THE BELANGER SCHOOL OF NURSING

Address:
650 McClellan Street
Schenectady, NY 12304

Contact Information:
Phone: 518.243.4471
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Website: ellisbelangerschoolofnursing.org

REGISTERED BY:
- New York State Education Department jointly with Schenectady County Community College
  HEGIS CODE: 5208
- New York State Education Department jointly with Siena College
  HEGIS CODE: 1203.10
  New York State Education Department Office of the Professions
  89 Washington Avenue
  Albany, New York 12234
  518.474.3817

ACCREDITED BY:
- Accreditation Commission for Education in Nursing, Inc.
  3343 Peachtree Road, NE, Suite 850
  Atlanta, GA 30326
  404.975.5000
  acenursing.org

MEMBER OF:
- National League for Nursing
- New York State Associate Degree Council
- Organization for Associate Degree Nursing
- New York State Council of Hospital Schools of Professional Nursing

Approved by the New York State Division of Veterans’ Affairs for the training of veterans and other eligible persons.

NON-DISCRIMINATORY POLICY:
The Belanger School of Nursing fully subscribes to all federal and state civil rights laws banning discrimination in higher education. No otherwise qualified candidate shall be discriminated against on the basis of age, sex, marital status, religious beliefs, disability, race, color, national or ethnic origin, or political affiliation.
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As part of Ellis Medicine, The Belanger School of Nursing is dedicated to preparing individuals who provide safe, competent and compassionate nursing care in an ever evolving health care system.
The current curriculum consists of 42 credits in nursing and 30 college credits spanning four semesters and one summer session. A new 64 credit curriculum will begin in fall 2018, it is designed to be completed in four semesters. The primary focus of instruction is the care of the hospitalized patient with emphasis on clinical practice. To address the increased health care provided in community-based settings, The Belanger School of Nursing curriculum has expanded learning experiences in public health, primary care and community services. The majority of content in the curriculum is comprised of nursing courses taught at the nursing school and in clinical areas. The required courses in biological and behavioral sciences are provided at Schenectady County Community College. Students may complete these requirements at an institution of their choice, however, courses must be comparable in content and credit to the required college courses in the curriculum. The only approach to part-time study at the School of Nursing is by completion of the required college courses prior to enrollment.

**Professional Licensure**

Graduates of The Belanger School of Nursing are eligible to sit for the RN licensure exam. Requirements for licensure as a registered professional nurse include passing the licensure exam, being at least 18 years of age and being of good moral character as determined by the State Education Department. There is no U.S. citizenship requirement. A history of a felony or misdemeanor conviction may jeopardize the applicant’s eligibility for licensure. Any questions regarding these issues should be presented to the Committee on Professions, State Education Department, for clarification.

After satisfactory completion of the NCLEX-RN, a license is issued to practice as a Registered Professional Nurse in New York State. A nurse registered in New York State may apply for registration without examination in any other state. A New York State nursing license is in effect for life unless revoked by the Board of Regents following a finding of professional misconduct.

**Moving to a BSN**

An advanced degree in Nursing will support a broader and larger scope of nursing practice. The Belanger School of Nursing and Siena College offer a dual degree program. An alternative is to complete a bachelor’s degree in nursing after two years of full-time study. The Belanger School of Nursing has articulation agreements with Chamberlain College of Nursing, Empire State College, Excelsior College, Grand Canyon University, Maria College, Siena College, SUNY at Delhi, SUNY Polytechnic Institute, The Sage Colleges and Walden University. A Bachelor’s degree in Nursing may be obtained after two years of full-time study at these institutions.
History of The Belanger School of Nursing
The Belanger School of Nursing, formerly known as the Ellis School of Nursing, has a long history dating back to the first incoming class in 1903. The school was incorporated in 1906 and was one of the first schools in the state to receive a permanent charter in 1917. The changes made throughout the years reflect changes in society and philosophies of nursing education. In 1986 the curriculum was shortened from the traditional three year course of study to 21 months. The class of 1994 was the first class to graduate with an Associate in Science degree in Nursing. In 2013, the school moved to its permanent location at 650 McClellan Street and its name was changed to The Belanger School of Nursing due to the generosity and support of the Belanger family. In 2017 the New York State Education Department approved a dual degree program in collaboration with Siena College, the first class will begin in Fall 2017.

History of Ellis Medicine
Ellis Medicine is a not-for-profit community hospital founded in 1885. As the sole provider of acute hospital care in the Schenectady region, Ellis offers a depth and breadth of services ranging from medical/surgical, psychiatric and obstetric/gynecological care to emergency, intensive care and neonatal intensive care, primary care, long term care and out-patient services. Ellis’ specialty services include a stroke center, a bariatric care center, and a heart center, which provides cardiac catheterization, angioplasty and cardiac surgery. Its mission is to meet the health and wellness needs of our community with excellence. Ellis provides the highest quality of care using the latest technology and offers students a myriad of educational opportunities and clinical experiences.

Quality Recognition:
- A designated NYS Stroke Center and eleven time recipient of the Gold/Gold Plus Award for quality stroke care.
- Received a Gold Award in the Mass Excellence 2012 Performance Excellence Experience and Awards Program.
- NCQA Medical Home designation for Ellis Medicine’s Nott Street, McClellan Street, Ellis Medicine Pediatrics, Glenville and Clifton Park Primary Care practices.

ACCREDITATIONS:
- The Joint Commission (Hospital, Behavioral Health, Laboratory)
- American Academy of Sleep Medicine (AASM) accreditation of Ellis Medicine’s Sleep Disorders Center
- Center of Excellence by the American College of Surgeons and the American Society of Metabolic and Bariatric Surgery

LICENSED BY:
- NYS Department of Health
- NYS Office of Mental Health
A MEMBER OF:

- The American Hospital Association
- The Healthcare Association of New York State
- The Iroquois Healthcare Alliance
- The Medical Society of New York for Category 1 Continuing Medical Education Credits

City of Schenectady

Schenectady is one of the Tri-Cities of the Capital Region located about 15 miles from Albany and Troy. There is easy access by highway, rail and bus. This city of about 66,000 was first settled by the Dutch in 1661 and has had a long and colorful history. It still has some homes of the early settlers located in the historic Stockade area.

The Capital Region provides numerous education, cultural and recreational opportunities. There are over a dozen colleges and universities in the area, including Union College, Rensselaer Polytechnic Institute, The Sage Colleges, Siena College and The University at Albany.

Schenectady is within easy commuting distance of the Governor Nelson A. Rockefeller Empire State Plaza, Saratoga Performing Arts Center as well as several large parks that offer summer and winter activities. Many of the ski resorts of New York and New England are within a 200-mile radius. Churches, theaters, public libraries and shopping districts are within walking distance or may be reached by bus from the school.

For more information about Ellis Medicine, please visit ellismedicine.org.

For more information about the surrounding community, please visit schenectadycounty.org.

The school reserves the right to change any policies or requirements contained in this publication without prior notice. This includes the right to modify academic requirements, admission requirements and curriculum, to change arrangements of courses and make changes in tuition and fees as deemed necessary.
PHILOSOPHY

The faculty of The Belanger School of Nursing believes education is a dynamic process wherein students acquire knowledge, attitudes and skills that enable them to better understand self, fellow human beings and responsibility to society. Learning is dependent upon the student’s ability, readiness to learn and active participation in the process. Human beings are a complex union of interrelated physical, psychosocial and spiritual components. The individual develops through life stages, striving to meet needs by relating to internal and external environments, with the primary goal of attaining optimum potential and moving along the health continuum throughout life.

Nursing is a humanistic art and science which necessitates a genuine caring and respect for the personal worth and dignity of each individual. The nurse assists the patient/client in attaining and sustaining their optimum level of physical and spiritual functioning during wellness and illness and in dying with dignity. In collaborating with other members of the health team, the nurse manages and delivers holistic health care, based upon the synthesis of learning in the biological and behavioral sciences. It is essential that the practitioner be sensitive to multicultural and spiritual needs in the community while striving to maximize the health and well-being of all people served.

Nursing education is a process through which the student integrates caring attitudes, knowledge and skills which enable him/her to use critical thinking to recognize actual or potential health problems, to prevent illness through health teaching and counseling and to provide safe nursing care. In the learning process, the student becomes increasingly more accountable and self-directed, developing values and attitudes consistent with the ethical/legal and quality standards of the nursing profession. Inherent in nursing education is the need for lifelong learning.

The Belanger School of Nursing curriculum provides a variety of opportunities that encourage learning through individual guidance and planned experiences in the classroom, community and hospital, with emphasis on evidence-based clinical practice. The faculty assists the students to use the nursing process, information technology and to develop caring behaviors that are basic to nursing. The faculty believes that teaching-learning is a shared process and is best achieved in an atmosphere where intellectual curiosity is stimulated. The faculty believes in providing a teaching-learning environment that is sensitive to the needs of the student population. The faculty believes in developing a student–teacher relationship that embodies trusting and caring relationships. Knowledge, skilled and caring role models are an essential component of the teaching-learning process.
PROGRAM OUTCOMES

Program outcomes are the standards by which the effectiveness of the program is measured. These outcomes are:

- The Belanger School of Nursing program’s most recent annual licensure examination pass rate will be 80% or better for all first time test-takers during the same 12 month period.
- The 3 year average program completion rate will be 72% or above, in each cohort who graduate within 150% of program time.
- 90% of graduates actively seeking employment will secure a nursing position within twelve months post-graduation.
Applications are accepted from qualified men and women who are interested in a nursing career and who meet the requirements outlined below. Equal opportunity is offered to all applicants regardless of age, sex, marital status, religious beliefs, disability, race, color, national or ethnic origin, or political affiliation. Applications will not be considered until prerequisites are completed or unless a reasonable plan for completion is submitted with the application. All prerequisites must be completed prior to the Fall semester for either Fall or Spring enrollment.

Admission Procedure
The application completion deadline for Fall entrance is January 15 with notification of acceptance status in April. Applications completed after January 15 will be reviewed only if openings remain. The Admissions and Evaluations Committee will only review those applications with all required components on file. The application deadline for Spring entrance is September 1 with notification of acceptance status in October. Applications are reviewed by members of the Admissions and Evaluations Committee. Each application is considered on an individual basis.

Admission Criteria
- Payment of the application fee.
- Evidence of high school graduation or successful completion of high school equivalency examination (HSE). Submit:
  - Official high school transcript showing graduation. Particular emphasis is on verbal/math/science course grades. A minimum average of 85% and a CGPA of 3.0 is preferred.
  - Official transcripts showing passing grades in the following prerequisites:
    - Chemistry, Biology and Algebra are required within 5 years of desired enrollment.
    - Applicants who receive transfer credit for Anatomy & Physiology I and Microbiology may be considered for a waiver of the Chemistry and/or Biology requirement at the discretion of the Admission and Evaluations Committee. The Committee complies with the prerequisites stated in the college catalogs for all required college courses. All requirements for waiver of prerequisites must be met prior to the Fall semester regardless of planned Fall or Spring enrollment.
    - Algebra is required within 5 years of enrollment. Applicants who receive transfer credit for math courses with Algebra as a prerequisite within five years will be granted a waiver of the Algebra requirement.
    - Courses from high school, equivalent CLEP and/or college courses are acceptable. Courses offered by the Education Correspondence Training School, ectschool.com, or Nursing ABC, nursingabc.com, Portage, portagelearning.com are also acceptable.
- Official transcripts from any accredited college, post-secondary school, CLEP or College Board’s Advanced Placement Program. CGPA’s and pertinent course grades are considered. Previous success with college level courses lends strength to the candidate’s application.
- Reports of standardized tests, if available.
- Kaplan Admission Test. See The Belanger School of Nursing website for the testing schedule.

Admission information can also be found at ellisbelangerschoolofnursing.org
ADMISSION INFORMATION

- Two references
  References indicate strengths and attributes which may indicate potential success. Two references from academic, employment and/or professional services are requested by the School. Candidates who demonstrate a pattern of positive attributes are preferred.
- Personal interview (optional)
- See Application Completion Checklist (page 53)

Prior to enrollment the following must be complete:

Health Examination and Screening
The applicant will be enrolled contingent upon a satisfactory health assessment and screening.

CPR Course Work
Proof of successful completion of a course is required before a student begins any clinical experience and this certification must remain valid throughout enrollment. American Heart Association or American Red Cross BLS for the Healthcare Provider courses are accepted. The course must include adult, child and infant resuscitation techniques (Heartsaver is not accepted).

Registration Fee
A non-refundable fee is required to secure a place in the class, and will be applied to the first semester of enrollment.

Essential Functions/Skills/Physical Requirements
All students must be able to lift/move patients with assistance, push/pull 50 pound equipment with rollers, and lift/move 25 pounds from floor to table. Students must be able to perform moderately difficult manual manipulations requiring hand-eye coordination, such as in the use of computers and complex equipment. Mobility requirements may include the ability to sit and stand for prolonged periods of time, in addition to being able to walk for a reasonable length of time and distance. Students must be able to read, articulate and comprehend the English language.

Students with Disabilities
In accordance with the Americans with Disabilities Act, (ADA) of 1990, The Belanger School of Nursing provides reasonable accommodations to qualified individuals. The ADA defines a qualified individual as an individual with a disability who can with, or without, reasonable accommodation perform the essential functions/skills of a job or program. It is the student’s responsibility to provide physician documentation of the disability, the limitations and the special accommodations required to accommodate that disability. Students with learning disabilities must submit evidence of the disability from an official source such as an educational specialist or an institution of learning. A letter requesting special accommodations must be addressed to the Disabilities Coordinator of the school.

ADMISSION INFORMATION – DUAL DEGREE PROGRAM

Students must meet the requirements as stated in The Belanger School of Nursing catalog and the Siena College website. Applications will be received by Siena College; admission decision and notification of acceptance is by representatives from both campuses. Financial Aid applications for the dual degree program should be directed to Siena College. The dual degree program application can be found at: siena.edu/nursing.
Reapplication
Letters of request for reapplication must be accompanied by payment of the application fee.

Foreign Students
The Belanger School of Nursing is not authorized by the United States Immigration Service to admit international students. All applicants to the School of Nursing must be United States Citizens or have Permanent Resident Alien status in the United States.

Transfer of Credit
The Belanger School of Nursing accepts transfer credit from institutions of higher education if the credits meet the following criteria: the institution of higher education is regionally accredited, the course is aligned comparably with the general education course content and credit in the BSON curriculum, and a transcript from the accredited institution is submitted. All courses accepted for transfer must have been completed with a letter grade of C or better (C-or below is not transferable). Transfer credit is not computed into the grade point average. Biological science courses (Anatomy and Physiology I and II, Microbiology and Pharmacology) must be completed within 5 years of enrollment and offered within a nursing science or biology department. There is no time limit on the other general education courses in the curriculum. For courses with a 5 year limit, applicants are encouraged to submit evidence of current work experience in a related field to be considered for a waiver of the 5 year time limit.

Catalog descriptions and/or course outlines of courses to be considered for transfer or advanced placement credit may be requested by the School.

Advanced Placement in Nursing
Applicants seeking advanced placement in The Belanger School of Nursing will be considered on an individual basis. Applicants must submit transcripts from all institutions attended. In addition, a reference from the Director of the nursing school(s) previously attended is required. A minimum of the final academic year is required for graduation.

International Transcripts
For international transcripts that need translation, The Belanger School of Nursing requires applicants to use the services of the World Education Service (WES), for a course by course evaluation of the transcript.

Credit by Examination
The Belanger School of Nursing accepts credit by examination from the following:

- CLEP – An official transcript of the College Level Examination Program (CLEP) examination(s)
- American Council on Education
- College Board

Official transcripts must be submitted prior to the start of the semester in which the course is required. Credit is allowed for the following CLEP examinations: General Psychology, Freshman English or College Composition, Developmental Psychology and Introductory Sociology.
ADMISSION INFORMATION

The Belanger School of Nursing accepts the recommendation of the Commission on Education Credit and Credentials of the American Council on Education (ACE) for the recommended subject examinations. This information is published by CLEP in the brochure - “What Your Scores Mean.” or collegeboard/com/student/testing/clep. This information will be accessed by the committee as needed when considering CLEP status.

- An official grade report of the Advanced Placement Examination(s) sponsored by the College Board. The school will grant credit in applicable subjects to those applicants who have grades of 3, 4, or 5 in the College Board’s Advanced Placement Program.

Advanced Placement for LPNS Entering Spring 2018

The Belanger School of Nursing participates in the statewide LPN to RN Transition Course. A licensed practical nurse applicant who meets all admission requirements is eligible for direct placement into Nursing 102 and advanced placement for 12 credits within the curriculum upon successful completion of the transition course (NUR 101, Nutrition, Pharmacology).

The application completion deadline for LPNS wishing to be considered for advanced placement is September 1. If an applicant is accepted for advanced placement into Nursing 102, Psychology, College Composition, Anatomy and Physiology I must be completed prior to enrollment. To be granted advanced placement into the School of Nursing program, LPN applicants must:

- hold current LPN registration in a U.S. jurisdiction.
- successfully complete the statewide LPN to RN Transition Course.
- complete and submit an application with application fee, for the School of Nursing.
- complete required prerequisite courses.
- be accepted into The Belanger School of Nursing.
- earn a grade of C or better in Anatomy and Physiology I (less than 5 years prior to enrollment), Psychology, College Composition.
- complete the orientation program provided by the school upon acceptance.
- complete the Kaplan Admission Test.
**FINANCIAL INFORMATION**

This tuition for full time students is as follows:

### Day Program Tuition & Fees 2017-2018

<table>
<thead>
<tr>
<th></th>
<th>SCCC</th>
<th>The Belanger School of Nursing</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td><strong>FIRST YEAR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>$1,640.00</td>
<td>$2,100.00*</td>
<td></td>
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<tr>
<td>Spring</td>
<td>$1,312.00</td>
<td>$2,800.00</td>
<td></td>
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<tr>
<td>Summer</td>
<td>$492.00</td>
<td>$1,750.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$3,444.00</td>
<td>$6,650.00</td>
<td>$10,094.00</td>
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<td><strong>SECOND YEAR</strong></td>
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<tr>
<td>Fall</td>
<td>$492.00</td>
<td>$3,500.00 NUR 201</td>
<td></td>
</tr>
<tr>
<td>Spring</td>
<td>$984.00</td>
<td>$3,500.00 NUR 202</td>
<td></td>
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<tr>
<td>Fall or Spring</td>
<td>$1,050.00</td>
<td>NUR 203</td>
<td></td>
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<tr>
<td>*Less $100 Reservation Fee</td>
<td>$1,476.00</td>
<td>$8,050.00</td>
<td>$9,526.00</td>
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<td><strong>Total Cost</strong></td>
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<td>$19,620.00</td>
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### EVENING/WEEKEND PROGRAM Tuition & Fees 2017-2018

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<th>SCCC</th>
<th>The Belanger School of Nursing</th>
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<td><strong>FIRST YEAR</strong></td>
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<tr>
<td>Fall</td>
<td>$984.00</td>
<td>$2,100.00*</td>
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<tr>
<td>Spring</td>
<td>$984.00</td>
<td>$2,800.00</td>
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<tr>
<td>Summer</td>
<td>$492.00</td>
<td>$1,750.00</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$2,460.00</td>
<td>$6,650.00</td>
<td>$9,110.00</td>
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<td><strong>SECOND YEAR</strong></td>
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<tr>
<td>Fall</td>
<td>$000.00</td>
<td>$3,500.00 NUR 201</td>
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</tr>
<tr>
<td>Spring</td>
<td>$492.00</td>
<td>$3,500.00 NUR 202</td>
<td></td>
</tr>
<tr>
<td>*Less $100 Reservation Fee</td>
<td>$492.00</td>
<td>$8,050.00</td>
<td>$8,542.00</td>
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<tr>
<td><strong>Total Cost</strong></td>
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<td>$17,652.00</td>
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**Tuition Per Credit:** The Belanger School of Nursing – $350.00 per credit
SCCC – $164.00 per credit *(for NYS residents)*

**The Belanger School of Nursing Fees:**

- **Student Activity (paid to Class Treasurer):** $40.00
- **Lab:** NUR 101 and NUR 102 $150.00 Per course
- **Educational Material/Computer Lab:** NUR 101, 201, 202 $200.00
- **Educational Material/Computer Lab:** NUR 102, 103 $140.00
- **Graduation:** Due during final semester of the program $225.00
- **SCCC Fees:**
  - Part time Student Activity Fee $8.00 Per credit hour
  - Part time Accident Insurance $1.25 Flat fee per student
  - Technology Fee $15.00 Per credit hour
  - Transportation Fee $7.00 Per credit hour
  - Online Course Fee $14.00 Per credit hour
  - Science Laboratory Fee $50.00 Per course
## Tuition Payment Policy

Tuition payments are due in full prior to the beginning of each academic semester. Students will be mailed a tuition bill after the registration process is completed. If necessary, students may defer their tuition against anticipated financial aid by applying for aid in advance, and returning their financial aid award letter to the School of Nursing by the payment due date. If a student has extenuating circumstances that will prevent timely payment of tuition, a financial conference must be scheduled with the Financial Aid Coordinator prior to the tuition due date. The complete Tuition Payment Policy can be found in the Student Handbook.

## Refund Policy

Students who withdraw from the School of Nursing by resignation, leave of absence* or dismissal may receive a tuition refund for the current semester provided they submit an official withdrawal form to the school office. The refund calculation will be based on the student’s official date of withdrawal. The failure of a student to notify the Director, in writing, of withdrawal may delay refund of tuition due pursuant to section 5002 of the Education Law.

*Based on federal regulations, an approved leave of absence of less than or equal to sixty days is not considered a withdrawal, see Leave of Absence policy.

### Students not receiving Title IV funds

To withdraw, students must file an official withdrawal form at the school office prior to 4:00 pm of the following periods. Students who withdraw from all courses or reduce their credit load by withdrawing from an individual course will adhere to the following refund policy:

<table>
<thead>
<tr>
<th>Period</th>
<th>Refund Percentage</th>
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</thead>
<tbody>
<tr>
<td>First day of the semester</td>
<td>100%</td>
</tr>
<tr>
<td>Through the first week</td>
<td>75%</td>
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<tr>
<td>Through the second week</td>
<td>50%</td>
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<tr>
<td>Through the third week</td>
<td>25%</td>
</tr>
<tr>
<td>After the end of the third week of the semester</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

### Second Year Evening Students

<table>
<thead>
<tr>
<th>Period</th>
<th>Refund Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First week of the semester</td>
<td>100%</td>
</tr>
<tr>
<td>Through the second week</td>
<td>75%</td>
</tr>
<tr>
<td>Through the third week</td>
<td>50%</td>
</tr>
<tr>
<td>Through the fourth week</td>
<td>25%</td>
</tr>
<tr>
<td>After the end of the fourth week of the semester</td>
<td>No Refund</td>
</tr>
</tbody>
</table>

In cases where the student withdraws from the School of Nursing courses but continues on at SCCC, the refund policy will apply only to the nursing courses. The student will be considered a School of Nursing student through the end of the semester and will be charged the full cost of the SCCC courses.

### Students receiving Title IV funds

To withdraw from the school completely, students must file an official withdrawal form at the school office. A student “earns” approved and verified federal aid awards in proportion to the number of days in the semester prior to the student’s complete withdrawal. If a student completely withdraws from school during a semester, the school must calculate, according to a specific formula, the portion of the total scheduled financial assistance that the student has earned and is therefore entitled to retain, until the time that the student withdraws. If a student receives (or The Belanger School of Nursing receives on the student’s behalf) more assistance than he/she earns, the unearned funds must be returned to...
the Department of Education or to the Federal Direct or parent’s Federal Plus loan lenders. If a student’s charges are less than the amount earned, and a refund is due, the student may be able to receive those additional funds. If a student receives a cash disbursement of a Federal Pell Grant, he/she may also be required to repay a portion of these unearned federal grant funds to the U.S. Department of Education.

The portion of the federal grants and loans that the student is entitled to receive is calculated on a percentage basis by comparing the total number of days in the semester to the number of days that the student completed before withdrawing. For example, if a student completes 30% of the semester, he/she earns 30% of the approved federal aid that he/she was originally scheduled to receive for that semester. This means that 70% of the student’s scheduled or disbursed aid remains unearned and must be returned to the federal programs. This policy governs the earned and unearned portions of the Federal Title IV Aid only. It determines how much, if any, the student and/or school may need to return. This policy does not affect the student’s charges. The school’s withdrawal policy will be used to determine the reduction, if any, in the student’s tuition and fee charges. The student is responsible for paying any outstanding charges to the school.

If a student completes more than 60% of the semester, he/she is considered to have earned 100% of the federal aid and the student would owe no repayment as a consequence of their withdrawal.

Any funds that the student is required to return to the federal programs are considered an overpayment. The student must either repay the amount in full or make satisfactory payment arrangements with the Department of Education to repay the amount. If the student fails to repay, or make payment arrangements to repay an overpayment, the student will lose his/her eligibility to receive future federal financial aid at any institution.

Any unearned Title IV Aid will be returned to the federal government and applied to the federal program in the following order: Direct Unsubsidized Loan, Direct Subsidized Loan, Federal Pell Grant. Each student will receive from The Belanger School of Nursing a written acknowledgement of the amount of unearned aid returned to the federal government.

Title IV Refund Fee

For additional information on how withdrawing from The Belanger School of Nursing affects financial aid recipients contact the Financial Aid Coordinator. If the student or parents wish to appeal the refund policy due to individual circumstances, they should contact the Director:

The Belanger School of Nursing
650 McClellan Street
Schenectady, NY 12304
Reduce Credit Load by Withdrawing from Course(s):
To withdraw, students must file an official withdrawal form at the school office prior to 4:00 PM of the following periods.
First day of the semester ................... 100%
First day of the third week
of the semester ............................. 75%
After the first day of the third week of the semester ......No refund

FINANCIAL INFORMATION

FINANCIAL AID
The Belanger School of Nursing financial aid program is dedicated to providing financial resources to matriculated students who want to further their education, but would not be able to do so without financial assistance. All aid is processed in accordance with required government regulations and every effort will be made to advise students/applicants in a way that will best prepare them for the expenses associated with study at the School of Nursing.
A complete listing of financial aid policies and procedures is available in the financial aid office.

How to Apply for Financial Aid
Each Belanger School of Nursing student must complete the Federal Application for Financial Aid (FAFSA), prior to the beginning of the academic year. The FAFSA can be completed on-line at fafsa.ed.gov. Students applying for financial aid must complete the following:
• Free Application for Federal Student Aid (FAFSA)
• The Belanger School of Nursing Application for Financial Aid
The FAFSA should be completed and submitted directly to the processor. Returning students may bypass the FAFSA and complete the Renewal FAFSA. The application should be returned to the School of Nursing office. Any questions regarding completion of the applica-

Determining Financial Need
Most types of financial aid are based on a student’s demonstrated need. When a student applies for aid, the information reported is used in a federal formula that calculates an Expected Family Contribution (EFC). The EFC is an amount the student and his or her family is expected to contribute toward the cost of education. The total Cost of Attendance (COA) includes tuition, books, fees, and other living expenses associated with attending the School of Nursing. Financial need is then determined by subtracting the EFC from the COA. The amount remaining is considered the student’s financial need.
Students at the School of Nursing may apply for Federal and State Assistance. Institutional and community scholarships are also available. Contact the Financial Aid Coordinator at The Belanger School of Nursing for assistance.
FEDERAL AID

Eligibility Requirements for Title IV Federal Aid Recipients
To be eligible to apply for federal financial aid, matriculated nursing students must:
- demonstrate financial need (some exceptions).
- be a U.S. citizen or eligible non-citizen.
- have a valid Social Security Number.
- maintain satisfactory academic progress.

The Belanger School of Nursing Satisfactory Academic Progress Policy requires the student to meet both qualitative and quantitative standards in order to be considered in compliance. If a student fails to meet the minimum standards, that student will no longer be eligible to receive financial assistance administered by the state or federal government.

A student making satisfactory academic progress must maintain a minimum grade of C in all required courses (2.00 GPA and CGPA). All courses required in each semester must be satisfactorily completed before promotion to the next semester. An incomplete grade (I) may be granted but course requirements must be completed prior to the first day of the next semester. If the requirements are not met in the specified time the Incomplete (I) will become a Failure (F) and the school’s policy on dismissal will apply. If a student withdraws from a nursing course according to the established policy on withdrawals or receives a grade below a C, reappplication to the school for acceptance is required to repeat a course. Upon acceptance to the school, the student will be deemed eligible for financial assistance as long as a grade of C is received for the repeated course and the student meets the quantitative standards.

The Belanger School of Nursing curriculum requires a total of 72 credit hours for students entering Fall 2017 and 64 credit hours for students entering Fall 2018. Nursing courses are comprised of class-
Refunds & Repayments
Title IV financial aid recipients who officially withdraw or are dismissed from the school follow The Belanger School of Nursing refund policy. In the event that a federal aid recipient does not officially withdraw, all refund/repayment calculations will be based on the student’s last recorded date of classroom or clinical attendance. The school’s policy has been developed to comply with the required federal refund calculation standards. Upon calculation of a refund, the school will determine whether a portion of the refund must be returned to one or more Student Financial Assistance (SFA) programs. In the event that a student received a cash disbursement from a Title IV program prior to withdrawing, the School of Nursing will determine if a portion of that disbursement is an overpayment. If an overpayment for institutional costs has occurred, repayment by the student, or the school, will be made to the appropriate Title IV program.

FINANCIAL AID PROGRAMS AVAILABLE TO STUDENTS

Tuition Assistance Program (TAP)
New York State residents who are full time matriculated students may qualify for the Tuition Assistance Program. For eligible students, awards range from $250 to $5000. An application is sent to the student when the federal application (FAFSA) is submitted to the federal government. Any student who does not receive the application may obtain one by contacting the Higher Education Services Corporation (HESC):
Office of Grants and Awards
99 Washington Avenue
Albany, NY, 12255
1.800.642.6234, or hesc.org
It is the student’s responsibility to obtain and complete the necessary application form for the Tuition Assistance Program. Applications should be filed as soon as they are received. Students must reapply each year.

Aid for Part-Time Study (APTS)
A student must be an undergraduate New York State resident, enrolled for at least six credit hours but less than 12 credit hours. Students must be in good academic standing, which includes at least a 2.00 cumulative grade point average. In addition, students are not eligible for APTS if they have utilized all semesters of eligibility for the TAP program. If a student was claimed or was eligible to be claimed as a tax dependent, the New York State net taxable income for the family (parents, student and spouse) cannot exceed $50,550. The New York State taxable income for an independent student and spouse cannot exceed $34,250. The amount of each award will be determined prior to the beginning of spring semester as the amount of the award will depend on the funds available and the number of students approved for an APTS award. Applications can be obtained from The Belanger School of Nursing financial aid office. Students must reapply for APTS each academic year.

Additional Financial Aid Assistance Programs
Administered by HESC
The Higher Education Services Corporation also administers other programs that provide grants/awards to eligible students. These programs include Memorial Scholarships for Children and Spouses of Deceased Police Officers and Firefighters, Regents Award for Child of Veteran (CV), Child of a Correction Officer Award (CO), Child of Disabled Veteran Award, Vietnam/Persian Gulf Veterans Tuition Award and State Aid to Native Americans.
Information and applications can be obtained from:

Higher Education Services Corporation
99 Washington Avenue
Albany, NY, 12255
1.800.642.6234
hesc.org

Assistance for Native Americans
Students who are members of the several Indian tribes located within New York State and who are residents of a reservation, may be eligible to apply for one of these grants. Information and/or an application may be obtained from:

Native American Education Unit
NYS Education Department
Education Building Unit
Albany, New York, 12243
518.474.0537

Office of Adult Career and Continuing Education Services (ACCES)
Financial assistance is available for students with disabilities. For additional information and eligibility requirements, students should contact:

NYS Education Department
Capital District ACCES Office
80 Wolf Road, Albany
New York 12205
518.473.8097

Federal Pell Grant Program
Any student who is a U.S. citizen or permanent resident enrolled in a degree program may qualify for a Pell award. If the student has already received a bachelor’s degree, that student is not eligible for a Pell award. Part-time and full-time students are eligible.

The student completes the Free Application for Federal Aid (FAFSA). An Expected Family Contribution (EFC) is established and eligibility for a Pell award is based on the EFC. A student may receive up to $5,920 for the academic year depending on their EFC and status (full time, half time, etc.). The FAFSA must be completed annually.

Federal Direct Loan Program
Under the Federal Direct Student Loan Program, the student must complete the Free Application for Federal Student Aid (FAFSA). Once complete, the student will contact The Belanger School of Nursing Financial Aid Office. A Direct Loan Packet will be provided to the student which includes specific information regarding the students’ Rights and Responsibilities pertaining to the loan and instructions on how to complete the application process. The student will be instructed to complete the online Master Promissory Note and online Entrance Counseling Process. Once complete, the student will then schedule a meeting with The Belanger School of Nursing Financial Aid Coordinator to complete the process.

Students are not eligible for student loans if a previous student loan is currently in default and not in satisfactory repayment or the student owes a refund on Pell Grants.

Once the student graduates or otherwise discontinues attendance at the School of Nursing, the student must complete an Exit Counseling Process. Instructions on how to complete the Exit Counseling Process will be provided to the student.

The maximum interest rate and origination fee charged at the time the loan is approved is determined by the Department of Education and will be available to the student prior to requesting the loan.

Borrowing money to attend college is a very serious step and should be avoided whenever possible. See The Belanger School of Nursing policy on Debt Management and Default Prevention in the Student Handbook.
Federal Subsidized Student Loans
A loan recipient must demonstrate financial need for the loan. Interest is paid for the student while he/she is a qualified full time or part time student. An undergraduate is limited to $3,500 for the first year and $4,500 for the second year, or the established need, whichever is lower. Cumulative total cannot exceed $23,000.

Federal Unsubsidized Student Loans
Eligibility is based on the cost of attendance minus other financial aid received. The student is responsible for payment of the interest from the time the loan is received. Interest is usually billed by the servicer monthly or quarterly or the student may request that the lender capitalize the interest while in school. Independent students may borrow up to $6,000 per year with a cumulative total of $57,500 which includes all subsidized loans as well. Dependent students may borrow up to a total of $5,500 for the first year and $6,500 for the second year. The total also includes any subsidized loans received.

Repayment terms vary depending on the individual circumstances of each student. The various repayment plans will be included in the Direct Loan packet.

Veterans’ Administration
Any veteran, reservist or member of the National Guard and/or children of veterans deceased or disabled in connection with their service in the armed forces are eligible. Contact the regional Veterans’ Administration Office in your area for information, details and forms.

Federal Nursing Loan
The loans are available to students who are citizens or permanent residents who demonstrate need. The program is administered by BIMC and the U.S. Public Health Service. Contact the financial aid office for more details.

Institutional & Community Scholarships
The Belanger School of Nursing administers a number of scholarships provided by the school and various community based organizations. These scholarships vary in amount and are based on a variety of eligibility factors, including grade point average, financial need and residency of the applicant. The scholarships administered are:

- Laura Auer Scholarship
- Bessie Lillian Blanchard
- Lurline Belanger Cummings

Additional information regarding these scholarships, including applications, may be obtained by contacting one of The Belanger School of Nursing faculty or the financial aid office. The financial aid office can also provide information regarding other scholarship opportunities.
Upon completion of the curriculum, the graduate:

- Applies clinical decision making skills through use of the nursing process when providing comprehensive patient centered nursing care in all phases of the life cycle.
- Integrates best current evidence with available clinical expertise, and patient/family preferences and values, into the delivery of optimal nursing care.
- Provides compassionate patient centered nursing care to individuals, families and groups in all phases of the life cycle.
- Demonstrates effective verbal and written communication with patients, families, and health care team members. Initiates actions to resolve conflict.
- Develops and implements a teaching plan for patients/clients and families in a variety of settings to provide or maintain their optimal level of wellness.

- Effectively coordinates patient centered care for groups of clients in a variety of settings, and during the transition to self/home care.
- Utilizes hospital and/or community resources and information technology to communicate across the disciplines and support clinical decision making, meeting healthcare needs of patients, clients and others.
- Demonstrates behaviors that are consistent with the ethical and legal standards of the nursing profession.
- Uses system wide strategies to mitigate error and promote safety in practice settings.
- Identifies gaps between local and best practices to recommend improvement in care quality.
- Recognizes Associate Degree preparation as a beginning step in the career of nursing and commits to developing professional practice through advanced degrees and lifelong learning.
Students carrying 12 or more credits in any given semester and 6 or more credits for Summer session are considered full-time.
Prior to enrollment, the following course requirements must be met: Anatomy and Physiology I, Anatomy and Physiology II, and Microbiology.

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<th>FIRST YEAR</th>
<th>THEORY HOURS</th>
<th>CLASS LAB HOURS</th>
<th>CLINICAL LAB HOURS</th>
<th>TOTAL HOURS</th>
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<th>BSON CREDITS</th>
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<td>NUR 103: Psychiatric-Mental Health Nursing</td>
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<td>PSY 222: Developmental Psychology</td>
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<td>NUR 201: Advanced Medical-Surgical Nursing</td>
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<td>NUR 202: Nursing Care of Women &amp; Children</td>
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</table>

*Fall and Spring nursing courses may be offered interchangeably.  
**3 credit elective in Sociology.

Students carrying 12 or more credits in any given semester and 6 or more credits for Summer session are considered full-time.
Non-nursing courses are scheduled around the nursing curriculum and are available at Schenectady County Community College. Students may complete college curricular requirements at an institution of their choice. Courses chosen must be comparable in content and credit to the required college courses in the curriculum. Persons interested in enrolling in the School of Nursing may complete any of the college courses before enrollment and receive advanced credit if the criteria for advanced credit are met. After enrollment in the School of Nursing, nursing courses must be taken in sequence. All course requirements for the first year must have satisfactory completion before progression to the second year.

All evening/weekend nursing courses are offered at The Belanger School of Nursing. The majority of the classroom theory will be presented one or two evenings every week during the semester. The majority of clinical practice will take place every other weekend. Each nursing course also may have a required one week (Monday-Friday) daytime clinical experience. The length of time spent in clinical and in classroom theory is determined by the number of credits awarded for each course.

In addition to Anatomy and Physiology I, Anatomy and Physiology II, and Microbiology, evening/weekend students will also be expected to complete the other science and humanities courses required in The Belanger School of Nursing curriculum. These courses can be completed prior to entering the School of Nursing or while enrolled in the program as outlined in the evening/weekend program curriculum plan.

The Belanger School of Nursing credits are allotted on the following formula:

- Class: 1 hour/week x 15 weeks = 15 clock hours = 1 credit
- Class Lab: 2 hours/week x 15 weeks = 30 clock hours = 1 credit
- Clinical Lab: 3 hours/week x 15 weeks = 45 clock hours = 1 credit

Students carrying 12 or more credits in any given semester and six or more credits for Summer session are considered full-time.
Courses are identified by an alphanumeric code, made up of three letters and three numbers, preceding the course title and course description. The three letters identify the subject field. The three numbers indicate course level.

<table>
<thead>
<tr>
<th>Sample Course Listing</th>
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<tbody>
<tr>
<td>NURS 101</td>
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<tr>
<td>Foundations of Nursing Practice</td>
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<tr>
<td>(4-1-4.5-6)</td>
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<tr>
<td>NURS 101</td>
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<tr>
<td>Course Prefix</td>
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<td>Course Number</td>
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<tr>
<td>PSY 121</td>
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<tr>
<td>Psychology</td>
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<td>(3-0-3)</td>
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<td>PSY 121</td>
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<td>Course Prefix</td>
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<tr>
<td>Foundations of Nursing Practice</td>
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<tr>
<td>Course Title</td>
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<tr>
<td>(4-1-4.5-6)</td>
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<tr>
<td>Lecture hrs/week</td>
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<tr>
<td>Classroom Lab hrs/week</td>
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<tr>
<td>Clinical Lab hrs/week</td>
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<tr>
<td>Semester hrs of credit</td>
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NURS 101
**Foundations of Nursing Practice**
(4-1-4.5-6)

This beginning nursing course introduces the student to concepts and procedures of nursing practice. It is designed to provide the foundation of knowledge for the professional nurse. It is the intention of this course to present a holistic and caring approach to patient care, so as to meet the needs of patients in all human dimensions. Emphasis is placed on introduction to and application of the curriculum progression objectives and student learning objectives as a guide to learning. These objectives focus on use of the nursing process, evidence-based practice, patient centered nursing care; community/health resources and informatics, legal and ethical standards, safety and quality. The nursing simulation laboratory is used to provide an opportunity for the student to learn and demonstrate basic nursing procedures needed to care for the hospitalized adult patient. Supervised clinical practice allows the student to build upon these skills and gain competency in providing patient care.

**Semester Hours:** Theory 60, Classroom Lab 15, Clinical 67.5
**PR** None

NURS 102
**Medical-Surgical Nursing**
(5-0-9-8)

This course emphasizes the continued development of caring behaviors through the use of the nursing process evidence-based practice and critical thinking skills. The student focuses on providing safe, quality, patient centered care to the adult patient experiencing pathophysiologic alterations requiring medical and/or surgical intervention. Learning experiences introduce the student to pathophysiology, pharmacology and the nursing implications of medication administration, physical assessment skills, data analysis and the perioperative role of the nurse. Cultural, legal and ethical aspects of care are reinforced throughout. Clinical learning experiences are provided in both medical and surgical areas to assist the student in meeting course objectives. Community resources are utilized to enhance learning of course concepts.

**Semester Hours:** Theory 75, Clinical 135
**PR** NUR 101, BIO 151

The remainder of the listing includes course title, course description and prerequisite(s).
NUR 103
Psychiatric Mental Health Nursing
(6-0-11.25-5)
This course is designed to assist the student in the use of the nursing process, critical thinking skills and evidence-based practice when providing patient centered care for the adult experiencing psychiatric disorders. The student is introduced to psychopharmacology and related nursing implications. Clinical learning experiences are provided in behavioral health inpatient and outpatient areas, to assist the student to meet course objectives; with increasing emphasis on the students ability to apply the concepts of safety, quality and caring. Community resources are utilized to enhance the learning of psychosocial concepts, and time in the simulation laboratory is provided to strengthen psychomotor nursing skills.
Summer Session Hours: Theory 45, Clinical 90
PR NUR 102, BIO 152, BIO 241, PSY 121

NUR 201
Advanced Medical-Surgical Nursing
(6-0-16-10)
This course focuses on skills and concepts related to advanced medical-surgical nursing, such as maintenance of cardiopulmonary, neurologic, elimination and metabolic functioning for the complex medical-surgical patient. It is designed to assist the student to further utilize the nursing process with emphasis on clinical decision making, use of evidence-based practice, and the delivery of compassionate patient centered care. The student will demonstrate communication skills necessary for collaborating with the multidisciplinary team to promote positive patient outcomes. Identification of caring occasions/moments will be a component. Clinically, students will integrate the practice of caring with the knowledge of human behavior to implement health promotion and teaching strategies, problem solve, priority set and coordinate care for complex medical – surgical patients. Students will demonstrate safe supportive quality care, including informatics and the application of legal and ethical principles to patient situations. Theories of human caring and the nursing process will be utilized to provide culturally sensitive patient centered care. Clinical learning experiences in acute and community based settings enable the student to refine communication, cultural awareness, nursing process, clinical reasoning, teaching, psychomotor and collaborative skills. The clinical component requires the demonstration of advanced nursing/critical care skills, incorporating knowledge from previous nursing courses.
Semester Hours: Theory 90, Clinical 180
PR NUR 103, ENG 123

NUR 202
Nursing Care of Women and Children
(6-0-16-10)
This course focuses on the nursing care of newborns, infants, children, and women of all ages within the context of family. Students are given the opportunity to develop the knowledge, skills and attitudes to meet the health care needs of these populations. It is designed to assist the student to further develop clinical reasoning skills to enhance culturally sensitive, compassionate nursing care. A holistic and caring approach to nursing practice guided by evidence-based practice, quality, safety and meaningful use of informatics is incorporated into classroom and clinical experiences. Therapeutic communication, health promotion genomics, health teaching and growth and development are emphasized, while students apply the nursing process to both patient and family centered care. Social, political, legal and ethical issues that impact the nursing care of women and children are analyzed. Clinical experiences...

(cont. on page 26)
COURSE DESCRIPTIONS

NUR 202 Nursing Care of Women and Children
(cont. from page 25)
immerse students in key professional nursing roles: care provider, leader, multidisciplinary team member and collaborator. Emphasis is placed on attention to successful care transitions to home.

Semester Hours: Theory 90, Clinical 180
PR NUR 103, ENG 123, PSY 222

NUR 203
Co-requisite with NUR 201 or NUR 202

(3-0-3-3)

Transition into Professional Practice
This course is designed to prepare the student for transition into the role of the professional nurse. The student will be prepared to work effectively within organizations by demonstrating core skills of leadership and management, managing resources responsibly, supporting safe quality care and utilizing evidence-based practice. Each student will participate in a quality improvement or evidence-based practice project. The student will exhibit the ability to move effectively into the professional nurse role, abiding by the American Nurse Association Registered Nurse Scope and Standards of Practice and the New York State Nurse Practice Act. Clinical learning experiences in acute care settings enable the student to expand communication skills as a member of an interdisciplinary team, and initiate actions to resolve conflict. The student will demonstrate communication skills necessary for collaborating with the multidisciplinary team to promote positive patient outcomes. The review of system wide strategies to promote quality and safety is an expectation of this course. Theories of human caring and the nursing process will be utilized to provide culturally sensitive patient centered care. Students will implement health promotion and teaching strategies, problem solve, priority set, and coordinate care for a group of patients.

Identification of caring occasions/caring moments will be a component of this course. Students will articulate evolving issues in nursing, including informatics and the application of legal and ethical principles to patient care situations.

Semester Hours: Theory 30, Clinical 45
PR NUR 103, ENG 123, PSY 122

BIO 151
Anatomy and Physiology I
(3-3-4)
This is the first course of a lecture-laboratory sequence for the students of the allied health fields. The lecture topics include anatomical medical terminology, cell structure, tissue, the skin, skeletal system, muscular system and nervous system. The laboratory topics include cells, tissues, and an examination of the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on both gross and microscopic work. Prior course work in biology, with particular emphasis on cell biology and biochemistry, and chemistry required.

PR BIO 112 OR BIO 141 and CHM 113 or CHM 121 (taken within the past three years)

BIO 152
Anatomy and Physiology II
(3-3-4)
This is the second course of a lecture-laboratory sequence designed for the students of the allied health fields. The lecture topics include the cardiovascular, respiratory, endocrine, digestive, immune, lymphatic, urinary, and reproductive systems, and in addition, metabolism, and fluid and electrolyte balance. The laboratory work covers the anatomy and physiology of the endocrine, circulatory, respiratory, digestive, urinary and reproductive systems. Emphasis is placed on both gross and microscopic work.

PR BIO 151
BIO 154
Introduction to Pharmacology
(3-0-3)
This course is a survey of the fundamentals of pharmacology and is designed for students in nursing or other health related fields. It will examine the basic understanding of drug actions, drug absorption, bioavailability, distribution, metabolism and excretion; the administration of therapeutic drugs; drugs that affect the nervous, cardiovascular, and renal systems; drugs with actions on smooth muscle; endocrine drugs; chemotherapeutic drugs; antimicrobials; immuno-pharmacology; special aspects of pediatric, geriatric, dermatologic and gastrointestinal pharmacology.
PR BIO 151 and 152 and high school chemistry or CHM 113 or equivalent; higher level of chemistry preferred.

NTR 161
Introduction to Human Nutrition
(3-0-3)
This course is designed to explain the role of nutrition in health maintenance. The food sources, functions and the interrelationships of the six major nutrient categories are discussed as well as energy requirements and balance. The principles of nutrient needs throughout the life cycle are applied to nutritional assessment, menu planning and food preparation. This course is not acceptable as a science or liberal arts course.
PR Two Years of High School Science

BIO 241
Microbiology
(3-3-4)
This is a course in the fundamental principles of the biology of microorganisms. The topics include the morphology, physiology, and disease production capacity of microorganisms, protective mechanisms of hosts, control of microorganisms, genetic engineering and biotechnology, industrial microbiology and microbial ecology.
PR BIO 141 or 151 or permission of the department

ENG 123
College Composition
(3-0-3)
This course provides a foundation in academic discourse by developing effective communication skills with an emphasis on expository writing; an oral presentation is required.
PR Successful completion of CSS 127

PSY 121
Introduction to Psychology
(3-0-3)
This course introduces students to the major theories and concepts in contemporary psychology. Topics covered include the approaches and research methods of psychology, the biological basis of behavior, sensation and perception, learning and memory, consciousness, motivation and emotion, intelligence, personality, social psychology and mental illness.
PR None

Note: Studies have shown that students who are not proficient in reading comprehension and/or writing skills usually experience significant difficulty in coping with academic work. Therefore, students who receive inadequate scores on entrance tests administered by SCCC are expected to take courses offered by the Department of Developmental Studies to bring their reading and/or writing skills to the appropriate level before registering for ENG 123.
PSY 222
Developmental Psychology
(3-0-3)
This course provides a broad overview of human development from the lifespan perspective (prenatal development through the stages of aging). The major domains of development including physical, cognitive, emotional and social development are identified with an emphasis on the joint contribution of both biology and environment. The course provides students with the opportunity to examine major theoretical perspectives and explore the impact of culture, and context on development.

PR PSY 121
Provisions are made in the curriculum to meet the New York State requirements mandating completion of course work in Infection Control and Barrier Precaution, and Child Abuse and Maltreatment.
PROGRAM STUDENT LEARNING OUTCOMES

For Students Entering Fall 2018 – Student Learning Outcomes are the behaviors desired of graduates upon completion of the program of study.

UPON COMPLETION OF THE CURRICULUM, THE GRADUATE:

- Effectively communicates clinical decisions made using the nursing process.
- Integrates scientific principles, evidenced-based practice and clinical reasoning into nursing practice.
- Provides compassionate patient-centered care to individuals, families and groups throughout the phases of life.
- Manages care across the continuum through the application of safety, quality, and informatics.
- Creates and implements culturally sensitive strategies to promote behaviors of wellness.
- Demonstrates behaviors that are consistent with the ethical and legal standards of the nursing profession.
# CURRICULUM PLAN
For Students Entering Fall 2018

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<th>THEORY HOURS</th>
<th>LAB HOURS</th>
<th>CLINICAL HOURS</th>
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<th>SCCC CREDITS</th>
<th>BSON CREDITS</th>
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<td><strong>NURS 210</strong>: Transitions into Professional Practice</td>
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<td><strong>NURS 215</strong>: Owning Your Practice</td>
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</table>

*8 week nursing courses are offered interchangeably in the semester
**3 credit elective in Sociology.
Students carrying 12 or more credits in any given semester are considered full-time.
Non-nursing courses are scheduled around the nursing curriculum and are available at Schenectady County Community College. Students may complete college curricular requirements at an institution of their choice. Courses chosen must be comparable in content and credit to the required college courses in the curriculum. Persons interested in enrolling in the School of Nursing may complete any of the college courses before enrollment and receive advanced credit if the criteria for advanced credit are met. After enrollment in the School of Nursing, nursing courses must be taken in sequence. All course requirements for the first year must have satisfactory completion before progression to the second year. The length of time spent in clinical and in classroom theory is determined by the number of credits awarded for each course.

THE BELANGER SCHOOL OF NURSING CREDITS ARE ALLOTTED ON THE FOLLOWING FORMULA:

**Class:** 1 hour/week x 15 weeks = 15 clock hours = 1 credit

**Lab:** 2 hours/week x 15 weeks = 30 clock hours = 1 credit

**Clinical:** 3 hours/week x 15 weeks = 45 clock hours = 1 credit

*Students carrying 12 or more credits in any given semester are considered fulltime.*
Courses are identified by an alphanumeric code, made up of three letters and three numbers, preceding the course title and course description. The three letters identify the subject field. The three numbers indicate course level.

### NURS 105
**Foundations of Nursing Practice**
(2-2-6-5)

This course is designed to introduce and further develop the concepts within the three domains (themes) of the individual, health and nursing. Emphasis is placed upon the concepts of:
- cognitive processes
- comfort
- elimination
- fluid and electrolyte balance
- health
- wellness
- illness
- inflammation and infection
- metabolism
- safety
- mobility
- psychological adaptation
- oxygenation
- perfusion
- sensory
- thermoregulation
- tissue integrity

This course will introduce the student to nursing skills and clinical practice within patient care settings while further developing clinical decision making.

**Semester Hours:** Theory 30, Skills Lab 30, Clinical 90

**Pre-requisite:** None

**Co-requisite:** NURS 100

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### PSY 121
**Psychology**
(3-0-3)

This course serves as the foundational course, introducing the nursing student to the philosophical and conceptual framework of Ellis Medicine, The Belanger School of Nursing. As the Continuum of Care conceptual framework is considered, concepts related to the integral nature of the nursing profession within the healthcare system will be discussed. Clinical reasoning and communication skills will be developed through the application of the nursing process. The student will be introduced to Quality and Safety Education in Nursing (QSEN), teaching and professional/legal roles of the nurse.

**Semester Hours:** Theory 30

**Pre-requisite:** None

**Co-requisite:** NURS 105

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### Sample Course Listing

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Lecture hrs/week</th>
<th>Lab hrs/week</th>
<th>Clinical hrs/week</th>
<th>Semester hrs of credit</th>
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<tr>
<td>NURS 105</td>
<td>(2-2-6-5)</td>
<td>Foundations of Nursing Practice</td>
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<tr>
<td>PSY 121</td>
<td>(3-0-3)</td>
<td>Psychology</td>
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</table>
NURS 110
Transitions of Care Across the Continuum
(2-1-4.5-4)
This course introduces the learner to health care delivery systems, how health care policy impacts the delivery of care, the management of transitions of care across healthcare settings, and the care processes that support patient and families’ management of health. Students will be expected to apply the care processes to the care of patients and families across the diversity of health care settings. Students will utilize evidence and information technology to identify hospital and community resources to safely meet the needs of patients and families. The student will recognize the role of the nurse as a patient advocate within and across care settings.
Semester Hours: Theory 30, Skills/Simulation Lab 15, Clinical 67.5
Pre-requisite NURS 100, 105, BIO 151, PSY 121, ENG 123 - Co-requisite NURS 115

NURS 115
Introduction to Biophysical and Psychological Concepts
(3.5-1-6-6)
This course is designed to develop the concepts within four themes of the individual, health, nursing, and healthcare environment. This course will introduce the concepts of: cellular regulation, self, sensory and development. This course will continue to build upon the concepts of: comfort, elimination, fluid and electrolytes, metabolism, inflammation and infection, oxygenation, perfusion, cognitive processes, and psychological adaptation. Upon completion, students will be able to demonstrate the knowledge, and skills necessary to provide safe, quality, compassionate and individualized care to promote optimal level of functioning of the patient with a compromised health status.
Semester Hours: Theory 30.5, Skills/Simulation Lab 15, Clinical 67.5
Pre-requisite NURS 100, 105, BIO 151, PSY 121, ENG 123 - Co-requisite NURS 110

NURS 200
Health Promotion and Family
(8 week course)
(5-1-12.5-5)
This course is designed to introduce and further develop the concepts within the three domains (themes) of individual, health and nursing. Emphasis is placed on the concepts of cellular regulation, health, wellness, and illness, inflammation and infection, metabolism, perfusion, sexuality, oxygenation, thermoregulation, psychological adaptation, development, family, grief and loss, cognitive processes, and teaching and learning. This course will develop health promotion strategies and consider health concerns across the life span. A focused clinical component will include inpatient and outpatient settings.
Semester Hours: Theory 37.5, Skills/Simulation Lab 15, Clinical 90
Pre-requisite NURS 110, 115, BIO 152, PSY 222
COURSE DESCRIPTIONS

NURS 205  
**Advanced Biophysical and Psychological Concepts**  
*(8 week course)*  
(5-1-12.5-5)  
This course is designed to further develop the concepts within four themes of the individual, health, nursing, and healthcare environment. This course will emphasize advancing concepts of the complex patient. The clinical component is focused on the development of a broader perspective of the nurse’s role using evidence and sound judgment when implementing care to patients with changing situations. Upon completion, students will be able to demonstrate the knowledge, and skills necessary to provide safe, quality, and holistic care to patients with advanced alterations in health status. Students will function as a patient and family advocate providing teaching across various situations.  
*Semester Hours: Theory 37.5, Skills/Simulation Lab 15, Clinical 90*  
*Pre-requisite* NURS 110, 115, BIO 152, PSY 222

NURS 215  
**Owning Your Practice**  
*(3-0-0-3)*  
The Program Student Learning Outcomes provide the framework for this course and units. This course will require the student to analyze and apply a variety of high order concepts as they relate to the students current and future practice. In this course students will continue to build upon the curriculum concepts by formulating a variety of responses, plans and scenarios demonstrating the student’s ability to make sound, evidence-based clinical judgments. It is the expectation that the student will be also be able to interconnect concepts and evaluate how concepts work together to make holistic patient-centered plans of care. For this expectation, all of the concepts and exemplars will be included as part of the syllabus. Students will detail ways to improve their future clinical decisions and exact changes in culture and policy in their future roles as Registered Professional Nurses. Students will differentiate between the roles and responsibilities of the student nurse and the novice nurse, demonstrating a full understanding of their current and futures roles and the expectations and responsibilities of those roles.  
*Semester Hours: Theory 45, Online*  
*Pre-requisite* NURS 200, 205, BIO 241  
*Co-requisite* NURS 210

NURS 210  
**Transitions into Professional Practice**  
*(3.5-1-9-7)*  
This course is designed to prepare the student for transition into the role of the registered professional nurse. The student will be prepared to work effectively within organizations by demonstrating core skills of leadership and management, managing resources responsibly, supporting safe quality care and utilizing evidence-based practice. The clinical component will focus on managing care for small groups of patients while collaborating with the multidisciplinary team, and will identify strategies to promote the safe transition of patients across care settings. The student will exhibit the ability to move effectively into the professional nurse role, abiding by the American Nurses Association Registered Nurse Scope of Practice and the New York State Nurse Practice Act.  
*Semester Hours: Theory 52, Skills/Simulation Lab 15, Clinical 135*  
*Pre-requisite* NURS 200, 205, BIO 241  
*Co-requisite* NURS 215
**COURSE DESCRIPTIONS**

**BIO 151**  
Anatomy and Physiology I  
(3-3-4)  
This is the first course of a lecture-laboratory sequence for the student of the allied health fields. The lecture topics include anatomical medical terminology, cell structure, tissue, the skin, skeletal system, muscular system and nervous system. The laboratory topics include cells, tissues, and an examination of the anatomy and physiology of the integumentary, skeletal, muscular and nervous systems. Emphasis is placed on both gross and microscopic work. Prior emphasis on cell Biology and Biochemistry, and chemistry required.  
*Pre-requisite BIO 112 or BIO 141 and CHM 113 or CHM 121 (taken within the last three years)*

**BIO 152**  
Anatomy and Physiology II  
(3-3-4)  
This is the second course of a lecture-laboratory sequence for the student of the allied health fields. The lecture topics include the cardiovascular, respiratory, endocrine, digestive, immune, lymphatic, urinary, and reproductive systems, and in addition, metabolism, and fluid and electrolyte balance. The laboratory work covers anatomy and physiology of the endocrine, circulatory, respiratory, digestive, urinary and reproductive systems. Emphasis is placed on both gross and microscopic work.  
*Pre-requisite BIO 151*

**BIO 241**  
Microbiology  
(3-3-4)  
This is a course in the fundamental principles of biology of microorganisms. The topics include the morphology, physiology, and disease productive mechanisms of hosts, control of microorganisms, genetic engineering and biotechnology, industrial microbiology and microbial ecology.  
*Pre-requisite BIO 151 or permission of the department*

**ENG 123**  
English  
(3-0-3)  
This course provides a foundation in academic discourse by developing effective communication skills with an emphasis on expository writing; an oral presentation is required.  
*Pre-requisite Successful completion of CSS 127*

**MAT 147**  
Statistics  
(3-0-3)  
This course focuses on the following topics: descriptive statistics, an introduction to probability, random variables and probability distributions, the binomial and normal probability distributions, sampling, estimation, hypothesis testing, chi-square distributions, linear correlation and regression.  
*Pre-requisite Eligible to enroll in a 100 level course*
PSY 121
Psychology
(3-0-3)
This course introduces students to the major theories and concepts in contemporary psychology. Topics covered include the approaches and research methods of psychology, the biological basis of behaviors, sensation and perception, learning and memory, consciousness, motivation and emotion, intelligence, personality, social psychology and mental illness.
Pre-requisite None

PSY 222
Developmental Psychology
(3-0-3)
The course provides a broad overview of human development from the lifespan perspective (prenatal development through the stages of aging). The major domains of development including physical, cognitive, emotional and social development are identified with an emphasis on the joint contribution of both biology and environment. The course provides students with the opportunity to examine major theoretical perspectives and explore the impact of culture, and context on development.
Pre-requisite PSY 121
The Belanger School of Nursing & Siena College’s Baldwin Nursing Program Dual Degree Program

TWO DEGREES, ONE PROGRAM

Beginning in fall 2017, The Belanger School of Nursing will offer a dual degree program with Siena College. Students will benefit from a liberal arts education at Siena living and taking part in college life on the Siena College campus. The first year will be spent on Siena College campus in full time study taking liberal arts and science courses. The second and third years will be spent on both The Belanger and Siena campuses studying nursing along with liberal arts and science. Clinical experiences will occur in a variety of settings; acute, residential and in the community. At the end of the third year, eligible students will graduate with an Associate of Science Degree from The Belanger School of Nursing and will be eligible for RN licensure. In the fourth year, students will return to Siena College to study full time and graduate with a Bachelor’s Degree in Nursing from Siena College.
Academic Status
Matriculated students will be provided a copy of an academic transcript at the completion of each semester. Academic status is determined by the total credit hours attempted, semester and cumulative grade point averages (CGPA) and number of credit hours completed. A student’s grade point average (GPA) is determined by dividing the quality points earned by the total credit hours attempted. The GPA and CGPA are carried out two places beyond the whole number.

Grade Point Average
GPA = Quality Points Earned in Semester
Credit Hours Taken in the Semester
CGPA = Total Quality Points Earned
Credit Hours Taken While Matriculated at The Belanger School of Nursing

When computing a student’s GPA, required college courses, regardless of sequence, are calculated with those taken at The Belanger School of Nursing.

Grading System
Students will be evaluated according to the grading system for The Belanger School of Nursing.

A nursing course is comprised of classroom and clinical experiences. To pass a nursing course with a clinical component, the student must achieve a minimum grade of 75 (C) in classroom theory and a satisfactory clinical evaluation.

Grades of I (Incomplete) and W (Withdrawal) are not counted in determining the GPA.

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<tr>
<td>F</td>
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To pass a nursing course with a clinical component, the student must achieve a minimum grade of 75 (C) in classroom theory and a satisfactory clinical evaluation.
Graduation Requirements
An Associate in Science Degree in Nursing will be awarded upon:

- successful completion of all required courses.
- achievement of CGPA of at least 2.00.

In order to participate in graduation exercises, receive the diploma, school pin and academic transcripts, all obligations, including financial responsibilities, must be met.

Incomplete Courses
Course requirements are expected to be met within the time limits established for the semester. An instructor may grant a student an extension by submitting a grade of I (Incomplete) for that student. However, course requirements must be completed prior to the first day of the next semester. This applies to nursing courses as well as college curriculum courses. If the course is not completed in the specified time, the I becomes a grade of F and is so computed. In the event the final grade results in an insufficient GPA or CGPA, the school’s policy on dismissal will apply.

Leave of Absence
A student who is in good standing at the time of request may be eligible for a leave of absence.

A leave of absence may be granted by the Admissions and Evaluations Committee, and to comply with federal guidelines, may not exceed sixty days. Any leave of absence extending more than sixty days (or involving additional school charges) is considered a withdrawal and will be treated accordingly. A request for leave of absence and subsequent return to the school should be made in writing, signed and dated, to the Director and should include the reason for the student’s leave request. The criteria used to grant a leave of absence will be determined based upon the student’s ability to meet the objectives of the course, the expected duration of the leave and the ability of the organization to provide reasonable accommodations. If a leave of absence is not able to be granted, the student must withdraw from the course. Re-enrollment following a leave of absence will be contingent upon space available in the class at the time of the request to return to the school. Students must follow the curriculum progression plan and must complete the program within three academic years.

Students who take a leave of absence or withdraw who are recipients of federal Title IV financial aid must meet with the Financial Aid Coordinator to determine the implications of that leave or withdrawal for their financial aid program.

Withdrawal
A student may withdraw from a nursing course without penalty any time up to the last three weeks of class during a regular semester or up to the last two weeks of class during the Summer session. For such withdrawals a grade of W is assigned.

A student who withdraws after the above time frames or without written notification, receives the academic grade earned at the completion of the term.

Repeating Courses
Reapplication to the school for acceptance is required to repeat a failed course. Only the grade earned in the repeated course will be used in the future grade computations, although all grades will be retained on the academic transcript.

Maximum Time Frame to Complete Program
The Belanger School of Nursing program must be completed within three academic years. This policy has been established to ensure the successful pursuit of a professional education as well as for eligibility for financial aid.
Satisfactory Academic Progress

- **Good Standing** – To be in good standing, a student must maintain a minimum 2.00 GPA and CGPA each semester.
- **Progression** – All courses required in each semester must be satisfactorily completed before progression to the next semester.
- **Academic Warning Notice** – Students with a course average below 75 and/or unsatisfactory clinical performance will receive a written academic warning notice of unsatisfactory progress from the course instructor. This determination can be made by the evaluating faculty at any time during the course.

The student will be advised of the need for a higher level of performance throughout his/her evaluating period. In order to assure due process, the student will be regularly advised of unsatisfactory academic and/or clinical progress through the following means: theory grades, anecdotal records, progress conferences with documentation and student plan for improvement, and/or warning notices.

The course instructor will send copies of the Academic Warning Notice to the student, the Chairperson of the Admissions and Evaluations Committee, the student’s advisor and a copy placed in the student’s academic file.
Disciplinary Matters
Disciplinary action for non-academic offenses will be determined by the Admissions and Evaluations Committee. Any disciplinary action taken under this policy is intended to be corrective and not punitive in nature and is based on treatment of the student as an individual. The circumstances and seriousness of a situation will determine the form of disciplinary action to be taken. Disciplinary action will consist of written warning or dismissal.

The policy and procedures related to the management of non-academic and academic issues are outlined in the Student Handbook.

Attendance Policy
Students are required to attend all scheduled sessions of class, clinical practice and special assignments. Each student is expected to use their own judgment in determining unsafe travel conditions.

In the event of illness or other unforeseen events, the student is responsible to notify both the school office (831.8810) at least one-half hour before scheduled session and the area of clinical assignment at least one half hour before scheduled session.

Details of the attendance policy are outlined in The Belanger School of Nursing Student Handbook. Consult the Schenectady County Community College (SCCC) catalog for the attendance policy pertaining to SCCC courses.

Academic Failure
The student who does not meet course criteria by the end of the course will receive a failing grade. In the event of course failure, the following persons are to be notified by the course instructor: the student, the student’s advisor, the Director, and the Chairperson of the Admissions and Evaluations Committee. The course instructor will advise the student to contact his/her advisor.

Dismissal
A student is subject to dismissal following:
- receipt of a grade of less than a C in any required course.
- failure to provide safe, effective and supportive nursing care in clinical practice at that level of instruction.

Academic Hearing
A student wishing to appeal an academic failure should begin the process by consulting first with the course and/or evaluating instructor, and the student’s advisor. The advisor will counsel the student to objectively review circumstances relating to the academic failure.

If no resolution is achieved then the student may request an academic hearing by presenting, in writing, any evidence of intentional lack of due process, bias and/or inconsistent application of standards to the Director of the School. The Director will then determine if there is sufficient evidence for a hearing based on the student’s documentation.

Academic Integrity is the foundation of institutions of higher learning and students will act in accordance with the academic integrity guidelines of The Belanger School of Nursing.
The Family Educational Rights & Privacy Act

In accordance with the Family Rights and Privacy Act of 1974, students have access to all their records, which are maintained in the Registrar’s office. Students may inspect their files upon written request. Any unsuccessful attempt should be reported to the Director.

Only those within the School of Nursing who have a legitimate educational interest may have access to student records. Access to student files is denied to outside persons unless the student gives written permission with the exception of “directory information” (name, local address and telephone number). Other exceptions as permitted under the Act include information given to organizations providing financial aid, to accrediting agencies, in compliance with a judicial order, and in an emergency in order to protect the health or safety of students or others. Students may request that any or all of the directory information may not be released without his or her written consent. Such requests must be submitted annually in writing to the Director of the school. The request should include signature and date.

Record Retention Policy

The records for students currently enrolled, graduates and withdrawn students are maintained by the Registrar with the exception of the health records which are kept on file in the health office. Currently enrolled students’ records include admission data, academic records, and financial data. The policy is available for review in the Registrar’s office.
Orientation
The mandatory freshman orientation at The Belanger School of Nursing introduces first year students to faculty, administrative personnel, policies and procedures related to student life and the school curriculum. New students network with second year students as a part of their socialization into the program. Transfer students and students returning from a leave of absence will be oriented on an individual basis.

Student Advisement
The student advisement program is a total faculty effort which aims to make each student’s educational experience as meaningful as possible. Faculty advisors meet with advisees throughout their two years at the School of Nursing. A student may contact his/her advisor concerning any issues related to academic or clinical performance. Faculty office hours are posted each semester. The role of the faculty advisor is to be supportive by listening, restating, summarizing and referring as necessary. The following resources are available to the faculty advisor for student referral:

- HEALTH CONCERNS
  - Director of Employee/Student Health Office
  - Capital Employee Assistance Program
- BEHAVIORAL HEALTH CONCERNS
  - Ellis Crisis Intervention Center
  - Capital Employee Assistance Program
- FINANCIAL AID CONCERNS
  - Financial Aid Coordinator
- SPIRITUAL CONCERNS
  - Ellis Pastoral Care Office
- ACADEMIC CONCERNS
  - Course Instructor/SCCC Student Support Services

Transcripts
A transcript request form may be found on the School of Nursing website at ellisbelangerschoolofnursing.org. The form must be completely filled out and mailed to the school with a $5.00 fee per request. The written request must include the signature of the requestor. No transcript request will be accepted by phone. Upon graduation, each student is issued a final academic record. A $5.00 fee must accompany each request for an official transcript. An official transcript bears The Belanger School of Nursing seal and the signature of the Director and is sent directly to the requesting institution. Unofficial transcripts are given directly to students. There is no charge to students for transcript requests while enrolled in the school. Transcripts will be held until all financial obligations have been met or arrangements have been made to meet them.

Organizations for Students
All students are members of the Student Body Association which is headed by student-elected officers. This association responds to student concerns and helps coordinate social events during the academic year. Regularly scheduled Student-Faculty Committee meetings provide opportunities for discussion of school issues. Recruitment and Curriculum Committees and the Advisory Committee to the President on Campus Security strongly encourage student participation. Students have an opportunity to join the Alpha Delta Nu, Alpha Rho Chapter of the Organization of Associate Degree Nursing Honor Society. Induction into the honor society is based on academic performance and participation in community service projects.
Health Services
The Ellis Employee/Student Health Service provides its employees and students with work related episodic and preventive health care.
Ellis Medicine requires all students affiliated with the hospital to adhere to its policies and procedures to ensure that each student meets health requirements. Ellis Employee/Student Health Service provides the pre-entrance physical examination, free of charge, during the month preceding enrollment. A student with a disability who has special needs may inform the Ellis Employee/Student Health Service during the admission physical. Other services provided include an annual health assessment (questionnaire), an annual Tuberculin Skin Test (PPD), and immunizations for health care personnel as required by the New York State Department of Health.
In addition, episodic healthcare during regular office hours of Monday-Friday, 6:30 AM - 4:30 PM is provided for diagnosis and treatment of work/school related injury or illness. Complete confidentiality is maintained at all times. Students with injury or illness not related to work/school should seek care from an appropriate physician, clinic, or service.
The primary responsibility for health rests with the individual and his/her own family. Students are encouraged to carry some form of hospitalization insurance. Enrollment in a group plan through a family member (father, mother or spouse) should be continued.
In the event of illness requiring hospitalization or outpatient care, under or uninsured students must assume responsibility for charges.
The school will help students identify basic health needs and use appropriate community resources.

Student Handbook
A Student Handbook is made accessible to students, faculty and staff each Fall semester. The Handbook includes current detailed information about student services, financial aid, health policies, the Student Body Association, academic standards and policies, the alcohol and drug abuse prevention program, sexual assault prevention, campus security, and other information useful to the student. Students are responsible for becoming familiar with the Handbook’s content. The Handbook and Catalog are always available through the school’s online learning management system.

Student Responsibility
Upon acceptance and registration, each student becomes a voluntary member of the academic community at The Belanger School of Nursing. Initial and continued participation in this community is dependent upon the students’ understanding of their rights, privileges and responsibilities. Therefore, it is understood that each student accepts the obligations of this relationship.

Student Consumer Information
Prospective and enrolled students who wish more specific data regarding academic and placement information may contact the Director or members of the faculty. Detailed information regarding financial assistance is available from the Financial Aid Coordinator.
**Consumer Complaint Process**
The Consumer Complaint Process (described in the Student Handbook) may be used by any student with any reason to believe that an institution has acted contrary to its published standards or that conditions at the institution appear to have jeopardized the quality of the institution’s instructional program or the general welfare of its students.

**Review of Accrediting & Licensing Documents**
Documents pertaining to accreditation, State Education Department registration and licensing are on file in the school office. These documents may be examined by appointment with the Director.

**Non-Credit Remedial Courses**
Non-credit remedial courses are not offered at The Belanger School of Nursing.

**Educational Facilities**
The classrooms, administrative and faculty offices, student and faculty lounges and individual lockers are located in the school facility. The clinical facilities of Ellis Medicine provide opportunities for varied experiences in medical, surgical, pediatric, geriatric and psychiatric nursing as well as critical care units equipped with the latest technological innovations. These facilities offer the student an array of planned clinical experiences within the hospital. Students gain knowledge of patient care systems throughout their clinical experiences. Additional local community facilities are utilized for specific obstetrical, pediatric, psychiatric, rehabilitation and community health nursing clinical opportunities.

The Ellis Medical Library offers a variety of print and electronic resources for students. The library has access to over 1,000 electronic books as well as hundreds of journals through several electronic nursing data bases. The library is a member of the Capital District Library Council and the National Network of Libraries of Medicine. These consortiums provide for the free exchange of learning materials from members. A full-time librarian is available to assist students in determining their information needs, as well as providing professional assistance in locating desired materials.
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MS: St. Joseph College of Maine

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MS: Sage Graduate School

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IX Coordinator
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MBA: Regis University

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Financial Aid Assistant, Secretary
AAS: Hudson Valley Community College

Michael Daggett
Financial Aid Coordinator
AAA: Russell Sage College

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Chaplain and Patient Experience Officer
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M.Div.: Andover Newton at Yale
BCC: College of Pastoral Supervision and Psychotherapy

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MA: SUNY Albany
MSIS: SUNY Albany

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  Deputy Title IX Coordinator
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MS: Sage Graduate School

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M Ed: Western Governor’s University
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MS: Sage Graduate School

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MSN: Walden University

Linda Shaw, RN, CCRN
BS: Excelsior College

Susan Veeder, RN, CIC
BS: SUNY Plattsburgh
MSN: American Sentinel University
<table>
<thead>
<tr>
<th>Fall Semester 2017</th>
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</thead>
<tbody>
<tr>
<td><strong>Wednesday-Thursday</strong> Aug. 16-17</td>
</tr>
<tr>
<td><strong>Thursday</strong> Aug. 24</td>
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<tr>
<td><strong>Monday</strong> Sept. 4</td>
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<tr>
<td><strong>Tuesday</strong> Sept. 5</td>
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<tr>
<td><strong>Monday-Friday</strong> Oct. 23-Nov. 3</td>
</tr>
<tr>
<td><strong>Wednesday</strong> Nov. 15</td>
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<tr>
<td><strong>Thursday-Friday</strong> Nov. 23-24</td>
</tr>
<tr>
<td><strong>Monday-Thursday</strong> Dec. 18-21</td>
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</table>
|                                        | Dec. 22-Jan. 15                           | Winter Recess

<table>
<thead>
<tr>
<th>Spring Semester 2018</th>
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<tbody>
<tr>
<td><strong>Tuesday</strong> Jan. 2</td>
</tr>
<tr>
<td><strong>Thursday-Friday</strong> Jan. 4-5</td>
</tr>
<tr>
<td><strong>Thursday</strong> Jan. 11</td>
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<td></td>
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<tr>
<td><strong>Tuesday</strong> Jan. 16</td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Tuesday-Thursday</strong> Jan 23-25</td>
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<tr>
<td><strong>Thursday</strong> Jan. 25</td>
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<tr>
<td><strong>Tuesday</strong> Feb. 6</td>
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<tr>
<td><strong>Monday-Friday</strong> Mar. 12-16</td>
</tr>
<tr>
<td><strong>Wednesday-Tuesday</strong> Mar. 21-April 3</td>
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<td></td>
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<tr>
<td><strong>Tuesday</strong> April 10</td>
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<tr>
<td></td>
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<tr>
<td><strong>Monday-Friday</strong> May 7-11</td>
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<tr>
<td><strong>Friday</strong> May 11</td>
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### Summer Session 2018 (tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>May 17</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>May 24</td>
<td>Classes Begin for 1st year E/W Students (Last Day for 100% Refund)</td>
</tr>
<tr>
<td>May 28</td>
<td>Classes Begin for Day Students (Last Day for 100% Refund)</td>
</tr>
<tr>
<td>June 4-15</td>
<td>Registration for Class of 2020</td>
</tr>
<tr>
<td>July 4</td>
<td>Holiday – Closed</td>
</tr>
<tr>
<td>July 9</td>
<td>Last Day to Withdraw from Classes Day &amp; E/W Students</td>
</tr>
<tr>
<td>July 9-13</td>
<td>Final Week 2nd year E/W Students</td>
</tr>
<tr>
<td>July 13</td>
<td>E/W Class of 2018 Graduation (Tentative)</td>
</tr>
<tr>
<td>July 24</td>
<td>Summer Session Ends – Day &amp; E/W Students</td>
</tr>
<tr>
<td>July 25</td>
<td>Annual Summer Recess Begins for Day &amp; 1st year E/W Students</td>
</tr>
</tbody>
</table>

### Fall Semester 2018 (tentative)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>Aug. 15-16</td>
<td>Freshman Orientation</td>
</tr>
<tr>
<td>Aug. 23</td>
<td>Classes Begin for 1st &amp; 2nd year E/W Students (Last Day for 100% Refund)</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Labor Day – Closed</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>Classes Begin for Day Students (Last Day for 100% Refund)</td>
</tr>
<tr>
<td>Oct. 22-Nov. 2</td>
<td>Spring Semester Advance Registration</td>
</tr>
<tr>
<td>Nov. 13</td>
<td>Last Day to Withdraw from Classes Day &amp; 1st year E/W Students</td>
</tr>
<tr>
<td>Nov. 22-23</td>
<td>Thanksgiving Recess</td>
</tr>
<tr>
<td>Dec. 10-13</td>
<td>Final Week for 1st year E/W Students</td>
</tr>
<tr>
<td>Dec. 17-20</td>
<td>Final Week for Day Students</td>
</tr>
<tr>
<td>Dec. 21-Jan. 14</td>
<td>Winter Recess</td>
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How to Reach The Belanger School of Nursing

LOCATION: 650 McClellan Street, Schenectady, NY 12304

- **From the North:**
  Route 87 to Exit 9, Clifton Park
  West on Route 146 to Balltown Road. Left on Balltown Road
  to Union Street. Right on Union Street. Left on McClellan Street.
  Continue on McClellan Street, location on left.

- **From the South:**
  I-88 to NYS Thruway Exit 25A
  West to NYS Thruway Exit 26
  East on I-890 to Exit 4B-Erie Blvd.
  Right onto Union Street to a left
  onto McCellan Street. Continue
  on McCellan Street, location
  on left.

- **From the East:**
  NYS Thruway Exit 25, I-890 to Erie Blvd.
  Right onto Union Street to a right onto McCellan Street.
  Continue on McCellan Street, location on left.

- **From the West:**
  NYS Thruway Exit 26, I-890 to Erie Blvd.
  Right onto Union Street. Right onto McCellan Street.
  Continue on McCellan Street, location on left.
APPLICATION COMPLETION CHECKLIST

This checklist is provided for you to assure that all components are submitted with your application.

1. Application form & $70 payment .........................................................

2. Proof of completion of prerequisite courses.
   Prerequisites are Biology, Chemistry, and Algebra.
   All prerequisites must be taken within five years of desired enrollment.
   (Applications will be reviewed with a plan for completion of required prerequisites – most successful applicants have all/or most prerequisites completed by review time.)
   Biology ................................................................................................................
   Chemistry ...........................................................................................................
   Algebra................................................................................................................

3. Official high school transcript – In sealed envelope .........................

4. Official GED (also need HS transcript if available) –
   In sealed envelope ............................................................................................

5. Official college transcript from each college attended –
   In sealed envelope. If currently enrolled in courses, the most updated transcript must be received by the January 15 application completion deadline. Proof of success in college level courses strengthens the application. (See catalog for curriculum details.)............................................

6. Two references ..............................................................................................

7. Kaplan Admission Test ................................................................................

It is suggested that you submit your completed application packet by December 15, to ensure that all components will be received by the January 15 application deadline.