# THE SCHOOL OF COMMUNITY HEALTH AND POLICY

**NURSING PROGRAM**

**NUTRITIONAL SCIENCES PROGRAM**

SCHOOL OF COMMUNITY HEALTH AND
SCHOOL OF COMMUNITY HEALTH AND POLICY

KIM DOBSON SYDNOR, PhD, DEAN

The School of Community Health and Policy was established to provide education and training to students in the areas of nursing, nutrition, and public health- three fields identified as having the highest needs for trained professional minorities. Graduates of all three programs have the unique advantage of obtaining specialized education and training in health disparities and community practice, skills that are in growing demand.

There are three programs in The School of Community Health and Policy: Nursing, Nutritional Sciences, and Public Health. Students may obtain undergraduate degrees in nursing and nutritional sciences and graduate degrees in nursing and public health. The primary goal of the School and its three programs is to provide high quality education and training preparing students to address health disparities within urban populations.

MISSION
The Morgan State University School of Community Health and Policy's mission is to develop a corps of health professionals committed to transforming urban communities by promoting health and reducing health inequities.

VISION
The vision of the School of Community Health and Policy is to be an integral part of the community, working to achieve optimal health.

PHILOSOPHY AND GOALS
The goal of the School of Community Health and Policy is to produce highly qualified professionals capable of developing and implementing successful strategies in health promotion and disease prevention. With an urban focused mission, we provide students with opportunities to learn and practice in underserved communities and communities of color in Maryland and across the globe.

The School of Community Health and Policy also serves as a resource and an information hub for families, communities, and government agencies in health disparities.

MAJOR GOALS

1. To provide a highly effective undergraduate and graduate educational experiences that give students the best possible practice-based preparation for productive and meaningful careers in community-focused public health, nutrition and nursing.

2. To serve as a major source of new health-based knowledge, especially as it relates to the translation of science to best practices.

3. To engage the community in equitable partnerships for the development and implementation of collaborative strategies to eliminate health disparities.

**NURSING**

MAIJA ANDERSON, DNP, RN, DIRECTOR
Associate Professor KATHLEEN GALBRAITH; Assistant Professor.; Assistant Professor ADANNA EMEJI

The undergraduate nursing program offers the Bachelor of Science degree (BS). The curriculum is built on the five components of professional nursing education: liberal arts education, professional values, core competencies, core knowledge and role development as recommended in The Essentials of Baccalaureate Education for Professional Nursing Practice. It is also designed to prepare the graduate to practice as a generalist, independently or collaboratively, with other health professionals in the promotion, restoration, and maintenance of health. Through theory and clinical practice, students will expand nursing skills and knowledge, enabling them to provide quality healthcare and to qualify for the National Council Licensure Examination for Registered Nursing (NCLEX-RN). In addition, BSN program graduates have a sound academic foundation for graduate study.

**Admissions to the Undergraduate Nursing Program**

Upon admission to the University, new students may declare nursing as their prospective major. Admission to the University does not guarantee admission to the upper level nursing program. Students will be assigned an academic advisor to guide them through successful completion of the lower level course. In this phase, students undertake coursework that will prepare them for entry into upper level division. Students must satisfactorily complete their lower level general education, university and lower level requirements in order to be eligible to apply to the upper division program. The lower level courses provide the foundation nursing students need to synthesize knowledge from the humanities, arts, and sciences as a basis to provide effective nursing care within a multicultural society.

*The Undergraduate Nursing Upper Division*

The BS program is open to both juniors at Morgan and transfer students who meet Morgan State University's (MSU) admission requirements and the admission requirements of the nursing program. Qualifications for Admission to the upper division include: (1) completion of all pre-requisite courses (2) a minimum calculated cumulative 3.0 GPA based on all prior schools attended and (3) timely submission of a complete admissions packet. Up-to-date forms will be available from the program's website. Additional conditions may apply and will be posted on the website along with the other admissions information. Admission to the upper-level nursing courses is highly competitive. Therefore, all students who meet minimum eligibility requirements may not be admitted. Students should note that, while a criminal background check is not required for admission into the nursing program, it is a requirement for clinical practice. Issues in the criminal background check may prevent you from attending clinical (and thus may delay progression through the program) and may also inhibit your ability to become licensed as a nurse.

*Transfer Students*

Transfer students must first be admitted to MSU before they are eligible to apply to the nursing program. They must also have completed all general education and pre- professional requirements prior to acceptance into the nursing program. Their academic qualifications from all previous institutions will be evaluated for admission to the program outlined above. Other conditions may also apply. Nursing credits from other schools will be accepted only as electives.

*Retention/Progression/Graduation*

In addition to those specified by the University, the undergraduate nursing program has specific requirements regarding progression, retention and graduation from the upper level Nursing Program.. Students are required to complete all Nursing courses (i.e. those listed in the catalog as starting with 'NURS") with a grade of C or better. If a letter grade of "D" or "F" is received in any nursing course, the students is automatically placed on academic probation and must retake the course the next available time the course is offered. The student cannot progress to the next nursing course level until the failing grade is successfully passed. Prerequisite course requirements must be met prior to further progression in the program. Any changes to a students' program sequence must be approved by the Nursing Program Advisor, Course Coordinator, and Undergraduate Program Committee. Nursing students must maintain a minimum cumulative 2.5 GPA and have at least a cumulative 2.5 GPA to graduate from the program. Students whose semester GPA falls below 2.5 for two consecutive terms will be dismissed from the nursing program. Note: Others conditions may apply as outlined in the MSU-BS Nursing Program Student Handbook of Academic Policy and Procedures.

**BS Nursing Program**
**Lower Level Coursework**

| | | |
|---|---|---|
| ENGL 101 | Freshman Composition 1 (EC) | 3 |
| BIOL 101 | Introductory Biology I (BP) | 4 |
| BIOL 102 | Introductory Biology II | 4 |
| ***BIOL 201 | Anatomy and Physiology | 4 |
| ***BIOL 202 | Anatomy and Physiology II | 4 |
| ***BIOL 405 | Microbiology | 4 |
| CHEM 101 | General Chemistry I (BP) | 3 |
| **CHEM 101L | General Chemistry I Lab | 1 |
| ENGL 102 | Freshman Composition II (EC) | 3 |
| HIST 350 | African Diaspora (CI) | 3 |
| HUMA 301 | Contemporary Humanities (AH) | 3 |
| *MATH 120 | Introduction to Probability (MQ) | 3 |
| *NUSC 160 | Introduction to Nutrition (HH) | 3 |
| ORCH 109 | Freshman Orientation (U) | 1 |
| PHEC | Physical Education (U) | 1 |
| PHIL 109 | Introduction to Logic (CT) | 3 |
| PHIL 220 | Ethics and Values (AH) | 3 |
| PSYC 101 | Introductory Psychology (SB) | 3 |
| PSYC 102 | Developmental Psychology | 3 |
| SOCI 101 | Introduction to Sociology (SB) | 3 |
| | **Total Credits** | **59** |

Note: Letters in parentheses represent General Education Requirements (EC, BP, IM, CI, AH, MQ, CT, SB)
(U) Indicates University Requirements
*Satisfies General Education and Nursing Program prerequisite requirements
**Required for for the Nursing Program
*** Courses must have been completed within the last five years

**BS Nursing Program**
**Upper Level Coursework**

| | | |
|---|---|---|
| NURS 300 | Introduction To Nursing | 4 |
| NURS 301 | Health Assessment | 4 |
| NURS 310 | Safe Medication Administration | 1 |
| NURS 350 | Pharmacology | 3 |
| NURS 351 | Pathophysiology | 3 |
| NURS 305 | Nursing Care of Adults | 6 |
| NURS 405 | Parent Child Nursing- Maternity | 4 |
| NURS 353 | Gerontology | 2 |
| ****NURS 360 | Technology and Infomatics in Nursing | 3 |
| NURS 401 | Nursing Care Of Adults w/Complex Problems | 6 |
| NURS 403 | Parent Child Nursing -Pediatrics | 4 |
| NURS 409 | Psychiatric – Mental Health Nursing | 4 |

| | | |
|---|---|---|
| NURS 354 | Research in Nursing | 3 |
| NURS 407 | Community Health Nursing | 5 |
| NURS 453 | Nursing Management and Leadership | 3 |
| NURS 454 | Transition into Professional Nursing | 6 |
| | Senior Comprehensive Exam | 0 |
| | **Total Credits** | **610** |

****Satisfies General Education and Nursing Program core requirement

**NURSING COURSE OFFERINGS**

**NURS 300 INTRODUCTION TO PROFESSIONAL NURSING** – *Three hours* l*ectur*e; *; 3 credits, 1 credit practicum*
This course explores the history and development of nursing as an art, science, and profession. The current and evolving roles of the nurse in meeting societal needs through integrating theory, research and practice are presented. Legal and professional regulations are discussed. Core theoretical concepts of professional nursing practice presented include health, wellness, illness, self-care and caring, disease prevention and health promotion. Interpersonal relationships, therapeutic communications, critical thinking, decision-making, clinical reasoning and ethical principles in clinical practice will be introduced. The student is guided in the application of theory to clinical practice and in the. development of essential nursing skills including cognitive, psychomotor, and therapeutic communication. Students will have regular practice in the clinical laboratory setting.) Prerequisite: Admission to nursing program. This course reasoning and ethical principles in clinical practice will be introduced. This laboratory setting. Prerequisite: Admission to the upper level nursing program

**NURS 301 NURSING PROCESS AND HEALTH ASSESSMENT—***Two hours lecture;2credits; 2 credits practicum.* This course introduces the student to the Nursing process, critical thinking, and decision-making essential for health assessment. The health assessment is based in theories and concepts of health and wellness as well as the variables that influence health status throughout the life cycle. Nursing Diagnostic Skills essential to health assessment and formulation of nursing diagnoses and health care plans are performed on consumers of various ages. A beginning application of the clinical reasoning process involving assessment, data analysis, nursing diagnosis, interventions and outcomes will be emphasized. Students will practice these skills in a simulated clinical setting and validate them in clinical practice. (FALL) Prerequisite: Admission to the upper level nursing program.

**NURS 305 NURSING CARE OF ADULTS**- *Three hours lectures; 3 credits, 3 credits practicum*. This course is an introduction to basic medical/surgical concepts that prepares students to care for adults with commonly occurring medical or surgical disorders or diseases. The theory component focuses on evidence-based practice role of the nurse in promoting, maintaining, and restoring health for adults with metabolic, respiratory, and cardiovascular problems. Nursing management is presented using the nursing process: This includes assessment data to collect, nursing diagnoses with suggested interventions and their rationales, and evaluation data to determine the effectiveness of nursing care. During the clinical practice component of this course, the student will successfully demonstrate application of the nursing process to adults with various health problems in an acute care setting. The student will have the opportunity to develop assessment skills, communication skills, cultural awareness, nursing process, critical thinking skills, teaching skills, and psychomotor skills. Students will develop beginning collaborative skills with individuals, families, peers, and health care providers in the delivery of nursing care. Prerequisite: NURS 300,301,310,350, and 351.This course has increased from 3 credits to 6 to accommodate the laboratory component from the former NURS306 Clinical in Nursing Care of Adults. (SPRING)

**NURS 310 SAFE MEDICATION ADMINISTRATION –** *One hour lecture;1 credit.*
This comprehensive medication course ensures that students are able to accurately calculate and administer all forms of medications, including oral and parental, to patients across the lifespan. Students are provided the fundamental knowledge, concepts, and methods for safe and accurate medication administration. Students will be required to use critical thinking, case studies, and simulations. Content builds from simple to complex and prepares the student to be successful in each subsequent course, and on the NCLEX. Prerequisite: Admission to nursing program. (FALL)

**NURS 350 PHARMACOLOGY**- *Three hours lecture;, 3 credits.*
This course introduces the nursing student to the basic knowledge and principles of pharmacology as applied to current nursing practice. An analysis of major classifications of drugs with a focus on physiological impact, side effects, toxicity, indication, and nursing implications is provided. Emphasis is placed on the utilization and application of the nursing process in the administration of medications. Prerequisite: Admission to nursing program. (FALL)

**NURS 351 PATHOPHYSIOLOGY AND THERAPEUTIC REGIMEN –** *Three hours lecture; 3 credits.*

This course provides an overview of pathophysiological concepts across the lifespan. The basic principles, processes, and concepts associated with common pathologies as well as the pathophysiological alterations related to body systems are explored. The definition, diagnosis, etiology, epidemiology, clinical manifestations, cultural and socioeconomic factors, and contemporary research of major diseases causing system alterations will be presented as well as clinical implications, evidence –based therapeutic regimes and nursing interventions. Prerequisite: Admission to nursing program. (FALL)

**NURS 352 HEALTH CARE ETHICS AND THE LAW –** *Three hours lecture; 3 credits.*

**(ELECTIVE**) This course is designed to introduce the student to major ethical theory, principles, and models for the recognition, analysis and resolution of ethical dilemmas in health care practice. Case studies are incorporated to illustrate principles of ethical reasoning in health care settings. Prerequisite: NURS 300 (OFFERED AS NEEDED)

**NURS 353 GERONTOLOGY –** *Two hours lecture;2credits.*

This course examines the nurse's role in promoting, maintaining and restoring the health of aging adults. The psychological, sociological, and physiological factors that influence the health of the aging, with particular emphasis given to biological changes that have implications for disease and health disorders are presented. Community, state, and federal health programs and services for the aged are discussed. Prerequisite: NURS 300. (SPRING)

**NURS 354 RESEARCH IN NURSING –** *Three hours lecture; 3 credits.*

This course introduces the concept of evidence- based nursing practice or translating research-based evidence into practice. Use of the research process to define clinical research problems and determination of the applicability to clinical decision-making are presented. Appropriate methods of analysis used in research are presented and data analysis techniques are applied to published research articles. Prerequisite: NURS300. (FALL)

**NURS 360 INFORMATICS AND TECHNOLOGY IN NURSING –** *Three hours lecture; 3credits.*

This course covers basic computer skills and introduces students to nursing informatics. Basic principlas of nursing informatics includes effective information flow, safety and security concepts of data, information and knowledge of issues related to the use of in professional nursing. It also requires students to critically appraise the use of technology in nursing. i. Students will use technology to communicate, to locate information and to evaluate effectiveness of care delivery in the practice of nursing. Prerequisite: NURS 300. *(*SPRING)

**NURS 400 GUIDED SPECIAL TOPICS IN NURSING (ELECTIVE) –** *One hour lecture;1 credit.*

The purpose of this course is to demonstrate autonomy in learning under the guidance of a nursing faculty member. The student selects an area of interest, and works with faculty to determine learning goals, outcomes and agreed upon evaluation methods. Prerequisite: NURS300. (OFFERED AS NEEDED)

**NURS 401NURSING CARE OF ADULTS W/ COMPLEX HEALTH PROBLEMS** – *Three hours lecture; 3 credits, 3 credits practicum.*

This medical-surgical course provides the knowledge and scientific basis for the delivery of Nursing care to clients across the adult lifespan who are experiencing a variety of complex, acute, and chronic health problems in various settings, The pathophysiology and nursing care management of clients experiencing multi-system alterations in health status are presented. Nursing interventions to promote and maximize health potential are emphasized. The clinical component will provide the student with experience caring for adults with complex health problems. Prerequisite: NURS305. **(**FALL)

**NURS 403 PARENT-CHILD NURSING (PEDIATRICS)** *Two hours lecture; 2 credits, 2 credits practicum.*

This course focuses on promoting, maintaining, and restoring the health of parents, infants, children and adolescents in childbearing and childrearing families. Nursing care of well children and children with acute and chronic illness will be examined within the context of the family and community. The clinical component focuses on the application of evidence-based knowledge and critical thinking skills in providing care for families during the childbearing years. Students will learn how to provide nursing care to infants and children in a variety of settings. Prerequisite: NURS 300,301,310,350, and 351) Pre or Co-requisite NURS 305 (FALL)

**NURS 405 PARENT-CHILD NURSING (MATERNITY) -** *Two hours lecture; 2 credits, 2 credit practicum.*

This course focuses on nursing care prior to and during pregnancy, labor and delivery. Care of mothers-to-be as well as newborns will be examined within the context of the family and community. The clinical component focuses on the application of evidence-based knowledge and critical thinking skills in providing nursing care for expectant mothers and their newborn babies. Students will obtain experience caring for expectant mothers during normal pregnancy, high-risk pregnancy, and during the healthy newborn period. A variety of settings will be used. Prerequisite: NURS300, 301,310, 350 and 351. Pre or Co-requisiteNURS 305.(SPRING*)*

**NURS 407 COMMUNITY HEALTH NURSING & HEALTH PROMOTION -** *Three hours lecture; 3 credits, 2 credit practicum.*

This course emphasizes the application of the nursing process for individuals, families and groups in the

community. Concepts include prevention approaches, ecology, epidemiology, multicultural society, infectious diseases, collaboration, and interagency coordination. Students are introduced to methods to identify current or potential needs of individuals, aggregates and/or communities, and to the complex nursing systems for promotion, maintenance or restoration of health. Ethical, social, political, and legal influences on the American healthcare system are included. The Community Health Clinical component provides opportunities for students to practice community health assessment and to employ health promotion strategies to groups composed of individuals, family and community members. Prerequisite: NURS 401, 403,405 (SPRING)

**NURS 409 PSYCHIATRIC/ MENTAL HEALTH NURSING-** *Two hourslecture; 2 credits, 2 credit practicum.*

This course focuses on the general principles and practices of psychiatric/mental health nursing. Psychiatric disorders, populations at risk, continuity of care, and problems in daily living are addressed. Unique needs of vulnerable and diverse populations are considered. Clinical experiences provide the student with the opportunity to develop therapeutic communication skills, cultural awareness, critical thinking skills, teaching skills, and collaborative skills in acute in-patient, chemical dependency, outpatient, and adolescent units. Prerequisite: NURS 305 (FALL)

**NURS 453 NURSING MANAGEMENT & LEADERSHIP–** *Three hours lecture; 3 credits.*

This course provides knowledge and skills necessary to function as a nursing leader and/or manager within a dynamic practice environment. Concepts of leadership, group dynamics, power, problem-solving, change, conflict, and ethical decision-making are addressed. Managerial functions such as staffing, performance appraisal, delegation, communication, team-building, planning, and budget preparation are introduced. Issues such as regulatory constraints, professional liability and quality ofcare are also explored. Prerequisite: NURS 305 (SPRING)

**NURS 454 TRANSITION INTO PROFESSIONAL NURSING -** *Three hours lecture; 3 credits, 3 credits practicum.*

This course helps the student integrate all aspects of the nursing curriculum in preparation for transitioning from student to professional nurse. The clinical component will provide students with an opportunity to further demonstrate competencies consistent with program outcomes and to refine their nursing care practice skills including establishing priorities and applying leadership principles. Students will collaborate with faculty in choosing a care setting, planning and organizing a learning experience, and practicing professional nursing in a safe and effective manner. Prerequisite: NURS 407and all of its associated prerequisites (SPRING)

**MORGAN STATE UNIVERSITY**
**BACHELOR OF SCIENCE**
**NURSING PROGRAM**
**RECOMMENDED CURRICULUM SEQUENCE**

**LOWER LEVEL (General Education and Nursing Prerequsite Requirements)**

**FRESHMAN YEAR (FIRST SEMESTER)**

| | | |
|---|---|---|
| ENGL 101-EC- | Freshman Composition 1 | 3 |
| BIOL 101-BP- | Introductory Biology I | 4 |
| ORCH 109 | Freshman Orientation | 1 |
| MATH 120-MQ- | Introduction to Probability | 3 |
| SOCI 101-SB- | Introduction to Sociology | 3 |
| | | 14 |

**FRESHMAN YEAR (SECOND SEMESTER)**

| | | |
|---|---|---|
| ENGL 102-EC- | Freshman Composition II | 3 |
| BIOL 102 | Introductory Biology II | 4 |
| PHEC | Physical Education | 1 |
| PSYC 101-SB- | Introductory Psychology | 3 |
| CHEM 101-BP- | General Chemistry I | 3 |
| **CHEM101L | General Chemistry I Lab | 1 |
| | | **15** |

**SOPHOMORE YEAR (FIRST SEMESTER)**

| | | |
|---|---|---|
| PSYC102 | Developmental Psychology | 3 |
| BIOL 201 | Anatomy and Physiology | 4 |
| HIST 350-CI- | African Diaspora | 3 |
| *NUSC 160 –HH- | Introduction to Nutrition | 3 |
| PHIL 109 –CT- | Introduction to Logic | 3 |
| | | **16** |

**SOPHOMORE YEAR (SECONDSEMESTER)**

| | | |
|---|---|---|
| HUMA301-AH- | Contemporary Humanities | 3 |
| BIOL 202 | Anatomy and Physiology II | 4 |
| BIOL 405 | Microbiology | 4 |
| PHIL 220-AH- | Ethics and Values | 3 |
| | | **14** |

**UPPER LEVEL NURSING COURSES**

**JUNIOR YEAR (FIRST SEMESTER NURSING)**

| | | |
|---|---|---|
| NURS 300 | Introduction To Nursing | 4 |
| NURS 301 | Health Assessment | 4 |
| NURS 310 | Safe Medication Administration | 1 |
| NURS 350 | Pharmacology | 3 |
| NURS 351 | Pathophysiology | 3 |
| | | **15** |

**JUNIOR YEAR (SECOND SEMESTER NURSING)**

| | | |
|---|---|---|
| NURS 305 | Nursing Care of Adults | 6 |
| NURS 405 | Parent Child Nursing Maternity | 4 |
| NURS 353 | Gerontology | 2 |
| ***NURS 360-IM- | Technology & Infomatics In Nursing | 3 |
| | | **15** |

**SENIOR YEAR (FIRST SEMESTER NURSING )**

| | | |
|---|---|---|
| NURS 401 | Nursing Care of Adults w/Complex Problems | 6 |
| NURS 403 | Pediatrics | 4 |
| NURS 409 | Psychiatric – Mental Health Nursing | 4 |
| NURS 354 | Research In Nursing | 3 |
| | | **17** |

**SENIOR YEAR (SECOND SEMESTER NURSING)**

| | | |
|---|---|---|
| NURS 407 | Community Health Nursing | 5 |
| NURS 453 | Nursing Management and Leadership | 3 |
| NURS 454 | Transition into Professional Nursing | 6 |
| | **Senior Comprehensive Exam** | 0 |
| | | **14** |

**TOTAL CREDITS** **120**

*Satisfies General Education and Nursing Program requirement
** Required by Nursing Program
***Satisfies General Education and Nursing Program core requirement

**NUTRITIONAL SCIENCES**

Nutritional Sciences Program Director: Associate Professor IVIS T. FORRESTER; Associate Professor BAHRAM FARAJI; Lecturer: CYNTHIA TUCKER

The Nutritional Sciences Program, formerly the Food and Nutrition Program is located in the School of Community Health and Policy. The Program was transferred from the School of Education and Urban Studies when the status of "School" was conferred to the Public Health Program in 2005. The Nutritional Sciences Program is designed for students interested in the field of Dietetics and Food Service Systems. The Program embraces a commitment to enhancing students' personal and pre-professional development by providing high quality education and experiential learning opportunities. Students gain the knowledge, skills and competencies to meet the challenges and demands for products and services: to conduct evidence-based research and to implement programs to improve the quality of life for individuals, families, communities and nations of the world.

The program is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) of the Academy of Nutrition and Dietetics. Completion of the program meets the minimum academic requirements for the Academy of Nutrition and Dietetics accredited dietetic internship. A minimum of 120 credits will satisfy the requirements for a major in Nutritional Sciences.

The curriculum includes courses in organic and inorganic chemistry, biochemistry, general biology and microbiology, anatomy and physiology, basic and advanced courses in nutrition and foods, institutional management. The mission of the Dietetics Program at Morgan State University is to prepare highly qualified students from culturally diverse backgrounds with knowledge and skills for success in supervised practice programs, Graduate School or leadership in dietetic practice. The mission embraces the diversity of its student clientele, prepares highly qualified graduates to serve and address priority issues of the local and broader community.

Goals/Objectives:
1. Enroll, retain, and, graduate a culturally diverse pool of students to meet the critical shortages and underrepresentation in the dietetics profession.

2. To prepare students with the Foundation Knowledge Requirements and Student Learning Outcomes defined by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for success in Internship Programs/Supervised Practice and entry into graduate programs.

3. To prepare students for entry-level positions as food and nutrition professionals in the field of Dietetics.

REQUIRED COURSES FOR A MAJOR IN NUTRITIONAL SCIENCES
The Nutrition curriculum consists of General Education and University Courses (44 credits), Supporting Courses (39 credits) and Major Courses (37 credits). The courses are listed below in their respective categories.

**General Education and University Courses**

| | | |
|---|---|---|
| ENGL 101 | Freshman Composition I (EC) | 3 |
| ENGL 102 | Freshman Composition II (EC) | 3 |
| BIOL 105 | Introductory Biology I (BP) | 4 |
| CHEM 105 | General Chemistry I (BP) | 3 |
| **CHEM105L | General Chemistry I Lab | 1 |
| MATH 113 | Introductory to Math Analytics (MQ)) | 4 |
| HUMA 201 | Humanities I (AH) | 3 |
| *NUSC 160 | Introduction to Nutrition (HH) | 3 |
| PHIL 109 | Introduction to Logic (CT) | 3 |
| PHIL 220 | Ethics and Values (AH) | 3 |
| HIST 101 or HIST 105 | World History or U.S. History I (SB) | 3 |
| HIST 102 or HIST 106 | World History or U.S. History II | 3 |
| HIST 350 | African Diaspora (CI) | 3 |
| COSC 110 | Introduction to Computing (IM) | 3 |
| ORCH 109 | Freshman Orientation (U) | 1 |
| PHEC XXX | Physical Education (U) | 1 |
| | English Proficiency Exam | 0 |
| | Speech Proficiency Exam | 0 |
| | **Total Credits** | **44** |

Note: Letters in parentheses represent General Education Requirements (EC, BP, IM, CI, AH, MQ, CT, SB)
(U) Indicates University Requirements
*Satisfies General Education and Nutrition Program requirement
** Required by Nutritional Sciences Program

**Supporting Courses**

| | | |
|---|---|---|
| BIOL 106 | Introductory Biology II | 4 |
| BIOL 201 | Anatomy and Physiology I | 4 |
| BIOL 202 | Anatomy and Physiology II | 4 |
| BIOL 405 | Microbiology | 4 |
| CHEM 106 | General Chemistry II | 3 |
| **CHEM 106L | General Chemisrty II Lab | 1 |
| CHEM 201 | Organic Chemistry | 4 |
| CHEM 202 | Biochemistry | 4 |
| *ECON 211 | Principles of Economics I (SB) | 3 |
| MGMT 324 | Principles of Management & Organizational Behavior | 3 |
| MKTG 331 | Principles of Marketing | 3 |
| ELECTIVE | XXXXX | 2 |
| | **Total Credits** | **39** |

*Satisfies General Education and Nutrition Program requirement
** Required by Nutritional Sciences Program

**Major Courses**

| | | |
|---|---|---|
| NUSC 161 | Scientific Principles of Food Selection and Preparation | 3 |
| NUSC 361 | Applied Nutrition | 3 |
| NUSC 362 | Advanced Food Science | 4 |
| NUSC 367 | Nutrition Through the Life Cycle | 3 |
| NUCS 462 | Community Nutrition | 3 |
| NUSC 463 | Quality Foods System | 4 |
| NUSC 464 | Medical Nutrition Therapy I | 3 |
| NUSC 465 | Senior Seminar | 2 |
| NUSC 466 | Food Nutrition Field Experience | 4 |
| NUSC 467 | Medical Nutrition Therapy II | 2 |
| NUSC 468 | Statistics | 3 |
| NUSC 480 | Research Methods | 3 |
| | **Total Credits** | **37** |

In order to qualify for graduation, students must have passed the Senior Program Exit Examination, earned a cumulative average of 2.0 GPA or better, and a major average of 2.0 GPA or better with no grades below "C" in the food and nutrition and support courses. These courses include all the general education and university courses, support and major courses listed above.

**REQUIRED COURSES FOR A MINOR IN NUTRITIONAL SCIENCES**

Students who pursue a minor in Nutritional Sciences must complete the following courses. This includes completing pre-requisites where required.

| | | |
|---|---|---|
| NUSC 161 | Scientific Principles of Food Selection and Preparation | 3 |
| NUSC 361 | Applied Nutrition | 3 |
| NUSC 367 | Nutrition Through the Life Cycle | 3 |
| NUSC 462 | Community Nutrition | 3 |
| NUSC 464 | Medical Nutrition Therapy I | 3 |
| NUSC 467 | Medical Nutritiona Therapy II | 2 |
| | **TOTAL** | **17** |

**NUTRITIONAL SCIENCES COURSE DESCRIPTIONS**

**NUSC 160 INTRODUCTION TO NUTRITION** - *Three hours lecture; 3 credits.* This course stresses the importance of a working knowledge of general nutrition principles and wise nutritional practices. Emphasis is placed on food nutrient sources, digestive processes, human metabolism and energy requirements particularly in the framework of the eating patterns of the American people. (FALL & SPRING).

**NUSC 161 - SCIENTIFIC PRINCIPLES OF FOOD SELECTION AND PREPARATION** - *Two hours lecture, two hours laboratory; 3 credits.* This course is a study of the cultural and economic aspects of food selection: the scientific principles underlying methods of food selection, preparation and preservation, and their effects on consumer acceptability and nutritive value of common foods. (FALL).

**NUSC 361 APPLIED NUTRITION** - *Three hours lecture; 3 credits.* The nutritional needs of the individual and an in-depth study of the metabolism of foods in the human body. Current advances in nutrition research are discussed. **Prerequisites:** NUSC 160 and CHEM 105 and 106. Corequisite: CHEM 201. (SPRING).

**NUSC 362 ADVANCED FOOD SCIENCE** – *Two. hours lecture, two hours laboratory; 4 credits.* This course applies the scientific method to the solution of specific problems in food experimentation and food safety. Technical writing and quantitative data analysis are addressed. **Prerequisites:** NUSC 160, 161 and CHEM 201. (SPRING).

**NUSC 367 NUTRITION THROUGHOUT THE LIFE CYCLE** - *Three hours lecture; 3 credits.* Addresses the physiological, socio-economic, and environmental factors influencing nutritional status and requirements over the life cycle. The impact of policies and program delivery on nutritional status and health is also addressed. **Prerequisite:** NUSC 160.). (FALL and SPRING).

**NUSC 462 COMMUNITY NUTRITION** – *Three hours lecture; 3 credits.* This course examines the cultural, ethnic and socio-economic factors, which underline food selection, methods of preparation, and potential nutrient value. Opportunities are provided to evaluate community programs addressing nutrition and health. **Prerequisite:** NUSC 160. (FALL).

**NUSC 463 QUANTITY FOOD SERVICE SYSTEMS**– *Two hours lecture, four hours laboratory; 4 credits.* A study of quality food cookery and management problems as they pertain to commercial, industrial, and other institutional food services. Merchandising menus, variety in menu planning, and food preferences of customers to be included. Independent projects are required of students through experiential learning opportunities in selected food service establishments. **Prerequisites:** NUSC 160 and 161. (SPRING).

**NUSC 464 MEDICAL NUTRITION THERAPY I** - *Three hours lecture; 3 credits.* A study of the modifications of normal diets in the applications of diet therapy. Involves nutrient and calorie calculations in the development of dietary plans for specific diet-related conditions. Medical terminologies related to nutrition and diseases will be covered. **Prerequisites:** NUSC 160, 361 and CHEM 202. Corequisite: CHEM 201. (FALL).

**NUSC 465 SENIOR SEMINAR IN FOODS AND NUTRITION** - *Two hours lecture; 2 credits.* Current trends, and selected topics in food and nutrition. Presentation of case studies from clinical experience. **Prerequisites:** NUSC 160, 361 and 464, or consent of instructor. (SPRING).

**NUSC 466 FOOD AND NUTRITION FIELD EXPERIENCE** - *Two hours lecture, six hours of field experience per week; 4 credit hours.* Pre-professional training in dietetics and food service systems: experience in hospitals, nursing homes or other related clinical facilities under supervision of a resident dietitian. Involves nutrition assessment, case study, nutrition counseling and food service management exercises. Instructor's approval is required.

**Prerequisites:** NUSC 160, 361, and 464, or consent of instructor. (SPRING).

**NUSC 467 MEDICAL NUTRITION THERAPY II** – *Two hours lecture; 2 credits.* Continuation of NUSC 464. A study of the modifications of normal diets in the applications of diet therapy. Involves nutrient and calorie calculations in the development of dietary plans for specific diet-related conditions. Medical terminologies related to nutrition and diseases will be covered. **Prerequisites:** NUSC 160, 361, and 464. (SPRING).

**NUSC 468 STATISTICS** - *Two hours lecture, two hours laboratory: 3 credits.* This course covers the descriptive statistical measures, including tabular and graphic representations to the concepts of normal curve and probability. The course includes measures of central tendency, measures of variability up to variance and sum of squares, the normal curve, Z tests and probability theory. Basic applications of analysis of variance (ANOVA) and t-tests are covered. **Prerequisites:** NUSC 361, 362. (SPRING).

**NUSC 480 RESEARCH METHODS** – *Three hours lecture; 3 credits.* This course is designed to help dietetic and other health pre-professionals understand and apply scientific methodology in research, and to obtain skills in interpretation of data, and promote decision-making that lead to growth in future careers, graduate school, or professional positions. **Prerequisites:** NUSC 361, 362. (FALL).

MORGAN STATE UNIVERSITY

**SCHOOL OF COMMMUNITY HEALTH AND POLICY BACHELOR OF SCIENCE IN NUTRITIONAL SCIENCES** CURRICULUM SEQUENCE

**FRESHMEN YEAR (FIRST SEMESTER)**

| | | |
|---|---|---|
| ENGL 101-EC- | Freshman Composition I | 3 |
| BIOL 105-BP- | Introductory Biology I | 4 |
| ORCH 109 | Freshman Orientation | 1 |
| MATH 113-MQ- | Introduction to Math Analytics | 4 |
| CHEM 105-BP- | General Chemistry I | 3 |
| **CHEM 105L | General Chemistry I Lab | 1 |
| | | **16** |

**FRESHMEN YEAR (SECOND SEMESTER)**

| | | |
|---|---|---|
| ENGL 102-EC- | Freshman Composition II | 3 |
| BIOL 106 | Introductory Biology II | 4 |
| CHEM 106 | General Chemistry II | 3 |
| **CHEM 106L | General Chemistry II Lab | 1 |
| *NUSC 160 – HH | Introduction to Nutrition | 3 |
| | | **14** |

**SOPHOMORE YEAR (FIRST SEMESTER)**

| | | |
|---|---|---|
| HUMA 201-AH- | Humanities I | 3 |
| BIOL 201 | Anatomy and Physiology I | 4 |
| CHEM 201 | Organic Chemistry | 4 |
| PHIL 109-CT- | Introduction to | 3 |
| NUSC 161 | Scientific Principles of Food | 3 |
| | | **17** |

**SOPHOMORE YEAR (SECOND SEMESTER)**

| | | |
|---|---|---|
| PHIL 220-AH- | Ethics and Values | 3 |
| BIOL 202 | Anatomy and Physiology II | 4 |
| CHEM 202 | Biochemistry | 4 |
| HIST 101 or HIST 105-SB- | World History I or U.S. History I | 3 |
| | | **14** |

**JUNIOR YEAR (FIRST SEMESTER)**

| | | |
|---|---|---|
| HIST 350-CI- | Introduction to the African Diasporas | 3 |
| BIOL 405 | Microbiology | 4 |
| MGMT 324 | Prin of Mgmt & Organizational Behavioral | 3 |
| *ECON 211-SB- | Principles of Economics I | 3 |
| PHEC XXX | Physical Education | 1 |
| | | **14** |

**JUNIOR YEAR (SECOND SEMESTER)**

| | | |
|---|---|---|
| NUSC 361 | Applied Nutrition | 3 |
| NUSC 362 | Advanced Food Science | 4 |
| COSC 110-IM- | Intro to Computing | 3 |
| NUSC 367 | Nutrition throughout the Life Cycle | 3 |
| HIST 102 or HIST 106 | World History II or U.S. History I | 3 |
| | | **16** |

**SENIOR YEAR (FIRST SEMESTER)**

| | | |
|---|---|---|
| NUSC 462 | Community Nutrition | 3 |
| NUSC 464 | Medical Nutrition Therapy I | 3 |
| NUSC 480 | Research Methods | 3 |
| MKTG 331 | Principles of Marketing | 3 |
| ELECTIVE XX | Two Credit Elective | 2 |
| | | **14** |

**SENIOR YEAR (SECOND SEMESTER)**

| | | |
|---|---|---|
| NUSC 463 | Quantity Foods System | 4 |
| NUSC 465 | Senior Seminar | 2 |
| NUSC 466 | Food and Nutrition Field Experience | 4 |
| NUSC 467 | Medical Nutrition Therapy II | 2 |
| NUSC 468 | Statistics | 3 |
| | | **15** |

**Total Credits 120**

*Satisfies General Education and Nutrition Program requirement

** Required by Nutritional Sciences Program