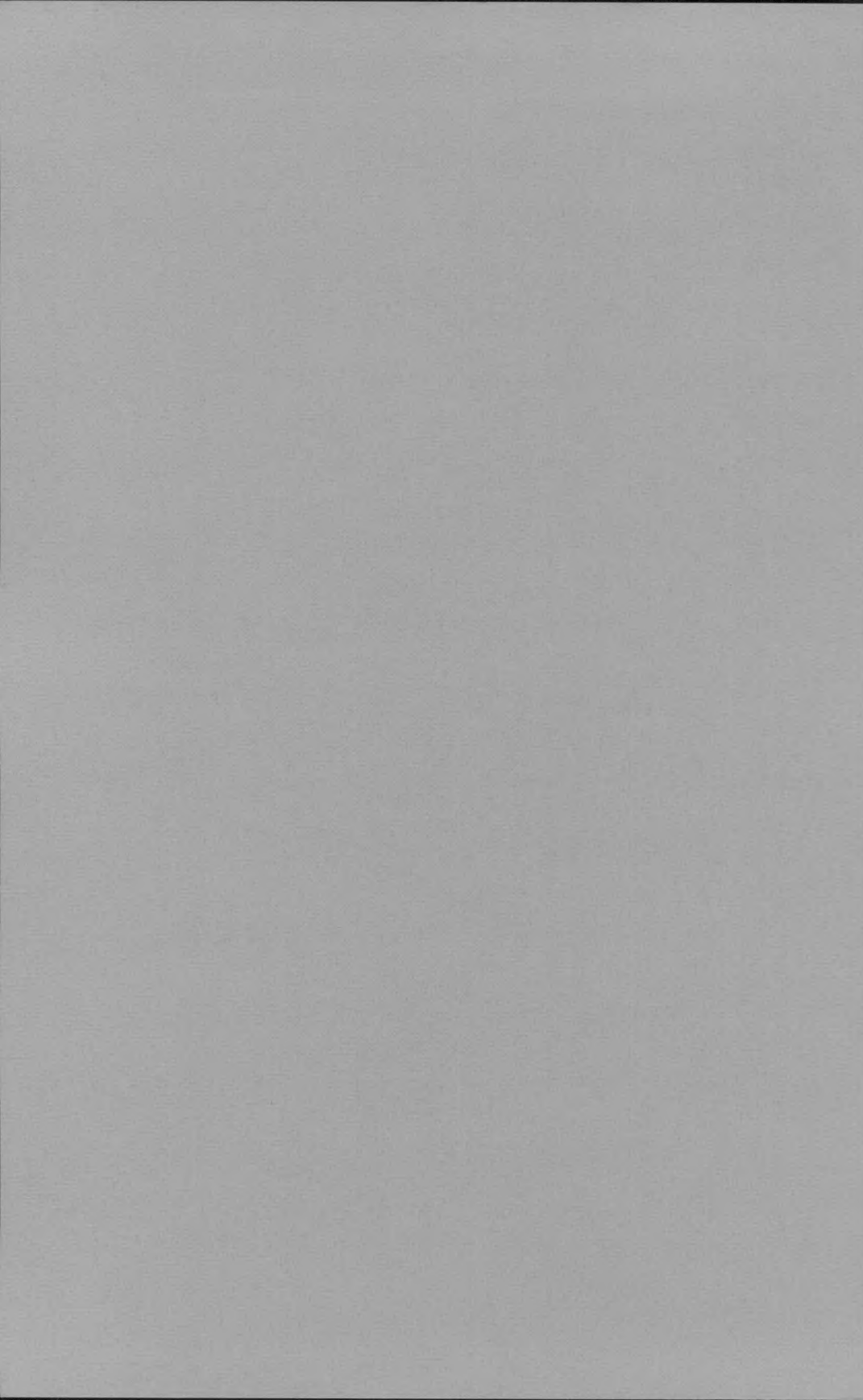


Cornell University Announcements



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



Supplement to Volume 66, Number 12,

July 26, 1974

CORNELL UNIVERSITY ANNOUNCEMENTS

CORNELL UNIVERSITY-NEW YORK HOSPITAL SCHOOL OF NURSING 1974-75

Admission Requirements to the Nursing Program for the Class of 1977.

All students entering the generic nursing program in September 1975 will be required to have a baccalaureate degree in another discipline, from a college or university accredited by one of the regional associations of colleges and secondary schools.

Applicants must meet the admission requirements for Program II as stated in the 1974-75 *School Announcement*.

1974-1975

Academic Calendar

Orientation, entering class, begins 1:00 p.m.	Wednesday, August 28
Orientation, entering class, ends 12 noon	Friday, August 30
Registration, 1-4 p.m.	Friday, August 30
Labor Day holiday	Monday, September 2
Fall term instruction begins, all classes 8:00 a.m.	Tuesday, September 3
School holiday	Monday, October 14
Midsemester grades due, 5:00 p.m. (Class of 1975)	Friday, October 25
Progress grades due, 5:00 p.m. (Class of 1976)	Friday, November 15
Instruction suspended, 1:00 p.m.	Wednesday, November 27
Thanksgiving recess	
Instruction resumed, 7:30 a.m.	Monday, December 2
Fall term instruction ends, 5:00 p.m.	Monday, December 16
Study period	Tuesday, December 17
Final examinations and clinical evaluation begin, 9:00 a.m.	Wednesday, December 18
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, December 20
Christmas recess and intersession	
Registration, new and rejoining students	Thursday, January 30
Registration, continuing students	Friday, January 31
Spring term instruction, all classes, begins 8:00 a.m.	Monday, February 3
Spring recess	Saturday, March 22
Instruction resumed, 7:30 a.m.	Monday, March 31
Midsemester grades due, 5:00 p.m.	Wednesday, April 2

Spring term instruction ends, 5:00 p.m. (Class of 1975)	Thursday, May 15
Spring term instruction ends, 5:00 p.m. (Class of 1976)	Friday, May 16
Final examinations and clinical evaluation begin, 9:00 a.m.	Monday, May 19
Final examinations and clinical evaluation end, 5:00 p.m.	Friday, May 23
Memorial Day holiday	Monday, May 26
Convocation and Commencement	Wednesday, May 28

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

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



Announcements

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THE NEW YORK HOSPITAL

RESIDENCE

CU-NYH

SCHOOL OF NURSING

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Cornell University

Cornell University–New York Hospital School of Nursing

History of the School

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

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

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

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

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

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

The health needs of the community and country have been the guiding force in the development of the School, which has modi-

fied its program to keep pace with these needs. Today, the work of the professional nurse requires much more self-direction and leadership ability than in the past, and, in recognition of this, the University program was established in 1942. Since 1946, all students admitted to the School have been candidates for the degree of Bachelor of Science in Nursing.

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

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

Accreditation

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

The School is registered by the State Education Department, Division of Professional Education of the University of the State of New York.

The Undergraduate Program

The School accepts its responsibility for the preparation of a professional nurse by offering a curriculum based on the following philosophy and objectives.

Philosophy

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

The major purposes of the general education courses preceding the nursing major are:

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

Professional nurses assume responsibility for maintaining optimum standards for the planning, evaluation, and the delivery of nursing care in a variety of settings. They also function as members of the interdisciplinary health team in the planning, evaluation, and delivery of health care. They recognize the need to speak on both community and professional issues which are within their field of competence or interest and to assist in promoting public involvement in health by defining and clarifying health issues. As professional people they recognize the need to continue to develop personal and professional competence through the formal and informal educational structures which are best suited to their needs and abilities.

Objectives

Upon completion of the program, the graduate functions as a beginning-level professional nurse practitioner in a variety of settings.

The graduate will: (1) use the intellectual skills of observation, assessment, planning, and evaluation to establish and implement nursing goals; (2) understand how man functions in relationship to himself and others in health and sickness; (3) apply principles of leadership in directing nursing care of patients; (4) function as a colleague with members of an interdisciplinary team; (5) possess a foundation for continuing professional development in nursing; (6) maintain the standards of nursing services through constant assessment of existing practices and through participation in professional and community organizations; and (7) recognize the structures of a variety of health care systems and the effect which the structure has on the nature of nursing practice.

The Nursing Major

The nursing major, consisting of four semesters of full-time study, is offered in two programs identified as Program I and Program II. Both programs are based upon the philosophy that general education courses provide the foundation for the professional courses of the nursing major. In keeping with this philosophy, course requirements in the humanities, social sciences, and natural sciences have been



identified as prerequisites for both programs. Sixty general education credits are required for admission to Program I. In addition to presenting the required prerequisites for the nursing major, students who enroll in Program II are required to hold a baccalaureate degree in another discipline before admission to the professional program. Both programs lead to the degree of Bachelor of Science in Nursing.

The programs are planned so that the student moves from less-complex situations in the care of individuals and families, to those situations which test ability to provide leadership in the delivery of health services. Initially attention is focused on the acquisition of nursing skills and the role of the professional nurse in the care of adult patients.

In the courses of the second and third semesters, the student studies the patient in the hospital, the home, and the community. The content of one semester deals with the family in which childbearing women, their children, and their family, provide the focus for the learning experiences. The content and experiences offered in the alternate semester, provide the student with the opportunity to explore the needs of patients and families who are facing problems of short- and long-term physical and emotional illnesses. Study of the effect of the environment upon health and disease is correlated with the content of this semester.

In the final semester the student cares for patients with multiple nursing needs including more complex medical-surgical problems. The student learns the principles of leadership and has the opportunity to apply them in the clinical setting.

Courses in the biological and social sciences are offered concurrently with the nursing courses. Pharmacology, nutrition, and diet therapy are included in the nursing courses of the curriculum.

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

Plan of Program I

Detailed descriptions of the courses listed below may be found beginning on p. 23.

<i>Third Year</i>	
<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	1
Biological Science 130	4
Social Science 109	2
	<hr/>
	17

<i>Spring semester</i>	
Nursing 155	11
Social Science 110	2
Biological Science 132	3
	<hr/>
	16

<i>Fourth Year</i>	
<i>Fall semester</i>	
Nursing 154	10
Public Health 246	2
Biological Science 131	3
	<hr/>
	15

<i>Spring semester</i>	
Nursing 250	12
Social Science 108	3
Social Science 207	2
	<hr/>
	17

Plan of Program II

Detailed descriptions of the courses listed below may be found beginning on p. 23.

<i>First Year</i>	
<i>Fall semester</i>	<i>Hours</i>
Nursing 153-156	10
Nursing 160	1
Biological Science 133	3
Social Science 109	2
	<hr/>
	16

<i>Spring semester</i>	
Nursing 157	10
Social Science 110	2
Biological Science 134	3
	<hr/>
	15

<i>Second Year</i>	
<i>Fall semester</i>	
Nursing 256	10
Biological Science 136	3
	<hr/>
	13

<i>Spring semester</i>	
Nursing 257	12
Social Science 108	3
Social Science 207	2
	<hr/>
	17

Admission

General Requirements

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

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

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

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

Specific Requirements for Program I

Students who have completed a minimum of sixty semester hours in any university, college, or junior college accredited by one of the regional associations of colleges and secondary schools may apply for transfer to Program I of the nursing major. Applicants to this Program are required to take the NLN Pre-Nursing and Guidance Examination.

The following distribution of courses is to be used as a guideline in planning a program for the first two years of college. Records will be reviewed on an individual basis and adjustments made.

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

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

Natural science and mathematics, 12 credits: general biology (4 credits) and general chemistry (4 credits) are required. Those applicants who did not take biology or chemistry in high school are required to take a year of that particular science in college. Based on individual evaluation, other college science and mathematics may be accepted in place of additional credits in biology and chemistry. Transfer credit will not be granted for science courses with an ecological or social science approach.

Social science and history, 12–22 credits: sociology (3 credits required), psychology (3 credits required), political science, anthropology, economics.

Specific Requirements for Program II

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

The following distribution of courses is required for admission to Program II.

Humanities, 10 credits.

Social science, 10 credits.

Natural science, 8 credits. Although records are reviewed on an individual basis, general biology (4 credits) and general chemistry (4 credits) are considered essential prerequisites. Those applicants who did not take biology or chemistry in high school are required to take a year of that particular science in college. Transfer credit will not be granted for science courses with an ecological or social science approach.

Applications

Prospective students should write the Office of Admissions, Cornell University–New York Hospital School of Nursing, 1320 York Avenue, New York, New York 10021, for forms to be used in making application for admission.

Important Dates

The following information and dates apply for applicants to both programs of the nursing major. Requests for applications may be made any time after May 1, 1974, for admission in September 1975.

Admissions applications are due by October 1, 1974, for early review and by January 1, 1975, for regular review. Applications will be released and accepted after January 1, if places remain to be filled.

Early review decisions are announced by January 1. Though all applicants who have

completed their applications by October 1 will be interviewed in the fall, only those meeting the criteria for early review will receive their admissions decision by January 1. In addition those applicants who do not qualify for the program will be notified once their application has been reviewed. Decisions made by regular review are announced in March and April. Applications submitted after January 1 will be acted upon as they are completed.

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

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

Visits to the School

Members of the staff are available to meet with prospective applicants to discuss the School's admission requirements, application procedures, and the appropriateness of the applicant's general education in satisfying the requirements for admission. Although appointments for these visits are not required, prospective applicants are urged to call the Admissions Office before visiting the School.

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

Grades and Academic Standing

The Academic Standards Committee, composed of faculty representing the two nursing programs and the dean or her representative, meets at least two times each year to review the academic records of students in the School. The Committee is responsible for reviewing the records of students whose suitability for nursing is in question, whose cumulative average does not meet minimal standards for promotion, whose cumulative average has dropped seriously since the previous semester, or students whose performance in the major nursing course is below the acceptable level of achievement.

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

The grading system is based on a 4.0 scale as follows: 4.0–3.5 (100–90% = A) excellent

to very good; 3.4–2.5 (89–80% = B) good; 2.4–1.5 (79–70% = C) satisfactory to marginal; 1.4–0.5 (69–60% = D) below acceptable level; 0.4–0.0 (Below 60% = F) failing.

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

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

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

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

Academic Standing

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

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

Dean's List

Effective with the Class of 1976, students who attain a semester average of 3.50 without any D or U grades and have completed all of the required course work by the end of the semester are eligible for the Dean's List. The Dean's List will be posted by the Office of Records.



Dismissal

The faculty of the School of Nursing reserves the privilege of retaining only those students who in their judgment demonstrate satisfactory progress towards the degree, meeting the requirements of scholarship, mental and physical health, and personal attributes considered suitable for professional nursing practice. Students whose suitability for nursing is questioned may be asked to withdraw from the School.

Withdrawal

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

Degree Requirements

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

Bachelor of Science with Distinction

Upon recommendation of the faculty, the degree of Bachelor of Science in Nursing with distinction will be conferred upon those students who: have achieved a cumulative average of 3.50 (effective with the Class of 1976), completed all requirements for the degree, and attained a grade point average of B for college work completed prior to transferring to the School of Nursing.

Sigma Theta Tau

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

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

State Registration for Graduates

Graduates of the School are urged to take the state board examination for licensure which is administered by the State Education Department of New York. Each graduate is expected to take the first examination for licensure which is administered after the student has completed the nursing program. Graduates who plan to work outside of New York State should determine whether the state has a mandatory licensure law. If so, the graduate is urged to establish a date of employment based upon the expected date of licensure. Satisfactory completion of this examination licenses the graduate of the School as a Registered Nurse (R.N.). The application for the examination is released by the Office of Records during the final semester in which the student is registered in the School.

Expenses

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

The estimated total expenses include:

<i>Item</i>	<i>Estimate</i>
Tuition	\$2050
*Housing	750
Food and maintenance	1000
Books and supplies	250
Uniforms, entering students	250
Transportation, clinical experience	150
Incidental expenses	450
**Health insurance	

* Housing: Beginning with the 1974-1975 school year, students will be housed in apartment facilities, Lasdon House. The estimated cost is based on three or four students sharing an apartment for a nine month period. Details regarding housing should be available during the April preceding the next school year.

Fees

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

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

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

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

Late Registration Fee. A fee of \$5 is charged to each late registrant. First semester registration closes 5 p.m., August 30, 1974. Second semester registration closes 5 p.m., Friday, January 31, 1975.

Payment of Bills

Bills for fixed charges are distributed approximately two weeks prior to each semester. The bill is due and payable at registration each semester, unless special arrangements have been made with the School. The amount, time, and manner of payment of tuition, fees, or other charges may be changed at any time without notice. Students who have questions regarding their bills or the payment of grants or loans should see the assistant to the dean, in NR 214.

Provision is made for the payment of bills during the registration period at the beginning of

**** Health insurance:** Each student is required to be enrolled in a health insurance plan. An associated hospital plan is available to all students in the Medical Center. Students will be exempt from enrollment in the Center plan if they give evidence of carrying comparable health insurance and sign a waiver to that effect at the time of admission and every semester thereafter while registered in the School. Students enrolled in the plan available at the Medical Center will be billed each semester. These charges will appear as a separate item on the bill and will reflect the current insurance rates. Questions concerning waivers or billing should be discussed with the assistant to the dean, NR 214.

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

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

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

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

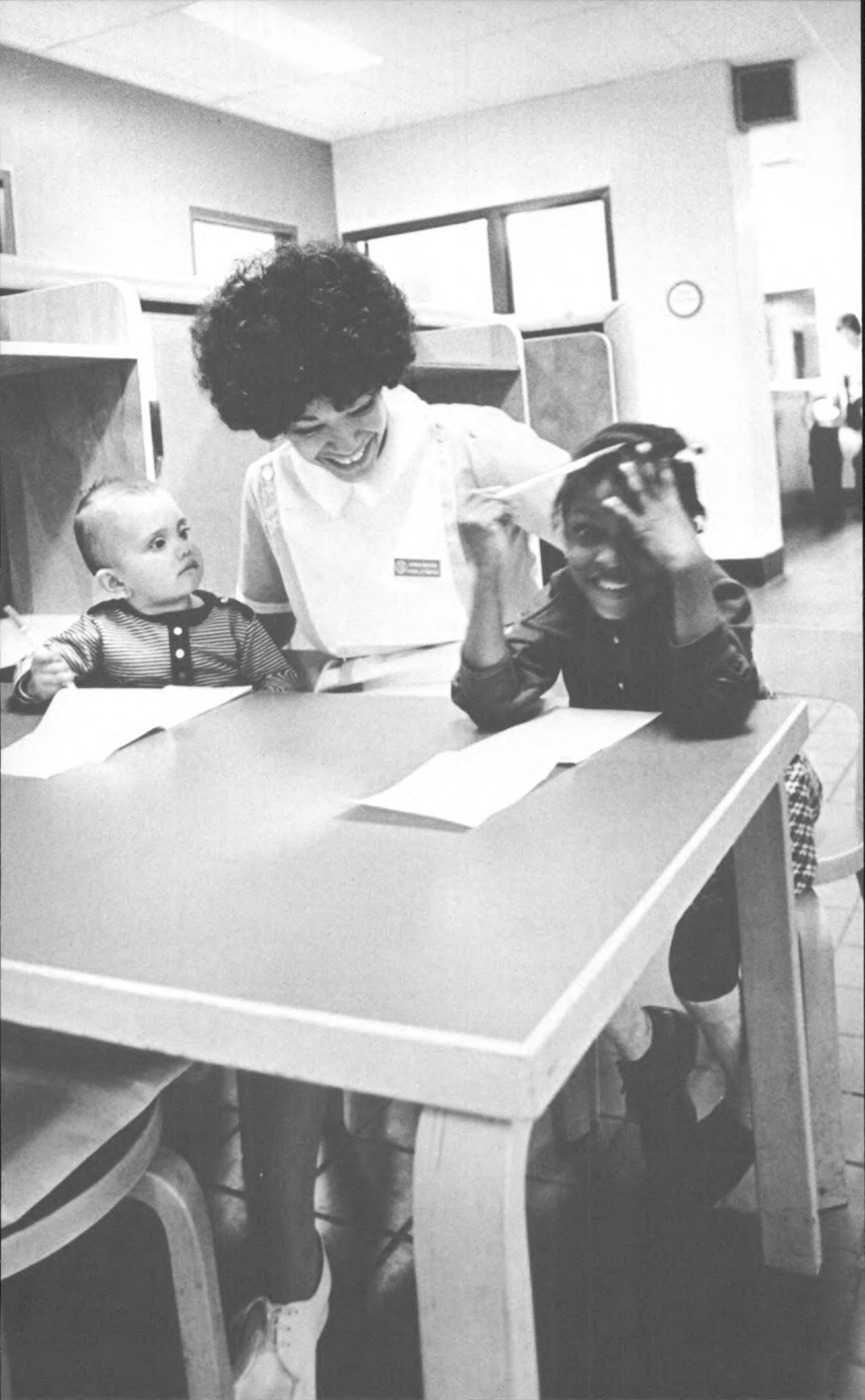
Refunds

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

Financial Assistance

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

The Cornell University-New York Hospital School of Nursing participates in the College Scholarship Service (CSS) of the College Entrance Examination Board. Participants in



CSS subscribe to the principle that the amount of financial assistance granted a student should be based upon financial need. The CSS assists colleges and universities and other agencies in determining the student's need for financial assistance. Each entering student who seeks financial assistance is required to submit a copy of the appropriate Confidential Statement form to the College Scholarship Service by February 1, designating Cornell University-New York Hospital School of Nursing as one of the recipients. The Confidential Statement should be obtained from the School of Nursing.

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

Loans are available from a fund established jointly by the School and the federal government under the terms of Public Law 92-158, Nurse Training Act of 1971. No more than \$2,500 may be borrowed by a student during an academic year. The amount of loan awarded to each eligible student is dependent upon the total amount of federal funding made available to the School. To be eligible for either a grant or a loan, a student must intend to be enrolled at least half-time and demonstrate the need for financial assistance. In addition, the student must be a citizen or national of the United States, or have immigration status and personal plans to justify the conclusion that he or she intends to become a permanent resident of the United States.

Application for Financial Assistance

Entering students who will need financial assistance should return the Financial Assistance Application with their application forms by February 1. These will be forwarded to the chairman of the Financial Assistance Committee. The Confidential Statement should be filed through the College Scholarship Service by February 1, of the year the applicant anticipates admission to the School of Nursing.

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

Financial Assistance Administered by the School

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

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

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

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

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

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

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

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

The Switzer Foundation Grant. A grant of \$1,500 is made available to the School each year. This grant is intended to assist students who are American citizens living within fifty miles of New York City and who have financial need.

Tudor Foundation Student Loan Fund. A loan Fund established by the Foundation and administered by the School to assist students in need of aid who hold scholarships or grants to defray the cost of tuition and who need

further financial assistance to enable them to attend the School. Loans from the Fund are not to exceed \$1,000 to any one student in any one school year.

Women's Florist Association, Inc., Scholarship.

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

The Christian C. Yegen Scholarship Fund.

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

Financial Assistance Administered by Outside Sources

New York State Regents Scholarships, Grants, and Loans

The following scholarships are available for residents of New York State. Applicants should apply through their high school principal while they are still students in high school.

For more information on any of these, write to the State Education Department, State University of New York, Albany, New York 12224 requesting the leaflet *Opening the Door to College Study through the New York State Regents Scholarship Examination*.

Regents Scholarships for Basic Professional Education in Nursing. Amount, \$200-\$500 a year depending upon financial need; applicable only to the period in the School of Nursing.

Regents College Scholarships. Amount, \$250-\$1,000 a year depending upon financial need for a maximum of five years; applicable to the first two years of college and to the period in the School of Nursing.

Regents Scholarships in Cornell. A tuition-reducing scholarship ranging in amount from \$100 to \$1,000 a year depending upon financial need for a maximum of four years; applicable to the first two years of college and to the period in the School of Nursing.

Regents Scholarships for Children of Deceased or Disabled Veterans. Amount, \$450 a year for four years; applicable to the first two years of college and to the period in the School of Nursing.

New York Higher Education Assistance Corporation sponsors a program through which

students may obtain loans from local savings banks.

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

Armed Services

Army and Navy Nurse Corps Student Programs

Students in either of the basic nursing programs may apply for appointments in the Army Student Nurse Program six to eight weeks prior to entrance to the School, or to the Navy Nurse Corps Candidates Program prior to March 1, for fall entrance. The student must have had receipt of acceptance to Cornell University-New York Hospital School of Nursing before the applications will be considered. The appointments carry generous financial allowance. A student who participates twelve months or less serves on active duty in the respective service for twenty-four months. If two years of support has been given, the student serves thirty-six months.

General Information

School Government

Any student entering the School is automatically a member of the student organization. The functions of this organization are to contribute to the development of the professional education of the individual student through co-operation with fellow students and faculty; to represent the individual student in matters of student-faculty concern; to encourage in the student body maturity in matters of scholarship and personal conduct; to provide an all-inclusive organization through which business pertaining to the whole body of students may be transacted; and to foster an attitude of involvement in student life and development in the nursing program.

Housing Regulations

Students attending the School of Nursing may live in University housing or select their own living facilities within the community. Applications for University housing should be available on or about each April 1. Students living a distance from the School should consider the time to be spent in commuting each day. Classes and clinical experience may be sched-



uled Monday through Saturday in a combination of hours which may begin as early as 7:30 a.m. and end at 9 p.m.

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

Recreational Facilities

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

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

Health Services

Personnel Health Service, maintained by The New York Hospital, provides health care for students enrolled in the School. This includes ambulatory medical care in the outpatient clinics and, when indicated, the admission to The New York Hospital. Students are expected to take corrective action for any health problem including dental work prior to registration in the School. Elective procedures required after admission are to be scheduled during vacation periods.

Upon registration in the School, each student has a complete physical examination including routine tests. The student's health is closely monitored by Personnel Health Service throughout the program. However, each student is expected to be self-directive in maintaining a positive health status.

Students are expected to report illnesses and/or other health problems promptly. The Office of Records is to be notified when the student will be unable to attend classes or clinical laboratory.

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

Counseling Services

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

The director of student relations assists students in every way possible in their educational, personal, and social adjustment, and co-operates with the faculty in helping students in these areas and directs students to those members of the staff who are best qualified to be of assistance in relation to the particular problem at hand.

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

Division of Continuing Education

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

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

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

Information on programs being offered, applications, and fees may be obtained by writing to: Division of Continuing Education, 1320 York Avenue, Room NR 340, New York, New York 10021.

Facilities for Instruction

The facilities of The New York Hospital-Cornell Medical Center provide the setting for the major part of the educational program offered to students in both divisions of the School of

Nursing. The classroom and office facilities for the School are located at 1320 York Avenue, New York City. In addition to the usual classroom and conference room facilities there is an audiovisual laboratory and learning laboratories for the practice of basic nursing skills.

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

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

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

The clinical nursing departments have small libraries containing literature pertaining especially to the subject matter of the department.

These collections, interlibrary loans, and photoduplicate copies from other libraries, including the National Library of Medicine, supplement the main library.

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

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



Cornell University

Description of Courses

Nursing Courses

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

153-156 Introduction to the Nursing Process, Care of the Adult Patient Fall. Credit: five hours, theory; five hours, clinical laboratory. M. A. Miller and faculty.

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

154-157 Maternal-Child Nursing Fall and spring. Credit: five hours, theory; five hours, clinical laboratory. Prerequisite: Nursing 153-156. Registration for this course is by advisement. E. W. Haas and faculty.

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

155 Nursing in Long-term Illness Spring. Prerequisite: Nursing 153. Credit: six hours, theory; five hours, clinical laboratory. B. H. Rosner and faculty.

Stresses concepts and skills of therapeutic intervention with adults who have psychosocial and physiological dysfunction. Students develop nurse-patient relationships with adults in psychiatric, rehabilitation, and home settings. Introduction to group process is included theoretically and clinically.

160 Interpersonal Processes in Nursing Fall. Credit one hour. Prerequisite: psychology, three credits; sociology, three credits. L. Schwager.

Concepts of behavior, anxiety, socialization, and grief are studied in the context of the nurse-patient relationship. Emphasis is on principles of communication and interviewing. The content is prerequisite to subsequent nursing courses.

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

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

256 Community Health: Care of Patients with Environmentally Related Health Problems Fall. Credit: five hours, theory; five hours, clinical laboratory. Prerequisites: Nursing 156, 157. J. A. Keith and faculty.

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

257 Dimensions of Nursing Spring. Credit: four hours, theory; eight hours, clinical laboratory. Prerequisites: Nursing 156, 157, 256. E. K. Herrmann and faculty.

Consideration of various aspects of professional nurse practice: caring for patients with acute medical-surgical illnesses who have multiple and complex nursing needs; having responsibility for nursing care of groups of patients; and participating in the leadership activities related to nursing care. A variety of hospital and community settings will be utilized for clinical practice.

Professionally Related Courses

130 Biological Science Fall. Credit four hours. Registration is by advisement and with permission from the instructor. R. S. Rubenstein.

An introductory course designed to identify fundamental concepts of structure and function in the human organism. Selected underlying anatomical and physiological disturbances that occur in man will be correlated with the clinical nursing course 153. Biochemical principles of metabolism, electrolytes, and acid-base balance are integrated.

131-134 Biological Science Fall and spring. Credit three hours. Prerequisite: Biological Science 130 or 133. Offered concurrent to Nursing 154-157. R. S. Rubenstein.

The reproductive cycle in man will be studied. Principles of heredity, general embryology, and medical genetics will be covered. There will be a survey of the microorganisms detrimental to man, designed to acquaint the student with communicable diseases that are endemic to society. Principles of immunity will be included. The correlation between disease patterns and social climate will be identified.

132-136 Biological Science Fall and spring. Credit three hours. Prerequisite: Biological Science 130 or 133. Offered concurrent to Nursing 155 and Nursing 256. V. Stolar.

Morphological and functional study of the nervous system in man with special reference to interference of normal pathways. Neurone physiology, neuroanatomy, receptor physiology, neural pathways as a basis for integrative activity, and neuromuscular relationships are included. Degenerative processes in basic tissues will also be explored. Selected disturbances that occur in man will be correlated with clinical nursing.

133 Biological Science Fall. Credit three hours. Registration is by advisement and with permission from the instructor. V. Stolar.

An introduction to the properties and physiological processes common to all animals. Protoplasmic organization, membrane characteristics, energetics, control systems, and cell division will be covered. The cardio-vascular-pulmonary and gastrointestinal systems will be studied. Emphasis will be placed on interference of normal function, mechanisms of compensation, tissue change, and sequelae. Hormones will be surveyed to understand their control of biological processes.

140 Pharmacology Spring. Credit two hours. Prerequisites: Registration for this course is by advisement. It is open to students who have completed Nursing 153-156, 154-157 or their equivalent. A. Drakontides.

The emphasis of the course is placed on the basic principles of pharmacology. These principles are elaborated in discussions of drugs acting on the nervous system, cardiovascular drugs, chemotherapy, endocrine pharmacology, and drug interactions.

108 Introduction to Research Spring. Credit three hours. J. S. Chapman.

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

109 Life-span Growth and Development, Part I Fall. Credit two hours. E. Werlin.

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

110 Life-span Growth and Development, Part II Spring. Credit two hours. E. Werlin.

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

207 Nursing in the Social Order Spring.
Credit two hours. E. C. Lambertsen.

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

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

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

Spanish for Professional Workers Spring.
Credit two hours. Prerequisites: basic Spanish vocabulary and conversational ability. Faculty to be appointed.

Provision is made for a selected group of students in the first year of the nursing major to register for Spanish. The course assists the person already familiar with Spanish to develop skills in conversation as it relates to professional practice in the New York City community. There is a special charge for this course. Enrollment limited.

Independent Study Students undertake self-directed systematic study in an area of interest under the preceptorship of a faculty member. Proposals must have the approval of the Committee for Independent Study. This experience is planned for the January intersession.

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



Cornell University

Register

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The New York Hospital Administration

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Professional Services
Richard J. Olds, Associate Director, Engineering
and General Services
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Professional Services
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Corporate Affairs

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Services
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and Assistant Professor of Nursing
Gloria E. Wilson, M.A., R.N., Assistant Dean and
Assistant Professor of Nursing

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 Louise S. Hazeltine, M.A., R.N., Associate Dean
 Muriel R. Carbery, M.S., R.N., Associate Dean and Professor of Nursing
 Nina T. Argondizzo, M.A., R.N., Assistant Dean and Assistant Professor of Nursing
 Gloria E. Wilson, M.A., R.N., Assistant Dean and Assistant Professor of Nursing
 Meimi Joki, A.B., Assistant to the Dean
 Edna Johnson, Director of Student Relations
 Judith A. Court, M.A., Director of Admissions

Undergraduate Faculty

Eddie Mae Barnes, B.S., R.N., Instructor in Nursing; Director of Nursing, Payne Whitney Psychiatric Clinic
 Helen M. Berg, Ed.D., R.N., Associate Professor of Nursing; Department Head of Medical Nursing
 Marie Boguslawski, M.S.N., R.N., Assistant Professor of Nursing
 Marion Peters Braxton, M.P.H., R.N., Assistant Professor of Nursing
 Muriel R. Carbery, M.S., R.N., Professor of Nursing
 Francesca Castronovo, M.A., R.N., Assistant Professor of Nursing
 Jacqueline Sue Chapman, M.S.N., R.N., Assistant Professor of Nursing
 Margaret Cotterell, M.A., R.N., Assistant Professor of Nursing
 Sister Catherine M. Cummings, M.S.N., R.N., Assistant Professor of Nursing
 Marion Phyllis Cunningham, M.S., R.N., Assistant Professor of Nursing
 Helen Demitroff, M.A., R.N., Assistant Professor of Nursing
 Alice DonDero, M.A., R.N., Assistant Professor of Nursing; Department Head of Pediatric Nursing
 Jeanne B. Dorie, M.A., R.N., Assistant Professor of Nursing
 Anna Drakontides, Ph.D., Associate Professor of Pharmacology
 Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head of Operating Room Nursing
 I. Darlene Erlander, M.A., R.D., Assistant Professor of Nutrition
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 Elenora Haas, M.S., R.N., C.N.M., Assistant Professor of Nursing
 Eleanor Krohn Herrmann, M.S., R.N., Assistant Professor of Nursing

Maryann Johnston, M.Ed., R.N., Instructor in Nursing
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 Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing
 Agnes Morgan, M.A., R.N., Assistant Professor of Nursing
 *Janet Nielson Natapoff, M.S., R.N., Assistant Professor of Nursing
 Deanna R. Pearlmutter, Ed.D., R.N., Associate Professor of Nursing
 Bernice Horner-Rosner, M.S.N., R.N., Assistant Professor of Nursing
 Reva Scharf Rubenstein, Ph.D., Associate Professor of Science
 Lois Schwager, M.A., R.N., Assistant Professor of Nursing
 Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing; Department Head of Surgical Nursing
 Elizabeth D. Ivey Smith, M.A., R.N., Assistant Professor of Nursing
 Evelyn G. Sobol, M.A., R.N., Assistant Professor of Nursing
 Vera Stolar, M.S., R.N., Assistant Professor of Science
 Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing; Department Head of Obstetric and Gynecologic Nursing
 Madeleine S. Sugimoto, M.Ed., M.A., R.N., Assistant Professor of Nursing
 Susan Tollett, M.S., R.N., Instructor in Nursing
 Edna E. Tuffley, M.A., R.N., Assistant Professor of Nursing; Department Head, Baker Pavilion Nursing Service
 Carolyn E. Wagner, M.A., R.N., Instructor in Nursing; Department Head of Outpatient Nursing
 Eloise Werlin, M.S., R.N., Assistant Professor of Nursing
 Rita Reis Wiczorek, M.A., R.N., Assistant Professor of Nursing
 Gloria E. Wilson, M.A., R.N., Assistant Professor of Nursing; Assistant Dean

* Leave of absence 1974-1975

Continuing Education Faculty

Nina T. Argondizzo, M.A., R.N., Assistant Professor of Nursing; Assistant Dean
 Eddie Mae Barnes, B.S., R.N., Instructor in Nursing; Director of Nursing, Payne Whitney Psychiatric Clinic
 Mary Bartlett, M.S., R.N., Instructor in Nursing
 Louise Battista, M.A., R.N., Instructor in Nursing
 Helen M. Berg, Ed.D., R.N., Associate Professor of Nursing; Department Head of Medical Nursing
 Mary T. Bielski, M.A., R.N., Associate Professor of Nursing
 Patricia Boos, B.S., R.N., Assistant in Instruction
 Barbara Boyce, M.A., R.N., Instructor in Nursing
 Grace E. Brown, M.A., R.N., Instructor in Nursing
 Muriel R. Carbery, M.S., R.N., Professor of Nursing; Associate Dean
 Amy Chou, M.A., R.N., Instructor in Nursing
 Elaine Crimmins, M.A., R.N., Instructor in Nursing
 Edna Danielsen, M.A., R.N., Assistant Professor of Nursing
 Virginia C. Dericks, M.A., R.N., Assistant Professor of Nursing
 Alice DonDero, M.A., R.N., Assistant Professor of Nursing; Department Head of Pediatric Nursing
 Dorothy Ellison, M.A., R.N., Associate Professor of Nursing; Department Head of Operating Room Nursing
 Susan Feldman, M.A., R.N., Instructor in Nursing
 Joanne Foster, M.A., R.N., Administrative Liaison, Assistant Director of Nursing Service
 Geraldine K. Glass, M.A., R.N., Assistant Professor of Nursing
 Alene Haas, M.A., R.N., Instructor in Nursing
 Christina L. Haas, M.A., R.N., Instructor in Nursing
 Alice Hugo, M.A., R.N., Assistant Professor of Nursing
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 Eleanor C. Lambertsen, Ed.D., D.Sc. (Hon.), R.N., Professor of Nursing; Dean of the School of Nursing
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 Margery Manly, M.A., R.N., Instructor in Nursing
 Marjorie A. Miller, M.S., R.N., Associate Professor of Nursing
 Grace Moroukian, M.A., R.N., Assistant Professor of Nursing
 Diana Newman, M.A., R.N., Instructor in Nursing
 Margaret J. O'Brien, M.A., M.P.H., R.N., Adjunct Assistant Professor
 Patricia M. O'Regan, M.A., R.N., Instructor in Nursing
 Madeline Petrillo, M.Ed., R.N., Assistant Professor of Nursing

Eva M. Reese, M.S., R.N., Adjunct Assistant Professor
 Lena J. Saffioti, M.A., R.N., Assistant Professor of Nursing
 Adele Schlosser, M.P.H., R.N., Adjunct Assistant Professor
 Doris Schwartz, M.A., R.N., Associate Professor of Nursing
 Laura L. Simms, Ed.D., R.N., Associate Professor of Nursing; Department Head of Surgical Nursing
 Marie D. Strickland, M.Ed., R.N., Assistant Professor of Nursing; Department Head of Obstetric and Gynecologic Nursing
 Carolyn E. Wagner, M.A., R.N., Instructor in Nursing; Department Head of Outpatient Nursing
 Mamie Kwoh Wang, M.A., R.N., Assistant Professor of Nursing
 Margie Warren, M.A., R.N., Assistant Professor of Nursing

Emeritus Professors

Virginia M. Dunbar, M.A., R.N., Professor Emeritus of Nursing and Dean Emeritus
 Verda F. Hickox, M.A., R.N., Professor Emeritus of Nursing
 Mary Klein, M.A., R.N., Professor Emeritus of Nursing
 Margery T. Overholser, M.A., R.N., Professor Emeritus of Nursing
 Bessie A. R. Parker, B.S., R.N., Professor Emeritus of Nursing
 Veronica Lyons Roehner, M.A., R.N., Professor Emeritus of Nursing
 Henderika J. Rynbergen, M.S., Professor Emeritus of Science
 Agnes Schubert, M.S., R.N., Professor Emeritus of Nursing

Class of 1975

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

Program I

Anselmo, Jeanne, Bayside, New York (Hunter College)
 Appleton, Roselle, Englewood, New Jersey (New York University)
 Bane, Merel, New York, New York (State University at New Paltz)
 Banfield, Nancy, Van Etten, New York (State University at Geneseo)
 Berger, Barbara, Fort Lee, New Jersey (Elmira College)
 Bockeloh, Roberta, Rye, New York (Ohio Wesleyan University)

- Bonomo, Barbara, Brooklyn, New York (Wagner College)
- Braunstein, Janet, Bay Shore, New York (Newton College)
- Brodsky, Michele, New Rochelle, New York (Cornell University)
- Christensen, Janet, Maywood, New Jersey (Houghton College)
- Coleman, Mary, Bryn Mawr, Pennsylvania (Ursinus College)
- Connors, Elaine, Farmingdale, New York (Harriman College)
- Cook, Lois, Briarcliff Manor, New York (The King's College)
- Day, Carolyn, Carmel, New York (Albright College)
- DeCuir, Sydnee, Pt. Pleasant Beach, New Jersey (Rutgers)
- DeJoseph, Gloria, Jackson Heights, New York (St. John's University)
- Devlin, Patricia, Bayside, New York (Queens College)
- Diethelm, Linda, Birmingham, Alabama (Pine Manor Junior College)
- Fricke, Kathryn, Darien, Connecticut (Elmira College)
- Gavin, Patricia, Hicksville, New York (Nassau Community College)
- Gottlieb, Miriam, Middletown, New York (Ithaca College)
- Graves, Barbara, Winchester, Massachusetts (Wellesley College)
- Gulick, Leslie, Potsdam, New York (State University at Potsdam)
- Hampson, Margot, Brooklyn, New York (Immaculata College)
- Hart, Brenda, Jamaica, New York (Cornell University)
- Heidrich, George, Ann Arbor, Michigan (Eastern Michigan University)
- Hoogerhyde, Carol, North Haledon, New Jersey (William Patterson College)
- Horan, Eileen, Bronx, New York (Hunter College)
- Hubbell, Jane, Chappaqua, New York (Pasadena City College)
- Jamison, Deborah, South Burlington, Vermont (University of Vermont)
- Janas, Ann Marie, Flushing, New York (Marymount College, Tarrytown)
- Kikuchi, Janice, New York, New York (Cornell University)
- Kliwer, Jody, Corvallis, Oregon (Boston University)
- Koester, Nancy, Long Island City, New York (Queens College)
- Liszauer, Susan, Montreal, Quebec (McGill University)
- Lukens, Jan, Montpelier, Vermont (Cornell University)
- Lundy, Carolyn, Purdys, New York (Marist College)
- McDermott, Monica, Queens Village, New York (Nassau Community College)
- McGuinness, Kathleen, Putnam Valley, New York (Mount St. Mary College)
- McNamara, Maureen, New York, New York (State University at Binghamton)
- Maddi, Linda, Bronx, New York (Fordham University)
- Marsland, Patricia, McLean, Virginia (Cornell University)
- Mart, Susan, Piscataway, New Jersey (Alderson-Broadus College)
- Mullen, Mariquita, Washington, D. C. (American University)
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- Nissley, Patricia, Highland Park, New Jersey (Douglass College)
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- Presutti, Michael, Belmont, New York (Cornell University)
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- Schlachter, Joanne, Jackson Heights, New York (State University at Albany)
- Schreier, Audrey, Spring Valley, New York (Rockland Community College)
- Sherard, Lynn, Oakdale, New York (Elmira College)
- Skarie, Elizabeth, Spencer, West Virginia (University of Minneapolis)
- Smith, Pamela, Fair Lawn, New Jersey (Houghton College)
- Smith, Susan, Darien, Connecticut (Connecticut College)
- Steiner, Linda, Glendale, New York (Fordham University)
- Strohl, Roberta, Passaic, New Jersey (Fairleigh Dickinson University)
- Terpstra, Myrna, Newton, Iowa (Calvin College)
- Uzenoff, Barbara, Clark's Summit, Pennsylvania (Keystone Junior College)

Wisniewski, Clare, Bronx, New York (Fordham University)

Program II

Askenasy, Joan, New York, New York (Brandeis University)

Benson, Carolyn, Santa Barbara, California (George Washington University)

Bernsley, Lenore, Garden City, New York (Boston University)

Brett, Susan, Forest Hills, New York (Cornell University)

Brown, Katheryne, Stamford, Connecticut (Connecticut College)

Burns, Elizabeth, Villanova, Pennsylvania (Smith College)

Christensen, Kathleen, Pittsburgh, Pennsylvania (George Washington University)

Cinnamon, Carol, New York, New York (Yeshiva University)

Clucas, Aileen, Menlo Park, California (San Francisco City College)

Codington, Julia, Clinton, South Carolina (Agnes Scott College)

Conway, Linda, Pittsburgh, Pennsylvania (George Washington University)

Curry, Mary, Hillsdale, New Jersey (Trinity College)

Dorman, Priscilla, Pittsfield, Massachusetts (Smith College)

Edell, Sara, New York, New York (City College)

Ether, Elise, Saratoga, New York (Houghton College)

Funk, Marjorie, Bristol, Connecticut (Wheaton College)

Gauquie, Margaret, Newburgh, New York (Syracuse University)

Goldman, Shelley, Jamaica, New York (State University at Stony Brook)

Guzman, Lani, New York, New York (Brown University)

Heidrich, Susan, Ann Arbor, Michigan (Eastern Michigan University)

Humphreys, Paget, Grosse Pointe, Michigan (Goucher College)

Klapper, Jonni, Far Rockaway, New York (Cornell University)

Langan, Rebecca, Leawood, Kansas (University of Kansas)

Leach, Laurel, Melrose, Massachusetts (Tufts University)

Lonergan, Kathleen, W. Roxbury, Massachusetts (Tufts University)

Mazlen, Anne, New York, New York (City University of New York)

Mongan, Kathleen, Manchester, New Hampshire (Boston College)

Needy, Carolyn, Fishkill, New York (Middlebury College)

Neleber, Robin, Manchester, Connecticut (Mt. Holyoke College)

Obedzinski, Marilyn, Syracuse, New York (Mt. Holyoke College)

Oken, Stephanie, Palisades Park, New Jersey (George Washington University)

Orlic, Susan, New York, New York (Brown University)

Orlinoff, Sheila, Akron, Ohio (Case Western Reserve University)

Pittman, Barbara, New York, New York (City College)

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Robinovitz, Elaine, Bayside, New York (Queens College)

Rogers, Lydia, Melrose, Massachusetts (University of Wisconsin)

Sanderson, Vickie, Bronx, New York (Hunter College)

Sauda, Jean, Syracuse, New York (University of Michigan)

Senie, Ruby, Dalton, Massachusetts (Queens College)

Shaffer, Ava, Rockville, New York (Cornell University)

Stilson, Sarah, New Haven, Connecticut (Wellesley College)

Stone, Dorothy, New York, New York (Columbia University)

Stryker, Jane, San Antonio, Texas (University of Illinois)

Troy, Janet, Brooklyn, New York (Fordham University)

Valjaots, Linda, Huntington Station, New York (State University at Binghamton)

Walsh, Nancy, Drexel Hill, Pennsylvania (Fordham University)

Wexler, Karen, Lexington, Massachusetts (Northwestern University)

Wiltse, Margaret, Cincinnati, Ohio (Bryn Mawr College)

Winston, Carmen, New York, New York (Clarion State College)

Woltersdorf, Nora, New York, New York (Hunter College)

Wyman, Susan, New York, New York (New York University)



Cornell University

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Further Information and Application Undergraduate Program

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

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

Admissions
Cornell University—New York Hospital School of Nursing
1320 York Avenue
New York, New York 10021.

(The writer should include a zip code.)

Request Form

☐ I wish to receive further information. Please place my name on your mailing list.

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Please send me an application blank for

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name

street address

city state zip

date of birth

name of high school

address

date high school diploma received

name of college

address

dates of college attendance

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