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Message from the Dean

This academic bulletin offers an overview of curriculum, faculty, and student activities in the School of Nursing. As the School celebrates the beginning of its second century, it also celebrates its renewal and redefinition as a premier educational resource for aspiring nurse leaders. As with other health professions schools at Columbia, enrollment is limited to those who have already earned a baccalaureate degree, either in nursing or entrance to Advanced Practice education, or in another field for matriculation in the first professional degree. Registered nurses without a degree can be admitted to an honors program leading to the M.S. degree. The curriculum is accelerated and targeted at superior academic performers with firm career goals in the nursing profession. The Advanced Practice program offers the M.S. degree in many clinical specialties, all providing eligibility for certification as a nurse practitioner, as well as dual certification for some as clinical nurse specialists. The Doctor of Nursing Science degree program provides training in clinical research and health policy and requires an M.S. degree in nursing for admission. The faculty represent the very best in clinical competence and scholarly achievement.

Why Nursing?

Nursing is in a well-earned position of ascendancy and recognition. Having proven clinical competency in the full scope of primary care and in the care of acutely ill patients, Advanced Practice nurses have gained broad legislative practice authority in every state. Always a valued career, nursing is now in a position to reaffirm its clinical value while advancing to containing costs and increasing access. Especially for those underserved and uninsured, nursing has a central role to play in health care reform. Providing primary care, community-based services, disease prevention, and health promotion, practicing in underserved inner city and rural areas, and assuring patient understanding of therapy are all prominent and valuable activities at which nurses excel. As society recognizes the importance of high-level professional nursing practice, talented and forward-thinking individuals are increasingly attracted to the profession. Coinciding with society’s expanded view of nursing is the development of scholarly nursing endeavors, as demonstrated by the increase in funding for nursing research over the past few years.

Education in nursing provides an individual with opportunities for a challenging career with high-level authority and accountability, and deeply gratifying personal rewards. Master’s and doctoral degrees prepare nurses for leadership positions as clinical specialists, administrators, policy experts, and researchers, all of which are in high demand in today’s health care environment.

Why Columbia?

The Columbia University School of Nursing is part of one of the world’s most renowned medical centers. We are a close-knit and interactive group of four schools and three smaller independent programs: the School of Medicine, Dental and Oral Surgery, Public Health, and Nursing; and Programs in Occupational Therapy, Physical Therapy, and Human Nutrition. We are a neighborhood collaborating on research and clinical experiences, and sharing a vision for the future of health care in this country. The School of Nursing is proud of its 100-year history of educating nursing leaders. It is internationally known and unrivaled, with recognition for excellence in other scholarly endeavors as well. Recent contributions to the profession include the first universal faculty practice plan in a school of nursing, the first Endowed Nursing Chair in Health Policy and the first with Collaborative Center for International Nursing Development in Advanced Practice.

Why Now?

Never has a career in nursing been so inviting. Advanced Practice Nurses are in short supply. Nursing leadership is critically needed. The practice of professional nursing is one of life’s noblest careers, and the advancement of nursing academic and clinical excellence is the mission of this School. We invite you to be a participant in that mission.

Mary O. Mundinger
Dean of the School of Nursing
Columbia University

By royal charter of King George II of England, Columbia University was founded in 1754 as King's College. It is the oldest institution of higher learning in New York State and the fifth oldest in the nation.

Columbia University has, since its inception, addressed the issues of the moment, making important contributions to American life through the teaching and research conducted within its schools and departments. Columbia University now comprises 16 schools and departments and is affiliated with major research-oriented medical centers, most notably Columbia-Presbyterian Medical Center.

Located on the Upper West Side of New York City, the University is associated with 71 research and public service institutes and 22 scholarly journals. The library system contains more than 30 million manuscripts, microfilm tapes, and printed volumes. Faculty members currently number 1,800. Since 1906, 41 Columbia University alumni and faculty have received the Nobel Prize in various fields—a testament to the academic preeminence of the University. Candidates from the top of their high school classes and from the best undergraduate institutions in America compete for places in the University’s schools.

The School of Nursing

Located on the Health Sciences campus, the Columbia University School of Nursing was founded in 1892 with Anna C. Maxwell as its first director. Since its inception, the mission of the School has been the preparation of clinically excellent nurse practitioners, clinical nurse specialists, and scholars. The School of Nursing was the first in the country to award a master’s degree in a clinical nursing specialty (1956). More than 7,000 nurses have graduated since the School was opened.

The emphasis on clinical scholarship at Columbia University is particularly appropriate because of the interdisciplinary collaboration of the School of Nursing with the other professional schools in its environs. The School of Nursing shares the Health Sciences campus with the School of Public Health, the School of Dental and Oral Surgery, and the College of Physicians and Surgeons, which includes programs in Occupational Therapy, Physical Therapy, and Nutrition. Each of these schools adds to the richness and diversity of the educational experience of students and of the School of Nursing.

School of Nursing faculty have substantial experience in curricula, instructional design, and research, and maintain expertise in their areas of teaching responsibility through participation at local, regional, and national conferences, involvement in scholarly presentations and publications, and faculty practice. Faculty involvement in scholarly and professional activities is substantial. A positive and supportive environment for these pursuits is maintained.

The graduates of the School of Nursing are one of its major strengths. Graduates are recruited for leadership positions in practice, education, and management. The Office of Student Services and the Student Government Association are instrumental in developing the leadership potential of Columbia students.

Curricula are evaluated on a continual basis to ensure that graduates meet the needs of a dynamic society and advance the profession while maintaining high academic standards.

Philosophy

The faculty, representing all clinical nursing disciplines, believe that in a dynamic society, education for membership in a profession includes development not only of expertise in a field but also of social awareness.

The professional nurse thinks critically, exercises technical competence, and makes socially significant contributions to society through theory-based practice. Nursing’s role and responsibility to society are to establish and maintain relationships with clients that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

Belief in the integrity and worth of all human beings is basic. Each person is viewed as an individual with unique characteristics and behaviors, evolving through time, in constant interaction with a complex environment. People throughout the life cycle have specific biophysical, psychosocial, cognitive, and spiritual needs that they strive to keep in harmony. People as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. Access to health care is the right of all. Nurses engage in political and societal activities supportive of this belief and serve as client advocates in the health care system.
The professional nurse is viewed both as a responsible health care provider accountable for the quality of practice and as an agent of change in the health care delivery system. Nursing seeks to advance its contribution through research and collaboration with other health professions. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The faculty endeavor to provide knowledge; to stimulate learning; to define issues; to serve as resource persons, administrators, leaders, and innovators in nursing through education, research, and practice; and to contribute to the development of human values. The faculty recognize that interests and abilities vary, and they seek to provide flexibility in the curriculum to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process, and learners are expected to be self-directed and accountable for their performance.

The Entry-To-Practice program develops the competence required for general professional nursing practice and provides a firm base for graduate study. The Graduate program advances nursing competence by extending and deepening knowledge within a specific clinical specialty. The Continuing Education program addresses the emerging needs of practicing nurses in maintaining their clinical expertise. All programs emphasize the development of clinical expertise, a hallmark of the Columbia University School of Nursing.

Organization of the Curricula

The organizing framework, encompassing the concepts of person, environment, health, and nursing, is derived from the philosophy of the School of Nursing. The concept of person recognizes the individual as a growing, human organism best understood in the context of the individual's own life process, beliefs, and culture. Person is understood to include individuals, families, groups, and communities. The concept of environment allows for study of the person in relation to the individual's immediate and global surroundings. The surroundings may include neighborhoods, hospitals, or the health care system in general. Health is studied on a health-illness continuum, acknowledging that each person has specific biophysical and psychosocial needs. Nursing is a profession whose members have the responsibility to enhance health care through scientific inquiry, through collaboration with other health professionals, and through client advocacy in the health care system. The School of Nursing programs use a multitheoretical approach to execute these concepts. Examples of theories used include nursing theories, stress/adaptation theory, physiological theories, and systems theory.

Accreditation

All programs are accredited by the National League for Nursing through 2004. The Nurse Midwifery program is accredited by the American College of Nurse Midwives; the Nurse Anesthesia program is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs. The School is certified as an American Nurses Association provider for continuing education. The School is approved by the New York State Department of Higher Education and the State Board for Nursing, and it is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing and the American Association of Colleges of Nursing.

Programs of Study

Underlying the programs offered by the School of Nursing is the view that nursing is a practicing art, one that is dedicated to the health of people. It is an applied science based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting optimal levels of health, and acting effectively during periods of illness.

The Entry-To-Practice (ETP) program enrolls non-RN baccalaureate holders who wish to study nursing in an accelerated program that combines basic nursing education and clinical specialization at the master's level.

The Accelerated Master's Program (AMP) is a program designed to meet the educational and career mobility needs of registered nurses who already hold a diploma or associate's degree in nursing and 60 liberal arts, science, and humanities credits. AMP enables out-standing RNs to earn a B.S. followed by an M.S. degree in a clinical specialty by pursuing a streamlined plan of study. For qualified RNs, AMP offers admission to a graduate specialty; generous credit by examination for previous nursing experience; exemption from some undergraduate core courses; graduate-level study as early as the first term and advanced standing in the graduate phase of the program.

The Master's program, leading to the M.S. degree, affords baccalaureate-prepared nurses the opportunity to increase their knowledge in Advanced Nursing Practice. All programs are registered with the New York State Education Department as Nurse Practitioner programs, enabling graduates to be certified for advanced practice and prescriptive privileges. Clinical specialization is possible in adult, family, geriatric, pediatric, or women's health primary care; emergency/critical care; nurse midwifery; nurse anesthesia; oncology; and psychiatric mental health. Sub-specializations are available in HIV/AIDS nursing, alcohol and substance abuse and genetics for advanced practice nursing.

The Advanced Certificate program allows registered nurses who hold a master's degree in nursing to pursue an Advanced Practice program as nurse practitioner in a clinical area without earning another master's degree.

The Doctor of Nursing Science (DNSc) degree program is designed to prepare master's degree-holding clinical nurse scholars to examine, shape, and direct the practice of nursing within our evolving system of health care delivery.

The Continuing Education program addresses the educational needs of practicing nurses. Programs are offered that develop or expand clinical expertise or prepare nurses for certification examinations.

Columbia's Nurse Anesthesia program is unique as the first master's degree nurse anesthesia program in New York State and one of the first master's degree programs in the United States. The Nurse Midwifery program is the oldest in the United States. The Oncology major in the Graduate program is co-sponsored by Memorial Sloan-Kettering Cancer Center, on New York's Upper East Side. This collaborative program provides students with expertise in family-centered care both in the hospital and in the community.

INSTRUCTIONAL RESOURCES

Classrooms, Conference Rooms, Laboratories (skills learning)

All classrooms on the Health Sciences campus are available to all health sciences students. Four floors in the Hammer Health Sciences Center house the teaching facilities. These floors include classrooms, conference and seminar rooms, and two auditoriums that contain state-of-the-art audiovisual equipment. In addition, the Learning Center at Columbia Presbyterian (7th Floor) houses labs. Conference rooms and amphitheatres as well as the 700-seat Alumni Auditorium in the College of Physicians and Surgeons Building are used extensively. The School of Nursing building houses a Technology Learning Center (TLC). The TLC includes a mock hospital unit containing several patient units and an ambulatory care area for practicing primary care skills; it is used by graduate and undergraduate students for skills development, including physical assessment and state-of-the-art monitoring technology.
Libraries and Computer Facilities

The Augustus C. Long Library occupies four floors of the Hammer Health Sciences Center. This library is a part of the Columbia University library system, which encompasses approximately forty libraries related to major areas of academic inquiry. These libraries contain more than four million volumes. The Long Library houses health-related publications and books. Other libraries used extensively by the faculty and students at the Columbia University School of Nursing (CUSN) include the Butler Library on the Morningside campus, the Wellman Library at Barnard, and the Teachers College Library. In addition, the Library of the Psychiatric Institute, which contains material on mental health and psychiatry, is open to faculty and students.

The services provided by the Long Library are extensive, by virtue of its association with the Schools of Nursing, Medicine, Public Health, and Dental and Oral Surgery, and with the Programs in Physical Therapy, Occupational Therapy, and Nutrition. Columbia Libraries Information Online (CLIO), the online catalog, provides students and faculty with the location, call number, and library location of all current serials and most books cataloged since 1981 at Columbia University. This information may be obtained by author, subject, or title. CD-ROM and MED LARS for nursing literature is rapid, up-to-date, and state-of-the-art. The Microcomputer Center provides a variety of services, including word processing, statistical analysis, and CAI. The Center for Computing Activities has developed workshops to teach students and faculty the fine points of microcomputer usage. The center has approximately thirty IBM PCs, ATs, and Macintosh computers.

The Long Library contains more than 350,000 volumes of books and journals, some 5,000 pamphlets, and about 2,000 slides on the history of medicine and health care. More than 4,000 national and international journals are received. An entire floor of the library is devoted to facilities for self instruction through audiovisual material. Other aids include microfilming, inter-library loans, study and conference facilities, and photocopying services.

An extensive Florence Nightingale Collection is maintained in the Long Library. This collection makes up a part of the rare books holdings of the Library and is featured at exhibitions along with rare holdings of Freud and Webster. It is available to students, faculty, and visiting nursing historians for research purposes. Columbia students are also permitted access to the collections of Harvard and Yale Universities under the auspices of the Research Libraries Group. Information about the Research Libraries Group can be obtained from the Long Library. Student memberships, which include borrowing privileges, are available for an annual fee in the New York Academy of Medicine Library at 103rd Street and Fifth Avenue. Applications for membership should be directed to the Academy Library.

Clinical and Research Facilities

The center of clinical activity at the Health Sciences campus is the Columbia-Presbyterian Medical Center (CPMC). CPMC is recognized as one of the finest academic medical centers in the world. Patient care, research, and teaching are integral to CPMC's service to society. Charged with the energy of new ideas, it provides an unparalleled clinical environment for nursing students. Among the most notable sites are:

The new Milstein Hospital Building: a 745-bed facility providing state-of-the-art patient care. A network of enclosed bridges and tunnels links the hospital with University classrooms and laboratories. Computer terminals are part of every patient care unit, giving nurses the opportunity to concentrate on patient care—their specialty.

The Allen Pavilion, a 100-bed community hospital and primary care center designed to meet the specific health care needs of the northern Manhattan community. The Allen Pavilion is committed to primary care specialties.

The Center for Women and Children, which includes Babies Hospital and the Sloane Hospital for Women. Most notable among their many achievements are the development of the Apgar test for assessing infant health at birth, the first amniocentesis, and the identification and diagnosis of cystic fibrosis.

The Center for Geriatrics and Gerontology, one of eleven federally funded centers designated as a regional academic resource by the U.S. Department of Aging. This Center brings together specialists in geriatrics, including faculty from the fields of nursing, medicine, dentistry, public health, occupational therapy, psychiatry, and social work.

Organ Transplant Center. Organ transplantation is a complex enterprise. The transplant team, including nurse clinicians, works closely with families to help them cope with the stress of the transplant experience. This integrative effort is a cornerstone of Columbia's approach to patient care.

The Center for Health Promotion and Disease Prevention. The Center conducts valuable research and needs assessments on integrating nutrition into the health professional's practice and education. The Center produces valuable data that will enhance the care that nurse practitioners and primary care providers offer.

Approximately 150 clinical placement sites are available in the tri-state area. A brief list of the School of Nursing's major affiliations includes Lawrence Hospital in Bronxville, New York City Medical Centers at Harlem, Lenox Hill Hospital, New York-Cornell Hospital, Mt. Sinai Hospital, and St. Luke's/Roosevelt Medical Center.

The oncology major in the Graduate program is co-sponsored by Memorial Sloane-Kettering Cancer Center, on New York's Upper East Side. This collaborative program provides students with expertise in family-centered care both in the hospital and in the community.

Various community based agencies provide opportunities for students to learn to care for their populations. These include Visiting Nurse Service, Morris Heights Childbearing Center and Planned Parenthood.

Academic Research Centers at the Columbia University School of Nursing

THE CENTER FOR AIDS RESEARCH
Director: Joyce K. Anastasi, Ph.D., R.N.

The Center for AIDS Research conducts research to prevent HIV infection and AIDS, and to discover and test interventions to ameliorate the effects of the disease. The populations of particular concern include people living in underserved areas, especially the communities adjacent to Columbia's campuses: Harlem, Washington Heights, and Inwood. Two areas of special interest to the center are AIDS prevention and nursing care and symptom management for people with AIDS. Sub specialization in education in HIV/AIDS care is also available.
THE CENTER FOR WOMEN AND CHILDREN AT RISK
Director: Donna A. Gaffney, D.N.Sc., R.N., F.A.A.N.

The Center for Women and Children at Risk studies the critical health issues of childhood and adolescence, especially those that occur in urban settings in jeopardy because of violence in the streets and in the home, including HIV/AIDS and its impact on family structure, family and economic instability, substandard housing, and lack of access to health services. The Center conducts research and training and develops clinical educational services adaptable to any urban setting.

THE CENTER FOR HEALTH POLICY AND HEALTH SERVICES RESEARCH
Director: Kristine M. Gebbie, Dr.PH, R.N., F.A.A.N.

The Center for Health Policy and Health Services Research addresses urgent health-care delivery needs, especially those of the nation’s inner-city populations. The Center has worked to develop modes for education of advanced practice nurses and models of care delivery that will increase access to high-quality, cost-effective primary care prevention services for inner-city residents. Center personnel are currently working to identify education needs of public health nurses in the changing health system. The Center also convenes policy makers and interested professionals to explore current issues. The Health Policy Round Table, an informal exploration of current health policy topics, meets every other week; participation by doctoral students is strongly encouraged.

THE CENTER FOR ADVANCED PRACTICE
Director: Mary O. Mundinger, R.N., Dr.PH.

This Center addresses and provides comprehensive health care services for a diverse patient population. It also serves as a clinical laboratory for learning and research. The several clinical sites of the CAP are staffed by faculty who practice in a unique cross site pattern. This model, with its attending admitting privileges to Columbia Presbyterian Medical Center allows faculty practitioners to manage patients across the health-wellness continuum, regardless of practice site.

INSTITUTES AND CENTERS
- Columbia University is privileged to sponsor a number of institutes and centers that engage in funded, interdisciplinary research and program development, sponsor workshops and courses, and act as a clearinghouse for information related to their specific focus. Of particular interest are the following institutes and centers:
  - American Law Institute
  - Center for the Study of Alzheimer’s Disease
  - Center for the Behavioral and Clinical Study of HIV/AIDS
  - Center for Children in Poverty
  - Center for Law and Economics
  - Center for Population Studies
  - Center for Neurobiology and Behavior
  - Center for Research in Career Development
  - Center for the Study of Society and Medicine
  - Center for Human Rights
  - Comprehensive Cancer Center
  - Institute for Human Nutrition
  - Institute for Study on Women and Gender
  - Legislative Drafting Research Fund

The Morningside Campus
- The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Located here are the principal educational resources of the University, in the midst of the cultural resources of New York City. (See the map of the Morningside campus.)
- Located on the Morningside campus are Columbia College; the Schools of General Studies, Law, Engineering and Applied Science, Journalism, International and Public Affairs, the Arts, Business, Social Work, and Architecture, Planning, and Preservation; and the Graduate School of Arts and Sciences. Barnard College, Teachers College, and Union Theological Seminary are also on the Morningside campus.

Student Services

OFFICE OF STUDENT SERVICES
The Office of Student Services (OSS), located in the School of Nursing, functions in many capacities during a student’s education with emphasis on students’ rights and responsibilities. OSS staff are available to assist students in the resolution of specific problems or for referral to other University offices. The Assistant Dean for Student Services serves as the Student Advocate.

The Office of Student Services also functions as a Inquiry Center for prospective applicants, an Admissions Office, as well as an Academic and Counseling Center for students engaged in academic pursuits.

STUDENT LIFE
Students entering the Columbia University School of Nursing come from diverse educational and experiential backgrounds. While some master’s degree candidates enter directly from college, others are making mid-life career changes, and some are returning to college after raising a family. Advanced Practice degree candidates are qualified nurses pursuing an M.S. in a clinical specialty after one or more years of clinical experience, while others are leaders in nursing, pursuing doctoral studies. The common factor shared by all students is the goal of a graduate degree.

The Student Association
- Through the Student Association, all students participate in self-governance and work together for common professional objectives. Activities organized under the sponsorship of the Student Association include the orientation program, social and cultural events, lectures, career workshops, and political action related to health care.

Participant membership on School of Nursing committees and in the University Senate provides the opportunity for student participation in curricular and policy decision making. The Association is funded through the Professional Fees collected at registration, making all students members of the Student Association.

Sigma Theta Tau
- The Alpha Zeta Chapter of Sigma Theta Tau, the International Nursing Honor Society, was established at the School of Nursing in 1964. Membership is by invitation, and the selection of graduate and undergraduate students is based on excellence in academic performance and evidence of leadership potential. The Chapter sponsors a research conference as well as several program meetings annually.

Extra Mural Activities
- There are opportunities for students who wish to become involved in community affairs. Such students may participate in the local community planning board or at health fairs, screening clinics, rape intervention crisis centers, or senior citizen centers. Most of these opportunities are well represented by students in all four health professions schools.
International Students

The staff of the International Student and Scholars Office, 525 Riverside Drive, provide advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various international student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this office. Maps of New York City and discount tickets to plays are available.

The staff also provide information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement. The staff evaluate all foreign transcripts for equivalency to American education.

Housing

Housing includes University residence halls and University apartments, some of which overlook the Hudson River and are located just one to three blocks from the Health Sciences campus. Housing is available for all students. Arrangements for accommodations are made through the Health Sciences Housing Office, 50 Haven Avenue, New York, NY 10032. All eligible applicants accepted for full-time matriculation are sent housing information at the time of acceptance.

Disability-Related Services

Students with permanent or temporary disabilities who wish to request special arrangements are urged to notify the Assistant Dean for Student Services for disability-related services as early as possible: 212-305-5756. To allow adequate time for making such arrangements, please give at least eight weeks' notice before the start of the term involved. For taped texts or special housing arrangements, 3½ months' notice is needed. General questions about services, resources, wheelchair access, or student networking may be directed to the Coordinator of Disability Services, 305 Low Memorial Library, 212-854-6794.

Student Health Service

The Student Health Service is a primary care facility that offers students and their families comprehensive medical care and a broad array of specialist services directed toward prevention as well as treatment of health problems. The Student Health Service facility is located on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York Insurance (Blue Cross) may be purchased through the School. Cost of illness, beyond reasonable limits of outpatient care and beyond the student's insurance coverage, must be met by the student. The expenses of continuing psychiatric care must be borne by the student.

Referral for eye refraction can be obtained through the Student Health Service once every two years. There is also an optional Dental Plan available through Columbia Dental Associates.

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group committees of the Student Association, health practices and student activities are carefully considered.

Athletic Facilities

BARD ATHLETIC CLUB

The renovated Bard Athletic Club encompasses a twenty-yard swimming pool, three squash courts, a gymnasium, an exercise room, Nautilus and Universal exercise equipment, stationary bicycles and rowing machines, lockers, showers, and saunas. The facility is wheelchair-accessible.

Membership in the Bard Athletic Club is open to all Columbia University Health Sciences students, their spouses, employees, and alumni. Membership information and fees are available at the Bard Athletic Club, or by calling 212-654-2546.

The term of membership for students and spouses runs from August through July. The membership term for non-students (including Health Sciences Fellows) begins in September.

STUDENT SERVICES

Parking

The privilege of parking in University-operated lots is offered first to all full-time matriculated students who must drive to school and to any students with disabilities. Parking privileges may be granted to others as space permits. Applications for parking and information regarding fees can be obtained in the Office of the Academic Dean. The Student Handbook contains a listing of non-University parking areas.

Bookstore

The Medical Center Bookstore, operated by Barnes and Noble, is located on the corner of West 165th Street and Broadway. It offers a wide variety of supplies and services.

Orientation

Orientation programs for all new students are held every semester. New students are strongly encouraged to attend. Information regarding the day, time, and place of orientation can be obtained from the Office of Student Services.

Tutoring

For students having academic difficulty, the University's Learning Center on the Morningside campus is the main referral source. Tutors are available in writing, basic math and science, and other subjects. These services are provided free to Columbia students. Students in need of tutoring in an area not offered by the Learning Center, e.g., Anatomy and Physiology, can make tutoring arrangements through the Assistant Dean for Student Services. There is a fee for these services, determined by the student and tutor.
Counseling

The Student Health Service provides a comprehensive mental health care program. Short-term counseling for any problem is provided by a professional staff of psychiatrists/psychologists. Appointments are scheduled immediately. Confidentiality is maintained. For those students not enrolled in the Health Services plan, the Assistant Dean for Student Services can suggest referral sources.

Wellness Program

The demands of academic and clinical responsibility, coupled with time pressures, can exert a negative influence on even the healthiest student. Consequently, students often react to stress by developing counterproductive coping mechanisms that produce impairment and that may have serious implications later on in clinical practice and graduate education.

The goals of the School of Nursing Wellness Program are to prevent the impairment of nurses through early diagnosis and treatment and to promote the concept of well-being among students and faculty. The program provides a confidential avenue for students with problems.

Advisement

Upon enrollment, each student is assigned a faculty adviser who provides academic and professional guidance throughout the course of study.

Student Records

Student records related to admission and progression are maintained in the Office of Student Services. Transcripts are released only upon written authorization of the student and payment of the transcript fee. The request must be written; verbal requests will not be honored. This service is provided by the Office of Student Administrative Services, located at 630 West 168th Street, Room 141 Black Building, New York, NY 10032; telephone 212-305-3992.

All documents submitted in support of an application for admission become the permanent possession of Columbia University and cannot be returned or duplicated for the applicant or student. Access to student records according to the Buckley Amendment can be made through the Office of Student Services. In addition, students can access/review information on the World Wide Web such as their grades and courses (current/past eight years in duration), holds, address changes, transcript orders, account balances, and refund requests at: http://www.columbia.edu/cu/student_services

Transportation

A free shuttle bus system operates between the Health Sciences and Morningside campuses, as well as to the Harlem Hospital Center. Travel time between points is approximately 15 minutes. All schedule times are approximate; please allow two to three minutes variance. There is no shuttle service on New Year’s Day, Dr. Martin Luther King, Jr. Day (observed), Memorial Day, Independence Day, Labor Day, Thanksgiving, or Christmas Day. On Election Day, the Friday after Thanksgiving, and the two University holidays at Christmas time, the summer schedule is in effect. Shuttle Schedules are available in the Security Office.

FINANCIAL AID

Scholarships, grants, loans, and employment opportunities are among the sources of financial aid that are available to students enrolled in the School of Nursing.

Funds are available through a variety of sources including alumni and friends of the School, health care agencies, foundations, civic groups, voluntary organizations, and government agencies.

The School endeavors to ensure that students meeting admission requirements will have sufficient funds to pursue and complete their nursing education. Financial assistance is determined by a careful evaluation of all the resources available to the student. Application for Financial Assistance is due by March 1 for the coming academic year. Students must also submit a Free Application for Federal Student Aid (FAFSA) form.

To continue financial aid assistance, full-time students must meet the School’s academic progress standards. All students must maintain a grade point average of 3.0 to progress in the School. Students failing to meet these progress standards for any academic year (for financial aid purposes, defined as two consecutive terms) are not eligible for additional financial assistance until the required cumulative grade average is achieved. Students who have failed to meet these standards because of exceptional or unusual mitigating circumstances may apply for a one-semester waiver of the financial aid discontinuance. Applications must be documented; waivers are not automatically approved. Standards of eligibility for continuation of financial assistance do not supplant the School’s policies relating to academic standing, dismissal, or probation.

Questions regarding financial aid should be directed to the Financial Aid Office, 212 305-8147.

Financial Aid Administered by the School of Nursing

Awards are made annually, primarily on the basis of financial need. Applicants for financial aid must use the School of Nursing Application for Financial Assistance provided in the admission packet, which also includes detailed information of filing procedures. Applications must be accompanied by the requested supporting documentation. Incomplete applications will not be processed. Late applications are considered only in exceptional circumstances and on a funds-available basis. Students are required to file a renewal application each year.

SCHOOL OF NURSING SCHOLARSHIP

School of Nursing Scholarships are offered to undergraduate students demonstrating financial aid need. Students must be full-time matriculated (defined by University Standards), and be registered for 12 or more credits per semester. Scholarships and Grants are considered "gift" assistance and need not be repaid.

Alumni Association Awards

The Columbia University-Presbyterian Hospital School of Nursing Alumni Association has two endowment funds for scholarships for advanced study in nursing. All School of Nursing Alumni are eligible to apply for this assistance. Applications should be made to the Alumni Association.

Grants and Scholarships Administered by New York State

Applications to these programs are filed through the Student Payment Application. Application materials are available from any college or university financial aid office in New York State or by writing to the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, NY 12255.
N.Y.S. Tuition Assistance Program (TAP)
The Tuition Assistance Program (TAP) is the primary New York State grant program. Awards are available to full-time and part-time New York State residents only. Financial need is determined by the student’s New York State net taxable family income. The maximum amount that may be received from TAP is determined by the date of the student’s first application and the number of previous awards that the student has received. See the application booklet for complete details.

Specialized Regents Scholarships
New York State offers specialized awards to students studying nursing. These awards may be deferred until enrollment in an eligible nursing school. Special awards are also made to the children of deceased or disabled police officers, corrections officers, fire fighters, and veterans.

New York State Primary Health Service Corps Scholarships.
Scholarships of up to $15,000 per year for two years are available to cover the cost of attendance (tuition, fees, room and board, books and transportation allowances).

Recipients of scholarship awards must agree to work in a state operated facility or participate in a not-for-profit agency for 18 months for each year of scholarship. Employment is at professional capacity. Employment opportunities are available in all regions of the state. For Scholarship Applications and Information write to: New York State Primary Health Service Corps NYS Department of Health Coming Tower-Room 1602, Empire State Building, Albany, NY 12237-0005

Federal Loans
Federal Stafford Loans
Federal Stafford Loans are need-based loans available to students enrolling at least half-time (a minimum of 6 credits). Interest on this loan is not charged while the student is enrolled at least half-time. Repayment begins after a 6-month grace period, and extends for up to 10 years. The applicable rate of interest is variable, adjusted annually on July 1, not to exceed 8.25%. The interest for each 12- month period will equal the bond equivalent rate of 91-day treasury bills auctioned at the final auction prior to the preceding June 1, plus 3.1%. Eligible students pursuing a first B.S. degree may borrow up to $5,500 annually, with a maximum cumulative limit of $23,000. Eligible students pursuing an M.S. degree may borrow up to $8,500 annually, with a maximum cumulative limit of $65,500 for graduate education.

Federal Unsubsidized Stafford Loan:
The Federal Unsubsidized Stafford Loan Program is available to all students enrolled at least half time, regardless of income. Students are charged interest while in school and during deferment period. The applicable rate of interest is variable, adjusted annually on July 1, not to exceed 8.25%. The interest for each 12- month period will equal the bond equivalent rate of 91-day treasury bills auctioned at the final auction prior to the preceding June 1, plus 3.1%. Eligible students pursuing a B.S. degree may borrow up to $5,500 annually, with a maximum cumulative limit of $23,000. Eligible students pursuing an M.S. degree may borrow up to $10,000 annually, with a maximum cumulative limit of $73,000 for graduate education. The repayment period starts 6-months after a student graduates or stops attending school at least half time. The student is responsible for the interest during the grace period and has the option to pay it or have it capitalized.

Federal PLUS Program:
Federal Parent Loan for Undergraduate Students (PLUS) is available to parents of dependent students enrolled at least half-time. Parents may borrow up to the cost of attendance minus any financial aid on behalf of the student. The interest rate is variable and is equal to the bond equivalent rate of treasury bill auctioned at the final auction held before June 1, plus 3.10% with a cap of 9%

Applications and further information may be obtained through local banks or the New York State Student Financial Aid Office.

Federal Perkins Student Loan Program:
Federal Perkins Student Loans are need-based loans available to students enrolled at least half-time (a minimum of 6 credits). Interest on this loan is not charged while the student is enrolled at least half-time. Repayment begins after a 9-month grace period, and extends for up to 10 years. The applicable rate of interest is 5%.

Eligible undergraduate students may borrow up to $3,000 and graduate students may borrow up to $5,000 each calendar year, depending on the availability of funds. Interest and repayment begin 9-months after the student has completed the program of study or ceases to be enrolled at least half-time.

Loans are administered through Columbia University.

Nursing Loans
Nursing Student Loans are need-based loans available to students enrolled at least half-time (a minimum of 6 credits). Interest on this loan is not charged while the student is enrolled at least half-time. Repayment begins after a 9-month grace period, and extends for up to 10 years. The applicable rate of interest is 5%. Eligible undergraduate and graduate students may borrow up to $4,000 each calendar year, depending on the availability of funds. Interest and repayment begin 9-months after the student has completed the program of study or ceases to be enrolled at least half-time. Cancellation provisions are available.

Loans are administered through Columbia University.

Federal Work Study Program
The Federal Work-Study Program, authorized by the Higher Education Amendments of 1992 is administered by the United States Department of Education. Employment may be within a college or university or for a public or private non-profit organization. Students may work a maximum of twenty hours a week during the academic year. On-campus jobs offer a variety of work opportunities requiring general or specific skills; students may work as office or faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other non-profit, public-interest community projects. Students may apply for eligibility in August, or any time thereafter. Forms are obtained from the Financial Aid Office. All jobs are posted in the Center for Career Services located at East Campus on the Morningside Campus.

Professional Nurse Traineeships
Every year the School of Nursing is awarded a Grant from the Department of Health and Human Services (based on the availability of funds). This grant provides traineeships to full-time and part-time graduate and doctoral degree students. Priority will be given to full-time students in nurse practitioner and nurse midwifery programs.

Teaching Assistantships
Teaching Assistantships (TAs) are available to students in good academic standing enrolled in the masters or doctoral program. TAs receive tuition credit and a small stipend in return for weekly work assisting faculty. TA activities include assisting with course teaching (clinical supervision, laboratory assistance, tutoring), special projects with faculty or assisting with research or grant projects. To be considered for a Teaching Assistantship, students must be matriculated, maintain a 3.0 GPA and in financial need. Application is made to the Office of Student Services.

You may access the Financial Aid Office via E-mail or its WWW Home page. E-mail: ov3@columbia.edu

Homepage: http://coppcenter.
columbia.edu/dept/nursing/
Admission

Applicants may apply to the School of Nursing as candidates for a degree or advanced certificate, or as non-degree students. Additional information may be obtained by writing or telephoning:
Office of Student Services
Columbia University School of Nursing
630 West 168th Street
New York, NY 10032
(212) 305-5756
(212) 305-3680 Fax

ADMISSION PROCEDURES

An applicant for admission must apply on a form provided by the University. The completed form must be accompanied by the application fee: a check or money order for $60 made payable to Columbia University. This fee is not refundable, nor is it credited toward tuition. This fee is subject to change on an annual basis.

Incomplete applications and those received without the required application fee will not be processed.

Applicants are responsible for the submission of all required admission materials. Only applicants who have submitted all the required documents will be considered for matriculated status. Occasionally, applicants maybe granted admission as non-degree students if all the documents have not been submitted to the School. All applicants are periodically informed in writing as to the status of their application with regard to missing documents. All applications that are not complete within nine months will be inactivated.

A complete application for admission contains the following materials:
1. An application form that includes a typed, 250-300 word Personal Statement describing the applicant's professional goals and aspirations.
2. Official transcripts from all post-secondary institutions attended.
3. Official documentation of Graduate Record Examination (GRE) or Miller Analogies Test (MAT) scores.
5. Applicants whose education was not in English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).
6. Current U.S. Nursing License (if RN)
7. Current evidence of malpractice (professional liability) insurance.
8. Evidence of completion of mandated OSHA requirements.
9. Submission of a completed Health Form from Student Health Service, including evidence of MMR.

Individual consideration is given to those applicants who do not meet specific requirements for admission.

Acceptance of a student for admission is based on individual evaluation of character, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements.

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and regulations thereunder, the University does not discriminate on the basis of sex in the conduct or operation of its education programs or operation of its education programs or activities (including employment therein and admission thereto).

Applications received after the deadline date will be considered only if space remains in the program desired. Otherwise, late applications will be held over for the next semester.

See specific admission requirements listed under each program below. All documents submitted in support of an application for admission become the property of the University. This fee is not refundable, nor is it credited toward tuition. This fee is subject to change on an annual basis.

Applications may be submitted at any time. However, all supporting documents must be received by the following dates:

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<tr>
<th>Date</th>
<th>Program</th>
<th>Enrollment Term</th>
<th>Interview Month</th>
<th>Decision Month</th>
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<td>October 1</td>
<td>ETP</td>
<td>Summer</td>
<td>November</td>
<td>December</td>
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<tr>
<td>February 1</td>
<td>DNSc</td>
<td>Autumn</td>
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<td>November 1</td>
<td>DNSc</td>
<td>Spring</td>
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<td>February 1</td>
<td>AMP, MS, Cert.</td>
<td>Summer</td>
<td>March</td>
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Phase I, pre-licensure phase, can be completed in twelve months of full-time study. A B.S. degree is awarded upon completion.

Phase II, the post-licensure phase, follows the curriculum for the chosen clinical specialty. The student may select one of the following graduate majors for study. Admission to the graduate program is guaranteed to students who successfully complete Phase I, and every attempt will be made to secure admission to the clinical specialty of choice. A master's degree is awarded upon completion of the program.

Areas of specialization currently include:
- Nurse Midwifery
- Nurse Anesthesia
- Oncology
- Psychiatric/Mental Health
- Adult, Family, Geriatric, Pediatric, Women’s Health, and Critical/Emergency Care Nurse Practitioner

PROGRAMS OF STUDY

Admission to the Master’s Program for Non-Nurse College Graduates

This program is an accelerated combined degree (B.S./M.S.) program for non-nurse college graduates. The program is designed to prepare the student for a career as an Advanced Practice nurse. Academic studies are closely integrated with clinical experience. Graduate-level nursing courses are incorporated into basic education, facilitating the transition to master’s level study in a selected specialty. The program is composed of two phases:

Phase I: Pre-Licensure
- Basic education, facilitating the transition to master’s level study, is completed in the pre-licensure phase, can be completed in twelve months of full-time study. A B.S. degree is awarded upon completion.

Phase II: Post-Licensure
- This phase follows the curriculum for the chosen clinical specialty. The student may select one of the following graduate majors for study. Admission to the graduate program is guaranteed to students who successfully complete Phase I, and every attempt will be made to secure admission to the clinical specialty of choice. A master's degree is awarded upon completion of the program.

Areas of specialization currently include:
- Nurse Midwifery
- Nurse Anesthesia
- Oncology
- Psychiatric/Mental Health
- Adult, Family, Geriatric, Pediatric, Women’s Health, and Critical/Emergency Care Nurse Practitioner
ADMISSION REQUIREMENTS

1. A baccalaureate degree from a regionally accredited college or university, with a cumulative grade point average of at least 3.0 on a scale of 4.0. A minimum of 60 liberal arts and sciences credits, including:
   - English Composition, 3 credits
   - Sciences, 9-12 credits (biology and chemistry with laboratory experience strongly suggested)
   - Psychology, 3 credits
   - Humanities, 6 credits
   - Statistics, 3 credits
   - Social/Behavioral Sciences, 6 credits
   - Electives, 30 credits (fine arts, religion, language, mathematics, economics, history, nutrition, etc.)

2. A personal interview with faculty members who represent both phases of the program. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.

3. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).

4. Three references.

5. Personal Statement describing your professional goals.

ADMISSION TO THE MASTER'S PROGRAM FOR RN'S

The Accelerated Master's Program (AMP) is designed to further the educational and career goals of RNs who have diplomas or associate's degrees in nursing and at least 60 liberal arts credits. The Columbus University School of Nursing grants both a B.S. degree and an M.S. degree in a clinical specialty.

ADMISSION REQUIREMENTS

1. An associate's degree or diploma in nursing from a program accredited by the National League for Nursing.

2. A current license to practice as a registered nurse in the United States. (Individual State Registration may be required for clinical experiences.)

3. A minimum of one year's full-time work experience as a registered nurse reflective of the area chosen for graduate study.

4. A minimum of 60 liberal arts and sciences credits, including:
   - English Composition, 3 credits
   - Sciences, 9-12 credits (biology and chemistry with laboratory experience strongly suggested)
   - Psychology, 3 credits
   - Humanities, 6 credits
   - Statistics, 3 credits
   - Social/Behavioral Sciences, 6 credits
   - Electives, 27-30 credits (fine arts, religion, language, mathematics, economics, history, nutrition, etc.)

5. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).

6. Three current references including at least one from an immediate nursing supervisor.

7. Completion of the NLN Mobility Profile II Exams.

8. Personal Statement describing your professional goals.

9. An undergraduate course in physical assessment.

10. A personal interview with the Program Director. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.

ADMISSION TO THE MASTER'S PROGRAM FOR RN'S WITH A BS DEGREE

The Graduate program is designed to prepare nurses for Advanced Practice. All programs offer a nurse practitioner curriculum. Some offer cross-site curriculum. An M.S. degree is awarded upon completion of this program.

1. A baccalaureate degree with a major in nursing from a program accredited by the National League for Nursing, with a cumulative grade point average of at least 3.0 on a scale of 4.0.

2. A current license to practice as a registered nurse in the United States. (Individual State Registration may be required for clinical experiences.)

3. One year of experience in nursing in a relevant clinical area. (Obstetrical nursing, preferably intrapartum, is required for nurse midwifery; critical care nursing is required for nurse anesthesia.)

4. An undergraduate course in statistics. Undergraduate courses in general chemistry (including organic chemistry) and biology (including biochemistry), or the equivalent, are required for the nurse anesthesia major.

5. A course in basic physical assessment. If integrated in the undergraduate course of study, evidence must be submitted for evaluation.

6. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).

7. A personal interview with a faculty member. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.

8. Personal Statement describing your professional goals.

9. Three current references including at least one from an immediate nursing supervisor.

ADMISSION REQUIREMENTS FOR RN'S WITH NON-NURSING BACCALAUREATE DEGREES

Under special circumstances, registered nurses with degrees in health-related fields other than nursing may be enrolled in the clinical specialty master's program.

1. An associate's degree or diploma from a program accredited by the National League for Nursing.

2. A baccalaureate degree (Health-Related Major) from a regionally accredited college or university, with a grade point average of at least 3.0 on a scale of 4.0.

3. One year of clinical experience related to the clinical specialty major chosen for study.

4. Three references, two of which must be from nurses.

5. A current license to practice as a registered nurse in the United States. (Individual State Registration may be required for clinical experiences.)

6. An undergraduate course in statistics and evidence of undergraduate course work in research.

7. A course in basic physical assessment.

8. Completion of the NLN Mobility Profile II Exams.

9. Successful completion of the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE).

10. Personal Statement describing your previous education and experience in nursing research, community health, and leadership.

11. A personal interview with a faculty member. Interviews are scheduled by invitation and only following a preliminary faculty review of the completed application.
Admission to the Advanced Certificate Program

The Advanced Certificate program is designed to prepare master's prepared nurses in Advanced Practice as nurse practitioners. Current areas of study include Adult, Geriatric, Pediatric, Women's Health, Family, Oncology, Midwifery, Psychiatric/Mental Health, and Critical Care/Emergency Nursing. Graduates are eligible for New York State Certification as Nurse Practitioners and for national professional certification in their new specialty area.

ADMISSION REQUIREMENTS

1. Baccalaureate and master's degrees with a major in nursing from a program accredited by the National League for Nursing, with a cumulative grade point average of at least 3.0 on a scale of 4.0.
2. Personal Statement describing your professional goals.
3. Minimum of one year's experience in nursing.
4. A current license to practice as a registered nurse in the United States.
5. A personal interview with a faculty member. Interviews are scheduled by invitation only and following a preliminary faculty review of the completed application.
6. Three references.
7. The student must secure a site and preceptor for clinical experience that are acceptable to the director of the program. The placement and preceptor must be new to the program. A formal contract with the site and preceptor is part of the documents required for admission to the program.

Admission to the Doctoral Program

The Doctor of Nursing Science (DNSc) degree program is a clinical doctoral program that provides nurses with a foundation in the science and research methodology of the professional discipline and practice of nursing. The program offers a focus in either clinical research or health policy. The purpose of the DNSc program is to prepare clinical nurse scholars to examine, shape, and refine health care within existing and evolving delivery systems. The nurse scholars who receive the Columbia University DNSc degree will be uniquely qualified to assume leadership positions in both public and private sectors. Admission is competitive and based upon the following:

1. A master's degree in clinical nursing or a related area from a program accredited by the National League for Nursing.
2. A Baccalaureate degree with a major in nursing from a program accredited by the National League for Nursing. A minimum grade point average of 3.0 at the undergraduate level and 3.5 at the graduate level.
3. Satisfactory scores on the Graduate Record Examination (GRE) or Miller Analogies Test (MAT) taken in the last five years.
4. Personal Statement describing background, goals, and potential areas of research interest.
5. A personal interview.
6. A current license to practice as a registered nurse in the United States.
7. Course work in statistics, nursing theory, advanced role, and research methods.
8. Three references. At least two must be from faculty familiar with the applicant's academic ability.
9. Evidence of professional practice, research, and scholarly activities.
10. Official transcripts from all undergraduate and graduate institutions attended.

Admission of International Students

Persons from other countries who meet admission criteria may apply for admission to the School of Nursing. Applicants are encouraged to apply at least six months prior to the expected term of admission if the applicant is currently in residence in the United States, or one year prior to the expected term of admission if the applicant is out of the country. This amount of time is needed for evaluation of transcripts by the International Student and Scholars Office. If the applicant has a baccalaureate degree in nursing, it is necessary to determine congruence with a baccalaureate program accredited by the National League for Nursing.

International applicants whose schooling was not in English must submit TOEFL (Test of English as a Foreign Language) scores. Applicants with scores below 600 must enroll in the American Language Program located on Columbia's Morningside campus.

International students who are not permanent residents are not eligible for School of Nursing aid or federal loans.

Admission as a Non-Degree Student

Under special circumstances, students who have not completed all the admission requirements may be admitted as non-matriculant (non-degree) students. Enrollment as a non-degree student is limited to three terms, or completion of 15 credits, whichever comes first. A minimum grade point average of 3.0 is required. Successful course work as a non-degree student does not ensure admission to degree candidacy. The non-degree student admitted to degree candidacy may be awarded a maximum of 15 credits for courses taken as a non-matriculant.

Non-degree students are permitted to enroll on a space-available basis for core and supportive science courses only. Preference is given to non-degree applicants whose undergraduate cumulative grade point average is at least 3.0 on a scale of 4.0. Non-degree students must apply for admission; "walk-in" registration is not permitted. All non-degree students must apply for matriculation after 15 credits of course work if they wish to continue course work in the School of Nursing. Admission to non-degree candidacy is based upon:

1. Submission of an application and $60 non-refundable application fee. The application fee is subject to change annually.
2. Official transcripts from all post-secondary institutions attended.
3. Two references.
4. Personal Statement.
ADMISSION

Admission Testing Information

Testing information can be obtained by writing or calling:

MAT
Miller Analogies Test Coordinator
The Psychological Corporation
555 Academic Court
San Antonio, TX 78204
800-238-0752

GRE
Graduate Record Examination
Educational Testing Service
P.O. Box 6000
Princeton, NJ 08541-6000
609-771-7670

TOEFL
TOEFL/TSE Services
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08541-6151
609-951-1100

NLN MOBILITY PROFILE II EXAMS
Columbia University School of Nursing
Office of Student Services
630 West 168th Street
New York, NY 10032
212-305-5839

AUDITING COURSES

Currently enrolled students may audit courses in the School of Nursing with the permission of the course instructor and the Assistant Dean for Student Services. Courses with limited enrollment, clinical courses, and seminars are not open to auditors. Audited courses do not appear on the transcript and may not later be applied for credit, nor do they fulfill academic requirements.

Degree candidates in good standing who are enrolled for 12 or more credits in the current term may audit one or two non-clinical courses (except during the Summer Session) in any division of the University without charge by filing a formal application in the Office of Academic Records and Registration, Room 1-141 Black Building, during the change-of-program period. Applications require (a) the certification of the Office that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

ADVANCED STANDING AND EXEMPTION

Advanced standing may be granted on an individual basis to students through documentation of having taken a comparable course at an accredited four-year college, university, or graduate school, and/or by passing an exam given by the School of Nursing. Approval must be sought from the course faculty and the Office of Student Services. A grade of B or better is necessary in order for credit to be awarded for advanced standing. Alternatively, a student may apply for exemption. No credit is awarded for exemption. The determination is made at the time of acceptance by the Assistant Dean for Student Services.

AMP students who can demonstrate knowledge through the achievement of a satisfactory score on the NLN Mobility Profile II Exams are granted 30 credits of advanced standing.

Credit for previous course work done in conjunction with preparation for National Certification is also available. Demonstration of comparable knowledge through written and oral work is required in order for credit to be granted. Individual program/course requirements vary, thus advice of the program director and the Office of Student Services should be sought for complete information. A fee is required.

Both advanced standing and exemption are granted at the discretion of the faculty member responsible for that course. No more than 15 credits* of graduate course work (completed within the last five years) will be accepted for advanced standing while a student at Columbia University School of Nursing. Courses used to meet requirements for a previous degree cannot be used for advanced standing in the master’s program. Upon admission to M.S. degree candidacy, courses taken as a non-degree student are applied as advanced standing to the degree requirements. No more than 15 credits may be applied in this manner.

* Advanced certificate students are allowed a maximum of 17 credits Advanced Standing. The Program Director must assess the needs of the students on an individual basis.

REGISTRATION

Before attending University courses, each new student must register in person during the registration period (see Academic Calendar). Once registered as a student, you must comply with all regulations set by the University. The registration procedure is as follows:

1. Students must have their program plans approved by an adviser.
2. Program Plan is submitted to the Office of Student Services. It is the responsibility of the student to ensure that he or she has a current Program Plan on file with the Office of Student Services.
3. Students complete various forms for the Office of Student Services and provide information required for University records.

Continuing students may register by mail if they have an approved Program Plan on file in the Office of Student Services. A confirmation of the registration will be mailed to the student. It is the responsibility of each student to review the confirmation form for accuracy. If an error exists, the student must inform the Office of Student Services immediately. Registration information will be mailed to each student approximately six weeks before the registration period. If you do not receive a packet during this time period, please contact the Office of Student Services immediately. All students must be officially registered in order to attend classes or clinicals.

The following items must be submitted to the Office of Student Services before a student is permitted to register officially:

1. Program Plan.
2. Proof of current Malpractice (Professional Liability) Insurance (for RN students).
3. Current license (for RN students) or eligibility statement and/or current license (for graduate students).
4. Verification of submission of completed health form to Health Service (212-795-4181).
5. Verification of immunization for measles, mumps, rubella and varicella.
6. Verification of receipt of hepatitis B vaccine, or waiver.
7. Additional health requirements as determined by the School.

Failure to submit all required documents will prevent a student from registering.

All students are asked to give Social Security numbers when registering in the University.

International students will have one term in which to secure a valid Social Security number. International students should consult the International Student and Scholars Office, 525 Riverside Drive, for further information. Other students who do not have a Social Security number should obtain one from their local Social Security office well in advance of registration.

Students who are not citizens of the United States and who need authorization for special billing of tuition and/or fees to foreign institutions, agencies, or sponsors should go to the International Student Adviser with two copies of the sponsorship letter. Special billing authorization is required of students whose bills are to be sent to a third party for payment.
Academic Regulations

Program Plans

Upon admission to a degree program, each student is assigned a faculty adviser (non-degree students are advised by Student Services). The adviser is available for academic counseling and helps the student to develop a plan of study. All students must complete a Program Plan that details the time frame in which the student will complete degree requirements. The Program Plan is reviewed and signed each term, at registration, by the student and adviser. The Program Plan is kept on file in the Office of Student Services. It is the responsibility of the student to secure updated Program Plans during his or her course of study in the School of Nursing.

Course Changes

Once registered, a student may drop or add courses or change sections by filing a formal Add/ Drop form with the Office of Student Services during the change-of-program period each term (see Academic Calendar for specific dates). All such changes must first be approved by the student’s adviser and the Assistant Dean for Student Services.

Students may drop courses after the change-of-program period each term (see Academic Calendar for specific dates). All such changes must first be approved by the student’s adviser and the Assistant Dean for Student Services. Students on probation for one term following probation.

Academic Standing

A cumulative grade point average (G.P.A.) of 3.0 or above in all courses and major courses is required. B or "P" level or above is considered to be an indication of good academic standing. Failure of any course requires repeating the course. Students who fail two courses are requested to withdraw from the program.

Students not in good academic standing are reviewed by the Student Admissions and Promotions Committee (SAPC). At the discretion of the committee, the student may be allowed to remain in the program with conditions, be placed on academic probation for one term, or be withdrawn from the program. Appeals of a withdrawal decision made by the Student Admissions and Promotions Committee must be made in writing to the Dean within 10 days of receiving the withdrawal letter. The School of Nursing reserves the right to withhold the degree or to withdraw any student not in good academic standing.

The student placed on academic probation is responsible to secure updated Program Plans during his or her course of study in the School of Nursing.

Evaluation and Grading

The evaluation system provides for the assessment of the student’s performance, progress, and achievement within each course. In theory courses, performance is evaluated by means of examinations and/or written and oral assignments. For each clinical rotation, written clinical evaluations are prepared by preceptors and clinical instructors. Faculty use this data to assess students' needs and abilities and to plan and implement appropriate learning experiences. Students are informed of their progress by faculty in individual courses at intervals during each academic year and receive grade reports from the Office of Academic Records and Registration after the end of each term.

The grading system of the School of Nursing is as follows: A+, A, A- or B+, excellent; B or B-, average; C+ or C, passing; C- or D, poor but passing; F, failure. Clinical grades are as follows: A, excellent; B, passing; F, failure. Some clinical courses have Pass/Fail grading. Students in all programs must maintain a grade of B or better in clinical and specialty courses. Failure to obtain a passing grade requires that the student repeat the course, resign, or may be withdrawn by the School. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.

Pass/Fail grading: all students may elect the Pass/Fail grading option for elective courses only, including nursing courses taken as electives. Grades of P are not included in the grade point average; however, grades of F are included. Students who wish to elect a Pass/Fail grade must secure written approval from their academic advisers (see Academic Calendar for specific dates). Students on academic probation may not elect the Pass/Fail grading option.

The grade of F* is assigned to a student who discontinues attendance in a course without formally notifying the Office of Academic Records and Registration, or who has an incomplete for more than a year.
Dean's List

During each academic term, students who have earned an average of 3.7 or higher in 12 or more grades of A, B, C, or AB during the term are eligible for consideration. Any student who has earned an A-, average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of Student Services. Any student who has been on academic probation is also ineligible.

Attendance and Leave of Absence

In education for a profession, learning is the basis for practice as well as knowledge. Therefore, regular class attendance is an important part of professional responsibility, and students are expected to attend all scheduled classes in every nursing course for which they are registered. The privilege of attending any course in the School of Nursing is granted only to students who are officially registered in the University. Requirements for class attendance within individual courses are at the discretion of the faculty member in charge of the course, and students are responsible for meeting those specific requirements. Also, attendance at skills laboratories and clinical sites is required.

Columbia University regulations mandate attendance at the first class meeting unless excused. All degree candidates are required to register until they have completed all the course requirements for their degrees. A student who wishes to interrupt his or her registration in any of the schools of the University must be granted a leave of absence by the Office of the Dean of Student Services or by his or her appointee. A leave of absence may not be renewed for compelling reasons (military, medical, religious obligations) or for study abroad in any of the University. The request for a leave of absence must be accompanied by a letter from the student. In addition, a letter from a physician, military officer, church official, etc., confirming the reason for the leave of absence, must accompany the request form.

Absence from the University for a semester or an academic year without formal approval of leave of absence will result in withdrawal of the student from the School. It will require a reaplication for admission to the University through the appropriate office or department of your school (The Office of Student Services).

To request a leave of absence, you must have been registered or have received a leave of absence for the term immediately preceding the semester for which you are requesting leave. A student who is registered for the current term and who wishes to request a leave of absence should complete the Notice of Withdrawal form in addition to the Request for a Leave of Absence.

Students on academic probation who request a leave of absence must be reviewed by the Student Services office. Students requesting leave of absence must be reviewed by the Student Services office before the leave is granted. Any tuition adjustment is based on the date the student’s notice of leave of absence/withdrawal/charge of program is received in writing.

Withdrawal

A student considering withdrawing from the University should consult the faculty adviser to discuss his or her reasons. If the student then decides to withdraw, he or she must go to the Office of Student Services with accompanying documents to complete the appropriate forms. Unless official notice is received, there is no tuition refund and a grade of F will appear on the transcript for each course in that term. A student who has withdrawn must petition for readmission.

Tuition adjustment is based on the date the student’s notice of withdrawal is received. The Student Health Service fee is refundable on a prorated basis. Students may elect to retain coverage. For additional information on tuition and fees adjustment, see Withdrawal and Adjustment of Fees or contact the Office of Bursar Operations in the Black Building.

Suspension

Any student can be suspended from attending class or clinical sessions, or from school entirely, by the Assistant Dean for Student Services, in consultation with the Dean, for any behavior determined to be unprofessional, unethical, unsafe, or illegal.

Such behaviors may include but are not limited to: alcohol or substance abuse, theft or deliberate destruction of property, verbal or physical abuse to others, the falsifying or copying of medical records, or the placing of patients in physical or emotional jeopardy.

Students who are suspended for any reason will be referred to the Student Admissions and Promotions Committee. The members of this committee, in consultation with the Assistant Dean for Student Services, will determine the next appropriate action. This determination will be in accordance with the Dean for a final decision.

Dismissal

Any student can be dismissed at any time from the School of Nursing by the Dean for any behavior determined to be unprofessional, unethical, unsafe, or illegal, or for performance that is unsatisfactory for the practice of nursing.

Appeal of Dismissal

Any student suspended or dismissed from the School of Nursing has the right to appeal the decision. The appeal must be made in writing to the Dean within 10 days of receiving the dismissal letter. Normally, on such an appeal, the Dean of the School of Nursing relies solely upon the written record and does not conduct a new factual investigation.

Moreover, the Dean focuses upon whether, in the Dean's view, the decision made and the discipline imposed are reasonable under all of the circumstances of the case. There is no further appeal within the University.

Readmission

Students who have not been registered for one academic year must file readmission forms and submit a non-refundable application fee of $60 through the Office of Student Services. This fee is subject to change annually. Additional credentials may be required. Students must have been in good academic standing when they withdrew in order to be readmitted.

Students on academic probation who have not registered for one term must file for readmission. Readmission is at the discretion of the Student Admissions and Promotions Committee.

All readmission requests must be received by the Office of Admissions by October 1 for the spring term, April 1 for the summer term, and February 1 for the fall term. All students requesting readmission must seek the approval of their program director.

Inquiries for further information and requests for application forms should be addressed to the Office of Student Services, School of Nursing, Columbia University, 630 West 168th Street, New York, NY 10032.

Residency and Time Limits

All students must complete a minimum of 30 credits in residence for the awarding of a degree. Requirements for the Master of Science degree and Advanced Certificate must be completed within five years of the date of enrollment in courses in the clinical major. Requirements for the Master's Program for Non-Nurse College Graduates must be completed in full before progressing in the program. Doctor of Nursing Science degree students should consult the Doctoral handbook for residency requirements. Baccalaureate degree requirements must be completed within the time frame set by the student's individual Program Plan. Students pursuing a degree from the School of Nursing must take all clinical courses at the School, unless approval for an exception is granted by the Assistant Dean for Student Services.
A student who has been continuously enrolled may apply for extension of period of candidacy if circumstances warrant. Students who apply for readmission to degree candidacy after a period of time will be evaluated in terms of degree requirements in effect at the time of readmission.

Graduation

Students who satisfactorily complete the prescribed course of study and have a cumulative grade point average of at least 3.0 are recommended for the award of the B.S., M.S., or DNSc degree. Degrees are awarded in February, May, and October. A University-wide commencement ceremony is held each May on the Morningside campus. All students are urged to attend this gala event. Candidates for degrees are presented by their respective Deans, and the President of the University publicly confers the degrees. The School of Nursing holds an exercise in May at which degree candidates are recognized.

University deadlines for filing degree applications are as follows: August 1 for October degrees; December 1 for February degrees; February 1 for May degrees.

Those who expect to receive a degree must satisfy academic requirements, meet their fiscal obligations to the University, and return all library books and University property. The Office of Academic Records and Registration will not release the diploma and transcript of any student who does not meet these graduation requirements. The School of Nursing reserves the right to withhold the degree of any student deemed unsuitable for the practice of nursing.

Professional Integrity

Honor is a sense of personal satisfaction and worthiness derived from a confidence in one’s values. This sense of honor is an integral part of living and, as such, influences one’s thinking so that one understands and exhibits integrity and respect for individuals and groups, and also assumes responsibility for one’s actions as a professional.

Each student at the Columbia University School of Nursing is expected to abide by the honor code that requires academic and professional integrity. As complete integrity is expected when one assumes the care of others, it is vital that we be honest with ourselves, other members of the health team, and our patients with respect to professional judgment. As students and faculty, we become members of a group. To encourage a constant awareness of this group's identity, each student and faculty member is expected to assume responsibility for his or her own actions within the framework of ethically oriented professional and academic values.

STUDENT RIGHTS AND RESPONSIBILITIES

Guidelines on Alcohol

Alcoholic beverages are not permitted at any student event sponsored by the School of Nursing. Alcoholic beverages are not permitted in any class or clinical area, nor are students allowed to attend class or clinical practice under the influence of alcohol.

Guidelines on Smoking

Columbia University maintains a smoke-free environment. Smoking is permitted only in private rooms in housing facilities.

Guidelines on Substance Abuse

The possession, distribution, manufacture, or use of any illegal drug is not permitted. Students suspected of using illegal substances may be asked to submit to voluntary urine screening for substances as a condition of progression. Additional information on student impairment may be found in the Student Handbook.

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ACADEMIC DISCIPLINE

In addition to Dean’s discipline, each school or division of the University has established standards of academic good standing for remaining in academic good standing. Progress and standing are monitored by the Dean’s Office of the School of Nursing.

The continuance of each student upon the rolls of the University, the receipt of academic credits, and the conferring of any degree are strictly subject to the disciplinary powers of the University.

RULES OF UNIVERSITY CONDUCT

The Rules of University Conduct (Chapter XLI of the Statutes of the University) provide special disciplinary rules applicable to demonstrations, rallies, picketing, and the circulation of petitions. These rules are designed to protect the rights of free expression through peaceful demonstration, while at the same time ensuring the proper functioning of the University and the protection of the rights of those who may be affected by such demonstrations.

The Rules of University Conduct are University-wide and supersede all other rules of any school or division. Minor violations of the Rules of Conduct are referred to the normal disciplinary procedures of each school or division ("Dean’s discipline"). A student who is charged with a serious violation of the Rules has the option of choosing Dean’s discipline or a more formal hearing procedure provided in the Rules.

All University faculty, students, and staff are responsible for compliance with the Rules of University Conduct. Copies of the full text are available at the Office of the University Senate, 406 Low Memorial Library, at the Office of Academic Records and Registration, 208 Philosophy, and at the Office of Student Activities, 206 Ferris Booth Hall.

POLICY STATEMENT ON DISCRIMINATION AND HARASSMENT

The following statement was adopted by the University Senate on April 27, 1990. As a great center of learning, Columbia University prides itself on being a community committed to free and open discourse and to tolerance of differing views. We take pride, too, in preparing the leaders of our society and exemplifying the values we hope they will uphold. These commitments are subverted by intolerance, bigotry and harassment. Even in recent history, we must recognize, race, ethnicity, religion, gender, sexual orientation, disability and other irrelevancies have all occasioned attacks by the ignorant, the foolish, the sick, the evil. Instead of enjoying our differences and the richness they bring to our shared lives, some have chosen to make those differences the targets of anger and hate. As a community, we are committed to the principle that individuals are to be treated as human beings rather than dehumanized by treatment as members of a category that represents only one aspect of their identity.

This University resolutely condemns conduct that makes such targets of our differences. The free exchange of ideas central to the University can take place only in an environment that is based on equal opportunity for admission to academic and other programs and to employment, and on freedom from behavior that stigmatizes or victimizes others. All decisions concerning an individual’s admission to or participation in any University program must be based on that individual’s qualifications, free of stigmatizing consideration of race, color, national or ethnic origin, religion, disability, gender, sexual orientation, marital status, age, citizenship status, or Vietnam era or disabled veteran status. Nor will Columbia tolerate any behavior that harasses members of the community on the basis of any of these qualities. Such behavior will be regarded as a violation of the standards of conduct required of any person associated with the University and will subject the person guilty of it to the full range of internal institutional discipline, including permanent separation. While mediation and consensual resolution are of course to be encouraged, we also recognize the right of all persons who believe themselves to have been the targets of such behavior to institute a formal grievance. Coercion to require them to overlook or retract their complaints fosters discrimination and harassment and is equally intolerable in the community.

It is not enough to be prepared to respond when ugliness appears. Members of a community such as ours must work preventively as well, to ensure that all our dealings with each other are marked by decency and characterized by civility. Columbia is committed to do what it can to engender mutual respect, understanding, and empathy. The University acknowledges a special responsibility to develop sensitivity to the concerns of those among us most vulnerable to discrimination and harassment.

Columbia devotes its resources to these commitments in many ways. Particularly noteworthy are the President’s Committee for the Promotion of Mutual Understanding and Civility, charged with building a tolerant and vibrantly diverse community among us; the Ombuds Office, a confidential place for discussing concerns and evaluating possible responses; and the Office of Equal Opportunity and Affirmative Action, responsible for coordinating the University’s resources for responding to incidents of alleged discrimination or harassment. Ms. Beth Wilson, Assistant Provost, heads the Office of Equal Opportunity and Affirmative Action, which is located in 402 Low Memorial Library. The telephone number of this office is 212-854-5511.

STATEMENT OF NONDISCRIMINATORY POLICIES

The University is publishing the following statements in accordance with certain Federal, State, and local statutes and administrative regulations:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and regulations thereunder, the University does not discriminate on the basis of sex in the conduct or operation of any educational program or activity (including employment therein and admission thereto). Inquiries concerning the application of Title IX may be referred to Ms. Beth Wilson, Assistant Provost, who heads the University’s Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library, New York, NY 10027, telephone (212) 854-5511; or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, NY 10278.

Columbia University admits students of any race, color, national and ethnic origin, and age to all the rights, privileges, programs and activities generally accorded or made available to students at the University. It does not discriminate against any person on the basis of race, color, national and ethnic origin, or age in administration of its educational policies, admissions policies, scholarship and loan programs, athletic and other University-administered programs.
Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination against any person on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination against any person because of race, color, religion, sex, or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex, or national origin, and requires affirmative action to ensure equality of opportunity in all aspects of employment. In addition, the New York Human Rights Law, Article 15, Executive Law § 296 prohibits discrimination against any person in employment because of age, race, creed, color, or pose a direct threat of harm to others.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and regulations thereunder, the University does not discriminate against any person on the basis of disability in admission or access to, employment or treatment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973, as amended, requires affirmative action to employ and advance in employment qualified workers with disabilities. The Americans with Disabilities Act of 1990 also prohibits employment discrimination against a qualified person with a disability and requires the University to provide qualified applicants and employees with reasonable accommodations that do not impose undue hardship or pose a direct threat of harm to themselves or others.


Section 313 of the New York Education Law, as amended, prohibits educational institutions from discriminating against persons seeking admission as students to any institution, program, or course because of race, religion, creed, sex, color, marital status, age, or national origin. The New York City Human Rights Law, Title 8, § 8-107, makes it an unlawful discriminatory practice for an employer to discriminate against any person because of their age, race, creed, color, national origin, gender, disability, marital status, sexual orientation, or alienage or citizenship status. It also prohibits educational institutions from discriminating against persons in any of the above categories in the provision of certain accommodations, advantages, facilities, or privileges.

On December 1, 1978, the Columbia University Senate passed a resolution announcing its general educational policy on discrimination which reaffirms the University’s commitment to nondiscriminatory policies and practices. The Senate reaffirmed this policy on April 27, 1990, by expanding the categories protected from discrimination and adding protection against harassment as well. Currently, the policies protect against discrimination and harassment on the basis of race, color, gender, religion, national and ethnic origin, age, disability, marital status, sexual orientation and status as a Vietnam Era or disabled veteran.

The Vietnam Era Veterans’ Re-adjustment Assistance Act of 1974, as amended, (38 U.S.C. 4212), prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era. All employees, students, and applicants are protected from coercion, intimidation, interference, or retaliation for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University’s Office of Equal Opportunity and Affirmative Action has also been designated to coordinate the University’s compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this Office, which will informally investigate complaints, offer advice and counsel on questions relating to equal opportunity and affirmative action, including information about applicable formal grievance procedures and agencies where complaints may be filed.
COLUMBIA UNIVERSITY OMBUDS OFFICE

The Ombuds Officer is a neutral complaint-handlers serving all four campuses - Morningside, Health Sciences, Lamont, and Nevis - who seeks fair and equitable solutions to various problems that might arise. The Ombuds Office serves the entire Columbia University community. In considering any given instance or concern, the rights of all parties that may be involved, along with the welfare of the University, are taken into account.

The Ombuds Office is a safe and confidential place to voice concerns. No formal permanent records of individual cases are kept except anonymous aggregate statistical data on the categories of complaints or inquiries it handles. The Ombuds Officer will not report the names of callers or visitor's names or the specific content of problems reported, except under certain unusual conditions, and only after all reasonable steps have been taken to protect confidentiality. Such unusual circumstances include instances in which permission has been granted, those cases in which there is reasonable cause to believe that the caller's or others' safety may be endangered and those in which the office is required by law to release information.

Except in such emergencies, the Ombuds Officer does not take action or investigate an issue without the permission of the person who introduced the information to the Ombuds Office. The Ombuds Officer will listen, offer information about Columbia University policies and procedures, present a range of options for resolving a problem or help find ways to convey information while maintaining its source's confidentiality. In order to maintain neutrality, the Ombuds Officer does not participate in any formal grievances or other adversarial procedures. The Ombuds Officer is not an advocate for any individual party.

The Ombuds Officer may conduct an informal, impartial investigation or facilitate a resolution upon request. The Ombuds Officer, however, does not arbitrate, adjudicate, or testify in any formal judicial or administrative hearing, unless compelled by legal process. The Ombuds Officer has no power to establish, change or circumvent any University rule or policy. Yet, the Ombuds Officer is a resource for administrators and when appropriate, may make recommendations or propose general changes in existing practices to correct problem areas or stimulate discussion of issues affecting the University community.

The Ombuds Office supplements, but does not replace, the existing resources for conflict resolution and fair practice available at Columbia University. The Ombuds Office is independent of existing administrative structures and reports directly to the President of the University.

Most appointments take place in the 659 Schermerhorn office on the Morningside campus, but arrangements will also be made for confidential meetings on the other campuses.

For further information, contact Marsha Wagner, Ombuds Officer, 659 Schermerhorn Extension, telephone (212) 854-1234, fax, (212) 932-3712 e-mail ombuds@columbia.edu.

PROTECTION AGAINST SEXUAL HARASSMENT

POLICY STATEMENT ON SEXUAL HARASSMENT

Federal Law (Title VII of the Civil Rights Act of 1964) provides that it shall be unlawful discriminatory practice for any employer, because of the sex of any person, to discharge without just cause, to refuse to hire, or otherwise to discriminate against that person with respect to any matter directly or indirectly related to employment. Harassment of any employee on the basis of sex violates this federal law.

To help clarify what is unlawful sexual harassment, the Federal Equal Employment Opportunity Commission (EEOC) has issued Guidelines on the subject. While the EEOC Guidelines apply only to faculty and other employees, the University prohibits sexual harassment of any member of the Columbia community, whether such harassment is aimed at students, faculty, or other employees, and violators will be subject to disciplinary action. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature will constitute sexual harassment when:

1. submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment;
2. submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual; or,
3. such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or creating an intimidating, hostile, or offensive academic or working environment.

Any person who believes that he or she is being sexually harassed should seek a resolution of the problem through discussion with the person directly concerned. If this does not resolve the matter, or if there is a reluctance to deal directly with the person involved, the problem should then be brought to the attention of a member of the University Panel on Sexual Harassment. Advice may also be sought from the Office of Equal Opportunity and Affirmative Action, 402 Low Memorial Library; 212-854-5511 or from the Ombuds Office 659 Schermerhorn Extension, 212-854-1234. If these steps have not resolved the problem, the applicable University grievance procedure should be used including the University Discrimination Grievance Procedure that is available if no other University grievance procedure is specifically applicable. No one at the University may retaliate in any way against a person who makes a claim of sexual harassment.
CHARGE OF THE UNIVERSITY PANEL ON SEXUAL HARASSMENT

The Columbia Panel on Sexual Harassment is composed of trusted, accessible, and sympathetic members of the University community who act as mediators. Their goal is the protection and counsel of any member of the University who is made to feel personally pressured or uncomfortable because of the behavior of another University member. Members of the Panel provide a safe, impartial, non-adversarial setting in which the problem can be considered or solved through confidential counseling and, when requested, mediation between the complainant and the alleged harasser. The Panel thus provides guidance and protection for the accused as well identifying false or mistaken accusations, misunderstandings or unconscious behavior. Panel members finally become a link through which the University can take account of, and adopt appropriate action against, those on campus who are behaving illegally. The Panel on Sexual Harassment is a timely, protective, and compassionate arm of the University, one that not only sensitizes and educates the University community but also demonstrates the University's commitment to fair treatment of all its members.

SEXUAL HARASSMENT COMPLAINT PROCEDURES

A. Going to a Panelist
1. A complainant comes to a Panel member with a complaint, to report an incident, or to seek advice.
2. The Panel member obtains data through discussion with the complainant, but keeps no records.
3. The Panel member selects one of the counseling or mediation options suggested by his or her training.
4. If the case seems serious enough the Panel member refers it to the Equal Opportunity/ Affirmative Action Office.

B. Initiating a Formal Investigation
1. A formal investigation may be initiated in either of the following ways:
   a. A complainant files a formal grievance under the applicable University grievance procedure. This step may be taken at any time, either with or without consulting a Panel member.
   b. A Panel member, believing that further action in a particular case might be appropriate, with the permission of the complainant, consults with the director of EOAA Office and the General Counsel or their designees. Consultations among the Panel member, General Counsel, and EOAA Office may also occur in a case of multiple complaints.
2. All investigatory or formal actions taken will be conducted by the University and not the Panel.

PANEL MEMBERSHIP LIST

While Panelists are identified by location, school, or administrative area on this list, each of them is in fact, available to any member of the Columbia community. Persons who feel uncomfortable speaking with "their" Panelist(s) are encouraged to seek out a Panelist from elsewhere in the University.

MORNINGSIDE PROFESSIONAL SCHOOLS
Mary McLeod, Associate Professor
Architecture
400 Avery, (212) 854-8262

Jacob Thomas, Professor
Business
620 Uris Hall, (212) 854-3492

Stephen H. Unger, Professor
Engineering and Applied Science Department of Computer Science,
505 Computer Science, (212) 939-7053

Kenneth Goldstein, Professor
Journalism
608A Journalism, (212) 854-4718 or 4150

Harold Korn, Professor
Law
6W10 Law, Box B-24 (212) 854-2667

Helene Jackson
Social Work
602 McVickar Hall (212) 854-7393

ARTS AND SCIENCES (COLUMBIA COLLEGE, GRADUATE SCHOOL OF ARTS AND SCIENCES, SCHOOL OF GENERAL STUDIES, SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS AND SCHOOL OF THE ARTS)

Kathy Eden, Professor
English Comp. Literature
401A Philosophy, (212) 854-6432

Larry Engel, Vice Chairman of Film Division
School of the Arts
508A Dodge, (212) 854-1881

Eric Foner, DeWitt Clinton Professor of History
History
620 Fayerweather, Box 16, (212) 854-5253

David Helfand, Professor
Astronomy
1328 Pupin, (212) 854-3278

Martha Howel, Professor
History
Fayerweather, Box 22, (212) 854-7404

UNIVERSITY LIBRARIES
Angela Giral, Director
Avery Library
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PROGRAMS OF STUDY

The Entry-To-Practice (ETP) Program

The Entry-To-Practice (ETP) program is an accelerated combined-degree (B.S./M.S.) program for non-nurse college graduates.

The Entry-To-Practice program is designed to prepare the student for a career as an Advanced Practice Nurse. Academic studies are closely integrated with clinical experience. Graduate-level courses are incorporated into basic education, facilitating the transition to master's level study in a selected specialty.

PHASE I: PRE-LICENSEURE

The program of study in the first phase continues instruction in the biological and behavioral sciences, and incorporates the clinical and didactic learning necessary for the first professional degree. The Bachelor of Science phase can be completed in twelve months of full-time study. At the end of this phase, students are eligible to take the professional nurse licensure examination in any state.

Clinical education receives major emphasis, with patient experiences beginning early in the first term. Theory and precepted clinical practice are related to the promotion of health and prevention of illness, as well as to the care of the sick and their restoration to optimal health. Students work with patients in a variety of settings, such as clinics, hospitals, community centers, and the home.

The curriculum is built on the integrated health model, beginning with wellness and progressing through illness to maintenance and rehabilitation. The initial focus is on health, with emphasis on promotion of health and prevention of illness.

This perspective is reinforced throughout the program as students learn to critically analyze nursing approaches and professional issues focused on health promotion and disease prevention.

Study is next centered on individual interruptions in health, emphasizing the assessment, care, restoration, and rehabilitation of adults experiencing physiologic alterations. Students also learn the conceptual foundations upon which nursing practice is based.

In the second term, study is directed toward the study of families. Course work encompasses the clinical nursing areas of pediatrics, maternity, child development, and family processes. In addition, students learn core content in mental health nursing, and assessment and management in psychiatric conditions across the life span. Study of adults continues with medical and/or surgical nursing problems resultant from physiologic alterations.

In the final term, study is centered on the theories and concepts of community organization and planning and epidemiology. Nursing management, leadership, and informatics are stressed. Significant clinical experience is provided to integrate previous knowledge.

OBJECTIVES

At the end of the second phase of the accelerated Entry-To-Practice program, the student is awarded a Bachelor of Science degree with a major in nursing and is able to:

- Integrate knowledge from the biological, physical, and behavioral sciences in caring for individuals, families, and groups on the health-illness continuum in a variety of settings.
- Demonstrate competence in the application of nursing interventions directed toward the promotion, maintenance, and restoration of health, while maximizing client participation in the decision-making process.
- Apply the nursing process to the delivery of nursing care.

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• Demonstrate competence in the application of nursing interventions directed toward the promotion, maintenance, and restoration of health, while maximizing client participation in the decision-making process.
• Apply the nursing process to the delivery of nursing care.
• Analyze the health care beliefs and practices of the major sociocultural groups in American society today for the purpose of individualizing nursing approaches.
• Apply principles of leadership and management to the delivery of nursing care.
• Analyze the influence of current and projected demographic, social, environmental, and political/legislative trends upon the health care needs of individuals and communities.
• Demonstrate responsibility and accountability for individual nursing practice.
• Collaborate with other health care professionals to promote the delivery of comprehensive health care.
• Analyze research in terms of its clinical applicability to nursing practice.
• Apply ethical-moral reasoning in clinical decision making.
• Synthesize a personal philosophy of nursing care and practice framework.
• Serve as an advocate for the consumer and the profession of nursing within the health care delivery system and the socio-political/legal arena.

PHASE II: POST-LICENSE

The student enters Phase II of the accelerated Entry-To-Practice program with 8 credits of graduate study already completed. The student may select one of the School of Nursing's graduate majors for study (see The Master's Program, below). Admission to the Master's program is guaranteed to students who successfully complete Phase I, and every effort is made for admission to the clinical specialty of choice.

The Accelerated Master's Program for Nurses (AMP)

OVERVIEW

The Accelerated Master's Program (AMP) recognizes the clinical knowledge and experience of practicing registered nurses (RNs) and provides an academic and theoretical base for their practice. Graduate courses begin in the first term, and the highly focused nature of the program fosters motivation and commitment. AMP is designed to further the educational and career goals of RNs who already hold a diploma or associate's degree in nursing and at least 60 liberal arts credits. The Columbia University School of Nursing grants both a B.S. degree in nursing and an M.S. degree in a clinical specialty.

For qualified RNs, AMP offers the following benefits: admission to the graduate program (with every effort made to accommodate a particular clinical specialty choice); generous credit by examination for previous nursing experience; exemption from some undergraduate core courses; graduate-level study as early as the first term; and advanced standing in the graduate phase of the program.

The School of Nursing looks toward AMP to further enrich the collaboration between education and practice in order to help meet the growing needs of baccalaureate and master's-prepared clinicians, and to enable nurses to further their education and careers in an atmosphere of excellence.

The AMP Program offers the following benefits:
• Admission to a specialty program
• Generous credit allowances (by exam) for previous nursing experience and education.
• Exemption from undergraduate nursing courses.
• Exemption from select courses in the graduate phase of the program.

BS PHASE

The baccalaureate phase requires completion of:
1. 30 credits awarded by successful completion of the NLN Mobility Profile II Exams before beginning clinical courses.
2. A minimum of 31 credits of nursing courses in residence at the School of Nursing. Eight of these are graduate-level credits that may be applied toward fulfillment of the undergraduate degree requirements.

M.S. PHASE

AMP students enter the master's phase at the same time as other CUSN M.S. students. AMP students have already completed some graduate work and are therefore exempt from 8 credits. A minimum of 31 credits in residence at the School of Nursing and all specialty program requirements must be completed in this phase. In the M.S. phase, all AMP students are assigned a faculty adviser in their area of clinical interest, who will guide them in planning a specific program of graduate study in one of the clinical majors (see The Master's Program, below).
**OBJECTIVES OF THE MASTER'S PROGRAM**

The program prepares students to:
- Evaluate the health status of individuals, families, or groups.
- Assume accountability for therapeutic intervention with individuals, families, or groups within clinical settings.
- Institute and maintain independent professional relationships throughout the health care delivery system.
- Initiate, participate in, and utilize research and its findings.
- Analyze historical and current issues in order to influence the development of professional nursing and the health care delivery system.
- Utilize strategies that can affect the delivery of services.
- Formulate professional goals and plans for implementation.

The curriculum for the Master of Science degree has four components:
- Core courses: 10 to 11 credits
- Supportive sciences: 13 to 14 credits
- Clinical major: 22 to 31 credits
- Electives: 0 to 9 credits

**MASTER'S CURRICULUM OVERVIEW**

Core Courses (10-11 credits) provide the basis for the analysis and application of a variety of theories to an Advanced Practice role, and the opportunity to discuss broad professional issues across specialties. These courses include Theory development; Research or Clinical Epidemiology; The social context of health and illness; and Health policy and advanced nursing practice.

Supportive Science Courses (13-14 credits) provide the basis for an understanding of normal and abnormal bodily functioning and enable the student to form a comprehensive family-oriented plan of care in the promotion of health and prevention of illness. The term “family” is acknowledged to be not limited to the constraints of marriage.

Specialty Courses (minimum of 22 credits) focus on the clinical application and integration of theory to Advanced Practice situations. Didactic and clinical courses are specific to the clinical specialty chosen for study. In clinical experience courses, students function in the role of clinical specialist or nurse practitioner. A project is required.

Electives (0-9 credits), selected on the basis of professional interest and goals, deepen the understanding of the Advanced Practice role. Courses in the clinical major focus on clinical application and integration of theory through guided practice. Because majors may partially overlap in relation to other clinical health status or client age group, given courses required in more than one major may be elected by students from another major in order to respond to students’ special interests. Flexibility is also enhanced through individualized study courses offered in the final term of most majors.

Some majors allow for a small number of electives, which can be taken either within the School or in other parts of the University. Curricula for specific programs are described in the admissions packet.

**ADVANCED PRACTICE PROGRAMS**

**CRITICAL/EMERGENCY CARE NURSE PRACTITIONER/CLINICAL SPECIALIST (45 CREDITS)**

This graduate program is designed to prepare nurses for patients who are acutely and critically ill across the continuum of acute care services. Students gain a strong background in advanced physiology, pharmacology, advanced health assessment, diagnostic reasoning, clinical decision making and advanced therapeutic technology and skills. Students select a track as an Intensivist in Critical Care or Emergency Care. Clinical experiences are provided at leading Medical Centers in the Tri-State area.

Graduates are eligible to take the national certifying exam offered by the American Nurses Association Credentialing Center as an Acute Care Nurse Practitioner and apply for their state certifications.

**NURSE ANESTHESIA (49 CREDITS)**

This program is designed to provide the student with continuous opportunities to combine theoretical knowledge with clinical practice by assuming increasing responsibility for total anesthesia patient care under; tutoring guidance.

Graduates are eligible to take the certifying examination administered by the Council on Certification of Nurse Anesthetists. A minimum of one year’s experience in critical care nursing is required for admission, as well as a demonstrated knowledge of chemistry, physics, and biochemistry. The program is fully accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs. A master’s completion program is available for previously credentialed CRNAs.

Clinical experiences are provided at leading medical facilities throughout the tri-state and New England area.

**ONCOLOGY CLINICAL SPECIALIST/NURSE PRACTITIONER (45 CREDITS)**

This graduate program enables students with oncology experience to pursue scholarly activities in the nursing care of oncology patients. Memorial Sloan-Kettering Cancer Center, renowned for the excellence of its nursing division is a major clinical affiliate.

The program is based on a holistic philosophy of patient care in which faculty and students integrate patients’ biophysical, psychological, cognitive, and spiritual needs, providing the highest quality of nursing care.

An advanced standing option is available for those nurses who hold certification in oncology nursing, as well as the Advanced Certificate program for RNs with Master’s degrees.

Students in this specialty may combine their program of study with the primary care programs.
PSYCHIATRIC/MENTAL HEALTH CLINICAL SPECIALIST/NURSE PRACTITIONER (45-48 CREDITS)

This program provides qualified students with the opportunity to acquire an in-depth theoretical understanding of advanced psychiatric-mental health nursing practice. Graduates of the psychiatric-mental health program practice in extremely varied and diverse settings, including community mental health centers, day treatment programs, shelters for women and children, liaison settings, substance abuse programs, genetic counseling, and private practice.

Subspecializations are encouraged and include work with children, adolescents, adults or the elderly, families, and alcohol-or substance-abusing clients, and consultation/liaison practice. Theory and supervised clinical experience form the foundation for work as a primary therapist for individuals, groups, and families. The program draws on the psychodynamic, developmental, biological, and family system models. Attention is given to issues of ethnicity, gender, and family values. The specialty prepares nurses to excel as clinical specialists or nurse practitioners.

Graduates are eligible to take the certifying examination offered by the American Nurses Association and are eligible for certification in New York State as Psychiatric/Mental Health Nurse Practitioners. Also available are a master's completion program for certified ANPs and the Advanced Certificate program for RNs with Master's degrees.

ADULT NURSE PRACTITIONER (45 CREDITS)

The Adult Nurse Practitioner (ANP) specialty is designed to prepare nurses to deliver primary care to adult clients. A cross-site/tertiary care curriculum is also available as a subspecialty. The core curriculum provides students with an in-depth understanding of advanced nursing practice and enables them to apply this understanding to the clinical specialty. Within the clinical specialty major, theory and clinical experiences focus first on the well adult and then progress to episodic and chronic illness. When possible, an attempt is made to provide clinical experiences consistent with the student's long-term career goals.

Graduates assume positions in a variety of ambulatory and tertiary care settings in both urban and rural areas. Graduates are eligible for certification as nurse practitioners in New York State. Graduates are also eligible to take the certification examination offered by the American Nurses Association or the American Academy of Nurse Practitioners. Also available are a master's completion program for previously certified ANPs and the Advanced Certificate program for RNs with Master's degrees.

FAMILY NURSE PRACTITIONER (47 CREDITS)

The Family Nurse Practitioner graduate program is designed to prepare nurses to deliver primary health care to families in a variety of community settings. Students follow family members through the life cycle utilizing pediatric, obstetrical, gynecological, and adult and geriatric primary care diagnostic and management skills.

Graduates are eligible to take the certifying examination offered by the American Nurses Association or the American Academy of Nurse Practitioners. Graduates assume positions in a variety of community settings, including outpatient clinics, community health centers, private practice offices, health departments, homeless shelters, chronic care facilities, schools, day care programs, hospices, and homes.

Also available are a master's completion program for certified FNP's and the Advanced Certificate program for RNs with Master's degrees.

GERIATRIC NURSE PRACTITIONER (45 CREDITS)

The Geriatric Nurse Practitioner (GNP) program is designed to prepare nurse practitioners in primary health care of the elderly and their families. The program is sensitive and responsive to the complex and diverse health and psychosocial needs of a growing population of elderly in acute, ambulatory, chronic, and community care settings.

The program focuses on comprehensive assessment, illness prevention, health maintenance, management of complex acute and chronic health conditions, client and family education, consultation, and referral. The interdisciplinary nature of geriatric care is reflected in the large variety of clinical experiences.

Successful completion of the Geriatric Nurse Practitioner program qualifies the student to apply for certification as a geriatric nurse practitioner in New York State. The graduate is also eligible to take the certification examination offered by the American Nurses Association. Also available are a master's completion program for certified GNPs and the Advanced Certificate program for RNs with Master's degrees.

NEONATAL NURSE PRACTITIONER (46 CREDITS)

The Neonatal Nurse Practitioner (NNP) program is designed to prepare experienced nurses who seek advanced knowledge and skill to practice as pediatric nurse practitioners in the delivery of primary health care to infants, children, and adolescents. Cross-site tertiary care is available as a subspecialty. Graduates work in a variety of settings such as community health centers, day care programs, chronic care facilities, outpatient facilities, private practice offices, schools, health departments, homes, and tertiary care facilities.

The nurse who is prepared at this master's degree level exercises sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serves as a model in collaborative practice with other health care professionals, and leads in the advancement of contemporary professional nursing by contributing to practice, research, and theory building.

Successful completion of the NNP program qualifies the student to apply for certification as a neonatal nurse practitioner in New York State. The graduate is also eligible to take the certifying examination offered by the National Certification Corporation for the Obstetric, Gynecologic, and Neonatal Nurse Practitioner Examination. Also available are a master's completion program for certified NNPs and the Advanced Certificate program for RNs with Master's degrees.

PEDIATRIC NURSE PRACTITIONER (45 CREDITS)

The Pediatric Nurse Practitioner (PNP) program is designed to prepare experienced nurses who seek advanced knowledge and skill to practice as pediatric nurse practitioners in the delivery of primary health care to infants, children, and adolescents. Cross-site tertiary care is available as a subspecialty. Graduates work in a variety of settings such as community health centers, day care programs, chronic care facilities, outpatient facilities, private practice offices, schools, health departments, homes, and tertiary care facilities.

The nurse who is prepared at this master's degree level exercises sophisticated clinical judgment based on advanced theoretical and scientific knowledge, serves as a model in collaborative practice with other health care professionals, and leads in the advancement of contemporary professional nursing by contributing to practice, research, and theory building.

Successful completion of the PNP program qualifies the student to apply for certification as a pediatric nurse practitioner in New York State. The graduate is also eligible to take the certifying examination offered by the American Nurses Association or the American Academy of Nurse Practitioners.

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WOMEN'S HEALTH NURSE PRACTITIONER (45 CREDITS)

The Women's Health Nurse Practitioner (WHNP) program is designed to prepare nurses skilled in the care of women throughout the life cycle, with emphasis on childbearing years and on the health of women and infants during the perinatal period. It is based on the integration of physiological and social sciences, clinical competence, and role development.

Graduates of the Women's Health Nurse Practitioner program are prepared for roles as advanced practice nurses, clinical nurse specialists, patient and staff educators, collaborative researchers, case managers, and nurse practitioners.

Successful completion of the program qualifies the students to apply for certification as Nurse Practitioners in New York State and to take the Women's Health Nurse Practitioner certifying exam offered by the National Certification Corporation (NCC) for the Obstetric, Gynecological, and Neonatal Nursing Specialties.

Also available is a Master's completion program for nationally certified WHNPs and an Advanced Certificate program for RNs with Master's degrees.

The Advanced Certificate Programs

These programs are designed to prepare nurses with a master's degree as Advanced Practice Nurses, (Nurse Practitioners). Theory and clinical experiences focus first on the well population and then progress to episodic and chronic illness. Clinical experiences are consistent with the student's long-term career goals. Graduates assume positions in a variety of settings in both urban and rural areas. Graduates are eligible for certification as nurse practitioners in New York State. Graduates are also eligible to take the certification examination offered by the American Nurses' Association, as well as other specialty associations. The curriculum consists of supportive science courses and clinical specialty courses. Curricula for specific programs are described in the Admission brochures.

Subspecialty Program

HIV/AIDS SUBSPECIALTY PROGRAM (9 CREDITS)

This program is designed to prepare nurses to provide advanced and specialized care to persons with HIV infection as clinicians, clinical nurse specialists, and patient care educators. Students will have an opportunity to participate with many of the New York State Designated AIDS Centers. Clinical experience is provided at Montefiore Medical Center, St. Vincent's Hospital, St. Luke's-Roosevelt Hospital Center, New York University Medical Center, and Mt. Sinai Medical Center.

CURRICULUM

HIV/AIDS Issues and Challenges (3 CREDITS); Focuses on the social, economic, psychological, ethical, and legal issues associated with living with HIV and caring for persons with HIV.

HIV/AIDS: Nursing Acute Care (1 CREDITS); Centers on individuals who are experiencing acute HIV-related diseases requiring hospitalization. Emphasis on pathophysiology of HIV infection, opportunistic infections, HIV-related malignancies, CNS manifestations, and other HIV-related diseases requiring acute care. There is a weekly seminar and one clinical day per week. Details of the clinical are coordinated with the student, faculty, and agency based upon the course objectives and the student's career goals.

HIV/AIDS: Community-Based Care (1 CREDITS); Emphasis is on individuals who are maintaining wellness while living with HIV infection. Focuses on prevention and health care maintenance. A variety of community-based agencies are available for student placement. There is a weekly seminar and one clinical day per week.

Autumn, Spring, and Summer* sessions are available.

GENETIC COUNSELING (7 CREDITS)

This seven-credit subspecialty is designed for nurses in a master of science program in nursing who wish to develop expertise in working with families at risk for or with genetic disorders. The subspecialization consists of three courses.

CURRICULUM

Incorporation Genetics in Advanced Practice (3 CREDITS); Knowledge of new advances in genetics, incorporating information from the human genome project and the ethical, moral and legal issues surrounding genetic counseling.

Genetics: Theory Concentration (2 CREDITS); Students choose an area of genetic theory for in-depth study.

Practicum: Genetics Concentration (2 CREDITS); Students have guided individual clinical experience in the area of theory concentration.

ALCOHOL AND SUBSTANCE ABUSE (3 CREDITS)

This nine-credit subspecialty is designed to prepare nurses to provide advanced and specialized care to persons with chemical dependency as Nurse Practitioners and Clinical Specialists. Coursework will provide a foundation for the understanding of substance abuse utilizing a variety of theories of causation. Students will develop skills working with chemically-dependent patients and families in their advanced practice settings.

SUBSPECIALTY PROGRAMS OF STUDY

INTRODUCTION TO ALCOHOL AND SUBSTANCE ABUSE / THEORY OF CAUSATION (3-4 CREDITS); Provides a foundation for the understanding of substance abuse utilizing a variety of theories of causation. Evaluation and Assessment skills are taught. Theoretical models upon which to base clinical practice are discussed. Physiological, behavioral, emotional and societal responses to alcohol and substance abuse are investigated. Implications for nursing research are considered.

Contemporary Issues and Trends in Alcohol and Substance Abuse (3 CREDITS); Provides a forum for students to explore issues of prevention in alcohol and substance abuse. Protective factors, social cost, stigma, legalization of drugs and pain management are among the issues discussed and explored. Problems of the impaired professional are discussed. The role of the Advanced Practice nurse in primary prevention is explored.

Clinical Management of the Patient with Chemical Dependency: Intervention and Evaluation (3 CREDITS); Clinical practice course designed for students to develop skills working with chemically-dependent patients and families. Students work with chemically-dependent patients and families in their advanced practice settings.
Doctor of Nursing Science (DNSc) Degree Program (45 credits)

The Doctor of Nursing Science (DNSc) degree program is designed to prepare clinical nurse scholars to examine, shape, and direct the practice of nursing within our evolving system of health care delivery. The doctoral program will enhance the foundation of nursing science cultivated at the master’s level and will develop skills in research design and methodology that are necessary to ensure the insightful examination of the clinical practice of nursing. Articulating nursing practice within our health care delivery system is the responsibility of the profession and is critical to meeting the health care needs of all people. To do so requires the preparation of clinical nurse scholars who will direct the examination of nursing practice within the context of the health care system at large. The Columbia University School of Nursing DNSc program recruits students from across the clinical spectrum to pursue a rigorous course of study in nursing science and health care. Nursing’s own policy statement on health care reform, “An Agenda for Change,” advocates full participation of nurses in reshaping the nation’s system for delivering health care. A critical contribution from nursing, therefore, is the preparation and support of clinical nurse scholars who will advance the science of nursing practice and consequently offer society a better health care system. Graduates of the CUSN DNSC program will have the knowledge of health policy and the clinical skills necessary to make a major impact on the health of vulnerable populations nationwide and to further clinical nursing knowledge. Specifically, graduates will be prepared to direct improvements in nursing care within the health care delivery system; to test and/or generate concepts, theories, and models for clinical nursing practices; to function as clinical nurse scientists; to design, conduct, direct, and report research studies; to evaluate and develop standards for the advancement of nursing science; and to collaborate with other professionals to influence the delivery of health care.

The program consists of 90 credits beyond the baccalaureate degree. Of these, 45 credits will be master’s level credits.

Students choose a specialty track in health policy or clinical nursing leadership and research.

The curriculum consists of a core of required courses in the theoretical foundations of nursing science (15 credits) and the analytical foundations of nursing science (17 credits); a specialty component in either health policy or clinical nursing leadership and research (11 credits); and the dissertation (minimum of 4 credits). In addition, students must successfully complete a comprehensive examination and write and successfully defend a dissertation. The doctoral program must be completed within seven (7) years of matriculation.

Joint-Degree Programs

NURSING AND PUBLIC HEALTH (M.S./M.P.H.)

The objective of this joint-degree program, which offers a Master of Science from the School of Nursing and a Master of Public Health from the School of Public Health, is to prepare nurses to be both advanced clinical practitioners and public health practitioners or administrators in a variety of community settings, including hospitals. The program is particularly valuable to nurses whose career goals are focused on the field of nursing but who also desire a broader interdisciplinary outlook.

Joint application is simplified. References and transcripts are shared, so duplication is not usually necessary. Each program also accepts the other’s requirement for GRE or MAT testing, i.e., under most circumstances the student need not take both. However, students must complete application forms for both schools.

The student may apply and be accepted in both programs at the same time but start in either school, with an adviser in each school assigned immediately to coordinate the student’s program and to approve each term’s class choices. Total credit requirements are a minimum of 75 credits (depending on the nursing and public health specializations) plus the School of Public Health’s one-term practicum met through prior professional experience. At least 30 credits must be earned in residence at each school in order for a degree to be granted. Students will not receive either degree until requirements for both programs have been completed. Each student’s curriculum is planned individually to meet his or her goals, but the basic requirements for admission and graduation for each school must be met. In the School of Nursing, the minimum number of required credits for core and major (or track) courses ranges from approximately 30 to 52 credits, depending on the clinical track selected. The completion of the Nursing M.S. degree allows students to register with New York State as nurse practitioners, should they so wish, before the formal conferring of the degree. In the School of Public Health, the minimum is approximately 30 to 45 credits, depending on the concentration. In both schools, students must also be accepted in a specific track/division. Financial aid is available in both schools for eligible full-time students. Students may not, however, receive financial aid from both schools during the same academic year.

Students in the School of Public Health must complete the core courses in biostatistics, epidemiology, issues in sociomedical sciences, environmental health sciences, and health policy and management. If these courses have been taken previously, the student may petition for credit. Joint-degree students may choose any School of Public Health major for combination with any School of Nursing clinical specialty major. Both degrees must be awarded simultaneously.

NURSING AND BUSINESS (M.S./M.B.A.)

The School of Nursing, in collaboration with the Columbia University School of Business, offers a combined 75-credit M.S./M.B.A. degree. This program allows full or part-time study.

This graduate program is designed for students with an interest in education management and nursing who intend to be both advanced clinical practitioners and professionally educated managers in a health care setting. Students must apply separately to, and be admitted by, both schools for the autumn term. In addition to satisfying the M.B.A. requirements, students must complete fifteen business courses and be registered for 45 credits at the Business School. At the School of Nursing, students must register for and complete a minimum of 30 credits, depending on the area of clinical specialty. Overall, a minimum of 75 credits is required for completion of the joint degree. Both M.S. and M.B.A. degrees must be awarded simultaneously. Students select a clinical specialty at the School of Nursing but need not choose a specific concentration at the Business School. Students are guided in the selection of courses to meet career goals and individual interests.

Applicants apply separately to the School of Nursing and the School of Business and must meet the admission criteria for both schools. The School of Business admission requirements include:

1. A baccalaureate degree (in nursing).
2. A calculus course. A four-day refresher course, as well as a six-day course for those with a limited calculus background who feel that they need an extensive concentrated course, are offered at the Business School in August.
3. Graduate Management Aptitude Test (GMAT) scores. Applicants to the M.S./M.B.A. program should not take the GRE. A GMAT score of at least 550-700 is necessary for admission. Students considering admission for the autumn term should take the GMAT no later than the preceding January.
Courses of Instruction

Key to Course Listings
In the listings of courses of instruction for all programs, each course number consists of a capital letter followed by four digits. The capital letter indicates the University faculty or division offering the course, for example:

M Faculty of Nursing

The first digit indicates the level of the course, as follows:

1 First professional degree courses
2 Intermediate level courses
3 Graduate Core and Shared Sciences courses
4 Advanced level graduate courses, clinical practice, case seminars, open only to matriculated master's degree candidates
5 Doctoral courses

Two consecutive numbers that are joined with a hyphen indicate a course that runs through both terms. The first half is prerequisite to the second half unless the course description says otherwise.

Course Credit
The number of credits that a course carries each term is given in italics in the left margin of the course description.

COURSE DESCRIPTIONS
The University reserves the right to withdraw or modify courses of instruction or to change instructors or class times as may be necessary. Course descriptions are in numerical order.

Nursing M4000
Clinical Practice I
2 credits. Clinical Practice I is a clinical and lecture course designed to introduce emerging health care professionals (from the dental, medical and advanced practice nursing programs) to the knowledge, skills, and perspectives essential to providing comprehensive care to clients, families and communities. Care of human beings requires scientific and technical expertise, as well as an understanding of each person's unique qualities and circumstances, for these are the contexts in which knowledge must be translated into health promotion and disease prevention.

Nursing M4001
Clinical Practice II
2 Credits. Prerequisite: M4000. Continuation of Clinical Practice I in exploring the complex task of providing comprehensive individualized health care. Each of the participating disciplines in this course adjusts it to its own needs, adding or modifying content as required.

Nursing M4030
Introduction to Alcohol and Substance Abuse: Theories of Causation
3-4 credits. Prerequisite and Corequisite: M3560. This course will provide a foundation for the understanding of substance abuse utilizing a variety of theories of causation. Evaluation and assessment skills will be taught. Theoretical models upon which to base clinical practice will be discussed. The course has a clinical component where the student will analyze one theory of causation, the multigenerational process. By constructing a genogram in the context of a family meeting, the student will have an opportunity to see the influence of the multigenerational process and the role that the family plays in maintaining the addiction. Physiological, behavioral, emotional and societal responses to alcohol and substance abuse are investigated. Implications for nursing research are considered.

Nursing M4032
Contemporary Issues and Trends in Alcohol and Substance Abuse
3 credits. Prerequisite: M4030. This seminar will provide a forum for students to explore issues of prevention in alcohol and substance abuse. Protective factors, social costs, stigma, legislation of drugs and pain management are among the issues which will be discussed and the role that institutions play in identifying and referring. The role of the advanced practice nurse in primary prevention will be explored. Students will be expected to develop a primary prevention program.

Nursing M4034
Clinical Management of the Patient with Chemical Dependency: Intervention and Evaluation
2 credits. Prerequisites: M4030 and M4022. This clinical practice course is designed for students to develop skills in working with chemically dependent patients and families. It consists of clinical practice and supervision totaling 12 hours per week. Students will work with chemically dependent clients and families in their advanced practice settings. The course is for students in both clinical specialist and nurse practitioner settings.

Nursing M4050
Physical Assessment
3 credits. This course is designed to introduce the RN to the knowledge and skills required to perform a systematic examination of a healthy adult, and to record findings appropriately. Since skills are easily lost without continued practice and validation of observations, class lecture/discussions, supervised laboratory, and individual use of readings and audiovisual materials will be required for successful learning.

Nursing M4051
Physical Assessment Laboratory
2 Credits. Corequisite: M4050. Guided laboratory study for development of skills necessary to perform systematic physical examination.

Nursing M4100
Pharmacology
3 credits. The course is a basic one, requiring no prerequisites except a basic working knowledge of the elementary sciences (biology, chemistry, anatomy and physiology). Basic physiology and pathophysiology will be discussed and then the various drugs that are involved in the modification or therapies of those systems will be explained.

Nursing M4108
Anatomy and Physiology
4 credits. This course presents the structure (anatomy) and function (physiology) of the human body. It will survey the body on several levels - from organism and system to cell and molecule. A sound understanding of the body - its anatomy and physiology - are essential for more advanced knowledge of health and disease.

Nursing M4120
Issues in Professional Nursing (ETPs)
3 credits. This course is designed for the baccalaureate student, in a combined degree program in nursing, to develop an understanding of issues confronting the professional nurse. The emphasis is on history, trends, issues of the profession and their interrelatedness with sociocultural forces affecting the quality, nature and delivery of health care.

Nursing M4125
Advanced Issues in Professional Nursing for RNs (AMP)
3 credits. Designed to develop an understanding of issues confronting the professional practitioner; emphasis on history, trends, issues of profession and their interrelatedness with sociocultural forces affecting the quality, nature and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.

Nursing M4140
Nursing Management and Informatics
3 credits. One of the major goals in the education of a professional nurse is directed at developing the ability to make decisions and judgments appropriate to the management of practice problems. Another goal is to facilitate an acceptance of a leadership role regardless of the employment setting. The nursing management and informatics course will provide theoretical knowledge and skills to understand organizations, to identify leadership behaviors and to utilize problem solving in reaching nursing management decisions. There is a focus on interrelating theories of management and leadership with nursing informatics and computer literacy.
Nursing M4204
Community Health Nursing for RNs (AMP)
4 credits. This course focuses on the role of the professional nurse in community health with emphasis on use of the nursing process with aggregate diagnosis are analyzed within the context of nursing process. Current concepts of health promotion, disease prevention and rehabilitation are applied to the community as a whole and to individuals, families and groups over the life span. In addition, influences affecting family health (culture, violence, and abuse) are examined, as are the venues in which the nurse may encounter them (home, work and school).

Nursing M4206
Community Health Practicum for RNs (AMP)
4.5 credits. Prerequisite or Corequisites: M4204 and M4050. Community Health Practicum for RNs is a clinical course for registered professional nurses. It builds upon previous knowledge and experience, and provides the student with an opportunity to apply community health nursing theory to clients and families in a community setting. This course allows the student to plan, deliver, and evaluate nursing services in the community at the baccalaureate level of practice.

Nursing M4220
Health Promotion Through the Life Span
4 credits. This course consists of a series of nine modules concerning ages and stages throughout the normal/average human life cycle. Each module looks at biological/ neuromuscular, psychological, cognitive and interpersonal factors relevant to that age or stage. Each module contains a component that focuses on health promotion and disease prevention for that age or stage, including relevant nutritional concerns. This course is no longer offered.

Nursing M4225
The Science of Health Promotion and Disease Prevention
3 credits. Promoting an optimum level of wellness and decreasing disease/death are significant contributions professional nursing can make to individuals and society. In addition, this is a collaborative effort between the consumer and the health care provider. Recognizing that wellness and health can be achieved even in the presence of certain conditions (birth defects, chronic conditions) is an important philosophical starting point for the advanced practice nurse. It is the goal of nursing to promote health and optimal functioning. This course identifies and explores the influence of biologic, environmental and social factors on health and wellness of individuals. Strategies of health promotion and disease prevention for individuals, families, communities, and systems are explored.

Nursing M4298
Nursing Care of Adults in Health and Illness
3 credits. Prerequisites and Corequisites: M4000, M4050, M4250, M4582, M4000. An intensive study of the major biophysical health problems affecting the adult population. The didactic component is designed to provide the student with a sound foundation in the nursing care of the adult. It is taken concurrently with M4300.

Nursing M4300
Practice in Adult Health Nursing Clinical
2 credits. Corequisites: M4206. This course is designed to provide the student the experience to apply and integrate concepts from the course Nursing Care of Adults in Health and Illness in clinical settings. The clinical experience will enable the student to assess, plan, implement and evaluate nursing care for the adults and their families during illness. Clinical competencies and techniques are learned and applied in specific clinical situations.

Nursing M4350
Scientific and Philosophical Foundations of Nursing
2 Credits. The biological and behavioral sciences inform the basics of nursing and the components of sharing. Differences between nursing and medicine in the practice of health care are explored.

Nursing M4352
Scientific and Philosophical Foundations of Nursing: Practicum
2 Credits. Prerequisites and Corequisites: M4050, M4052, M4050, M4250. Guided opportunity to practice basic skills of nursing intervention.

Nursing M4353
Scientific and Philosophical Foundations of Nursing: Seminar
1 Credit. Ongoing small group seminar discussions facilitated by faculty to explore dimensions of initial foundational nursing experiences.

Nursing M4470
Nursing Care of the Childbearing and Childrearing Family
3 credits. Prerequisite and Corequisites: M4000, M4050, M4108, M4225, M4350, M4582, M4472, M4185, M4200. This course focuses on the care of families during the childbearing and childrearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The processes of normal pregnancy, high risk pregnancy, and the care of healthy and ill infants and children through adolescence are presented. Using the nursing process, the concepts of individual, environment, and health as they pertain to the care of the family are emphasized. This course is offered concurrently with clinical experience.

Nursing M4472
Nursing Care of the Childbearing and Childrearing Family - Clinical
3 credits. Prerequisite and Corequisites: M4000, M4050, M4108, M4225, M4350, M4582, M4472, M4185, M4200. This clinical course focuses on the care of families during the childbearing and childrearing years including prevention of disease and disability, maintenance of health and family functioning and restoration/rehabilitation after common acute or chronic illness. The concepts of individual, environment, and health as they pertain to the care of the family are emphasized. This course is offered concurrently with a didactic classroom course.

Nursing M4518
Psychiatric Mental Health Nursing/ Nursing M4520 Practicum
3 Credits. Prerequisites and Corequisites: M4000, M4050, M4108, M4225, M4350, M4582, M4472, M4185, M4200. Psychiatric Mental Health Nursing explores the conceptual basis of human psychopathology through the life span; assessment and identification, management of major mental health problems, and comprehensive nursing interventions.

Nursing M4520
Practicum: Psychiatric / Mental Health Nursing
3 Credits. Prerequisites and Corequisites: M4000, M4050, M4108, M4225, M4350, M4582, M4470, M4472, M4185. Guided clinical experience in patient and out patient facilities in nursing interventions in major mental health problems.

Nursing M4600
Nursing Integration Residency (ETP)
3 credits. Prerequisites and Corequisites: All courses and lower division clinical courses; Nursing M4350, M4400. Nursing Integration is a clinical course which builds on previously acquired knowledge and provides the student the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse. It offers the student the opportunity to apply theoretical knowledge of preventive, therapeutic, and rehabilitative nursing care to clients, families, and aggregates. A variety of settings will provide the student with the opportunity to apply concepts from both nursing and public health sciences in planning, delivering, and evaluating nursing services. Develops the competencies necessary to progress to Master's level study.

Nursing M4601
Integration Seminar
1 credit. Prerequisites and Corequisites: All clinical courses and lower division clinical courses; Nursing M4000, M4108. Nursing Integration Seminar is a course which builds on previously acquired knowledge and provides the student the opportunity to synthesize the skills and knowledge necessary to function as a beginning professional nurse. Care presentations drawn from concurrent clinical experience offer the student the opportunity to apply theoretical knowledge of preventive, therapeutic, and rehabilitative nursing care to clients, families, and aggregates in a variety of settings. Seminar discussions provide the student with the opportunity to apply concepts from both nursing and public health sciences in planning, delivering, and evaluating nursing services.

Nursing M4882
HIV/AIDS Community-based Care
3 credits. Prerequisites and Corequisites: M4000 and M4885. This course focuses on maintaining wellness in the community setting. There will also be emphasis on the diverse resources that patients can access in the community. Issues relevant to community health nursing are discussed.

M4885
HIV/AIDS Acute Care
3 credits. Prerequisites and Corequisites: M4880. This course will focus on individuals who are experiencing acute HIV-related illnesses requiring hospitalization. Pathophysiology of HIV infection, opportunistic infections, HIV-related malignancies, CNS manifestations, and other HIV-related diseases requiring acute nursing care. One seminar and clinical day per week are required.
COURSES OF INSTRUCTION

Nursing M4890  
AIDS: Contemporary Issues and Challenges  
3 credits.  Contemporary issues and challenges of providing care to individuals with HIV infection and AIDS are the foci of this course.  Physiological, behavioral, emotional, and societal responses to AIDS are investigated.  Implications for nursing research are considered.

Nursing M5900, M5901  
Residency in Clinical Nursing  
24 credits.  This clinical nursing residency is designed for post-baccalaureate nursing students.  It consists of clinical experiences in health care facilities which focus on strengthening and broadening the baccalaureate's clinical attributes in patient care decision making and psychomotor skills.  It is a prerequisite to graduate level clinical specialty programs for students with no work experience.  The student engages in an intensive clinical experience ranging from 25-40 hours per week.  Specific outcome objectives are identified by the program director of the clinical specialty masters program track that the student wishes to enter.  The student meets regularly with the specialty masters program director or designee to discuss the clinical experience and identify progress in meeting the competencies.  Clinical logs, seminars and reaction papers are required for completion.

Nursing M6020  
Research I  
3 credits.  This course will present an overview of the research process, from posing of the research problem to communication of the results, with emphasis on designs, methods, and evaluation of applied clinical research.  This course or M180 meet the research requirement for the Master's core courses.

Nursing M6080  
Perinatal Nursing: Practicum  
3 credits.  Prerequisites and Corequisites: M6020 or M180, M4641.  For perinatal clinical specialist and nurse practitioner students.  Major focus of the course is developing, implementing, and evaluating interdisciplinary plans of care for patients and families who are experiencing low-risk pregnancies, as well as those whose pregnancies are high-risk.  Such families are the major focus of the course.  The student participates in care of a caseload of families in inpatient and outpatient settings.

Nursing M6100  
Advanced Physiology  
4 credits.  The object of this course is to assist the student to understand human physiology on the molecular, cellular, organ, and systemic levels.  This will be accomplished through a series of lectures, assigned readings, and examinations.

Nursing M6110  
Pharmacology of Anesthesiatics  
3 credits.  Prerequisites and Corequisites: M6040, M6000, M621.  A comprehensive study of the pharmacokinetics and pharmacodynamics of drugs commonly used in anesthesia practice.  In case studies and discussions, the complexity of their application is emphasized.

Nursing M6121  
Pathophysiology of Adult  
2 credits.  Prerequisite: M6010.  The pathogenesis of common conditions affecting adults will be presented.  The discussions will focus on an understanding of the disease processes to allow logical, sequential, and precise therapeutic modalities.

Nursing M6122  
Pathophysiology of Child  
3 credits.  Prerequisite: M6000.  This course is required for students in Pediatric Primary Care and the Pediatric Specialty Care programs.  The pathogenesis of common conditions affecting children is presented and serves a basis for clinical management.  Relevant pharmacology is presented for each of the disease entities.

Nursing M6124  
Homeostatic Alterations During Anesthesia  
3 credits.  Prerequisites and Corequisites: M6000, M6145.  A system approach to the homeostatic alterations occurring during anesthesia.  Emphasis will be placed on cardiovascular, respiratory and neuroendocrine response to both surgical stress and the anesthetic agents.

Nursing M6140  
Advanced Assessment and Management of High Risk Neonates  
3 credits.  Prerequisite: M6143.  This course provides an opportunity for inquiry into infant health care management, maintenance, and promotion.  Course content provides the basis for infant health assessment and the effects of imposition of high-risk factors on infant health.  Emphasis is placed on the development of plans of health care management, evaluation.

Nursing M6141  
Practicum: Advanced Assessment and Management of High Risk Neonates  
3 credits.  Corequisite: M6140.  This course provides the opportunity for supervised practice in the acquisition of skills in infant health assessment, problem identification, and health care management and wellness promotion, including performance of selected invasive diagnostic/therapeutic procedures.  Emphasis is placed on understanding the physiological rationale and aims of plans of health care management.

Nursing M6150  
Maternal-Fetal-Newborn Physiology  
2 credits.  Prerequisite and Corequisite: M6190.  This course provides an overview of the physiology of reproduction, from gametogenesis through birth and the neonatal period.

Nursing M6202  
Diagnosis and Management of the Emergency Patient I  
2 Credits.  Prerequisites and Corequisites: M6810, M6815, M6816, M6830, M6836.  This course is the first of two parts that focuses on the emergency subspecialty of critical care for the nurse practitioner.  The diagnosis and management of emergency health problems encountered across the continuum of the acute / non-acute emergency environment are studied in depth.

Nursing M6203  
Diagnosis and Management of the Emergency Patient II  
2 Credits.  Prerequisites and Corequisites: M6820, M6839, M6825.  This course is the second course that focuses on the emergency subspecialty of cardiology nursing care for the nurse practitioner.  The diagnosis and management of emergency health problems encountered across the continuum of the acute / non-acute emergency environment are studied in depth.

Nursing M6300  
The Social Context of Illness and Health  
2 credits.  This course examines the social context of illness and health, that is the social and political forces that affect the onset and maintenance of both illness and health.  The role of advanced practice nurses in helping clients to avoid illness and maintain health will be explored.  This course is a core course requirement for all Master's students.

Nursing M6340  
Advanced Practicum as an NNP  
6 credits.  Prerequisites: M4940, M4941, M8850, M8863, M8864.  Supervised clinical experience in which students integrate theory within the clinical setting.  Emphasis is placed on refinement and perfection of decision-making skills in patient care management and development of the role of the neonatal nurse practitioner in education and collaboration.

Nursing M6458  
Pelvic Assessment of the Adult Woman  
1 Credit.  Corequisite: M6460.  A concentrated review of physical assessment and history taking for women, with special emphasis on the theory and skill of pelvic assessment.

Nursing M6460  
Health Assessment and Primary Care of Women  
2 credits.  Prerequisite or Corequisite: M6462.  This course offers the theoretical knowledge necessary to meet the primary care needs of the adult woman throughout her lifetime.

Nursing M6466  
Medical & Obstetrical Complications of Childbearing  
2 credits.  Prerequisite: M6472 & M8812.  This course explores potential complications requiring physician referral among childbearing women.

Nursing M6480  
Professional Issues in Nurse-Midwifery  
1 credit.  Professional Issues in Nurse-Midwifery is designed to concentrate on the transition from student to beginning nurse-midwife practitioner.  It examines the history of the profession and the role of its leadership organizations.  It examines the essential documents of the ACNM and its functions.  It also looks at current critical issues that impact on the profession and discusses organizational and legislative means of effecting change.

Nursing M6526  
Theory Development  
2 credits.  This course teaches students to analyze and evaluate nursing theories, developing and using critical thinking skills as well as applying evaluative criteria to theory statements and practice patterns.  Classic nursing theories and recent theory trends will be analyzed along with determining theoretical implications of trends in modern nursing practice, including advanced nursing practice.  Relevance of theory for practice, research, and systematic thought processes will be stressed.  This course is a core requirement for all Master's students.
Nursing M6528  
**The Development of Human Behavior Part I: Infancy to Adolescence**  
2 credits. This course examines the development of human behavior in childhood and adolescence. Within this developmental context, students will explore the dynamics of human behavior as they are determined by intrapersonal systems, interpersonal connections, societal patterns, cultural influences and as they are altered by significant life events.

Nursing M6529  
**The Development of Human Behavior Part II: Adulthood**  
2 credits. This course examines the continuing development of human behavior during young adulthood, middle adulthood and old age. Within this developmental context students will explore the dynamics of human behavior as they are determined by the intrapersonal systems, interpersonal connections, societal patterns, cultural influences and as they are altered by significant life events.

Nursing M6594  
**Psychopathology**  
2 credits. Through weekly reading assignments and discussions, the student is introduced to the concepts central to major psychopathology.

Nursing M6597  
**Evaluation and Assessment in Psychiatric Mental Health Nursing**  
3 credits. Throughout the semester the student is introduced to the symptoms, behavioral manifestations and classification of psychopathology as compared to normative behavior during the life span. Special emphasis is placed upon the ability of the student to interview, classify and stigmatize observations. The student will use various assessment tools and guides with individuals of different ages.

Nursing M6610  
**Physical and Psychological Assessment of the Child**  
2 credits. Prerequisite: Instructor's permission. Physical and Psychological Assessment of the Child is designed to prepare the student to take a complete health and developmental history of a normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented method.

Nursing M6620  
**Pediatric Primary Care Nursing I**  
2 credits. Prerequisites: M6600. Pediatric Primary Care Nursing I is designed to prepare the student to provide primary care to infants, toddlers and preschoolers. It focuses upon the promotion of health and the prevention of illness, and the treatment of episodic problems in order that each child may meet his optimal physical, intellectual and emotional growth and development.

Nursing M6622  
**Pediatric Primary Care Nursing II: Clinical**  
2 credits. Prerequisites and Corequisites: M6600, M6620. Pediatric Primary Care Nursing II is designed to prepare the student to provide primary care to infants, toddlers, and preschoolers. It focuses upon the promotion of health and the prevention of illness in order that each child may meet his optimal physical, intellectual and emotional growth and development. The clinical experience involves well child care in a pediatric clinic, and a weekly clinical conference.

Nursing M6624, M6625, and M6626  
**Clinical Seminar in Pediatric Primary Care I, II, III**  
1 Credit each. These seminar courses are designed to discuss and interpret clinical experiences are no longer offered.

Nursing M6630  
**Pediatric Primary Care Nursing II**  
2 credits. Prerequisites and Corequisites: M6600, M6610, M6620, M6632. Pediatric Primary Care Nursing II focuses on the delivery of primary health care to school-age children and adolescents. This includes health promotion, the prevention of illness, and the management of common episodic problems. Using the schools for clinical experience, students will assess health status, teach individuals and groups of children, and work with teachers and parents. Students will utilize knowledge of growth and development to develop age appropriate teaching plans, and assist children and families to assume active roles as health consumers.

Nursing M6632, M6633, M6624  
**Clinical Practicum: Pediatric Primary Care Nursing II**  
5 credits; 2-3 credits; 2-3 credits. Prerequisites and Corequisites: M6600, M6610, M6620, M6630, M6632. Students assess the health status of children in a variety of settings which must include continuity days; adolescent clinics, and a school setting or inpatient setting.

Nursing M6651  
**Perinatal Nursing**  
3 credits. Prerequisites and Corequisites: M6620 or M6810, M6850. The role of the perinatal advanced practice nurse in the management of the childbearing woman and her fetus. The dynamics of pregnancy from both biophysical and psychosocial perspectives. After examining the management of patients and families who are experiencing low-risk pregnancies, most of the term focuses on the management of high-risk pregnancies. Emphasis is placed on clinical management of patients and related education, consultation, and research activities. Developing interdisciplinary collaborative plans of care for pregnant families with prioritization of nursing interventions is highlighted. This course is offered concurrently with M6080.

Nursing M6659  
**Perinatal Nursing II**  
This class and clinical are no longer offered.

Nursing M6666  
**Maternal and Infant Nutrition**  
2 credits. Maternal and Infant Nutrition focuses on the requirements for adequate and maximal nutrient intake during the childbearing years. Physiology of pregnancy and the influence of nutritional status on pregnancy outcome, dietary management of common complications of pregnancy, cultural variations, infant feeding, and the requirements and advantages of lactation are stressed. Practical skills for assessment and intervention will be developed.

Nursing M6720  
**Introduction to Primary Care**  
2 credits. This course provides a systematic approach to understanding the delivery of primary health care to the well adult. In addition to various sections of illness prevention and health maintenance are introduced.

Nursing M6725  
**Health Policy and Advanced Practiced Nursing**  
3 credits. This course will examine and critically analyze issues in health policy in the U.S. These issues will be explored in light of their impact on the nursing profession and on the current and future delivery of health care. This course is a core requirement for all Master's students.

Nursing M6740  
**Oncology Nursing Theory I - Fundamentals of Oncology Nursing**  
2 credits. This course presents a systematic overview of basic level oncology nursing utilizing various theoretical approaches. It incorporates the pathophysiology of cancer, prevention and detection, cancer treatment modalities, nursing diagnosis, and socioeconomic, ethical and legal issues related to cancer care. The course provides the framework for the synthesis, integration, and application of oncology nursing theory in clinical practice.

Nursing M6745  
**Oncology Nursing Practice I - Fundamentals of Oncology Nursing**  
3 credits. Prerequisite: Oncology Nursing Theory I. In this clinical course, the information learned in Theory I - Fundamentals of Oncology Nursing will be applied to a specifically designated oncology population receiving care in an oncology unit or division of a major hospital or medical center. The practice component offers the opportunity for the role of the oncology clinical nurse specialist to begin to be implemented.

Nursing M6750  
**Nursing Seminar in Gerontology I**  
1 credit. This seminar provides the learner the opportunity to examine frequently occurring pathophysiologic problems found within the geriatric population. This didactic content complements the management course in the GNP/Adult Nurse Practitioner track. Topics selected for study include normal and abnormal system changes in the elderly adult. Specific assessment and intervention strategies will be covered.

Nursing M6751  
**Nursing Seminar in Gerontology II**  
1 credit. This seminar will focus on the factors impacting on the care and management of the geriatric patient. Topics will include political, government, legal and ethical issues that impact on the geriatric client and the health care team. The GNP student will assess the multifactorial influences in the management of the elderly client.

Nursing M6775  
**Health Promotion of the Elderly**  
3 Credits. Prerequisites and Corequisites: M8787, M8788, M8864, M6750, M6900, M8764, M6900. This course explores the theoretical dimensions of healthy aging and discusses health promotion and disease prevention strategies in gerontology.
Nursing M6830
Critical Care I
3 credits. Prerequisites or Corequisites: M6020, M6041, M6831. This course presents a systematic research and theory-based introduction to the concepts underlying critical care nursing. Emphasis is placed on the nurse’s role in assessing and evaluating human responses to actual or potential threat in the hospital environment. The approach used is to examine the nature and substance of advanced clinical practice in critical care from a conceptual perspective across age groups and physical condition. The phenomena selected for examination are viewed as clinical problems with the potential to cause multiple and complex interactions, and are based on AACN’s Adult Critical Care Exam Blueprint. Focus will be cardiovascular and pulmonary phenomena. This course is no longer offered.

Nursing M6832
Diagnosis and Management of the Critically II for the Intensivist I
2 Credits. Prerequisites and Corequisites: M6839, M8815. This course is the first of two courses that focuses on the intensivist subspecialty of critical care for the nurse practitioner. The diagnosis and management of health problems encountered across the continuum of the acute / critical care environment are studied in depth.

Nursing M6833
Diagnosis and Management of the Critically III for the Intensivist II
2 Credits. Prerequisites and Corequisites: M6839, M8815. This course is the second course that focuses on the intensivist subspecialty of critical care for the nurse practitioner. The diagnosis and management of health problems encountered across the continuum of the acute / critical care environment are studied in depth.

Nursing M6838 and M6839
Diagnosis and Management of the Critically III Adult, I and II
2 Credits each. Prerequisites and Corequisites: M6830, M6832, M6900, M8877, M8815, M8835. A systematic exploration of advanced diagnosis and management techniques in caring for critically II adults. This course is offered with a companion clinical course.

Nursing M6862
Assessment, Evaluation, and Management of the Perioperative Patient
3 credits. Prerequisites and Corequisites: M6100, M6120, M624, M6810. History and physical examination techniques aimed at identifying pathology and its effect on the anesthetic process rather than diagnose disease entities will be stressed. Students will evaluate the information obtained in their physical and psychological assessment and synthesize that knowledge to formulate individualized perioperative anesthesia management plans. Emphasis will be placed on management of patients with altered cardiovascular, pulmonary and neural-renal status.

Nursing M6868
Regional Anesthesia, Theories and Technique
2 credits. Prerequisites and Corequisites: M6100, M6190, M6870. This is a basic course in the pharmacology of local anesthetics and their application in clinical practice. The theory and techniques of infiltration, peripheral nerve block, central neural blockade, and topical anesthesia are discussed in relation to their clinical application, both intraoperatively and postoperatively for long-term pain management. Through case studies and analysis of current research, complications and alternate methods are emphasized.

Nursing M6870
Basic Principles of Nurse Anesthesia Practice
4 credits. Prerequisite: M6100, M6190, M624, M9205, M9862. The various methods and techniques of anesthesia administration, with emphasis on physiological bases for practice are the focus of the course. Function and maintenance of various kinds of technologies, as well as the psychomotor skills specific to the practice are stressed.

Nursing M6871
Advanced Principles of Anesthesia Practice I
2 credits. Prerequisite and Corequisite: All first level didactic and clinical anesthesia courses. This advanced approach to anesthesia principles is applied to specific surgical procedures both elective and emergent. The physiological sequels of surgical procedures and their impact on homeostatic mechanisms of the patient are stressed. Neurological, cardiothoracic, and obstetrical procedures, as well as pediatric and geriatric considerations are included. Seminar format facilitates integration of knowledge.

Nursing M6872
Advanced Principles of Anesthesia Practice II
2 credits. Prerequisite M6871. This course is essentially a continuation of Advanced Principles I. A system approach will be employed to discuss the various types of surgical patients and problems that the student will be challenged with when caring for them. We will look at the various different surgical procedures in some detail, including preop assessment, planning for the intraoperative events, and caring for the patient in the postop period. Also to be discussed will be the types of patients likely to present for each particular procedure, and the unique problems that types of patients will challenge us with in caring for them throughout their operative course.

Nursing M6875
Professional Aspects of Nurse Anesthesia Practice
2 credits. A seminar format, the professional, legal, and regulatory aspects of nurse anesthesia practice in the U.S. will be analyzed.

Nursing M6880
Oncology Nursing Theory I: Advanced Oncology Nursing
2 credits. Prerequisite: Oncology Nursing Theory I and Practice I (for CNS students), or Advanced Standing. This course presents a systematic overview of advanced oncology nursing utilizing various theoretical approaches. It presents the medical and nursing management of symptoms and specific cancers, and provides a framework of advanced practice for the oncology clinical course specialist (OCCNS) or nurse practitioner (NP). This framework assists the OCCNS/NP in diagnosing, assessing, intervening in, and evaluating potential and actual client/family problems related to cancer treatment, rehabilitation and terminal care.

Nursing M6885
Oncology Nursing Practice II: Advanced Oncology Nursing
2 credits. Prerequisite: Oncology Nursing Practice I. This course is essentially a continuation of Advanced Oncology Nursing and is designed to provide the student with the practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. Students will have the opportunity to integrate and synthesize theory, clinical research, advanced therapies and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting of the Emergency Department.

Nursing M8040
Practicum in Emergency Care for the Nurse Practitioner
4 Credits. Prerequisites and Corequisites: M8785, M8815, M8835, M8838, M9815. The practicum in emergency care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapies and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting of the Emergency Department.

Nursing M8050
Advanced Practicum in Emergency Care for the Nurse Practitioner
3 Credits. Prerequisites and Corequisites: M6838, M8040, M6202. The practicum in emergency care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapies and decision making in this closely supervised precepted experience. The role of the nurse practitioner is applied in the clinical setting of the Emergency Department.

Nursing M8055
Integration Practicum in Emergency Care for the Nurse Practitioner
4 Credits. Prerequisites and Corequisites: M6835, M8020, M9410, M9815, M9838, M9840, M9850. The practicum in critical care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapies and decision making in this closely supervised precepted experience.

Nursing M8102
Advanced Pharmacology
3 Credits. Prerequisites and Corequisites: M6100, M6190. This is an advanced course in the pharmacodynamics and pharmacokinetics of drugs used in the therapeutic management of common pathophysiological states. It includes the principles and regulations surrounding prescription writing, pursuant to NYS and federal requirements for advanced nurse/practitioner practice. A similar course, M6861, is offered in advanced pediatric pharmacology.
Nursing M8150
Genetic Concentration
3 credits. Prerequisite: M6400. This course serves as an introduction to the student who is interested in increasing knowledge in a specific area of genetic theory relevant to practice. The student will choose an appropriate faculty mentor to be a guide in this concentration.

Nursing M8155
Practicum: Genetic Concentration
3 credits. Prerequisite and Corequisites: M6290, M8150. This clinical practicum is designed for the student who is interested in increasing practice skills in providing care to clients with (or at risk for) specific genetic disorder(s). The student will choose an appropriate faculty mentor to be a guide in this practicum. Details of the practicum will be negotiated by the student, faculty mentor, and an appropriate agency mentor.

Nursing M8180
Clinical Epidemiology for Advanced Practice Nurses
3 credits. An overview of the principles and practice of clinically oriented epidemiology. Includes the role of epidemiology in health care and public health, basic concepts in epidemiology and biostatistics, critical evaluation of health literature, as well as applications to clinical practice. This course or M6200, is a core requirement for all Master's students.

Nursing M8290
Incorporating Genetics into Advanced Nursing Practice
3 credits. This course will introduce students to clinical genetic theory incorporating new information from the human genome project, the history and evolution of genetic counseling, including the ethical, moral and legal issues which arise daily in this rapidly developing field. This course is intended to add to the knowledge base of advanced practice nurses so that they will increase their sensitivity to the issues confronting families at risk for or with genetic disorders.

Nursing M8330
The Consultation/Liaison Process in Advanced Nursing Practice
3 credits. This seminar will introduce the student to the consultation/liaison process and its application in a variety of health care and community settings. The knowledge gained will enhance the effectiveness of the advanced practice nurse.

Nursing M8460
Comprehensive Women's Health
3 credits. Prerequisites and Corequisites: M6450, M8462, M8464. This course addresses health issues throughout a woman's life span. It includes an overview of disorders that occur both in women and the role of the nurse practitioner in managing care of the adult female. Topics related to gynecologic health including deviations and non-gynecologic medical problems are presented. Concurrent supervised clinical experiences are required.

Nursing M8462
Practicum in Comprehensive Women's Health
3 credits. Prerequisites and Corequisites: M6450, M8462, M8464. Supervised clinical experiences focus on application of history taking and physical examination skills, collaborative diagnosis, and management of women's health throughout the life span. Emphasis is placed on the nurse practitioner role in care of the adult reproductive female in ambulatory settings.

Nursing M8464
Advanced Clinical Assessment in Women's Health
3 credits. Prerequisites and Corequisites: M8450, M8460, M8464. This course explores the theoretical dimensions of advanced clinical assessment of women through the life cycle with particular focus on the theory and skill of pelvic assessment.

Nursing M8468
Advanced Seminar and Practicum in Women's Health
3-6 credits. Prerequisites: M6400, M6651, M8460, M8462. This course is designed to facilitate implementation of the advanced nursing practice role in the care of parents and infants, and oriented toward meeting the expressed learning needs of individual students. Students will have opportunity to acquire skills under direction and supervision of a clinical mentor. Students will be expected to practice with increasing independence in an advanced nursing practice role.

Nursing M8471
Normal Antepartum: Didactic
2 credits. Prerequisites and Corequisites: M6666, M8500, M8472. An overview of the principles and practice of clinical care during the antepartum and theoretical topics include the public health, physiological, psychological and emotional basis for prenatal care. The practical applications cover clinical midwifery management in the antepartum period, assessment of fetal growth and development, nutritional assessment and management, evaluation of the family unit, and teaching/counseling considerations.

Nursing M8472
Normal Antepartum: Clinical
3 credits. Prerequisites and Corequisites: M8460, M8500, M8464, M8471. This course covers the broad scope of prenatal care and includes: The history and physical examination techniques aimed at understanding the normal parameters of pregnancy, and recognizing any deviations from normal in the pregnant woman/family or the fetus; The physiological, social, emotional, and educational components of antepartum care; Clinical practice includes nurse-midwifery management of the care of the normal antepartum woman/family, screening for high-risk pregnancies, and co-management or referral of high-risk pregnancies.

Nursing M8473
Intrapartum: Clinical
3 credits. Prerequisite: M8471 & M8477, M8478, M8479, M8480, M8580, M8460, M8466. Clinical experience includes 16-20 hours per week in nurse midwifery management of labor and delivery of childbearing women. Experience on the postpartum ward and in the newborn nursery is obtained in this clinical rotation when intrapartum patients are not available.

Nursing M8475
Clinical Practicum in Nurse-Midwifery
5 credits. Prerequisites: M8450 & M8471, M8477, M8471 & M8479 & M8480, M6100, M6460. Nurse-Midwifery services provide intensive clinical experience in all areas of nurse-midwifery practice. Direct student teaching is provided by nurse-midwifery preceptors affiliated with the program.

Nursing M8476
Well Woman Gynecology: Didactic
2 credits. Well Woman Gynecology is designed to concentrate on the physical, emotional, and educational needs of the essentially healthy woman. It covers a variety of topics including: health maintenance, gynecologic screening, family planning, sexuality and sexual dysfunction, and the late (14-20 week) postpartum period.

Nursing M8477
Well Woman Gynecology: Clinical
2 credits. Well Woman Gynecology Clinical is designed to concentrate on the physical, emotional, and educational needs of the essentially healthy woman. It provides clinical experience in health maintenance, gynecologic screening, family planning, sexuality and sexual dysfunction, and the late (14-20 week) postpartum period.
Nursing M8558
Family Primary Care II
2 credits. Prerequisites and Corequisites: M8557, M8592, M8670, M8670, M8680, M8870. This required course is designed to prepare the advanced practice student to provide primary care to individuals through the life span. Utilizing lectures and case presentations the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied.

Nursing M8559
Family Primary Care III
2 credits. Prerequisites and Corequisites: M8557, M8592, M8771, M8800, or M8660, M8617. This required course is designed to further develop the role of advanced practice student, in the provision of primary care to individuals and families, through the life span in a variety of clinical settings. Utilizing lectures and case presentations, the role of the FNP in the diagnosis and management of commonly encountered illnesses are studied. A formal clinical presentation is required.

Nursing M8560
Family Theory in Context
2 credits. Prerequisites or Corequisites: M6528 or M1890. This course is an introduction to family theory. It introduces the student to a new epistemology, one in which the central concepts stress a picture of causality that is circular, rather than the linear view of causality. Concepts of the family as a system and theoretical models upon which to base clinical practice will be discussed. The course will apply family systems concepts and methods to problems related to health and illness faced by families. Basic skills of genogram construction, assessment of family life cycle events and transition periods will be demonstrated. Readings, videotape, case presentations and discussions will be used to explore theoretical and practical issues related to a family systems approach to working with physically and mentally ill patients and their families.

Nursing M8562
Practice of Family Therapy
2 credits. Prerequisite: M6520, M8592. This clinical practice course is designed for students to develop clinical skills in family therapy based on a structural family therapy model. It consists of clinical practice and supervision.

Nursing M8566
Family Primary Care: Practicum IIIA
2 credits. Prerequisites and Corequisites: M8770, M8625, M8670, M8771. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

Nursing M8567
Family Primary Care: Practicum IIIB
2 credits. Prerequisites and Corequisites: M8770, M8625, M8670, M8771. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

Nursing M8571
Theory and Practice of Individual Psychotherapy I
2 credits. Prerequisite: M8592. Each student is given an opportunity to work with 1-2 individuals assigned according to the student's need for a learning experience. Students arrange for clinical contact with assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the clients. Based upon evaluation, the student utilizes appropriate therapeutic interventions which he/she evaluates in terms of the client's responses. The student is responsible to work on termination issues with the client.

Nursing M8572
Clinical Practice and Supervision with Groups
2 credits. Prerequisite and Corequisites: M8592, M8593, M8650. This course focuses on an integrated systems approach, including structural, Bowenian, and the multicultural contextual framework and is designed to assist the student in integrating the theoretical and practical aspects of the systems approach to treating families. The course will review the basic issues involved in psychiatric diagnosis and abnormal psychopathology from a systems perspective. Videotape review, didactic materials, class presentation, and discussion will provide a comprehensive theoretical basis for the understanding and development of more advanced clinical skills.

Nursing M8573
Theory of Group Psychotherapy
2 credits. This course is designed to introduce the student to the understanding of the key concepts, the dynamics, and development of psychotherapy groups. Students are encouraged to explore the theoretical issues inherent in group practice and their relationship to psychiatric nursing theory and practice. Students will address the developmental needs of clients as they relate to the group experience.

Nursing M8579
Theory and Practice of Individual Psychotherapy II
2 credits. Prerequisite: M8592, M8625. Each student is given an opportunity to work with 1-2 individuals assigned according to the student's needs for a learning experience. Students arrange for clinical contact with the assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the clients. Based upon this assessment, the student plans appropriate interventions.

Nursing M8581
Theory and Practice of Individual Psychotherapy II
2 credits. Prerequisite: M8597, M8528, M8590. Each student is given an activity to work with 1-2 individuals assigned according to the student's need for a learning experience. Students arrange for clinical contact with the assigned clients. Clinical contact must be at least weekly and more often if required. The student is responsible for assessing the biophysical, psychosocial, cultural, cognitive and spiritual dimensions of the clients. Based upon evaluation, the student utilizes appropriate therapeutic interventions which he/she evaluates in terms of the client's responses. The student is responsible to work on termination issues with the client.

Nursing M8592
Advanced Practice in Psychiatric Mental Health Nursing I
3 credits. Prerequisites: M6550, M6594, M6697, M8590, M8591. Or Corequisite: M8592. This course is designed to integrate foundation skills and strengthen the student's clinical practice in a variety of psychiatric mental health settings. The practicum is the first of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will develop a knowledge base and skills germane to the role of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the agency and faculty, with consideration of course objectives, agency objectives and student career goals.

Nursing M8593
Advanced Practice in Psychiatric Mental Health Nursing II
3 credits. Prerequisite: M6530, M6639, M6694, M6697, M8590, M8591. Or Corequisite: M8592. This course is designed to integrate foundation skills and strengthen the student's clinical practice in a variety of psychiatric mental health settings. The practicum is the first of two consecutive courses. Expectations of the clinical experience are direct client contact and therapeutic interaction with staff, families, and systems. The student will develop a knowledge base and skills germane to the role of the advanced practice psychiatric nurse. Details of the practicum will be coordinated with the agency and faculty, with consideration of course objectives, agency objectives and student career goals.

Nursing M8625
Family Primary Care: Practicum II
4 credits. Prerequisite: M6840, M6850, M6870. Corequisite: M6870, M8588, M8632. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories, perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive, and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

Nursing M8640
Advanced Seminar and Practicum in Women's Health
3-6 credits. Prerequisite: M6557, M6600, M6840, M8462. This course is designed to facilitate implementation of the advanced nursing practice role in the care of parents and infants, and oriented toward meeting the expressed learning needs of individual students. Students will have opportunity to acquire skills under direction and supervision of a clinical mentor. Students will be expected to practice with increasing independence in an advanced nursing practice role.

Nursing M8661
Advanced Pediatric and Neonatal Pharmacology
3 credits. Prerequisites and Corequisites: M8500, M8400. This course introduces the advanced student to a comprehensive understanding of the use of pharmacologic agents in the advanced nursing care of infants, including fetal, neonatal life and early childhood and adolescence. Pharmacokinetics, pharmacodynamics, drug use in pregnancy and lactation, pharmacologic agents used in disease prevention and treatment, drug monitoring and drug safety in the home are explored. Proper prescribing and record keeping in accordance with New York and Federal laws are addressed.

Nursing C8663
Pathophysiology and Management of the High Risk Neonate
3 credits. Prerequisites and Corequisites: M8400, M8490; M8666, M8667. This course introduces the advanced student to a systematic approach to critical care. Emphasis is placed on understanding the pathophysiology of various neonatal conditions, including neurological, respiratory, endocrine, renal, cardiovascular, and metabolic.
Nursing M8665
Practicum in Adult Acute Care
4 credits. Prerequisite: M8685. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems in the acute care setting. Students in the clinical setting are to function more independently under preceptor supervision.

Nursing M8666
Practicum: Pathophysiology and Management of the High Risk Neonate
3 credits. Prerequisites and Corequisites: M6640, M6641, M6643, M6661. This course is an in-depth practicum which allows the NNP student to utilize all previous learning in his/her management of infants at risk. The practicum will provide the NNP student with the opportunity to apply his/her knowledge to selected highrisk neonates. It will be an intensive experience in which the student will analyze all available data, synthesize his/her thinking, implement the plan of care and evaluate the results. The student will refine collaborative skills with physicians, nurses and other allied health personnel through the course.

Nursing M8670
Pediatric Primary Care Nursing III
2 credits. Prerequisites and Corequisites: M8680, M8682, M8620, M8630, M8610, M8621, M8622, M8623. This required course in the PNP major introduces the advanced student to the provision of health care to children with common episodic illnesses. Lectures and seminars provide the student with the knowledge base to recognize and manage common health problems in the pediatric populaton.

Nursing M8672, M8673, M8674
Pediatric Primary Care Nursing III: Clinical
4 credits - M8672, 2 credits - M8673, 2 credits - M8674. Prerequisites and Corequisites: M6861, M6820, M6620, M6630, M6662, M6663. This practicum focuses on the delivery of episodic illness care to children and adolescents in the ambulatory settings; and on planning and managing the care of hospitalized children. The Pediatric Clinic is the main clinical setting. Here the student will learn how to assess children with common episodic illnesses, to develop and discuss differential diagnosis and to manage the care of children with minor illnesses and to work with other health professionals collaboratively. When the illness requires hospitalization, they will design and implement a plan of care, including discharge plans and teaching. Students utilize their knowledge of common child and adolescent illnesses and the information presented in M6620 and M6670 to assess and develop plans of care for all children and adolescents.

Nursing M8693
Family Primary Care: Practicum II A
2 credits. Prerequisites and Corequisites: M6840, M6400, M8585, M8710, M8585, M6621. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories, perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age appropriate physical, cognitive and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family focused primary care.

Nursing M8746
Clinical Specialization in Oncology Nursing I
2.2 credits. Prerequisite: Oncology Nursing Theory/Practice I (or Advanced Standing), Oncology Nursing Theory/Practice II and III. This course provides the opportunity for clinical specialization in an area of oncology nursing selected by student. Learning is facilitated by a preceptor with recognized expertise in the particular clinical area. An in-depth familiarity with the nursing research literature related to the clinical area is developed and research-based clinical project is proposed.

Nursing M8747
Clinical Specialization in Oncology Nursing II
2.3 credits. Prerequisite: Oncology Nursing Theory/Practice I (or Advanced Standing), Oncology Nursing Theory/Practice II and III. This course provides the opportunity for clinical specialization in an area of oncology nursing selected by student. Learning is facilitated by a preceptor with recognized expertise in the particular clinical area. In this course, a research-based clinical project may be implemented.

Nursing 8770
Diagnosis and Management of Illness in Adults I
3-4 credits. Prerequisites and Corequisites: M6720, M6400, M8765, M8610, M8772. Utilizing a systems approach, the diagnosis and management of health problems encountered in Primary Adult Care are studied. Systems selected for study include genitourinary, respiratory, immune systems, central nervous and musculoskeletal.

Nursing M8771
Diagnosis and Management of Illness in Adults II
3-4 credits. Prerequisite: M8770. Utilizing a systems approach, the diagnosis and management of health problems encountered in Primary Adult Care are studied. Systems selected for study include cardiovascular, gastrointestinal, endocrine and respiratory. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners. See M6665 for related clinical experience.

Nursing M8772
Practicum in Adult Primary Care I
4 credits. Prerequisites and Corequisites: M6720, M6400, M8785, M8770, M8610. The practicum is a clinical field experience designed to provide opportunity for students to acquire skills in assessment, decision-making and management of care for adults with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.

Nursing M8773
Practicum in Adult Primary Care II
3 credits. Prerequisite: M8772. The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical settings function more independently under preceptor supervision.

Nursing M8774
Advanced Practicum in Primary Care
2 credits. Corequisite: M8771. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for adults with a variety of episodic and long-term health problems. Students in the clinical setting are to function more independently under preceptor supervision.

Nursing M8776
Advanced Clinical Assessment in Primary Care
2 credits. Prerequisite: M8771. The practicum is a clinical field experience designed to provide opportunity for students to refine skills in assessment, decision-making, and management of care for elderly adults with a variety of episodic and longer-term health problems. Students in the clinical setting are to function more independently under preceptor supervision.

Nursing M8783
Acute Care Management of Adults I
3 credits. Prerequisites and Corequisites: M6720, M6400, M8785, M8610, M8772, M8770. Utilizing a systems approach, the diagnosis and management of health problems encountered in Acute Care of the Adult are studied. Systems selected for study include genitourinary, respiratory, immune systems, central nervous, and musculoskeletal. See M6665 for related clinical experience.

Nursing M8784
Acute Care Management of Adults II
3 credits. Prerequisite: M8783. Utilizing a systems approach, the diagnosis and management of health problems encountered in Acute Care of the Adult are studied. Systems selected for study include genitourinary, respiratory, immune systems, central nervous, and musculoskeletal. See M6665 for related clinical experience.

Nursing M8785
Advanced Clinical Assessment in Primary Care
3 credits. Prerequisite: A course in basic physical assessment. Corequisite: Primary Care Concepts of the Adult. This course has three components:

1. Advanced Physical Assessment
   This component is offered in September and must be completed satisfactorily before a student can begin the clinical practice component. Advanced physical assessment skills, identification, and interpretation of abnormalities in the physical exam and the complete pelvic exams will be included.

2. Clinical Lectures
   This component will include clinical practice related skills and knowledge.

3. Clinical Practice
   Students will be assigned to a clinical site where they will be expected to satisfactorily complete at least six complete histories and physical examinations. This course is no longer offered and is replaced by M8786 and M8787.

Nursing M8786
Advanced Clinical Assessment in Adults
2 Credits. Prerequisites and Corequisites: M4600, M6100, M6721, M8783. This course explores the theoretical dimensions of advanced clinical assessment of adults and incorporates advanced techniques of history taking and physical examination.
Nursing M8787
Practicum in Advanced Clinical Assessment for Adults

1 Credit. Prerequisites and Corequisites: M6050, M6810, M6910. Guided study with clinical application of advanced physical assessment techniques in adults.

Nursing M8795
Family Primary Care: Practicum IIB

2 Credits. Prerequisites and Corequisites: M6640, M6800, M6857, M6870, M6811, M6855. The clinical practicum is designed to prepare the students to provide primary health care in a variety of settings. Initially, the student will obtain complete histories, perform physical examinations, and developmental assessments. Subsequently, the student will focus on the recognition and management of common problems. The clinical experience will familiarize the student with age-appropriate physical, cognitive, and emotional development as well as routine episodic care. The goal of the practicum is to prepare the students for the delivery of family-focused primary care.

Nursing M8810
Critical Care and Emergency Care Concepts

2 Credits. Prerequisites and Corequisites: Master's program core courses; M6815, M8815. This course addresses the role, the scope of practice, and standards of practice of the nurse practitioner. It addresses the delivery of care to the critically ill patient. Health policy, legal issues, and research as it relates to the nurse practitioner will be discussed. Other topics covered include patient education, case management, and quality of care issues.

Nursing M8815
Introductory Practicum in Critical Care I for the Nurse Practitioner

1 Credit. Prerequisites and Corequisites: Master's program core courses; M6815, M8815. This course focuses on the essential technology and procedures utilized in the management of the critically ill patient. During laboratory / clinical experiences psychomotor skills and the use of advanced technologies for the nurse practitioner will be developed.

Nursing M8816
Practicum in Critical Care for the Nurse Practitioner

4 Credits. Prerequisites and Corequisites: M6815, M6810, M6815, M6810. The practicum in critical care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the critically ill adult. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised preceptor experience. The role of the nurse practitioner is applied in the clinical setting.

Nursing M8820
Advanced Practicum in Critical Care for the Nurse Practitioner

3 Credits. Prerequisites and Corequisites: M6830, M6816, M6822. The practicum in critical care for the nurse practitioner is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the emergency patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised preceptor experience.

Nursing M8825
Integration Practicum in Critical Care for the Nurse Practitioner

4 Credits. Prerequisites and Corequisites: M6830, M6822, M6816, M6820, M6855, M6832. This practicum is designed to be a broad experience in critical care for the nurse practitioner. It is designed to provide the student with practice experiences to develop skills of assessment, diagnosis and management of the critically ill patient. The student has the opportunity to integrate and synthesize theory, clinical research, advanced therapeutics and decision making in this closely supervised preceptor experience.

Nursing M8830
Critical Care Nursing II

3 Credits. Prerequisites: M6830, M6800, M6850. This course is designed to expand the theory and research base begun in M6830 and to integrate those concepts into the care of persons hospitalized with critical problems. Emphasis is on the consultant and research component of the clinical nurse specialist role in diverse settings. This course is no longer offered.

Nursing M8831
Critical Care Nursing III

3 Credits. Prerequisites and Corequisites: M6830, M6832, M6830. This course provides for a theoretical and empirical analysis of the current trends and techniques of advanced practitioners in critical care. Emphasis is on advanced role development in the areas of education, research, and consultation. This course is no longer offered.

Nursing M8832
Practicum/Critical Care Nursing II

3 Credits. Prerequisites and Corequisites: M6600, M6815, M6815, M6820, M6830, M6830. This course is designed to provide the application for M6830. Emphasis is placed on advanced clinical assessment and management, the consultant role of the CNS, and utilization of research findings in diverse critical care settings. This course is no longer offered.

Nursing M8833
Practicum in Critical Care

Nursing III

3 Credits. Prerequisites: M6830, M8830, M6830. Corequisite: M6811. This course emphasizes the researcher, education, and consultant role in the application for diverse critical care settings. Students will select an area of clinical practice, study and research that will continue with M6880. This course is no longer offered.

Nursing M8835
Critical Decision Making in Nurse Anesthesia Practice I

4 Credits. Prerequisites and Corequisites: Successful completion of all Semester II courses and M6815. Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate and engender discussion and critical analysis.

Nursing M8836
Critical Decision Making in Nurse Anesthesia Practice II

1 Credit. Prerequisites and Corequisites: All Semester III courses and M6871. Critical analysis of selected topics in nurse anesthesia practice. Seminar formats will facilitate discussion and critical analysis.

Nursing M8837
Critical Decision Making in Nurse Anesthesia Practice III

1 Credit. Prerequisite or Corequisite: Successful completion of all previous course work in Anesthesia. Critical analysis of selected topics in nurse anesthesia practice related to Residency I objectives. Seminar formats will facilitate and engender discussion and critical analysis.

Nursing M8838
Critical Decision Making in Nurse Anesthesia Practice IV

1 Credit. Prerequisite or Corequisite: Successful completion of all previous anesthesia course work. Critical analysis of selected topics in nurse anesthesia practice related to Residency IV objectives. Seminar formats will facilitate and engender discussion for critical analysis.

Nursing M8845
Cancer in Childhood

3 Credits. This course presents an in-depth examination of childhood cancers. Content includes etiology, epidemiology, diagnostic and treatment modalities, side effects of therapy, emergencies, clinical management, long-term survival and terminal illness. The course provides a framework of advanced practice for the pediatric oncology clinical nurse specialist and pediatric nurse practitioner in oncology.

Nursing M8850
Family Primary Care: Practicum III

4 Credits. Prerequisites and Corequisites: M8840, M8815, M8870, M8871. Students assess the health status of individuals of all ages in selected settings and recognize and manage common health problems in the pediatric and adult population.

Nursing M8864
Practicum in Geriatric Primary Care I

4 Credits. Prerequisites and Corequisites: M6820, M6800, M6850, M6870, M6871. The practicum is a clinical field experience designed to provide opportunity for students to acquire initial skills in assessment, decision-making and case management of care of the geriatric client with a variety of episodic and long-term health problems. The roles of the adult/geriatric nurse practitioner are applied in clinical settings that include ambulatory care facilities, community health centers, diagnostic and screening centers.
COURSES OF INSTRUCTION

Nursing M8865
Practicum in Geriatric Primary Care II
1 credit. Prerequisites: M8820, M8840, M8850, M8860, M8864. The practicum is a clinical field experience designed to provide opportunity for students to strengthen skills in assessment, decision-making and case management of geriatric clients with a variety of episodic and longterm health problems. Students in the clinical settings function more independently under preceptor supervision.

Nursing M8870
Nurse Anesthesia Residency I
1 credit. Prerequisite: All previous course work in Anesthesia. Clinical experiences provide the opportunity for students to integrate theory within the clinical setting. Students move along continuum from healthy adults to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the developmental implementation and evaluation of an individualized plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision-making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings function more independently under preceptor supervision.

Nursing M8871
Nurse Anesthesia Residency II
1 credit. Prerequisites: M8862, M8864, M8866. Clinical experiences provide the opportunity for students to integrate theoretical basis of practice within the clinical setting. Students move along continuum from healthy adults and children to patients with multi-system failures. The focus is on perioperative theory transfer, development of assessment skills, and the implementation and evaluation of a plan of care. Patient interviews and teaching are integral to the process. Basic principles of decision-making are emphasized throughout. Mastery to the specific level of competency is required within a specific time framework. Practice settings include operating rooms, emergency rooms, and diagnostic suites. CRNA/MD facilitators and preceptors act as facilitators of learning.

Nursing M8872
Anesthesia Residency III
1 credit. Prerequisite or Corequisite: All previous course work in Anesthesia. Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Experience in surgery and anesthesia includes obstetrics, neurosurgery, and pediatrics. CRNA and MD faculty members and preceptors act as guides.

Nursing M8873
Anesthesia Residency IV
1 credit. Prerequisite: M8870, M8872, all previous class work. Clinical focus is on the delivery of anesthesia care in a broad range of clinical settings to patients with multi-system problems. Emphasis is placed on refinement and perfection of decision-making skills in patient care management and rapid assessment of health status of patients. Collaborative practice within a team structure is emphasized. In addition to direct patient care, participation in journal club, clinical case reports, and in-service presentations to a multidisciplinary audience provide the environment for the student to enact his or her role as a clinical nurse specialist. Clinical experiences provide the opportunity for students to strengthen skills in the clinical setting, the student will have the opportunity to assess, plan, implement and/or evaluate primary or secondary prevention activities.

Nursing M8882
Oncology Nursing Theory III: Cancer Prevention and Detection
2 credits. Prerequisites: Oncology Nursing Theory/Practice I (or Advanced Standing), and Oncology Nursing Theory/Practice II; concurrent with Oncology Nursing Practice III. This course presents an in-depth examination of primary and secondary cancer prevention and the expanded role of the nurse in preventive health care. Topics include: health education/behaviors carcinogenesis, epidemiology, etiology, risk factors, screening and detection and chemoprevention.

Nursing M8883
Oncology Nursing Practice III: Cancer Prevention and Detection
3 credits. Prerequisites: Oncology Nursing Theory/Practice I (or Advanced Standing), and Oncology Nursing Theory/Practice II; concurrent with Oncology Nursing Practice III. This course involves the practice of primary and/or secondary cancer prevention with designated client populations in community or occupational health settings, or in other facilities carrying out cancer prevention activities. In the clinical setting, the student will have the opportunity to assess, plan, implement and/or evaluate primary or secondary prevention activities.

Nursing M9001
Social and Intellectual Foundations of Nursing
4 credits. Prerequisites: Masters of Science in Nursing or by permission of the instructor. Examination of the structure and growth of contemporary nursing knowledge as it develops within a social context. Ideas, events, people, and writings are examined for their influence, inter-relationships and significance to nursing. Philosophy of science is applied to the development of nursing science.

Nursing M9205
Analysis and Evaluation of Health Policy
3 credits. Prerequisites: Introductory course in health policy or consent of instructor. This course introduces students to the contributions of research to the development of health policy. It offers a critical review of methods and results of policy research, examines the relationship among sciences, policy and politics, explores ways to use policy to extend innovations, and identifies critical questions shaping the future policy research agenda.

Nursing M9301
Comparative Research Design and Methodology I
3 credits. Prerequisites: Master's level course in research and statistics. This is the first in a two-course sequence that examines the research designs common to nursing and health policy research. This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies: the research process; formulation of researchable questions and hypotheses; types of research variables; sampling designs and power analysis; and the uses, strengths and weaknesses of experimental and quasi-experimental designs and designs used in health policy research.

Nursing M9302
Health Systems Colloquium
3 credits. Prerequisite: M9205. This course endeavors to link clinical practice in nursing with policy issues, by exploring a series of topical clinical issues that have significant health systems and health policy implications. Each topic will address policy questions at four levels: the delivery system (across settings); cultural and ethnic groups; state and regional levels; and national level policies.

Nursing M9303
Comparative Research Design and Methodology II
3 credits. Prerequisites: Master's level course in research and statistics. This is the second in a two-course sequence that examines the research designs common to nursing and health policy research. This course will address aspects of nursing research from the perspective of preparing researchers to design and carry out studies: the research process; formulation of researchable questions and hypotheses; types of research variables; sampling designs and power analysis; and the uses, strengths and weaknesses of experimental and quasi-experimental designs and designs used in health policy research.

Nursing M9350
Concept Development From Clinical Phenomena in Nursing
3 credits. This course examines the empirical foundation of advanced nursing practice, analyzing nursing theories, their concepts, and their applicability to observed clinical nursing. Focus will be placed on development of critical thinking skills in analyzing extant practice for theory implications. Students will examine various frameworks for the development, definition, analysis, and synthesis of theories and concepts, as well as assessing theory applications through direct clinical observation. Focus will be placed on development and analysis of selected concepts.
Nursing M9354
Measurement of Clinical and Other Phenomena
3 credits. Prerequisites: M9500 or permission of instructor. The course will explore the methods used to study clinical and other phenomena. Included will be discussion of issues related to instrumentation, both qualitative and quantitative, access to patient populations including clinical trials, validity, reliability and ethical aspects of research.

Nursing M9500
Guided Collection
Member to study in depth a topic negotiated in Nursing science. Specific objectives and requirements are selected. Others, on an individually determined study of statistics and research methods based upon the selected focus of dissertation study. Might be used to satisfy this requirement.

Nursing M9505
Research Practicum
1 Credit. The student works with a faculty member who is conducting a research project. The specific nature of the course depends on the nature and stage of the research, but may include search and review of relevant literature, data collection, data analysis and/or grant preparation.

Nursing M9510
Guided Study in Nursing Science
1-3 Credits. The student works under the guidance of a faculty member to study in depth a topic related to the development of nursing science. Specific objectives and requirements are negotiated individually. The course may be repeated more than once provided different faculty members supervise the learning experience.

Nursing M9508
Practicum in Health Policy
This course provides students with specialization in Health Policy, a Practicum experience developing and analyzing health policy in an organization relevant to the student's clinical practice specialty. Required for Health Policy majors.

Nursing M9700
Dissertation Seminar
2 Credits. The seminar will focus on the dissertation process including IRB, issues of sampling, instrumentation, data analysis, and writing of dissertation.

G4010
Research Ethics: Frontiers in Scientific Conduct
1 Credit. Required multidisciplinary course about current issues related to proper conduct of basic and scientific research. The course follows the NIH Guidelines for Instruction.

G665I
Philosophy of Science
3 Credits. This required course, offered by the Philosophy department in the graduate School of Arts and Sciences, will give students a foundation in the logic of inquiry in the natural sciences.

Individualized Study in Nursing: M4099, M6099, M6350, M8499, M8949, M8550, M8650, M8780, M8790, M8843, M8886, M8990
1-8 Credits. Individualized, guided learning experiences at the graduate level in a selected area of concentration. The area of concentration selected should reflect both the role of the clinical specialist/nurse practitioner and the student's specific interests. Proposed work must be outlined prior to registration and agreed upon by both faculty and student. A project report is required.
Richard Garfield
Henriët H. Baakman Clinical Professor of International Nursing; Co-Director, WHO Collaborating Center for International Nursing Development of Advanced Practice; ADN, Hahnemann Medical College; BA, Beacon College; MPH, Columbia University; MS, Columbia University; DrPH, Columbia University; Certified Community Health Nursing.

Judy Monig
Assistant Professor of Clinical Nursing; Director, Pediatric Nurse Practitioner Program; BS, State University of New York (Buffalo); MA, Seton Hall; MA, Columbia University; EdD, Teachers College, Columbia University; Certified Pediatric Nurse Practitioner; Faculty Practice: Pediatrics 2000

Sherry Sikalowycz
Assistant Professor of Clinical Nursing; Director, Nurse Anesthesia Program; BSN, Adelphi University; MS, Adelphi University; DrPH, Columbia University; Certified Registered Nurse Anesthetist; Research: Health policy; family care of the frail elderly; technology assessment in home care.

Ritamarie John
Assistant Professor of Clinical Nursing; BSN, Georgetown University; MSN, Seton Hall University; Certified Pediatric Nurse Practitioner; Faculty Practice: The Center for Advanced Practice.

Elizabeth R. Lenz
Anna C. Maxwell Professor of Nursing; Research: Associate Dean; Research and Doctoral Studies; BSN, D'Youville University; PhD, Boston College; PhD, University of Delaware; FAAN; Research: Impact of illness on families; recovery from cardiac events; beginning families and parenting; evaluation of primary care practice.

Pamela Maraldo
Assistant Professor of Nursing; Director of Managed Care Program; Director of MS/MBA Program; BS, William Patterson College; MS, Pace University; Certified Family Nurse Practitioner; Geriatric Nurse Practitioner; Faculty Practice: The Center for Advanced Practice

Jennifer Dohrn
Assistant Professor of Clinical Nursing; Director, Nurse Midwifery Program; BA, University of Chicago; BSN, Hunter College; MS, Columbia University; Certified Nurse Midwife; Faculty Practice: Director, Morristown Birth Center.

Noreen Esposito
Assistant Professor of Clinical Nursing; Director, Women's Health Nurse Practitioner Program; Dip, Mt. Sinai Hospital School of Nursing; BS, RDLP, University of the State of New York; MS, State University of New York at Stony Brook; EdD, Columbia University; Certified Women's Health Nurse Practitioner; Research: Access to health care for women.

Joanne Palerzi
Assistant Professor of Clinical Nursing; BSN, Hunter College; MSN, Columbia University; MPH, Columbia University; Faculty Practice: Center for Advanced Practice.

Donna A. Gaffney
Assistant Professor of Nursing; Director, Entry-To-Practice Program; Director, Center for Women and Children at Risk; BSN, Hunter College; MA, Columbia University; MS, Rutgers University; DNCC, University of Pennsylvania; FAAN; Clinical Nurse Specialist; Research: Children's fears; adolescent suicide; Faculty Practice: Private practice in child psychotherapy.

Marlene McHugh
Assistant Professor of Clinical Nursing; Director, Pediatric Nurse Practitioner Program; BS, Columbia University; MS, Columbia University; Certified Family Nurse Practitioner; Certified Critical Care Nurse; Faculty Practice: The Center for Advanced Practice.

Mary Elizabeth Stein
Assistant Professor of Clinical Nursing; Director, WHO Collaborating Center for International Nursing Development of Advanced Practice; BSN, Michigan; MA, Columbia University; DrPH, Columbia University; Certified Nurse Midwife; Faculty Practice: The Center for Advanced Practice.

Jill A. Wood
Assistant Professor of Clinical Nursing; BA, University of Oregon; BSN, Columbia University; MS, Columbia University; Certified Adult Nurse Practitioner; Faculty Practice: The Center for Advanced Practice.

Jan Weingrad Smith
Assistant Professor of Clinical Nursing; Director, Critical/Emergency Care Nurse Practitioner Program; BS, Columbia University; MS, Columbia University; Certified Nurse Midwife; FAAN; Director, Morris Heights Center; Nurse Practitioner; and Family Nurse Practitioner Program; BSN, New York University; MS, Columbia University; Certified Adult Nurse Practitioner; Critical Care Clinical Nurse Specialist, Medical/Surgical Clinical Nurse Specialist.

Jan Weingrad Smith
Assistant Professor of Clinical Nursing; Director, Critical/Emergency Care Nurse Practitioner Program; BS, Columbia University; MS, Columbia University; Certified Nurse Midwife; FAAN; Director, Morris Heights Center; Nurse Practitioner; and Family Nurse Practitioner Program; BSN, New York University; MS, Columbia University; Certified Adult Nurse Practitioner; Critical Care Clinical Nurse Specialist, Medical/Surgical Clinical Nurse Specialist.
Tentative Academic Calendar: 1997-1998

The following Academic Calendar was correct and complete as of the time of publication; however, the University reserves the right to revise or amend it, in whole or in part, at any time. Information on the current status of the Academic Calendar may be obtained in the Office of Student Information Services, 141 Black Building, 212-305-3633.

MAJOR RELIGIOUS HOLIDAYS

Some of the major religious holidays are shown below. The Jewish and Islamic holy days begin at sundown of the preceding day. The exact dates for the Islamic holy days may vary by one or two days from the estimated dates given below.

1997-1998

Rosh Hashanah
Tuesday, Wednesday, September 6, 7
Yom Kippur
Thursday, September 15
First days of Succoth
Tuesday, Wednesday, September 20, 21
Concluding days of Succoth
Tuesday, Wednesday, September 27, 28
Lunar New Year
Tuesday, January 31
Id al Fitr
Friday, March 3
Good Friday
Friday, April 14
First days of Passover
Saturday, Sunday, April 15, 16
Concluding days of Passover
Friday, Saturday, April 21, 22
Id al Adha
Wednesday, May 10
Shavuoth
Sunday, Monday, June 4, 5
### AUTUMN TERM 1997

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>1</td>
<td>Monday. Last day to apply, reapply, or change name for degrees or certificates to be awarded in October. <strong>NO EXCEPTIONS.</strong></td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Wednesday. New Student Orientation</td>
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<tr>
<td></td>
<td>27-28</td>
<td>Wednesday - Thursday. Registration for Autumn term for new MS, Certificate and DNSc students.</td>
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<tr>
<td>September</td>
<td>1</td>
<td>Monday. Labor Day. <strong>No Classes.</strong></td>
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<tr>
<td></td>
<td>2</td>
<td>Thursday. Classes begin. First day to change programs.</td>
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<tr>
<td></td>
<td>2-12</td>
<td>Add - Drop Adjustment Period. Late registration with a fee.</td>
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<tr>
<td></td>
<td>12</td>
<td>Friday. Last day to change programs. <strong>No adjustment of fees for individual courses dropped after this date.</strong></td>
</tr>
<tr>
<td>October</td>
<td>15</td>
<td>Wednesday. Award of October degrees and certificates.</td>
</tr>
<tr>
<td>November</td>
<td>3</td>
<td>Monday. University Holiday. <strong>No classes.</strong></td>
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<tr>
<td></td>
<td>4</td>
<td>Tuesday. Election Day. <strong>No classes.</strong></td>
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<td></td>
<td>27-30</td>
<td>Thursday - Sunday. Thanksgiving Holiday. <strong>No classes.</strong></td>
</tr>
<tr>
<td>December</td>
<td>1</td>
<td>Thursday. Last day to apply, reapply, or change name for degrees or certificates to be awarded in February. <strong>NO EXCEPTIONS.</strong></td>
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<td></td>
<td>8</td>
<td>Monday. Last day of classes.</td>
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<tr>
<td></td>
<td>9-11</td>
<td>Tuesday - Thursday. Study Days.</td>
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<tr>
<td></td>
<td>12-19</td>
<td>Friday - Friday. Final Examinations.</td>
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<tr>
<td></td>
<td>19</td>
<td>Friday. Term Ends.</td>
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### SPRING TERM 1998

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>12-13</td>
<td>Monday - Tuesday. Registration for the Spring term.</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td><strong>Monday. Dr. Martin Luther King, Jr. Day (observed). University holiday.</strong></td>
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<tr>
<td></td>
<td>20</td>
<td><strong>Tuesday. Classes Begin. First day to change programs.</strong></td>
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<tr>
<td></td>
<td>20-30</td>
<td><strong>Tuesday - Friday. Add - Drop Adjustment Period.</strong></td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>**Friday. Last day to change programs. <strong>No adjustment of fees for individual courses dropped after this date.</strong></td>
</tr>
<tr>
<td>February</td>
<td>1</td>
<td>Wednesday. Last day to apply, reapply, or change name for degrees or certificates to be awarded in May. <strong>NO EXCEPTIONS.</strong></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Wednesday. Award of February degrees and certificates.</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td><strong>Monday. Washington's Birthday (observed). No classes.</strong></td>
</tr>
<tr>
<td>March</td>
<td>16-20</td>
<td>Sunday - Sunday. <strong>Spring holidays.</strong></td>
</tr>
<tr>
<td>May</td>
<td>4</td>
<td><strong>Monday. Last day of classes.</strong></td>
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<tr>
<td></td>
<td>5-7</td>
<td><strong>Tuesday - Thursday. Study days.</strong></td>
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<td></td>
<td>8-15</td>
<td><strong>Friday - Friday. Final examinations.</strong></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td><strong>Friday. Term ends.</strong></td>
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<td></td>
<td>15-16</td>
<td><strong>Friday - Saturday. School of Nursing Alumni Weekend.</strong></td>
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</tbody>
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### COMMENCEMENT

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>17</td>
<td>Wednesday. Conferring of May degrees and certificates.</td>
</tr>
</tbody>
</table>
SUMMER TERM 1998

May
21-22 Thursday - Friday. Registration for New Students.
25 Monday. Memorial Day. No classes.
26 Tuesday. Classes begin.

May - June
26-2 Tuesday - Tuesday. Add - Drop Adjustment period.

July
31 Friday. Last day of classes.
Columbia University
The Morningside Campus & Environs

The Morningside Heights Area of New York City