

St. Elizabeth College of Nursing
College Catalog 2026-2027

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 including shared ancestry or ethnic characteristics, 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.

Inquiries about Title VI or Title IX may be referred to St. Elizabeth College of Nursing's Title VI and IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. St. Elizabeth College of Nursing's Title VI and Title IX Coordinator is:

Julie Wells-Tsiatsos, MSN, RNC, -OB, -MNN, -EFM
Dean of Student & Faculty Development
2215 Genesee Street Utica, NY 13501
Email: jwells-tsiatsos@secon.edu
(315) 624-4057

St. Elizabeth College of Nursing's nondiscrimination policy and grievance procedures can be located at https://www.secon.edu/policies/.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to https://www.secon.edu/about/title-ix-and-discrimination/.

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 VI 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.

PROFESSIONAL LICENSURE

St. Elizabeth College of Nursing is registered by the University of the State of New York, State Education Department, Office of the Professions to award an Associate's Degree in Applied Science of Nursing. The program meets the licensure requirements for all applicants residing in New York State. St. Elizabeth College of Nursing has not made a determination of each state's requirements for licensure. Those individuals residing in state's other than New York shall receive individual notification regarding licensure requirements. For more information https://www.ncsbn.org/membership/us-members/contact-bon.page

Program	State(s) where program meets licensing requirements	States and US Territories where SECON has not been able to determine whether the program meets licensing requirements
Nursing AAS	New York	Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wisconsin, Wyoming, American Samoa, Federated States of Micronesia, Guam, Marshall Islands, Northern Mariana Islands, Palau

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Message From the Interim President of St. Elizabeth College of Nursing



St. Elizabeth College of Nursing is committed to providing 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.

At St. Elizabeth College of Nursing we have a rich history in nursing education paired with dual accreditations from the Middle States Commission on Higher Education (MSCHE) and the Accreditation Commission for Education in Nursing (ACEN). As a team of dedicated faculty and staff, we are excited to prepare you for entry into nursing practice with the skills required to provide safe, competent, holistic evidence-based care.

We look forward to facilitating the attainment of your professional and personal goals at St. Elizabeth College of Nursing!

Sincerely,

Julie Wells-Tsiatsos, MSN, RNC-OB, -EFM, -MNN,
Interim President, St. Elizabeth College of Nursing
Utica, New York

jwells-tsiatsos@secon.edu

St. Elizabeth College of Nursing

LOCATION
2215 Genesee Street, Utica, N.Y. 13501
(315) 624-4030

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

ACCREDITATION STATUS
St. Elizabeth College of Nursing is accredited by:

Middle States Commission on Higher Education (Original 2005), Continuing Accreditation through 2028
1007 North Orange Street
4th Floor, MB #166
Wilmington, DE 19801
(267) 284-5011

The Accreditation Commission for Education in Nursing (ACEN)(Original 2005), Re-Accredited: 2018
3390 Peachtree Road NE, Suite 1400
Atlanta, Georgia 30326
(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" Nursing Partnership Pathway

The 1+2+1 pathway, 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 A.D. Transition with:

Herkimer College, Herkimer, New York

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

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!



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 at the Wynn Hospital, Golisano Children's Hospital in Syracuse 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, library and access to 'state-of-the art' resources.

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 thousands of 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 Dean 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

- Support our students to promote their achievement of student learning outcomes and program outcomes
- Engage our college community in the spirit of the Franciscan values
- Manage resources in collaboration with the governing organization and the college community
- Promote scholarship across our college community

History of Mohawk Valley Health System (MVHS)

- St. Elizabeth Medical Center was a 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 was a strong leader in medical education and 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 were the Family Practice Residency Program, Community Medicine Programs, Trauma Center, Heart Institute, and College of Nursing. The Medical Center was accredited by DNV Healthcare, Inc., through the National Integrated Accreditation for Healthcare Organizations (NIAHO) and had 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 (MVHS).
- On October 29, 2023, the Mohawk Valley Health System and its two acute care hospitals – St. Elizabeth Medical Center (SEMC) and Faxton-St. Luke's Healthcare (FSLH) –began a new chapter in their provision of healthcare to the Mohawk Valley and surrounding communities. As part of New York State's "Oneida County Health Care Transformation Program," Mohawk Valley Health System was able to build the new state-of-the-art Wynn Hospital. When the Wynn Hospital opened its doors, the acute care services of SEMC and FSLH consolidated into the new Wynn Hospital building under MVHS, Inc., the former FSLH. MVHS, Inc. became the new parent of the College. MVHS, Inc. will continue to maintain the strong traditions and excellence in clinical experience that have made the College what it is today, but will offer a rare and unrivaled experience of providing clinical teaching in a brand new state-of-the-art facility.

Mohawk Valley Health System (MVHS) Mission Statement

MVHS and our flagship, Wynn Hospital, deliver premier healthcare to our region, keeping our patients as the focus of all we do.

St. Elizabeth College of Nursing Philosophy

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, 2021).

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.

American Nurses Association. (2021). *Nursing: Scope and standards of practice* (4th ed*).* The Publishing Program of the American Nurses Association.

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 an essential and significant element in achieving professionalism and represents an individual's ability to think about their own reasoning to maximize positive patient outcomes and minimize mistakes in decision-making (Karaca et al., 2023). Nurses utilize multi-perspectival thinking processes to optimize and enhance nursing care toward the achievement of positive client-centered outcomes.

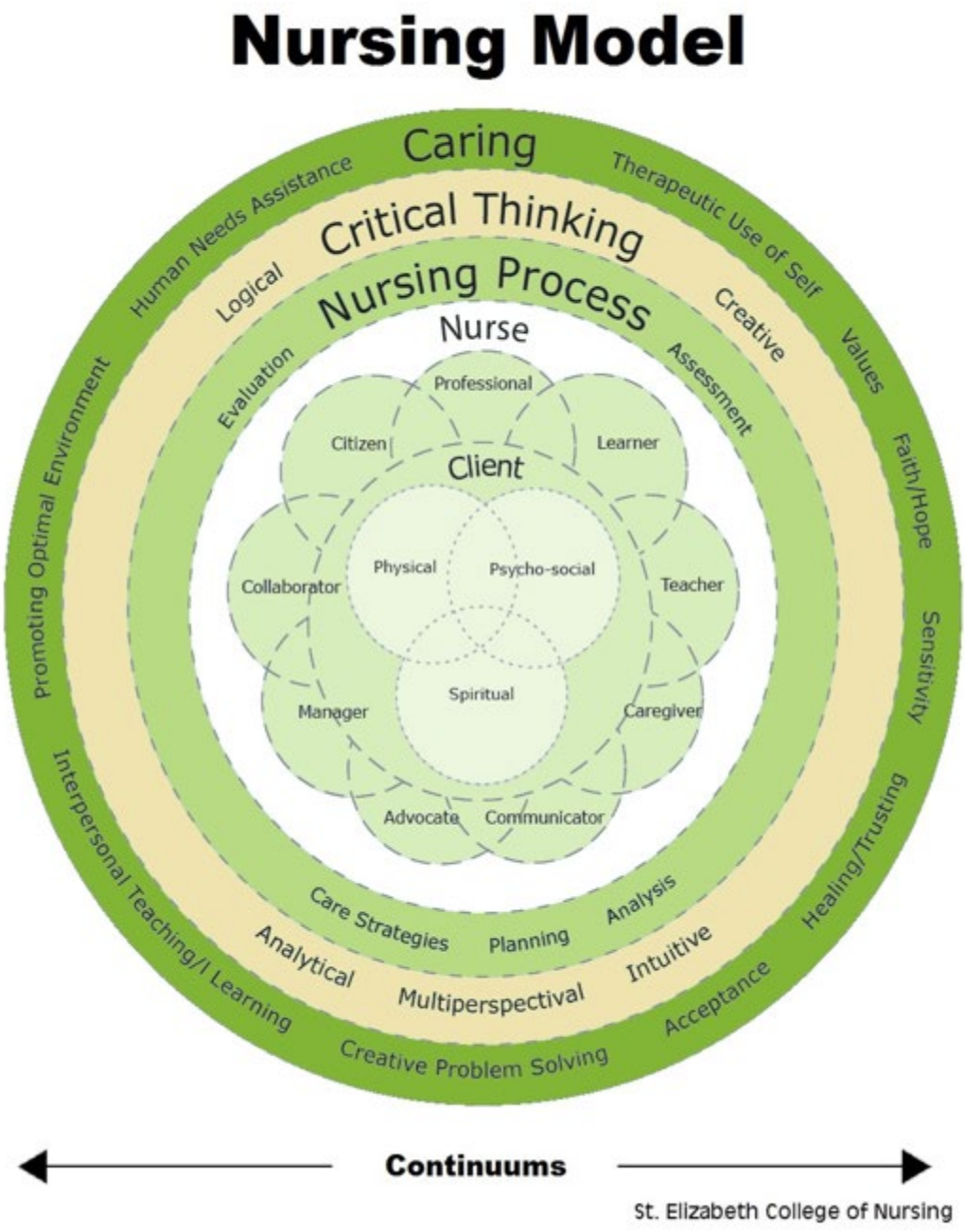
The nursing process provides a structure in which thinking occurs in problem solving with the client. This is a dynamic, continuous process comprised of five interrelated phases. We have chosen the terminology of care strategies to communicate our beliefs about the art and science of nursing as a process 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 Dr. Jean Watson's ten Caritas Processes® (Watson Caring Science Institute, 2024).

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.

Karaca, A., Kaya, G., & Kaya, L. (2023). The relationship between critical thinking skills and caregiving roles of nurses. *Journal of Education & Research in Nursing 20*(4), 360–366

Watson Caring Science Institute. (2024). *10 caritas processes*. https://www.watsoncaringscience.org/jean-bio/caring-science-theory/10-caritas-processes/


Nursing Model
Caring
Therapeutic Use of Self
Values
Faith/Hope
Sensitivity
Healing/Trusting
Acceptance
Intuitive
Analysis
Planning
Care Strategies
Multiperspectival
Creative Problem Solving
Analytical
Interpersonal Teaching/I Learning
Promoting Optimal Environment
Human Needs Assistance
Logical
Critical Thinking
Creative
Assessment
Evaluation
Nursing Process
Nurse
Professional
Citizen
Learner
Client
Collaborator
Physical
Psycho-social
Teacher
Manager
Spiritual
Caregiver
Advocate
Communicator
Continuums
St. Elizabeth College of 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, active citizenship and diversity. 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; Watson Caring Science Institute, 2024). Jean Watson's 10 Caritas Processes® 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 (Gordon, 1994). 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 environment allows for the exploration of values and attitudes which contributes to the holistic development of the student.

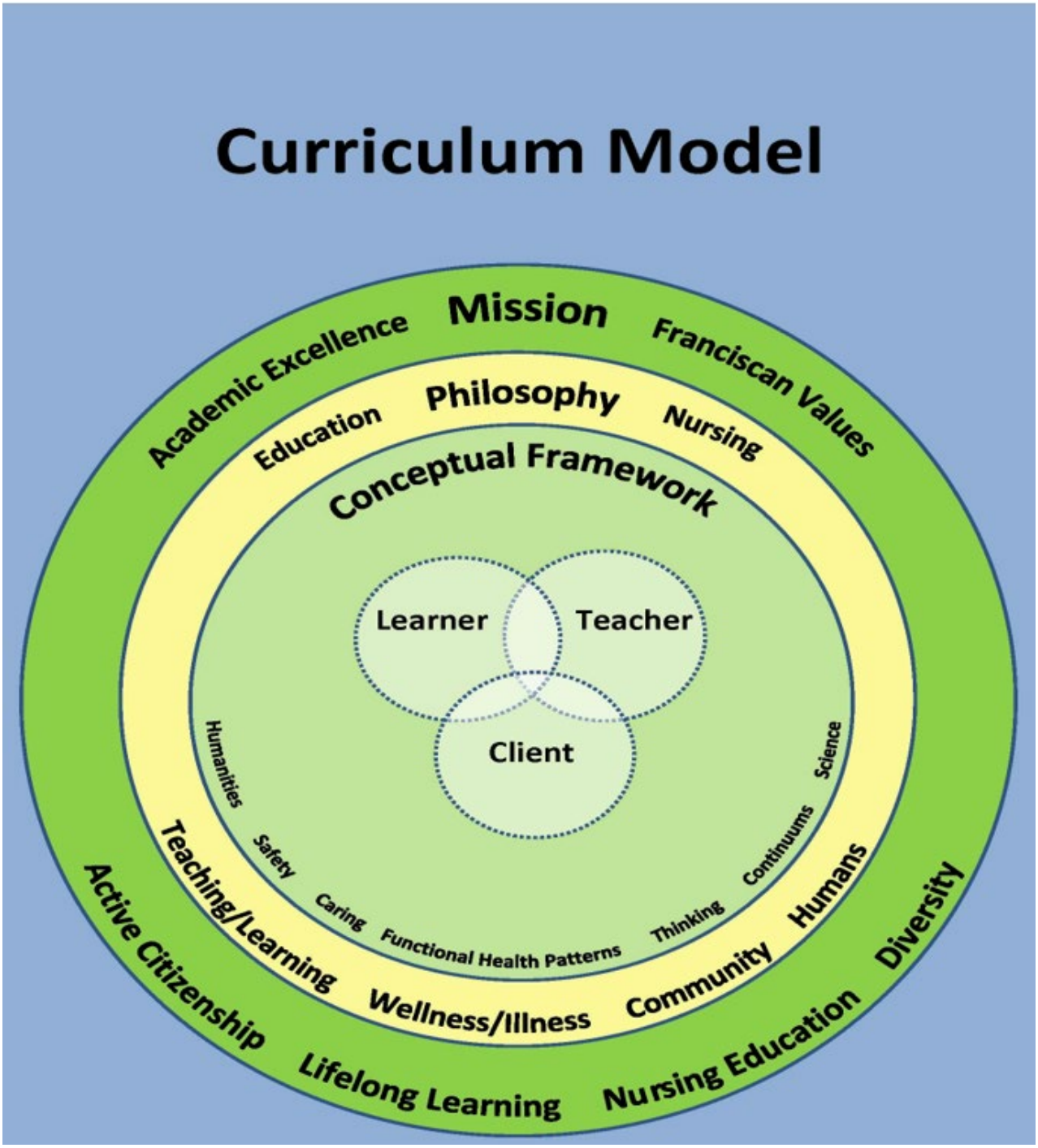
Gordon, M. (1994). *Nursing diagnosis: Process and application* (3rd ed.). Mosby.

Watson Caring Science Institute. (2024). *Watson's caring science and human caring theory.*

https://www.watsoncaringscience.org/jean-bio/caring-science-theory/

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

CURRICULUM MODEL



End of Program 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:

1. Demonstrate Franciscan values and active citizenship in the provision of holistic patient- centered care to a diverse population.
2. Demonstrate core professional values through the utilization of the nursing process and effective teamwork and collaboration.
3. Incorporate evidence- based practice in the delivery of optimal healthcare.
4. Apply the principle of quality improvement to promote optimal patient outcomes.
5. Apply critical thinking skills through the provision of safe competent care for a client with complex health needs.
6. 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 an 85% pass rate for all first-time NCLEX test takers during the same 12 month period.
- The cohort graduation completion rate will be 55% or greater within 100% of published time of program.
- 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.

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ACADEMIC PROGRAMS

WEEKDAY PROGRAM

First Year		
Fall Semester		
Course #	Course Description	Credits
BIO215	Anatomy & Physiology I*	4.0
ENG101	First-Year 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
BIO275	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**

Nursing 41.0 Credits
Arts & Sciences 28.0 Credits

* SECON has an articulation agreement with SUNY Polytechnic Institute (SUNY Poly) to provide general education and science courses. 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.

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.

EVENING/WEEKEND PROGRAM

First Year		
Fall Semester		
Course #	Course Description	Credits
BIO215	Anatomy & Physiology I*	4.0
ENG101	First-Year 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**

Nursing 41.0 Credits
Arts & Sciences 28.0 Credits

* SECON has an articulation agreement with SUNY Polytechnic Institute (SUNY Poly) to provide general education and science courses. 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.

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.

3 Year Track - Weekday Program

First Year		
Fall Semester		
Course #	Course Description	Credits
BIO215	Anatomy & Physiology I*	4.0
ENG101	First-Year 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**

Nursing 42.0 Credits
Arts & Sciences 28.0 Credits

* SECON has an articulation agreement with SUNY Polytechnic Institute (SUNY Poly) to provide general education and science courses. 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.

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.

STUDENT LIFE

Student life at St. Elizabeth College of Nursing provides students with opportunities to build connections, promote wellness, and engage with the campus and surrounding community. Throughout the academic year, students are encouraged to participate in a variety of educational, social, cultural, and community service activities. Past events have included the Making Strides Against Breast Cancer Walk, seasonal outings such as snow tubing and snowshoeing, wellness activities, volunteer opportunities, and other student-centered programs.

Student Open Forums are held each semester, providing an opportunity for students to share feedback, discuss ideas, and make suggestions for future student activities and campus initiatives. These forums encourage open communication between students and college administration and help foster a positive campus experience.

Information about student life events, activities, and important announcements is communicated through the College's email and text messaging system. Students are responsible for checking their email daily and notifying the Admissions Office promptly of any changes to their contact information to ensure they receive important communications in a timely manner.

To support student wellness and relaxation, students have 24/7 access to the College recreation room. The space includes a refrigerator, microwave, coffee maker, vending machines, comfortable seating, and exercise equipment, providing a welcoming environment for studying, socializing, and personal wellness outside of the classroom.





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 their 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 advisor 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 MVHS, Inc. 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/Vaping

MVHS Inc., Wynn Hospital and the College of Nursing are TOBACCO-FREE. No smoking, vaping or other tobacco use is allowed within the buildings or on the grounds owned or leased by MVHS.

Student Code of Conduct

The College requires each student to follow the Student Code of Conduct (outlined in the Student Handbook), established rules and regulations and all local, state, and federal laws. The College will not tolerate deliberately disruptive words, actions, violence or physical interference with the rights of any member of our College community or with any of the facilities of the College, or with any authorized functions being carried out on the College campus or at any College sponsored event.

Additionally, 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 ten provisions of the ANA Code of Ethics are available via the ANA website American Nurses Association.

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 Information and Technology or the Campus Safety and Security committees.

Health

New York State Public Health Law section 2165 requires that all college students born on or after January 1, 1957, must demonstrate proof of immunity against measles, mumps and rubella (MMR). New York State Public Health Law section 2167 requires post-secondary institutions to distribute information about meningococcal diseases and immunization to students, or parents of students under the age of 18. The student will either receive the meningococcal vaccination series, show proof of immunization or must submit the response form indicating that they will not obtain the immunization. Complete details are available regarding all 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, www.secon.edu.** 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
- Academic or non-academic probation
- Dismissal

The Faculty and Administration may use progressive disciplinary measures as outlined in the policy. 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.

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, plagiarism (including self-plagiarism), and use of generative artificial intelligence.

- **Cheating** is when a student attempts to attain academic credit through dishonest, disrespectful, irresponsible, untrustworthy, or unfair means (UC San Diego, 2026).

- **Plagiarism** is the practice of taking someone else's work or ideas and passing them off as one's own (Oxford English Dictionary, 2026). Self-plagiarism is re-purposing material that has already been completed for another course or assignment, or otherwise submitting work previously rendered.

- **Generative Artificial Intelligence (AI)** is artificial intelligence (AI) that can create original content such as text, images, video, audio or software code in response to a user's prompt or request (IBM, n. d.). For the context of this policy, such use includes content that may be all or in part generatedby AI (ex. ChatGPT, OpenAI, DALL-E).

  The use of Generative AI computer programs, apps, or websites, unless specifically approved or required by a faculty member for educational purposes, is also a form of cheating, because the writing is not the intellectual work of the student. It is the current policy of the College that unless specifically approved by a faculty member, generative AI programs and websites (e.g. Chat-GPT, Azure AI Studio, and Copilot) are not allowed to be used to write or create any portion of a student's academic work product. This includes, but is not limited to, information literacy assignments, papers, discussion forum posts, text for poster projects, etc.

  Assistive Writing AI is an AI tool that is capable of assisting an author with basic or more complex grammatical and structural changes to their originally written text. (ex.

Grammarly, ProWritingAid). Use of assistive writing AI tools to suggest or implement minor edits to a sentence or use of verbiage within your own work is permitted provided it maintains the integrity of your original work.

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 and must be able to "speak to" the assignment submitted. Students should be able to explain the content, reasoning, and sources used in developing the assignment. Students who are unable to speak to the assignment may be required to revise and resubmit the assignment or it may be referred for further review by the Dean.

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

- Revision and resubmission of the assignment
- Assigning an "F" for the assignment
- Assigning an "F" for the course

Regardless, a Progressive Discipline will be initiated, up to and including dismissal from the program

The student may initiate the grievance process at any point in the process of review.

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 located on the college website, 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 *Technical 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, Julie Wells-Tsiatsos, and can be reached at (315) 624-4057.

For further information please refer to the Disability Services for Reasonable Accommodations Policy located on the college website, www.secon.edu.

CAMPUS SECURITY ACT/TITLE VI/TITLE IX

An Advisory Committee on Campus Safety and Security 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, administrative staff, and security of the medical center 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 (www.ope.ed.gov/security). St. Elizabeth College of Nursing is in compliance with the Violence Against Woman's Act (VAWA), and Article 129-A and 129-B of the New York State Education Law, Title VI, and Title IX. The Title VI and IX Coordinator is the Dean of Student and Faculty Development, Julie Wells-Tsiatsos, and can be reached at (315) 624-4057.

For further information please refer to the Discrimination, Harassment & Sexual Misconduct Policy and Campus Safety and Security Manual located on the college website, 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 outlined 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 November 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 records, drug screening, background investigations and public health and clinical agency immunization requirements. Admission to St. Elizabeth College of Nursing may be made conditional upon successful completion of such examinations and tests. If evidence exists of a reported case of a felony or misdemeanor, the College President will review the report with the MVHS Inc. 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 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 located on the college website, www.secon.edu.**

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. A letter of reference is required from the director or dean of the prior nursing 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) 624-4033. **Please refer to the Access to Student Academic Files Policy located on the college website, www.secon.edu.**

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 reenter should contact the Admissions Department at

(315) 624-4044 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 cumulative GPA of 3.50 or above. Students with a semester cumulative GPA of 3.00 to 3.49 are granted 'Honors' status.

For Honors consideration, students must receive a passing grade 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. The "WP" and/or "WF" grades will not be included in the cumulative grade point average. Withdrawal after the official deadline will result in a grade of "F" which is included in the cumulative grade point average. Withdrawal from any SUNY Poly science and/or general education courses, SECON must follow their withdrawal policy.

DESCRIPTION OF REQUIRED COURSES

GENERAL EDUCATION & SCIENCE COURSES

ENG 101 First-Year 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 organs and organ systems of the human body. This course emphasizes the anatomy and physiology of cells and the integumentary, nervous, respiratory, and circulatory systems. Laboratory covers organs and organ systems of the human body in a laboratory setting. Emphasizes the anatomy and physiology of cells and the integumentary, nervous, respiratory, and circulatory systems. Three lecture hours and three laboratory hours per week.

BIO 216 Anatomy & Physiology II (4 credit hrs.):
Covers organs and organ systems of the human body in a laboratory setting. This course emphasized the anatomy and physiology of the skeletal, muscular, endocrine, digestive, urinary, and reproductive systems. Laboratory covers organs and organ systems of the human body in a laboratory setting. Emphasizes the anatomy and physiology of the skeletal, muscular, endocrine, digestive, urinary, and reproductive systems. 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. Laboratory covers application of theoretical material from Microbiology Lecture in experimental procedures. 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) 624-4033.

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*
7.5 Nursing Laboratory Hours — *8 Credits*
135 Clinical Instruction Hours
Prerequisite: NUR116, NUR141, BIO215, ENG101
Co-requisites: NUR142, BIO216, PSY100

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
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 233 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 *2 Credits*

45 Clinical Instruction Hours

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 their 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, assets and the number of family size provided on the FAFSA is designed to assess the family's financial strength and determine the student's need for financial assistance using Student Aid Index (SAI) formulas. These formulas calculate 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.fsaid.ed.gov
    - Dependent students must have at least one parent (contributor) apply for the user ID and password as well. Keep in mind that certain circumstances may require both parents to have a user ID and password.

2. Complete the Free Application for Federal Student Aid (FAFSA) as soon as possible after October 1 for the upcoming school year at studentaid.gov/h/apply-for-aid/fafsa
    - SECON Federal School Code is 006461
    - 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. Failure to submit required documents on time may result in any eligible financial assistance voided.

4. Once the above steps have been taken, a Financial Aid Award letter and College Financing Plan 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 their 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 (if applicable) 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

You have the right…

- To know what financial aid programs are available at your school.
- To know the deadline for submitting applications for each of the financial aid programs available.
- To know how financial aid will be distributed, how decisions on that distribution are made, and the basis for these decisions.
- To know how your financial need was determined. This includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget.
- To know what resources (such as family contribution, other financial aid, your assets, etc.) were considered in the calculation of your need.
- To know how much of your financial eligibility for financial aid has been met.
- To request an explanation of the various programs in your student aid package.
- To know your school's refund policy.
- To know what portion of the financial aid you received must be repaid and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payment procedures, the length of time you have to repay the loan, and when repayment is to begin.

You are responsible…

- To complete all application forms accurately and submit them on time to the right place.
- To provide correct information. In most cases, misreporting information on financial aid application forms is a violation of law and may be considered a criminal offense which could result in indictment under the U.S. Criminal Code.
- To return all additional documentation, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
- For reading and understanding all forms that you are asked to sign and for keeping copies of them.
- For all agreements that you sign, including repayment of all student loans.
- To perform the work that is agreed upon in accepting a Federal Work-Study award.
- To be aware of and comply with the deadlines for application or reapplication for aid.
- To be aware of your school's refund procedures.

AVAILABLE FINANCIAL AID

NEW YORK STATE FINANCIAL AID PROGRAMS

SECON TAP School Code 0710

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. Students may receive up to $1,000 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.

The Johnny Isakson and David P. Roe, M.D. Veterans Health Care and Benefits Improvement Act of 2020 requires educational institutions to make certain disclosures to students using federal military and/or VA educational benefits. To view and print a copy of an estimated personalized cost of attendance you can visit the SECON Net Price Calculator. Additional financial information can be found at the NCES College Navigator site.

The SECON College Financing Plan will provide a more in-depth analysis and accurate picture of student cost once the student has filed their FAFSA, completed a SECON application, and been accepted to the SECON Nursing program.

As a member of the National Association of Student Financial Aid Administrators (NASFAA), SECON is committed to the highest standards of professional conduct.

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.

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 3 credit 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.
e.

(1) The following are considered credits **passed:**

(a) "A" through "C+" grades for nursing courses;
(b) "C-" grade or above for science course;
(c) "D" grade or above for liberal arts courses only (not applicable to nursing or science courses)

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

(a) "C" grade or lower for all nursing courses
(b) "D" grade or lower for all science courses
(c) "F" grade for liberal arts courses
(d) "W" withdrawal;
(e) "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	*0*	*0*
Second	*6*	*.5*
Third	*12*	*1.0*
Fourth	*24*	*1.5*
Fifth	*36*	*2.0*
Sixth	*51*	*2.0*

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. 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, they are 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**

Prior to start of classes 100%
During the first full week of classes 75%
During the second full week of classes 50%
During the third full week of classes 25%
NO REFUNDS will be issued after the beginning of the fourth week of classes. NO REFUNDS will be made without formal withdrawal.

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.

Order by which federal funds will be returned to Title IV programs:

1) Unsubsidized Direct Loans
2) Subsidized Direct Loans
3) Parent PLUS Direct Loans
4) PELL Grants

Administration, Faculty and Staff

Administration

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

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BS, Nursing, SUNY Plattsburgh, Plattsburgh, New York

****St. Elizabeth College of Nursing averages two adjunct faculty in any given semester****

Student Services

Laura Dixon, BA, MLS, Medical Librarian
MLS, University at Albany, SUNY, Albany, New York
BA, Utica College of Syracuse University, Utica, New York

Halyna Liszczynskyj, BS, MLS, Director of Library Services
MLS, State University of New York, College at Geneseo, Geneseo, New York
BS, State University of New York, College at Geneseo, Geneseo, New York

Jeffrey Pease, BT, Admissions Coordinator
AAS, Onondanga Community College, Syracuse, New York
BT, SUNY Morrisville, Morrisville, New York

Kimber Scarano, MA, Director of Student Services
MA, Stony Brook University, Stony Brook, New York
BA, Keuka College, Keuka Park, New York

Sherry Wojnas, Director of Finance & Enrollment

Support Staff

Maggie Giacovelli, Administrative Assistant

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.