



St. Elizabeth College of Nursing

College Catalog 2020-2021

AFFIRMATIVE ACTION/EQUAL OPPORTUNITY

St. Elizabeth College of Nursing is committed to fostering a diverse community of outstanding faculty, staff and students. The College ensures equal educational opportunity, employment and access to services, programs and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing characteristics, military status, domestic violence victim status or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors and/or guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The College's policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence.

The Administration of St. Elizabeth College of Nursing reserves the right to revise information contained within the catalog inclusive of tuition, student fees, educational policies and curriculum revision to enhance the improvement of the program. For official information contact the college at (315) 801-8253 for up-to-date information.

ST. ELIZABETH COLLEGE OF NURSING
COLLEGE CATALOG 2020-2021
TABLE OF CONTENTS

MESSAGE FROM THE PRESIDENT	4
AFFILIATION/ARTICULATION AGREEMENTS	6
DISCOVER THE MOHAWK VALLEY	7
OVERVIEW	8
History of The Medical Center	8
Mission of The Medical Center and History of The College of Nursing	9
Mission of The College of Nursing/Vision/Franciscan Values	10
Institutional Goals	10
Philosophy of The College	11
Nursing and Curriculum Models	13
Student Learning Outcomes	17
Program Outcomes	17
ACADEMIC PROGRAMS	18
Weekday Program	18
Evening/Weekend Program	19
3 Year Track - Weekday Program	20
STUDENT LIFE	21
Facilities and Housing	21
Student Code of Conduct	22
Organization and Government	23
ADMISSIONS	27
Americans Disabilities Act and Campus Security Act	27
Admissions Requirements	28
Transfer Credit Policy	29
ACADEMIC INFORMATION	30
Grading and Grade Point Average (GPA) Information	31
Withdrawal Information	32
DESCRIPTION OF COURSES	34
FINANCIAL AID INFORMATION	41
Available Financial Aid	42
Requirements for Financial Aid	45
ADMINISTRATION/FACULTY/STAFF	49
GLOSSARY	53

Message From Dr. Sheppard President of St. Elizabeth College of Nursing



Welcome! St. Elizabeth College of Nursing offers a comprehensive educational experience that prepares our students to be qualified Registered Nurses.

We have a rich history in nursing education plus dual accreditations from the Middle States Commission on Higher Education (MSCHE) and the Accreditation Commission for Education in Nursing (ACEN).

St. Elizabeth College of Nursing graduates are recognized for their caring abilities, clinical skills and knowledge.

We look forward to helping you attain your professional and personal goals at St. Elizabeth College of Nursing!

Sincerely,

Varinya Sheppard, DNP, RN, CENP
President, St. Elizabeth College of Nursing
Utica, New York

vsheppar@secon.edu

St. Elizabeth College of Nursing

LOCATION

2215 Genesee Street, Utica, N.Y. 13501

REGISTERED BY:

*The University of the State of New York
the State Education Department
Office of the Professions
89 Washington Ave., 2nd Floor, West Wing
Albany, New York 12234
(518) 474-3817
HEGIS CODE: 5208*

AFFILIATED WITH:

*State University of New York Polytechnic Institute
Utica, New York*

ARTICULATION AGREEMENT FOR BS WITH:

*State University of New York Polytechnic Institute, Utica, New York
Excelsior College, Albany, New York
Grand Canyon University, Phoenix, Arizona
Le Moyne College, Syracuse, New York*

ARTICULATION AGREEMENT FOR A.D. TRANSITION WITH:

Herkimer College, Herkimer, New York

MEMBER OF:

*The National League of Nursing
New York State Council of Hospital Schools of Nursing
New York State Associate Degree Nursing Council
Commission on Independent Colleges and Universities*

APPROVED BY:

*New York State Division of Veterans' Affairs
For the training of veterans and other eligible persons
United States Immigration and Naturalization Service*

ACCREDITATION STATUS

St. Elizabeth College of Nursing is accredited by:

*Middle States Commission on Higher Education (Original 2005), Re-Accredited: 2019
3624 Market Street
Philadelphia, PA 19104
(267) 284-5000*

*The Accreditation Commission for Education in Nursing (ACEN)(Original 2005), Re-Accredited: 2018
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30325
(404) 975-5000*

Prospective students and enrolled students are encouraged to contact college representatives to resolve any complaints or concerns. If the issue is not resolved at that level, students or prospective students may refer the issue to any of the accrediting agencies of St. Elizabeth College of Nursing.

Affiliation/Articulation Agreements

State University of New York Polytechnic Institute (SUNY Poly):

SECON/SUNY Poly – “2 + 2” Program

An affiliation agreement exists between St. Elizabeth College of Nursing (SECON) and the State University of New York Polytechnic Institute (SUNY Poly) whereby SUNY Poly provides educational services to SECON students. They include instruction in selected disciplines, student services, library and media services, and access to campus facilities.

A joint admissions agreement between SECON and SUNY Poly guarantees student admission in the Bachelor of Science (BS) Degree nursing program at SUNY Poly provided the student completes the Associate Degree Nursing Program at SECON and meets the criteria for admission outlined in the joint agreement. The program requirements for the BS Degree at SUNY Poly will be those in effect at the time of the student's final semester at St. Elizabeth College of Nursing.

SECON/SUNY Poly – “1 + 2 + 1” Program

The 1+2+1 program, instituted in 2008, is an innovative partnership that provides students with the opportunity to earn two degrees in four years; an AAS Degree from St. Elizabeth College of Nursing (SECON) and a BS from SUNY Polytechnic Institute (SUNY Poly). After successful completion of year three (3), students will be eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN[®]).

Articulation Agreement for Bachelor of Science (BS) with:

State University of New York Polytechnic Institute - Utica, New York
Excelsior College - Albany, New York
Grand Canyon University - Phoenix, Arizona
Le Moyne College - Syracuse, New York

Articulation Agreement for A.D. Transition with:

Herkimer College, Herkimer, New York



DISCOVER THE MOHAWK VALLEY

St. Elizabeth College of Nursing is located 4 hours from major cities such as New York City, Buffalo and Boston!

- 45 minute drive to the Adirondack mountains.
- 1 hour drive to Syracuse; 1.5 hour drive to the Finger Lakes Region (e.g. shopping, wine tours) and Albany.
- Visit local area landmarks such as the Stanley Theater, Munson Williams Proctor Arts Institute, the Barge Canal Trails, FX Matt Brewery & much more!
- Taste what Utica has to offer at its fantastic restaurants!
- Home of the Utica Comets!
- Visit Vernon Downs or Saratoga Springs for horse racing!



OVERVIEW

St. Elizabeth College of Nursing offers several program options leading to an Associate in Applied Science degree with a major in nursing. Our program fully integrates theoretical learning with clinical experiences within a caring environment.

One of the strengths at St. Elizabeth's is its clinical component that combines the theory learned in class with actual nursing practice allowing for immediate transfer and application of knowledge. Clinical experiences are offered throughout the community. They include St. Elizabeth Medical Center, Faxton-St. Luke's Healthcare, Golisano Children's Hospital in Syracuse, Rome Memorial Hospital and various community agencies. During specific areas of study, other health facilities may be used to fulfill course objectives.

The College building, completed in 1969, is home for all the amenities needed to succeed in today's learning environment. They include high-tech classrooms, learning labs, fully-staffed library and access to 'state-of-the art' resources.

HISTORY OF ST. ELIZABETH MEDICAL CENTER

St. Elizabeth Medical Center is a modern, not-for-profit general community hospital with a history dating back to December 12, 1866. It was founded under the auspices of the Sisters of Saint Francis of Syracuse. The Medical Center has remained a strong leader in medical education and has served the people of Utica and the vicinity for over 100 years without regard to race, color, creed, or national origin.

Among the Medical Center's outstanding features are the Family Practice Residency Program, Community Medicine Programs, Trauma Center, Heart Institute, and College of Nursing. The Medical Center is accredited by DNV Healthcare, Inc., through the National Integrated Accreditation for Healthcare Organizations (NIAHO) and has membership in the Catholic Health Association and American Hospital Association.

In 2014, St. Elizabeth Medical Center and Faxton-St. Luke's Healthcare affiliated to form the Mohawk Valley Health System.

ST. ELIZABETH MEDICAL CENTER

MISSION STATEMENT

St. Elizabeth Medical Center community, inspired by Saint Francis of Assisi and faithful to the teachings of the Roman Catholic Church, is committed to excellence in healthcare and education. We pledge to do this with compassion and respect for the dignity of all.

HISTORY OF THE COLLEGE

The Sisters of St. Francis established St. Elizabeth College of Nursing in 1904 with the first graduating class of seven women in 1907. Since that time the College of Nursing has graduated over 3700 men and women who are academically and clinically competent to meet the challenging health needs of the community. The dedication and commitment of the graduates reflects our long-standing tradition of providing quality care.

The Board of Regents voted that St. Elizabeth Hospital School of Nursing be authorized, effective June 20, 1986, to confer the degree of Associate in Applied Science (A.A.S.) on duly qualified students successfully completing the registered program. St. Elizabeth School of Nursing changed its name to St. Elizabeth College of Nursing in 1996. In July 2001, the Board of Regents formally voted to grant an Absolute Charter to the College of Nursing.

The authority and administrative responsibility for the College of Nursing is delegated to the President, who is appointed by the Board of Directors of the College. The President, assisted by the Deans of Student & Faculty Development administers the nursing program in accordance with the mission, philosophy, and objectives of the College of Nursing. The Faculty Organization assumes responsibility for developing the philosophy, beliefs, and objectives of the College and for planning, implementing, and evaluating the program of study. These goals are achieved through the work of the standing committees.

The Alumni Association was organized in 1916. The objective of the organization is to support and promote the welfare of the College of Nursing and its graduates. Each year the association provides scholarship awards, sponsors a banquet for the graduating class, and presents graduates with monetary awards.

ST. ELIZABETH COLLEGE OF NURSING

MISSION STATEMENT

The mission of St. Elizabeth College of Nursing is to provide a strong foundation of theory and nursing practice within an environment of academic excellence that promotes active citizenship and a desire for life-long learning. In the spirit of the Franciscan tradition and values, the College is committed to creating a caring learning environment for diverse student populations.

FRANCISCAN VALUES

- A community of service to one another and to the community
- A quest for truth, understanding, and excellence in academic disciplines
- Fostering peace, justice and respect for creation
- Compassion
- Humility and reflection

VISION

- Facilitate the teaching/learning process to prepare the learner for entry level practice into the discipline of nursing.
- Respond to ongoing changes in education, technology, and health care.
- Empower the learning community, in the spirit of the Franciscan tradition, to embrace life-long learning.

INSTITUTIONAL GOALS

- Engage the learner in educational strategies that promote achievement of student learning outcomes, program outcomes and the pursuit of life-long learning.
- Manage resources in collaboration with the governing organization and the community to enhance educational excellence.
- Model leadership in nursing education by adherence to evidence-based standards of practice and regulatory requirements.
- Empower the college community in the spirit of the Franciscan values to embrace service to one another in the community.
- Promulgate a climate of safety for all college constituents.

PHILOSOPHY

St. Elizabeth College of Nursing faculty organization believes in the sanctity of life as created by a loving God. We believe in respect for each person as an individual with the inherent right to life and the fundamental right to optimal wellness and health care. The philosophy of the College is reflected in its mission statement. Our beliefs about humans, wellness/illness, nursing, education, the teaching/learning process, nursing education, and community serve as a framework for the dynamic curriculum.

Humans, as unique biopsychosocial and spiritual beings, are influenced by heredity and their environment as they progress along the developmental continuum. Human beings are dynamic, open systems with freedom of choice, existing within communities.

Wellness and illness are relative states experienced along the life span. Individuals interact with their internal and external environments as they strive to maintain wellness and a holistic state of balance. Illness occurs when the state of balance is disrupted, resulting in diminished or impaired functioning for the individual.

Nursing is a process of caring that includes critical judgments and actions aimed toward promotion, maintenance and/or restoration of balance in human systems. Nursing, an evolving profession, facilitates this state of balance through the diagnosis and treatment of human responses to actual or potential health problems. Based upon an understanding of the principles of and research in the biological, physical and behavioral sciences, the nursing process guides the selection and artful application of therapeutic care strategies. When restoration of the state of balance is no longer possible, nursing supports the client in a dignified death.

Nurses are professionals who blend research-based practice with intuition, caring, and compassion to provide quality care. The professional nurse is responsible for ethical practice in the delivery of care that protects the client's autonomy, dignity, and rights (American Nurses Association, 2004).

Education is a dynamic, goal-directed process combining concepts and experiences which nurture the learner's quest for understanding. Engagement in educational pursuits helps the learner to become a responsible and productive citizen.

Teaching and learning are interactive processes. The nurse educator, functioning as a facilitator, role model, and resource person, assists the learner toward the achievement of personal and professional goals. The creation of fair, safe, and respectful learning communities, with special

attention to openness and inclusiveness, enhances learning. In these communities, each individual is both learner and teacher.

Learning is a continuous process whereby the learner develops the ability to unify factual, creative, rational, and value-sensitive modes of thought. Learners, as responsible, self-motivated individuals, are expected to be active participants in the learning process. Each learner has a personal learning style, preference for study, rate of learning, and degree of involvement in the learning process. The faculty assists the learner to discriminate among resources and provide selected experiences to maximize learning potential.

A **community** is a collection of people who share some attribute of their lives and interact with each other in some way. Communities, like individuals and families, are living entities. We believe that through the process of education, learners can develop awareness of the ethical dimensions of political, social, and personal life to become effective citizens.

ST. ELIZABETH COLLEGE OF NURSING:

NURSING MODEL

Nursing is a unique and multifaceted profession; therefore, the faculty of St. Elizabeth College of Nursing has developed a model to communicate what we believe to be the essence of nursing practice. The model represents the faculty's vision of the professional nurse's charge to create a caring environment within which multi-perspectival and critical thinking are practiced using the modality of the nursing process. The open lines within the model represent this dynamic and fluid interaction between the holistic client, the nurse, and the environment.

The client, nested within the core of our model may be an individual, family, or community, depending on the care setting. The faculty views the client as a holistic multidimensional open system continually interacting with the environment.

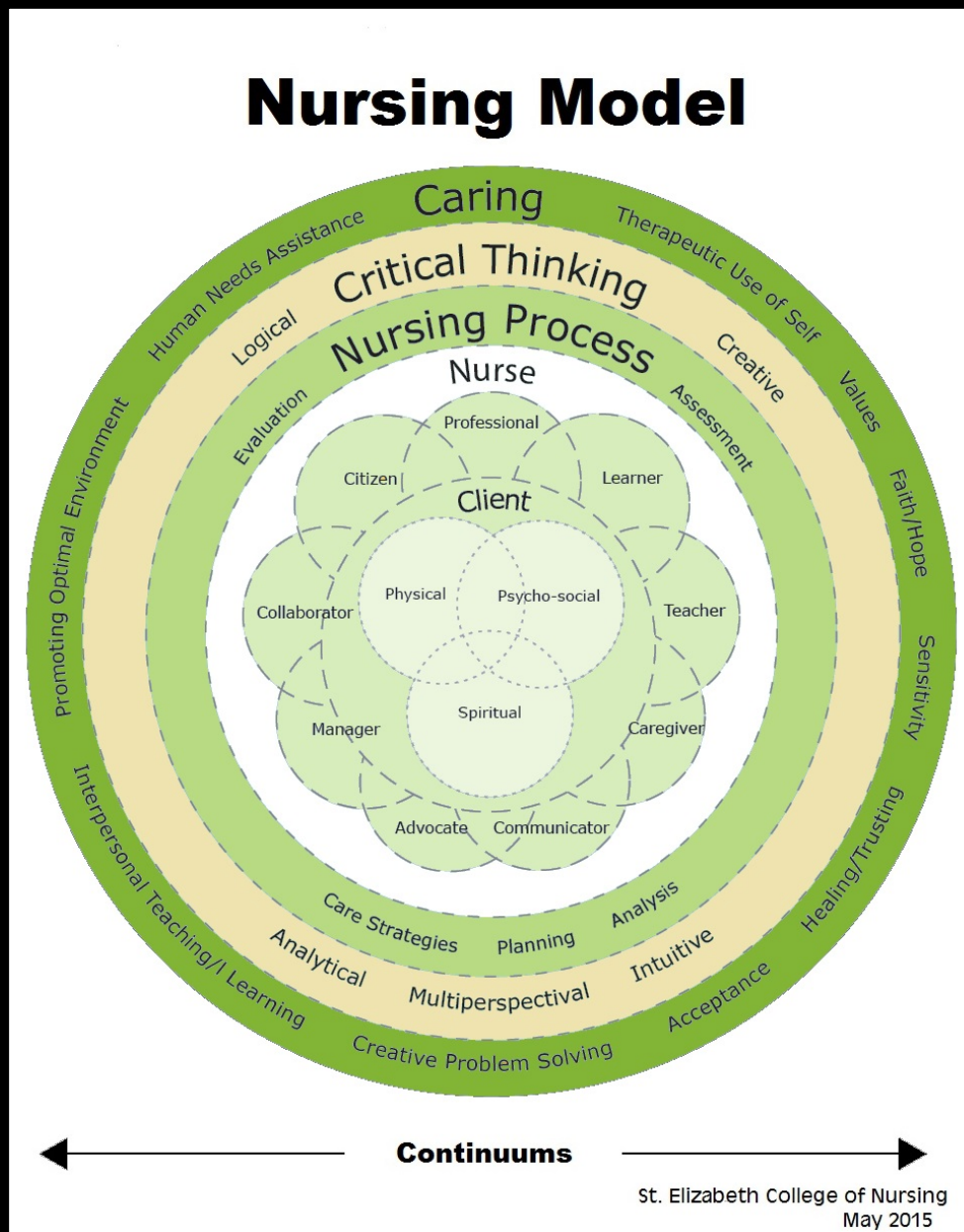
The blended roles assumed by the professional nurse are depicted by intersecting circles. Recognizing the indivisibility of a person's mind, body, and spirit, the nurse takes on multiple roles to provide holistic care. The modern nurse accepts the challenge of upholding the standards of a profession that contracts with society to promote health in an environment of unprecedented complexity.

Thinking is a skill, a practice, and an experience of being human and is always present. Critical thinking is comprised of logical/analytical and creative/intuitive, or whole brain thinking (Snyder, 1993). Nurses utilize multi-perspectival thinking processes to optimize and enhance nursing care toward the achievement of positive client-centered outcomes.

The nursing process provides a structure in which thinking occurs in problem solving with the client. This is a dynamic, continuous process comprised of five interrelated phases. We have chosen the terminology of care strategies to communicate our beliefs about the art and science of nursing as a process of caring. Care strategies, addressing primary, secondary, and tertiary levels of prevention are therapeutic actions that facilitate client movement toward optimal wellness.

The nurse interacts with the client within the caring environment, along the continuums of development, wellness, and health care settings. The process of caring may intersect these various continuums at any given point in time. The nurse actualizes the caring environment when using Jean Watson's ten carative factors (Watson, 1979).

This model, operationalized by the faculty within the curriculum framework, provides our graduates with an exemplar for nursing practice. In summary, we have chosen this client-centered model as an ideal to demonstrate our commitment to quality nursing.



CURRICULUM MODEL

The faculty of St. Elizabeth College of Nursing is responsible for the development, implementation, and evaluation of the curriculum. A pluralistic model, designed by the faculty, maps the interrelationship among the major components that provide structure for the program.

The mission and philosophy provide the design for the conceptual framework, which is at the core of our model. The mission, represented by the outer ring, identifies our Franciscan values and addresses a commitment to nursing education, academic excellence, life-long learning, and active citizenship. The philosophy, which includes our beliefs about humans, wellness/illness, nursing, education, teaching/learning, and community, is represented by the inner ring.

The conceptual framework includes humanities, science, caring, thinking, and functional health patterns, and continuums. These elements provide an organizational format for the program. Multiple pedagogies are used in the development of instructional and evaluative methodologies. The interfusion of general education and nursing courses maximizes the student's opportunities to practice thinking skills.

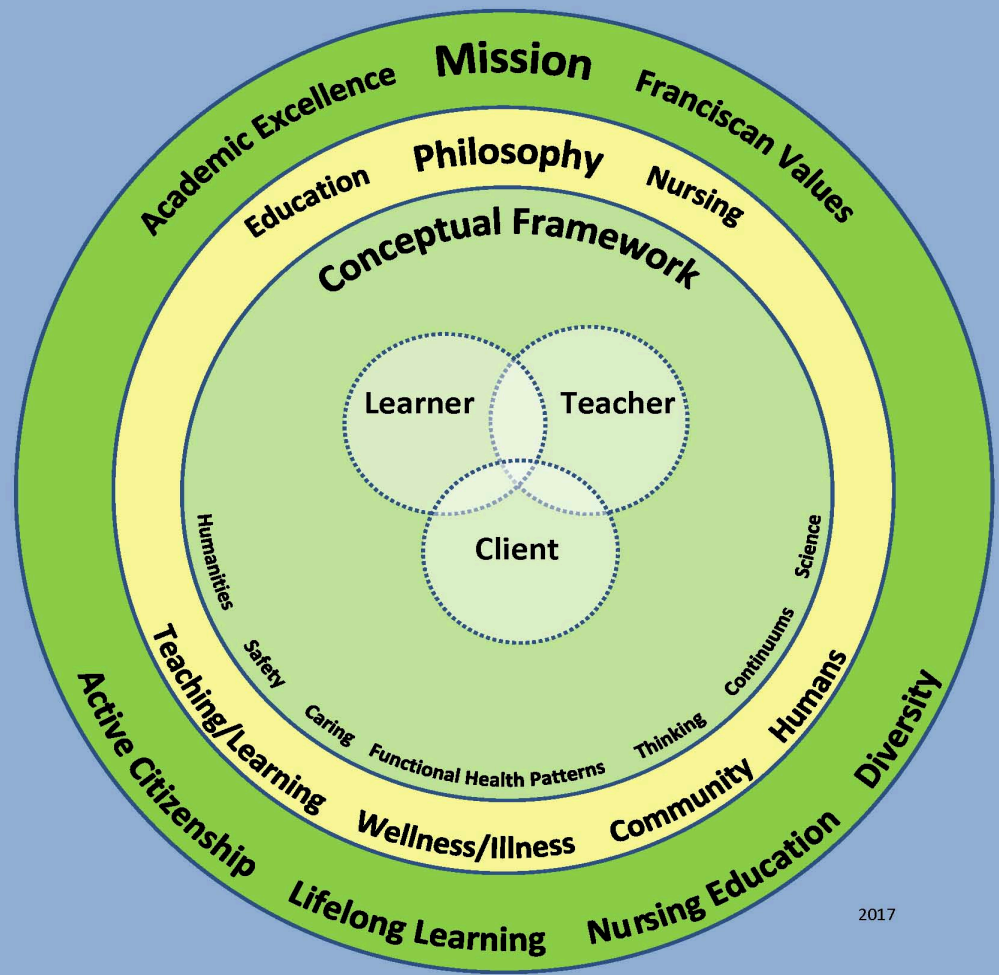
Caring has been embraced by the faculty as "a moral ideal of nursing with a concern for preservation of humanity, dignity, and fullness of self" (Watson, 1979). Jean Watson's carative factors are used as a framework to awaken a caring, healing consciousness within faculty and students. Incorporation of Marjory Gordon's Functional Health Patterns fosters discovery of the holistic dimensions of the client. The student is challenged to think from multiple perspectives. The continuums of development along the lifespan, wellness/illness, and health care settings are integrated within each nursing course.

The interrelationships between the student, teacher, and client are represented as three intersecting rings. Students are encouraged to form pedagogical partnerships with clinicians as well as educators and clients to explore learning that cannot be taught, only experienced. Associate degree nursing education at St. Elizabeth's provides an opportunity for the student to integrate theoretical knowledge with concurrent clinical practice. Our Christian environment allows for the exploration of values and attitudes which contributes to the holistic development of the student.

Watson, J. (1979). *Nursing: The philosophy and science of caring*. Boston: Little-Brown.

CURRICULUM MODEL

Curriculum Model



2017

STUDENT LEARNING OUTCOMES

At the completion of this program of study, the graduate is eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). As a novice nurse, the graduate is prepared to provide care to clients who can be defined as an individual, a family, or a community, depending upon the setting. In this role, the graduate will:

- Demonstrate Franciscan values and active citizenship in the provision of holistic patient-centered care to a diverse population.
- Demonstrate core professional values through the utilization of the nursing process and effective teamwork and collaboration.
- Incorporate evidence-based practice in the delivery of optimal healthcare.
- Apply the principle of quality improvement to promote optimal patient outcomes.
- Apply critical thinking skills through the provision of safe competent care for a client with complex health needs.
- Practice effective utilization of resources, including time, information, technology and equipment to support decision making.

PROGRAM OUTCOMES

The College of Nursing expects that each graduate will have the ability to achieve the program outcomes as defined by the administration and faculty:

- Graduates will demonstrate at least 85% pass rate for all first time NCLEX test takers during the same 12 month period.
- The cohort graduation rate will be 66% or greater within six semesters.
- Ninety percent (90%) of graduates will secure a job in nursing within 12 months of graduation.
- Ninety-five percent (95%) of graduates actively seeking a position in nursing will secure a position within 12 months of graduation.

ACADEMIC PROGRAMS

WEEKDAY PROGRAM

First Year		
Fall Semester		
Course #	Course Description	Credits
BIO215	Anatomy & Physiology I*	4.0
ENG101	Freshman Composition*	4.0
NUR116	Fundamentals of Nursing	8.0
NUR141	Intro to Pharmacotherapy	2.0
Spring Semester		
BIO216	Anatomy & Physiology II*	4.0
PSY100	Principles of Psychology*	4.0
NUR118	Concepts of Holistic Nursing I	8.0
NUR142	Caring Processes in Pharmacotherapy	2.0
Summer Session		
NUR122	Clinical Practicum in Nursing	2.0
Second Year		
Fall Semester		
NUR232	Care of the Childrearing Family	7.0
NUR233	Issues in Prof. Nursing Practice	2.0
PSY220	Life-Span Developmental Psychology*	4.0
BI0275	Microbiology*	4.0
Spring Semester		
NUR240	Concepts of Holistic Nursing II	9.0
NUR244	Transition to Professional Practice	1.0
SOC100	Introduction to Sociology*	4.0
Total Credit Hours		69.0
<p>Nursing 41.0 Credits</p> <p>Arts & Sciences 28.0 Credits</p> <p>* Courses transferred into SECON must be reviewed to ensure congruency with SUNY Poly course requirements. Freshman Composition, Principles of Psychology, Life-Span Developmental Psychology and Introduction to Sociology must minimally be 3 credits. Anatomy & Physiology I, Anatomy & Physiology II and Microbiology must minimally be 4 credits with a lab.</p> <p>Matriculated SECON students must minimally complete 31 credit hours in nursing and have a minimum of 65 credits (including transferred courses) to be eligible to graduate.</p>		

EVENING/WEEKEND PROGRAM

First Year		
Fall Semester		
Course #	Course Description	Credits
BIO215	Anatomy & Physiology I*	4.0
ENG101	Freshman Composition*	4.0
PSY100	Principles of Psychology*	4.0
Spring Semester		
BIO216	Anatomy & Physiology II*	4.0
SOC100	Introduction to Sociology*	4.0
PSY220	Life Span Developmental Psychology*	4.0
Second Year		
Fall Semester		
NUR116	Fundamentals of Nursing	8.0
NUR141	Intro to Pharmacotherapy	2.0
BIO275	Microbiology*	4.0
Spring Semester		
NUR118	Concepts of Holistic Nursing I	8.0
NUR142	Caring Processes in Pharmacotherapy	2.0
Summer Semester		
NUR122	Clinical Practicum in Nursing	2.0
Third Year		
Fall Semester		
NUR232	Care of the Childrearing Family	7.0
NUR233	Issues in Prof. Nursing Practice	2.0
Spring Semester		
NUR240	Concepts of Holistic Nursing II	9.0
NUR244	Transition to Professional Practice	1.0
Total Credit Hours 69.0		
<p>Nursing 41.0 Credits</p> <p>Arts & Sciences 28.0 Credits</p> <p>* Courses transferred into SECON must be reviewed to ensure congruency with SUNY Poly course requirements. Freshman Composition, Principles of Psychology, Life-Span Developmental Psychology and Introduction to Sociology must minimally be 3 credits. Anatomy & Physiology I, Anatomy & Physiology II and Microbiology must minimally be 4 credits with a lab.</p> <p><i>Matriculated SECON students must minimally complete 31 credit hours in nursing and have a minimum of 65 credits (including transferred courses) to be eligible to graduate.</i></p>		

3 YEAR TRACK - WEEKDAY PROGRAM

First Year		
Fall Semester		
Course #	Course Description	Credits
BIO215	Anatomy & Physiology I*	4.0
ENG101	Freshman Composition*	4.0
PSY100	Principles of Psychology*	4.0
NUR001	College Survival Skills	1.0
Spring Semester		
BIO216	Anatomy & Physiology II*	4.0
SOC100	Introduction to Sociology*	4.0
PSY220	Life Span Developmental Psychology*	4.0
Second Year		
Fall Semester		
NUR116	Fundamentals of Nursing	8.0
NUR141	Intro to Pharmacotherapy	2.0
BIO275	Microbiology*	4.0
Spring Semester		
NUR118	Concepts of Holistic Nursing I	8.0
NUR142	Caring Processes in Pharmacotherapy	2.0
Summer Semester		
NUR122	Clinical Practicum in Nursing	2.0
Third Year		
Fall Semester		
NUR232	Care of the Childrearing Family	7.0
NUR233	Issues in Prof. Nursing Practice	2.0
Spring Semester		
NUR240	Concepts of Holistic Nursing II	9.0
NUR244	Transition to Professional Practice	1.0
Total Credit Hours 70.0		
<p>Nursing 42.0 Credits</p> <p>Arts & Sciences 28.0 Credits</p> <p>* Courses transferred into SECON must be reviewed to ensure congruency with SUNY Poly course requirements. Freshman Composition, Principles of Psychology, Life-Span Developmental Psychology and Introduction to Sociology must minimally be 3 credits. Anatomy & Physiology I, Anatomy & Physiology II and Microbiology must minimally be 4 credits with a lab.</p> <p>Matriculated SECON 3 Year Track students must minimally complete 32 credit hours in nursing and have a minimum of 65 credits (including transferred courses) to be eligible to graduate.</p>		

STUDENT LIFE

Students have 24/7 access to a newly renovated recreation room. The facility is equipped with a refrigerator, microwave, coffee maker, vending machines, exercise equipment, a pool table and laptop computers. Students also have access to a full cafeteria at the Medical Center.



HOUSING

St. Elizabeth College of Nursing offers students the opportunity to live in rental homes conveniently located adjacent to the College and Medical Center campus. The recently renovated homes accommodate 3-4 students. (Availability is limited and interested applicants are encouraged to discuss this option with the Admissions Office during the application process). Students who wish to experience a "campus living environment" have the opportunity to live on campus at SUNY Poly townhouses.



COUNSELING AND ADVISEMENT SERVICES

The College of Nursing recognizes that students have varied backgrounds of ability, interest, and life experiences. The fundamental aim of the counseling program is to help the student become more fully responsible for the direction and quality of his/her life. Support services, including counseling and tutoring, are available to students at St. Elizabeth College of Nursing and at the SUNY Poly Learning Center.

A faculty advisement group assists freshmen students with their transition to college life and acquiring the skills needed for academic success. All students are supported throughout the program with time management techniques, study habits, and supplemental instruction/tutoring.

NATIONAL STUDENT NURSE ASSOCIATION (NSNA)

The College of Nursing encourages individual student membership with the National Student Nurses Association (NSNA). NSNA helps to mentor student nurses through professional development via educational resources, scholarships and the opportunity to network with other student nurses throughout the country. Membership is optional for College of Nursing students. For more information, please visit their website at <https://www.nsna.org/>.

PARKING

All students of St. Elizabeth College of Nursing must register their cars with the Medical Center and SUNY Poly, if applicable. College administration notifies the students in writing during the summer prior to the beginning of the fall semester regarding appropriate sites for student parking.

SMOKING

St. Elizabeth Medical Center and the College of Nursing are TOBACCO-FREE. No smoking or other tobacco use is allowed within the buildings or on the grounds owned or leased by the Medical Center.

STUDENT CODE OF CONDUCT

The College of Nursing community subscribes to the American Nurses' Association (ANA) Code of Ethics for Nurses. Students are expected to learn and perform in accordance with this Code. The nine provisions of the ANA Code of Ethics are available via the ANA website (<https://www.nursingworld.org>). St. Elizabeth College Student Code of Conduct is outlined in the student handbook.

STUDENT ORGANIZATION AND GOVERNMENT

All students are eligible for membership in the Student Association that functions in matters pertaining to social activities, professional development, and civic responsibilities. The purposes of the association are to enhance student leadership and individual responsibility, foster such conditions that will provide for optimum growth and happiness for each individual, and promote the welfare of the college. It encourages cooperation among faculty, students, and staff by promoting dialogue concerning issues that pertain to all. The elected representatives of each class serve on specific committees, such as the library, student personnel services, and campus security committees.

HEALTH

New York State Public Health Law 2165 requires that all college students born on or after January 1, 1957, must demonstrate proof of immunity against measles, mumps and rubella (MMR). Complete details are available regarding health requirements in the Student Handbook. Students who do not comply with health requirements (current and future) will not be allowed to remain on campus as an enrolled student.

Students are responsible for their own health insurance coverage. Information regarding optional health insurance policies from outside sources is available through the Student Health Center.

CPR REQUIREMENTS

The New York State Health Department mandates that all student nurses have a current certification in cardiopulmonary resuscitation (CPR) before they begin work in the clinical area. The required certification is entitled "American Heart Association - "BLS for the Healthcare Provider". This is the ONLY certification that the designated clinical sites will accept! Students are responsible for maintaining their certification throughout their St. Elizabeth enrollment. A mandatory course will be provided for students during their Orientation to the program.

BEHAVIORAL DISCIPLINE

The steps in Progressive Discipline apply to any violation of the Student Code of Conduct. **Please refer to the Progressive Discipline Policy located on the college website.** The nature of the incident may require a documented verbal warning prior to the formal steps in the progressive discipline process. The steps in the progressive discipline process are:

- Verbal warning
- Written warning
- Non-academic probation
- Dismissal

The Faculty and Administration may use progressive disciplinary measures as outlined below. The student may appeal this decision according to the process stated in the grievance policy set forth in this catalog.

The President may dismiss, impose a mandatory leave of absence or require the resignation of any student for reasons pertaining to dishonest or immoral behavior; physical or mental health; failure to develop the personal and professional qualifications for nursing; or unsafe conduct affecting the student, client, or others.

DISCIPLINARY SANCTIONS

1. **Reprimand** – A verbal notice to the student that continuation or repetition of misconduct may be cause for further disciplinary action.
2. **Warning** – A written notice to the student that continuation or repetition of misconduct may be cause for further disciplinary action.
3. **Counseling** – A recommendation that the student seek assistance through the various services available at St. Elizabeth's and SUNY Poly (i.e., counseling center, health center) or outside agencies to address specific student's situation.
4. **Probation** – Formal written notification to the student that any subsequent violation of rules and regulations may result in suspension or expulsion from the College of Nursing.
5. **Suspension** – A temporary withdrawal of the privilege of enrollment for a specific period of time. The terms of reinstatement will be set forth in the notice of suspension. The student will be barred from the College premises and College-sponsored events during the suspension period.
6. **Dismissal** – A permanent separation of the student from the College. The student will be barred

from the College premises and college-sponsored events.

7. **Restrictive measures** – Exclusion from specifically stated facilities or activities for a designated period of time.
8. **Restitution** – Reimbursement to the College or another party for the value of damaged, destroyed or misappropriated property.
9. **Civil Action** – Students may be accountable to both civil authorities and the College for acts that constitute violations of the law and the conduct code.

STUDENT RIGHTS

The College recognizes the traditions of justice and due process in student's rights. An enumeration of the St. Elizabeth College of Nursing Student's Bill of Rights appears in the student handbook.

ACADEMIC HONESTY

Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principle violations of academic honesty are cheating and plagiarism.

- **Cheating** includes the unauthorized use of certain materials, information, or devices in examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission, and fabricating or altering references or actual research results.
- **Plagiarism** is the presentation of ideas, words, and opinions of someone else as one's own work. The offense does not extend solely to directly quoted materials presented without documentation. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought. Furthermore, if the student adopts a line of reasoning or a point of view adopted or derived from the work of another, such adoption or derivation must also be properly acknowledged.

A faculty member who suspects academic dishonesty will present the allegation and any corresponding evidence to the student. The student will be given the opportunity to respond. The faculty member may accept or reject the response. If the response is rejected, the student may initiate an appeal. See **Grievance and Appeals Policy**.

A student who suspects, is aware, or observes academic dishonesty is encouraged to report the event to College faculty and/or Administration. The faculty will collaborate with Administration to conduct an investigation as appropriate.

Penalties for cases of academic dishonesty include but are not limited to the following, according to the severity of the offense:

- Resubmission of an essay or rewriting an examination
- Assigning an “F” for the paper, project, or examination
- Assigning an “F” for the course
- Dismissal

The faculty member will prepare a progressive discipline report to be placed in the student’s file prior to the end of the semester in which the incident occurred. If the incident occurs during examination week, the instructor will submit a report no later than 30 days after the start of the following semester.

GRIEVANCE AND APPEALS POLICY

St. Elizabeth College of Nursing has a grievance and appeals policy that outlines the process to resolve student issues, complaints or grievances related to any area that the student seeks resolution. This procedure does not deprive a grievant of the right to file a complaint against the program with enforcement agencies external to the College inclusive of formal complaints against the program. Each student has the right to due process in any matter, and to be free of retribution as a result of filing a grievance. Please refer to the Grievance and Appeals Policy on the College website at www.secon.edu.

ADMISSIONS

AMERICAN DISABILITIES ACT (ADA)

St. Elizabeth College of Nursing complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. In accordance with the Americans with Disabilities Act, all accepted applicants must be otherwise qualified for program acceptance and must fulfill program requirements. The *Essential Skills and Abilities for Nursing Students* document explains the skills that students must achieve prior to graduation from the program and is available on the College website.

The College has provided a handicap accessible restroom on the first floor of the education building. Wheelchair ramps and parking spaces are available on the college campus. Elevators are available to all areas of the educational building. The Disabilities Services Coordinator is the Dean of Student and Faculty Development, Kimberly Panko, and can be reached at (315) 801-3358.

For further information please refer to the Disability Services for Reasonable Accommodations Policy posted on the College Website at www.secon.edu.

CAMPUS SECURITY ACT/TITLE IX

An Advisory Committee on Campus Safety was established in January 1991 as required by Title II of Public Law 101-542 Crime Awareness and Campus Security Act of 1990. The composition of the committee consisting of students, faculty, and administrative staff is in compliance with this law. The Committee's role is to develop policies, regulations, and protocols for the prevention of campus crime, resulting in a safe environment for students, faculty, and staff.

The Advisory Committee will provide upon request all campus crime statistics as reported to the United States Department of Education. St. Elizabeth College of Nursing is in compliance with the Violence Against Woman's Act (VAWA), Article 129-A and 129-B of the New York State Education Law and Title IX. The Title IX Coordinator is the Dean of Student and Faculty Development, Kimberly Panko, and can be reached at (315) 801-3358.

For further information please refer to the Discrimination, Harassment & Sexual Misconduct Policy and Campus Safety and Security Manual posted on the College Website at www.secon.edu.

ADMISSIONS REQUIREMENTS

All candidates for admission to the College are considered based on their individual qualifications. Admission to SECON is a selective process. All aspects of a student's record are evaluated in making an admission decision, with an emphasis placed on a student's academic success and potential. Final selection of applicants to be admitted shall be made by the Admissions Committee, which reserves the right to deny admission to any applicant for any lawful reason. SECON does not obligate itself to admit all students who meet the minimum admission criteria.

SECON is committed to fostering a diverse community of outstanding faculty, staff and students. The College ensures equal educational opportunity, employment and access to services, programs and activities, without regard to an individual's race, color, national origin, religion, creed, age, disability, sex, gender identity, gender expression, sexual orientation, familial status, pregnancy, predisposing characteristics, military status, domestic violence victim status or criminal conviction. Employees, students, applicants or other members of the College community (including but not limited to vendors, visitors and/or guests) may not be subjected to harassment that is prohibited by law, or treated adversely or retaliated against based upon a protected characteristic.

The Admissions policy is in accordance with federal and state laws and regulations prohibiting discrimination and harassment. These laws include the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972 and the New York State Human Rights Law. These laws prohibit discrimination and harassment, including sexual harassment and sexual violence

To be considered for admission, candidates must have a minimum of a high school diploma (or equivalent) which is acceptable to the New York State Education Department and meet the criteria outlines in the Admissions Policy which is located on the college website.

The College accepts applications for admission until the posted deadline of the academic year prior to the applicant's requested admission. The Admissions Committee will begin meeting in January and thereafter as needed until positions are filled and the waitlist has been utilized. Final letters will be sent out to all prospective applicants who have applied during the approved time frame. If an applicant exceeds the admissions requirements, an early acceptance letter will be sent to the applicant as soon as all application materials have been received. As a single purpose institution with limited enrollment, students will be required to accept the offer of admissions

within two weeks of notification. A \$50.00 matriculation deposit fee will be required at time of acceptance.

Applicants must consent to any and all required admission-related examinations, including but not limited to, health and drug screening tests and background investigations. Failure to submit to any and all health requirements and screenings will deem the candidate ineligible for admission to the College. If evidence exists of a reported case of a felony or misdemeanor, the College President will review the report with the Medical Center Legal Department and make a final decision as to acceptance or denial of the applicant.

Please refer to the Admissions Policy located on the college website, www.secon.edu.

TRANSFER CREDIT POLICY

St. Elizabeth College of Nursing (SECON) has an established process for acceptance of transfer credits for a course/courses completed in other postsecondary higher learning organizations.

SECON has an articulation agreement with SUNY Polytechnic Institute (SUNY Poly) to provide general education and science courses. Matriculated students are required to take courses at SUNY Poly. Courses eligible for transfer credit, including Nursing courses must be equivalent in content, credit hours, expected learning outcomes and course objectives to those in the SECON curriculum standards. **Please refer to the Transfer Credit Policy.**

ADVANCED STANDING

An applicant who wishes to transfer from another nursing school, will be considered on an individual basis. A full application, other required documents including transcripts and descriptions of prior course work, must be submitted. The Admissions Committee will review prior nursing course content for consideration for transfer within the curriculum. A letter of reference is required from the director or dean of the prior program.

A transfer student must successfully complete a minimum of 31 credit hours in nursing and have a minimum of 65 credits (including transferred courses) to be eligible to graduate.

STUDENTS SCHOOLED AT HOME

The following admission guidelines will apply to home-schooled candidates who apply to St. Elizabeth College of Nursing:

Applicant must submit a letter of high school program equivalency from the Superintendent of Schools of their local New York State-regulated school district. If available, the official school seal **must** be affixed to the letter.

If the applicant is not able to obtain this letter, or is an out-of-state resident, then a New York State General Equivalency Diploma (GED) is required.

ACADEMIC INFORMATION

ACCESS TO STUDENT INFORMATION - FERPA

In compliance with the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g, 34 CFR part 99, students have the right to:

- Inspect and review their records within 45 days of a written request to the authorized custodian of the records.
- Request an amendment to their records.
- Consent to disclose their records.
- File a complaint with Department of Education concerning alleged failures of the College to comply with the requirements of FERPA.

For purposes of compliance with FERPA, St. Elizabeth College of Nursing considers all students to be independent unless otherwise indicated with appropriate documentation. Address any questions or concerns to the Office of the Registrar at (315) 801-8347.

For complete details of St. Elizabeth College of Nursing's FERPA policy, please refer to the college website: <http://www.secon.edu/about/ferpa/>.

ACTIVE MILITARY SERVICE

Students called to active military service after the beginning of a semester term are entitled to drop their courses and receive a full refund of tuition and fees for courses in which they are actively enrolled at the time of the call-up. A copy of the military activation orders must be presented to the Registrar/Bursar prior to any action. Students who return from military service and are ready to re-enter should contact the Admissions Department at (315) 801-8253 for further information. The Admissions Committee will be flexible in streamlining the re-entry application process and each case will be reviewed on an individual basis.

GRADE POINT AVERAGE (GPA) CALCULATION

The cumulative GPA is the total of the number of quality points earned divided by the total number of credits attempted. To compute the semester GPA, multiply quality points earned by the credits in each course. Add the total number of quality points earned in all courses and divide by the total number of credits. Thus, if a student receives an A in a 3-credit course, a B in a 3- credit course and a C in a 4-credit course, the GPA will be:

Grade		Quality Points		Credits		Total Quality Points
A	=	4	x	3	=	12
B	=	3	x	3	=	9
C	=	2	x	4	=	8
				10		29 (29÷10=2.90)

GRADING POLICY

Grading Scale

Grades	Quality Pts / Credit Hour
A..... 90-100%	4.0
B+..... 87-89%	3.5
B..... 80-86%	3.0
C+..... 77-79%	2.5
C..... 75-76%	2.0
D+..... 73-74%	1.5
D..... 70-72%	1.0
F..... Below 70%	0.0

I..... Incomplete
W..... Withdrew
WP.... Withdrew Passing
WF.... Withdrew Failing

Clinical Grading

The grade for the clinical component of a nursing course is Pass “P” or Fail “F”. A “Pass” grade indicates that the student has fulfilled course objectives by achieving and maintaining stated clinical competencies and clinical objectives. A “Fail” grade indicates that the student has not achieved stated clinical competencies/clinical objectives and therefore, has not fulfilled course objectives. A student must pass the theory and clinical components of a nursing course for successful completion of the course.

HONORS

Each semester the College acknowledges those students who are achieving academic excellence. ‘High Honors’ recognizes those students with a semester average of 3.50 or above. Students with a semester average of 3.00 to 3.49 are granted ‘Honors’ status.

For Honors consideration, students must receive a grade of ‘C’ or higher in a minimum of 8 credit hours of required coursework. An incomplete ‘I’ in any coursework will disqualify the student. The grade of “W” will not remove a student from consideration if they have completed at least 8 credits successfully. The student’s registered course load cannot include any repeated (course-work previously attempted) or remedial courses.

WITHDRAWAL

The Faculty and Administration of SECON will provide every assistance for students to complete the program. However, in the event that a student wishes to withdraw from all courses for which they are currently enrolled, during any semester, must follow the formal withdrawal procedure. Failure to follow the policy will result in an automatic grade of “F” in all enrolled courses. **Repeated absences are not a substitute for official withdraw.**

The last date to officially withdraw from any nursing course is when 80% of the course is completed. If a student withdraws from a course prior to the deadline they will receive a grade of “WP” (Withdraw Passing) or “WF” (Withdraw Failing), consistent with the student’s progress to that point. Withdrawal after the official deadline will result in a grade of “F” which is included in

the cumulative grade point average. For science and general education courses taught at other colleges, SECON must follow their withdrawal policy.

Transcripts and/or recommendations will not be forwarded until students have met the following requirements:

- Schedule an “exit” interview with the Dean of Student & Faculty Development
- Schedule a meeting with the Director of Finance to clear all financial obligations
- Return all library and/or borrowed college materials
- Return College I.D. badge

DESCRIPTION OF REQUIRED COURSES

GENERAL EDUCATION & SCIENCE COURSES

ENG 101 Freshman Composition (3 or 4 credit hrs.):

An introductory expository writing course. Students will write a variety of short essays, culminating in a research essay. Emphasis is on close reading, discovering worthwhile topics, drafting and revising, and evaluation and presentation of evidence. Students will also be evaluated on the development and implementation of an oral presentation.

PSY 100 Principles of Psychology (3 or 4 credit hrs.):

Surveys the field of psychology, emphasizing issues of current importance. Topics covered include research methodology and the influence of biological, social, and environmental factors on behavior.

PSY 220 Life-Span Developmental Psychology (3 or 4 credit hrs.):

Examines the physical, cognitive, social, and emotional development of individuals from conception to death. Special attention is given to the environmental and biological factors that contribute to normal development in childhood, adolescence, adulthood and aging.

Prerequisite: PSY 100 or equivalent.

SOC 100 Introduction to Sociology (3 or 4 credit hrs.):

Introduces the sociological perspective in understanding the everyday lives of members of a society. Emphasizes the influence of socialization, culture, inequality, institutionalization, conflict and collective behavior. Focuses primarily on the United States.

BIO 215: Anatomy & Physiology I (4 credit hrs.):

Covers the various systems of the human body. Emphasizes the anatomy and physiology of cells, the integumentary, skeletal, muscular and nervous systems. Laboratory studies include the skeletal system using articulated and disarticulated human skeletons, tissues using prepared slides, and the nervous system using preserved specimens and physiological exercises. Three lecture hours and three laboratory hours per week.

BIO 216 Anatomy & Physiology II (4 credit hrs.):

Covers the various systems of the human body. Emphasizes the anatomy and physiology of the autonomic nervous system, circulatory system, respiratory system, urinary system, acid-base balance, digestive system, endocrine system and reproductive system. Laboratory studies include the musculature of a cat, circulatory system, respiratory system, urinary system, digestive system and reproductive system. Dissections of a cat and cow hearts will be performed. Tissue studies will use prepared slides. Respiratory volumes will be measured and EKG's will be recorded using IWORX. Three lecture hours and three laboratory hours per week. Prerequisite: BIO 215.

BIO 275 Microbiology (4 credit hrs.):

Covers the fundamentals of microbiology including the study of bacteria, viruses, fungi, algae and protozoa as well as microbial structure, metabolism, culturing, control and genetics. Basic laboratory skills and microscopy techniques are also included. Three hours of lecture and three hours of laboratory per week.

*If you have questions regarding transferring any of the above courses, please contact the Registrar's Office at (315) 801-8347.

NURSING COURSES

Nursing 001: College Survival Skills***FOCUS - Essential Skills for College Success***

Nursing 001 is a one-credit course designed to assist the three-year track learner in gaining the confidence that comes from self-knowledge and achievement to meet the challenges of college, life, and work. Vital study skills, critical thinking strategies, self-discovery techniques, and self-management tools are explored and practiced throughout the course.

The course is designed to help learners develop the affective strategies and practical skills they need to immediately see a positive difference in both academic performance and the life choices they make. Learners will learn to create and use study systems, think critically, concentrate, read with understanding, and manage their learning to achieve successful outcomes.

15 Theory Hours

Fall Semester: 1 Credit

Nursing 116: Fundamentals of Professional Nursing Practice

Nursing 116 is designed to prepare the learner with a sound basis for the practice of professional nursing. The essential elements of safety, caring, thinking, teaching, assessment, communication, and professionalism are addressed. Systems theory concepts are used to promote understanding of the holistic nature of man. The nursing process is taught as a framework for application of critical thinking to the delivery of client-centered care for adults along the developmental continuum. Care strategies taught reflect the role of evidence in determining best clinical practice.

The learner is introduced to the integrated roles of the associate degree nurse as determined by assessment of client needs along the wellness-illness continuum. The importance of working competently within the scope of nursing practice as a member of the health care team is stressed. The responsibility of nurses to strive for continuous improvement in quality and safety along the continuum of health care settings is considered. Opportunities are provided for the learner to practice the components of information literacy.

Nursing laboratory demonstrations and practice sessions allow the learner to develop cognitive, affective, and psychomotor skills essential for nursing care. During focused clinical experiences, the learner is guided in the application of these skills when caring for the adult client.

67.5 Theory Hours

First Year: First Semester

45 Nursing Laboratory Hours

8 Credits

90 Clinical Instruction Hours

Co-requisites: BIO215, ENG101, NUR141

Nursing 141: Introduction to Pharmacotherapy

Nursing 141 is designed to introduce the learner to the role and responsibilities of the nurse in pharmacotherapy. The essential elements of safety, caring, thinking, teaching, assessment, communication, documentation, and professionalism are emphasized. The concepts of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics are outlined and applied to specified drug classifications used to restore and maintain human system balance. Drug classifications studied correlate with theory being taught concurrently in Nursing 116 and include the following: natural/herbal preparations, antimicrobials, electrolytes, diuretics, analgesics, antianxiety drugs, ophthalmic drugs, otic drugs, and gastrointestinal drugs. Prototype drugs selected from these classifications are the focus of study.

The learner is guided in the application of the nursing process, standards of care, national patient safety goals, and quality and safety education for nurses (QSEN) competencies to safe medication administration. Criteria for appropriate sources of drug information are specified, including currency, accuracy, consistency with agency policies, and inclusion of FDA guidelines. The impact of biopsychosocial factors that influence individual client responses to medications is studied to foster client-centered care. Examples include occurrence of expected and unexpected drug and food interactions.

Nursing laboratory demonstrations and practice sessions allow the learner to develop the cognitive, psychomotor, and technological skills essential for the safe delivery of medications via oral, parenteral, and non-parenteral routes. Skills practiced include clinical calculations of drug dosage and primary intravenous (IV) infusions, navigation through computer medication administration program, programming IV infusion pumps. Delivery of medication via nasogastric/gastric tubes is also practiced.

22.5 Theory Hours

First Year: First Semester

15 Nursing Laboratory Hours

2 Credits

0 Clinical Instruction Hours

Co-requisites: NUR 116, BIO215, ENG101

Nursing 118: Concepts of Holistic Nursing I

Nursing 118 emphasizes the essential elements of safety, caring, and thinking as the learner is introduced to experiences that showcase the client's physiological and psychosocial needs along the continuums of development, wellness-illness, and health care settings. Areas of physiological study include metabolic, tissue perfusion, oxygenation, excretory and mobilization needs. The learner is afforded opportunities to practice holistic assessment with further emphasis on mental status and neurological functioning. The nursing process is the modality for the application of Watson's carative factors in the delivery of holistic client-centered care. Learners are taught to individualize care strategies reflective of best current practice and human diversity.

Human responses to psychosocial disorders are also emphasized. Learners are guided in the analysis of interpersonal communication following goal-directed interactions with clients to enhance their ability to apply therapeutic communication skills.

The interfusion of experiences in the classroom, lab, and clinical settings stimulates the learner to think from multiple perspectives. Multipedagogical approaches are used to encourage further development of the learner's affective, cognitive, and psychomotor skills in the settings where learning takes place.

71.25 Theory Hours

First Year: Second Semester

Nursing 142: Caring Processes in Pharmacotherapy

Nursing 142 is designed to enhance the learner's understanding of the use of pharmacotherapeutics in restoring and maintaining human systems balance. The essential elements of safety, caring, thinking, teaching, assessment, communication, documentation, and professionalism are emphasized as the learner's theory base is broadened by study of drug classifications used in the prevention and treatment of conditions taught concurrently in Nursing 118.

Prototype drugs representing the following classifications are included: antidiabetics, antihypertensives, antilipidemics, anticoagulants, glucocorticoids, respiratory drugs, autonomic nervous system drugs, antidepressants, antimanic/mood stabilizing drugs, antiparkinsonian drugs. The learner is guided in the application of the nursing process, standards of care, national patient safety goals, and quality and safety education for nurses (QSEN) to safe medication administration with specific emphasis on client assessment and education. These include analysis of the multiple pharmacotherapeutic agents that a client may be taking to identify and minimize potential detrimental effects of pharmacotherapy. Client-centered education relative to pharmacotherapeutics is emphasized. Criteria for appropriate sources of drug information continue to be emphasized.

Nursing laboratory demonstrations and practice sessions allow the learner to broaden their practice of skills required for delivery of safe medication administration. Practice of clinical calculations is expanded to include calculation of intravenous drug dosages. Psychomotor skill practice involves the delivery of medication intravenously (IV) via peripheral and central venous access devices (CVAD) using the IV direct and IV secondary piggyback methods. Administration of total parenteral nutrition (TPN) is also addressed.

26.25 Theory Hours

First Year: Second Semester

7.5 Nursing Laboratory Hours

2 Credits

0 Clinical Instruction Hours

Prerequisites: NUR 116, NUR 141, BIO 215, ENG 101

Co-requisites: NUR 118, BIO 216, PSY100

Nursing 122: Clinical Practicum in Nursing

Nursing 122 provides the learner with an intensive clinical experience in the acute care setting. This practicum fosters the ability to unify and apply caring concepts central to safe nursing practice.

During this clinical experience, the learner is challenged to further develop critical thinking skills in the effective delivery of holistic client-centered care. The facilitator guides the learner in practicing the roles of teacher, critical thinker, communicator, caregiver, and professional. An emphasis is on the use of best practice evidence as essential constructs in the provision of nursing care to a culturally diverse client population.

Throughout this course, Jean Watson's carative factors are explored as the learner develops a plan of care to assist clients in achieving health goals. Clinical preparation, guided by the educator, assists the learner to interfuse the interdisciplinary approach into the delivery of quality care, promoting positive client outcomes. Additional teaching strategies and learning activities enhance the learner's creative inquiry and ability to correlate theory with clinical practice.

0 Theory Hours

First Year: Summer Session

0 Nursing Laboratory Hours

2 Credit

90 Clinical Instruction Hours (2 cr. hrs.)

Prerequisites: NUR116, NUR141, NUR118, NUR142, BIO215, BIO216, ENG101, PSY100

Nursing 232: Care of the Childrearing Family

Nursing 232 provides the learner with the opportunity to apply fundamental caring concepts to women, children and their families. A major component of this course is the incorporation of family-centered caring concepts within levels of prevention. Caring processes for the pregnant woman and her neonate are applied to facilitate systems balance throughout the perinatal experience. The learner is privileged to share in the uniqueness of the perinatal experience with the family. The needs of women across the lifespan are studied, with the inclusion of strategies to promote wellness based on best current evidence and an understanding of diverse client values and preferences.

Additionally, major developmental theorists are discussed and utilized as the basis for understanding the affective, social, cognitive, and spiritual development of the child along the continuums. The achievement of physical competencies is incorporated as an important measure of the child's attainment of optimum systems balance.

Emphasis is on health promotion for the maturing woman along the continuums, progressing to family-centered caring concepts within levels of prevention. The learner is guided in the understanding of health promotion needs from infancy to adolescence. Thinking activities call upon the learner to apply a foundation of developmental theory when planning and implementing care strategies for the childrearing family, based on best current evidence and awareness of cultural diversity. Caring processes for select physiologic disorders of childhood are studied.

Clinical experiences in acute care and community settings involve the learner in activities designed to meet the diverse needs of the childrearing family. The learner is expected to apply critical thinking skills when delivering client care to promote, maintain, or restore wellness.

75 Theory Hours

Second Year: First Semester

0 Nursing Laboratory Hours

7 Credits

90 Clinical Instruction Hours

Prerequisites: NUR116, NUR118, NUR141, NUR142, NUR122, BIO215, BIO216, ENG101, PSY100

Co-requisites: NUR233, BIO275, PSY220

Nursing 233: Issues in Professional Nursing Practice

Nursing 243 provides the learner with opportunities to gain enhanced understanding of the independent and collaborative role of the professional nurse. The major emphasis of this course is on concepts related to nursing research/best practice, liability in nursing practice, and current issues that affect the delivery of quality client care.

Bioethical theories are explored to assist the learner in analyzing ethical dilemmas related to client systems imbalance. Multipedagogical activities are used to facilitate ongoing study of the legal responsibilities of the nurse across the continuums. The learner is guided in creative inquiry regarding issues and trends that impact on nursing as a caring profession, which includes monitoring data to evaluate outcomes of care in order to continually improve the quality and safety of healthcare.

Clinical experiences may occur in the acute and community care settings to involve the learner in activities that encompass the identification of possible ethical dilemmas, bioethical decision-making and applying legal principles in daily nursing practice.

15 Theory Hours

Second Year: First Semester

0 Nursing Laboratory Hours/15 Clinical Instruction Hours

1 Credit

Prerequisites: NUR116, NUR118, NUR141, NUR142, NUR122, BIO215, BIO 216, ENG101, PSY100

Co-requisites: NUR232, BIO275, PSY220

Nursing 240: Concepts of Holistic Nursing II

Nursing 240 charges the learner with the opportunity to integrate the concepts of caring, safety, multiperspectival thinking, teaching, communication, assessment, and professionalism when caring for clients exhibiting select physiologic disorders resulting in multisystem imbalance. The interfusion of experiences in the classroom, laboratory, and clinical settings stimulates the learner to think from multiple perspectives to promote optimal client wellness, incorporating nationally established client health and safety goals. The major emphasis of this course is the holistic care of these clients with complex needs who may require intensive care strategies to promote systems balance. Exemplars are chosen to correlate with the areas of study inclusive of: complex tissue perfusion, oxygenation, cellular maturation, cognition and perception, metabolism, excretion, immunity and protection needs as they impact on clients along the continuums. Multipedagogical approaches are used to encourage further development and emulation of characteristics of the professional nurse, reflective of best practice models. Evidence based practice is utilized to promote quality improvement during the delivery of collaborative care measures. Additionally, the professional nurse's role in the protection of the community and emergency preparedness is explored.

Laboratory experiences provide an opportunity for the demonstration and practice of caring strategies that correlate with theory content. Clinical simulations are integrated throughout this course to provide the learner with opportunities to apply theory and critical thinking while experiencing the interrelationship among members of the healthcare team. Through varied clinical experiences within the acute care setting, the learner practices critical thinking when collaborating with the health care team to promote optimal client wellness.

A culminating clinical experience provides the learner with the opportunity to be socialized into the profession of nursing, under the guidance of a registered nurse preceptor. The educator and preceptor support the learner in the internalization of the roles of critical thinker, citizen, caregiver, manager, learner, collaborator, communicator, teacher, and professional. The learner is supported in synthesizing all educational experiences in preparation for the practice of nursing inclusive of the nursing process and across the continuums of development, wellness-illness, and health care settings.

67.5 Theory Hours

Second Year: Second Semester

15 Nursing Laboratory Hours

9 Credits

180 Clinical Instruction Hours

Prerequisites: NUR116, NUR118, NUR141, NUR142, NUR122, NUR232, NUR233, BIO215, BIO216, ENG101, PSY100, PSY220, BIO275

Co-requisites: NUR244, SOC100

Nursing 244: Transition to Professional Practice

Nursing 244 provides the learner with opportunities to gain enhanced understanding of the independent and collaborative role of the professional nurse. The major emphasis of this course is on best-practice strategies to facilitate role transition from learner to graduate nurse utilizing principles of political activity, management, and research to enhance safe client-centered care. Leadership styles and collaboration strategies are explored in order to foster the application of multiperspectival thinking to the management of client-centered care. The learner is guided in creative inquiry regarding issues and trends that impact nursing as a caring profession. This

includes review of data via published research and professional sources to facilitate continuous quality improvement and fiscal responsibility.

15 Theory Hours

Second Year: Second Semester

0 Nursing Laboratory Hours

1 Credit

0 Clinical Instruction Hours

*Prerequisites: NUR116, NUR118, NUR141, NUR142, NUR122, NUR232,
NUR233, BIO215, BIO 216, BIO 275, ENG 101, PSY100, PSY220*

Co-requisites: NUR 240, SOC100

FINANCIAL AID INFORMATION

The financial aid program at St. Elizabeth College of Nursing (SECON) is intended to assist those students who otherwise would be unable to finance their nursing education. The College believes the primary responsibility for financing education lies first with the student and his/her family. Financial aid is awarded on the basis of demonstrated financial need assessed by use of a standard financial aid application, currently the Free Application for Federal Student Aid (FAFSA). The family income data provided on the FAFSA is designed to assess the family's financial strength and determine the student's need for financial assistance by calculating an expected family contribution (EFC). The EFC is subtracted from the student's total cost of attendance (COA) or budget for SECON. This calculates a student's financial need. All need-based financial aid must be awarded according to a student's calculated financial need.

APPLYING FOR FINANCIAL AID

In order for the Financial Aid Office to process aid for a student, the following steps must be completed:

1. Apply for a Federal Student Aid ID (FSA-ID) and password from the U.S. Department of Education at www.fsaaid.ed.gov
 - Dependent students must have at least one parent apply for the user ID and password as well.
2. Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1st for the upcoming school year at www.fafsa.ed.gov.
 - SECON Federal School Code is 006461
 - Use the "IRS Data Retrieval Tool" when completing the FAFSA.
 - A paper version may be obtained by contacting the Federal Student Aid Information Center at 800-433-3243 or download from the Federal Student Aid website.
3. St. Elizabeth College of Nursing is a 100% verification school. All information submitted on the FAFSA will need to be verified by the Financial Aid Office before any financial aid is disbursed. Dependent students will be required to submit copies of both parent's and student's prior, prior year W2's. Independent students will be required to submit copies of prior, prior year W2's and their spouses W2's if applicable. The Financial Aid Office may request additional documents including a verification worksheet. These documents must be reviewed and necessary corrections made before financial aid is awarded.
4. Once the above steps have been taken, a financial aid award letter will be sent to each student. The award letter should be read and followed carefully. Awards need to be accepted or denied by the student and returned to the financial aid office. Award letters not returned will be deemed denied by the student.

For a student who has a significant decrease in his/her income or parent's income (if dependent student) from the prior year, a Special Condition form may be submitted to the Financial Aid Office along with supporting documentation. The Financial Aid Office may be able to use the current year's estimated income rather than the prior year's to determine eligibility for federal aid.

Student financial aid programs, both state and federal, are subject to adjustment, depending on the student's change in financial status and allocation of funds to the college. Unless otherwise indicated, students receiving financial aid can expect one-half of their awards to be credited to their account each semester.

All students choosing to use the Federal Direct Student Loan Program must successfully complete an Electronic Master Promissory Note and Entrance Counseling session via the federal website: <https://studentloans.gov>

St. Elizabeth College of Nursing participates in electronic funds transfer (EFT) for loan funds. The loan funds will arrive electronically at the college and be credited directly to the student's account. For more information on loan repayment, visit: <https://studentaid.ed.gov/sa/repay-loans>

AVAILABLE FINANCIAL AID

NEW YORK STATE FINANCIAL AID PROGRAMS

Tuition Assistance Program (TAP): The Tuition Assistance Program (TAP) is an entitlement program for New York State residents attending postsecondary institutions in the state.

Undergraduate students are eligible for six semesters of TAP in an associate degree program. To be eligible, the student must: (1) be a New York State resident and a U.S. citizen or an eligible non-citizen, (2) be enrolled full time (12 credit hours per semester) and matriculated at an approved New York State postsecondary institution and program, (3) meet income requirements, (4) be in good academic standing (good academic standing requirements are listed later in this section), (5) be charged a tuition of \$200 or more per year and have no debt from a previously defaulted loan or have established a satisfactory repayment plan. Awards vary according to tuition, type of institution attended; family net taxable income and the academic year in which the student receives first payment.

New York State Aid for Part-Time Study (APTS): The Aid for Part-Time Study program provides awards for New York State residents studying part-time in an undergraduate program at participating degree-granting schools. Applications are available through the financial aid office. The college will determine the student's eligibility each semester taking into account the amount of funds allocated by NYS and the number of eligible applicants. The basic eligibility criteria are the same as TAP with the exception of enrollment status. APTS requires a student to be enrolled for at least three, but less than twelve credit hours per semester.

Vietnam/Persian Gulf Veterans Tuition Award Programs: Vietnam and Persian Gulf Veterans who are New York State residents may receive up to \$1,000 per semester (\$500 per semester if part-time) to help pay the tuition at an undergraduate degree-granting institution or in an approved vocational training program in New York State. If a TAP award is also received, the combined academic-year award cannot exceed tuition. To be eligible, a student must: (1) be enrolled in an approved undergraduate degree program; (2) have served in the U.S. Armed Forces in Indochina between December 1961 and May 1975 or in the Persian Gulf beginning August 1990; (3) have been discharged from the U.S. Armed Forces under other than dishonorable conditions; (4) be a New York State resident; (5) have applied for TAP and the Federal Pell Grant. Veterans may obtain

an application by writing to New York State Higher Education Services Corp., 99 Washington Ave., Albany, NY 12255.

Air/Army National Guard and N.Y. Naval Militia Incentive Program: Matriculated undergraduate students who are members in good standing of the Air/Army National Guard or the N.Y. Naval Militia may be eligible for a tuition voucher. More information can be obtained by contacting the unit commander.

Regents Awards for Children of Deceased or Disabled Veterans: These awards are for children of veterans who are deceased, disabled, or missing in action as a result of service during specific periods of war or national emergency or who die as a result of injuries sustained in the line of duty. The award provides \$450 per year for up to four years, or up to five years in certain programs, of full-time undergraduate study at a college or school in New York State. Additional information can be obtained by contacting the New York State Higher Education Services Corp., 99 Washington Ave., Albany, NY 12255.

Regents Awards/Memorial Scholarships for Children and Spouses of Deceased Police Officers, Peace Officers, Firefighters and Correction Officers: These awards are for children and spouses of police officers, peace officers, firefighters and correction officers who served in New York State and who died as a result of injuries sustained in the line of duty. Additional information can be obtained by contacting New York State HESC at the above address.

Vocational Rehabilitation Program (VESID): Eligibility for vocational rehabilitation services is based upon: (1) the presence of a physical or mental disability which, for the individual, constitutes or results in a substantial handicap to employment; and (2) the reasonable expectation that vocational rehabilitation services may benefit the individual in terms of employability. Further information is available from the nearest NYS Office of Vocational and Educational Services for Individuals with Disabilities (VESID).

State Aid to Native Americans: The applicant must be on an official tribal roll of a New York State tribe or the child of an enrolled member of a New York State tribe. Application forms may be obtained from the Native American Education Unit, NYS Education Department, Education Building Annex, Room 374, Albany, NY 12234.

FEDERAL FINANCIAL AID PROGRAMS

Federal Pell Grant Program: If financially eligible, undergraduate students who have not earned a bachelor's or first professional degree may qualify for a Federal Pell Grant. To be academically eligible, a student must be accepted into a degree program and be in good academic standing for financial aid. To determine if the student is financially eligible, the Department of Education uses a standard formula, passed into law by Congress, to evaluate the information reported on the (FAFSA). The amount of the award will depend on the amount of money Congress has allocated to the program, whether the student is full-time or part-time, and whether the student attends school for a full academic year, or less than that.

Federal Direct Subsidized Student Loans: These are low-interest loans made by the U.S. Department of Education, through the school, directly to the student. Interest is paid by the government while the student is in school. The amount a student can borrow is based upon financial need and cannot exceed \$3,500 for students at the freshman level or \$4,500 for students at the senior level. All Direct Loan borrowers will be charged an origination fee which reduces the amount of loan actually disbursed. The college will use your loan to pay your school charges and will give you any remaining money for living expenses. Repayment of the loan begins six months after the student

graduates, leaves College, or drops below half-time. Students have an ethical and legal responsibility to repay federal student loans.

Federal Direct Unsubsidized Student Loans: This loan program was created to provide loans to middle-income borrowers who do not qualify for federal interest subsidies under the Federal Direct Subsidized Student Loan Program. A borrower's unsubsidized loan amount is determined by calculating the difference between the borrower's cost of attendance for the period of enrollment and the amount of estimated financial assistance, including the amount of a subsidized loan for which the borrower qualifies. The combined total of these two loans may not exceed the annual and aggregate limits for loans under the Federal Direct Loan Program. Students have an ethical and legal responsibility to repay federal student loans.

Federal Direct Parent Loans for Undergraduate Students (PLUS): PLUS loans are for parents of dependent students who want to borrow to help pay for their children's education. Upon credit approval, a parent can borrow an amount not to exceed the student's estimated cost of attendance minus any estimated financial assistance the student has been or will be awarded during the period of enrollment. Repayment of the loan begins within 60 days of the last disbursement of the funds unless a borrower contacts direct lending to request a deferment or forbearance.

College Work Study/Other Awards: The College of Nursing does not participate in the College Work-Study Program, FSEOG, SEOG or HEOP. Future funding for these programs is uncertain.

U.S. Bureau of Indian Affairs Aid to Native Americans: To be eligible, the applicant must be at least one-fourth American Indian, Eskimo or Aleut and meet eligibility requirements. Awards vary depending on need and availability of funds. Application forms may be obtained from the Bureau of Indian Affairs, Federal Building, Room 523, 100 South Clinton St., Syracuse, NY 13202.

Veterans Administration (VA) Education Benefits: Approved by the New York State Division of Veterans Affairs for the training of certain veterans, or sons, daughters, and spouses of deceased or disabled veterans, presently active National Guard or Reservists (minimum six-year commitment), to obtain financial assistance for a college education. Contact the Department of Veterans Affairs for further information by calling 1-888-442-4551, or the college registrar for additional information.

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA. This school will not:

- Prevent nor delay the student's enrollment;
- Assess a late penalty fee to the student;
- Require the student to secure alternative or additional funding;
- Deny the student access to any resources available to other students who have satisfied their tuition and fee bills to the institution, including but not limited to access to classes, libraries, or other institutional facilities.

SCHOLARSHIPS / AWARDS

Students are encouraged to apply to local and civic organizations in their community for scholarships. Parents should check with employers for financial assistance given to dependents continuing with their education. All awards and scholarships received by the student must be reported to the Financial Aid Office. A number of scholarships funded by private sector organizations or individuals are provided by St. Elizabeth College of Nursing. Any student who is returning to the College to repeat a failed nursing course is not eligible to apply for one of these nursing scholarships.

ACADEMIC REQUIREMENTS FOR FINANCIAL AID ELIGIBILITY

The Higher Education Act of 1965, as amended by Congress in 1986 and 1992, and Part 145 of the Regulations of the New York State Commissioner of Education dealing with state student financial assistance require institutions of higher education to establish minimum standards of “satisfactory academic standing” for students to be eligible for financial aid. (Refer to the academic information in this catalog). The College of Nursing applies the federal standards to the Federal Pell Grant and the Federal Family Education Loan Program and the state standards to the Tuition Assistance Program (TAP), Aid for Part-Time Study Program (APTS) and other state programs for the purpose of maintaining a consistent policy for all students receiving assistance. Failure to meet the academic requirements for financial aid eligibility does not affect the student’s academic standing at the college.

The Federal and State regulations governing the financial aid programs require students to meet certain academic requirements in order to receive financial aid. To be academically eligible for financial aid, the student must be matriculated (accepted into a degree program), be enrolled for at least 6 credit hours each semester for federal aid programs (Pell requires 4 hours) and 12 credit hours each semester for the Tuition Assistance Program (courses you have previously passed and are now repeating cannot be counted toward the required hours for TAP), and be in good academic standing.

REQUIREMENTS FOR FEDERAL STUDENT AID PROGRAMS

A. Good academic standing is determined by measuring the student’s academic performance at St. Elizabeth College of Nursing and consists of the following two components.

1. *Satisfactory Academic Progress*: In order to meet the satisfactory academic progress requirement, the student must maintain a cumulative grade point average greater than that which would result in academic dismissal.
 2. *Pursuit of Program*: In order to meet the pursuit of program requirement, the student must **pass** a minimum number of credit hours each semester and complete all degree requirements within a specified number of semesters. These are listed below:
 - a. A student who enrolls for 12 or more credit hours must pass a minimum of 12 credit hours;
 - b. the student who enrolls for 9-11 credit hours must pass a minimum of 9 credit hours;
 - c. the student who enrolls for 6-8 credit hours must pass a minimum of 6 credit hours;
 - d. the student who enrolls for less than 6 credit hours must pass all credit hours taken.
- (1) The following are considered credits **passed**:
- (a) “A” through “C” for nursing and science courses;
 - (b) “D” for liberal arts courses only (not applicable to nursing or science courses);
 - (c) “S” passing with credit;

(d) courses repeated for credit, subject to the above grades.

(2) The following are not considered credits **passed**:

(a) "D" for Nursing & science courses; & "F" grades;

(b) "W" withdrawal;

(c) "I" incomplete.

3. Students must meet all degree requirements within 150 percent of the credit hours needed to earn their degree. For example, if the degree required a total of 72 credit hours and the student transfers in 22 credit hours, the student needs only 50 hours to earn the degree. The federal regulations would allow the student to receive financial aid for up to 75 credits student are reviewed for compliance with the criteria for good academic standing. Students not receiving financial aid are subject to the same criteria and can be placed on financial aid probation or suspension for future consideration.

- B. Following each semester, the cumulative GPA and number of credits earned by each student are reviewed for compliance with the criteria for good academic standing. Students not receiving financial aid are subject to the same criteria and can be placed on financial aid probation or suspension for future consideration.
- C. Notification: The Financial Aid Office notifies, by letter, any student who does not maintain satisfactory academic progress that he/she is being placed on financial aid probation/suspension.
- D. Financial Aid Probation: A student who fails to meet the above criteria in any semester is placed on financial aid probation. A student placed on financial aid probation may receive federal financial aid for the next semester, but must pass 12 credits during one of the next two semesters. A student failing to maintain good academic standing can be placed on financial aid probation only once during his/her academic career at St. Elizabeth's.
- E. Financial Aid Suspension: A student is placed on financial aid suspension if the student fails to **pass** any credit hours by withdrawing from all classes, failing all classes or a combination of both. If a student on financial aid probation does not regain good academic standing (as defined above) by the end of the probation period, the student is placed on financial aid suspension. Any student who regains good academic standing and then loses it during a subsequent semester is also placed on financial aid suspension. Financial aid suspension results in the termination of financial aid from all federal financial aid programs including loans.
- F. Appeal of Financial Aid Probation/Suspension: A student may request a one-time waiver of the Good Academic Standing requirements by submitting a "Request for a Waiver" form to the Director of Financial Aid.

REQUIREMENTS FOR NEW YORK STATE FINANCIAL AID PROGRAMS

A student who has been determined eligible for an award from a New York State aid program must meet the State Education Department's requirements for both satisfactory academic progress and program pursuit.

Satisfactory Academic Progress: This means that a student must **complete** a certain number of credits each semester, with a certain GPA to be eligible for the next semester's award. Please note that while a student must "PASS" the credit hours for federal financial aid, he/she only needs to "COMPLETE" the credit hours for state financial aid. In addition to "A-C", grades of "D", "F", "S", "U" and "I" are also considered completed.

Semester	Credits	GPA
First Semester	0	0

<i>Second Semester</i>	<i>6</i>	<i>.5</i>
<i>Third Semester</i>	<i>12</i>	<i>1.0</i>
<i>Fourth Semester</i>	<i>24</i>	<i>1.5</i>
<i>Fifth Semester</i>	<i>36</i>	<i>2.0</i>
<i>Sixth Semester</i>	<i>51</i>	<i>2.0</i>

Program Pursuit: This means making a passing or failing grade (**completed**) in the following percentages of a full-time program (minimum of 12 credits a semester):

- **First Year of TAP Payment:** 50% of a minimum standard full-time program must be completed each semester (six credits per semester).
- **Second Year of TAP Payment:** 75% of a minimum standard full-time program must be completed each semester (nine credits per semester).
- **Third & Fourth Year of TAP Payments:** 100% of minimum standard full-time program must be completed each semester (twelve credits per semester).

Students must make program pursuit every semester in order to be eligible to receive State Aid for the following semester. New York State Commissioner of Education regulations permit students to receive a one-time waiver of the good academic standing requirement as an undergraduate. The financial aid office can issue the waiver if there are extenuating circumstances. Contact the Financial Aid Director for more information.

*****Any dropped classes will not count toward the number of credit hours a student must "pass" for federal aid or "complete" for state aid.*****

TUITION PAYMENT & REFUNDS

Financial Obligations: Information relative to tuition and fees are sent to the applicant with the acceptance letter. No student will be allowed to graduate, receive a degree, transcript of grades or attendance, or letters of reference, until all tuition and financial obligations have been paid in full. After registration, students will be sent an invoice approximately two weeks prior to the payment due date for each semester. Any returned check will incur a \$20.00 return check fee.

Financial Aid/Third Party Deferrals: Students who have financial aid that is already verified by the Financial Aid Office will have these credits appear on their student invoice. However, should a student be found to be ineligible for any listed aid, he/she is responsible for any unpaid balance. No deferrals are granted based on estimates, or for programs that have not yet been applied to and awarded to the student. Third party deferrals such as private scholarships, veterans, VESID, TRA or employer reimbursements require prior authorization from the Financial Aid Office.

Documentation of such must be presented, in writing, at time of registration. Any third party employer arrangement is subject to approval by the college. Third party payments are acceptable only if the employer, unconditionally, agrees to pay the college upon receipt of a billing statement. No stipulations regarding student academic performance are allowable. Tuition liability is the responsibility of the student, along with any late fees, should an employer not remit payment in a timely fashion.

For state or federally sponsored programs it is the student's responsibility to ensure that the sponsoring agency has provided the Financial Aid Office with the appropriate vouchers or authorizations required to obtain payment.

Confirmation, in writing, of the amount and limitations of the award(s) must be furnished on or before payment due date. TRA sponsored students must have a valid confirmation number available at time of registration.

Refunds: A student who has been granted permission to withdraw from a course (fall/spring) will follow the below listed refund schedule for tuition only:

Withdrawal Date	Refund Percentage
<i>Prior to start of classes</i>	<i>100%</i>
<i>During the first full week of classes</i>	<i>75%</i>
<i>During the second full week of classes</i>	<i>50%</i>
<i>During the third full week of classes</i>	<i>25%</i>
<i>NO REFUNDS will be issued after the beginning of the fourth week of classes. NO REFUNDS will be made without formal withdrawal.</i>	

NO REFUNDS will be made on any student fees after classes have started.

All students receiving Title IV federal financial aid are subject to the “Treatment of Title IV Funds Policy” if official or unofficial withdrawal occurs prior to the tenth week of classes.

TITLE IV REFUNDS POLICY

In accordance with the Higher Education Amendments of 1998, a portion of Title IV grant or loan funds must be returned to the Title IV Program upon a student’s withdrawal from college. This may result in a student incurring a liability to St. Elizabeth College of Nursing after the Title IV funds are returned. Once the institution has determined an official withdrawal date, regulation provides a formula for the calculation of the amount of Title IV aid that the student has “earned” and the school may retain. This will depend on the percentage of the enrollment period that the student has completed up to withdrawal. This percentage is calculated by dividing the number of calendar days (not weeks) completed by the total number of calendar days in the period. Up through the 60% point of the enrollment period, the student is eligible for the actual percentage of aid the calculation provides. After the 60% point of the semester, 100% of the Title IV aid is considered “earned” by the student.

Administration, Faculty and Staff

Administration

Varinya Sheppard, DNP, RN, CENP, President

Doctorate in Nursing Practice in Systems Leadership, Rush University, Chicago, Illinois
MS, Nursing Administration, State University of New York Institute of Technology, Utica, New York

BS, Nursing, State University of New York Institute of Technology, Utica, New York
Diploma in Nursing, St. Elizabeth Hospital School of Nursing, Utica, New York

Kimberly Panko, MS, RN, Dean of Student & Faculty Development

MSN, Clarkson College, Omaha, Nebraska

BS, Nursing, State University of New York Institute of Technology, Utica, New York

AAS, Nursing, Northern Maine Technical College, Presque Isle, Maine

Faculty

Mary Ellen Blom, MS, RN

MS, Nursing Education, Excelsior College, Albany, New York

BS, Nursing, State University of Buffalo, Buffalo, New York

Doreen DelRosario, MS, RN

MS, Nursing Education, State University of New York Institute of Technology, Utica, New York

BS, Nursing, College of Staten Island, Staten Island, New York

AAS, Nursing, College of Staten Island, Staten Island, New York

Jennifer Dunlap, MS, RN

MS, Nursing Education, Excelsior College, Albany, New York

BS, Nursing, State University of New York Institute of Technology, Utica, New York

AAS, Nursing, St. Elizabeth Hospital School of Nursing, Utica, New York

Lauren Fallon, MS, RN

MS, Nursing Education, Keuka College, Keuka Park, New York

BS, Nursing, State University of New York Institute of Technology, Utica, New York

Diploma in Nursing, St. Mary's School of Nursing, Amsterdam, New York

Laurie Franklin, MS, RN

MS, Nursing Education, State University of New York Institute of Technology, Utica, New York

BS, Nursing, Utica College of Syracuse University, Utica, New York

AAS, Nursing, St. Elizabeth Hospital School of Nursing, Utica, New York

Kimberly Gizzi, MS, RN

MS, Nursing Education, Excelsior College, Albany, New York

BS, Nursing, State University of New York Institute of Technology, Utica, New York

Diploma Nursing, St. Elizabeth Hospital School of Nursing, Utica, New York

Shannon Holtslag, MS, RN

MS, Nursing Education, State University of New York Institute of Technology, Utica, New York

BS, Nursing, State University of New York Institute of Technology, Utica, New York

AAS in Nursing, St. Elizabeth College of Nursing, Utica, New York

Marlene Jones, MS, RN

MS, Nursing Education, Keuka College, Pen Yan, New York
 BS, Nursing, Keuka College, Pen Yan, New York
 AAS in Nursing, St. Elizabeth College of Nursing, Utica, New York

Stephanie Monahan, MS, RN

MS, Nursing Education, State University of New York Institute of Technology, Utica, New York
 BS, Nursing, State University of New York Institute of Technology, Utica, New York
 AAS in Nursing, St. Elizabeth College of Nursing, Utica, New York

Susan Read, MS, RN

MS, Nursing Administration, State University of New York Institute of Technology, Utica, New York
 Post-Master's Certificate Nursing Education State University of New York Institute of Technology
 Utica, NY
 BS, Nursing, State University of New York Institute of Technology, Utica, New York
 AAS, Nursing, State University of New York at Morrisville, Morrisville, New York

Maryanne Smalls, MS, RN

MS, Nursing Education, Excelsior College, Albany, New York
 BS Nursing, Utica College, Utica, New York
 AAS in Nursing, St. Elizabeth College of Nursing, Utica, New York

Lisa Streeter, MS, RN, CNE

MS, Nursing Leadership, Regis University, Denver, Colorado
 BS, Nursing, State University of New York Institute of Technology, Utica, New York
 AAS, Nursing, Mohawk Valley Community College, Utica, New York

Brandi Sullivan, MS, RN

MS, Nursing Education, Keuka College, Keuka Park, New York
 BS, Nursing, Keuka College, Keuka Park, New York
 ASN, Charity School of Nursing, New Orleans, Louisiana

Benjamin Thomas, MS, RN

MS, Nursing Education, State University of New York Polytechnic Institute, Utica, New York
 BS, Nursing, Elmira College, Elmira, New York

Chad Trevisani, MS, RN

MS, Nursing Education, State University of New York Institute of Technology, Utica, New York
 BS, Nursing, University of Buffalo, Buffalo, New York

Julie Wells-Tsiatosos, MSN, RNC-OB

MS, Nursing, Graceland University, Independence, Missouri
 BS, Nursing, State University of New York Institute of Technology, Utica, New York
 AAS, Nursing, St. Elizabeth Hospital School of Nursing, Utica, New York

Michelle Wolff, MS, RN

MS, Nursing Education, Keuka College, Keuka Park, New York
 BS, Nursing, State University of New York at Plattsburgh, Plattsburgh, New York

Student Services

Joseph Cascella, BS, Registrar/Bursar

BS, State University of New York Polytechnic Institute, Utica, New York

Justin Crossman, MA, MVHS & College of Nursing Simulation and Laboratory Coordinator

MA, Union Institute & University, Cincinnati, Ohio

BA, Syracuse University, Syracuse, New York

AAS, Mohawk Valley Community College, Utica, New York

Halyna Liszczynskyj, MLS, BS, Librarian/Information Specialist

MLS, State University of New York, College at Geneseo, Geneseo, New York

BS, State University of New York, College at Geneseo, Geneseo, New York

Kathleen Smith, MS, Coordinator of Instructional Media & Student Services

MS, Syracuse University, Syracuse, New York

BS, Rochester Institute of Technology, Rochester, New York

Jonathan Schneider, BS, Admissions Coordinator

BS, State University of New York Polytechnic Institute, Utica, New York

Sherry Wojnas, Director of Finance & Enrollment

Support Staff

Maureen Franklin, Executive Assistant

Certification in FMLA Compliance, Rockhurst University, Kansas City, Missouri

Certification in Legal Aspects of Human Resources Management, University of California, San Francisco, California

Anna VanNort, RN, COHN - S, Student Health Nurse

AAS, Nursing, Mohawk Valley Community College, Utica, New York

GLOSSARY OF COLLEGE TERMS

Academic Dismissal: A student who is dismissed is no longer matriculated and, in addition, may not register for any credit courses at the college until reaccepted.

Appeal: A process whereby a student requests a formal change to a College policy or administrative decision.

Articulation Agreement: A formal agreement between St. Elizabeth College of Nursing and a baccalaureate degree granting institution. These agreements are established for specific academic programs and assure transfer with junior standing upon completion of appropriate coursework and achievement of a minimum GPA.

Associate Degree: A title conferred on a student signifying completion of a two-year curriculum/program comprised of sixty or more credits.

Attendance: Attendance in class and clinical facilitates successful completion of a course of study.

Attrition Rate: Ratio of those students who leave the program due to academic reasons: nursing course failure (theory/clinical) and/or a cumulative GPA below 1.80 or failure to comply with academic progression policies.

Cohort group: Those students entering the nursing sequence of courses for the first time, even if they are exempt from first semester nursing courses. This group excludes those students who are returning to the program for whatever reason (prior academic or nonacademic dismissal).

Contact Hours: The total hours of class, lab and clinical required per week in a course.

Co-requisite: Any course that is normally taken during the same semester as the course that specifies the co-requisite. This may vary with the curriculum plan.

Course Description: Tells the student what is taught in the course, what the objectives are, and what one should be able to do upon completion. It also describes the required classroom hours, lab hours, clinical hours, credit hours, and indicates if a prerequisite/co-requisite is needed.

Credit: A unit of academic award (credit) applicable toward a degree, measured in semester hours. Credit hours at St. Elizabeth College of Nursing are measured as follows: 15 classroom hours = 1 credit hour; 30 laboratory hours = 1 credit hour; 45 clinical hours = 1 credit hour.

Curriculum: A set of courses that awards an associate degree with a purpose such as preparing a student to enter the work world immediately or to transfer to a degree program at another college.

Full-time Student: A student enrolled for 12 or more credits per semester.

Good Academic Standing: A student in good academic standing who has met or exceeded the program requirements. A student must be in good academic standing to be eligible for financial aid and veterans' benefits.

Grade Point Average (GPA): The numerical average based on the credit hours attempted and grades earned for courses taken while a student at St. Elizabeth College of Nursing. At the close of each semester a separate GPA is calculated to indicate the semester and cumulative averages.

Graduation Rate: Ratio of the number of students who complete the course of study in one and a half times the length of the program, to the number of students initially enrolled as freshmen.

Grievance: A circumstance thought to be unjust and grounds for complaint involving academic and/or non-academic matters.

In-State Resident: A legal resident of New York State for minimum of one calendar year.

Matriculated Student: A matriculated student has been accepted for admission to the College, has registered in the curriculum and is pursuing courses toward the associate degree.

Mid-Semester Grades: Mid-semester grades are indicators of a student's progress. Mid-semester grades are not recorded on official transcripts, but may be used to determine the need for academic counseling and remediation.

Out-of-State Residents: Legal resident of a state other than New York or a foreign country.

Part-time Student: A student enrolled for fewer than 12 credits per semester.

Prerequisite: A course that a student must successfully complete before enrolling in a particular course. For example, Nursing 118 has a prerequisite of Nursing 116.

Remediation: The process whereby a student is assisted via independent study, supplemental instruction, or tutoring to improve study habits, test taking results, and to raise the student's general academic and/or clinical competence.

Semester: A fifteen-week period of instruction and a one-week period of examinations and outcome assessments.

Title IV Financial Aid: The student financial assistance programs authorized by Title IV of the Federal Higher Education Act of 1965, as amended, consist of: Federal Pell Grant Program, Federal Direct Student Loans (including the Federal Direct Subsidized Loans, Federal Direct Unsubsidized Loans, and the Federal Direct Parent Loan for Undergraduate Students - PLUS Loans).

Transcript (student record): A student's official academic record maintained by the Registrar's Office. It shows all academic work attempted and grades earned, as well as transfer credits accepted from other schools.

Withdrawal: The procedure whereby a student may withdraw from all coursework through an established procedure.