurse Institute Program. The Office of Continuing Education also provides on-site and Web-based programs for nurses in local and rural areas in Maryland. The University of Maryland is accredited as a provider of continuing education by the American Nurses Credentialing Center's Commission on Accreditation and contact hours are awarded to participants completing offerings sponsored or co-provided by the School of Nursing.

The Office of Continuing Education, through multiple programs and contracts, has undertaken self-study continuing education programs through professional journals, the development and marketing of educational videos and the preparation of learning modules for staff development programs for government agencies and private corporations. The



office developed the first network independent study courses on-line for nurses which are currently available via the World Wide Web. This innovative approach to self-study and individualized learning has been recognized internationally and is serving as the prototype for other universities and professional organizations.

INTERNATIONAL PROGRAMS

The Office of International Programs is responsible for the international residency program for nurse scholars, educators and clinicians. It has taken a leadership role in the advancement of nursing education abroad through consultation and joint development of research projects and training grants. Since 1994, the School of Nursing has welcomed visitors from throughout the world and the faculty have participated in numerous international conferences, consultations and workshops. The office has established partnership agreements with schools of nursing in China, Egypt, the Virgin Islands, the Philippines, Israel, Taiwan,

England, Spain and Australia. Opportunities for two- to three-week study abroad experiences are available in such countries as England, Spain and the Czech Republic.

LEARNING TECHNOLOGIES AND MEDIA CENTER

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

The School's media center includes facilities and services for student and faculty use. Experienced media personnel are available to assist students with media productions and to consult with faculty on classroom applications of multimedia. They also provide technical support on grant proposals, research and outside presentations. Media center staff produce computer-generated materials including 35mm slides, transparencies, signs, ads and brochures using QuarkXPress, Adobe Photoshop, Arts and Letters, Corel Draw and Aldus PageMaker. Multimedia equipment is available for in-classroom use. Most School of Nursing classrooms are equipped with state-of-the-art presentation facilities including computers, document cameras, data projectors and interactive white boards.

The School of Nursing computer laboratories are equipped with IBM-compatible computers and include 105 workstations. Software packages such as Microsoft Office, including Power-point, Ethnograph, Pro-Cite and Ecstatic, and a series of computer-aided instruction programs for nursing education are available. Internet-based software including Internet Explorer, Netscape and CU-See-Me are accessible. Other IBM-compatible computers are available for student use in various academic departments. The School

of Nursing's network administrator and support specialists assist students and faculty using the equipment and software and with other computing problems and special needs.

An interactive video laboratory allows students to learn at their own pace through cutting-edge technology. By utilizing interactive video applications, computerized clinical simulations and computer-assisted decision-making models, students practice clinical skills and critical decision making on a computer screen.

A television studio and sound studio for in-house production of audiovisual programs permits students to record role plays and other classroom interactions and create their own video productions.

Compressed video teleconferencing equipment located in the School of Nursing allows live transmission of two-way voice and video to distant sites throughout the University System of Maryland, as well as other locations in Maryland.

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

Actors trained to model specific clinical cases or conditions, or "Standardized Patients," allow students to practice their clinical skills on patients in a controlled environment prior to demonstrating them in actual clinical settings. Standardized Patients are used for teaching purposes, to supplement clinical experiences and for objective evaluation of clinical skills. Standardized Patients are used in both the undergraduate program and the master's nurse practitioner specialties.

STUDENT AFFAIRS

The School of Nursing Office of Student Affairs has responsibility for admissions and enrollment management, student support services, career services and school-based financial aid.

Admission to the three options in the baccalaureate program: RN/BSN/MS, traditional and accelerated second-degree, the master's program, post-master's specialties, course work-only status and the doctoral program are managed by the Office of Student Affairs. For information on the baccalaureate program, please call 410.706.6282. For information on graduate programs, please call 410.706.0492.

All student files, registration and graduation clearance are managed by the Office of Student Affairs. For additional information, please call 410.706.0163.

The Office of Student Affairs provides academic support programs to enhance writing skills, test taking, study skills and time management. It manages a peer tutoring program and sponsors a help lab where students can practice their clinical skills.

The Office of Student Affairs supports all student organizations. The undergraduate student organizations include the Student Government Association, the Black Student Nurse Association, and a chapter of the Maryland Student Nurse Association. Graduate student organizations include the Graduates in Nursing Association and the Doctoral Student Organization, which are affiliated with

the campus Graduate Student Association. For more information, consult the School of Nursing's *Student Handbook*.

Career Services within the Office of Student Affairs emphasize exploration of career options, preparation for job search, resume writing and interviewing, employer relations and placement. Career panels and workshops are offered to assist students planning the next phase of their careers. For more information, please call 410.706.7583.

School-based financial aid including School of Nursing scholarships, traineeships for graduate students, graduate assistantships and an emergency loan program are administered through the Office of Student Affairs. For more information, please call 410.706.0501.

UNDERGRADUATE FEES AND EXPENSES, 1998-1999

UNIVERSITY OF MARYLAND, BALTIMORE UPPER-DIVISION (JUNIOR-SENIOR) FEES

Tuition,* per semester	
In-state (full-time)	\$2,140.50
Out-of-state (full-time)	5,441.50
Part-time (12 credits or less)—In-State	183.00 per credit
Part-time (12 credits or less)—Out-of-State	274.00 per credit
Supporting facilities fee, per semester	
Full-time	120.00
Part-time	120.00
Health insurance, per semester	
Student	485.50
Student and Child	922.00
Student and Spouse	1,165.00
Family	1,456.00
Hepatitis vaccine (first year)	140.00
TB Screening, per year	10.00
Disability insurance, per semester	11.90
Malpractice insurance, per year	11.00
Student activities fee, per semester	20.00
Transportation fee, per semester	
Full-time	11.00
Part-time	11.00
Student government fee, per semester	
Full-time	7.50
Part-time	7.50
Diploma fee (seniors)	45.00
Late registration fee	40.00

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

GRADUATE FEES AND EXPENSES, 1998-1999

Tuition per credit	
In-state	\$253.00
Out-of-state	454.00
Supporting facilities fee, per semester	
Full-time	120.00
Part-time	120.00
Health insurance, per semester	
Student	485.50
Student and Child	922.00
Student and Spouse	1,165.00
Family	1,456.00
Malpractice insurance, per year	
Nurse practitioners	50.00
Student activities fee, per semester	20.00
Transportation fee	11.00
Student government fee	7.50
Graduation fee	
MS	45.00
PhD	105.00
Continuous registration fee, doctoral students	
	40.00
Late registration fee	40.00

Explanation of Fees

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

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

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

Disability insurance is required of all undergraduate nursing students.

Malpractice insurance is required of all students.

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

The diploma fee helps defray costs involved with graduation and commencement.

A late registration fee will be charged those who do not complete registration during the prescribed days. All students are expected to complete registration and pay their bills, on the regularly scheduled registration days. Students receive registration instructions from the University's Office of Records and Registration.

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

FINANCIAL AID

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

The Free Application for Federal Student Aid must be submitted to be considered for assistance. The priority filing date is Feb. 15 for the next academic year. For more information about federal student aid call 410.706.7347. Financial aid applications and information can be obtained from the University Student Financial Aid offices located at 621 W. Lombard St. or the School of Nursing Office of Student Affairs.

Eligibility for federal and University-based financial aid depends on the student maintaining good academic standing while in attendance. When determining the amount to be awarded, the Office of Financial Aid considers: 1) income, assets and resources of the student and the student's family, 2) support available to the

student from non-University sources, and 3) the costs of education.

Renewal of financial aid for succeeding years depends on annual submission of a financial aid application. After a review, a student's financial aid award may increase, decrease or remain the same from year to year, depending upon the family's or the student's current ability to contribute to educational expenses and the availability of financial aid funds. Students who anticipate a dramatic change in income due to terminating full-time employment in order to begin studies should complete the Free Application for Federal Student Aid and contact the University Financial Aid Office after receiving their Student Aid Report. A complete description of the procedures used to evaluate applications for aid, the cost of education for nursing students and information on various University, state and federal programs can be found in brochures published by the University Student Financial Aid Office.

STUDENT FINANCIAL AID RESOURCES AND FUNDS

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

STUDENT FINANCIAL AID RESOURCES INCLUDE:

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

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

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

The **Maryland State Scholarship Administration (MSSA)** offers general state scholarships of \$200 to \$2,500, which can be applied for annually. Senatorial and House of Delegates awards are also available. To apply, students should complete the Maryland form of the Free Application for Federal Student Aid, which may be obtained from the University Student Financial Aid Office. School of Nursing undergraduate and graduate students have received awards from the following Maryland State Scholarship Programs:

- Distinguished Scholar
- Nursing Scholarships
- Senatorial Scholarships
- Delegate Scholarships
- Nursing/Living-Expense Scholarships
- Guaranteed Access Grants
- Education Assistance Grants

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

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

Many of the above MSSA programs have separate applications. Contact the University Student Financial Aid Office for information. The School of Nursing Office of Student Affairs also has information about these programs.

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

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

Federal Perkins Loans are made by the University to students. The annual maximum is \$3,000 for undergraduates and \$5,000 for graduates. The aggregate legal loan maximum is \$15,000 for undergraduates and \$30,000 for graduate students (including undergraduate

borrowing). Interest on these loans does not accrue until repayment begins.

Federal Nursing Loans are made by the University to undergraduate and graduate nursing students. The annual maximum is \$4,000.

Subsidized Stafford Loans (FFEL) are made by private lenders to students who demonstrate financial need. Undergraduate students may borrow up to \$5,500 per year. Graduate students may borrow up to \$8,500 per year. The interest rate is variable, with a cap of 8.25 percent. To apply, students should complete the Free Application for Federal Student Aid.

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

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

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

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

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

Federal Traineeships are awarded to full-time students enrolled in master's or doctoral programs. Award levels vary each year depending on available funding from the U.S. Department of Health and Human Services. Applications are available in the School of Nursing Office of Student Affairs.

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

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



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

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

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

School of Nursing scholarships are derived from the earnings of gifts, bequests and private donations made to the School. The awards are competitive and based on potential or actual academic achievement and financial need. The amounts of these scholarships vary; at least 200 are awarded on an annual basis in accordance with School policy. Funds are governed by specific provisions set forth by the donors and awarded accordingly. Applications are available in the Office of Student Affairs.

Undergraduate Program

Graduates of the BSN program at the University of Maryland School of Nursing are well-positioned to play a significant role in shaping the future of nursing and health care in the United States.



OVERVIEW

The University of Maryland School of Nursing offers an undergraduate program that leads to the bachelor's of science degree in nursing (BSN). The BSN program provides educational opportunities for men and women seeking a career in nursing and for registered nurses with associate degrees or diplomas in nursing who want to pursue a bachelor's degree in nursing. The undergraduate program prepares nurses who are liberally educated and equipped with clinical knowledge, technological skills, proficiency in scientific and clinical decision making, critical-thinking abilities and humanistic skills. Graduates of the program are well positioned to play a significant role in shaping the future of nursing and health care.

The School's location on the campus of a major academic health science center offers a unique learning environment. Students have the opportunity for clinical experiences at any of more than 400 locations, including faculty practice sites operated by the School of Nursing. BSN students participate in producing the positive outcomes of these nurse-managed, community-based clinics. Nationally recognized for pioneering the incorporation of informatics and technology in nursing curricula, the School of Nursing provides a setting where undergraduate students learn to use a variety of data sources and technologies in the delivery of nursing care.

The University of Maryland's undergraduate nursing program is an upper-division professional program based on a foundation of preprofessional courses that provide a liberal education and support the study of nursing. The undergraduate program offers two tracks—basic baccalaureate and registered nurse. Within the program's tracks there are multiple options designed to meet the diverse learning needs of students. The basic baccalaureate track offers a traditional two-year course of study and an accelerated course of study for students

with a bachelor's degree in a field other than nursing. The registered nurse track includes RN to BSN and RN to MS options.

Newly developed emphasis areas, which include a series of seminar and clinical courses, provide students with opportunities for in-depth study and experience in a specific area of clinical practice during their baccalaureate nursing education. Emphasis areas are designed to help students shape personal career goals, enhance successful job attainment, and make a smooth transition to the role of the baccalaureate graduate. Emphasis areas include trauma/critical care, oncology, gerontology, pediatrics, women's health, community health, and psychiatric nursing.

The length and sequence of curriculum and admission requirements vary according to each option in the baccalaureate program. Before matriculating, students must complete a minimum of 59 credits of required course work in the social and behavioral sciences, the natural and physical sciences and the arts and humanities. These lower-division pre-professional courses can be completed at any accredited college or university.

To facilitate entry into the School of Nursing, special articulation programs have been developed with all of the University System of Maryland campuses, Maryland's community colleges and Morgan State University. A list of the lower-division courses that meet the pre-professional requirements is available at the counseling center of each of these colleges or universities and on the ARTSYS (the articulation system) Web page at: <http://artweb.usmd.edu>.

Undergraduate students can take advantage of full- or part-time study on weekdays, evenings or weekends. In addition, full and partial program offerings for registered nurses are available at outreach sites across the state.

OBJECTIVES OF THE UNDERGRADUATE PROGRAM

Baccalaureate graduates of the University of Maryland School of Nursing are committed to providing nursing care that assists individuals, families, groups, communities and populations to achieve optimal health and make informed choices for their own well-being. In acute care, long-term care and community-based settings, graduates provide nursing care to promote and protect health, prevent illness, care for the ill and support a peaceful death or loss. Students in the traditional and accelerated options select an emphasis area which combines classroom and clinical experiences to develop in-depth knowledge in an area of nursing practice. Students in the RN option may also enroll in emphasis area courses.

The undergraduate program is designed to prepare beginning practitioners who value lifelong learning. Preparation at the baccalaureate level is a foundation for graduate study in nursing. Graduates of the baccalaureate program are able to assume beginning leadership roles in nursing practice, participate in research, apply research findings to practice and contribute to the development of the profession. The objectives of the undergraduate program are to develop graduates who will:

1. Articulate a personal philosophy of nursing that serves as a framework for professional practice;
2. Adhere to ethical, legal and regulatory mandates and professional standards for nursing practice;
3. Use insight, intuition, empathy, empirical knowledge, reasoning and creative analysis for critical thinking in all aspects of professional practice;
4. Use evidence-based knowledge from nursing and related disciplines to shape practice;
5. Use communication skills to establish therapeutic, caring and collaborative relationships;
6. Conduct assessments of individuals, families, groups, communities and

populations as the basis for planning and delivering care;

7. Demonstrate clinical competencies needed for the delivery of safe and effective nursing care in a variety of health-care settings and additional competencies in a selected emphasis area;
8. Provide nursing care that reflects sensitivity to physical, social, cultural, spiritual and environmental factors;
9. Use current and emerging information handling and other technologies as integral components of professional nursing practice;
10. Use resource management, delegation and supervision strategies in planning, implementing and evaluating nursing care;
11. Critique research findings for their applicability to theory-based practice;
12. Collaborate with experienced investigators in identification of clinical problems, access to sites, protection of human subjects, data collection and dissemination of findings;
13. Use political, economic, organizational, educational and advocacy strategies to improve health-care delivery to individuals, groups, families, communities and national and global populations;
14. Function as a leader in health-care systems, in professional organizations and within interdisciplinary teams for the promotion of health, prevention of disease and management of care delivery; and
15. Accept personal accountability for lifelong learning, professional growth and commitment to the advancement of the profession.

GENERAL LOWER-DIVISION REQUIREMENTS FOR ALL UNDERGRADUATE PROGRAMS

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

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

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

++It is strongly recommended that a statistics course be taken to fulfill the mathematics requirement.

**Grade of C or better required.*

***Must take coursework in two of these areas.*

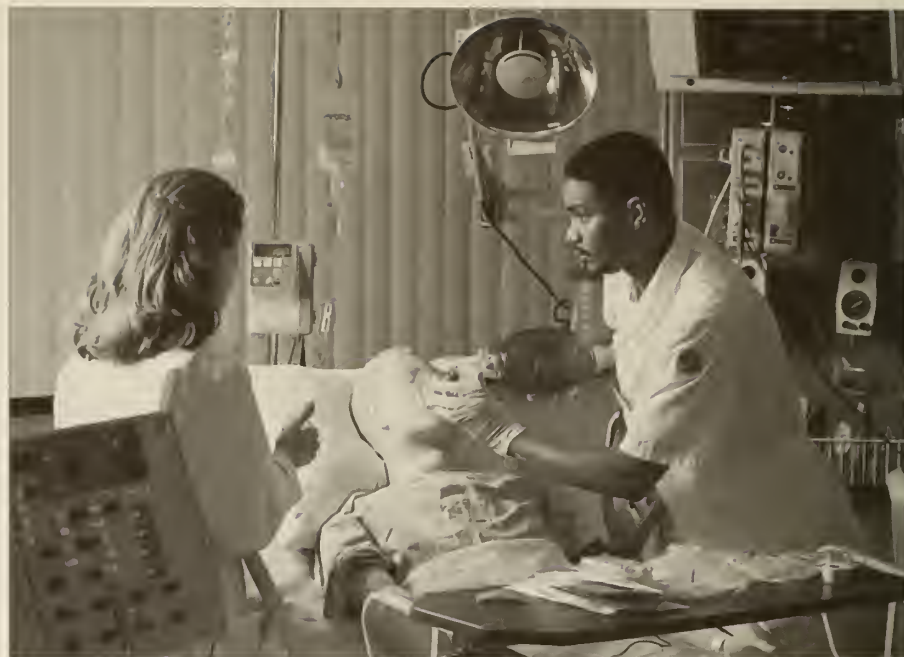
The following policies govern the transfer of lower-division college credits to the School of Nursing:

1. Human anatomy and physiology, chemistry, and microbiology must include laboratory experience.

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

ESTABLISHING LOWER-DIVISION CREDIT BY EXAMINATION

Department Examinations: Many two- and four-year colleges and universities provide an opportunity for students to take examinations for credit, provided



the student has had some instruction and/or experience in the content of the course under consideration.

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

CLEP/AP: It is possible to earn credit by examination through the College Level Examination Program (CLEP) of the College Entrance Examination Board. Test sites, dates and registration materials for these examinations can be requested by writing or calling the College Entrance Examination Board, P.O. Box 6600, Princeton, NJ 08541-6000, 609.771.7865. The School of Nursing recognizes selected CLEP examination results for credit, provided the student earns a score determined acceptable. Applicants should contact the Office of Admissions and Enrollment Management for the list of transferable CLEP examinations and the minimum acceptable score. Advanced Placement (AP) credit through the College Board, Prince-

ton, NJ examination program, is also awarded in selected academic disciplines provided the student earns a score determined acceptable.

ADMISSION INFORMATION

BACCALAUREATE APPLICANTS FOR THE TRADITIONAL OPTION

The School of Nursing matriculates baccalaureate students into upper-division course work for the fall and spring terms. Students should apply for admission in the fall or spring prior to their expected matriculation date. Students are eligible to apply after completing approximately 30 credits of the lower-division pre-professional course work, including eight credits of the required science credits, and developing a plan for completing the remaining 29 credits by the expected matriculation date. Only applicants who have an overall grade point average (GPA) of 2.5 or above will be considered. Admission is competitive and the mean GPA of successful applicants has been above 3.0.

The basic criteria for determining admission include the following:

1. Overall grade point average.
2. Evidence of academic success and completion of a minimum of eight of the required 20 science credits at the time of record review. The required sciences include anatomy and physiology, microbiology and chemistry. (All attempts of repeated science courses are used to calculate the grade point average.)
3. Grade point average for the preprofessional course requirements completed at the time of review.
4. Personal statement of goals and objectives.

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

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

Early Review

Students whose application, required transcripts and course descriptions, if applicable, are received by the University of Maryland School of Nursing by December 1 will be considered for early review for fall semester. Applications received by April 1 for spring semester will be considered for early review.

Early-review decisions will be mailed to the applicant soon after they are made. Only applicants who meet the criteria for

early review will receive their admission decision at that time. The admission committee may hold an application for regular review even if the applicant meets the criteria for early review. Students who do not meet the criteria for early review will automatically be considered for regular review. In addition, those applicants who do not meet the academic criteria for the program will be notified to that effect once their application has been reviewed.

The following are the additional criteria for early review:

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

Priority Regular Review

Students whose application, required transcripts, including the current semester, and course descriptions if applicable, are received by the University of Maryland School of Nursing by April 1 will be considered for priority regular review for fall. Applications received by December 1 will be considered for priority regular review for spring semester. Applications that are incomplete or received after the priority regular review date will be processed as long as space in the entering class remains.

Individual Review

Students who do not meet the admission criteria for early or priority regular review may still be eligible for admission under the individual admission policy. These applicants must demonstrate their ability to be successful in a rigorous academic curriculum through recent strong academic performance in relevant course work. Applicants who want to be considered for individual admission must submit a written request to the Office of Admissions and Enrollment Management of the School of Nursing together with the application.

Applicants who want to be considered for individual admission are required to

submit two letters of recommendation, a personal statement and supporting materials with the application explaining why the application deserves special consideration and why the academic record does not meet the criteria. Written requests for individual admission and supporting documentation must be received by priority regular review dates.

Individual admission is limited to a maximum 15 percent of the entering class of the School of Nursing. Personal interviews may be required for students requesting individual admission.

BACCALAUREATE APPLICANTS FOR THE ACCELERATED SECOND-DEGREE OPTION

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

Both early and priority regular review are available. Dates are the same as for students entering the traditional option.

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

1. A minimum grade point average of 3.0 from the baccalaureate degree.
2. A minimum GPA of 2.75 in the prerequisite science courses. Completion of at least eight of the required 16 science credits is required for record review. The required sciences include anatomy and physiology, microbiology, and chemistry. (All attempts at

repeated science courses are used to calculate the grade point average.)

3. Personal statement of goals and objectives.
4. Two letters of recommendation.
5. Resume of work experience is strongly recommended.

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

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

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

Individual Review

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

Applicants who want to have an application reviewed under the individual review process must submit a written request for individual review along with

the application materials. Individual review applicants must demonstrate a significant pattern of improved academic success since earning the baccalaureate degree. Applicants are strongly advised to submit academic letters of recommendation in addition to or instead of professional letters of recommendation.

RN TO BSN AND RN TO MS APPLICANTS

The School of Nursing matriculates registered nurses into the RN to BSN option each semester of the year. For priority review, students should apply for fall admission by July 1 and for spring admission by December 1. Applications received after the priority review dates will be accepted and processed as long as space in the entering class remains. The general criteria for determining admission are:

RN to BSN

1. Associate degree or diploma in nursing.
2. Minimum grade point average of 2.0 in the prerequisite requirements.
3. Maryland RN license.
4. Personal statement.

RN to MS

1. Associate degree or diploma in nursing.
2. Minimum grade point average of 3.0 in the prerequisite requirements.
3. Completion of a course in statistics.
3. Maryland RN license.
4. Two professional references.
5. Personal statement.
6. Official scores on aptitude portion of Graduate Record Examination.
7. Professional resume.

All students enter the RN to BSN option or the RN to MS option as seniors, after having satisfied specific general education credits and nursing credits for a minimum of 89 credit hours. Three advanced placement choices, described below, exist for earning the prerequisite general education and nursing credits.

Advanced Placement Options

1. Examinations

This advanced placement option is available to all RNs. It includes completion of 59 required general education credits; identified in the section on General Lower Division Requirements for All Undergraduate Programs, and 30 credits of nursing content validated by examination.

Nursing content credits are validated by passing four Regents College and two faculty-prepared examinations. All six examinations are offered on a pass/fail basis and study guides are available.

The specific Regents examinations are:

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

Test sites and dates, registration materials and study guides for these examinations can be requested by writing or calling the Regents College, 7 Columbia Circle, Albany, NY 518.464.8500. Scores for the Regents examinations are valid for seven years. The minimum passing score for NURS 426 is 47, for NURS 457 is 45, for NURS 503 is 43 and for NURS 554 is 47.

The specific faculty-prepared examinations are:

- NURS 311—Pathophysiology
- NURS 312—Pharmacology

Study guides, test sites and dates for these examinations may be requested by calling 410.706.6282. Scores for the faculty-prepared examinations are valid for seven years.

2. Direct Transfer

This advanced placement option is available to RNs who graduated from NLNAC-accredited (at the time of graduation), or approved state of Maryland

associate degree or diploma programs. It includes the completion of 59 required general education credits, identified in the section on General Lower Division Requirements for All Undergraduate Programs, and allows the transfer of 30 nursing content credits. Under this option, RNs must enter a BSN program within seven years and must complete the BSN within 10 years of graduation from the basic nursing program. No more than 66 credits may be transferred from community colleges under the direct transfer option.

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

3. Nursing Transition Courses

This advanced placement option is available to RNs licensed in Maryland who graduated from an associate degree or diploma program more than seven years ago and RNs who graduated from a non-NLNAC-accredited program outside the state of Maryland. Upon completion of three nursing transition courses, designed to review and update both general education and nursing content, students are eligible to receive 60 of the 89 credits required for admission to the RN to BSN or RN to MS option. After completion of the third nursing transition course, students have two years to enter a BSN program. Students entering under this option are also required to complete 29 required general education credits before matriculating.

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

Nursing Transition Courses	Credits
RNTC 321—Scientific Concepts	
RNTC 322—Social Science/ Humanities Concepts	
RNTC 323—Nursing Concepts	
Total credits awarded for successful completion of all three courses	60
Required General Education Courses	
+*English composition	6
*General chemistry with laboratory	4
*Organic chemistry with laboratory	4
Nutrition	3
Mathematics	3
Humanities	3
**Social science/Humanities/ Electives	6
Total General Education Credits	29
TOTAL CREDITS	89

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

*Grade of C or better required.

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

RN TO MS APPLICANTS

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

The School of Nursing matriculates registered nurses into the RN to MS program each semester of the year. For priority review, students should apply by July 1 for fall admission and by December 1 for spring admission. Admission to the RN to MS option is highly competitive.

APPLICATION INFORMATION

Applications for all baccalaureate program options may be obtained from the University of Maryland School of Nursing Office of Admissions and Enrollment Management, 655 W. Lombard St., Baltimore, MD 21201, 410.706.7503 or 800.328.8346.

Required application materials include the following:

1. Transcripts of all college-level work.
2. Courses in progress form, including all course work that the applicant is currently enrolled in, as well as all courses that will be taken during upcoming semesters to meet the lower-division requirements.
3. Course descriptions for any of the required natural science, nutrition or human growth and development courses taken out of state.
4. Personal statement of goals and objectives.
5. Applicants previously enrolled in a nursing program from which they did not graduate are required to submit a written statement from the dean or director of their previous program indicating that they left the program in good academic standing.
6. Two letters of recommendation (required for individual review candidates, candidates for the accelerated second-degree option and RN to MS candidates).
7. A personal interview may also be required.

Consult the admission information section of this catalog under the desired option for other program-specific requirements. Baccalaureate applicants should contact the Office of Admissions and Enrollment Management to determine the best option for their individual needs. Advisement sessions can be scheduled and will include information on admission eligibility and requirements as well as choice of admission and program options. Credits previously earned at

accredited two- or four-year colleges or universities will be assessed according to the University System of Maryland, School of Nursing and Maryland Higher Education Commission policies on transfer of credit.

To schedule an appointment, please call the Office of Admissions and Enrollment Management at 410.706.7503 or 800.328.8346.

Cardiopulmonary Resuscitation (CPR) (for the health care provider) certification must be maintained by all baccalaureate students in the School of Nursing. Students are responsible for scheduling recertification at the appropriate time. The Office of Admissions and Enrollment Management will maintain the record of student certification.

Applications and official transcript(s) from students who completed academic course work outside of the United States (except those students enrolled in a study abroad program through an American institution) must be received in the Office of Admissions and Enrollment Management at least six months prior to the date of expected matriculation. Academic transcript evaluations completed by a recognized international credit evaluation service are required for all course work completed outside the United States (except study abroad course work completed through an American institution). The preferred credit evaluation service is World Education Services, P.O. Box 745, Old Chelsea Station, New York, NY 10113-0745, 212.966.6311, Fax: 212.966.6395.

All applicants must demonstrate English language proficiency. Test of English as a Foreign Language (TOEFL) is required of applicants to the traditional, second-degree, RN to BSN/MS options who meet either of the following criteria: 1) applicant is classified by the Office of Records and Registration as an international student or 2) applicant completed academic course work at a college or university outside the United States, English-speaking Canada, United Kingdom (including Ireland), Australia, New Zealand or Commonwealth Caribbean.



(Exception: Students who completed course work abroad as part of an academic study abroad program sponsored by an American college or university at which they were registered as degree-seeking students will not be required to submit TOEFL scores if their native language is English.)

The minimum TOEFL score for traditional, second-degree, RN to BSN/MS option applicants is 550 for paper-based examination and 213 for the computer-based examination. Test results should be sent to the University Office of Records and Registration. The code number is 5944.

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

OUTREACH FOR RN STUDENTS

The School of Nursing, a nationally recognized leader in the distribution of nursing education to outreach sites, provides both credit and non-credit programs throughout the state of Maryland. These sites afford Maryland's nurses the opportunity to earn credits toward a degree while maintaining professional obligations in their local communities. Using a combination of on-site instruction and interactive distance-education technologies, students are taught by the School's faculty who are well-known for their

research and clinical expertise. Distance-education technology links students from the various settings around the state, giving them an opportunity to share insights and experience.

Courses for the RN to BSN option have been offered at outreach sites since 1975. Courses in this option may be taken full-time at the Shady Grove Center (Montgomery County). In addition, they are distributed over a two-year period of part-time study in Western Maryland (Cumberland/Frostburg and Hagerstown), southern Maryland (Waldorf) and the Eastern Shore (Easton). New students may enter the program in the fall or spring semesters of each year; all courses must be completed within five years. Sufficient student enrollment to support course offerings is required at all outreach sites. At the Shady Grove, Easton, Western Maryland and Charles County sites, registered nurses can take advantage of the RN to MS option.

UPPER-DIVISION CURRICULUM

BACCALAUREATE STUDENTS IN THE TRADITIONAL OPTION

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

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

are taken into consideration when clinical placements are made.

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

JUNIOR YEAR Credits

First Semester—Fall/Spring

NURS 304	Introduction to Professional Nursing Practice	3
NURS 309	Health of Diverse Populations, Communities, Families and Individuals	3
NURS 311	Pathophysiology	3
NURS 312	Pharmacology	3
NURS 333	Health Assessment	3
Total		15

Winter/Summer

NURS 327	Emphasis Seminar I	1
NURS 418*	Directed Elective	2-3
Total		1-4

Second Semester—Spring/Fall

NURS 320	Science and Research for Nursing Practice	3
NURS 325	Context of Health Care Delivery I	3
NURS 307	Nursing of Women and Children: A Family Perspective	7
NURS 308	Nursing Care of the Childbearing, Childrearing Family	2

OR

NURS 320	Science and Research for Nursing Practice	3
NURS 325	Context of Health Care Delivery I	3
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	2
Total		15

N.B.: NURS 307 and NURS 330 may not be taken in the same semester.

**600-level graduate elective may be substituted for students who demonstrate that they will be able to manage the graduate-level workload and who obtain the permission of their advisor, the course coordinator and director of graduate studies.*

SENIOR YEAR Credits

Third Semester—Fall/Spring

NURS 425	Context of Health Care Delivery II	3
NURS 405	Informatics and Technology	3
NURS 307	Nursing of Women and Children: A Family Perspective	7
NURS 308	Nursing Care of the Childbearing, Childrearing Family	2

OR

NURS 425	Context of Health Care Delivery II	3
NURS 405	Informatics and Technology	3
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	2
Total		15

N.B.: NURS 307 and NURS 330 may not be taken in the same semester.

Winter/Summer

NURS 427	Emphasis Seminar II	1
NURS 418*	Directed Elective (if not taken earlier)	2-3
Total		1-4

Fourth Semester—Spring/Fall

NURS 402	Psychiatric and Mental Health Nursing	6
NURS 403	Community Health Nursing	5
NURS 477	Emphasis Seminar III	1
NURS 487	Emphasis Clinical Practicum	2
Total		14

TOTAL CREDITS 63-64

† Gen. Ed. Prerequisite Courses 59

TOTAL CREDITS

FOR TRADITIONAL

OPTION 122-123

**600-level graduate elective may be substituted for students who demonstrate that they will be able to manage the graduate-level workload and who obtain the permission of their advisor, the course coordinator and director of graduate studies.*

N.B.: Graduate-level core courses (NURS 602, NURS 606, NURS 701) may be sub-

stituted for appropriate undergraduate-level courses for students who meet established criteria and who obtain permission of their advisor.

All baccalaureate students in the traditional option are required to take and successfully pass a diagnostic NCLEX-RN examination in the final semester of their senior year.

Part-Time Study

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

BACCALAUREATE STUDENTS IN THE ACCELERATED SECOND-DEGREE OPTION

Baccalaureate students in the accelerated second-degree option complete 61 upper-division, professional, course credits at the University of Maryland School of Nursing. A typical plan of study for accelerated second-degree students who begin in the fall is outlined below.

JUNIOR YEAR Credits

First Semester—Fall

NURS 304	Introduction to Professional Nursing Practice	3
NURS 309	Health of Diverse Populations, Communities, Families and Individuals ¹	3
NURS 311	Pathophysiology	3
NURS 312	Pharmacology	3
NURS 333	Health Assessment	3
Total		15

Winter

NURS 327	Emphasis Seminar I	1
NURS 405	Informatics and Technology	3
Total		4

Spring		
NURS 320	Science and Research for Nursing Practice ²	3
NURS 325	Context of Health Care Delivery I	3
NURS 307	Nursing of Women and Children: A Family Perspective	7
NURS 308	Nursing Care of the Childbearing, Childrearing Family	2
OR		
NURS 320	Science and Research for Nursing Practice ²	3
NURS 325	Context of Health Care Delivery I	3
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	2
Total		15

N.B.: NURS 307 and NURS 330 may not be taken in the same semester.

SENIOR YEAR		Credits
Summer		
NURS 427	Emphasis Seminar II	1
NURS 330	Adult Health Nursing	7
NURS 331	Gerontological Nursing	2
OR		
NURS 427	Emphasis Seminar II	1
NURS 307	Nursing of Women and Children: A Family Perspective	7
NURS 308	Nursing Care of the Childbearing, Childrearing Family	2
Total		10

N.B.: NURS 307 and NURS 330 may not be taken in the same semester.

Fall		
NURS 402	Psychiatric and Mental Health Nursing	6
NURS 403	Community Health Nursing	5
NURS 425	Context of Health Care Delivery II ³	3
NURS 477	Emphasis Seminar III	1
NURS 487	Emphasis Clinical Practicum	2
Total		17
TOTAL CREDITS		61
† Gen. Ed. Prerequisite Courses		+59

TOTAL CREDITS FOR ACCELERATED SECOND-DEGREE OPTION 120

¹ NURS 602 may be substituted for students who meet established criteria and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

² NURS 701 may be substituted for students who meet established criteria and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

³ NURS 606 may be substituted for students who meet established criteria and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

A typical plan of study for accelerated second-degree students who begin in the spring is outlined below.

JUNIOR YEAR		
Spring		
NURS 304	Introduction to Professional Nursing Practice	3
NURS 309	Health of Diverse Populations, Communities, Families and Individuals ¹	3
NURS 311	Pathophysiology	3
NURS 312	Pharmacology	3
NURS 333	Health Assessment	3
Total		15

Summer		
NURS 327	Emphasis Seminar I	1
NURS 320	Science and Research for Nursing Practice ²	3
NURS 330	Adult Health Nursing	7
Total		11

Fall		
NURS 325	Context of Health Care Delivery I	3
NURS 307	Nursing of Women and Children: A Family Perspective	7
NURS 308	Nursing Care of the Childbearing, Childrearing Family	2
NURS 331	Gerontological Nursing	2
Total		14

N.B.: NURS 307 and NURS 330 may not be taken in the same semester.

SENIOR YEAR		Credits
Winter		
NURS 427	Emphasis Seminar II	1
NURS 405	Informatics and Technology	3
Total		4

Spring		
NURS 402	Psychiatric and Mental Health Nursing	6
NURS 403	Community Health Nursing	5
NURS 425	Context of Health Care Delivery II ³	3
NURS 477	Emphasis Seminar II	1
NURS 487	Emphasis Clinical Practicum	2
Total		17
Total Credits		61
† Gen. Ed. Prerequisite Courses		+59

TOTAL CREDITS FOR ACCELERATED SECOND-DEGREE OPTION 120

¹ NURS 602 may be substituted for students who meet established criteria and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

² NURS 701 may be substituted for students who meet established criteria and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

³ NURS 606 may be substituted for students who meet established criteria and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

All baccalaureate students in the accelerated second-degree option are required to take and successfully pass a diagnostic NCLEX-RN examination in the final semester of their senior year.

BACCALAUREATE STUDENTS IN THE RN TO BSN OPTION

The RN to BSN curriculum is planned to maximize the strengths the registered nurse brings to the baccalaureate program. The registered nurse is viewed as an

adult learner whose life, educational and clinical experiences and motivation foster independent and collaborative learning.

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

A typical plan of study for full-time baccalaureate students who are in the RN to BSN option is outlined below. Individual student plans may vary.

		Credits
First Semester—Fall/Spring		
NURS 309	Health of Diverse Populations, Communities, Families and Individuals	3
NURS 320	Science and Research for Nursing Practice	3
NURS 331	Gerontological Nursing	2
NURS 333	Health Assessment	3
NURS 418*	Directed Elective	3
Total		14

		Credits
Winter/Summer		
NURS 418	Directed Elective	3
Total		3

		Credits
Second Semester—Fall/Spring		
NURS 405	Informatics and Technology	3
NURS 425	Context of Health Care Delivery II	3
NURS 403	Community Health Nursing	5
NURS 418	Directed Elective	3
Total		14
TOTAL CREDITS		31
† Validation Credits		60
† Gen. Ed. Prerequisites		29
TOTAL NURSING CREDITS FOR RN TO BSN OPTION		120

*600-level graduate elective may be substituted for students who demonstrate that they will be able to manage the graduate-level workload and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

N.B.: Graduate-level core courses (NURS 602, NURS 606, NURS 701) may be substituted for appropriate undergraduate-level courses for students who can demonstrate significant experience in the subject area and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

STUDENTS IN THE RN TO MS OPTION

The curriculum of the RN to MS option combines elements of the BSN program for RNs with the master's program. The BSN is awarded after the completion of 31 nursing credits including all baccalaureate-level courses. The total number of additional credits that a student in the RN to MS option takes will vary depending on the master's specialty area selected. The program can generally be completed in five semesters of full-time study. All RN to MS students have six years to complete all requirements.

Major components of the program include the following:

	Credits
Baccalaureate content	21
Master's core courses	10
Master's specialty	21-43
Total Credits	52-74

RN to MS Full-time Sample Curriculum Plan

A typical plan of study for full-time students enrolled in the RN to MS option is outlined below. Individual student plans may vary.

		Credits
YEAR I		
First Semester—Fall/Spring		
NURS 309	Health of Diverse Populations, Communities, Families and Individuals	3
NURS 331	Gerontological Nursing	2
NURS 333	Health Assessment	3
NURS 405	Informatics & Technology	3
NURS 606	Systems in Health Care Delivery	3
Total		14

Minimester/Summer

NURS 418*	Directed Elective (s)	5
Total		5

*600-level graduate elective(s) may be substituted for students who demonstrate that they will be able to manage the graduate-level workload and who obtain permission of their advisor, the course coordinator and the director of graduate studies.

Second Semester—Spring/Fall

NURS 403	Community Health Nursing	5
NURS 602	Planning Health Care for Populations	3
NURS 701	Research for Advanced Nursing Practice	4
Total		12
TOTAL CREDITS		31
+ Validation Credits		60 credits
+ Gen Ed Prerequisites		29 credits

TOTAL NURSING CREDITS FOR BSN FOR RN TO MS OPTION 120

The BSN degree will be awarded after the completion of 31 nursing credits including all baccalaureate-level courses. The total number of additional non-core master's credits that a student in the RN to MS option takes will vary from 21-43 credit hours depending on the specialty area selected.

CLINICAL NURSING COURSES

The major nursing courses, NURS 304, 307, 308, 327, 330, 402, 403, 427, 477, and 487, usually must be taken within the University of Maryland School of Nursing. However, this policy does not negate the opportunity for RN students to obtain advanced placement in the undergraduate program. In addition, students previously enrolled in a baccalaureate nursing program may be able to transfer credit for nursing courses if the courses are found to be equivalent.

CLINICAL PRACTICE AREAS

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

The School of Nursing maintains more than 400 clinical affiliations that include the following:

Adventist Home Health Service
Alexandria Hospital
Allegany County Health Department
Alliance for the Mentally Ill
Alzheimer's Association
Anne Arundel County Health Department
Anne Arundel Medical Center
Arlington Hospital
Baltimore City Health Department
Baltimore Commission on Aging
Baltimore County Health Department
Baltimore County Public Schools
Baltimore Medical Systems
Baltimore Veteran's Administration Medical Center
Bay Area Health Care/VNA of Maryland
Berea Health Center
Bon Secours Home Health & Hospice
Bon Secours Hospital
Calvert County Health Department
Calvert Memorial Hospital
Caroline County Health Department
Carroll County General Hospital
Carroll County Health Department
Catholic University of America
Cecil County Health Department
Chambersburg Hospital
Charles County Health Department
Charlestown Senior Campus Living
Chase-Brexton Health Services
Children's Hospital National Medical Center
Christiana Hospital
Church Hospital
Clifton T. Perkins Hospital



Columbia Hospital for Women Medical Center
Community Free Clinic
Copper Ridge Nursing Facility
Crownsville Hospital Center
D.C. General Hospital
Deaton Hospital
Doctor's Hospital
Dorchester County Health Department
Dorchester General Hospital
DuPont Hospital for Children
Eastern Shore Hospital Center
Elder Health
Fallston General Hospital
Fort Washington Home Care
Franklin Square Hospital Center
Frederick County Health Department
Frederick Memorial Hospital
Frederick Regional Medical Center
Frostburg Community Hospital
Garrett County Health Department
Georgetown University Medical Center
Good Samaritan Hospital
Governor's Wellmobile
Greater Baltimore Medical Center
Greater Southeast Community Hospital
Hager Park Health Center
Harbor Hospital Center
Harford County Health Department
Harford Memorial Hospital
Health Care for the Homeless
Hebrew Home of Greater Washington
Highland Community Center

Highland Health Facility
Holy Cross Hospital
Hospital for Sick Children
House of Ruth
Howard County General Hospital
Howard County Health Department
INNOVA Health System
James Lawrence Kernan Hospital Inc.
Johns Hopkins Bayview Medical Center
Johns Hopkins Hospital
Kaiser Permanente Health Care
Kennedy Krieger Institute
Kent County Health Department
Keystone Migrant Health Center
Laurel Regional Hospital
Laurence G. Paquin School
Liberty Medical Center
Martinsburg Veteran's Administration Medical Center
Maryland General Hospital
Memorial Hospital at Easton Inc.
Memorial Hospital and Medical Center
Mercy Hospital Center
Mid-Atlantic Women's Health Center
Montgomery County Health Department
Montgomery General Hospital
Mt. Washington Pediatric Hospital
National Institutes of Health Clinical Center
National Navy Medical Center
New Song Family Health Center
North Arundel Hospital

Northwest Hospital Center
 Open Gates
 Paul's Place/University of Maryland
 Nurses' Clinic
 Peninsula Regional Medical Center
 Perry Point Veteran's Administration
 Medical Center
 Pinnacle Health System
 Prince George's County Health
 Department
 Prince George's Hospital Center
 Providence Hospital
 Queen Anne's County Health
 Department
 Queen Anne Medical Center
 Roland Park Place Health Center
 Sacred Heart Hospital
 Shady Grove Adventist Hospital
 Sheppard Pratt Institute
 Sibley Memorial Hospital
 Sinai Hospital
 Springfield Hospital Center
 Spring Grove Hospital Center
 St. Agnes Health Care
 St. Alphonus School
 St. Joseph's Medical Center
 St. Mary's County Health Department
 Stella Maris Hospice Program
 Suburban Hospital
 Sunrise Assisted Living
 Talbot County Health Department
 Taylor Manor Hospital
 Thomas B. Finan Center
 Tri-Home Health Care Service
 Total Health Care
 Union Memorial Hospital
 University of Maryland Cancer Center
 University of Maryland Medical System
 Veterans Affairs Medical Center-
 Baltimore
 Visiting Nurse Association of
 Maryland/Bay Area Health Care
 Walter P. Carter Center
 Walter Reed Army Medical Center
 Washington Adventist Hospital
 Washington County Health Department
 Washington County Hospital
 Washington Hospital Center
 Washington Village Community
 Medical Center
 Way Station
 Western Health Center
 Western Maryland Health System

York Hospital
 Zacchaeus Medical Center

CAREER OPPORTUNITIES

Baccalaureate graduates of the University of Maryland School of Nursing have many career opportunities available to them. Graduates may choose to practice nursing in a hospital or ambulatory care clinic, an extended care facility or a variety of community settings including schools, health departments, industries, home health agencies, community health centers and physicians' offices. In addition, graduates may choose a career in civil service, the military or the Department of Veterans Affairs. Many students continue into master of science or doctoral programs in nursing after completing the baccalaureate degree.

ELIGIBILITY FOR STATE LICENSURE

Graduates of the traditional and accelerated second-degree baccalaureate options are eligible for admission to the National Council Licensure Examination for Registered Nurses (NCLEX-RN) administered by the Maryland State Board of Nursing (or by any other state board) for licensure to practice nursing. Application is generally submitted before the date of graduation and after the successful completion of all program and degree requirements.

UNDERGRADUATE COURSES*

**All prerequisites must be completed before enrolling in a course.*

NURS 300—Normal Nutrition (3).

Introduces students to the concepts of normal nutrition so that they may build upon this knowledge when working with clients and patients in health care settings. *Satisfies the prerequisite basic nutrition course required of all students before*

entering the undergraduate program at the University of Maryland School of Nursing.

NURS 304—Introduction to Professional Nursing (3).

Introduces students to the nursing process and to its use in addressing common basic needs and responses of persons to various health states. The student is guided in the application of theory to clinical practice and in the development of cognitive, psychomotor, communication and therapeutic skills necessary to address these common needs and responses. Clinical laboratory and simulated experiences provide opportunities to develop and refine basic clinical practice skills. *Prerequisite or concurrent: NURS 309, NURS 311, NURS 312 and NURS 333.*

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

Provides didactic and clinical learning experiences designed to enable nursing students to provide nursing care to individuals within the family. A developmental approach is used to provide information related to the childbearing/childrearing family. Emphasis is placed on the biological, psychological, social, cultural and spiritual aspects of the childbearing and childrearing experience. Using the nursing process and fostering critical thinking, this course facilitates the student's ability to provide anticipatory guidance, health teaching, and nursing care to women and children within the context of their families. Content stresses the integration of knowledge and practice as well as the prevention of illness and promotion of health as students provide nursing care to women and children within the context of their families. *Prerequisites: NURS 304, NURS 309, NURS 311, NURS 312 and NURS 333. Prerequisite or concurrent: NURS 320.*

NURS 308—Nursing Care of the Childbearing and Childrearing Family: Applications of Theory and Practice (2).

Provides in-depth knowledge of selected nursing issues and health problems when caring for the childbearing/childrearing family. Emphasis is placed on the biological, psychological, social, cultural and spiritual aspects of the childbearing and childrearing experience. This course includes opportunities for the student to apply maternal-child health content to issues and problems as they exist within the context of the childbearing/childrearing family. The seminar format is designed to help students explore selected health issues in-depth and in collaboration with their peers and faculty. *Prerequisites: NURS 304, NURS 309, NURS 311, NURS 312 and NURS 333. Prerequisite or concurrent: NURS 307 and NURS 320.*

NURS 309—Health of Diverse Populations, Communities, Families and Individuals (3).

Enables students to develop a philosophy and definition of health that takes into account the multiple health care needs of and relationships among populations, communities, families and individuals. Using the components of the nursing process, students learn introductory methods to assess the health status of populations, communities, families and individuals. Students analyze qualitative and quantitative data to plan a teaching-learning intervention strategy. Multiple determinants of health status and health care, cultural and ethical influences, sources of health information, major local, state, national and global health issues and related health promotion/disease prevention objectives and health relationships among populations, communities, families and individuals are explored. Provides a theoretical and practical foundation for subsequent undergraduate courses.

NURS 311—Pathophysiology (3).

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

NURS 312—Pharmacology and Nursing (3).

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

NURS 320—Science and Research for Nursing Practice (3).

Focuses on the acquisition, evaluation, utilization and interpretation of information designed to link nursing theory and research as a foundation for nursing practice. Basic elements of research, including understanding concepts and theoretical frameworks upon which research is based, defining and evaluating research questions, literature searches, sampling, research designs, measurement and data gathering issues, elementary statistical analysis, and interpretation of results are presented and their interdependence are stressed. Content is reinforced by the use of research critique with emphasis on application to and implications for nursing practice and evidence-based nursing interventions. *Prerequisites for students in the traditional and second-degree options: NURS 304, NURS 309, NURS 311, NURS 312, NURS 333. Prerequisite or concurrent for students in the RN option: NURS 309.*

NURS 325—Context of Health Care Delivery I (3).

Provides an overview of the nature of nursing as an evolving profession and its relationship to the structure and function of the U.S. health-care delivery system. Major issues and trends in nursing and health care are discussed. Consideration is given to the impact of socioeconomic, ethical, legal and political variables on the current U.S. health care system. Organizational structures and the dynamics of nursing practice in a changing health care delivery system are explored and discussed. *Prerequisites: NURS 304, NURS 309, NURS 311, NURS 312, NURS 333.*

NURS 326—Clinical Nursing Elective (3).

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

NURS 327—Clinical Emphasis Seminar I (1).

Enables the student to develop a broad base of knowledge in a chosen area. Students register according to department of interest (adult health, maternal and child health nursing, behavioral and community health) and are exposed to several areas of emphasis possible for selection within that department. Using a seminar format, faculty and students explore varied topics, which include the nature of specialty practice, professional organizations that support and shape specialty practice, the variety of clinical settings and types of clients, and nursing roles within the selected set-

tings, as well as the interdisciplinary opportunities for collaborative practice and research. *This course is the first of three seminar courses and one clinical course that provide opportunities for learning about and gaining clinical experience in an area of specialization during the baccalaureate program. Prerequisites: NURS 304, NURS 309, NURS 311, NURS 312, NURS 333.*

NURS 330—Adult Health Nursing (7).

Utilizes didactic and clinical learning experiences to enable students to provide nursing care across the adult life span to clients who are experiencing a variety of complex, acute and chronic health problems in various health care settings, including long-term care and rehabilitation settings. *Prerequisites: NURS 304, NURS 309, NURS 311, NURS 312, NURS 333. Prerequisite or concurrent: NURS 320.*

NURS 331—Gerontological Nursing (2).

Explores the unique health and nursing needs of elderly clients and their significant others as well as political, social, economic, ethical and moral issues that have implications for an aging society. Emphasis is on healthy aging and wellness and positive perspectives on aging. *Prerequisites for students in the traditional and second-degree options: NURS 304, NURS 309, NURS 311, NURS 312, NURS 333.*

NURS 333—Health Assessment (3).

Provides the knowledge and skills necessary to assess individual health as a multidimensional, balanced expression of biopsychosocial-spiritual-cultural well-being. Course content reflects a functional health and systems approach to nursing assessment of persons through all developmental stages. Comprehensive biopsychosocial-spiritual-cultural assessment devices are introduced to allow students to assess the impact of environmental influences upon individual health. This course is fundamental to all levels of undergraduate nursing education and provides the student with a foundation

from which to build and refine nursing assessment competencies. *Concurrent for students in the traditional and second-degree options: NURS 304, NURS 309, NURS 311, NURS 312.*

NURS 402—Psychiatric/Mental Health Nursing (6).

Provides a basic understanding of psychiatric and mental health nursing principles in a variety of clinical settings. Course content builds on the American Nurses Association's standards for Psychiatric Mental Health Nursing practice. The empirical, aesthetic, ethical and personal ways of knowing, as a basis for understanding the mentally ill as persons, are reviewed. Current research, theory and biological foundations of mental disease and mental illness are introduced. Current treatment modalities and legal implications of caring for mentally ill, issues of professional and personal involvement in mental health nursing and the integration of societal issues relevant to the care of mentally ill persons and populations are discussed. *Prerequisites: NURS 304, NURS 309, NURS 311, NURS 312, NURS 333. Prerequisite or concurrent: NURS 320.*

NURS 403—Community Health Nursing (5).

Enables students to provide nursing care to families, communities and populations within their respective environmental contexts. Epidemiological and sociological principles are stressed and major health issues of specific populations are explored. Advanced community and family assessments to identify needs of selected populations are reviewed. Awareness of context and social responsibility is emphasized for the development of a personal philosophy of nursing. *Prerequisites for students in the traditional and second-degree options: NURS 304, NURS 309, NURS 311, NURS 312, NURS 333 and either NURS 330 or NURS 307/308. Prerequisite or concurrent: NURS 402. Prerequisites for students in the RN option: NURS 309 and NURS 333. Prerequisite or concurrent: NURS 320.*



NURS 405—Informatics and Technology (3).

Provides the opportunity to explore the role of the nurse relative to the assessment of health care technologies and information systems and their incorporation into clinical practice. Current and emerging health care technologies are investigated with an emphasis on the actual and potential effects of these technologies on the work of nurses, the process of care and patient outcomes. *Prerequisites for students in the traditional and second-degree option: NURS 304, NURS 309, NURS 311, NURS 312, NURS 333.*

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

Focus on current health-related topics such as ethics and values, holistic health care, issues in the health care of women, oncology nursing and cross-cultural nursing.

NURS 425—Context of Health Care Delivery II (3).

Focuses on the management function and leadership roles of the professional nurse in today's health care environment. Organizational, regulatory, political and interpersonal factors that affect nursing

practice and the administration of health care services are explored. The administrative process is utilized as a framework to examine management and leadership principles and concepts such as planning, organizational analysis, creating a motivating climate and managing conflict and performance appraisal. The integration of management theory and the social responsibility of the nursing profession are emphasized. *Prerequisites for students in the traditional and second degree options: NURS 304, NURS 309, NURS 311, NURS 312, NURS 325, NURS 333.*

NURS 427—Clinical Emphasis Seminar II (1).

Enables the student to focus on an area of clinical interest. Major characteristics of the clinical specialty, such as the types of clients/patients, types of diseases/disorders/common problems, preventive aspects, special knowledge and skills needed and available resources are explored. *This course is the second of three seminar courses and one clinical course that provide opportunities for learning about and gaining clinical experience in an area of specialization during the baccalaureate program. Prerequisite: NURS 327.*

NURS 477—Clinical Emphasis Seminar III (1).

Enables the student to focus on issues and trends, research utilization and special challenges in the emphasis area. Using a seminar format, faculty and students explore these topics, as well as discuss the students' experiences in the clinical practicum. *This course is the third of three seminar courses and one clinical course that provides opportunities for learning about and gaining clinical experiences in an area of specialization during the baccalaureate program. NURS 477 and its corequisite NURS 487 are the capstone courses in the final semester of the baccalaureate program which will provide the student with clinical practice and additional knowledge in the selected emphasis area.*

NURS 487—Clinical Emphasis Practicum (2).

Provides opportunities to apply knowledge from other nursing courses and from the clinical emphasis seminars to specific clinical situations in order to further develop and refine clinical skills in the selected emphasis area. The student works with a clinical preceptor in the development, implementation and evaluation of objectives specific to the emphasis area and to the clinical setting. *This course and its co-requisite NURS 477 are the capstone clinical practicum in the final semester of the baccalaureate program which will provide the student with clinical practice in the selected emphasis area. Prerequisite: NURS 327, NURS 427.*

RNTC 321—Scientific Concepts Nursing Transition Course (0).

Provides a framework for identifying, describing and interpreting concepts, principles and facts related to the sciences of microbiology and anatomy and physiology. The course design incorporates introductory-level chemistry concepts related to the microbiology and physiology content areas. Topics in microbiology include the fundamental properties of microorganisms, their relationships to other life forms and their role in disease. The structure, replication and pathological effects of viruses are presented, including the response of host to viral infection. Topics in anatomy and physiology include the major organ systems of the body and their functions, homeostasis, the central nervous system and the effects of drugs. Additional presentations focus on the characteristics, constituents and diseases of blood, the characteristics of body fluid and renal function. Topics in nutrition and endocrinology are presented with an emphasis on their physiological roles. The basic concepts of the immune response are detailed. *Open to RNs who graduated from associate degree or diploma programs more than seven years ago or who graduated from non-NLN accredited out-of-state programs.*

RNTC 322—Social Science Concepts Nursing Transition Course (0).

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

RNTC 323—Nursing Concepts Nursing Transition Course (0).

Provides an overview and update of the major concepts of adult medical/surgical nursing, maternal/child nursing, psychiatric/mental health nursing and issues that have contributed to the emergence of professional nursing. This course is designed specifically for the registered nurse, and discussion of any nursing material previously taken will depend on the level of experience of class members. The focus is on exploring the components of the nursing process—assessment, planning, implementation and evaluation—as a basis for nursing practice and the decision-making process. Included will be the discussion of the nursing process in the delivery of health care to the individual and family in a variety of nursing practice situations and settings. The specific biological, psychological, social and cultural concepts relevant to the health care of the childbearing woman/childrearing family and the psychologically dysfunctional individual and/or family are discussed. Concepts of pharmacologic nursing and pathophysiology are integrated throughout the course. *Open to RNs who graduated from associate degree or diploma programs more than seven years ago or who graduated from non-NLNAC-accredited out-of-state programs.*

Graduate Programs

The University of Maryland School of Nursing offers master's and post-master's degrees in more than 20 specialty areas. Its doctoral program provides opportunities for students in more than 10 research emphasis areas.



OVERVIEW

The University of Maryland School of Nursing offers graduate programs that lead to the master of science (MS) and doctor of philosophy (PhD) degrees. The School currently offers more than 20 master's specialties and multiple emphasis areas for doctoral study and research. It was the first comprehensive graduate program in the state and is one of the largest graduate nursing programs in the country.

The post-baccalaureate master's degree program offers the opportunity for advanced preparation in nursing in a variety of specialty areas. These include advanced practice options in trauma/critical care, adult health, women's health, geriatric, pediatric, neonatal, family and psychiatric primary care. Specialties are also offered in community/public health with emphases planned in environmental/occupational health and home health; psychiatric nursing with emphases in addictions and correctional health; administration; health policy and informatics. The School of Nursing is developing a new master's specialty area in Nurse-Midwifery. Efforts are currently in progress to seek pre-accreditation status from the American College of Nurse-Midwifery. When pre-accreditation is received, it is anticipated that the program will become operational in fiscal year 2000.

Articulated MS/MBA programs are offered in collaboration with the Robert G. Merrick School of Business, University of Baltimore; Frostburg State University and the School of Business and Management, University of Maryland, College Park. Course work-only status is available for non-degree seeking, bachelor's-prepared nurses interested in graduate study. Post-master's programs of study are available in all master's specialty areas and nursing education.

The master's program also offers an option for registered nurses to complete both the baccalaureate and master's

degree within the RN to MS streamlined program of study which substitutes master's core courses for undergraduate core courses. This option is designed for registered nurses with a baccalaureate degree in another discipline or for those registered nurses who do not have a baccalaureate degree but have the background and ability to pursue leadership and specialty preparation at the master's level.

All master's specialties are offered on the University of Maryland, Baltimore campus. Students in clinical specialties have opportunities for learning advanced practice skills in the clinical simulation laboratories, including working with Standardized Patients. Precepted experiences for students are in a variety of practice settings that include the School's nurse-managed clinics and its affiliations with more than 400 additional health care facilities. Select master's courses and specialties are offered at outreach sites across the state. For more information on the programs offered at these sites, please refer to the section on Outreach.

The School of Nursing's doctoral program opened in 1979 and is the oldest in Maryland. It is designed to meet the educational needs of nurses who have developed or are developing specialized clinical expertise at the master's level and are committed to playing a leadership role in the discovery and refinement of nursing knowledge through research. The program prepares graduates for faculty, research and administrative positions in universities, hospitals, community and health care agencies and industry as well as for independent practice in the public and private sectors. Most students enter the doctoral program after having earned a master's degree; however, a post-baccalaureate entry option is also available.

Emphasis areas within the doctoral program are based on faculty research expertise and are linked to academic programs and to identified local, state and national health-care needs and priorities. They include addictions, gerontology, maternal and child health, family health

and development, oncology, trauma/critical care, health promotion/illness prevention, nursing informatics, nursing health policy, nursing service delivery and research methodology/evaluation/outcomes assessment. The curriculum includes a core of required courses that address the theoretical and empirical bases for nursing and the techniques of theory building and research. The program is designed with sufficient flexibility to allow students to pursue individual research interests and career goals within a research-oriented milieu. An articulated PhD/MBA is offered for students seeking advanced preparation in nursing and business administration.

The program design allows students to focus on the study of the theoretical and empirical basis of nursing actions provided to clients/patients in a variety of clinical settings, or research that focuses on the study of nursing systems or the theoretical and empirical basis for educational, administrative and/or policy-related nursing actions. Individual research interests and career goals determine the specialty area chosen. Depth of knowledge in the specialty area is developed through required course work and related clinical laboratory experience, selection of support electives, independent study and dissertation research.

During doctoral study, students work with their advisor and other faculty involved with the doctoral program to develop an Integrated Scholarly Portfolio. This portfolio documents expertise students develop in their ability to conduct research, communicate information to a variety of audiences and provide service to the profession and community. At the conclusion of the doctoral program, students are recognized for their achievements in their area of expertise as manifested by research findings communicated in manuscript and oral presentations and other scholarly works that have been reviewed by peers, mentors, and referees.

PURPOSES AND OBJECTIVES OF THE GRADUATE PROGRAMS

MASTER'S DEGREE PROGRAM (MS)

Master's degree program objectives are formulated on the assumption that graduate education builds upon undergraduate education. Graduate education is an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing. Graduate education provides further opportunity for the student to think conceptually, to apply theory and research to practice and to develop in-depth knowledge in a specialized area of advanced practice nursing.

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

1. With expertise in a specialized area of advanced nursing practice;
2. With role preparation as a clinical nurse specialist, nurse practitioner, administrator, information or policy specialist;
3. For leadership in advanced nursing practice, professional organizations, health care agencies and policy-generating bodies; and
4. For entry into doctoral study.

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

1. Incorporate a range of theories into advanced nursing practice;
2. Adhere to ethical, legal and regulatory mandates and professional standards for advanced nursing practice;
3. Utilize scientific inquiry and new knowledge for the provision of nursing care, the initiation of change and the improvement of health-care delivery;
4. Function as a clinical expert in nursing and on interdisciplinary research

teams for generation of new knowledge and for the appraisal of research findings for utilization in practice;

5. Evaluate nursing care within the framework of outcomes, using findings for the improvement of the health-care system, delivery of care and client outcomes;
6. Collaborate with nursing and interdisciplinary colleagues and with consumers for the attainment of shared health-care goals which focus on health promotion and disease prevention and management;
7. Provide leadership in the development and evaluation of strategies for improving delivery of health care, using knowledge of economic, political, organizational and regulatory systems; and
8. Manifest personal accountability for lifelong learning, professional growth and commitment to the advancement of the profession.

In addition to the knowledge and practice components of the objectives listed above, the behavior of graduate students 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.

DOCTORAL DEGREE PROGRAM (PhD)

The doctoral degree program in nursing prepares scholars and researchers who will advance nursing science and provide innovative leadership to the profession.

The doctoral program will prepare graduates who:

1. Construct, test and evaluate conceptual models and nursing theories that reflect synthesis, reorganization and expansion of knowledge from nursing and related disciplines;
2. Evaluate and apply appropriate research designs, measures and statis-

tics to the study of nursing phenomena;

3. Conceptualize practice phenomena from the perspective of nursing frameworks and theory;
4. Design, conduct and communicate research relevant to nursing practice;
5. Facilitate the incorporation of new knowledge into nursing practice; and
6. Initiate, facilitate and participate in collaborative endeavors related to the theoretical, conceptual and practical aspects of health care with clients, nurses and scholars from related disciplines.

GRADUATE ADMISSION

Admission to the master's of science (MS) and doctor of philosophy (PhD) programs at the School of Nursing is competitive. It is based on past academic performance, evidence of academic potential and professional nursing skills, commitment to nursing practice, scholarship and leadership.

Master's applicants typically enter the program after completing the baccalaureate degree with a major in nursing. However, senior students in their final semester of course work and recent BSN graduates are considered for admission and many recent graduates are currently enrolled in the masters specialties. Master's brochures that provide detailed information are available for each specialty area in the Office of Admissions and Enrollment Management.

Nurses desiring preparation at the PhD level as scholars and researchers may enter the doctoral program either after completing the master's degree with subspecialty preparation and a major in nursing or after completing the baccalaureate degree with a major in nursing. The post-baccalaureate entry option is for exceptionally well-qualified baccalaureate graduates whose career goals are research-oriented and who want to progress as rapidly as possible toward the PhD. For additional information on admission to the graduate programs or to schedule an



appointment, please call 410.706.0492 in the Office of Admissions and Enrollment Management or the Director of Graduate Studies at 410.706.4296.

Students who want to pursue graduate study at the School of Nursing must apply for admission and ensure that all required supporting materials for admission are received by the University of Maryland, Baltimore Graduate School. Each completed master's application is reviewed by the appropriate departmental admissions committee. Each completed doctoral application is reviewed by the doctoral admissions committee. The specific School of Nursing admission committee that reviews an application makes a recommendation for acceptance or rejection to the dean of the Graduate School. Applicants will be notified by the School of Nursing of the recommendation made to the dean of the Graduate School. Successful applicants will be assigned an advisor who will work with the student to develop an individualized plan of study. The Graduate School will formally notify applicants of admission status.

ADMISSION REQUIREMENTS

The student's previous academic work, professional and volunteer experience, evidence of nursing scholarship and leadership are evaluated to determine whether prerequisites for admission have been met. For admission to the master's of science and doctor of philosophy in nursing programs, the applicant must meet the requirements of both the Graduate School and the School of Nursing.

Admission to the master's of science program is based on the following criteria:

1. Baccalaureate degree with an upper-division nursing major from an NLNAC-accredited program.
2. Undergraduate grade point average of 3.0. If GPA is below 3.0, provisional acceptance may be considered if the candidate demonstrates graduate study potential by other means.
3. Completion of a course in elementary statistics or nursing research.
4. Official scores on the aptitude portion of the Graduate Record Examination which includes scores for verbal, quantitative and analytical skills. (Allow two weeks for receipt of test scores if taking the examination by computer and four to six weeks if taking the paper-based examination. Contact Graduate Record Examinations, Educational Testing Service at P.O. Box 6000, Princeton, NJ 08541-6000, or call 800.GRE.CALL or visit the GRE on-line www.gre.org for more information. Test takers with disabilities should call 609.452.9342 for further information.)
5. Current RN licensure. Applicants not licensed in the U.S. are required to obtain a Commission on Graduates of Foreign Nursing Schools (CGFNS) certificate. The certificate must be submitted with the application packet. Contact CGFNS at 3600 Market St., Suite 400, Philadelphia, PA 19104-2651.

Call 215.222.8454 or E-mail 104341.1014@compuserve.com.

6. Completion of an approved physical assessment course is required for all specialty areas except nursing administration, nursing and business administration, health policy and informatics.
7. Strong background in or recent review of physiology/pathophysiology is highly recommended for the clinical specialties.
8. Two letters of reference from professionals who can assess the applicant's professional abilities and academic potential for graduate study.
9. Professional resume.
10. Personal interview upon request.

The basic criteria for determining post-master's admission into the doctoral program include:

1. Master's degree with a major in nursing from an NLNAC-accredited program.
2. A cumulative grade point average of 3.0 for all previous course work (all baccalaureate, master's and subsequent course work).
3. At least one graduate-level course in research and inferential statistics (minimum three semester credits).
4. Official scores on the aptitude portion of the Graduate Record Examination which includes scores for verbal, quantitative and analytical skills. The tests must have been taken within five years of the date of application. (Allow two weeks for receipt of test scores if taking the examination by computer, and four to six weeks if taking the paper-based examination. Contact Graduate Record Examinations, Educational Testing Service at P.O. Box 6000, Princeton, NJ 08541-6000, or call 800.GRE.CALL or visit the GRE on-line at www.gre.org for more information. Test takers with disabilities should call 609.452.9342 for further information.)
5. Current RN licensure for the practice of nursing in at least one state or in a

foreign country. (Maryland licensure is required by select clinical agencies.)

6. Three letters of reference from professionals who can assess the applicant's professional abilities and/or academic potential for doctoral study. References should include at least one educator with a doctoral degree under whose guidance the applicant has studied.
7. Professional resume.
8. Personal interview upon request.

The basic criteria for determining post-baccalaureate admission into the doctoral program include the following in addition to the master's degree program requirements:

1. Cumulative undergraduate grade point average of 3.5.
2. Current RN licensure for the practice of nursing in at least one state or in a foreign country. (Maryland licensure is required by select clinical agencies.)
3. Scores of at least 550 on each of the three components of the aptitude portion of the Graduate Record Examination.
4. Three letters of reference.

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

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

ADMISSION TO THE GRADUATE PROGRAM

Applications may be obtained from the Office of Admissions and Enrollment Management, University of Maryland School of Nursing, 655 W. Lombard St., Baltimore, MD 21201, or the Office of Graduate Admissions and Enrollment Services, University of Maryland Graduate School, 621 W. Lombard St., Baltimore, MD 21201. The application for admission must be accompanied by the application fee. This fee is not refundable under any circumstance, but if the applicant is accepted and enrolls for courses, it will serve as a matriculation fee.

The School of Nursing admits students to the master's of science program for fall, spring and summer. Prospective master's students are encouraged to initiate application for admission as soon as possible, for early consideration.

Applications and supporting documents for the master's programs should be received at the Graduate School at least three months before the semester begins. Applications are assessed on a rolling basis and will be processed as long as space in the entering class remains.

The School of Nursing admits students to the doctoral program for fall and spring. Applications for admission to the doctoral program, including the post-baccalaureate entry option are reviewed twice a year and must be submitted with supporting documentation by February 1 for fall semester and October 1 for spring semester.

All applicants to the graduate program (MS and PhD) must submit the materials outlined below, with the exception of the Graduate Record Examination (GRE) scores, and, if applicable, Testing of English as a Foreign Language (TOEFL) score, in a completed packet to the University of Maryland, Baltimore Graduate Admissions and Enrollment Services, 621 W. Lombard St., Baltimore, MD 21201-1575.

1. Three copies of the application for admission to the University of Maryland, Baltimore Graduate School.
2. Application fee.
3. Two sets of official transcripts from each college and university attended. If applicant is a diploma school graduate, transcripts of the diploma course work are also required. Copies of transcripts submitted by the applicant in officially sealed envelopes will be accepted.
4. Photocopy of current RN licensure. Applicants not licensed in the U.S. are required to obtain a Commission on Graduates of Foreign Nursing Schools (CGFNS) certificate. The certificate must be submitted with the application packet. Contact CGFNS at 3600 Market St., Suite 400, Philadelphia, PA 19104-2651, or call 215.222.8454 or e-mail CGFNS at 104341.1014@compuserve.com. The single exception to the CGFNS requirement for nurses not licensed in the U.S. is post-master's applicants to the doctoral program who are only required to submit a copy of their license from another country.
5. A typewritten statement of goals and objectives. This should be a concise, well-written essay addressing the applicant's background, motivation for pursuing graduate study in nursing, career goals and specific research interests.
6. Professional resume.
7. International applicants must submit an official Testing of English as a Foreign Language (TOEFL) score report. The minimum acceptable score established by the University for admission is 550 for paper-based and 213 for computer-based testing. Contact the Educational Testing Service at P.O. Box 6154, Princeton, NJ 08541-6000 or call 609.771.7100.

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



1. Completion of a course in elementary statistics or nursing research.
2. Official record of results of the aptitude portion of the GRE should be mailed directly from the Educational Testing Service to the Graduate School, University of Maryland, Baltimore, 621 W. Lombard St., Baltimore, MD 21201-1575. Photocopied scores will not be accepted. Official results of the Graduate Management Admissions Test (GMAT) are also required for application to the MS/MBA specialty.
3. Proof of satisfactory completion of a course in physical assessment is required for all master's specialties except nursing administration, nursing and business administration, health policy and informatics.
4. Two professional references.

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

1. Proof of completion of at least one graduate-level course in research and inferential statistics (minimum 3 semester credits).

2. Official record of results of the aptitude portion of the GRE should be mailed directly from the Educational Testing Service to the Graduate School, University of Maryland, Baltimore, 621 W. Lombard St., Baltimore, MD 21201-1575. Photocopied scores will not be accepted. Official record of results of the Graduate Management Admissions Test (GMAT) are also required for application to the doctoral program. The tests must have been taken within five years of the date of application.
3. Three professional references. At least one should be from an educator under whose guidance the applicant has studied, preferably at the graduate level.

NON-DEGREE GRADUATE ADMISSION

COURSE WORK ONLY

Baccalaureate-prepared nurses who do not want to pursue a graduate degree or have not completed all admission requirements can apply for course work

only to enroll in graduate-level nursing courses as a non-degree student. A non-degree student who wants to obtain full-degree status must submit an application to the University of Maryland, Baltimore Graduate School. Non-degree status is not intended as a qualifying program for full-degree status in the Graduate School. While consideration may be given at a later date to the application of credits earned while in a non-degree status, there is no assurance that such requests will be granted. If such a request is granted, no more than six credit hours may be transferred to a degree program.

Completed applications and supporting documentation for non-degree graduate status as a course work-only student must be submitted to the University of Maryland, Baltimore Graduate School, by August 25 for the fall semester, by January 20 for the spring semester and by May 20 for the summer semester.

COURSE WORK-ONLY APPLICATION PROCEDURE

The following, with the exception of standardized test scores for post-master's study, must be submitted in a complete packet to the University of Maryland, Baltimore Graduate Admissions and Enrollment Management, 621 W. Lombard St., Baltimore, MD 21201.

1. Three copies of the application to the University of Maryland, Baltimore Graduate School, for graduate course work selecting non-degree as the enrollment objective.
2. Application fee.
3. Two official copies of baccalaureate transcript indicating a grade point average of 3.0 or higher. If candidate's GPA is below 3.0, a letter of recommendation from the applicant's employer indicating professional experience and academic potential must be submitted.

POST-MASTER'S PROGRAM OF STUDY

Post-master's programs of study are available in all master's specialty areas and nursing education. State and national certification requirements can be met by nurses who seek advanced nursing education in a post-master's program of study.

POST-MASTER'S PROGRAM APPLICATION PROCEDURE

The following must be submitted for application to post-master's study:

1. Three copies of the application for admission to the University of Maryland, Baltimore Graduate School.
2. Application fee.
3. Two sets of official transcripts demonstrating completion of a master's in nursing degree from an NLNAC-accredited program with a minimum grade point average of 3.0.
4. Photocopy of current RN licensure.
5. Official record of results of the aptitude portion of the Graduate Record Exam must be sent directly to the University of Maryland, Baltimore Graduate School, 621 W. Lombard St., Baltimore, MD 21201. Photocopied scores will not be accepted.
6. Typewritten statement of goals and objectives.
7. Two professional references.

CATEGORIES OF ADMISSION

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

1. Unconditional graduate status: applicant meets all requirements.
2. Provisional graduate status: applicant does not meet all of the academic requirements for unconditional admission, but demonstrates potential for graduate study. To qualify for continued enrollment, the student admit-

ted provisionally must achieve a B grade or above in every course during the first semester of full-time study or the first 12 credits of part-time study. Unconditional status will be granted upon attainment of a B grade or better in every course in the first semester of full-time study (minimum of 8 credits) or in the first 12 credits of part-time study.

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

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

PART-TIME STUDY

Students eligible for admission, but able to devote only a portion of their time to graduate study, are subject to the same privileges and matriculation requirements as full-time students. Part-time students assume responsibility for program planning with an advisor. In the doctoral program, part-time study is available; however, full-time enrollment at the University of Maryland, Baltimore is required during two consecutive semesters.

INTERNATIONAL STUDENTS

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

SPECIALTY AREAS

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

Department	Specialty Areas
Adult Health	Adult Nurse Practitioner Acute Care Nurse Practitioner Advanced Practice Oncology Advanced Practice Trauma/Critical Care and Emergency Nursing Gerontological Nurse Practitioner
Education, Administration, Health Policy and Informatics	Nursing Administration Managed Care Nursing and Business Administration (joint MS/MBA degree) Nursing/Health Policy Nursing Informatics Nursing Education *
Maternal and Child Health	Pediatric Nurse Practitioner Primary Care Tertiary Care School Health Neonatal Nurse Practitioner Family Nurse Practitioner Women's Health Nurse Practitioner Nurse-Midwifery (scheduled to open FY 2000)
Behavioral and Community Health	Community/Public Health Nursing Environmental/Occupational Health (scheduled to open FY 2000) Home Health (scheduled to open FY 2000) Advanced Practice Psychiatric Nursing Addictions Correctional Health (scheduled to open FY 2000) Psychiatric Primary Care Nurse Practitioner

* Post-master's specialty only

education equivalent to a master's degree in nursing may be eligible for admission to the doctoral degree program. All applicants who are not citizens of the United States are classified as international students for admission purposes (see the Graduate School catalog for further information).

OUTREACH FOR MASTER'S OF SCIENCE STUDENTS

Master's specialties offered in Montgomery County (University System of Maryland Shady Grove Center) include nurse practitioner options in adult, gerontological, pediatric and psychiatric primary care; informatics; health policy and administration/managed care. Doctoral core courses are also offered at this site. In Western Maryland (Cumberland/Frostburg), the School offers the family nurse practitioner, nursing admin-



istration, and MS/MBA master's specialties. Master's specialties at the Hunt Valley site in Baltimore County include nursing administration/managed care and MS/MBA. The family nurse practitioner specialty is also available on the Eastern Shore at the Easton site. Master's core courses are also available in north-eastern Maryland at the Higher Education and Applied Technology Center (HEAT), Harford County and southern Maryland (Waldorf Center, Charles County).

MASTER'S OF SCIENCE CURRICULUM

POST-BACCALAUREATE MASTER'S DEGREE PROGRAM

The post-baccalaureate nursing program leading to a master's of science degree requires the completion of a minimum of 31-53 credits depending on specialty area selected. Most specialties can be completed in three semesters of full-time study. Starting on the first day of matriculation, a maximum of five years is allowed for the completion of master's degree requirements. This applies to part-time and full-time students.

CURRICULUM DESIGN/COURSES

The curriculum design for the master's of science degree includes core courses, designated specialty and support courses, and in some cases, electives.

Core

The following core courses are required of all master's students regardless of the specialty area:

		Credits
NURS 602	Planning Health Care for Populations	3
NURS 606	Systems in Health Care Delivery	3
NURS 701	Science and Research for Advanced Nursing Practice	4
Total		10

Specialty Courses

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

Electives

Some specialty areas require electives that are selected by the student.

Brochures identifying a sample program plan for full-time students for each specialty area are available through the Office of Admissions and Enrollment



Management. Many students take course work in the minimester or summer term to reduce the number of credits taken during fall and spring semesters.

Specialty area, support courses and electives range from 21 to 43 credits depending on the master's specialty.

MS/MBA JOINT DEGREE PROGRAM

The School of Nursing and the Robert G. Merrick School of Business at the University of Baltimore; Frostburg State University; and the Robert H. Smith School of Business, University of Maryland, College Park offer joint MS/MBA programs to students seeking advanced preparation in nursing administration and business administration.

The 66-credit curriculum combines elements of the MS and MBA programs and can be completed in three years of full-time study. Students may apply to both programs concurrently or may apply to the nursing program first and later apply to the business program when it is appropriate to begin joint degree course work. Individuals must meet each school's admission requirements. Starting on the first day of matriculation, a

maximum of seven years is allowed for the completion of the joint program. Contact the Office of Admissions and Enrollment Management of the School of Nursing for further information and brochures identifying the programs of study for each of the joint programs.

POST-MASTER'S PROGRAMS

Post-master's programs of study are available for all nursing master's specialty areas. The total number of credits ranges from 12-43 depending on previous master's study and specialty area selected. Contact the Office of Admissions and Enrollment Management for further information and brochures identifying the programs of study for each post-master's specialty.

RN TO MS PROGRAM

The RN to MS option is designed for registered nurses with a baccalaureate degree in another discipline or for those registered nurses who do not have a baccalaureate degree but possess the academic background, desire and ability to pursue leadership and specialty preparation at

the master's level. The curriculum combines elements of the BSN program for RNs with the master's program and streamlines progression toward the master's degree. All master's program specialty tracks are available to students in the RN to MS option.

RN to MS students enter as undergraduate seniors, having earned at least 89 credits of undergraduate prerequisite course work. The BSN is awarded after completion of 31 credits including all baccalaureate-level course work. The total number of additional credits will vary depending on the specialty area selected. All RN to MS students have six years to complete all requirements. The program can be completed in five semesters of full-time study.

Major components of the program include the following:

	Credits
Baccalaureate content	21
Master's core courses	10
Master's specialty	21-43
Total	52-74

For information about admission requirements, application procedure and the curriculum, see the Undergraduate Program section of the catalog.

DOCTOR OF PHILOSOPHY CURRICULUM

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

Prior to matriculation in the doctoral program, it is strongly recommended that students complete graduate-level courses in organizational theory, analysis of the

health care system and research. Post-baccalaureate work experience as a registered nurse enhances progression through the program of study.

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

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

Doctoral students are also required to complete an integrated scholarly portfolio which documents their expertise in conducting research, communicating information and providing service to the profession.

The program design components are detailed below:

Core Courses

Nursing Theory: This component of the core addresses the theoretical basis for

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

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

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

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

Integrated Scholarly Portfolio: Each student must demonstrate teaching experience, research experience, service to the school and profession. Students are required to attend two research conferences and prepare a curriculum vitae. The portfolio must also include three of the following four items: publishable manuscript or paper, one of which must be databased; poster presentation at a scientific conference; publishable manuscript based on dissertation research; or submission of a grant application.

POST-MASTER'S ENTRY OPTION

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

Post-Master's Entry Option Curriculum Summary of Design

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

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

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

The student may apply for admission to candidacy for the doctoral degree following successful completion (with a grade point average of 3.0 or above) of at least 42 credits of course work, including all required courses and successful completion of preliminary and comprehensive examinations. A sample plan of study

for the full-time post-master's option PhD curriculum follows:

YEAR 1		Credits
Fall		
NURS 801	Conceptual Basis for Nursing	2
NURS 803	Conceptualization of Nursing Systems	2
NURS 805	Analysis and Development of Nursing Theory	4
NURS 818	Special Topics in Nursing Research	1
Total		9
Winter		
Specialty/Elective Course		2
Spring		
NURS 804	Analysis of Nursing Action	4
NURS 813	Design of Nursing Research I	3
NURS 815	Qualitative Methods in Nursing Research	2
Total		9
Summer		
NURS 899	Dissertation Research	2
Specialty/Elective Course		2
Total		4
YEAR 2		Credits
Fall		
NURS 811	Measurement of Nursing Phenomena	3
NURS 814	Design of Nursing Research II	2
NURS 816	Multivariate Analysis in Health Care Research	3
Specialty/Elective Course		3
Total		11
Winter		
Specialty/Elective Course		2
Spring		
NURS 806	Seminar in Nursing Science	2
NURS 812	Seminar in Nursing Measurement	3
Specialty/Elective Courses		6
Total		11
Summer		
NURS 899	Dissertation Research	2
YEAR 3		Credits
Fall		
Specialty/Elective Course		2

NURS 899	Dissertation Research	4
Total		6

Spring

NURS 899	Dissertation Research	4
Total Credits		60

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

POST-BACCALAUREATE ENTRY OPTION

Students entering the doctoral program through the post-baccalaureate entry option complete a minimum of 84 to 87 graduate credits and can earn the MS degree (if desired) upon completion of master's specialty course work (31 to 53 credits) and a master's comprehensive examination. The program can be completed in four to five years of full-time study and involves fewer credits than when master's and doctoral programs are completed separately.

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

Summary of Post-Baccalaureate Entry Option Doctoral Curriculum

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

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

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

YEAR 1 Credits

Fall	
NURS 805	Analysis and Development of Nursing Theory 4
NURS 818	Special Topics in Nursing Research 1
	Specialty (Master's level) 5-9
Total	10-14
Spring	
NURS 701	Science and Research for Advanced Nursing Practice 4
	Specialty (Master's level) 6-10
Total	9-13
Summer	
NURS 606	Systems in Health Care Delivery 3
	Specialty/Elective 3
Total	6

YEAR 2 Credits

NURS 801	Conceptual Basis for Nursing 2
NURS 803	Conceptualization of Nursing Systems 2
	Specialty (Master's level) 7-9
	Specialty/Elective 0-3
Total	11-16
Spring	
NURS 804	Analysis of Nursing Action 4
NURS 813	Design of Nursing Research I 3
NURS 815	Qualitative Methods in Nursing Research 2
	Specialty/Elective 0-3
Total	9-12

Master's degree awarded at the end of this semester.

(optional: requires completion of master's comprehensive examination).

Summer	
	Elective 3
	Preliminary Examination

YEAR 3 Credits

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

**Spring**

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

Summer

NURS 899	Doctoral Dissertation Research 2
	PhD Comprehensive Examination

YEAR 4 Credits

Fall	
NURS 899	Doctoral Dissertation Research 4

Spring

NURS 899	Doctoral Dissertation Research 4
----------	----------------------------------

YEAR 5 Credits

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

PHD/MBA JOINT DEGREE PROGRAM

The School of Nursing and the Robert G. Merrick School of Business, University of Baltimore; Frostburg State University;

and the Robert H. Smith School of Business, University of Maryland, College Park offer joint PhD and MBA programs to students seeking advanced research- and practice-based study in the fields of nursing and business administration.

The 82-credit curricula combine elements of the PhD and MBA programs and can be completed in four years of full-time study. Students may apply to both programs concurrently or may apply to the nursing program first and later apply to a business program when it is appropriate to begin joint degree course work. Individuals must meet each school's admission requirements. Contact the Office of Admissions and Enrollment Management of the School of Nursing for further information and brochures identifying the programs of study for each of the joint programs.

RESOURCES

More than 400 community and health care agencies cooperate with the School of Nursing in providing sites for clinical experiences and research.

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

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

CAREER OPPORTUNITIES

Graduates of the master's degree program of the University of Maryland School of Nursing have a variety of career opportunities. Surveys of recent graduates indi-

cate 100 percent employment in their specialty areas. Salaries vary with the type of position, the setting, the geographic area and the individual graduate's professional experience. Beginning salaries in the Baltimore-Washington, DC area for new master's graduates generally range from \$45,000 to \$65,000 per year.

Doctorally prepared nurses are in great demand throughout the nation as faculty, researchers and administrators. Salaries for new doctoral graduates vary with the particular position, the geographic area and the individual background of the candidate, but generally range from \$50,000 to \$70,000 per year.

GRADUATE COURSES

NURS 600—Nursing Consultation and Integrated Approaches in Behavioral Care (2).

Provides students with an overview of the consultation process and integrated approaches to behavioral care. Using a health promotion framework, the seminar explores selected approaches on consultation in primary, secondary and tertiary clinical settings with an emphasis on enhancement of health-seeking behaviors of individuals, families and communities and collaboration with consumers and other health care providers. Examines current research, ethical and professional issues in the delivery of health-care services using behavioral health care model. *Prerequisite or concurrent: NURS 667. Concurrent: NURS 601.*

NURS 601—Nursing Consultation and Integrated Approaches in Behavioral Care Practicum (3).

Provides students with an overview of the process of consultation and integrated approaches in behavioral care. Students explore the role of the advanced practice psychiatric nurse as an advocate for consumers of behavioral-care services and develop consultative skills in selected clinical settings. *Prerequisite or concurrent: NURS 667. Concurrent: NURS 600.*

NURS 602—Planning Health Care for Populations (3).

Provides selected conceptual and contextual frameworks needed by advanced practice nurses in the delivery of health-care services to populations in an evolving health care system. Introduces a variety of theories and models for managing health care of populations from a population perspective. Students will engage in a wide range of learning activities including using quantitative and qualitative epidemiologic methods related to health indicators and accessing relevant health databases for health care planning purposes. Planning concepts and quality indicators needed to effect changes in the health status of selected populations provide the student with practice applications. Cultural determinants of care also are addressed.

NURS 605—Comprehensive Health Assessment (2).

Provides the student with an opportunity to build on previously learned knowledge and skills. A major focus of this course is on the assessment process. Students will build on previously learned skills and knowledge to develop advanced skills in obtaining and completing a comprehensive health history and physical, and develop competence in identifying, describing and communicating normal and abnormal findings in a written and oral format. *Prerequisite: NPHY 600.*

NURS 606—Systems in Health Care Delivery (3).

Provides a systems-level analysis of health care policy trends and their effects on organizations and delivery systems, as well as provider and consumer roles in health care delivery. Investigates policy and societal trends affecting health care, the nursing profession and nursing practice. Analyzes health care delivery systems responding to rapidly changing financial incentives which influence the industry at the community, state, national and international levels. Assesses the dynamics of these changes on the roles of health care providers and consumers from the economic, social, organizational, political, ethical, legal and techno-

logical perspectives. Examines nursing roles and leadership strategies for influencing policy decisions. Emphasis is placed on nursing's role in affecting the health care environment and on the effects of external forces on advanced practice roles and their profession.

NURS 607—Alcoholism and Family Systems (3).

Focuses on alcoholism and the concomitant family patterns of organization. The theory content and clinical practicum of this course emphasizes the use of regulatory processes for the restoration of optimal balance within the family and between the family and its environment, the recruitment of family members into treatment and the prevention of illness among vulnerable family members.

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 requires permission of advisor. *Students may register for one to three credits per semester with a maximum of six credits per degree.*

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

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

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

Utilizes a seminar alternating with laboratory and clinical experiences that emphasize the development of the expanded nursing role. Students have the opportunity to refine assessment skills as they collect and analyze data in the clinical area using a variety of interviewing, examining and recording skills. Role boundaries, role facilitation and barriers to role implementation are analyzed in seminar sessions.

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

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

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

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

NURS 619—Clinical Practicum in Primary Care I (3–5).

Prepares the student to function at a beginning level as an adult nurse practitioner in a primary care setting. This course focuses on refining health assessment skills, interpreting findings, developing and implementing appropriate plans of care to meet common health maintenance needs of adults and to promote the health of adults with common health problems. FNP students register for 4 credits and ANP students register for 5 credits. *Prerequisite: NURS 611. Concurrent: NURS 620. Prerequisite or concurrent: NPHY 610.*

NURS 620—Diagnosis and Management in Adult Primary Care I (4).

Prepares the student to diagnose and manage the primary health care needs of adults including health promotion, health maintenance, acute, self-limiting minor illnesses and stable chronic diseases. Teaches the student to develop diagnostic reasoning skills in clinical decision making. *Prerequisite: NURS 611. Prerequisite or concurrent: NURS 723 and NPHY 610. Concurrent: NURS 619.*

NURS 621—Strategies for Health Promotion/Disease Prevention (3).

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

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

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

NURS 623—Advanced Assessment of the Critically Ill (3).

Provides the student with an opportunity to explore selected concepts, such as oxygenation/ventilation, transport/perfusion and cognition, which may be altered in the trauma/critical care patient. The assessment process is a major focus. Assessment strategies related to the concepts are presented and clinical experience in a trauma/critical care setting is provided. *Prerequisite or concurrent: NPHY 600.*

NURS 625—Introduction to Gerontological Nursing (3).

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

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

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

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

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

NURS 629—Primary and Secondary Prevention Strategies in Oncology (3).

Follows patients through the cancer trajectory and introduces students to the role of advanced practice oncology nursing. The course focuses on 1) an organized approach to health assessment of adults at any stage of an oncologic disease and 2) the utilization and evaluation of various cancer risk assessment tools and screening, and early detection methods for identifying individuals at risk for developing cancer. An overview of the health assessment of individuals experiencing complications from the treatment and/or the disease process is introduced. *Prerequisite or concurrent: NPHY 600 and NPHY 601.*

NURS 634—Advanced Health Assessment of Older Adults (4).

Assists students in developing the knowledge and skills necessary for the beginning level of the gerontological nurse in advanced practice roles. The focus is on the health assessment of the older adult and the clinical reasoning skills to differentiate normal from abnormal changes. Exploration of the advanced practice nursing role in a variety of health care settings facilitates the students' role transition and realistic understanding of these advanced practice roles. *Prerequisite or concurrent: NPHY 600.*

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

Focuses on the application of theory from the areas of perinatal/neonatal nursing and clinical nurse specialization to clinical practice. Through supervision seminars and precepted clinical experiences, the student implements the role of the perinatal/neonatal clinical nurse specialist. *Prerequisites: NURS 639, NURS 649 and NURS 743.*

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

Prepares the student to function as a gerontological nurse practitioner (GNP) in an ambulatory, long-term or acute care setting with older adults who present with common acute and chronic health problems. The student applies assessment skills, laboratory/diagnostic methods and clinical diagnostic reasoning skills in caring for older adults with common health problems. Treatment strategies that include selection of pharmacotherapeutic agents emphasize the total well-being of the older adult (physical, psychosocial, cognitive and environmental components). *Prerequisite: NURS 634. Prerequisite or concurrent: NPHY 614. Concurrent: NURS 637.*

NURS 637—Geriatric Pharmacotherapy (3).

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

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

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

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

Introduces the role of the neonatal nurse practitioner/clinician in the management of normal and high-risk families and infants. Focuses on developing skills in physical and psychosocial assessment of childbearing families during all phases of the childbearing process: antenatal, intrapartum, postpartum and the neonatal period. Special emphasis is placed on events during the antenatal, intrapartum and postpartum period that impact the neonate and on application of the advanced nursing role in improving outcomes and care of these families, particularly the family at risk. *Prerequisite or concurrent: NPHY 630.*

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

Emphasizes the role of the advanced practice nurse in the managed care of acutely ill infants, children and adolescents. The focus of this clinical course is implementation of the nursing process, advanced psychophysiological assessment skills, diagnostic skills, pharmacological management and treatment plans for children with acute health needs. Emphasis is placed on the needs of families when children suffer acute illness/trauma and community resources that can assist them. Critical pathways are used as a basis for exploring needs of children and families. *Prerequisites: NURS 611, NURS 710, NURS 711, NURS 713, NURS 714.*

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

Focuses on the emerging role of the advanced practice pediatric nurse and the delivery of primary care within the reconceptualization of the health care system. This clinical course involves synthesis of all prior course work, application of critical thinking to the clinical arena, implementation of the nursing process and advanced physical assessment skills. The emphasis of this course is tertiary care-based services. *Prerequisites: NURS 611, NURS 643, NURS 710, NURS 711, NURS 713 and NURS 714.*

NURS 646—Advanced Practice Role (2).

Focuses on the emerging role of the advanced practice nurse. Areas of emphasis are role realignment, organizational theory, legal and ethical decisions and management issues in the health care system. *Prerequisites: NURS 611, NURS 643, NURS 710, NURS 711, NURS 713 and NURS 714.*

NURS 647—Diagnosis and Management of Common Acute Care Problems (5).

Provides the student with basic knowledge and skills necessary to practice at the beginning level as an advanced practice nurse with adult populations in acute care settings. Emphasizes the development of a conceptualization of the role of advanced practice nurses, skills in diagnostic reasoning and clinical decision making, and the examination of theoretical and empirical bases for advanced nursing practice. Direct practice content focuses on health problems commonly encountered in acutely ill and injured individuals. Indirect practice content focuses on the critical analysis of medical and nursing interventions commonly used with acutely ill adults. Role content integrates topics related to clinical specialists and acute care nurse practitioners. Clinical experiences in acute care settings provide opportunities for the development of diagnostic reasoning and beginning management of common acute care

problems. *Prerequisites: NURS 605, NPHY 600 and NPHY 601. Prerequisite or concurrent: NURS 723.*

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

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

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

Develops the knowledge and skills necessary in caring for infants at risk in a clinical setting. Emphasis is on the development of a physiological basis for managing care of the high-risk neonate. Concepts presented include embryology, pathophysiology and management. Students expand their skills in providing and managing care of the high-risk neonate. Role development continues as students explore the impact that the neonatal nurse practitioner has on improving services to high-risk infants and their families within the neonatal intensive care unit. *Prerequisite: NURS 639. Prerequisite or concurrent: NURS 743.*

NURS 650—Brief Individual Therapy (2).

Introduces students to selected theoretical constructs and processes from brief individual therapy frameworks and analyzes related strategies derived from these models. Students have the opportunity to analyze and critique relevant research, selected clinical applications to special populations and outcomes associated with use of different individual frameworks. Legal and ethical implications of brief individual therapy are discussed. *Prerequisite: NURS 667. Concurrent: NURS 651.*

NURS 651—Practicum for Brief Individual Therapy (3).

Provides an opportunity for students to apply concepts of brief individual therapy in a variety of clinical settings. Theoretically grounded brief individual therapy strategies form the basis of assessment, intervention and evaluation of treatment outcomes. Students have the opportunity to collaboratively develop therapeutic contracts and to work with clients in traditional and non-traditional care settings using crisis intervention and brief therapy strategies. Clinical supervision will provide students with the opportunity to critique treatment outcomes and therapeutic use of self in brief individual therapy. *Prerequisite: NURS 667. Prerequisite or concurrent: NURS 650.*

NURS 652—Group Theory (2).

Provides an orientation to group theory through the study of selected constructs and selected strategies of group therapy associated with these constructs. Students analyze and critique the role of the group leader with an emphasis on group dynamics, stages of group development and principles involved in the formation and maintenance of therapy and treatment outcomes. Emphasis on psychoeducational concepts and application of selected theoretical constructs with special populations are integrated with an analysis of current issues and trends in group psychotherapy in a cost-managed health care setting. Student seminar topics focus on selected theories of group psychotherapy and mutual help groups. *Prerequisite: NURS 667.*

NURS 653—Group Therapy Practicum (3).

Provides an opportunity for students to apply concepts of group therapy in a clinical setting. Students co-lead a therapy group on a weekly basis and develop skills as a group leader in the assessment, intervention and evaluation of treatment outcomes in group work. Students present their group work for feedback in the supervisory sessions and present their interpretation of group dynamics in their

self-study group as a final group seminar. Clinical supervision provides students with the opportunity to critique treatment outcomes and therapeutic use of self in group therapy. *Prerequisite: NURS 667. Concurrent: NURS 652.*

NURS 655—Orientation to Critical Concepts in Family Therapy (2).

Provides an orientation to family theory and various methods and techniques of family therapy directed toward the delineation of family systems and the identification of possible directions and methods of affecting changes in such systems. Includes a seminar in family concepts related to different family therapy theorists and provides an opportunity for the student to begin to identify a personal operating position on family theory and therapy. *Prerequisites or concurrent: NURS 656 and NURS 667.*

NURS 656—Practicum in Clinical Concepts in Family Therapy (3).

Provides an opportunity for students to apply concepts of family therapy in a clinical setting. Assessments of multiple families are undertaken. Theoretically grounded techniques are utilized and evaluated. Students critically analyze barriers to the therapeutic use of self and family therapy theorists begin to identify a personal operating position on family theory and therapy. *Concurrent: NURS 655.*

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

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

NURS 667—Clinical Diagnosis of Psychopathology (3).

Provides advanced skills in the clinical assessment and diagnosis of mental disorders. Focuses on understanding the diagnostic criteria associated features and behaviors of Axes I and II mental disorders. The course integrates clinical interviewing techniques with the latest knowledge about the biopsychological and social nature of mental disorders. Clinical applications provide opportunities to employ clinical observation strategies and to interpret assessment data related to the clinical evaluation and diagnosis of major mental disorders. Students are encouraged to select patients for clinical practice assessments from medically underserved and vulnerable populations.

NURS 669—Primary Care of Women (5/6*).

Provides the knowledge and skills necessary for a nurse practitioner to manage health maintenance and nonlife-threatening disruptions specific to women throughout their life span. Collaboration with other health care providers is emphasized. The content includes normal antepartum and postpartum care, contraception, menopause and common gynecological disruptions including the prevention and treatment of sexually transmitted diseases. *Prerequisites: NURS 611, NURS 619, NURS 620, and NPHY 610. For Women's Health Students: Prerequisite or concurrent NPHY 608.*

NURS 670—Issues in School Health (3).

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

NURS 671—Epidemiological Assessment Strategies (3).

Uses qualitative and quantitative approaches to assess physical and social indicators of public health. Epidemiologic and ethnographic methodologies are stressed, with application to public health problems of the student's choice. Assessment strategies and applications continue the aggregate focus introduced in the core. The course builds on the public health principles and practices introduced in the public health nursing specialty curriculum. Prepares students to design programs and address needs identified from an empirically based assessment process. *Prerequisite: NURS 602.*

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

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

NURS 679—Advanced Practice Roles and Health Care Delivery Systems (2).

Supports, expands and applies trauma/critical care expertise to clinical role functioning. The focus of this course is application and analysis of theories and research used by trauma/critical care advanced practice nurses to increase effectiveness of role functions. Students participate in selected health care settings for a practicum experience and work closely with agency and faculty mentors in evolving their role and related skills in education, clinical practice, management, consultation and research. *Prerequisites: NURS 605, NURS 647, NURS 723, NURS 726, NURS 727, NPHY 600 and NPHY 610.*

NURS 680—Curriculum Development in Nursing (3).

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

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

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

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

Supervised experience is provided by each clinical program to prepare the graduate student to function in advanced practice roles. Placement may be in community or home settings, chronic and long-term care facilities and critical care areas. *Prerequisites: NURS 621, NURS 622 and NPHY 600. Concurrent: NURS 755.*

NURS 685—Instructional Strategies and Skills (3).

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



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

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

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

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

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

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

NURS 690—Managerial Health Finance (3).

Focuses on the role and responsibility of the administrator in fiscal management of health care institutions in both the public and private sectors. Training is provided in resource management and accountability. Conceptual and practical issues related to health care economics, financial management and budget preparation are stressed. *Prerequisite: NURS 606.*

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

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

NURS 692—Administration of Nursing Service (3).

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

NURS 694—Theory and Practice in Nursing Administration (4).

Prepares students for first or middle management nursing positions. Exposes the student to nursing administration leadership in a real-world setting. Students are consulted regarding their preferred type of practice setting and arrangements are

made by faculty for a precepted administrative experience. Examples of settings include: hospitals, primary care, long-term care, managed-care organizations, nurse-managed centers. Students work with a preceptor a minimum of 160 hours during the course of the semester and attend two-hour weekly seminars to integrate theory into practice. Time is allotted for empirical study of a specific problem or content area within the scope of nursing administration. *Prerequisites: NURS 690, NURS 691, NURS 692 and NURS 736.*

NURS 695—Theory and Practice in Nursing Administration-Advanced (4).

Prepares students for advanced or executive leadership and management responsibilities in a selected health care delivery system. Professional goals and learning needs are identified and the student negotiates personal and program objectives with a preceptor and faculty to prepare for an executive nursing administration position. Students spend a minimum of 120 hours in the field agency and attend a two-hour seminar each week. This capstone course is designed for students with two or more years of formal nursing administration experience. *Prerequisites: NURS 690, NURS 691, NURS 692 and NURS 736.*

NURS 697—Nursing and Health Policy Theory (3).

Focuses on the analysis, formulation and implementation of health policy viewed from a historical perspective with an examination of selected current issues in nursing and health care. Attention is given to the role of nurses in influencing policy decisions and to socializing graduate nursing students to policy roles. The role of nurse policy analyst is examined in depth and nurses employed in this role are interviewed to determine how nursing background and experience contribute to their effective functioning in the health policy arena. *Prerequisite: POSI 601. Concurrent: ECON 652 and POSI 603.*

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

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

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

Provides students with the opportunity to enhance their policy-related skills through observation and direct participation in the policy process within a governmental or private agency that deals with health care issues. Placement is in accord with students' special policy interest in the nursing/health care field. Course content and seminar discussion builds on the students' knowledge base in policy science, health economics and health services research. Student are guided in integrating a professional nursing perspective with a policy analyst role in this capstone course. *Prerequisite: NURS 697.*

NURS 701—Science and Research for Advanced Nursing Practice (4).

Focuses on the acquisition, evaluation and interpretation of information designed to link nursing theory and science as a foundation for advanced nursing practice. Working from a body of literature related to broad and middle range theoretical frameworks, students are actively involved in an ongoing program of research critique with emphasis on applications to and implications for nursing practice, consideration of the usefulness of selected theories and research for relevance to nursing practice and the development of beginning skills to become actively involved in selected research activities.

NURS 704—Program Evaluation in Nursing (3).

Introduces students to various models and approaches available for the evaluation of nursing programs in both educational and service settings. Class discus-

sions focus on the components of various models, their relative strengths and weaknesses and their utility for the evaluation of nursing programs. Opportunities to assess program evaluation efforts in nursing are also provided. *Prerequisite: permission of instructor.*

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

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

NURS 709—Managed Care Services (3-4).

Provides an analysis of the health care environment relative to managed care. Evaluates patient service models, techniques for resource identification and acquisition, and methods to standardize and evaluate care. Provides a frame of reference for understanding case management from an organizational and administrative process prospective. *Prerequisite: NURS 691.*

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

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

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

Provides the beginning preparation for the student to assume the role of a primary care provider for adolescents. Normal growth and development are emphasized. The role of the advanced practice nurse as a collaborator and researcher are highlighted. *Prerequisite: NURS 710.*

NURS 712—Quality in Health Care (3).

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

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

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

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

Focuses on selected health care problems of children and the underlying alterations in health equilibrium. The problems considered are of a more complex nature than those studied in NURS 713 or more prevalent in older children and adolescents. Problem identification, application of appropriate regulatory processes and evaluation of the effectiveness of intervention are emphasized. *Prerequisites: NURS 611 and NURS 713.*

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

Designed to assist the student integrate and synthesize the material from all course work including material previously learned and some new concepts relevant to the pediatric nurse practitioner in primary care. Clinical experiences require that the student assume a more independent role in assessing and managing the health care of children from birth to adolescence as part of a multidisciplinary health care team. *Prerequisites: NURS 611, NURS 710, NURS 711, NURS 713 and NURS 714.*

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

Prepares the student to diagnose and manage complex health care needs of adults in primary care settings. Diagnostic reasoning skills in clinical decision making are refined. Specific attention is paid to role issues relative to primary care nurse practitioners. *Prerequisites: NURS 619 and NURS 620. Concurrent: NURS 717.*

NURS 717—Clinical Practicum in Primary Care II (5).

Provides the student with the opportunity to function as an adult nurse practitioner in primary care settings with adults who have complex health problems. The student synthesizes and integrates previously learned concepts to promote the health of adults and develop more independent diagnosis and management of patients with multisystem problems. *Prerequisites: NURS 619 and NURS 620. Concurrent: NURS 716.*

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

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

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

Emphasizes information on commonly misused and abused psychoactive drugs, the genesis of addiction, the clinical expression of addiction and the use of various types of intervention, therapies and supports. In addition, this course offers one credit hour of advanced clinical nursing practicum designed to

enhance the practice of master's-prepared nurses faced with caring for clients who misuse or are addicted to alcohol, tobacco and other drugs.

NURS 720—Dual Diagnosis in Substance Abuse Nursing (3).

Prepares the nurse for advanced practice in the understanding, evaluation and treatment of psychiatric problems (depression, anxiety disorders, manic-depressive illness, personality disorders) most commonly comorbid with problems of substance abuse. The development of treatment plans and nursing interventions based on the nature of the dual diagnosis and individual patient needs is emphasized. *Prerequisite: NURS 607 or NURS 719.*

NURS 723—Clinical Pharmacology and Therapeutics (3).

Provides advanced knowledge of commonly prescribed pharmacologic agents. Rationales for the use of pharmacologic agents in the treatment of selected health problems are presented. Clinical considerations for drug selection, and initiation, maintenance and discontinuation of drug treatment are examined. Legal requirements and implications for pharmacotherapy are reviewed.

NURS 726—Diagnosis and Management of Complex Acute Care Problems (4).

Provides the student with advanced knowledge and skills necessary to function as an acute care practitioner. Promotes refinement of skills in assessment, diagnostic reasoning and clinical decision making, developing plans of care and implementing nursing interventions for critically ill patients. The emerging role of the acute care nurse practitioner within the legal constraints of the healthcare delivery system is analyzed. The theoretical and empirical basis for diagnosing and managing adult patients with complex acute care problems is examined. Clinical experiences focus on collaborative care of adult patients with complex health problems. *Prerequisites: NURS 605, NURS 647 and NURS 723.*

NURS 727—Advanced Acute Care Management (4).

Emphasizes increased independence in the assessment, diagnosis and management of acutely ill adults with multisystem problems. Clinical experiences and seminar sessions are designed to assist the student to integrate and synthesize previously learned concepts in managing acutely ill adults across the continuum of acute care. The emphasis of the course is on increased independence and decision making in an interprofessional environment. Clinical and professional practice issues are explored. *Prerequisites: NURS 605, NURS 647, NURS 723, NURS 726, NPHY 600 and NPHY 601.*

NURS 728—Legal and Regulatory Issues in Nursing (2–3).

Presents an overview of the legislative, regulatory and judicial systems of national and state governments as sources of health care law. Selected court decisions will be discussed in such topics areas as nursing malpractice, patients' rights, informed consent, termination of treatment and assisted suicide. Class time will be allocated to research laws affecting health care providers in the Annotated Code of Maryland and the Code of Maryland Regulations. Students meet with representatives to the Maryland General Assembly and attend a legislative hearing. *Variable credit: 2 credit seminar, 1 credit special project.*

NURS 729—Essentials of Managed Care (2–3).

Provides an overview of concepts and principles fundamental to understanding a system dominated by managed care. The health care environment, pertinent organizational structures, financing arrangements, disease management strategies and accreditation mechanisms are examined. Emphasizes nursing implications, public policy reform initiatives and ethical dilemmas. *Variable credit: 2 credit seminar, 1 credit special project.*

NURS 730—Environmental Health (3).

Provides an overview of environmental areas for study, emerging environmental issues, major health hazards and identification of responsibilities for advanced practice nurses and other health professionals. Reviews the history of environmental health legislation and regulatory agencies. A framework for analyzing major environmental health issues is used to explore how the environment can influence health. Recognition of the need for interdisciplinary teamwork in assessment, diagnosis and community-wide or population-based health promotion/disease prevention interventions are identified.

NURS 732—Program Development and Evaluation in Community/Public Health Nursing (3).

Focuses on the systematic inquiry of the foundations of advanced community/public health nursing practice. Emphasizes the assessment, implementation and evaluation of community-focused health promotion/disease prevention programs and projects. Grant writing process is discussed in relation to resources needed to develop and maintain programs. *Prerequisite or concurrent: NURS 602.*

NURS 733—Leadership in Community/Public Health Nursing (3)

Focuses on integration and application of principles of leadership, management, program planning, implementation and evaluation in population-based efforts to provide affordable quality care. Special emphasis is placed on the practical skills needed for the community/public health nurse to succeed as a leader and manager in the current domestic and international healthcare environment.

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

Teaches the student to develop the ability to assess, diagnose and treat the older adult in a variety of settings. Focuses on

more independent diagnosis and management of patients with complex or multiple problems. This course consists of parallel clinical experience and seminar sessions which are designed to assist the student in integrating and synthesizing previously learned concepts in the care of the older adult in the acute care, long-term care and ambulatory care settings. *Prerequisites: NURS 636 and NURS 637.*

NURS 736—Computer Applications in Nursing and Health Care (3).

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

NURS 737—Concepts of Nursing Informatics (3).

Explores functions of the role of selection, implementation and evaluation of information systems. Principles of change and other organizational theories are also considered in relation to information system planning, implementation and evaluation. Examines the analysis of nursing data, management of ongoing nursing information systems, use of decision support systems in nursing and use of standardization in system development. Analyzes the impact of computerization on health provider roles and on emerging information technology roles. Learning activities include developing an RFP for an appropriate nursing information system to meet identified nursing needs, planning the implementation of a nursing information system and identifying the impact of selected trends on the design of nursing information systems. *Prerequisite: NURS 736.*

NURS 738—Practicum in Nursing Informatics (3).

Reinforces and enhances nursing information system specialist skills needed to analyze, select, develop, implement and evaluate nursing information systems. Experiences enable students to analyze the information technology roles of their preceptors. Experience in project management and user research findings are emphasized. Students work with a graduate-prepared nurse working in the field of nursing informatics. Students may be assigned to health care agencies, vendor agencies or consulting agencies for the practicum. A two-hour seminar period is held every other week in which students share practicum experiences and receive help in analyzing them. An average of eight hours a week (96 hours total) will be spent in the field agency. *Prerequisites:* NURS 690, NURS 691, NURS 736, NURS 737, IFSM 601 and IFSM 636.

NURS 739—Issues in Home Health Care (2-3).

Examines trends and issues in home health care, including evolution and utilization of home health services, cost/quality issues, care coordination and case management, family caregiving, legal and ethical aspects of home care and home care research. Students will analyze ethical issues in relation to theoretical frameworks that guide nurses' decision making, compare care coordination, case management and continuity and examine the role of family caregiving and cost/quality issues. Students also will critique research studies related to the issues and access Internet sites that might be useful to nurses in home care. *Variable credit: 2 credit seminar, 1 credit special project.*

NURS 740—Advanced Practice Psychiatric Nurse Clinical Internship with Special Populations (3).

Provides the student with opportunities to enact the advanced practice psychiatric mental health nurse role, as outlined by the American Nurses Association, applying theoretical information and experiential learnings from all previous course

work under the guidance of a preceptor. Clinical conference sessions are designed to assist the student, analyze multiple variables in mental health and illness and determine optimal psychiatric mental health care for individuals, families, groups and special populations. *Prerequisites:* NURS 611, NURS 667, NURS 751, NURS 752, and one clinical course.

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

Provides students with the skills necessary to provide primary health care to high-risk infants in the home and at follow-up clinics. Course material includes detailed physical assessment skills of the infant through the first year of life. The clinical component includes preparation for discharge, community resources, home visits and experience in the ambulatory setting. Small group clinical seminars focus on critical analysis of primary health care issues for the high-risk infant in the home and follow-up clinic. Through clinical practice, the student demonstrates advanced clinical skills in the assessment, intervention and management of the high-risk infant after discharge from the acute care setting through the first year of life. *Prerequisites:* NURS 639, NURS 649 and NURS 743.

NURS 743—Neonatal and Pediatric Pharmacology (3).

Focuses on providing in-depth knowledge of commonly prescribed pharmacological agents used in the care of healthy and high-risk neonates, children and adolescents. Rationales for the use of the various pharmacological agents in the treatment of selected health problems are also presented. Clinical considerations in drug selection, as well as initiation, maintenance and discontinuation of pharmacotherapy are examined. Legal requirements and implications for pharmacotherapy are reviewed.

NURS 745—HIV/AIDS in Correctional Settings (3).

Presents the pathophysiological basis of HIV/AIDS, epidemiology, including prevalence and incidence in the prison population, primary and secondary prevention, and development and management of common HIV/AIDS-associated opportunistic infections. Establishes the foundation for designing and implementing appropriate nurse interventions for patients in the correctional health settings. Class content incorporates dealing with health care worker exposure, public policy, application of correctional health standards, legal issues, the effect of meeting the needs of HIV/AIDS inmates in the correctional setting and future directions for development of treatments. Students are provided with an opportunity to participate in an observational clinical experience in AIDS care.

NURS 746—Psychopathology in Correctional Settings (3).

Focuses on the psychiatric disorders most frequently encountered in those individuals in the correctional system. Multiaxial DSM diagnoses are reviewed in relation to this population. Differences between assessment for determining competence to stand trial and existence of mental illness is discussed. Focuses on the high incidence of violent behavior and substance abuse in both juvenile and adult offenders and treatment approaches. Special consideration is given to pharmacotherapeutics, related patient observations and variations in treatment related to the setting. Students access Internet sites that are useful to nurses in correctional health.

NURS 747—Practicum in Correctional Health (3).

Provides the student with the opportunity to function at a beginning level as an advanced practice nurse in the appropriate specialty area within correctional health nursing. Focuses on refining physical and psychosocial assessment skills within the unique setting of the correctional system, and working with inmates

who are at high risk for complex medical, as well as psychiatric, disorders. *Prerequisite or concurrent: NURS 678. Prerequisite: At least one clinical management course in behavioral and community health or the adult primary care specialties.*

NURS 748—Advanced Nursing of the High-Risk Neonate II (1–7).

Continues the development of the role of the advanced practice nurse in the management of normal and high-risk families and infants. Focuses on the continued development of the knowledge, skills and attitudes needed for expert physical and psychosocial assessment of high-risk neonates and their families. Special emphasis is placed on conditions and situations common to the neonate experiencing complications. Students focus on the acquisition of the psychomotor skills required for the care of high-risk neonates. *Prerequisites: NURS 639, NURS 649 and NURS 743.*

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

Focuses on students continuing to manage care of the high-risk neonate with an emphasis on developing collaborative relationships with other members of the health care team in a clinical setting. Continuing discussion of the advanced practice role is also completed in this course. With completion of this course and NURS 742, the student will meet all requirements specified by the National Certification Corporation (NCC) for the certification examination as a neonatal nurse practitioner. *Prerequisites: NURS 639, NURS 649 and NURS 743.*

NURS 751—Psychopharmacology (3).

Provides advanced knowledge of commonly prescribed psychopharmacologic agents. Pathophysiologic theories of the etiology of psychiatric disorders are reviewed. Rationales for the use of specific pharmacologic agents in the treatment of selected disorders across the life

span are addressed. Distinguishing characteristics of various psychotropic medications and clinical considerations in the selection, initiation, maintenance and discontinuation of drug treatment are examined. Legal implications of pharmacotherapy are also critically reviewed. *Prerequisite: NURS 667.*

NURS 752—Neuroscience (2).

Introduces students to the neurobiological aspects of psychiatric disorders. Builds from a review of basic neuroscience including neuroanatomy, neurophysiology and psychoneuroimmunology to a study of selected functional systems of the brain. Current neurobiological research on selected psychiatric disorders is described. The fundamentals of neuroimaging, EEG and other neurodiagnostic approaches are discussed.

NURS 753—Practicum in Leadership in Community/ Public Health Nursing (4).

Provides students with an opportunity to synthesize and apply knowledge acquired in nursing core and community health courses during this 150-hour capstone clinical course. Provides an opportunity for students to develop leadership skills. Involves a precepted clinical public health nursing leadership placement, an analysis of leadership experience, and the completion of a project. Projects may involve developing a new program initiative, planning for change in an organization's activities, evaluating an activity, analyzing a leadership or policy issue, analyzing and evaluating health promotion/disease prevention outcomes or participating in a community development initiative. Seminars related to clinical experience will be held every other week for two hours. *Prerequisites or concurrent: NURS 602, NURS 671, NURS 701, NURS 732, NURS 733, NURS 761 and NURS 762.*

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

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

NURS 756—Family Seminar I (1).

Explores theories, concepts and challenges relevant to the study of the functional family. Focus is on the health needs of families in primary care settings, with examples drawn from the student's clinical practice. Emphasis is on promoting and providing care within a family framework. *Prerequisite or concurrent: NURS 611 and NPHY 610.*

NURS 757—Family Seminar II (1).

Focuses on common issues and problems facing families with special needs across the lifespan. Emphasis is placed on the application of theories, concepts and research to meet the families' needs and to provide care within a family framework. *Prerequisites: NURS 713 and NURS 756.*

NURS 758—Practicum in Family Health (1–7).

Focuses on preparing the FNP student to function independently at a beginning level in a primary care setting. Didactic material covers issues of professionalism, health policy issues and organizational issues in advanced practice. Individualized precepted practice provides clinical experiences for the refinement of specialized knowledge and skills in family practice and selected primary care interest areas. *Prerequisites: NURS 619, NURS 620, NURS 669, NURS 713 and NURS 714.*

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

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

NURS 760—Aging and Cinema: A Contemporary Approach (3).

Focuses on critically and creatively exploring predominant themes related to aging. Many of these concepts, loneliness, reconciliation, dying, sexuality, and changing relationships, have been vividly portrayed in contemporary films. The predominant instructional device for this course is film, but works of literature, both contemporary and classic, are included. In addition, selected readings from the professional literature are incorporated to make the content more relevant to an interdisciplinary audience.

NURS 761—Populations at Risk in Community/Public Health (3).

Focuses on the mission of public health and the various organizations that support the responsibilities of public health at the international, national and local levels. Processes and dynamics, such as family systems, support and risk communication, that influence public health and populations at risk are explored. A risk assessment analysis is used to select a population at risk. Factors that influence the effectiveness of health promotion/disease prevention programs and projects targeted to aggregates, families, and populations are analyzed. Responsibilities of community/public health clinical nurse specialists are explored in relation to core public health functions: assessment, policy development and assurance. *Prerequisite: NURS 602.*



NURS 762—Practicum in Program Development and Evaluation in Community/Public Health Nursing (3).

Focuses on the assessment of health needs of a specific community. An implementation and evaluation plan to meet the needs of the community is developed and implemented during this clinical course. *Prerequisite or concurrent: NURS 732.*

NURS 765—Nursing Education: Ways of Knowing (3).

Fosters knowledge, competencies and attitudes essential for a career as a teacher of nursing in baccalaureate, associate degree, staff development and/or patient education programs. Assists students interested in any of the practice areas of nursing education as they begin to examine the assumptions that support their practice. Explores the many ways in which we learn about the world. Examines traditional ideas about learning and cognition, emphasizing emerging concepts that are particularly applicable to nursing. Participants examine how people learn to think critically, make decisions, and manage their own learning and apply that knowledge to nursing. Investigates common cognitive problems related to illness, developmental learning, illness and motivation, social influences on learning and methods for assessing performance. First in a series of education courses.

NURS 766—Managed Care Organizations (5).

Focuses on the synthesis of administrative concepts and principles in managed care environments. Students work with a preceptor at the administrative/leadership level of a managed care organization, to identify, define and conduct an analysis which addresses an organizational opportunity to problem solve or enhance clinical/administrative objectives. Emphasis is placed on the development of an increased understanding of the complexity of managed care organizations and integral assets such as information systems, marketing, contracts and the formation of integrated delivery systems. *Prerequisites: NURS 691, NURS 709 and NURS 736. Includes a three credit 112-hour practicum.*

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

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

NURS 773—Intercultural Nursing I (3).

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

NURS 774—Intercultural Nursing II (3).

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

NURS 775—Home Health Care Nursing (3).

Provides an in-depth orientation to clinical nursing practice in the home setting. The course builds on theory and learning experiences provided in the clinical major. Students develop prototypical care plans for individuals with selected health problems or risk factors. Emphasis is placed on the nurse as care finder and care manager in the home. Field experiences for observation and evaluation are required. *Prerequisite: First-level clinical course.*

NURS 776—Intercultural Nursing III (3).

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

NURS 781—Advanced Assessment of Computer-Assisted Instruction (3).

Explores the psychological underpinnings of computer-assisted instruction and challenges the participants to apply those theories in the development of working products. Students will be introduced to several software authoring products available on the market (e.g., Authorware, Toolbook, Hyper-Card), and will focus on Hyper Text Markup Language

(HTML), the language that forms the basis of the phenomenon known as the World Wide Web. Students produce media-rich interactive programs in HTML and make those products available on the World Wide Web. *Prerequisite: NURS 685 or permission of instructor.*

NURS 790—Ethics and Nursing Practice (3).

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

NURS 793—Organizational Transformation (3).

Focuses on organizational evaluation and strategic redesign of health care systems. Issues creating an impetus for organizational change are examined. Theories and models of traditional organizational structure and of creative and collaborative redesign are discussed. *Prerequisites: NURS 692 and NURS 702.*

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

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

NURS 801—Conceptual Basis for Nursing (2).

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

NURS 803—Conceptualization of Nursing Systems (2).

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

NURS 804—Analysis of Nursing Action (4).

Enhances the student's ability to clarify conceptualizations of specific clinical phenomena and to increase understanding of the social, political and organizational contexts within which nursing is practiced and taught. Various processes that contribute to the student's ability to plan and conduct research on questions drawn from direct and indirect spheres of nursing are emphasized. Classes provide a forum for consideration of selected issues related to the conduct of research and policy analysis. Students have the opportunity to explore the potential utility of existing data bases for advancing nursing science. Each student articulates a plan for a project that is carried out in a field experience and then reported in a scholarly paper and class presentation at the conclusion of the course. *Prerequisites: NURS 801 and NURS 803.*

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

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

NURS 806—Seminar in Nursing Science (2).

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

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

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

NURS 811—Measurement of Nursing Phenomena (3)

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

NURS 812—Seminar in Nursing Measurement (3).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Provides an opportunity to explore and evaluate theories used for the study of families within the nursing context. Nursing perspectives of the family over the family life cycle are considered. Emphasis is placed on analyzing theoretical and conceptual issues in nursing related to the family and to the design and implementation of family nursing research studies, measurement of family variables and analysis of family data.

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

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

NURS 898—Special Topics in Nursing Science (1–3).

Allows students to study a topic of professional interest within the sphere of indirect nursing with a graduate faculty member who has special competence in the subject area. Specific objectives and requirements are determined by contractual agreement prior to registration. *Repeatable up to a maximum of six credits.*

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

Variable credit.

NPHY 600—Human Physiology and Pathophysiology (3).

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

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

Focuses on 1) a thorough comprehension of the epidemiology and pathophysiology of site-specific and metastatic cancers and 2) an exploration of the principles of chemotherapy, immunotherapy, radiotherapy and surgery and their roles in the treatment of cancer. Concurrent with the discussion of cancer treatment is a thorough analysis of the pharmacological and non-pharmacological principles underlying the management of patients experiencing complications from oncologic diseases and/or their treatments. *Prerequisite or concurrent: NPHY 600.*

NPHY 608—Reproduction Physiology (2).

Provides more extensive knowledge of human reproduction and the physiologic function of the newborn infant. Selected examples of pathophysiology are presented. The focus is upon developing a scientific client assessment of needs and selecting regulatory processes for the care of clients with complex physical needs. Concepts addressed include: reproduction, growth, oxygenation, circulation, motion, motility and elimination.

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

Provides the student with a deeper base of scientific knowledge that correlates physiology and corresponding alterations to a process of clinical diagnosis and management. The course elaborates upon specific physiological principles and a study of disease entities. It also provides exercises in applying epidemiological knowledge in clinical practice and preventive health care settings. *Prerequisite or concurrent: NURS 611.*

NPHY 614—Physiology of Aging (2).

Emphasizes cell biology, metabolic process and cardiovascular and neurobiological aspects of aging. The pathophysiological basis for health problems of older adults is presented. Alterations at the cell, organ and system levels are discussed to provide the basis for clinical management of common health problems.

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

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

NPHY 630—Neonatal and Pediatric Physiology (3).

Familiarizes the student with normal physiologic adaptations and developmental physiology that provides the scientific basis and rationale underlying assessment and management of the neonate, infant and child. A systems approach is used to examine the physiological transition to the extrauterine environment and adaptation of the infant at birth, as well as the developmental physiology of the neonate and maturation during infancy and early childhood.



University of Maryland School of Nursing faculty are internationally recognized for their teaching, cutting-edge research and innovative clinical practice.

Stephen Spartana



REGISTRATION

Students must register for course work each semester in order to maintain degree candidacy. Faculty academic advisors guide students in their plans of study and must approve their registration each semester.

Registration is conducted by the University Office of Records and Registration through the Office of Admissions and Enrollment Management of the School of Nursing. Students receive detailed instructions concerning dates and registration procedures each semester. After classes begin, students who want to terminate their registration must follow withdrawal procedures and are liable for charges applicable at the time of withdrawal.

Students should register during the official registration period. Students who register after this period will be subject to late registration fees and must have the consent of their advisor, the assistant dean of Student Affairs and the registrar. Registration is not completed until all financial obligations are met. Privileges of the University are available only after registration has been completed. Students, unless on an approved leave of absence, must register continuously throughout their program and for at least one credit in the semester in which they wish to graduate.

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

Graduate credit will not be given unless the student has been admitted to the Graduate School.

Exceptions to the graduate registration policy may be granted by the vice president for Academic Affairs and dean

of the Graduate School upon written request of the director of Admissions and Enrollment Management in the School of Nursing.

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

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

Full-time study for undergraduates is defined as 12 credits or more for the fall or spring semesters. The Graduate Council uses the graduate unit system in calculating full-or part-time graduate student status in the administration of minimum registration requirements and in responding to student requests for certification of full-time status. The number of graduate units per semester credit hour is calculated in the following manner:

Courses in the 001–399 series carry 2 units/credit hour.

Courses in the 400–499 series carry 4 units/credit hour.

Courses in the 500–599 series carry 5 units/credit hour.

Courses in the 600–798, 800–898 and 900–998 series carry 6 units/credit hour.

Doctoral dissertation research (899) carries 18 units/credit hour.

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

DETERMINATION OF IN-STATE STATUS

The determination of in-state status for admission, tuition and charge-differential purposes will be made by the University at the time a student's application for admission is under consideration. Students may request a re-evaluation of this status by filing a petition in the University of Maryland, Baltimore Office of Records and Registration. Students are encouraged to review the Board of Regents Policy on Student Residence Classification for Admission, Tuition and Change-Differential Purposes. Copies of the policy are available in the Office of Records and Registration, the School of Nursing Office of Student Affairs.

Students classified as in-state are responsible for notifying the Registrar's Office, in writing, within 15 days of any change in their circumstances that might in any way affect their classification.

MILITARY RESIDENCY STATUS

Full-time active members of the Armed Forces of the United States whose home of residency is Maryland or who reside or are stationed in Maryland are eligible for in-state status. A student who is married to or is the financially dependent child of an active member of the military is also eligible for in-state status.

RECORDS

CONFIDENTIALITY AND DISCLOSURE OF STUDENT RECORDS

The University of Maryland, Baltimore adheres to the Family Educational Rights and Privacy Act (Buckley Amendment). As such, it is the policy of the University (1) to permit students to inspect their education records, (2) to limit disclosure



to others of personally identifiable information from education records without students' prior written consent and (3) to provide students with the opportunity to seek correction of their education records where appropriate.

REVIEW OF RECORDS

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

Provisions are made for students to review their records if they desire. A request for record review should be made a week in advance through the Office of Admissions and Enrollment Management.

TRANSCRIPTS

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

Office of Records and Registration
University of Maryland, Baltimore
621 W. Lombard St.
Baltimore, MD 21201

UNDERGRADUATE ACADEMIC REGULATIONS

DEGREE REQUIREMENTS FOR THE BACCALAUREATE PROGRAM

Degree requirements for the baccalaureate program are detailed in the School of Nursing *Student Handbook* distributed to enrolled students. Key requirements are summarized as follows:

1. A minimum of 122 credits in designated course work is required for students in the traditional option and 120 for students in the accelerated second-degree and RN/BSN option. The lower-division courses required for admission to the junior year and the required courses of the upper-division major in nursing completed at the University of Maryland School of Nursing comprise the required credits.
2. A minimum of 30 credits must be completed in residence at the University of Maryland. All required courses for the upper-division major must be completed within five years of matriculation.

3. A grade of *C* or better is required in all nursing courses. If a failing grade of *D* or *F* is earned, the course must be repeated and a *C* grade or higher must be earned. The *D* or *F* must be replaced by a grade of *C* or higher before a student can progress to any course for which the failing course is a prerequisite.
4. A minimum GPA of 2.0 must be achieved for each semester and for graduation. For students entering in the fall of 1999 or thereafter, a GPA of 2.5 must be achieved by the completion of 30 credits and maintained in each subsequent semester and for graduation.
5. A diploma application must be filed with the University's Office of Records and Registration before the stated deadline in order to receive the degree.

GRADING SYSTEM

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

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

Note: Only grades of A, B, C, D and F are computed in the grade point average on the grade reports published and maintained by the University's Office of Records and Registration. A grade of P is given only for specified courses that are graded pass/fail when performance is at a C level or above.

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

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

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

Computation of the cumulative grade point average: The total grade points for all courses are added and calculated as above. Only the most recent attempt of a repeated course will be calculated into the grade point average.

LEAVE OF ABSENCE

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

A leave of absence may be requested in advance of the upcoming fall or spring semester. The request must be in writing, approved by the student's advisor and submitted to the assistant dean for Student Affairs who will forward it to the director of Undergraduate and Distributive Studies and the associate dean for Academic Affairs for approval. A leave of absence may be granted for one semester at a time. However, a leave of absence does not negate the five-year time limit required for completion of all upper-division nursing courses.

WITHDRAWAL POLICY

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

Withdrawal from the School means a student must:

1. Write a brief letter to the assistant dean for Student Affairs explaining the reason for withdrawal.
2. Complete a withdrawal form with appropriate signatures from the academic advisor.
3. Submit the signed withdrawal form to the Office of Student Affairs which will forward it to the Office of Academic Affairs and the University Office of Records and Registration.

The date used in computing tuition refunds is the date the application for withdrawal is filed with the University's Office of Records and Registration.

CREDIT BY EXAMINATION

Credit by examination is available for NURS 311, 312, 320, 325, 331, 333 and 425. Students may obtain credit by examination applications from the Office of Admissions and Enrollment Management. Each examination may be taken only once. Detailed credit by examination procedures are found in the *Student Handbook*.

DROPPING A COURSE

Students are not permitted to drop courses. Exceptions to this rule may be made by the academic advisor and the director of Undergraduate and Distributive Studies, when extenuating circumstances warrant it. Dropped courses are not recorded on the transcript. Students may obtain the drop/add form from the Office of Admissions and Enrollment Management.

Students who fail or drop a clinical nursing course and maintain enrollment in nonclinical nursing courses are eligible to retake the clinical course on a space-available basis. The academic advisor and/or the director of Undergraduate and Distributive Studies determines which courses a student can take while waiting to retake clinical courses.

PROGRESSION

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

ACADEMIC STANDING

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

Poor academic standing is defined as academic performance that is below the expected level of achievement. Students in poor academic standing are placed on academic probation and may be subject to academic dismissal.

Academic probation is written notice to a student in poor academic standing from the Office of Student Affairs or the Office of Academic Affairs. In the written notification of academic probation and unsatisfactory academic achievement, the student will be informed of the length of the probation and any specific conditions that must be satisfied to be removed from probation. Specific conditions warranting academic probation include:

1. A grade of *D* or *F* in a nursing course.
2. A grade point average of less than 2.0 for any given semester. For students entering in the fall of 1999 or thereafter, a GPA of 2.5 must be achieved by the completion of 30 credits and maintained in each subsequent semester and for graduation.
3. Academic misconduct.
4. An academic record reflecting other unsatisfactory progress in meeting degree requirements.

Academic dismissal is written notice to a student of dismissal from the undergraduate program by the Office of Student Affairs or Office of Academic Affairs for continued evidence of unsatisfactory progress toward meeting course or degree requirements as usually evidenced by academic probation's as specified below:

1. Two grades of *D* or *F* earned in nursing courses, except for students who have completed less than 17 credits, in which case 3 grades of *D* or *F* earned in nursing courses.
2. Being placed on academic probation more than twice.
3. Academic misconduct.

4. Academic record reflecting other unsatisfactory progress in meeting degree requirements.
5. Failure to pass a previously failed course on the second attempt.

When students are academically dismissed due to failing grades in nursing courses, the Admissions/Progressions Subcommittee of the Student Affairs Committee will convene an academic review committee. That committee will seek input from faculty members who have worked with the student to recommend any possible actions the student should take before a reinstatement request will be considered.

DISMISSAL OF DELINQUENT STUDENTS

The School reserves the right to request the withdrawal of students who do not maintain the required standards of scholarship, or whose continuance in the School would be detrimental to their health or to the health of others, or whose conduct is not satisfactory to the authorities of the School. It is a general expectation that students will abide by rules and regulations established by the University. Violation of University regulations may result in disciplinary measures being imposed.

APPEAL OF DISMISSAL

Students academically dismissed from the undergraduate program may appeal their dismissal through the normal lines of communication.

These lines are:

1. Assistant Dean for Student Affairs.
2. Director of Undergraduate and Distributive Studies.
3. Associate Dean for Academic Affairs.
4. Dean of the School of Nursing.

The request for reconsideration must be received in writing within two weeks from the date of the previous decision.

REINSTATEMENT PROCEDURE

Reinstatement is granted through the Student Affairs Committee to students who were academically dismissed or who withdrew in poor academic standing. All requests for reinstatement are made in writing to the assistant dean for Student Affairs. The following information should be included in the student's written request:

1. The reason(s) the student left the program.
2. If applicable, the reason the student was not successful in the program.
3. What the student has been doing since leaving the program.
4. Reference from current employer must be submitted. If applicable, letters of recommendation from former faculty may also be submitted.
5. Reason the student wants to return to the program at this time.
6. Reason the student will be able to successfully complete the program, if reinstated.

Although such requests are considered individually, these guidelines are followed:

1. General admission policies of the University and the School prevail (e.g., University rules and regulations, space available).
2. Students may be reinstated only once.
3. A current physical examination is required, indicating that the student's health status is acceptable.
4. The student's academic record and academic standing upon dismissal are considered.
5. The student's potential for successful completion of the program is evaluated.
6. Traditional and second-degree undergraduate students not in attendance at the School of Nursing for one year or more will have their academic records reviewed by the Student Affairs Committee to determine placement in the program and may be required to com-

plete selected courses upon their return.

7. Upon reinstatement, undergraduate students not in attendance during the previous three years will have their records reviewed by the Student Affairs Committee and may be required to repeat all or selected courses.

Deadlines for requesting reinstatement are published by the Office of Student Affairs each year. Students who withdrew in good academic standing can apply for reinstatement through the director of Admissions and Enrollment Management. Notification of the decision as to reinstatement may be delayed until information on space constraints is available.

ACADEMIC MISCONDUCT

A faculty member or another student shall report in writing to the assistant dean for Student Affairs, who chairs the School of Nursing judicial board, any information alleging the academic misconduct of a student. Examples of academic misconduct include acts such as plagiarism, cheating, misrepresenting someone else's work as one's own work, falsification of credentials, revealing contents of an examination to anyone who has not yet taken the examination, facilitating or enabling another student to commit an act of academic dishonesty and any other academic-related behaviors that are disrespectful of the rights of individuals, the policies of the School of Nursing and the University or the professional standards of conduct.

The School of Nursing judicial board serves as the official body before which all allegations of misconduct are presented. Specific policies and procedures related to allegations of academic misconduct and the judicial board are outlined in the Student Code of Conduct and Appeals Policy and Procedures of the University of Maryland School of Nursing found in the *Student Handbook*.

The judicial board has the power to impose sanctions according to guidelines established in the Student Code of Conduct and Appeals Policies and Procedures. Possible sanctions for violations of this policy include: reprimand, community service, probation, suspension and dismissal.

GRADUATE ACADEMIC REGULATIONS

DEGREE REQUIREMENTS

Requirements for graduation from the master's degree program include: achieving a cumulative grade point average of at least 3.0 and successful completion of the planned program within a five-year period.

Requirements for graduation from the doctoral program include: completion of the planned program within a nine-year period (a maximum of five years between matriculation and admission to candidacy and a maximum of four years following admission to candidacy); admission to candidacy for the doctoral degree; achieving a cumulative GPA of at least 3.0; successful completion of preliminary, comprehensive and final oral examinations; completion of a satisfactory dissertation; and completion of a minimum of two consecutive semesters of full-time study.

Graduate students must maintain continuous registration and must be registered for at least one credit in the semester in which they wish to graduate. Diploma applications must be filed with the University of Maryland, Baltimore Graduate School by the stated deadline. A student who does not graduate at the end of the semester in which he or she applies for the diploma must reapply for it in the semester in which he or she expects to graduate.

PLAN OF STUDY

Upon admission to the graduate program each student is assigned an academic advisor. The advisor assignments are subject to change as additional interests of the student are determined or upon request of the advisor or advisee. Advisors are available for academic counseling and guide students in their plans of study.

All graduate students must complete a plan of study form, which outlines the student's expected progression through the degree requirements. One copy of this plan of study must be filed with the Graduate School by the beginning of the second semester of study for master's or third semester of study for doctoral students. A second copy of the plan of study remains in the student's nursing program file. Any major alteration of the plan necessitates filing an amended plan. It is suggested that students retain a copy of this plan for their own files.

SCHOLASTIC REQUIREMENTS

It is the responsibility of each student to remain informed of and adhere to all Graduate School and School of Nursing regulations and requirements. Additional policies and procedures are found in the Graduate School catalog, the School of Nursing *Student Handbook*, and in *Important Dates for Advisors and Students*, issued each year by the Graduate School.

The Graduate School requires that all students achieve at least a 3.0 cumulative GPA by the end of the third semester of study. A course in which a grade of less than B is received may be repeated. The grade on the repeated course, whether it is higher or lower than the original grade, is used in the grade point average calculation. Courses in the degree program that are completed with a D or F must be repeated. Grades earned for dissertation research and grades earned from courses that are transferred for degree credit from other schools and/or previous study are not included in the computation of the GPA.



TRANSFER CREDITS

A maximum of six credits of acceptable graduate-level course work may be applied toward the master's degree as transfer credits from another school or from the course work-only status. In the doctoral program, transfer credits are individually assessed to determine relevance to the student's program of study; a variable number of credits is permissible. Permission must be obtained from the major advisor, the director of Graduate Studies, the associate dean for Academic Affairs and the Graduate School before any credits are transferred. In order to be eligible for transfer, the transfer course must have been taken within the time limit for the degree and may not have been used to satisfy requirements for any other degree or admission into the graduate program. Transfer credits are not calculated in the final grade point average.

CREDIT BY EXAMINATION

Graduate students may receive credit by examination only for courses for which they are otherwise eligible to receive graduate degree credit. In the master's program a maximum of 6 (9 in primary care)

credits is possible through credit by examination. A graduate student seeking to use this option must obtain the consent of the advisor and of the instructor currently responsible for the course. The Graduate School maintains a list of courses for which examinations are available or will be prepared. A fee is paid upon application for the examination equal to the current cost of one credit of tuition and is not refundable regardless of whether the student passes the examination. The grade received for a course accepted through credit by examination is computed in the grade point average.

WITHDRAWAL FROM A COURSE

A withdrawal is noted on the student's transcript by a WD. In cases of excessive absences from courses, an *F* is given unless the student officially withdraws from a course. The semester credits for the *F* grade are computed in the grade point average.

TEMPORARY AND FINAL GRADES

A temporary grade of "Incomplete" may be given, on occasion, to graduate students unable to complete all the requirements of a course in the semester in which it is taken. An "Incomplete" grade must be changed to a final letter grade (*A, B, C, D, F*) within one full academic year of the time at which the course ended. For a course not required for the degree, an *F* grade may remain on the student's transcript. These policies do not apply to 799 or 899 research grades, which should be removed when the applicable research has been certified by the appropriate oral examination committee.

A temporary grade of "No Mark" may be given, on occasion, when faculty members are unable to complete the grading process within the semester in which the course is given even though the student has completed all requirements. A grade of NM must be changed to a letter grade (*A, B, C, D, F*) by the beginning of the next semester after the course was given.

ACADEMIC PROGRESS— UNSATISFACTORY ACHIEVEMENT

At the end of each semester, the record of every student is reviewed. Registration in the graduate program may be discontinued at any time if work or progress is deemed unsatisfactory.

Provisional Admission: Any student admitted provisionally will be granted unconditional status when the provision(s) has been satisfied. The Graduate School will be responsible for notifying the department if a student fails to meet the provisions of admission. The Graduate School will dismiss those students who fail to meet the provisions.

Academic Jeopardy/Unconditional Admission: Unconditionally admitted full-time students who have not maintained a B average during the first semester (8 credits) will be placed on probation and will be dismissed if minimum B grades in every course (8 credits) are not achieved during the next semester. Unconditionally admitted part-time students who have not maintained a B average for the first 12 credits will be placed on probation and must achieve minimum B grades in every course during the next 12 credit hours or they too will be dismissed.

Academic Progress at the End of the Third Semester: A cumulative GPA of 3.0 must be attained by all graduate students (MS and PhD students) by the end of the third semester and thereafter. Failure to achieve and maintain the 3.0 average will result in dismissal from the program. In addition, a satisfactory level of research performance as determined by the research advisor and research committee must be maintained or a dismissal from the program could result.

Additional Doctoral Program Requirements: A student may be asked to withdraw from the doctoral program upon recommendation of the director of graduate studies if any of the following events occur:

1. Failure to maintain a cumulative GPA of 3.0 (as specified above).
2. Failure on preliminary examination at second attempt.
3. Failure on comprehensive examination at second attempt.
4. Failure to be admitted to candidacy within five years of admission into the program.
5. Failure to complete degree requirements within four years following admission to candidacy.
6. Failure to demonstrate a satisfactory level of research performance as deter-

mined by the research advisor and dissertation advisory committee.

7. Failure to maintain continuous registration.

WITHDRAWAL, SUSPENSION, DISMISSAL

An application for withdrawal form must be completed and submitted when a student officially withdraws from the graduate program. An application for withdrawal bearing the proper signatures must be filed in the Office of Records and Registration. If a student leaves the University prior to the conclusion of a semester or session, the date used in computing a refund is the date the application for withdrawal is filed in the Office of Records and Registration. A student who withdraws during a semester and does not file an application for withdrawal with the registrar will receive failing grades in all courses and will forfeit the right to any refund.

Procedures are established to protect the institution's integrity and the individual student's interests and welfare. The School of Nursing, through its various faculties and appropriate committees, reserves the discretionary right to suspend any student from the University for failure to maintain a satisfactory academic record, acceptable personal behavior, accepted standards of practice in a clinical agency or satisfactory standard of health.

When the actions of a student are judged by competent authority using established procedure to be detrimental to the interests of the University community, that person may be required to withdraw from the University.

SCHOLASTIC HONORS FOR GRADUATES

HONOR SOCIETIES

National Honor Society of Nursing: Sigma Theta Tau, founded in 1922, is the national honor society of nursing. The Pi chapter of Sigma Theta Tau was established at the University of Maryland in 1959. The purposes of Sigma Theta Tau are to recognize superior scholarship and achievement, to encourage and support research activities and to strengthen commitment to the ideas and purposes of the nursing profession. Candidates for membership are selected from the baccalaureate and graduate programs as well as from the nursing community. Selection is based on scholastic achievement, leadership qualities, creativity, professional standards and commitment.

Who's Who among Students in American Universities and Colleges: Membership in this organization is open to seniors and graduate students in the School of Nursing. Both students and faculty participate in the nomination and selection of members on the basis of scholarship ability, participation and leadership in academic and extracurricular activities, citizenship, service to the school and potential for future achievement.

Phi Kappa Phi: Phi Kappa Phi is a national honor society 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. Undergraduate students who are in the top 10 percent of their class and have completed 45 credits with the University and graduate students who have achieved a 3.9 GPA are nominated for this honor society.

AWARDS

School of Nursing students are eligible for several types of awards upon completion of the undergraduate or graduate program. A number of awards were donated by the alumni association or other groups or individuals who want to recognize outstanding students. Others recognize excellence in a specialty area of nursing research. The Dean's Leadership Award was established by Dean Barbara R. Heller for outstanding student leadership. All awards are presented at the

annual academic convocation ceremony in May.

School of Nursing Awards for Baccalaureate Graduates

University of Maryland Alumni Association Award for Highest Average in Scholarship
University of Maryland Alumni Association Award for Leadership Award for Excellence in Neurological Nursing
Edwin and L.M. Zimmerman Award
Flora Hoffman Tarun Memorial Award
Student Government Association Leadership Award for Contribution to the School of Nursing Community

School of Nursing Awards for Master of Science Graduates

University of Maryland Alumni Association Award for Leadership
Hewlett Packard Award for Trauma/Critical Care
Cynthia B. Northrup Award for Community Health

School of Nursing Award for Doctor of Philosophy Graduates

University of Maryland Alumni Association Award for the Outstanding Doctoral Student
Mary V. Neal Research Award
Pi Chapter, Sigma Theta Tau International Dissertation Award



UNIVERSITY SYSTEM OF MARYLAND

Board of Regents

Lance W. Billingsley, *chairman*
Earle Palmer Brown, *assistant secretary*
Nathan A. Chapman Jr., *vice chairman*
Charles W. Cole Jr., *treasurer, secretary*
Edwin S. Crawford
Thomas B. Finan, Jr.
Michael C. Gelman
Louise Michaux Gonzalez, *treasurer*
The Honorable Steny H. Hoyer
Harry R. Hughes
The Honorable Leronia A. Josey, Esq.
Clifford M. Kendall
Dr. Jeong H. Kim
Lillian Hobson Lincoln
Henry A. Virts, DVM, *ex officio*
William T. Wood
Susan E. Woda, *student regent*

Administration

Donald N. Langenberg, PhD, *chancellor of the University*
George L. Marx, PhD, *vice chancellor, Academic Affairs*
John K. Martin, *vice chancellor, Advancement*

UNIVERSITY OF MARYLAND, BALTIMORE

David J. Ramsay, DM, DPhil., *president*
Joann A. Boughman, PhD, *vice president, Academic Affairs; dean, Graduate School*
James T. Hill Jr., MPA, *vice president, Administrative Services*
T. Sue Gladhill, MSW, *vice president, External Affairs*
Morton I. Rapoport, MD, *president and chief executive officer, University of Maryland Medical System*
Richard R. Ranney, DDS, *dean, Dental School*
Donald G. Gifford, JD, *dean, School of Law*
Donald E. Wilson, MD, MACP, *dean, School of Medicine*
Barbara R. Heller, EdD, RN, FAAN, *dean, School of Nursing*

David A. Knapp, PhD, *dean, School of Pharmacy*
Jesse J. Harris, DSW, *dean, School of Social Work*

SCHOOL OF NURSING

Administration

Barbara R. Heller, EdD, RN, FAAN, *dean and professor, School of Nursing*
Lesley A. Perry, PhD, RN, *associate dean, Administrative Services*
Carolyn A. Waltz, PhD, RN, FAAN, *associate dean, Academic Affairs*
Susan Wozenski, MPH, JD, *assistant dean, Student Affairs*
Marla Oros, MS, RN, *assistant dean, Clinical Practice and Services*
Louise S. Jenkins, PhD, RN, *director, Graduate Studies and acting director, Research*
Mary Etta C. Mills, ScD, RN, *chair, Education, Administration, Health Policy and Informatics and acting director, Undergraduate and Distributive Studies*
Ruth Harris, PhD, RN, *acting chair, Adult Health Nursing*
Sara Torres, PhD, RN, FAAN, *chair, Behavioral and Community Health and acting chair Maternal and Child Health*
Theodore Stone, EdD, *director, Learning Technologies and Media Center*

Board of Visitors

William N. Apollony, *senior vice president, Health Care Banking Division, First National Bank of Maryland*
Douglas L. Becker, *president, Sylvan Learning Systems Inc.*
Shirley Bederman '64
Gerald T. Brady, *president, West and Brady Inc.*
Lynne Brick, *president, Brick Bodies Fitness Services Inc.*
Eugenia Crow-Kiser '47
Jane Durney Crowley, *president and chief executive officer, Bon Secours Baltimore Health Corp.*
John C. Erickson, *chairman, Senior Campus Living*

Arthur Gilbert, *managing director, Vintings Management Corp.*

Sonya Gershowitz Goodman '73, *founder and president, Irvington Knolls Care Center*

Mark Gross, *vice president, First Consulting Group*

Donna Hill Howes '75, *director, Health Education, Time Inc. Health*

Gail Kaplan, *principal, Polo Grill*

Terry Klaassen, *co-founder and Executive Vice President, Sunrise Assisted Living*

Rose LaPlaca '81, *President, Maryland State Board of Education*

Judith Littlejohn '75, '92, *Maryland Board of Nursing*

Anthony R. Masso, *executive vice president, Managed Care, Integrated Health Services*

Esther McCready '53

Carolyn McGuire-Frenkill, *president, Substance Abuse Services, Inc.*

Elizabeth Misek, *president and chief executive officer, Prestige Health*

Maria K. Mitchell '82, *president, Academic Medicine Development Corp.*

Morton I. Rapoport, MD, *president and chief executive officer, University of Maryland Medical System*

Harrison J. Rider III, *executive vice president and chief operating officer, Helix Health Inc.*

James Sellinger, *vice president, Technical Sales Support, IBM North America*

Alan Silverstone, *divisional president, Prudential Healthcare*

Sanford V. Teplitzky, *chairman, Health Law Department, Ober, Kaler, Grimes & Shriver*

Maggie Kelly Whall '75, *nurse practitioner, Woman to Woman Comprehensive Care*

Nurses Alumni Association Officers

Maggie Kelly Whall '75, *president*

Barbara M. Resnick '97, *First vice president*

Bernadette Patriarca '98, *secretary*

Maryellen Rechen '75, *treasurer*

FACULTY

Abbott, Patricia, Assistant Professor, Education, Administration, Health Policy and Informatics. BS, University of Maryland Baltimore County, 1989; MS, University of Maryland, Baltimore, 1992; PhD, University of Maryland Baltimore County, 1998; (RN).

Antol, Susan, Clinical Instructor, Behavioral and Community Health. BSN, Carlow College, 1975; MSN University of Maryland, 1979; (RN).

Arnold, Elizabeth C., Associate Professor, Behavioral and Community Health. BSN, Georgetown University, 1961; MSN, The Catholic University of America, 1964; PhD, University of Maryland, 1984; (RN).

Atkins, Dorothy, Clinical Instructor, Maternal and Child Health. BSN, Old Dominion University, 1978; MS, University of Maryland, Baltimore, 1988; (RN).

Bausell, R. Barker, Professor, Education, Administration, Health Policy and Informatics. BS, University of Delaware, 1968; PhD, University of Delaware, 1975.

Belcher, Anne E., Associate Professor, Adult Health Nursing. BSN, University of North Carolina at Chapel Hill, 1967; MN, University of Washington, 1968; PhD, Florida State University, 1975; (RN, FAAN).

Braun, Rita F., Assistant Professor, Education, Administration, Health Policy and Informatics. BSN, St. Louis University, 1964; MSN, The Catholic University of America, 1966; PhD, University of Edinburgh, 1993; (RN).

Brown, Blanche, Clinical Instructor, Maternal and Child Health. BSN, Widener University, 1990; MSN, The Catholic University of America, 1996; (RN).

Bujak, Danuta I., Assistant Professor, Maternal and Child Health, BSN, Herbert H. Lehman College, 1979; MSN, Yale University, 1981; PhD, New York University, 1998; (RN, FNP, PA).

Bull, Margaret, Associate Professor, Behavioral and Community Health. BSN, Alverno College, 1973; MS, University of Wisconsin, 1979; PhD, University of Wisconsin, 1986; (RN, FAAN).

Cook, Linda, Assistant Professor, Psychiatric and Community Health. BSN, University of Maryland, 1987; MS, University of Maryland, 1989; PhD, University of Pennsylvania, 1996; (RN).

Diana, Lorraine, Clinical Instructor, Maternal and Child Health. BS, George Washington University, 1981; BSN, University of Maryland Baltimore County, 1992; MS, University of Maryland, 1993; (RN, FNP).

Dobish, Barbara, Clinical Instructor, Adult Health Nursing. BSN, University of Wisconsin, 1978; MSN, The Catholic University of America, 1983; (RN).

Downs, Florence S., Visiting Professor. BS, St. John's University, 1956; EdD, New York University, 1964; (RN, FAAN).

Emerson, Elissa, Assistant Professor, Maternal and Child Health. BA, Stetson University, 1969; MS, Pace University, 1974; PhD, University of Texas at Austin, 1992. (RN, FNP).

Engler, Arthur J., Clinical Instructor, Maternal and Child Health. BSN, University of Akron, 1979; MS, University of Maryland, 1985; DNSc, Catholic University, 1998; (RN, CRNP, NNP).

Fahie, Vanessa P., Assistant Professor, Adult Health Nursing. BSN, University of Maryland, 1976; MS, University of Maryland, 1983; PhD, University of Maryland, 1994; (RN).

Farrar, Jocelyn, Clinical Instructor, Maternal and Child Health and Manager, Wellmobile. BSN, Tuskegee Institute School of Nursing, 1972; MS, University of Maryland, 1977; (RN).

Feroli, Kathleen L., Clinical Instructor, Maternal and Child Health. BS, University of Maryland, 1973; MS, Uni-

- versity of Maryland, 1980; (RN,CRNP).
- Fishel, Rebecca**, Clinical Instructor, Adult Health Nursing. BA, Covenant College, 1990; BS, Johns Hopkins University, 1991; MS, University of Maryland, Baltimore, 1996; (RN, CRNP).
- Fitzpatrick, Joyce**, Visiting Professor, BSN, Georgetown University, 1966; MS, The Ohio State University, 1967; PhD, New York University, 1975; MBA, Case Western Reserve University, 1992; (RN, FAAN).
- Galen, Barbara**, Clinical Instructor, Adult Health Nursing. BS, University of Maryland, 1991; MSN, George Mason University, 1996; (RN).
- Goulden, Debra**, Clinical Instructor, Maternal and Child Health. BSN, Towson University, 1977; MS, University of Maryland, Baltimore, 1982; (RN, CPNP).
- Guberski, Thomasine D.**, Associate Professor, Adult Health Nursing. BA, American International College, 1964; MS, University of Michigan, 1969; PhD, University of Maryland, 1985; (RN, CRNP).
- Gunnett, Ann E.**, Assistant Professor, Adult Health Nursing. BSN, University of Maryland, 1968; MS, Case Western Reserve University, 1975; (RN).
- Hanley, Barbara E.**, Assistant Professor, Education, Administration, Health Policy and Informatics. BS, Boston College, 1966; MS, University of Colorado, 1970; PhD, University of Michigan, 1983; (RN).
- Harris, Ruth M.**, Acting Chair and Associate Professor, Adult Health Nursing. BA, University of Washington, 1961; BSN, University of Maryland, 1979; MS, University of Maryland, 1981; PhD, University of Maryland, 1986; (RN, CRNP).
- Heller, Barbara R.**, Dean and Professor, Education, Administration, Health Policy and Informatics. BS, Boston University, 1962; MS, Adelphi University, 1966; EdM, Teachers College, Columbia University, 1971; EdD, Teachers College, Columbia University, 1973; (RN, FAAN).
- Herron, Dorothy G.**, Assistant Professor, Adult Health Nursing. BS, Simmons College, 1967; MSN, University of South Carolina, 1986; PhD, University of Maryland, 1995; (RN).
- Hull, Margaret M.**, Assistant Professor, Adult Health Nursing. BSN, D'Youville College, 1970; MSN, Case Western Reserve University, 1975; PhD, University of Rochester, 1989; (RN).
- Jairath, Nalini**, Associate Professor, Adult Health Nursing. BSc, University of Toronto, 1977; BScN, McMaster University, 1980; MScN, University of Toronto, 1985; PhD, University of Toronto, 1990; (RN).
- Jenkins, Louise S.**, Director of Graduate Studies, Associate Professor, Adult Health Nursing. BS, Northern Illinois University, 1979; MS, University of Maryland, Baltimore, 1982; PhD, University of Maryland, Baltimore, 1985; (RN).
- Jennings, Carole P.**, Assistant Professor, Education, Administration, Health Policy and Informatics. BSN, Georgetown University, 1969; MA, University of Washington, 1972; PhD, The Catholic University of America, 1987; (RN).
- Johantgen, Meg**, Assistant Professor, Education, Administration, Health Policy and Education. BS, Niagra University, 1974; MS, State University of New York at Buffalo, 1985; PhD, Virginia Commonwealth University, 1994; (RN).
- Knauth, Donna**, Assistant Professor, Maternal and Child Health. BS, Columbia University, 1962; MS, University of Connecticut, 1983; PhD, University of Pennsylvania, 1966; (RNC).
- Korniewicz, Denise**, Professor, Adult Health Nursing. BSN, Madonna University, 1974; MSN, Texas Woman's University, 1977; DNSc, The Catholic University of America, 1996; (RN).
- Kverno, Karen**, Assistant Professor, Behavioral and Community Health. BSN, University of Colorado, 1978; MA, University of Washington, 1983; PhD, The George Washington University, 1994; (RN).
- Littleton Kearney, Marguerite T.**, Associate Professor, Adult Health Nursing. BSN, Medical College of Georgia, 1976; MSN, Medical College of Georgia, 1977; DNSc, Rush University, 1985; (RN).
- Ludington, Susan**, Professor, Maternal and Child Health. BS, University of California, 1972; MS, University of California, 1973; PhD, Texas Women's University, 1977; (RN, CNM, FAAN).
- Mazzocco, Gail O.**, Assistant Professor, Education, Administration, Health Policy and Informatics. BSN, University of Maryland, 1972; MS, University of Maryland, 1974; EdD, University of Maryland, 1988; (RN).
- McCrone, Susan H.**, Associate Professor, Adult Health Nursing. BA, Simmons College, 1971; MS, Boston College, 1973; PhD, University of Utah, 1986; (RN).
- McEntee, Margaret A.**, Assistant Professor, Adult Health Nursing. BSN, Seton Hall University, 1968; MS, University of Maryland, 1973; PhD, University of Maryland, 1983; (RN).
- Mech, Ann B.**, Coordinator, Legal and Contractual Services; Assistant Professor, Education, Administration, Health Policy and Informatics. BSN, University of Maryland, 1976; MS, University of Maryland, 1978; JD, George Washington University, 1982; (RN).
- Merker, Mathilda A.**, Clinical Instructor, Adult Health Nursing. BS, Medical College of Virginia, 1965; MS, Virginia Commonwealth University, 1975; (RN).
- Michael, Michele A.**, Assistant Professor, Maternal and Child Health. BSN, Creighton University, 1968; MS, University of Maryland, 1974; PhD, University of Maryland, 1984; (RN, CRNP).
- Mills, Mary Etta C.**, Chair and Associate Professor, Education, Administration

- and Health Policy and Informatics. BSN, University of Maryland, 1971; MS, University of Maryland, 1973; ScD, Johns Hopkins University, 1979; (RN).
- Modly, Doris**, Visiting Professor, BSN, Western Reserve University, 1957; MSN, Case Western Reserve University, 1977; MA, Case Western Reserve University, 1983; PhD, Case Western Reserve University, 1987; (RN).
- Morton, Patricia G.**, Associate Professor, Adult Health Nursing. BS, Loyola College, 1974; BS, Johns Hopkins University, 1977; MS, University of Maryland, 1979; PhD, University of Maryland, 1989; (RN).
- Neal, Mary V.**, Professor Emerita, Maternal and Child Health. BS, University of Maryland, 1949; MLitt, University of Pittsburgh, 1952; PhD, New York University, 1968; (RN, FAAN).
- Neff-Smith, Martha**, Professor, Behavioral and Community Health. BSN, Madonna College, 1972; MPH, University of Michigan, 1974; PhD, University of Michigan, 1978; (RN, FAAN).
- Newcomer, Wendy**, Assistant Professor, Maternal and Child Health. BA, Kalamazoo College, 1974; BSN, Montana State University, 1980; MPH, Johns Hopkins University, 1986; PhD, University of Maryland, Baltimore, 1996; (RN).
- O'Brien, Eileen L.**, Associate Professor, Maternal and Child Health. BSN, University of Pittsburgh, 1973; MSN, The Catholic University of America, 1977; MA, The Catholic University of America, 1984; PhD, The Catholic University of America, 1987; (RN).
- O'Mara, Ann M.**, Assistant Professor, Adult Health Nursing. BSN, State University of New York at Buffalo, 1972; MSN, The Catholic University of America, 1977; PhD, University of Maryland, 1991; (RN).
- O'Neil, Carol**, Assistant Professor, Behavioral and Community Health. BSN, Cornell University, 1969; MA, Columbia University, 1976; MEd, Columbia University, 1978; PhD, University of South Florida; (RN).
- Oros, Marla**, Assistant Dean for Clinical Practice and Services. BSN, University of Maryland, 1984; MS, Towson University, 1988; (RN).
- Palmer, Mary**, Associate Professor, Adult Health Nursing. BSN, University of Maryland, Baltimore, 1975; MS, University of Maryland, Baltimore; PhD, Johns Hopkins University, 1990; (RN, FAAN).
- Panniers, Theresa L.**, Assistant Professor, Education, Administration, Health Policy and Informatics. BS, Empire State College, 1976; MS, University of Rochester, 1979; PhD, University of Rochester, 1991; (RN).
- Papa, Patricia**, Clinical Instructor, Maternal and Child Health. BSN, The Catholic University of America, 1970; MSN, The Catholic University of America, 1983. (RN, CPNP)
- Perry, Lesley A.**, Associate Dean, Administrative Services; Associate Professor, Maternal and Child Health. BS, Roberts Wesleyan College, 1966; MS, Boston University, 1969; PhD, University of Maryland, 1982; (RN).
- Plowden, Keith**, Assistant Professor, Adult Health Nursing. BSN, Pace University, 1987; MS, Central Michigan University, 1992; MSN, La Salle University, 1998; PhD, Walden University, 1996; (RN).
- Preski, Sally**, Assistant Professor, Behavioral and Community Health Nursing. BSN, Edinboro University, 1981; MSN, University of Texas at Austin, May 1986; PhD, University Texas at Austin, 1994; (RN).
- Proulx, Joseph R.**, Professor, Education, Administration, Health Policy and Informatics. BS, University of Bridgeport, 1961; MSN, University of Pennsylvania, 1966; EdD, Teachers College, Columbia University, 1972; (RN).
- Rackson, Mary Ann**, Clinical Instructor, Psychiatric and Community Health. BS, Towson University, 1988; MS, University of Maryland, Baltimore, 1993; (RN, ANP, GNP).
- Ravella, Patricia, C.**, Assistant Professor, Maternal and Child Health. BSN, University of Pennsylvania, 1967; MA, Ball State University, 1972; MSN, University of Texas, 1985; PhD, University of Texas, 1985; (RN, NCAA, CNS).
- Rawlings, Norma L.**, Assistant Professor, Maternal and Child Health. BS, Winston-Salem State University, 1964; MS, University of Maryland, 1968; (RN, CRNP).
- Resnick, Barbara**, Assistant Professor, Adult Health Nursing. BSN, University of Connecticut, 1978; MSN, University of Pennsylvania, 1982; Ph.D., University of Maryland, 1996; (RN, CRNP).
- Scott, Doris E.**, Assistant Professor, Adult Health Nursing. BSN, Dillard University of New Orleans, 1963; MSN, Boston University, 1968; PhD, University of Maryland, 1986; (RN).
- Shaughnessy, Marieanne**, Assistant Professor, Adult Health Nursing. BSN, University of Pennsylvania, 1984; MSN, University of Pennsylvania, 1989; PhD, University of Pennsylvania, 1996; (RN, CRNP).
- Shelton, Deborah**, Assistant Professor, Behavioral and Community Health. BSN, University of Bridgeport, 1976; MSN, University of Washington, 1981; PhD, University of Virginia, 1994; (RN).
- Shpritz, Deborah W.**, Assistant Professor, Adult Health Nursing. BSN, University of Maryland, 1978; MS, University of Maryland, 1982; PhD, University of Maryland, 1993; (RN, CCRN).
- Smith, Claudia M.**, Assistant Professor, Psychiatric, Community Health. BSN, University of Maryland, 1965; MPH, University of North Carolina at Chapel Hill, 1971; (RN).
- Smith, Jacqueline**, Clinical Instructor, Maternal and Child Health. BSN, Salisbury State University, 1980; MSN, Wilmington College, 1998; (RN, FNP).
- Smith, Rachel**, Assistant Professor, Education, Administration, Health Policy

and Informatics. BSN, University of Virginia, 1975; MSN, The Catholic University of America, 1978; PhD, University of Maryland, 1996; (RN).

Snapp, Carol, Clinical Instructor, Maternal and Child Health. BSN, University of Maryland, 1979; MSN, University of Pennsylvania, 1983; (RN, CNM).

Snelson, Jacqueline, Clinical Instructor, Behavioral and Community Health. BSN, University of Maryland, 1968; MSN, West Virginia University, 1985; (RN, CRNP).

Soeken, Karen L., Associate Professor, Education, Administration, Health Policy and Informatics. BA, Valparaiso University, 1965; MS, University of Maryland, 1969; PhD, University of Maryland, 1979.

Spellbring, Ann Marie T., Associate Professor, Adult Health Nursing. BSN, University of Pennsylvania, 1967; MS, University of Maryland, 1973; PhD, University of Maryland, 1989; (RN).

Sporney, Hilary A., Clinical Instructor, Behavioral and Community Health and Manager, Open Gates Health Center. State Registered Nurse, Westminster Hospital, London, England, 1971; MBA, Xavier University, 1985; (RN, SCM).

Spriggs, Melissa, Clinical Instructor, Adult Health Nursing. BS, University of Rhode Island, 1992; MS, University of Maryland, 1996; (RN, GNP).

Spunt, Debra L., Manager, Clinical Simulation Laboratories; Clinical Instructor, Adult Health Nursing. BSN, University of Maryland, 1979; MS, University of Maryland, 1983; (RN).

Stone, Theodore, Director, Learning Technologies and Media Center; Assistant Professor, Education, Administration, Health Policy and Informatics. BA, University of Maryland, 1976; MA, University of Maryland, 1988; PhD, University of Maryland, 1991.

Swick, Nancy, Clinical Instructor, Maternal and Child Health. BSN, Carlow College, 1982; MSN, Indiana



University of Pennsylvania, 1989; (RN, CRNP, ACCE).

Thompson, Linda S., Associate Professor, Maternal and Child Health. BSN, Wayne State University, 1974; MSN, Wayne State University, 1978; MPH, Johns Hopkins University, 1985; DrPH, Johns Hopkins University, 1986; (RN).

Tilbury, Mary, Assistant Professor, Education, Administration, Health Policy and Informatics. BSN, Duke University, 1959; MS, University of Maryland, 1977; EdD, Virginia Polytechnic Institute & State University, 1981; (RN).

Torres, Sara, Chair and Associate Professor, Behavioral and Community Health and Acting Chair, Maternal and Child Health. BS, State University of New York at Stony Brook, 1972; MS, Adelphi University, 1975; PhD, University of Texas, 1986; (RN, FAAN).

Trinkoff, Alison M., Associate Professor, Behavioral and Community Health. BSN, University of Rochester, 1978; MPH, University of North Carolina at Chapel Hill, 1980; ScD, Johns Hopkins University, 1987; (RN).

Turkeltaub, Madeline, Assistant Professor, Adult Health Nursing. BSN, Long Island University, 1966; MN, University of Pittsburgh, 1970; PhD, University of Maryland, 1980; (RN, CRNP).

Tyson, Joy, Clinical Instructor, Maternal and Child Health. BSN, University of Maryland, 1982; MS, University of Maryland, 1988; (RN).

Waltz, Carolyn F., Associate Dean, Academic Affairs; Professor, Education, Administration, Health Policy and Informatics. BSN, University of Maryland, 1963; MS, University of Maryland, 1968; PhD, University of Delaware, 1975; (RN, FAAN).

Weaver, Jane, Director of International Programs, Assistant Professor, Behavioral and Community Health. BA, American University, 1970; BSN, The Catholic University of America, 1972; MN, University of Washington, 1979; JD, American University, 1987; (RN).

Wessel, Genie, Clinical Instructor, Maternal and Child Health. BSN, American University, 1980; MS, University of Maryland, 1984; (RN).

Wolf, Andrea, Clinical Instructor, Adult Health Nursing. BSN, Temple University, 1980; MSN, University of Pennsylvania, 1984; (RN, CRNP).

Wozenski, Susan M., Assistant Dean, Student Affairs; Assistant Professor, Behavioral and Community Health. AB, Mount Holyoke College, 1975; MPH, University of Michigan, 1977; JD, University of Connecticut, 1980.

PROFESSIONAL STAFF

Adams, Anthony, Network Systems Engineer. AA, Anne Arundel Community College, 1983.

Archie, Anthony, Network Systems Engineer.

Barker, Lauren, Admissions Coordinator. BS, University of Maryland, College Park, 1993.

Barkley, Steven, Academic Coordinator. BA, University of Maryland Baltimore County, 1981; MA, University of Maryland Baltimore County, 1990.

Bell, Judith A., Senior Specialist, Records, Registration and Student

Information Systems. BA, State University of New York at Albany, 1971; MA, Teachers College, Columbia University, 1972; EdD, Teachers College, Columbia University, 1979.

Bigelow, Walter, Manager, Network and Computer Support Services. BA, Pennsylvania State University, 1984; MA, Johns Hopkins University, 1989.

Cavanaugh, Elizabeth, Special Events and Marketing Services Coordinator. BA, Loyola College, 1995.

Graziano, Jean, Manager, Facilities Support Services. BS, New Jersey Institute of Technology, 1989.

Marsiglia, Leslie, Assistant Director of Alumni Relations and Annual Giving. BA, Loyola College, 1984.

Moore, Cassandra Smith, Coordinator, Graduate Admissions. BA, University of Arkansas, 1979; MPA, University of Arkansas, 1987.

Nichols, Mary, Assistant to the Dean. BA, College of Notre Dame of Maryland, 1996.

O'Neill, Patrick, Director of Development and Alumni Relations. BA, Butler University, 1975; MA, Indiana University, 1977.

Peterson, Myrna, Director of Foundation and Corporate Relations. BA, Luther College, 1969.

Reisig, Lois, Human Resources Manager. BS, Towson University, 1973.

Sisk, Debra, D. Admissions Coordinator. BS, Ohio University, 1979; MA, Bowling Green State University, 1986.

Tuttle, Wendy, Assistant to the Dean for Planning and Accountability. BA, Goucher College, 1992; MPA, University of Baltimore, 1997.

Williams, Joyce, Admissions Coordinator. BA, University of Maryland, Baltimore County, 1974; MS, Loyola College, 1986.



UNIVERSITY SYSTEM OF MARYLAND POLICY ON FACULTY, STUDENT AND INSTITUTIONAL RIGHTS AND RESPONSIBILITIES FOR ACADEMIC INTEGRITY

The academic enterprise is characterized by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process and intellectual honesty in the pursuit of new knowledge. By tradition, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the institution and the student, they are nevertheless conventions which should be central to the learning and teaching process.

I. Faculty Rights and Responsibilities

- A. Faculty members shall share with students and administrators the responsibility for academic integrity.
- B. Faculty members shall enjoy freedom in the classroom to discuss subject matter reasonably related to the course. In turn, they have the responsibility to encourage free and honest inquiry and expression on the part of students.
- C. Faculty members, consistent with the principles of academic freedom, have the responsibility to present courses that are consistent with their descriptions in the catalog of the institution. In addition, faculty members have the obligation to make students aware of the expectations in the course, the evaluation procedures and the grading policy.
- D. Faculty members are obligated to evaluate students fairly, equitably and in a manner appropriate to the course and its objectives. Grades must be assigned without prejudice or bias.
- E. Faculty members shall make all reasonable efforts to prevent the occurrence of academic dishonesty through

appropriate design and administration of assignments and examinations, careful safeguarding of course materials and examinations and regular reassessment of evaluation procedures.

- F. When instances of academic dishonesty are suspected, faculty members shall have the responsibility to see that appropriate action is taken in accordance with institutional regulations.

II. Student Rights and Responsibilities

- A. Students share with faculty members and administrators the responsibility for academic integrity.
- B. Students have the right of free and honest inquiry and expression in their courses. In addition, students have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
- C. Students have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
- D. Students have the right to be evaluated fairly, equitably and in a timely manner appropriate to the course and its objectives.
- E. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance or such special assistance as may be specified or approved by the appropriate faculty members, is allowed.
- F. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
- G. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring

this to the attention of the faculty or other appropriate authority.

III. Institutional Responsibility

- A. Constituent institutions of the University System of Maryland shall take appropriate measures to foster academic integrity in the classroom.
- B. Each institution shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty and to impose appropriate sanctions on students found to be guilty of acts of academic dishonesty.
- C. Students expelled or suspended for reasons of academic dishonesty by any institution in the University System of Maryland shall not be admissible to any other System institution if expelled, or during any period of suspension.

UNIVERSITY POLICY ON SCHEDULE OF ACADEMIC ASSIGNMENTS ON DATES OF RELIGIOUS OBSERVANCE

It is the policy of the University of Maryland, Baltimore to excuse the absence(s) of students that result from the observance of religious holidays. Students shall be given the opportunity, whenever feasible, to make up, within a reasonable time, any academic assignments that are missed due to individual participation in religious observances. Opportunities to make up missed academic assignments shall be timely and shall not interfere with the regular academic assignments of the student. Each school/academic unit shall adopt procedures to ensure implementation of this policy.

UNIVERSITY POLICY ON REVIEW OF ALLEGED ARBITRARY AND CAPRICIOUS GRADING

It is the policy of the University of Maryland, Baltimore that students be provided a mechanism to review course grades that are alleged to be arbitrary or capricious. Each school/academic unit shall develop guidelines and procedures to provide a means for a student to seek review of course grades. These guidelines and procedures shall be published regularly in the appropriate media so that all faculty and students are informed about this policy.

THE UNIVERSITY OF MARYLAND POSITION ON ACTS OF VIOLENCE AND EXTREMISM WHICH ARE RACIALLY, ETHNICALLY, RELIGIOUSLY OR POLITICALLY MOTIVATED

The University System of Maryland Board of Regents strongly condemns criminal acts of destruction or violence against the person or property of others. Individuals committing such acts at any campus or facility of the University will be subject to swift campus judicial and personnel action, including possible expulsion or termination, as well as possible state criminal proceedings.

UNIVERSITY OF MARYLAND POLICY ON SERVICE TO THOSE WITH INFECTIOUS DISEASES

It is the policy of the University of Maryland, Baltimore to provide education and training to students for the purpose of providing care and service to all persons. The institution will employ appropriate precautions to protect providers in a manner meeting the patients' or clients' requirements, yet protecting the interest

of students and faculty participating in the provision of such care or service.

No student will be permitted to refuse to provide care or service to any assigned person in the absence of special circumstances placing the student at increased risk for an infectious disease. Any student who refuses to treat or serve an assigned person without prior consent of the school involved will be subject to penalties under appropriate academic procedures, such penalties to include suspension or dismissal.

HUMAN RELATIONS CODE SUMMARY

Article I—Purpose

A. The University of Maryland, Baltimore is committed to the principles of free inquiry. It is also committed to human service. These commitments imply respect for all people, irrespective of any personal characteristics, and evaluation and advancement of individuals on basis of their abilities and accomplishments with regard to all university matters.

University of Maryland, Baltimore affirms its commitment to a policy of eliminating unlawful discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, age, ancestry or national origin, physical or mental handicap, or exercise of rights secured by the First Amendment of the United States Constitution. The University also is committed to eliminating unlawful sexual harassment, which is recognized as sex discrimination. The University will not condone racism, bigotry or hatred in any form directed to any individual or group of individuals under any circumstances.

B. The University establishes this Human Relations Code consistent with the policies of the Board of Regents of the University System of Maryland. The specific purpose of this code is to prevent or eliminate discrimination which is unlawful. This

goal is to be accomplished through educational programs and through existing grievance procedures.

Article II—Scope of the Code

- A. This code prohibits unlawful discrimination by the University, or by those using University facilities, with respect to employment, student placement services, promotion, or the award of academic or economic benefits on the basis of race, color, creed, sex, sexual orientation, marital status, age, ancestry or national origin, physical or mental handicap, or the exercise of rights secured by the First Amendment of the United States Constitution. The code does not apply to potential students, potential employees and to business relations between the University and other individuals or organizations.
- B. Nothing in this code shall be construed to prohibit adoption of requirements of cleanliness, neatness, uniforms, or other prescribed standards when uniformly applied for admittance to any facility for participation in clinical education or clinical activities, or when a standard is required in the interest of public relations or to avoid danger to the health, welfare or safety of any individual, including students, employees or the public.
- C. Exceptions.
1. The enforcement of federal, state, or Baltimore City laws and regulations does not constitute prohibited discrimination for purposes of this code. Separate housing or other facilities for men and women, mandatory retirement age requirements, variations in benefit packages based on marital status and religious and ethnic/cultural clubs are not prohibited.
 2. The code is not to be construed to alter the methods by which promotions in academic rank may be achieved or by which salaries of faculty or employees may be determined. However, if in the course of any grievance, it is alleged that discrimination has resulted in unfair application of standards for promotion or salary change, the appropriate fact finder may make a report to the campus authority responsible for making a final decision in the matter. The report will be advisory.
- D. Specific activities subject to the code. The code shall apply to the University of Maryland, Baltimore community in relation to activities including:
1. All educational, athletic, cultural and social activities occurring on the campus or at another location under University's jurisdiction.
 2. All services rendered by the campus to students, faculty and staff such as job placement programs and off-campus listings of housing.
 3. University-sponsored programs occurring off-campus including cooperative programs, adult education, continuing education and seminars.
 4. Subject to limitations stated previously, employment relations between the University and all of its employees including faculty.
 5. The conduct of University employees and their colleagues, supervisors or subordinates who are employed by the University's affiliates (e.g., UMMS). Although the University cannot directly control the behavior of affiliates' employees, it will work with its affiliates to eliminate actions by their personnel contrary to this code.
- E. In the event of any questions about the applicability of the code to a specific issue presented in a grievance, the University president shall make the final decision concerning the scope of the code.

Article III—Administrative Matters

This code shall be effective July 1, 1987, or, if later, upon receipt of final approval (a) from the chancellor of the University System of Maryland and, (b) with respect to form and legal sufficiency, from the

Office of the Attorney General. This code is subject to modification by the president with approval of the Office of the Attorney General as to form and legal sufficiency. With regard to all issues, the code shall be interpreted to be consistent with Board of Regents policies, with laws and regulations applicable to the University and with the principles that final decisions with respect to academic promotions, establishment of salaries, and grading and evaluation of students shall be made by the academic community and not pursuant to this code. (Last modified 7/93.)

No provision of this publication shall be construed as a contract between any applicant or student and the University of Maryland, Baltimore. The University reserves the right to change any admission or advancement requirement at any time. The University further reserves the right to ask a student to withdraw at any time when it is considered to be in the best interest of the University.

UNIVERSITY OF MARYLAND, BALTIMORE

TO REACH THE UNIVERSITY OF MARYLAND, BALTIMORE CAMPUS

The University of Maryland, Baltimore is located in downtown Baltimore, six blocks west of the Inner Harbor.

Directions

From I-95: Take Route 395 (downtown Baltimore) and exit onto Martin Luther King Jr. Blvd., staying in right lane. At the fourth traffic light, turn right onto Baltimore St.; turn left at second traffic light onto Paca St. (get into right lane) and enter the Baltimore Grand Garage (visitor parking) on the right.

Bus Access

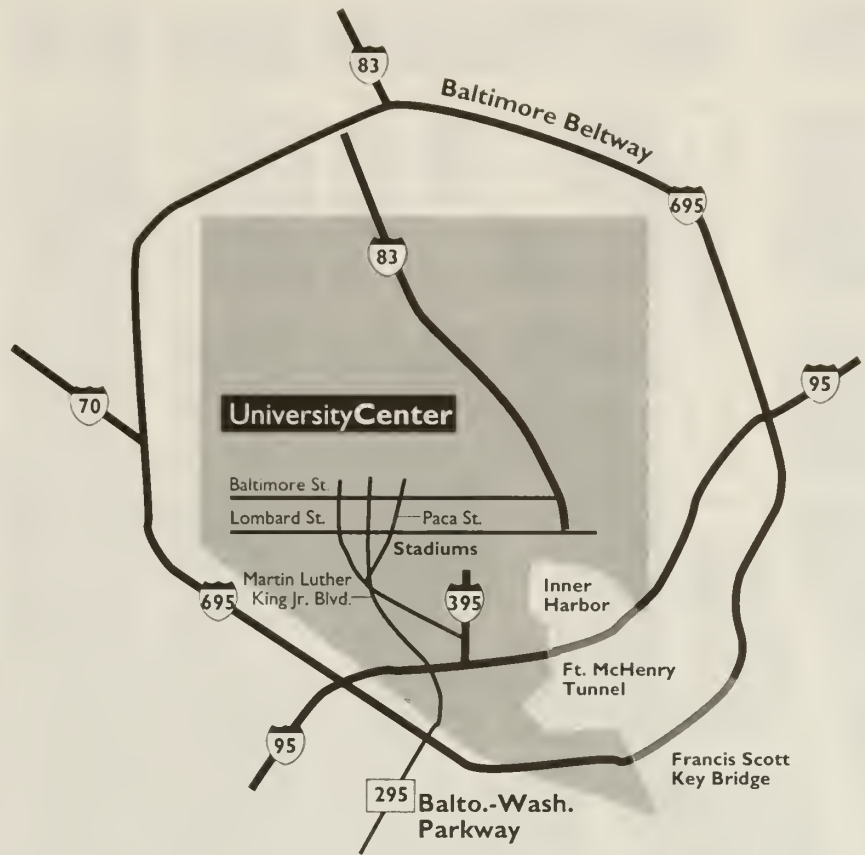
MTA buses numbered 1, 2, 7, 8, 9, 11, 20, 35 and 36 all stop in the campus area.

Subway Access

The Baltimore Metro runs from Johns Hopkins Hospital to Owings Mills. Stops closest to campus are at Lexington Market and Charles Center.

Light Rail

The Light Rail system connects northern Baltimore County, Oriole Park at Camden Yards and Baltimore/Washington International Airport. The stop closest to the University is at Howard and Baltimore streets.



University Center Area, University of Maryland, Baltimore



Academic, Administrative and Patient Care Facilities

- Map Coordinate
- K2 Administration Building (AB)
737 West Lombard Street
 - K3 Allied Health Building (AHB)
100 Penn Street
 - L4 Athleuc Center (AC)
Pratt Street Garage
 - EB Baltimore Dispensary (BD)
100 North Paca Street
 - KS Baltimore Student Union (BSU)
621 West Lombard Street
 - E6 Biomedical Research Facility (BIO)
108 North Greene Street
 - E4 (Walter P.) Carter Center (WPCC)
630 West Fayette Street
 - EB Century Building (CB)
506 West Fayette Street
 - J7 Davidge Hall (DH)
522 West Lombard Street
 - F3 Dental School (DS)
666 West Baltimore Street
 - J7 East Hall (EH)
520 West Lombard Street
 - J2 Environmental Health and Safety Building (EHS)
714 West Lombard Street
 - I9 James T. Frenkil Building (JTFB)
16 South Eutaw Street
 - I7 Greene Street Building (GSB)
29 South Greene Street
 - H3 Health Sciences Facility (HSF)
685 West Baltimore Street
 - L6 Health Sciences Library (HS/HSL)
601 West Lombard Street
 - C4 Hope Lodge (HL)
636 West Lexington Street
 - H3 Howard Hall (HH)
660 West Redwood Street
 - E6 Information Services Building (IS)
100 North Greene Street
 - G7 Law School/Marshall Law Library (LS/MLL)
500 West Baltimore Street
 - K7 Lombard Building (LB)
515 West Lombard Street
 - E7 Maryland Bar Center (MBC)
520 West Fayette Street
 - M4 Maryland Institute for Emergency (MIEMSS)
653 West Pratt Street
 - M4 Medical Services (MIEMSS)
721 West Lombard Street
 - G3 Medical School/Frank C. Bressler Research Building (BRF)
655 West Baltimore Street
 - H2 Medical School Teaching Facility (MSTF)
1685 West Baltimore Street
 - K4 Nursing School (NS)
655 West Lombard Street
 - K7 Old Health Sciences Library (OHSL)
111 South Greene Street
 - D3 Pascault Row (PR)
651-665 West Lexington Street
 - F2 Pharmacy School (RX)

- 20 North Pine Street
- C2 Pine Street Police Station (PSPS)
214 North Pine Street
- D4 Ronald M. Donald House (RMH)
635 West Lexington Street
- I7 Social Work School (SS)
525 West Redwood Street
- L4 State Medical Examiner Building (SMEX)
111 Penn Street
- H5 University of Maryland Medical System (UMMS)
22 South Greene Street
- I8 University of Maryland Professional Building (UPB)
419 West Redwood Street
- H7 University Plaza (UP)
Redwood and Greene Streets
- F5 Veterans Affairs Medical Center (VAMC)
Baltimore and Greene Streets
- J3 Western Health Center (WHC)
700 West Lombard Street
- I9 405 West Redwood Street Building (405R)
- E8 502 West Fayette Street Building (502F)
- K7 515 West Lombard Street Building (515L)
- M3 701 West Pratt Street Building (701P)

Cultural and Civic Facilities

- M5 Babe Ruth Birthplace/Baltimore Orioles Museum (BRB/BOH)
- I6 Dr. Samuel D. Harris National Museum of Dentistry (NMD)
- D7-8 Lexington Market (LM)
- D6 Market Center Post Office (MCPO)
- I1 Old Saint Paul's Cemetery (OSPC)
- N9 Onole Park at Camden Yards (OP)
- F7 Westminster Hall (WMH)

Parking Facilities

- F8 Baltimore Grand Garage (BGG)
(visitors)
- F4 Dental Patient Parking Lot (DPP)
- C3 Lexington Garage (LXG)
(students)
- H7 University Plaza Garage (UPG)
(patients and patient transporters)
- Public Parking Facilities (P)

Assigned University Park

- B4, C4-5 Koester's Lots (KL)
- E5 Parking Office (PO)
- DS Pearl Garage (PG)
- K3 Penn Street Garage (PNC)
(visitors)
- L5 Pratt Street Garage (PTG)

Student Right-to-Know and Campus Security Act Request

The Student Right-to-Know and Campus Security Act (Public Law 101-542), signed into federal law November 8, 1990, requires that the University of Maryland make readily available to its students and prospective students the information listed below.

Should you wish to obtain any of this information, please check the appropriate space(s), fill in your name, mailing address and UM school name, tear off this form and send it to:

University Office of Student Affairs
Attn: Student Right-to-Know Request
University of Maryland
Suite 336, Baltimore Student Union
621 W. Lombard St.
Baltimore, MD 21201-1575

Complete and return this portion

- Financial Aid
- Costs of Attending the University of Maryland
- Refund Policy
- Facilities and Services for Handicapped
- Procedures for Review of School and Campus Accreditation
- Completion/Graduation Rates for Undergraduate Students
- Loan Deferral under the Peace Corps and Domestic Volunteer Services Act
- Campus Safety and Security
- Campus Crime Statistics

Name _____

Address _____

UM School and Program _____

