

Cornell University Announcements



**Cornell University-
New York Hospital
School of Nursing**



Cornell University

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New York Hospital
School of Nursing
515 East 71 Street
New York, New York 10021
1975-76**

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Academic Calendar

1975-1976

Orientation, Class of 1977, begins 1:00 p.m.	Wednesday, August 27
Orientation, Class of 1977, ends 1:00 p.m.	Friday, August 29
Registration	Friday, August 29
Labor Day holiday	Monday, September 1
Fall term instruction begins, all classes 8:00 a.m.	Tuesday, September 2
School holiday	Monday, October 13
Midsemester grades due, 5:00 p.m. (Class of 1976)	Friday, October 24
Progress grades due, 5:00 p.m. (Class of 1977)	Friday, November 14
Instruction suspended, 1:00 p.m.	Wednesday, November 26
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, December 1
Fall term instruction ends, 5:00 p.m.	Friday, December 12
Study period	
Final examinations and clinical evaluation begin, 9:00 a.m.	Tuesday, December 16
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, December 19
Christmas recess and intersession	
Registration, new and rejoining students	Thursday, January 29
Registration, continuing students	Friday, January 30
Spring term instruction, all classes, begins 8:00 a.m.	Monday, February 2

Spring recess	Saturday, March 20
Instruction resumed, 7:30 a.m.	Monday, March 29
Midsemester grades due, 5:00 p.m.	Wednesday, March 31
Spring term instruction ends, 5:00 p.m.	Friday, May 14
Final examinations and clinical evaluation begin, 1:00 p.m.	Monday, May 17
Final examinations and clinical evaluation end, 5:00 p.m.	Thursday, May 20
Convocation and Commencement	Wednesday, May 26

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

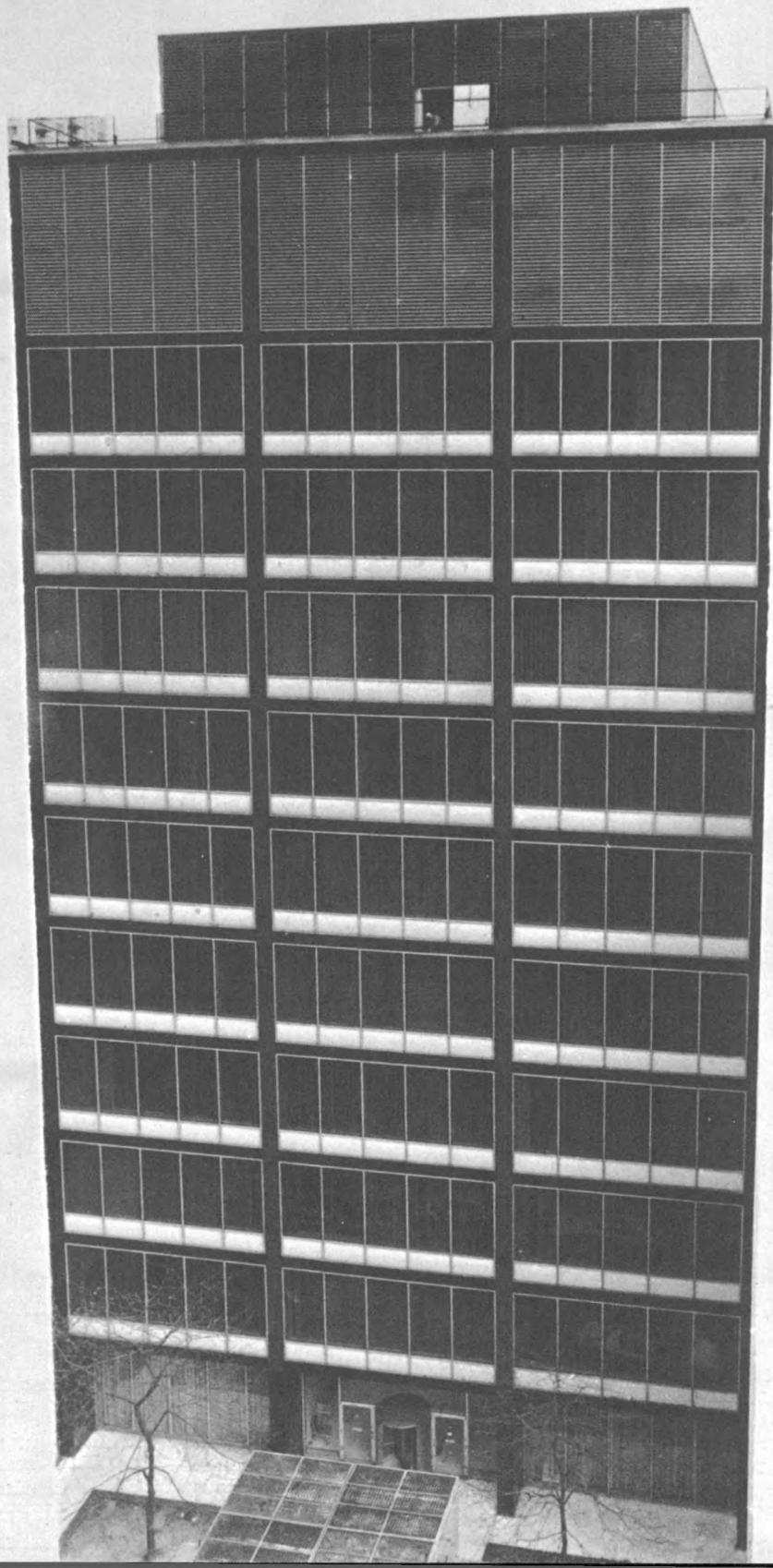
In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.



Announcements

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Cornell University

Cornell University–New York Hospital School of Nursing

History of the School

The Cornell University–New York Hospital School of Nursing was established as a school in Cornell University in 1942, on the sixty-fifth anniversary of the founding of The New York Hospital School of Nursing. One of the earliest nursing schools in the country, the School is part of The New York Hospital–Cornell Medical Center, which includes also the Cornell University Medical College and the various buildings of The New York Hospital extending from Sixty-eighth to Seventy-first Streets on the East River.

The Center is a joint undertaking of the Society of the New York Hospital and Cornell University, and is committed to a fourfold purpose including: (1) care of the sick, providing the same wisdom and skill to rich and poor; (2) education of doctors and nurses, research workers, technicians, and others who will work in the field of medical science; (3) research to extend the boundaries of knowledge in the health fields; and (4) the promotion of public health through the development of preventive medicine.

The New York Hospital is the second-oldest voluntary hospital in this country—its royal charter having been granted in 1771 in the reign of King George III. The first patients were soldiers wounded in the Revolutionary War. At that time the Hospital was located on the lower end of Manhattan, the only part of the city then settled. On early maps the location was designated simply as "the Hospital."

Cornell University, with its campus in Ithaca, New York, received its charter in 1865. Three circumstances contributed to the founding of the University in the eventful years that marked the close of the Civil War. In the first place, Ezra Cornell, a citizen of Ithaca, had come into a large fortune from his holdings in the newly formed Western Union Telegraph Company and had devoted much thought to the good that might be done by giving his

wealth to education. A second circumstance was the fact that the state of New York had received a substantial land grant, under the Morrill Act of 1862, for the support of colleges teaching agriculture and the mechanical arts. The third circumstance was that Mr. Cornell had as a colleague in the state legislature of 1864–65, a young senator named Andrew D. White, later to become the first president of the University, who had the vision of preserving the state's land grant intact for a single great institution which should teach not only agriculture and the mechanical arts but the humanities and the sciences as well. The Medical College, the School of Nursing, and the Graduate School of Medical Sciences are the divisions of the University which are located in New York City.

The Hospital had been operating for over one hundred years before a school for the training of nurses was opened. Early steps had been taken, however, to improve the care given to patients. In 1799 Dr. Valentine Seamen, a scholar and prominent physician, had organized a series of lectures, combined with a course of practical instruction in the wards, for the women whom the Hospital had engaged as "watchers" and "nurses." Although the theoretical content was meager and the practical instruction not systematically planned, these classes focused attention on the fact that women who had some preparation for their work gave better care than those without instruction. When, in 1873, the first training school in this country on the Nightingale pattern was opened in Bellevue Hospital, the Governors of the Society of the New York Hospital contributed to its support. Four years later, in 1877, when the Hospital moved to new buildings, The New York Hospital Training School for Nurses was opened in quarters which were considered to have all the modern improvements of the times. The School moved to the present location when the Medical Center was opened in 1932.

Since 1946 all students admitted to the Undergraduate Division have been candidates for the degree of Bachelor of Science in Nursing.

8 Undergraduate Program

In 1968, noting a shift in the educational background of individuals seeking admission to the School, a separate program for college graduates was started. Beginning in the fall of 1975 all students admitted to the School who are not registered nurses will have the minimum of a Bachelor's degree in another discipline.

In the fall of 1974, a small group of registered nurses from the staff of The New York Hospital were admitted to the upper division major to study for the degree of Bachelor of Science in Nursing.

The Division of Continuing Education was organized as an educational unit of the School of Nursing in 1971. Although it is a nondegree-granting division of the School, it has the same status within the structure as the organizational unit for undergraduate programs leading to a degree.

The Cornell University-New York Hospital School of Nursing Alumni Association, originally the Alumnae Association of The New York Hospital School of Nursing, was organized in 1893. It was one of the ten alumnae associations which helped to bring about the national professional organization of nurses, now known as the American Nurses' Association. In 1945 the Alumni Association became a part of the Cornell University Alumni Association.

Accreditation

The School is accredited by the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing as a generic college program leading to a baccalaureate degree.

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York. Cornell University is accredited by the Middle States Regional Accreditation Association.

Undergraduate Program

The Curricula

The School of Nursing offers an undergraduate program for college graduates and registered nurses leading to the degree of Bachelor of Science in Nursing.

Goals of the University

The University's basic objective is to produce men and women of intellect and to equip them to use their abilities wisely. Cornell is not solely a place for memorizing data or mastering

a vocation. It is, instead, a route to intellectual maturity, a means for developing the ideas, insights, and values which form a permanent capacity for intellectual thought and action. Cornell students are prepared to use knowledge well for themselves and society. The diversity of Cornell contributes breadth and perspective to strong and specialized programs of study.

Philosophy of the School of Nursing

Education

Education is a process that helps individuals to develop their potential so that they may function productively within existing and changing social systems. This is a dynamic process involving the active participation of students and teachers. The school provides the environment in which students can test their abilities and evaluate their progress.

The major purposes of the general education courses preceding the nursing major are: to instill knowledge; to cultivate intellectual skills; and to nurture the traits of personality and character basic to a reasoned and responsible life. Because of the foundation provided by these courses, it is anticipated that students will be prepared to better understand themselves, their social and physical environment, and the role of the professional nurse in society.

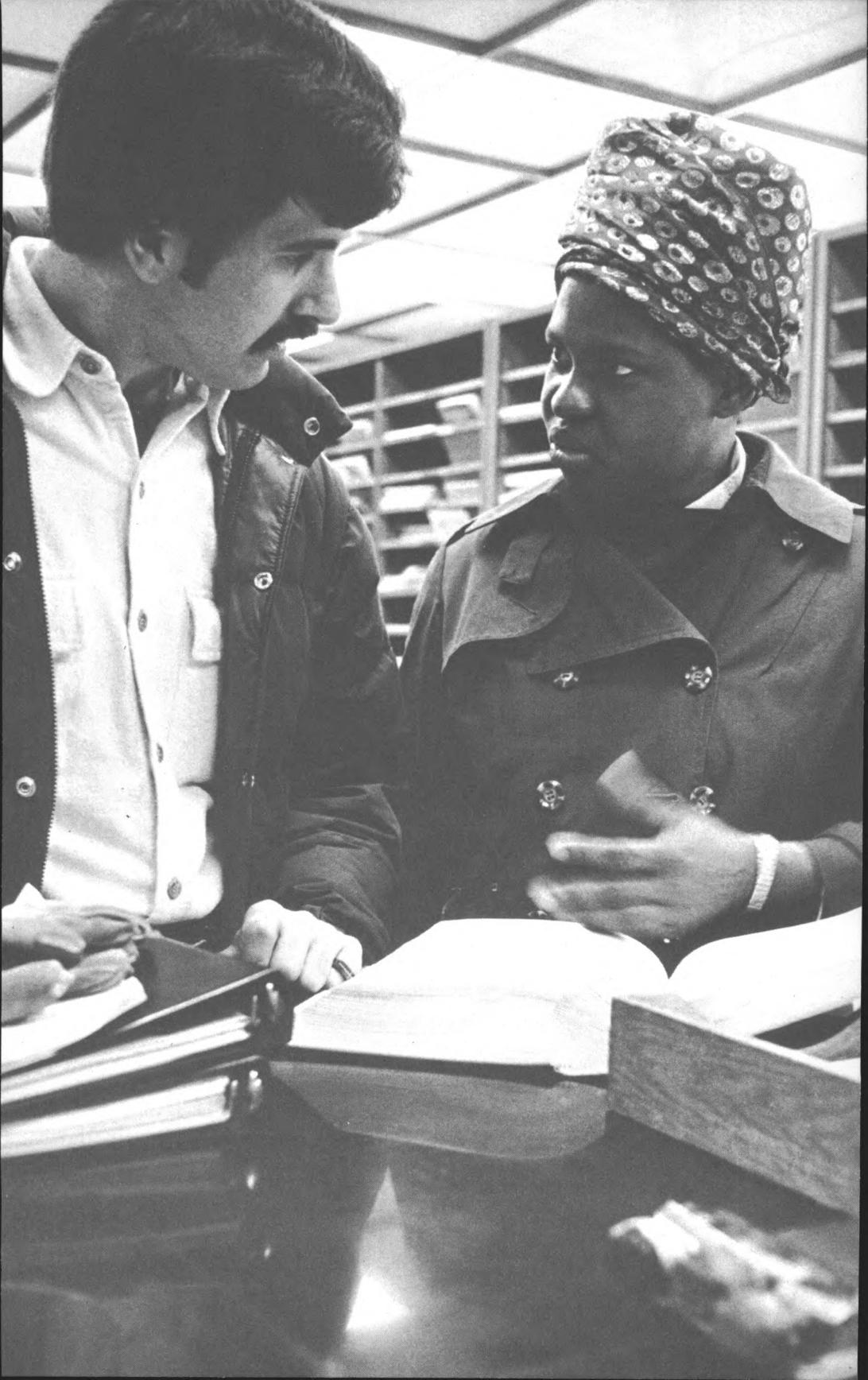
Nursing

Professional nurses provide a vital, dynamic, evolving service within the health care system that maintains and promotes the health of individuals and groups who are under stress of a health-illness nature. They practice interdependently with other health care professionals in a variety of health care settings. Professional nurses assume responsibility for promotion of individual and the profession's standards of nursing practice. They recognize the need to assume an advocacy role on behalf of their clients and to speak on community and professional issues that are within their field of competence. As professional people they recognize the need to continue to develop personal and professional competence through the formal and informal educational structures that are best suited to their needs and abilities.

Objectives of the Professional Program

The nursing program aims to produce graduates who will:

1. Use cognitive skills of assessment, decision making, and evaluation in diagnostic,



10 Program of Study

health maintenance, preventive, restorative, and therapeutic measures.

2. Understand the interaction of the internal system of man with his external system in a health-illness continuum.
3. Apply principles of group process in the delivery of health care.
4. Function interdependently with other health professionals in the management of health care.
5. Demonstrate characteristics for continuing professional development in nursing.
6. Promote standards of nursing practice through assessment of existing practice.
7. Understand the effect of formal and informal structures and the functions of health care delivery systems in relation to nursing practice.
8. Contribute to constructive change in nursing practice.
9. Accept individual responsibility and accountability for nursing practice.
10. Utilize practice as a means of gathering data for refining and extending nursing theory and practice.

Program of Study

Organization of Curriculum for the College Graduate

The development of the curriculum reflects two components: a structural framework, that provides the skeleton for the curriculum and a conceptual framework, that provides a unifying theme for organizing theoretical content for nursing and cognate courses, as well as for understanding the process of nursing.

Structural Framework

The *structural* framework of the curriculum rests on three major assumptions:

1. The upper division of a baccalaureate program in nursing provides the specialized theoretical knowledge upon which professional nursing practice rests.
2. A clinical experience core provides the opportunity to develop proficiency in exercise of clinical judgment and skills essential to professional nursing practice.
3. Baccalaureate programs prepare nurses who can assume roles (practice) as interdependent practitioners in a variety of health care settings.

The curriculum, a sixty-credit upper division nursing major, consists of nursing and cognate courses and a clinical experience core. The upper division courses in biological and psychosocial sciences focus on the level and type of information that is essential to provide theoretical understanding of the biological and psychosocial functions that reflect

the adapting human organism. Upper division courses in nursing provide an additional knowledge base essential for nursing theory and practice.

Throughout the curriculum, and formalized in a research course, there is an emphasis upon the scientific mode of inquiry. Professional practitioners of nursing require more than the mastery of a particular body of professional information or a cluster of technical skills. They need intellectual leverage for continued learning, for modifying practice, and for understanding the social forces that facilitate or impede their ability to function effectively in their personal and professional life.

Since nursing is an applied science, the ability in a given situation to exercise clinical judgment and skill is critical. The clinical experience core provides the opportunity to develop proficiency in the coordination of knowledge and skills essential for nursing practice. The focus is on nursing functions; on assessment and problem-related intervention through health counseling, health education, preventive, restorative, and therapeutic measures.

Each clinical nursing course is planned so that, within the course and within the sequence of courses, understanding of and skill in the nursing process develop as a continuum. The programs are planned so that the student moves from the less complex situation to those that test his or her ability to provide leadership in the delivery of nursing care services; to function in a collegial relationship with other members of the health team; and to appreciate the emerging roles of professional nurses.

In the first semester the focus of the nursing major is upon the acquisition of skills in communication; the nursing process; selected technical skills; and study of the basic needs common to patients regardless of the nature of their health problem. The student then progresses to the study of concepts of psychosocial needs and problems, and physiological alterations of body processes of adult patients with representative acute medical-surgical health problems. In the courses in the second and third semester the student has clinical practice experience in the hospital, the home, and other community agencies. The content of the second semester deals with concepts and skills requisite to the health needs of child-bearing women, children, and families. Family influence, social trends, and normal development are integrated throughout the semester. The concept of nurturance for the promotion of optimum health provides the framework for nursing intervention. Experiences are provided in teaching principles of health maintenance to families in a variety of settings.

In the third semester the focus is upon the prevention and control of selected community health problems including mental health problems. The common denominator used in teaching is the epidemiological approach. Experience also is provided for the student to have ongoing observations and participation in the dynamics of group process.

In the fourth semester the focus is upon caring for patients with medical-surgical illnesses with multiple and complex nursing needs; having responsibility for nursing care of groups of patients; and participating in the leadership activities related to nursing care.

Pharmacology, nutrition, and diet therapy are included within the structure of all of the nursing courses of the curriculum.

Courses in the biological sciences and professionally related social sciences are offered concurrently with the nursing courses. Courses in the biological and social sciences correlate the sequential development of basic concepts and theories with the requirements of the various clinical nursing courses.

Conceptual Framework

Content and process are two dimensions central to the development of the conceptual framework. They are complementary components which are viewed in the context of a dynamic relationship. The approach to the selection of content for the curriculum is through the delineation of essential concepts. Essential concepts are derived from general systems theory and the basic sciences. This approach provides a structure within which nursing knowledge can be synthesized. Likewise, this approach allows students and faculty the opportunity to test general propositions (inferences) for validity and reliability within the context of selected phenomena in the practice setting. The premise is that although a concept may remain a constant element within the curriculum, the theoretical basis for the concept is constantly being altered through additional empirical evidence in nursing practice or through advances in science and technology. Delineation of these essential concepts also provides a structure within which nursing practice can be analyzed.

Organization of the Curriculum for the Registered Nurse

The organization of the curriculum of the baccalaureate degree program for registered nurses (graduates of hospital diploma and associate degree programs) is similar to the program for college graduates and likewise reflects two components: a structural framework, that provides the skeleton for the curriculum, and a conceptual framework, that

provides a unifying theme for organizing theoretical content for nursing and cognate courses, as well as for understanding the process of nursing.

Structural Framework

Candidates who have successfully completed the prerequisite admission requirements of sixty credits of general education courses; successful achievement in the New York State College Proficiency Examination, and successful achievement on the Cornell University-New York Hospital School of Nursing Clinical Proficiency Examination are considered for admission to the program. The assumptions for the structural framework of the curriculum are similar to those of the curriculum for college graduates.

The curriculum as a thirty point upper division nursing major consists of nursing and cognate courses and a clinical experience core. In the instance of graduate nurse students, the assumptions reflect validation of previous education and experience in nursing. The upper division courses in biological and psychosocial sciences focus on the level and type of information that is essential to provide theoretical understanding of the biological and psychosocial functions that reflect the adapting human organism.

Conceptual Framework

The clinical nursing core, or the study of the practice of nursing, in this curriculum will focus upon the process of nursing as a system-oriented process in the three domains of primary, acute and long-term care. The clinical experience core provides the structure for preparation of interdependent practitioners. Associated seminars serve as a mode for extending the scope of knowledge and experience and for developing professional peer communication and decision-making skills.

During the 1975-1976 school year one group of the Class of 1976 will be completing the requirements for the baccalaureate degree as Program I students. These students entered the School with sixty college credits and no professional education.

Each student entering the School is expected to complete the entire program for which he or she is enrolled. To meet the objectives of the program, students will have clinical experience in a variety of hospital and community settings. In order to be eligible for the degree from Cornell, the last thirty credits must be taken in one of these programs. The faculty reserves the right to make changes in the curriculum that it believes are in keeping with the changing needs of society or the best interests of the student and the School.

**Program Plan—Class of 1976—
Program I**

<i>Fourth Year</i>	
<i>Fall Semester</i>	
Nursing 154	10
Public Health 246	2
Biological Science 131	3
Elective (optional)	2
	—
	17
<i>Spring Semester</i>	
Nursing 250	12
Social Science 108	2
Social Science 207	2
Elective (optional)	2
	—
	18

**Typical Program Plan for
College Graduates**

(A plan may be made for part time study.)

<i>First Year</i>	
<i>Fall Semester</i>	
Nursing 156	10
Nursing 160	1
Biological Science 133	3
Social Science 109	2
	—
	16
<i>Spring Semester*</i>	
Nursing 157	10
Social Science 110	2
Biological Science 134	3
Elective (optional)	2
	—
	17
<i>Second Year</i>	
<i>Fall Semester**</i>	
Nursing 256	10
Biological Science 136	3
Elective (optional)	2-4
	—
	15-17
<i>Spring Semester</i>	
Nursing 257	12
Social Science 108	2
Social Science 207	2
Elective (optional)	2
	—
	18

* Beginning with the Class of 1977 one-half of the class will be assigned to this sequence of courses in the fall semester 1976.

** Beginning with the Class of 1977 one-half of the class will be assigned to this sequence of courses in the spring semester 1976.

**Suggested Guide for Planning a
Program for Registered Nurses**

(This suggestion is based on the assumption that registered nurses may be part-time students.)

<i>First Year</i>	
<i>Fall Semester</i>	
Biological Science 133	3
Social Science 109	2
Pharmacology* 140	2
and/or	
Epidemiology* 247	2
	—
	7-9
<i>Spring Semester</i>	
Biological Science 136	3
Social Science 110	2
Social Science** 108	2
and/or	
Social Science** 207	2
	—
	7-9

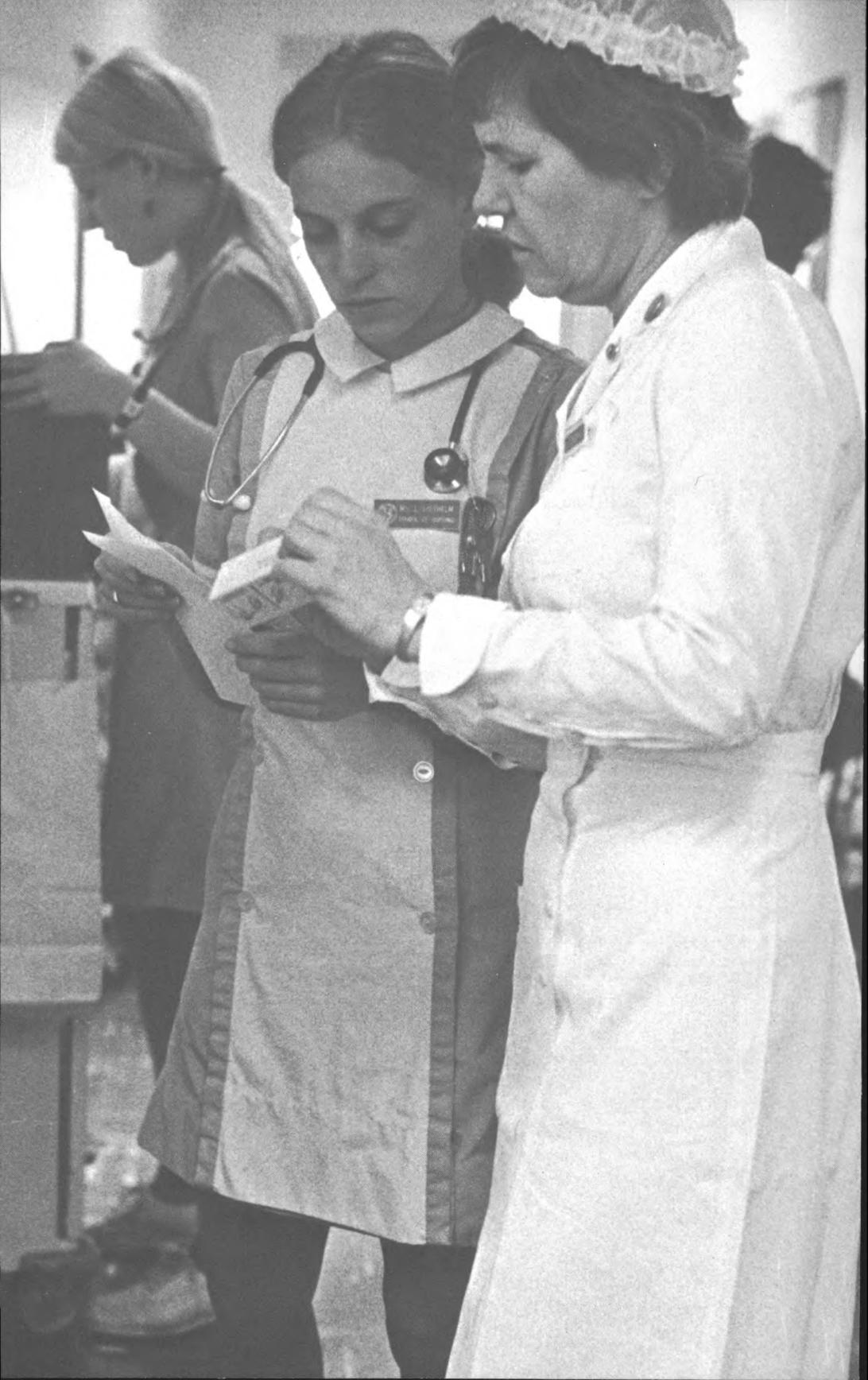
<i>Second Year</i>	
<i>Fall Semester</i>	
Clinical Nursing 365 or 366	5
Assessment of Health Status 360	2
*Pharmacology 140 or Epidemiology 247	2
	—
	7-9
<i>Spring Semester</i>	
Clinical Nursing 367	5
**Social Science 108 or Social Science 207	2
	—
	5-7

Admission

General Requirements

The number of qualified applicants exceeds the number of students that can be admitted to the programs of the nursing major each year. Applicants selected will be those who, in competition with others seeking admission at the same time, have demonstrated by their qualifications that they are well fitted for the nursing profession.

Evaluation of the candidate's ability to profit from the instruction at the School of Nursing is based on secondary school and college records, the recommendations of school authorities, and the results of standardized achievement tests; evidence of the candidate's ability to make effective use of free time, and capacity for leadership and concern for others, is given due consideration. Evaluations are also made on the basis of extracurricular activities, references, and an interview. Interviews are granted only to those applicants meeting certain minimum admission standards. A final disposition on a student's application cannot be made unless the student attends a



personal interview at the School of Nursing. An extensive medical report is required because of the nature of the professional program.

Students already enrolled in the nursing major of another college or university may request the evaluation of their college records for possible transfer to the School at Cornell.

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or be discriminated against otherwise because of race, color, creed, religion, national origin, or sex.

Specific Requirements for the Baccalaureate Degree Program for Registered Nurses

Registered nurses who are employed by The New York Hospital-Cornell Medical Center and/or have earned a certificate from the Division of Continuing Education of the School of Nursing may be considered for admission to this Program of the nursing major. Each applicant must complete a minimum of sixty semester hours of general education courses at any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools. Upon completion of forty-five semester hours of credits, including the required courses in the natural and social sciences, applicants may register for selected courses in the professional major as unclassified students while concurrently completing the sixty-credit requirement.

Applicants to this Program are required to take the NLN Pre-Nursing and Guidance Examination, The University of the State of New York College Proficiency Examinations, Baccalaureate Level, in Medical-Surgical Nursing, Psychiatric-Mental Health Nursing, and Maternal-Child Nursing, and the Cornell University-New York Hospital School of Nursing Clinical Proficiency Examination. Thirty credits by examination will be granted for satisfactory performance in the New York State College Proficiency Examination and the Cornell University-New York Hospital School of Nursing Clinical Proficiency Examination.

The following distribution of general education courses is required for admission:

Communications, 6 credits: composition, public speaking, or speech.

Humanities, 20-30 credits: art, language, literature, music, philosophy, religion. No credit will be granted for studio humanities courses, such as painting, ceramics, voice, etc.

Natural science and mathematics, 12 credits: general biology or an acceptable substitute (4 credits) and general chemistry (4 credits) are required. Transfer credit will not be granted for science courses with an ecological or

sociological approach or for a "D" grade in the natural sciences.

Social science and history, 12-22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics, history, geography. Transfer credit will not be granted for a "D" grade in the required sociology and psychology courses.

Specific Requirements for the College Graduate

Persons who hold or are to be awarded a baccalaureate degree by an accredited senior college or university may be considered for admission to this Program of the nursing major. Applicants will be required to take the Graduate Record Examination.

The following distribution of courses is required for admission to the Program for College Graduates

Humanities, 10 credits.

Social science, 10 credits: sociology (3 credits required), psychology (3 credits required). Transfer credit will not be granted for a "D" grade in the required sociology and psychology courses.

Natural science and mathematics, 8 credits: general biology or an acceptable substitute (4 credits) and general chemistry (4 credits) are required. Transfer credit will not be granted for science courses with an ecological or sociological approach or for a "D" grade in the natural sciences.

Applications

Prospective students should write the Office of Admissions, Cornell University-New York Hospital School of Nursing, 515 East 71 Street, New York, New York 10021, for forms to be used in making application for admission.

Important Dates

For College Graduates

The following information and dates apply for applicants to the Program for College Graduates. Requests for applications may be made any time after May 1, 1975 for admission in September 1976.

Admissions applications are due by October 1, 1975 for early review and by January 1, 1976 for regular review. Applications will be released and accepted after January 1, if places remain to be filled.

Early review decisions are announced by January 1. Though all qualified applicants who have completed their applications by October 1 will be interviewed in the fall, only those meeting the criteria for early review will receive their admissions decision by January 1. In

addition those applicants who do not qualify for the program will be notified once their application has been reviewed. Decisions made by regular review are announced in March and April. Applications submitted after January 1 will be acted upon as they are completed.

Each applicant accepted by regular review must advise the School of his or her decision regarding admission within two weeks of acceptance. Upon acceptance, early review applicants will be advised of the date their decision is due.

For Registered Nurses

The following information and dates apply for the registered nurse applicants. A preliminary application may be filed at any time. (No fee is required.) This entitles the applicant to advisement relative to planning a program of study to meet the general education requirements. The formal application for admission should be filed by applicants who have earned at least forty-five of the required sixty general education credits.

The application and all accompanying forms must be received by May 1 for the fall semester and November 1 for the spring semester. Applicants will be notified about their admission status by July 1 for the fall semester and January 1 for the spring semester.

For All Applicants

The Financial Assistance Application must be filed by February 15. Decisions are announced May 1. Offers must be accepted within three weeks of receipt.

Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's admission requirements, application procedures, and the appropriateness of the applicant's general education in satisfying the requirements for admission. Appointments for these visits are required. Prospective applicants are asked to call the Admissions Office to schedule an appointment.

An informational visit does not take the place of the required interview which is scheduled after application materials have been submitted and reviewed.

Grades and Academic Standing

The Academic Standards Committee, composed of faculty representing the two nursing programs and the dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing

the records of students whose suitability for nursing is in question, whose cumulative average does not meet minimal standards for promotion, whose cumulative average has dropped seriously since the previous semester, or students whose performance in the major nursing course is below the acceptable level of achievement.

The Committee recommends to the faculty the promotion of all students and the candidates for the degree of Bachelor of Science in Nursing. The Committee acts on the records of those students who qualify for the Dean's List and those who are to be considered for graduation with distinction.

The grading system is based on a 4.0 scale as follows: 4.0-3.5 (100-90% = A) excellent to very good; 3.4-2.5 (89-80% = B) good; 2.4-1.5 (79-70% = C) satisfactory; 1.4-0.5 (69-60% = D) below acceptable level; 0.4-0.0 (Below 60% = F) failing.

S and U Grades: Final grades of S (satisfactory) and U (unsatisfactory) also may be given in certain courses and for all clinical laboratory courses. A grade of S is equivalent to 1.5 or higher; a grade of U is equivalent to 1.4 or lower. The specified course credit will be given for grades of S; no credit will be given for grades of U. S and U grades are not used in computing grade point averages.

Incomplete Grades: An incomplete (INC) is a temporary grade. It is given only when students are unable to complete all the requirements for a course because of illness and/or prolonged absence due to circumstances beyond their control.

Students who receive an incomplete in a course, unless it is a prerequisite course, are required to complete the course work within one year after the grade is recorded or the grade will be changed to a U. If the incomplete is in a course that is prerequisite to another course, the student must complete the required work before registering for the subsequent course.

The faculty may grant approval for a student to repeat a course and/or a full semester if, for acceptable reasons, the student's achievement was below the school's expected level. In such instances, the first grade(s) will not appear on the official records. Notations to this effect will be entered on the back of the transcript but will under no circumstances be disclosed.

Notice of Grades: Grades are issued directly to the students at the end of each semester. Parents and guardians may be notified when a student is placed on academic warning and/or asked to withdraw from the School.

Exemption of Courses: College graduates who wish to obtain credit by examination for one

of the biological science or social science courses must make an application through the Office of Records sixty days prior to the official date of enrolling in the course.

The student will be notified of the date, time, and place of examination by the Office of Records. The examination must be taken at least two weeks prior to enrollment in the course. Upon successful completion of the examination, the transcript will show the course and credits earned by examination.

Auditing Courses: Students who wish to audit a course by regular attendance with the privilege of participating in class discussions and obtaining all course materials may do so by making formal application to the Office of Records. Courses with limited enrollment, laboratory courses (clinical and science), and seminar courses will not be open to auditors.

Students who earn credit for a course by examination (as outlined in the Policy on Exemption Examinations) may, with the permission of the faculty member responsible for the course, attend selected lectures if there has been evidence of limited recall in a particular area of content.

Academic Standing

In order to be in good standing for a semester, a student must: (1) attain a grade of 2.0 or better in nursing theory, 1.5 or better in related courses, and S in clinical laboratory courses; and (2) have a minimal cumulative average (M.C.A.) for the semester as follows: first semester, 1.6; second semester, 1.76; third semester, 1.82; and fourth semester, 1.83.

Students whose grades or averages fall below these levels at midsemester and/or end of semester will be placed on academic warning by the Office of the Dean. A student may remain on academic warning for only one semester. If the conditions of the warning have not been removed by the end of the next semester, the student will be required to withdraw from the School of Nursing.

Dean's List

Students who attain a semester average of 3.50 without any D or U grades and have completed all of the required course work by the end of the semester are eligible for the Dean's List. The Dean's List will be posted by the Office of Records.

Dismissal

The faculty of the School of Nursing reserves the privilege of retaining only those students who in their judgment demonstrate satisfactory progress towards the degree, meeting the

requirements of scholarship, mental and physical health, and personal attributes considered suitable for professional nursing practice. Students whose suitability for nursing is questioned may be asked to withdraw from the School.

Withdrawal

A student may withdraw from the School at any time. The designation of withdrawal in good standing will be recorded if the student's academic and personal performance is in accord with the standards of the School and the financial record has been cleared. A student who plans to withdraw must notify the Office of Records and discuss the reason for leaving with the dean.

Degree Requirements

The degree of Bachelor of Science in Nursing is conferred by Cornell University upon recommendation of the faculty of the School of Nursing. In order to qualify for the degree, the candidate must have attained the required cumulative average for the total program and have completed satisfactorily all theory and clinical laboratory courses outlined in this *Announcement* and/or required by decision of the faculty.

Bachelor of Science with Distinction

Upon recommendation of the faculty, the degree of Bachelor of Science in Nursing with distinction will be conferred upon those students who: have achieved a cumulative average of 3.50, completed all requirements for the degree, and attained a grade point average of B for college work completed prior to transferring to the School of Nursing.

Sigma Theta Tau

In 1968 the School received a charter for the Alpha Upsilon chapter of Sigma Theta Tau, the National Honor Society of Nursing. The purposes of the Society are to recognize the achievement of scholarship of superior quality, to promote the development of leadership qualities, and to encourage creative work while fostering high professional ideals. It is hoped that the commitment of the individual to the ideals and purposes of professional nursing will be strengthened by participation in the Honor Society.

Students who have completed at least one-half of the nursing major, and have a minimum grade point average of 3.0, are considered for induction into Alpha Upsilon chapter. In addition to demonstrated superior scholastic achievement, a candidate must also give evidence of professional leadership potential.

Eligibility for State Registration

Graduates of the School of Nursing are eligible for admission to the licensing examination in all states. Since states require a nurse to be licensed in order to practice nursing, students are encouraged to take the examination in the state in which they plan to practice. Each graduate is expected to take the first licensing examination that is administered following completion of the program. Satisfactory performance on the licensing examination results in state registration of the license and the designation of Registered Nurse.

Expenses

The costs of attending the School of Nursing fall into two general categories. The first category includes certain fixed charges for tuition, fees, and charges for services provided by the School. The second category includes living costs and items of personal expense. To help students prepare their individual budgets an estimated budget is published. Although expenses, excluding fixed fees, vary for the individual student, the estimated budget reflects the usual expenses for single, full-time students living in University housing.

The estimated total expenses for the academic year include:

<i>Item</i>	<i>Estimate</i>
*Tuition	\$2400
Housing	1500
Food and maintenance	1000
Books and supplies	300
Uniforms, entering students	250
Transportation, clinical experience	100
Incidental expenses	250
**Health insurance	175

* Tuition: A semester of full-time study consists of 12-18 credit hours of course work. This may be any combination of required elective or audited courses. The full tuition will be charged and there will be no prorated refund for courses dropped or exempt; nor will there be an additional charge for electives added within this number of credit hours.

A semester of part-time study consists of ten or fewer credit hours of course work. This may be any combination of required and elective courses. The maximum number of credits to be taken by an individual registered for part-time study will be by advisement. Tuition of \$80 per credit hour will be charged.

** Health insurance: Each student is required to be enrolled in a health insurance plan. An

Fees

Application Fee. (For applicants registered in a general education program.) A fee of \$20 must accompany the application for first admission.

Transfer Fee. (For applicants registered in a baccalaureate nursing program.) A fee of \$25 is charged to evaluate the record of a student already registered in a baccalaureate nursing program who wishes to apply for transfer to this School.

Reinstatement Fee. (For students previously registered in this School.) A fee of \$10 will be charged to evaluate the record of a former student seeking to reregister in this School.

Acceptance Fee. A nonrefundable deposit of \$50 is required of every student upon acceptance for admission to the University; and when the student first registers, it is used to cover matriculation costs. The deposit does not apply to the first semester's tuition and fees.

Late Registration Fee. A fee of \$5 is charged to each late registrant. First semester registration closes 5 p.m., August 29, 1975. Second semester registration closes 5 p.m., Friday, January 30, 1976.

Exemption Examination Fee. The usual fee for an exemption examination is \$15.

Fee for Auditing a Course. There will be no charge for full-time students. Part-time students will be charged \$45 for the privilege of receiving the course outline, the bibliography, and attending selected classes.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time

associated hospital plan is available to all students in the Medical Center. Students will be exempt from enrollment in the Center plan if they give evidence of carrying comparable health insurance and sign a waiver to that effect at the time of admission and every semester thereafter while registered in the School. Students enrolled in the plan available at the Medical Center will be billed each semester. These charges will appear as a separate item on the bill and will reflect the current insurance rates. Questions concerning waivers or billing should be discussed with the assistant to the dean, on S 10.

without notice. Students who have questions regarding their bills or the payment of grants or loans should see the assistant to the dean, on S 10.

Provision is made for the payment of bills during the registration period at the beginning of each semester. Financial assistance awarded by the School, except loans, will be applied directly to the fixed charges. No reimbursement of assistance offered as a grant is anticipated unless the student voluntarily leaves the School during the course of a semester. In this case, a proportionate amount of the grant, not to exceed one-half, is to be reimbursed.

In order for a student to remain in good standing, receive an honorable withdrawal from the School, or participate in the commencement exercises, all bills must be paid and satisfactory arrangements made for the future repayment of loans. Any student who registers for a semester and then withdraws before the semester bill is paid must make a satisfactory settlement of tuition and fees due before the withdrawal form can be signed.

A student completes arrangements for a loan authorized by the School by signing a note and receiving the check during the registration period. The proceeds of a loan must be applied first to the balance due on School charges but may not be claimed as an exemption from the bill.

New York State tuition assistance awards may not be claimed as an exemption from the tuition bill since the state prepares individual checks, that are payable to the student, and sends them to the School for distribution. Checks for these awards will not be available at the time tuition and fees are due. When an extension of time for payment of part or all of the tuition and fees is granted, based on a New York State award, it is with the understanding that should the state for any reason fail to prepare a check for the amount of the award, the student is personally responsible for the amount due.

Refunds

Part of the tuition will be refunded to students who officially withdraw during the first half of the semester. The refund will be based on a deduction of 10 percent a week on all charges as of the first day of the semester. No refund will be made after the midsemester.

Financial Assistance

In general, students plan to meet the cost of their education through self-help (loans and employment). To the extent that is possible, parents and spouse are expected to contribute to the cost of a student's education.

The Cornell University–New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the appropriate Confidential Statement form to the College Scholarship Service by February 15, designating Cornell University–New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

Financial assistance is offered to students usually as a combination of scholarship or grant, loan, and employment. The scholarships and grants administered by the School are described below. These are assigned on the basis of need rather than academic rating.

Loans may be available from a fund established jointly by the School and the federal government. No more than \$2,500 may be borrowed by a student during an academic year. The amount of loan awarded to each eligible student is dependent upon the total amount of federal funding made available to the School. To be eligible for either a grant or a loan, a student must intend to be enrolled at least half-time and demonstrate the need for financial assistance. In addition, the student must be a citizen or national of the United States, or have immigration status and personal plans to justify the conclusion that he or she intends to become a permanent resident of the United States.

Application for Financial Assistance

Entering students who will need financial assistance should return the Financial Assistance Application with their application forms by February 15. These will be forwarded to the chairperson of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by February 15 of the year the applicant anticipates admission to the School of Nursing.

Students enrolled in the School who expect to register for the next academic year and who anticipate the need for financial assistance, should make appointments to see the chairperson of the Financial Assistance Committee before December 15. Students receiving financial assistance may arrange an interview with the chairperson of the committee during the fall semester to review their awards. Those who may or may not be receiving financial assistance and whose family situations change during an



academic year, should feel free to discuss their problems with the chairperson of the committee.

Financial Assistance Administered by the School

Vivian B. Allen Scholarship Fund. Established as an endowed fund by gifts from the Vivian B. Allen Foundation, Inc.; income from which is used to provide scholarship aid annually for one or more students in need of financial assistance.

Allstate Foundation Grant. A grant is made available to the School each year to assist a student throughout the program.

Juliette E. Blohme Scholarship Fund. Established as an endowed fund by Dr. and Mrs. George H. Van Emburgh as a memorial to Juliette E. Blohme of the class of 1922 through a gift of \$6,000, the interest on which may be used in whole or in part each year.

Fund of the Committee for Scholarships. A fund, established and maintained by a committee of women interested in the School of Nursing, to assist students who need financial help in order to prepare for nursing. Awards from the fund are made to entering students and to students enrolled in the School.

Cornell Women's Club of New York. In the spring of the year a scholarship is made available by this Club for the ensuing school year. It is awarded either to an entering student or a student enrolled in the School.

Davison/Foreman Foundation Grant. Grants from this Foundation are allocated in the spring semester for the education of women working for a college degree. The awards are made to students enrolled in the School.

Samuel J. Moritz Scholarship Fund. Established in 1960 as a memorial to Samuel J. Moritz, and made possible by a gift from Edward Moritz and LeRoy Moses, executors of his estate. The income provides scholarship aid annually to one or more students in need of financial assistance.

Helena Rubinstein Foundation, Inc. Grant. Grants from this Foundation are made available to the School and administered to students who have demonstrated need for financial assistance.

The Switzer Foundation Grant. A grant of \$2,500 is made available to the School each year. This grant is intended to assist students who are American citizens living within fifty miles of New York City and who have financial need.

Tudor Foundation Student Loan Fund. A loan Fund established by the Foundation and administered by the School to assist students in need of aid who hold scholarships or grants to defray the cost of tuition and who need further financial assistance to enable them to attend the School. Loans from the Fund are not to exceed \$1,000 to any one student in any one school year.

Women's Florist Association, Inc., Scholarship. Under a scholarship plan established in 1949 by the Women's Florist Association, Inc., a nursing student who has satisfactorily completed one year of the nursing major is eligible for a scholarship not to exceed the sum of \$200. This scholarship is to be used for tuition by a student in financial need. Since 1959, two of these scholarships have been made available to the School of Nursing each year.

The Christian C. Yegen Scholarship Fund. Established in the spring of 1965 as a memorial to Mr. Christian C. Yegen, father of an alumna of the Cornell University-New York Hospital School of Nursing.

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following assistance is available for residents of New York State.

Tuition Assistance Program. Grants of \$100-\$600 yearly, depending on need and tuition paid, with a minimum yearly grant of \$100. For those students who demonstrate a capacity to pursue a degree and plan to attend college, and to those who are presently in college and maintain satisfactory academic performance.

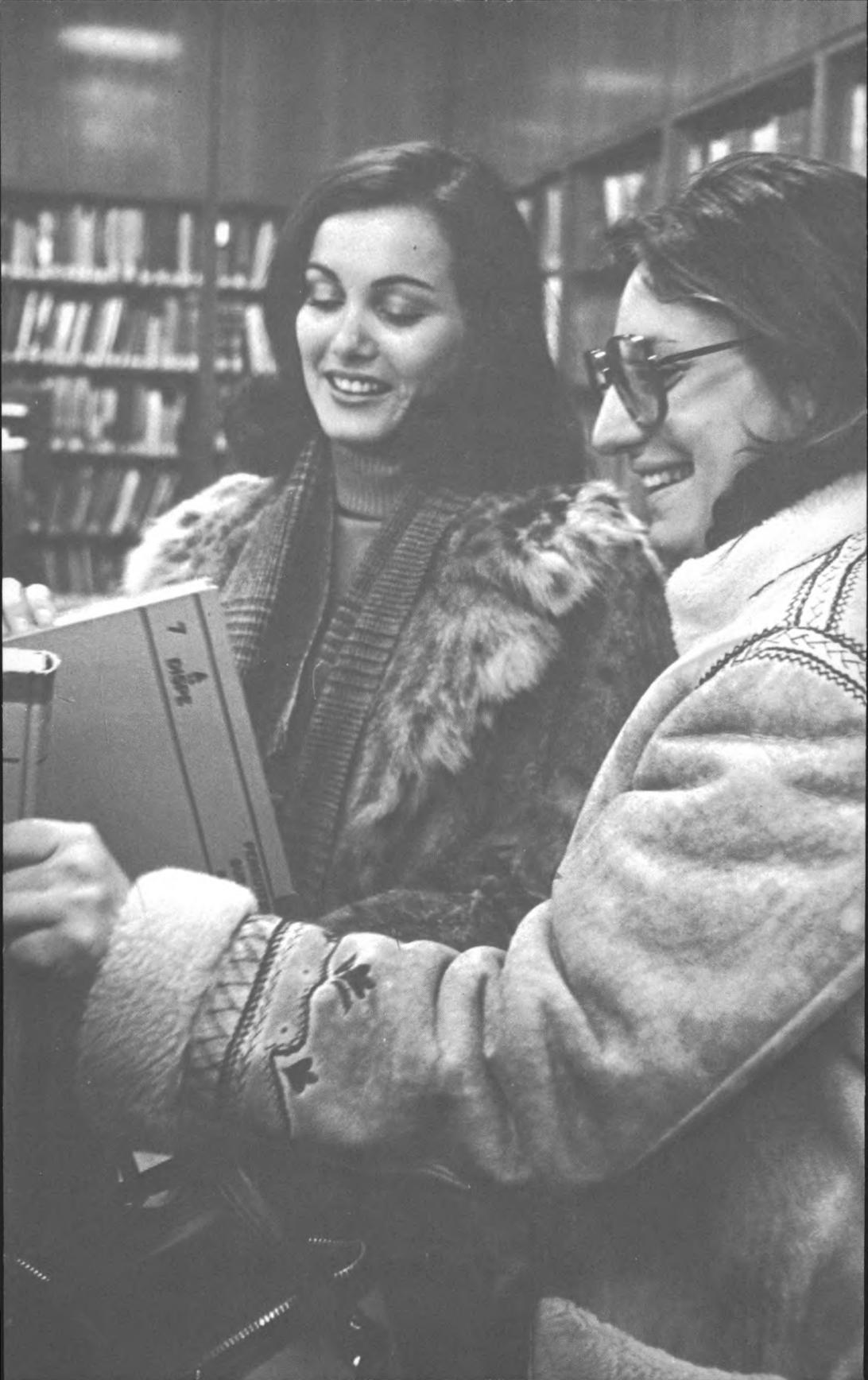
For more information on these awards, write to the Regents Examination and Scholarship Center, 99 Washington Avenue, Albany, New York 12210.

New York Higher Education Assistance Corporation sponsors a program through which students may obtain loans from local savings banks.

General Information

School Organization

Any student entering the School is automatically a member of the student organization. The functions of this organization are to contribute to the development of the professional education of the individual student through co-



operation with fellow students and faculty; to represent the individual student in matters of student-faculty concern; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

Housing

Facilities

Students attending the School of Nursing may live in University housing or select their own living facilities within the community. Applications for University housing should be available about April 1.

Jacob S. Lasdon House, located at 420 East 70 Street, provides fully furnished, carpeted, and air-conditioned apartments with kitchens, dining areas, living rooms, and baths for both single and married nursing, medical, and graduate students registered in Cornell. Single students may share a one- or two-bedroom apartment. By using the living room and the bedroom(s) as individual bedroom/study rooms, two students may share a one-bedroom apartment and three students may share a two-bedroom apartment. Four single students may share a two-bedroom apartment if two students share one bedroom. There are a limited amount of studio apartments for married students. Married students without children will find the studio and one-bedroom apartments suitable. Married students with children will find the two-bedroom apartment more appropriate.

Regulations

Students signing leases for University housing must notify the appropriate office at least thirty days in advance of any move or change of roommate.

Students living a distance from the School should consider the time to be spent in commuting each day. Classes and clinical experience may be scheduled Monday through Saturday in a combination of hours that may begin as early as 7:30 a.m. and end at 9:00 p.m.

All students must keep the Office of Records informed of their correct address and telephone number. *The Student Handbook* outlines the system used for distribution of official School communications to students. Each student is expected to follow the procedure to avoid delay in responding to the communications.

Recreational Facilities

Because the School believes that the education of young men and women today includes healthful social relationships, provisions have been made for the development of such relationships in the life of the student.

A social committee is responsible for a full and varied social calendar that includes such activities as dances, coffee hours, and suppers. Other activities in which students may participate are the yearbook and singing groups. The director of student relations is available at all times to advise students in the organization of discussion groups and in the planning of social and cultural activities.

Health Services

Personnel Health Service of The New York Hospital, located in J-1, provides health care for students enrolled in the School. This includes: a physical examination and routine tests following the initial registration in the School, an ongoing immunization program, ambulatory medical care in the outpatient clinics, and, when indicated, admission to The New York Hospital. The health of the student is closely monitored throughout the program with the expectation that each student will be self-directive in maintaining a positive health status.

Health insurance is required. At registration, each student must either enroll in the Blue Cross/Blue Shield of Greater New York plan available at the School or provide evidence of equivalent health insurance coverage and sign a waiver. For insurance coverage through the School, a fee will be charged each semester based on the current insurance rate. (See Expenses p. 17.)

Students are expected to take corrective action for any health problems including dental work before registration in the School. Any subsequent elective procedures are to be scheduled during vacation periods.

If in the opinion of the Personnel Health Service physician, the condition of a student's physical or emotional health makes it unwise for the student to remain in the program, the School authorities may require the student to withdraw either temporarily or permanently at any time.

Counseling Services

The School maintains active counseling services that are available to any students who need assistance, either in connection with routine matters that may come up in their work in the School or in connection with special personal problems.

The director of student relations assists students in every way possible in their educational,

personal, and social adjustment, and cooperates with the faculty in helping students in these areas and directs students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

Group therapy is also made available through the office of the director of student relations to assist students whose effectiveness and adjustment are impaired by personal concerns.

Division of Continuing Education

The Division of Continuing Education is an organized educational unit of the School of Nursing under the administration of the dean.

The Division offers organized and planned presentations of appropriate educational experiences at a professional level that are university oriented and related to the needs and purposes of the employment or practice situation. The programs offered by the Division have their origins in selected areas of nursing practice. The objectives of the programs are directed toward enabling registered nurses, both in practice and returning to practice, to update and expand their knowledge and skills in circumscribed areas of clinical nursing practice.

A variety of special workshops and formalized training programs are conducted cooperatively with the Cornell University Medical College, the professional staffs of The New York Hospital-Cornell Medical Center; the Department of Health, Health Services Administration of the City of New York; the Visiting Nurse Service of New York; and other cooperating community agencies.

Information on programs being offered, applications, and fees may be obtained by writing to: Division of Continuing Education, 515 East 71 Street, New York, New York, 10021.

Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for the major part of the educational program offered to students in both divisions of the School of Nursing. The classroom and office facilities for the School are located at 515 East 71 Street. In addition to the usual classroom and conference room facilities, there are an audio-visual laboratory and learning laboratories for the practice of basic nursing skill.

The library, in the Samuel J. Wood Library and Research Building at 1300 York Avenue, is shared by the students and the faculties of the School of Nursing and the Medical College, and the staff of The New York Hospital.

The reading room of the library is located on the first floor. Adjoining the reading room are the sections for current journals, reference works, and monographs. The book stacks and carrels are on two floors below the main reading room. Sixteen hundred current journals are received each year; the total collection has reached more than 100,000 volumes.

The library also is equipped with a communication terminal linked to a computer to provide searches of the medical literature. The Information and Reference Department receives requests for these searches. Typing and duplicating services and, most importantly, a staff willing to help are also available.

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department. These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

All students have clinical experience on the patient units of The New York Hospital. The Hospital comprises five clinical departments—Medicine, Surgery, Lying-In Hospital, Pediatrics, and The Payne Whitney Clinic (psychiatry). Each of these units (largely self-contained) has facilities for inpatients and outpatients, and for teaching and conducting research. The Hospital has approximately eleven hundred beds and ninety clinics.

In order to meet the objectives of the program, the School of Nursing contracts with selected voluntary and governmental agencies for additional clinical experiences. It is a requirement of the program that each student participate in the care of patients in the community. Representatives of various governmental and voluntary agencies plan with the faculty for appropriate ways to contribute to the student's knowledge of the community and the organization for human services. Individuals who feel it would be difficult to travel within some parts of the New York City community and to participate fully in assigned experiences, should give thoughtful consideration to this before registering in the program of the School.



Cornell University

Description of Courses

Nursing Courses

All academic courses of the University are open to students of all races, religions, ethnic origins, ages, sexes, and political persuasions. No requirement, prerequisite, device, rule, or other means shall be used by any employee of the University to encourage, establish, or maintain segregation on the basis of race, religion, ethnic origin, age, sex, or political persuasion in any academic course of the University.

156 Introduction to the Nursing Process, Care of the Adult Patient

Fall. Credit: five hours, theory; five hours, clinical laboratory.

M. Sugimoto and faculty.

Composed of two units. The first unit is concerned with introduction of the nursing process, and learning and practicing nursing skills basic to all nursing care. During the second unit, the nursing process is applied to the care of adult patients with representative medical-surgical health problems. Pharmacology, nutrition, and diet therapy are integrated throughout the course. The clinical area is utilized to apply concepts and skills in caring for patients with major medical-surgical health problems.

154-157 Maternal-Child Nursing

Fall and spring. Credit: five hours, theory; five hours, clinical laboratory. Prerequisite: Nursing 153-156. Registration for this course is by advisement. E. W. Haas and faculty.

Emphasis is placed on the study of the health needs of childbearing women, their children, and families. Family influences, social trends, and normal development are integrated throughout the semester. The concept of nurturance for the promotion of optimum health provides the framework for nursing intervention. Experiences are provided in teaching principles of health maintenance to families in a variety of settings.

160 Interpersonal Processes in Nursing

Fall. Credit one hour. Prerequisite: psychology, three credits; sociology, three credits. L. Schwager. Concepts of behavior, anxiety, socialization, and grief are studied in the context of the nurse-patient relationship. Emphasis is on principles of communication and interviewing. The content is prerequisite to subsequent nursing courses.

250 Transition to Nursing Practice

Spring. Credit: five hours, theory; seven hours, clinical laboratory. Prerequisites: Nursing 153, 154, 155. J. B. Dorie and faculty.

Offers the student the opportunity to care for a group of individuals with a variety of health care needs including oncological conditions. Within these groups the student will assist individuals and/or families to achieve their optimal degree of health as goals are modified to reflect evolving needs. The student will have the opportunity to apply leadership principles in the management of patient care through participation with other health care workers in a variety of settings.

256 Community Health: Care of Patients with Environmentally Related Health Problems

Fall and spring. Credit: five hours, theory; five hours, clinical laboratory. Prerequisites: Nursing 156. Registration for this course is by advisement. B. H. Rosner and faculty.

Focus is on the prevention and control of selected community health problems; e.g., cerebral vascular accident, venereal disease, tuberculosis, mental illness, and social problems such as addiction. The modality of nursing care will be both individual (therapeutic nurse-patient relationship) and group (family) in acute psychiatric hospital settings and the community. The common denominator utilized in teaching the selected community health problems will be the epidemiological approach. Experience is also provided for students to have ongoing observations and participation in the dynamics of group process.

26 Description of Courses

257 Dimensions of Nursing Spring. Credit: four hours, theory; eight hours, clinical laboratory. Prerequisites: Nursing 156, 157, 256. Faculty to be appointed. Consideration of selected aspects of professional nurse practice: caring for patients who have multiple and complex nursing needs; sharing responsibility for nursing care of groups of patients; and participating in the leadership activities related to nursing care. A variety of settings will be utilized for clinical learning.

360 Assessment of Health Status of Children or Adults Fall, intersession, and spring. Credit: two hours. Required course: registered nurses; other students by advisement. M. Miller. Supervised practice in techniques of observation, interviewing, percussion, palpation, and auscultation with emphasis on normal ranges of the healthy individual. The course includes relevant anatomy, physiology, and pathology basic to understanding the significance of findings. Six hours of combined conference and practice are required each week.

365 Clinical Nursing—Acute Care of Children or Adults Fall. Credit: five hours. Prerequisite: Course 360 must be taken prior to or concurrently with this course. Required course: registered nurses not taking Course 366. B. Jones. Within this clinical experience core the student has the opportunity to develop proficiency in the exercise of clinical judgment and skills requisite to the supportive management of children or adults who require continuous, comprehensive observation in an intensive or critical care environment. Opportunities are provided for systematic study in a clinical area of interest. The focus is on nursing functions: assessment and problem-related intervention through health counseling, health education, and preventive, restorative, and therapeutic measures. Associated seminars serve as a mode for extending the scope of knowledge and experience and for developing professional peer communication and decision-making skills. Fifteen hours of combined practice and correlated seminars are required each week.

366 Clinical Nursing—Long Term or Chronic Illness of Children or Adults Fall. Credit: five hours. Prerequisite: Course 360 must be taken prior to or concurrently with this course. Required course: registered nurses not taking Course 365. B. Jones. Within this clinical experience core the student has the opportunity to develop proficiency in the exercise of clinical judgment and skills requisite to the supportive management of children or adults with long-term or progressive chronic illness. Opportunities are provided for systematic study in a clinical area

of interest. The focus is on nursing functions: on assessment and problem-related intervention through health counseling, health education, and preventive, restorative, and therapeutic measures. Associated seminars serve as a mode for extending the scope of knowledge and experience and for developing professional peer communication and decision-making skills. Fifteen hours of combined practice and correlated seminars are required each week.

367 Clinical Nursing—Primary Care of Children or Adults Spring. Credit: five hours. Prerequisite: Nursing 365 or 366. Required course: registered nurses. B. Jones. Within this clinical experience core the student has the opportunity to develop proficiency in the initial screening assessment of the psychosocial and physical status of children or adults and responsibility of the continuum of care of selected patients within the protocols mutually agreed upon by medical and nursing personnel. Experiences offer opportunities for the reinforcement or development of skills in case finding, interpretation of selected laboratory tests, health counseling, health teaching and techniques of surveillance and management of care for the selected patients (children or adults) in ambulatory care settings. Associated seminars serve as a mode for extending the scope of knowledge and experience and for developing professional peer communication and decision-making skills. Fifteen hours of combined practice and correlated seminars are required each week.

Professionally Related Courses

131-134 Biological Science Fall and spring. Credit: three hours. Prerequisite: Biological Science 130 or 133. Required prior to or concurrent with Nursing 154-157. R. S. Rubenstein. This course includes some aspects of human reproductive physiology: male and female anatomy, sex steroids, birth control, and maternal and neonatal physiology. Also covered are principles of heredity, medical genetics, and simple embryogenesis. There will be a survey of pathogenic microorganisms to acquaint the student with communicable diseases that are endemic and epidemic.

133 Biological Science Fall and spring. Credit: three hours. Required course: all students. V. Stolar. An introduction to the fundamental mechanisms of human physiology. The course progresses from the cell to the complexities of human control systems, utilizing at each level of increasing complexity the information and principles developed previously. This approach is based on the theme that all phenomena of

life are ultimately describable in terms of physical and chemical laws.

136 Biological Science Fall and spring. Credit: three hours. Prerequisite: Biological Science 133. Required course: all students. V. Stolar.

Morphological and functional study of the nervous system in man. Histology, neurotransmitters, gross anatomy, stimulus-response, and integrative control are covered. The physiology of striated, smooth, and cardiac muscle will be included.

140 Pharmacology Fall. Credit: two hours. Prerequisite: Nursing 156 or equivalent. Required course: registered nurses; other students by advisement. A. B. Drakontides. The emphasis of the course is placed on the basic principles of pharmacology. These principles are elaborated in discussions of drugs acting on the nervous system, cardiovascular drugs, chemotherapy, endocrine pharmacology, and drug interactions.

247 Epidemiology Fall. Credit: two hours. Required course: registered nurses; other students by advisement. M. Warren, R. S. Rubenstein.

Introductory course in which the meaning and scope of epidemiology are considered. Relevant content is drawn from biostatistics, microbiology, environmental studies, and health service administration. Particular emphasis is on scientific appraisal of community health and the processes involved in determining the health of people as it is influenced by changing patterns of health and disease in a society.

108 Introduction to Research Spring. Credit: two hours. Required course: all students. Faculty to be appointed.

The student is introduced to the basic skills needed for the evaluation of research material—critical thinking about situational and written data pertinent to nursing, and recognition of appropriate use of common statistical concepts.

109 Life-span Growth and Development Part I Fall. Credit: two hours. Required course: all students. L. Schwager.

Study of the psychophysiological and psychosocial factors that produce a range of human behavior in the life cycle from birth through childhood years. The focus will be on physical, sensory, and perceptual, motor, cognitive and language, personality, and social development.

110 Life-span Growth and Development Part II Spring. Credit: two hours. Prerequisite:

109 Life-span Growth and Development or by permission of instructor. Required course: all students. L. Schwager.

Study of the psychophysiological and psychosocial factors that produce a range of human behavior in the life cycle from adolescent years through aging years. The focus will be on continued development, maturation, and/or decline in physical, perceptual, cognitive, moral, sexual, personality, and social functioning.

207 Nursing in the Social Order Spring. Credit: two hours. Required course: all students. L. Schwager.

The structure and function of both formal and informal social organizations are considered, especially as they influence the work of the professional nurse in the delivery of health services.

246 Public Health Fall. Credit: two hours. M. P. Cunningham.

A study of community health needs and designs for meeting these needs. Programs and organizations participating in the formal and informal community health structure will be examined using an epidemiologic framework.

Spanish for Health Professionals Spring. Credit: two hours. Prerequisite: one year of Spanish (vocabulary and grammar) and pretesting for section assignment. Elective. Faculty to be appointed.

The course assists the person already familiar with Spanish to develop skills in conversation as it relates to health care services.

Independent Study Offers the student an opportunity to delineate an area of interest for self-directed, systematic study under the preceptorship of a faculty member. Planned essentially for the winter intersession, on- or off-campus study is possible for credit ranging from one to four hours. S-U grades. Proposals must have the approval of the Committee for Independent Study.

Guided Study Offers qualified students an opportunity to participate in a specially designed program of study and course visitation under the direction of a faculty member. It permits participation in classes, seminars, conferences, library research, and selected nursing service programs. Offered within the regular term date. No credit or grade is given but a record of achievement is filed in the student record. A special fee is established after consultation with the dean's office. Request for attendance is filed in the Office of Records and referred to the dean.



Cornell University

Register

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David C. Knapp, University Provost
Mark Barlow, Jr., Vice Provost
W. Donald Cooke, Vice President for Research
June M. Fessenden-Raden, Vice Provost
William D. Gurowitz, Vice President for
Campus Affairs
Robert T. Horn, Vice President and
Chief Investment Officer
Samuel A. Lawrence, Vice President for
Administration
E. Hugh Luckey, Vice President for Medical
Affairs
Robert M. Matyas, Vice President for
Planning and Facilities
Paul L. McKeegan, Vice Provost
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Chief Fiscal Officer
Richard M. Ramin, Vice President for
Public Affairs
Byron W. Saunders, Dean of the
University Faculty
Neal R. Stamp, University Counsel and
Secretary of the Corporation

The New York Hospital— Cornell Medical Center Administration

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Charles H. Dick, Vice President for
Public Affairs
Roger H. Sheldon, Vice President for Planning
Theodore S. Alexander, Director of Development

The New York Hospital Administration

David D. Thompson, M.D., Director
Melville A. Platt, M.D., Executive Associate
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Personnel Services
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Professional Services
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John Watson, Associate Director, Financial
Services
Cosmo J. LaCosta, Assistant Director

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Arthur H. Dean
Robert W. Purcell
Harold D. Uris

Representatives from the Board of Governors of the New York Hospital

Stanley de J. Osborne, Chairman 1975
Kenneth H. Hannan
Frederick K. Trask, Jr.
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E. Roland Harriman
Walter B. Wriston

Ex Officio Member

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University
David C. Knapp, Ph.D., Provost of the University

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 Louise S. Hazeltine, M.A., R.N., Associate Dean and Assistant Professor of Nursing
 Nina T. Argondizzo, M.A., R.N., Assistant Dean and Assistant Professor of Nursing
 Gloria E. Wilson, M.A., R.N., Assistant Dean and Assistant Professor of Nursing

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 Elenora Haas, M.S., R.N., C.N.M., Assistant Professor of Nursing
 Louise S. Hazeltine, M.A., R.N., Assistant Professor of Nursing; Associate Dean
 Eleanor Krohn Herrmann, M.S., R.N., Assistant Professor of Nursing
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 Verda F. Hickox, M.A., R.N., Professor Emeritus of Nursing
 Mary Klein, M.A., R.N., Professor Emeritus of Nursing
 Margery T. Overholser, M.A., R.N., Professor Emeritus of Nursing
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 Henderika J. Rynbergen, M.S., Professor Emeritus of Science
 Agnes Schubert, M.S., R.N., Professor Emeritus of Nursing

Class of 1976

The name of the student is followed by his or her home address. The college or university from which the student transferred is given in parentheses.

Program I

Adams, Yvonne, New York, New York (University of Delaware)
 Almquist, Gretchen, Milford, Pennsylvania (Vassar College)
 Andreasen, Christine, Apalachin, New York (Houghton College)
 Anyaogu, Evelyn, Nigeria (City College)
 Baglio, Virginia, Oneida, New York (Manhattanville College)
 Bukberg, Anne, Plainview, New York (State University at Binghamton)
 Bures, Elyse, Melville, New York (Mt. Holyoke College)
 Collins, Catherine, Denville, New Jersey (Caldwell College)
 Davis, Diane, Medfield, Massachusetts (Hood College)

- DeCastro, Eileen, Bronx, New York (St. John's University)
- Dembo, Judith, New York, New York (Allegheny College)
- Enchelmaier, Nancy, North Caldwell, New Jersey (Houghton College)
- Epstein, Sheryl, Brooklyn, New York (Brooklyn College)
- Facca, Elissa, Whitestone, New York (Hunter College)
- Farkas, Carol, New York, New York (Finch College)
- Frole, Patricia, Bronx, New York (Fordham University)
- Fruchter, Irene, Brooklyn, New York (Brooklyn College)
- Glick, Joan, Glen Cove, New York (State University at Stony Brook)
- Gussman, Debra, Huntingdon Valley, Pennsylvania (Temple University)
- Harris, Margaret, Avon, Connecticut (Newton College of the Sacred Heart)
- Hooley, Priscilla, Merritt Island, Florida (Wake Forest University)
- Jacobson, Eleanor, White Plains, New York (Newton College of the Sacred Heart)
- Johnson, Deborah, Claverack, New York (Cornell University)
- Kessler, Diane, Closter, New Jersey (Barnard College)
- Kilroy, Kenneth, Stoneham, Massachusetts (Northeastern University)
- Kirwan, Diane, Demarest, New Jersey (Mary Washington College)
- Klein, Karen, Lynbrook, New York (Cornell University)
- Knorton, Donna, Santa Clara, California (West Valley College)
- Kornfeld, Karen, Brooklyn, New York (Kingsborough Community College)
- Krongaus, Laurie, Encino, California (University of California)
- Lahm, Maxine, Plainview, New York (State University at Stony Brook)
- Levine, Anita, North Bellmore, New York (State University at Stony Brook)
- Levine, Myrna, Woodside, New York (Queens College)
- Liebman, Leslie, Melville, New York (State University at Albany)
- Mahany, Mary, Camillus, New York (Cornell University)
- McElhenny, Margaret, Erie, Pennsylvania (Gannon College)
- McLaughlin, Maureen, Memphis, Tennessee (St. Mary's College)
- Motschwiller, Debra, Wantagh, New York (Hofstra University)
- Pluth, Theresa, Two Harbors, Minnesota (University of Minnesota)
- Quartana, Michelle, Brooklyn, New York (Brooklyn College)
- Redd, Sharon, Pittsburgh, Pennsylvania (Cornell University)
- Ruggiero, Camellia, Malverne, New York (Hofstra University)
- Sanchez, Clyde, Belen, New Mexico (Cornell University)
- Sanchez, Dorothy, Albuquerque, New Mexico (Cornell University)
- Schmidt, Mary, Richmond Hill, New York (Queens College)
- Sohmer, Maryellen, New York, New York (Loyola University)
- Sterk, Linda, Grand Rapids, Michigan (Calvin College)
- Thomas, Claville, Berbice, Guyana (The Western College)
- Windemuth, Donna, Cumberland, Maryland (Western Maryland College)
- Zappolo, Catherine, Carmel, New York (Cornell University)

Program for College Graduates

- Adams, Melissa, Highland Park, New Jersey (University of Pittsburgh)
- Altman, Patricia, New York, New York (Cornell University)
- Anagnos, Alexander, Boston, Massachusetts (University of Massachusetts)
- Andersen, Gretchen, West Suffield, Connecticut (University of Rochester)
- Arrington, Maria, Lansdale, Pennsylvania (Ursinus College)
- Berger, Robyn, Valley Stream, New York (Cornell University)
- Breuer, Wendy, Roslyn, New York (Oberlin College)
- Butler, Christine, Harmony, Rhode Island (Springfield College)
- Cameron, Beth, Lake Park, Florida (Cornell University)
- Caponegro, Mary, Brooklyn, New York (College of Mount Saint Vincent)
- Clark, Alison, Scarsdale, New York (Trinity College)
- Copley, Ann, Stoughton, Massachusetts (Colby College)
- Cummings, Elizabeth, New York, New York (Mt. Holyoke College)
- Dlugose, Deborah, Albany, New York (Syracuse University)
- Downey, Sister Roberta, Stamford, Connecticut (Villanova University)
- Fallers, Beth, Chicago, Illinois (Lawrence University)
- Feibusch, Betty, Brooklyn, New York (Brooklyn College)
- Gantman, Elisabeth, Winthrop, Massachusetts (University of Massachusetts)
- Germano, Elaine, Easton, Pennsylvania (University of Rochester)
- Goldberg, Ina, New York, New York (New York University)
- Grove, Nancy, Sarasota, Florida (Brown University)

Grun, Olga, White Plains, New York (New York University)
 Haber, Andrea, Westbury, New York (State University at New Paltz)
 Hansen, Susan, New York, New York (Brown University)
 Herndon, Carolyn, Avondale, Pennsylvania (University of Michigan)
 Jameson, Deborah, Northampton, Massachusetts (University of Pennsylvania)
 Kortrey, Wendy, Staten Island, New York (Wagner College)
 Kramer, Marcia, Woodside, New York (Cornell University)
 Landesberg, JoAnn, Silver Spring, Maryland (Washington University)
 Lester, Lucy, Hamburg, New York (University of Washington)
 Lewis, Jane, Bayside, New York (State University at Albany)
 Long, Margaret, Orinda, California (Stanford University)
 Lovell, Richard, New York, New York (St. Peter's College)
 Lowe, Joseph, Elmira, New York (Columbia College)
 Mangini, Edward, Whitestone, New York (Iona College)
 Marcil, Patricia, Adams, Massachusetts (Rensselaer Polytechnic Institute)
 McMechan, Mary, New York, New York (City College)
 Ourach, Linda, Kew Gardens, New York (Knox College)
 Rodde, Helen, New York, New York (Stanford University)
 Rossi, Laura, Bronx, New York (Marymount Manhattan College)
 Schulman, Janet, Bronx, New York (Queens College)

Shmagin, Barbara, Forest Hills, New York (Barnard College)
 Smith, Randy, Dumont, New Jersey (Douglass College)
 Spodek, Susan, East Rockaway, New York (University of California at Berkeley)
 Summers, Donna, Astoria, New York (Hunter College)
 Taylor, Betty, Rio de Janeiro, Brazil (Douglass College)
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 Young, Cynthia, Tuckahoe, New York (Bucknell University)
 Young, Mary, Fayetteville, North Carolina (Cornell University)

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 Krebs, Alecia Miloski, New York, New York (Hunter College)
 Lang, Cheryl, Bronx, New York (Lehman College)
 Logan, Mary, New York, New York (Hunter College)
 Luczun, Mary Ellen, New York, New York (Hunter College)
 Niessner, Patricia, New York, New York (Hunter College)
 Owczarczak, Joyce, New York, New York (Hunter College)
 Rivera, Romen, New York, New York (Hunter College)
 Wheeler, Kathleen, New York, New York (Metropolitan Junior College)

Cornell University

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_____.
(year)

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College Graduate Program

Registered Nurse Program

name

street address

city

state

zip

date of birth

name of high school

address

date high school diploma received

name of college

address

dates of college attendance

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It is important that persons interested in pursuing one of the programs at the School of Nursing make plans well in advance so that their college programs may be arranged to provide the necessary background.

To receive assistance in such planning, or an application, an interested student should fill out the form on this page and send it to

Admissions

Cornell University—New York Hospital School of Nursing

515 East 71 Street

New York, New York 10021.

(The writer should include a zip code.)