



Rochester
General
College
of Health
Careers

—
Isabella
Graham
Hart School
of Practical
Nursing

2022-2023 CATALOG

EFFECTIVE JANUARY 1, 2023

ROCHESTER
REGIONAL **HEALTH**

**Rochester General College of Health Careers &
Isabella Graham Hart School of Practical Nursing**

Main Campus

470 Skyview Centre Pkwy
Rochester, New York 14621
P (585) 922-1400

Separate Education Centers

127 North Street, Batavia, New York
2 Coulter Road, Clifton Springs, New York
41 Elm Street, Potsdam, New York

[https://www.rochesterregional.org/medical-education/
training-programs/college-of-health](https://www.rochesterregional.org/medical-education/training-programs/college-of-health)

Message from the President



Thank you for considering Rochester General Hospital's educational offerings at the College of Health Careers (COHC) and Isabella Graham Hart School of Practical Nursing (IGH) (collectively referred to as the "Institution" throughout this publication) as your next academic home. As we continue to rise from an unprecedented time in our nation's history, we appreciate that you are willing to place your academic future in the capable hands of our faculty, staff, and administration.

Your interest in continuing your education is the first step in pursuing a rewarding experience and career. What these pages cannot as accurately and fully portray is our commitment to student success. The administration, faculty, and staff have developed a supportive and nurturing environment that we believe sets our institutions apart. At the same time, our educators have developed rigorous curricula that will challenge you while preparing you for the opportunity to enter the next chapter of your academic and professional careers.

The Institution, as part of Rochester General Hospital, is privileged to be an affiliate of the nonprofit Rochester Regional Health system. As part of RRH, we share the mission to partner with our communities to improve health and promote well-being. Further, the Institution was founded to develop a diverse workforce to meet the community's needs through healthcare careers.

The programs at the Institution are supported by Rochester Regional Health and were developed to address the growing need for qualified nurses in the Finger Lakes region, New York, and the nation. The programs are designed to expose students to current practices in nursing while providing hands-on experience through community service, simulation, and clinical and lab experiences.

We are committed to diversity and inclusion by fostering and promoting an academic and campus culture void of discrimination in any form. In this culture, students, faculty, and staff are embraced for who they are as human beings. Every heart that beats on this campus is equal.

Join us and see for yourself. I'm confident you will find the Institution to be a challenging, yet comfortable home for academic, social, and personal growth.

Sincerely

Dr. Victoria Record

Table of Contents

Message from the President	2
About the Institution	8
Statement of Ownership.....	8
Institutional History.....	8
Institutional Overview	8
Student Profile	8
Vision, Mission, Values, Goals	9
Vision Statement	9
Mission Statements.....	9
Goals.....	9
Philosophy	9
State Authorization	10
Institutional Accreditation	10
Programmatic Accreditation	10
Admissions	11
AAS Nursing Program Admission.....	11
Application Information	11
Admission Requirements: AAS Nursing Traditional Entry Option	11
Admission Requirements: AAS Nursing Transfer Entry Option	12
PN Program Admission.....	12
Application Information	12
Admission Requirements: PN Program, Day or Evening/Weekend (41 Week Program)	12
Admission Requirements: PN Program, Advanced Placement (26 Weeks DAY Program)	13
Admissions Policies	13
Applicant Review Process.....	13
Home-Schooled Applicants	13
Reapplication.....	13
Reinstatement.....	14
Health Requirements for Admission	14
New York State Department of Health Mandatory Proof of Immunization.....	14
COVID Vaccine Policy	14
Physical Examination Requirements	15

Acceptance Process.....	15
General Institutional Information	15
Academic Year.....	15
ADA & Accessibility Services	15
Administrative Services	15
Email.....	15
Copying.....	16
Parking.....	16
Photo Identification.....	16
Articulation and Consortium Agreements.....	16
Bias-Related Crime Prevention	16
Campus Safety and Security Statistics.....	16
Cancellation of Classes	17
Email and Photography Policy.....	17
E-mail Policy	17
Assignment of E-mail Address.....	17
Institution's Responsibility	17
Student's Responsibility	17
Photography Policy	17
College Level Entrance Examinations (CLEP) and Advanced Placement Examinations (AP)	18
Conduct Expected of Students	18
Credit for Previous Education	18
Drug-Free Environment.....	19
Facilities.....	19
Classrooms	19
Clinical Skills Lab.....	19
Computer Lab.....	20
Dining Facilities	20
Disability Accommodations	20
Library	20
Separate Education Centers.....	20
Felony Convictions	20
FERPA and Student Records.....	21
Financial Aid	22
Financial Aid Application Procedure (PN Students Only)	23
Medical Illness.....	23

Memberships and Affiliations	24
AAS Nursing Program	24
PN Program	24
Non-Discrimination Statement	24
Refund Policy.....	24
Return to Title IV Funds (R2T4) Policy (PN Program Only)	25
Smoking.....	26
Soliciting.....	26
Social Media	27
Student Medical Coverage	27
Student Pregnancy, Maternity Leave, and Related Conditions.....	27
Student Services	27
Advisement	27
Academic Coaching	28
Academic Records and Transcripts	28
Counseling Services	28
Case Management Services	29
Job Placement/Vocational/Career Counseling:.....	29
Registration and Records	29
Student Success.....	30
Academic Improvement Plan (AIP)	30
Learning Lab	30
Student Navigator	30
Student’s Right to Know.....	30
Technology Requirements	30
Computers.....	30
PC Requirements.....	31
Mac Requirements	31
Title IX and Sexual Misconduct Policy	31
Transcript Notations for Crimes of Violence	31
Transportation and Parking.....	32
Weapons On Campus	32
Withdrawal Policy	32
Official Withdrawal	32
Unofficial Withdraw	32
Non-Start Withdrawals.....	33

Academic Credit	33
Clinical Failure	33
Disciplinary Process Policy	33
Honors and Awards	33
Academic Honors	33
Alpha Delta Nu Honor Society.....	34
NAPNES Honor Society.....	34
Dean’s List	34
Grading Information.....	34
Graduation Requirements.....	35
Grievances	35
Progression Requirements	35
AAS Nursing Program	35
PN Program	35
Registration	36
Remediation	36
Standards of Academic Progress.....	36
SAP Measurement Points and Minimum Standards	36
Instructional SAP Elements and Sanction.....	38
Reinstatement of Financial Aid Eligibility	39
Program Information: Associate of Applied Science in Nursing.....	39
Program Goals.....	40
Curriculum Overview.....	40
Curriculum Plan.....	40
AAS Program Course Descriptions	41
General Education Course Descriptions.....	44
General Education Courses offered at COHC	44
General Education Courses Offered at Monroe Community College.....	45
Program Information: Practical Nursing Program	46
[Goals / Overview].....	46
Curriculum Plan.....	47
Course Descriptions	47
Definition of a Clock Hour	48
Program Licensure Disclosure	48
Personnel and Faculty	48
Board of Trustees	48

College Administration.....	48
AAS Nursing Program Faculty.....	49
General Education Faculty	50
Practical Nursing Program Faculty	50
Student Services.....	54
Tuition and Fee Schedules	56
AAS Nursing Program, 1 Year Transfer	56
AAS Nursing Program, 2 Year	57
PN Program	58
Academic Calendars	59
Class of 2023: June	59
January 2023 Class	59

Disclaimer

The Institution, at its discretion, may make reasonable changes to program content, materials, and equipment as it deems necessary in the interest of improving students' educational experiences. The Institution also reserves the right to make changes in organizational structure, policy, and procedures as circumstances dictate. Each student is expected to review the information printed in this Catalog. Updates to the Catalog will be posted online and via Schoology, the learning management system.

About the Institution

Statement of Ownership

The Institution is honored to be part of Rochester General Hospital (RGH), which is a nonprofit affiliate hospital of the Rochester Regional Health System (RRH), an integrated health services organization located in Rochester, New York. RGH is the sole member of COHC, formed as a nonprofit corporation to enable COHC to grant degrees in New York, and IGH is an unincorporated division of RGH. RRH and RGH have a long-standing tradition of providing health care education to support the needs of the community. Health profession education is an essential part of the organization's mission, vision, and values, and helps to ensure that the community's needs are met via the quality of care received and the employment opportunities available for community members in this recessed economic area.

Institutional History

IGH was founded in 1964 to offer a one-year Practical Nursing certificate program (PN Program), named in honor of an outstanding benefactress of RGH. IGH was originally housed within the original Westside Division of Rochester City Hospital and moved in 1966 to the Northside Division of the Rochester City Hospital, now known as RGH. Building on that foundation, RGH founded COHC in 2020 as an extension of RGH and, in September 2020, the New York State Board of Regents approved COHC as a degree-granting institution to offer the Associate of Applied Science in Nursing program (AAS Nursing Program). In February 2022, the Accrediting Bureau of Health Education Schools (ABHES) granted initial accreditation to the Institution to offer the PN Program and AAS Nursing Program.

Institutional Overview

The Institution strives to mold the members of its diverse student body into the accomplished professionals and leaders they wish to become, all within an inclusive atmosphere where creativity and forward-thinking ideas are welcomed. Consistent with its mission to provide high-quality and accessible educational and enrichment opportunities, the Institution is noted for its commitment to ensuring student success. With the support of caring faculty and staff, the Institution aspires to help each student achieve his or her academic and career goals. Advising, counseling, and career guidance and exploration are available to all students, as well as opportunities that serve to complement the academic experience.

Today, under the guidance of an innovative and energetic president and armed with a clear vision that emanates from its Strategic Plan, the Institution is poised to further elevate its profile within the greater Monroe County area as well as the Finger Lakes Region. The Institution is comfortable building its academic history and is actively engaged in student support programs to meet the needs of our students and the community-at-large.

Student Profile

Our students come from all walks of life and are committed to their educational journeys. Enrollment reports from 2022 demonstrate that the Institution's diverse demographics within the student body mirror the diversity of the overall population of Monroe County:

- **AAS Nursing Program.** The majority of the student population attends full-time, while the average age of the student is 34 years old, and 6% of the students fall into the "traditional" college category (age 24 or younger). Females comprise 94 % of the College's enrollment and a sizable majority (89%) of students reside in Monroe County. Of

those who reported data, nearly 6 % of the students are Hispanic/Latino while 42 % are African American. The remaining 48% are white with 3% unknown.

- **PN Program.** 100 percent of the student population attends full-time. Females comprise 91 percent of the College's enrollment. Of those who reported data, nearly 7 percent of the students are Hispanic/Latino while 58 percent are African American. Other race/ethnicity classifications account for 5.5 percent of the student population. The remaining 29 percent are white. A total of .5 percent are unknown.

Vision, Mission, Values, Goals

Vision Statement

The Institution will be a community leader in providing health care education through creative pathways and partnerships and will provide evidence-based educational programming to enable a nursing professional to begin to practice in an ever-changing healthcare community.

Mission Statements

- **AAS Nursing Program.** To provide adult students with the knowledge, skills, and competencies necessary to pursue health careers, advanced education, and lifelong learning.
- **PN Program.** Lead the evolution of healthcare education to enable graduates to practice nursing excellence, develop a professional identity, and become lifelong learners.

Goals

To fulfill its mission, the Institution's goals are:

- To offer programs and training that engage and prepare diverse populations for professional career growth
- To contribute to the economic growth of the community through workforce development and job placement initiatives
- To create a diverse workforce population to better meet the needs of those seeking healthcare services
- To develop comprehensive, collaborative partnerships to expand the engagement and commitment to our community.

Philosophy

Health care practices that are grounded in biological, psychological, sociological, and spiritual sciences provide a foundation for the philosophy and beliefs of the Institution:

- We believe in promoting, maintaining, and restoring the health of individuals and families, including a peaceful, dignified death;
- We believe in providing safe, culturally sensitive, individualized, patient-centered care for diverse individuals and families across the lifespan in a variety of settings;
- We believe that professional values guide interactions with individuals, families, and other members of the health care team;
- We believe healthcare professionals must demonstrate professional behaviors by exhibiting accountability for their actions, meeting the health care needs of patients, and assuming legal responsibility for the care they provide; and
- We believe that health care professionals demonstrate professional identity by upholding their commitment to the

public and by adhering to an established code of ethics.

State Authorization

The COHC is authorized by the New York State Board of Regents to operate as a degree-granting institution.

The COHC AAS in Nursing program (HEGIS 5208.00) and the IGH Practical Nursing program (HEGIS 5209.20) are each registered with:

The New York State Education Department
Office of the Professions
89 Washington Avenue
Albany, NY 12234
518-474-3817, ext 360
opprogs@nysed.gov
<http://www.op.nysed.gov>

Institutional Accreditation

The Institution is institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES)

6116 Executive Boulevard, Suite 730
North Bethesda, MD 20852
(301) 291-7550
<https://www.abhes.org/>
info@abhes.org



Programmatic Accreditation

The Practical Nursing program at Isabella Graham Hart School of Practical Nursing located in Rochester, New York, is accredited by the:

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400
Atlanta, GA 30326
(404) 975-5000
<https://www.acenursing.org/>



The most recent accreditation decision made by the ACEN Board of Commissioners for the Practical Nursing program is Continuing Accreditation with Conditions. View the public information disclosed by the ACEN regarding this program at <http://www.acenursing.us/accreditedprograms/programSearch.htm>

Effective June 14th, 2022, this AAS nursing program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on June 14th, 2024.

Accreditation Commission for Education in Nursing (ACEN),
3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326

Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing

Printed January 16, 2023

Admissions

Admission to the Institution is open to all high school graduates or equivalent who meet the admissions requirements included in this section. However, the Institution reserves the right to deny admission in its sole and absolute discretion even if a student meets all published admissions requirements.

AAS Nursing Program Admission

Application Information

Deadlines

A completed admission application, all related transcripts, and documents must be received before the application deadline to receive full consideration.

- **Fall Semester:** Opens Feb. 1st and closes May 1st.
- **Spring Semester:** Opens July 1st and closes October 1st.

Materials

Students may apply online for admission for full-time or part-time status. Students may find additional information about COHC on the website RGCOHC.edu.

Required admission documents include:

- Official proof of high school graduation or equivalent
- LPN license
- Proof of completion of required general education courses, if applying as a transfer student
- All science courses must be completed within seven (7) years of the application date *with* a final grade of “C” or higher

Admission Requirements: AAS Nursing Traditional Entry Option

Students may enter as a freshman and complete four (4) traditional (15-week) semesters and one (6-week) micro semester, for a total of 66 weeks of instruction.

Admission Requirements

- Official proof of high school graduation or equivalent
- Valid unencumbered LPN license.
- Completion of Assessment Technology Institute Test of Essential Academic Skills (TEAS) entrance assessment exam with a score in the “proficient” range or higher.
- Submission of official college (LPN school) transcript showing successful completion with a grade of “C” or better for all required courses.
- LPNs will be granted 12 credits for LPN program completion and a valid NYS license.

Students enrolling as traditional students may take their general education courses at COHC or Monroe Community College.

Admission Requirements: AAS Nursing Transfer Entry Option

Students may enter directly into year two and complete 2 traditional (15-week) semesters and one (6-week) micro semester, for a total of 36 weeks of instruction.

Admission Requirements

- Official proof of high school graduation or GED
- Valid unencumbered LPN license.
- Official college transcripts from all institutions previously attended, including LPN School, showing successful completion with a grade of “C” or better for all required courses.
- Completed General Education Courses with a “C” or greater in the following courses from an accredited institution within seven years of enrollment:
 - Anatomy & Physiology I & II
 - Microbiology
 - English I
 - English II
 - Introduction to Psychology
 - Developmental Psychology
 - Introduction to Sociology
- Completion of Assessment Technology Institute Test of Essential Academic Skills (TEAS) entrance assessment exam with a score in the “proficient” range or higher.
- LPNs will be granted 12 credits for LPN program completion and a valid NYS license.

PN Program Admission

Application Information

Application Deadlines

A completed admission application, all related transcripts, and documents must be received before the application deadline to receive full consideration.

- **Fall Semester:** Opens Feb. 1st and closes May 1st.
- **Spring Semester:** Opens July 1st and closes October 1st.

The Application

Students may apply online for admission for full-time status. Students may find additional information about Practical Nursing on the website <https://www.rochesterregional.org/medical-education/training-programs/igh-school-of-practical-nursing>. Students interested in the PN Program may apply to enter the program in one of three ways. Day Program, Evening/Weekend Program, or Advanced Placement Program.

Admission Requirements: PN Program, Day or Evening/Weekend (41-Week Program)

- 17 years of age or older
- High school diploma or equivalent
- Obtain a score of 50 or higher on the Test of Essential Academic Skills (TEAS) entrance assessment
- Essay (included in the application) - in 500 words or more, tell us why you want to be a nurse.
- Two current references

Admission Requirements: PN Program, Advanced Placement (26 Weeks DAY Program)

Submission of official college transcript showing successful completion with a grade of C or better for all required college courses from an accredited institution.

- Anatomy and Physiology (within five years)
- Fundamentals of Nursing (within five years)

In addition, applicants must provide evidence of some/all of the following:

- Validation of 185 clinical/lab hours from college or vocational program (within five years)
- ATI Nursing Fundamentals Standardized Proctored Exam
- Successful completion of a grade of 90% or greater on proctored math calculation exam
- Clinical Skills Demonstration

Admissions Policies

Applicant Review Process

The Institution uses a ranking system for admission review. Applications are ranked based on the total number of admissions points with acceptance into the program-based rank and the number of available seats. Please see the current ranking sheet for details at rgcohc.edu/ranking.

Please note:

- Former students applying for readmission will need to follow the current new student process to apply unless they qualify for reinstatement (see Reinstatement Policy below)
- Applicants who do not receive an offer of acceptance are encouraged to contact the Admission Office to discuss an academic plan for future application

Home-Schooled Applicants

The Institution's policy for the admission of home-schooled applicants reflects policy guidelines approved by the State University of New York for all colleges and universities within the system. Home-schooled applicants must provide documentation of their home-school education in one of the following ways to complete their application for admission and to be reviewed and considered for acceptance:

- Submit certification of a high school equivalent home instruction program to be provided by the superintendent of the college district in which the student resides.
- Complete the GED and submit the test scores.
- Applicants who have completed their home-school curriculum and have achieved the equivalent of a high school diploma from an accredited, diploma-granting, home-school agency should submit an official transcript issued by the agency and need not provide certification from the superintendent or a GED.

In addition, home-schooled applicants must provide to the Admissions Office a home-school transcript of work completed at the high school grade levels 9 - 12. (This does not apply to home-schooled students who have completed and submitted the GED or those who have already submitted an official transcript from an accredited home-school agency.) Please contact the Admissions Office for more information.

Reapplication

Former students who were previously enrolled but have not attended the Institution for more than one semester/payment period or who separated due to dismissal, withdrawal, or Leave of Absence that exceeded 180 days are required to complete a new application and go through the full admission review process. Admission documents will be screened and ranked for readmission into the program along with all other applicants. Please note readmission is not guaranteed and is contingent on ranking and availability of seats.

Reinstatement

Students are eligible to be reinstated one time into a program under the following conditions:

- The student will be held to the current catalog/handbook and admission criteria.
- At the time of reinstatement, the student will need to ensure all admission requirements are met.

Process to Reinstatement

Once the student is notified that they will not progress they must meet with the program director and/or the Dean of Academics

- If after meeting with the program director and/or the Dean of Academics, the student chooses to proceed with the reinstatement process the student must complete the appropriate forms
- Before applying for reinstatement into the program, applicants will be required to submit an Action Plan for Success
- Financial aid eligibility may be affected by the timing of a student's intended reinstatement date
- If more than one semester/payment period has lapsed, the student must reapply through the general admissions process

A second unsuccessful attempt will result in academic dismissal and the student will forfeit the opportunity to return to the program.

Health Requirements for Admission

New York State Department of Health Mandatory Proof of Immunization

New York State Public Health Law requires that all students born on or after Jan. 1, 1957, who wish to enroll for six or more credits in any one semester, provide proof of immunity to measles, mumps, and rubella. Acceptable proof of immunity requires two dates of measles immunization, one of rubella and one of mumps, all given after 1968, and on or after your first birthday.

COVID Vaccine Policy

The student COVID-19 Vaccine requirement remains in effect and requires all students who will have a physical presence on campus to provide evidence of, at minimum, the initial course of COVID vaccinations. Pursuant to the Policy, students are considered fully vaccinated for the initial course of vaccination: (1) two weeks after receiving the second dose in a two-dose COVID-19 vaccine series or (2) two weeks after receiving a single dose of COVID-19 vaccine. The Institution will continue to review medical and religious exemption requests.

All students are strongly encouraged to stay up to date on their vaccinations as defined by the Centers for Disease Control and Prevention (CDC), including obtaining any booster authorized by the FDA and recommended by the CDC for their age group. The Institution reserves the right to change the COVID Vaccine requirements to include the Booster Shot at any time in the future.

Physical Examination Requirements

Students must complete the health form which is provided by the Institution. Exams are to be completed and submitted within the timeframe stated on the form for each admission period. Students must have an annual physical exam, an annual screening for Tuberculosis, and proof of immunizations or positive blood titers. The annual flu vaccine is also recommended as most clinical sites require this.

Your health care practitioner is required to sign a statement, that to the best of their knowledge, you are free from any physical or mental impairment which would pose a potential risk to patients or might interfere with the performance of your duties. Students must also either complete the Hepatitis B vaccine series or sign an annual waiver declining the Hepatitis B vaccine. It is highly recommended that all Health Professions students complete the Hepatitis B vaccine series as a safe and effective way of preventing Hepatitis B infection. Upon receipt of your complete physical, RRH's Occupational Health Department will issue a clearance and notify the Institution. Students will not be permitted to begin their classes without this clearance.

Acceptance Process

If an applicant successfully meets the admission requirements and has submitted the required documents, the file is forwarded to the selection committee for review. After the file is reviewed, the applicant is informed of the acceptance decision.

General Institutional Information

Academic Year

The academic year for the AAS Nursing Program consists of two semesters—fall and spring—each of which is a minimum of 15 instructional weeks long. Courses offered in the winter or summer sessions are a minimum of six weeks. The academic year for the PN Program is composed of three payment periods and consists of 1200 clock hours and at least 41 weeks of instruction.

ADA & Accessibility Services

The Institution provides access and equal educational opportunity for students with disabilities. Before admission or any time after beginning classes, students with disabilities are encouraged to contact the office to schedule an intake interview. Based on the intake interview and documentation provided by a student, a variety of accommodations may be provided to help students limit the impact of their disability on their academic performance. Once students have self-identified, applied for services, and provided documentation of their disability, staff works to determine eligibility for reasonable accommodations. Under the Americans with Disabilities Act (ADA), both the student and the Institution must carry out these responsibilities promptly. Any student requesting accommodation must do so at least 14 days in advance of need unless the circumstances are prohibitive. Please note, that granted accommodations are not effective retroactively.

Administrative Services

Email

Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing

Printed January 16, 2023

Each student will maintain a current email address while the student is at the Institution. Communications will be sent to your learning management account (Schoology) by faculty. Students are expected to check their Schoology account at least once a day.

Copying

Students have access to a copier/printer in the computer lab.

Parking

The campus provides parking for students, staff, and faculty. Students may park in the parking lot and have badge access through the front or north doors. Additional parking as directed. The student parking lot is monitored by security.

Photo Identification

- Students will be furnished with a photo ID upon enrollment at the Institution.
- All students must wear a picture ID when participating in the classroom, lab, and clinical experiences.
- ID must be worn above the waist at all times.
- Any student who does not have a photo ID may be sent home from campus and/or the clinical setting.
- Lost picture ID must be replaced by contacting the Rochester General Parking office at 585- 922- 9803 before the next clinical or classroom day.
- The cost of ID replacement is \$5.00 (subject to change), payable at the time of ID replacement.

Articulation and Consortium Agreements

To assure its students enjoy a smooth transition to and from the Institution, and to promote educational mobility for its students, the Institution is continually seeking to refine its current articulation agreements while also pursuing new agreements with colleges and universities. Several transfer and articulation agreements have been established with other local colleges and universities, including St John Fisher University, Brockport University, and Roberts Wesleyan University.

A consortium agreement with Monroe Community College (MCC) also provides students in the AAS Nursing Program with certain required general education courses. Students may be required to attend these courses at an MCC campus. The student remains enrolled at the Institution while taking courses at MCC.

Bias-Related Crime Prevention

The Institution is committed to promoting a learning environment that is fair and allows students to progress solely based on ability and academic performance. Bias perpetrated by the students, faculty, or staff will not be tolerated. Allegations will be investigated promptly and with as much confidentiality as the situation permits, and discipline will be issued as warranted.

Campus Safety and Security Statistics

In compliance with the Campus Safety and Security Act of 1998 (Clery Amendment) and New York State Education law Article 129A, the Institution publishes an Annual Security Report which contains the required campus security statements and crime statistics related to crimes reported to campus security and local law enforcement agencies.

Cancelation of Classes

Classes may be canceled due to low enrollment. However, any cancelation will be announced no later than the Friday before a full semester begins or on the day before a half-semester begins.

During the semester/payment period, individual classes will be canceled for the day, evening, or both when hazardous driving conditions or similar inclement weather circumstances make such action advisable. Cancelation of day classes does not necessarily mean evening classes are also canceled. Cancelation of day classes is usually announced at no later than 6 a.m. on the impacted day while cancelation of evening classes is usually announced at approximately 2 p.m. News regarding delays and cancellations can be found on the Institution's website, learning management system (Schoology), student information system (ORBUND) and broadcast over local radio stations.

Email and Photography Policy

E-mail Policy

The Institution uses e-mail as a means of communicating academic and administrative information to students in addition to Schoology, the learning management system.

Assignment of E-mail Address

The Institution assigns an e-mail address (@rgcohc.edu) to each registered student. This Institution-issued e-mail account is designated as the student's official e-mail address when administrative and academic departments need to communicate with students.

Institution's Responsibility

The Institution is responsible for communicating with students in a timely and accurate way about changes in policies, procedures, and deadlines that affect them. The Institution will select the most appropriate method (mail, LMS, ORBUND, telephone, e-mail) to convey pertinent information to specific groups of students. In some cases, e-mail may be used exclusively. Routine announcements, administrative and academic dates and deadlines, and information of a general nature will typically be posted in Schoology.

Student's Responsibility

Students are responsible for receiving, reading, responding to, and complying with official e-mail communications sent by the Institution. Because information may be time-sensitive, students are encouraged to check their e-mail and Schoology regularly (daily, several times weekly) throughout the semester/course.

Students who opt to redirect their @rgcohc.edu e-mail account to another personal e-mail account do so at their own risk. The Institution is not responsible for e-mail that is not delivered to a forwarded address or for spam filters that may block e-mail messages. The student's failure to receive or read e-mail communications does not constitute an excuse for missing communications or deadlines.

Photography Policy

The Institution reserves the right to photograph/videotape students for institutional promotion. Whenever possible in controlled photo/video shoots, the Institution will observe the common practice of allowing students to "opt-out" of the

photo/video shoot. However, permissions will not be obtained for the use of student images in photographs/videos of public events on campus or off campus and sponsored by the Institution, such as rehearsals, performances, lectures, student events, alumni events, and Institution ceremonies. Academic departments also reserve the right to photograph/videotape students and their work for institutional use.

College Level Entrance Examinations (CLEP) and Advanced Placement Examinations (AP)

There are two examinations that may assist students in receiving college credit for work experience or learning completed outside of the college setting. Students can earn college credit by taking and passing the College Level Examination Program (CLEP) Subject Examinations offered by the College Board.

High school students who have completed advanced placement courses may acquire college credit by taking the College Board's Advanced Placement Examinations (AP).

To receive credit for any of these examinations, three conditions must be met:

- You must be formally admitted to the Institution.
- The credit to be awarded must apply to your program.
- Official test results must be sent directly to the Institution.

For Advanced Placement Examinations (AP) - Students must score a 3 or higher on the AP exam. For CLEP exams, your scores must be at least equal to the Mean Score for a C (2.0) as recommended by the American Council on Education (ACE) for the CLEP subject area in which you were tested.

Conduct Expected of Students

The Institution has adopted specific policies and procedures regarding student conduct. These policies and procedures, in the form of the Code of Student Conduct, are available online and in the student handbook.

The Institution reserves the right to dismiss any student who exhibits conduct incompatible with the purposes of the Institution. The Board of Trustees, administration, faculty, and staff have a primary concern for the academic achievement, standards, and personal integrity of our students; recognize their obligation to protect institutional property; and take a special interest in the mental and physical health of the Institution's community.

Credit for Previous Education

The Institution may consider transfer credits from other academic institutions accredited by an agency recognized by the United States Department of Education (USDE) or the Council for Higher Education Accreditation (CHEA). Transfer credit may be awarded for courses previously taken with an earned grade of "C" or greater and are equivalent to those courses required by the current Institutional Catalog. Transferred courses are not computed in the cumulative GPA but count as attempted and completed courses for Satisfactory Academic Progress purposes. For credit-bearing programs, as required by New York State Education Department, a student must complete at least 30 credits at the Institution to receive an associate's degree from the Institution. The Institution does not grant credit for non-punitive grades or remedial courses, non-credit courses, or experiential learning.

Drug-Free Environment

Rochester Regional Health and the Institution are committed to programs that promote safety for students, faculty, clients, and families at the Institution, in all client care areas in the hospital system, or any clinical affiliation. Student involvement with drugs and alcohol adversely affects performance, morale, safety, and client care.

The Institution recognizes responsibility for education, prevention, and the need for referral programs to promote a drug and alcohol-free campus and workplace. Thus, consistent with the spirit and intent of this commitment and in accordance with the Drug-Free Schools and Communities Act Amendment of 1989 and other applicable state and federal laws, the hospital, and the Institution have a policy regarding the sale, use, possession, or distribution of drugs and alcohol by all employees and students.

The use, possession, sale, or distribution of illegal drugs or alcohol by students in a clinical practice setting or on Institutional property is prohibited.

- The use, possession, sale, or distribution of illegal drugs at Institution-sponsored activities is prohibited.
- The use or possession of alcohol at campus-related activities is prohibited (unless authorized by the Institution), as is the distribution or sale of such by those who are of legal age to those who are not.

In accordance with applicable state and federal law and the policy of the Institution, the following sanctions may be imposed upon those students found selling, using, distributing, or possessing drugs or alcohol on RRH/Institutional property (misuse or abuse of prescription drugs will be treated as use of illicit drugs):

- The unauthorized or illegal possession, sale, distribution, or use of drugs or alcohol by any student while in the health care facility, on school property, or while in uniform will result in immediate suspension from the program and may be cause for immediate dismissal from the program. Parents or legal guardians of minors will be notified, where applicable.
- No refunds of any tuition or deposits will be made if a student is suspended or dismissed for violation of this policy, however, the Institution will still perform a required return of Title IV funds calculation for Title IV recipients.
- Illegal substances will be confiscated, and the appropriate law enforcement agencies notified, if applicable.

The complete Drug and Alcohol Abuse Prevention Program can be found on the Institution's website.

Facilities

The Institution's campus is maintained as a private and modern facility for the sole purpose of training students enrolled in health career-related programs. The campus is designed to foster close collaborative partnerships between students and faculty while creating opportunities for cooperation and interaction among the student body. Students have the opportunity to work with equipment and instruments related to their academic programs in the classroom, lab, or state-of-the-art simulation center. The campus also has a student kitchen, student lounge, a small library, a computer lab with internet connectivity, a cafeteria, and administration/faculty offices. A consult room and a student copy center are also available.

Classrooms

The Institution has multiple classrooms including an auditorium with state-of-the-art technology to enhance the learning experience.

Clinical Skills Lab

The skills lab is open during regular hours or at other times when prior arrangements have been made with a faculty member.

Computer Lab

Computer access is available in the computer classroom to supplement learning.

Dining Facilities

A student café is located on campus and fully equipped with a refrigerator, microwaves, vending machines, coffee/tea, and water.

Disability Accommodations

The Institution is accessible to students with disabilities and accommodations for students with disabilities include, but are not limited to, the following:

- Wheelchair accessibility
- Adaptive furniture
- Testing accommodations
- Recorders and calculators
- Note takers

Library

All students, faculty, and staff have access to libraries at Rochester Regional Health, a fully online medical library system with electronic databases containing nursing, medicine, allied health, and patient education information. All databases can be accessed through the Intranet or by visiting rrhlibraries.org. All students receive an orientation tour of this facility and have access to medical librarians for assistance. Remote librarian assistance is available Monday through Friday from 9 am to 5 pm. Outside of business hours, the Institution's students and faculty can contact the library via email, through the online form on the website, or by messaging the librarian through the Institution's LMS for a response the following day. The Institution's students also have access to a library space on campus, with seating and study carrels available during business hours and late evening.

Separate Education Centers

The Institution has separate education centers located at:

- 127 North Street, Batavia, New York
- 2 Coulter Road, Clifton Springs, New York
- 41 Elm Street, Potsdam, New York

The PN program is offered at these sites when enrollment thresholds are met with a minimum of ten students for each site. Clinical rotations are scheduled in the region of each extension site pending the availability of clinical sites

Felony Convictions

A felony conviction may hinder an individual's ability to become a licensed professional in NYS and/or may prevent a student from completing the required clinical requirements of a health career-related program. The Institution does not make such a determination regarding licensure. The regulatory agency from which the student is seeking licensure or completing their

[Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing](#)

clinical experience is responsible. Contact NYS Office of Professions, New York State Education Department, for further clarification or with any questions regarding licensure

FERPA and Student Records

The Institution complies with the Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their education records.

These rights include:

1. The right to inspect and review the student's education records within 45 days after the day the Institution receives a request for access. A student should submit a written request that identifies the record(s) the student wishes to inspect. The Institution will make access arrangements and notify the student of the time and place where the records may be inspected. If the records are not maintained by the Institutional official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
2. The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 - A student who wishes to ask the Institution to amend a record should write to the Program responsible for the record to identify the part of the record the student wants to be changed and specify why it should be changed.
 - If the Institution decides not to amend the record as requested, the Institution will notify the student in writing of the decision and the student's right to file a grievance regarding the request for amendment. Additional information regarding the grievance procedures will be provided to the student when notified of this right.
3. The right to provide written consent before the Institution discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
 - The Institution discloses education records without a student's prior written consent under the FERPA exception for disclosure to Institutional officials with legitimate educational interests.
 - An Institution official is a person employed by the Institution in an administrative, supervisory, academic, research, or support staff, or a person in a position serving on an official committee, such as a disciplinary or grievance committee.
 - An Institution official also may include a volunteer or contractor outside of the Institution who performs an institutional service or function for which the Institution would otherwise use its employees and who is under the direct control of the Institution concerning the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks.
 - An Institution official has a legitimate educational interest if the official needs to review an education record to fulfill his or her professional responsibilities for the Institution.

FERPA also permits the disclosure of PII from students' education records, without consent of the student, if the disclosure meets certain conditions described in the FERPA statute at 20 U.S.C. 1232g and regulations at 34 C.F.R. Part 99. Directory information is personally identifiable student information that the U.S. Department of Education has concluded is permissible for institutions to release without a student's consent. The Institution has identified the following as Directory Information:

- Name
- Current enrollment status (full-time or part-time)
- Semesters enrolled
- Program of study

- Degrees, honors, and awards/scholarships conferred
- Addresses (but only of our graduates and only to government officials who wish to send congratulatory notices, RRH, or to four-year educational institutions with whom the Institution has specific articulation agreements).

The Institution may disclose any of this information without prior consent unless the Institution is otherwise notified in writing by a student/parent/guardian within 30 days of receipt of this policy that the Institution is not permitted to disclose such directory information. Students can request that their personal directory information be suppressed by submitting a formal written request to the Registrar's Office. However, please be aware that once directory information is suppressed, enrollment verifications for insurance companies, student loans, and prospective employers will not be given this information without the student's written permission which could have delays that may impact the student. Except for disclosures to Institutional officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the student, §99.32 of FERPA regulations requires the institution to record the disclosure. Eligible students have a right to inspect and review the record of disclosures.

The student maintains the right to file a complaint with the U.S. Department of Education concerning alleged failures of the Institution to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW
Washington, DC 20202

Financial Aid

The Financial Aid Team provides information and advice to assist students and families seeking financial assistance towards college costs. The team works diligently to find financial resources in accordance with the student's program and individual eligibility.

COHC is currently not eligible to award financial aid through federal Title IV funding to students who enroll in the AAS Nursing Program; however, a student may apply to receive other financial assistance, including scholarships, grants, and private education loans.

IGH offers federal Title IV funding and other sources of funding to students who enroll in the Practical Nursing program. The student must file a Free Application for Federal Student Aid found at the website fafsa.ed.gov, to apply for all forms of federal financial aid. See "How to Apply" below for further details. The following forms of federal, state, and institutional financial are available to students who qualify:

Federal Aid, Grants, and Direct Loans (IGH Students Only)

Pell Grant:

- A grant program that provides aid to need-based students.
- Do not have to be repaid.

Direct Loans:

Subsidized Loan

- Offers loans to students and is need-based.
- The federal government subsidizes the interest while the borrower is in school, in the grace period, or

deferment.

- Must be repaid after leaving school.

Unsubsidized Loan

- Offers loans to students and is not need-based
- The borrower is responsible for the interest that accrues during any period.
- Must be repaid after leaving school.

Direct Plus

- Offers loans to parents of dependents students.
- Must be repaid starting while the student is still in school.

For additional information, see the studentaid.gov website for more information.

State Aid: The New York State Tuition Assistance Program (TAP) (IGH Students Only)

- Helps eligible New York residents pay tuition at approved schools in New York State.
- An annual TAP award can be up to \$5,665.
- TAP is a grant; it does not have to be paid back.

The easiest way to apply for TAP is through the FAFSA.

Financial Aid Application Procedure (PN Students Only)

To apply, start with the Free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/h/apply-for-aid/fafsa>. Use the "IRS Data Retrieval Tool" within the FAFSA to have the IRS transfer your tax info into your FAFSA. Our **school code is 015201** ("Rochester General Hospital"). If you already completed a FAFSA for another school, just log in to your FAFSA and add 015201 to your list of schools.

If your program begins in January, you will need to complete next year's FAFSA application. Have the "IRS Data Retrieval Tool" transfer your tax info again.

The student will be notified in writing by the Financial Aid Office with an individualized aid package which will provide details on the types of programs and amount of funding for which the student qualifies and the next steps in obtaining the aid to pay for the student's educational expenses.

For questions, please contact the financial aid office at (585) 974-5500 or CollegeFinancialAid@rochesterregional.org

AAS students may reach out to the Financial Aid office to discuss external funding options such as scholarships, loans, or grants.

Medical Illness

Any change in physical condition must be reported to the Program Director and/or faculty/advisor. To maintain enrollment at the Institution including clinical, a student must provide documentation from their provider or RRH Occupational Medicine Work Ready clearing them to return to campus/clinical without restrictions. Certain physical or mental changes requiring a student to need a reasonable accommodation must be reported to the ADA/504 Coordinator. Should the student have restrictions, the Institution will determine if reasonable accommodations can be made. The Institution may or may not be able to accommodate the student's restrictions or limitations. Students must meet all clinical outcomes and hours by the end of the semester/course. Due to the nature of nursing programs at the Institution, a student missing an extended amount of time is encouraged to take a leave of absence from the program and return to the next course offering. Should a student wish to seek re-admission to their program, they must continue to meet current admission requirements.

Memberships and Affiliations

AAS Nursing Program

Council of Independent Organizations for Associate Degree Nursing
National League for Nursing
NYS Council of Associate Degree Programs
New York State Council of Hospital Colleges of Professional Nursing

PN Program

New York State Council of Hospital Schools of Professional Nursing

Non-Discrimination Statement

The Institution does not permit discrimination or harassment against any person because of race, color, religion, citizenship, national origin, ancestry, age, marital status, disability, sex, sexual orientation including gender identity, military status or veteran status, domestic violence victim status, predisposing genetic characteristics, and genetic information, and complies with all federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. This nondiscrimination policy applies to admissions, employment, and access to all academic programs and activities. The Institution adheres to all federal and state civil rights laws prohibiting discrimination in public institutions of higher education. Inquiries regarding this nondiscrimination policy may be directed to campus leadership

Refund Policy

If a student needs to completely withdraw from the Institution, they are required to contact the Financial Aid Office in accordance with the Withdrawal Policy.

AAS Nursing Program students are subject to the following tuition refund schedule:

First Semester:

- Drop before the start of the semester: 100% of tuition and refundable fees
- Drop before the end of the first week of classes: 75% of tuition and fees
- Drop before the end of the second week of classes: 50% of tuition and fees
- Drop before the end of the third week of classes: 25% of tuition and fees
- Withdrawal after the end of the fourth week of classes: **no refund**

Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing

Printed January 16, 2023

Subsequent Semester:

- Drop before the start of the semester: 100% of tuition and refundable fees
- Drop before the end of the first week of classes: 50% of tuition and fees
- Drop before the end of the second week of classes: 25% of tuition and fees
- Withdrawal after the end of the third week of classes: **no refund**

PN Program students are subject to the following tuition refund schedule:**First Payment Period, which consists of the PNI and A&P courses:**

- Drop before the start of the program: 100% of tuition and refundable fees
- Drop before the end of the first week of classes: 75% of tuition and fees
- Drop before the end of the second week of classes: 50% of tuition and fees
- Drop before the end of the third week of classes: 25% of tuition and fees
- Withdrawal after the end of the fourth week of classes: **no refund**

Subsequent Payment Periods, which consist of either PNII or PNIII:

- Drop before the start of the program: 100% of tuition and refundable fees
- Drop before the end of the first week of classes: 50% of tuition and fees
- Drop before the end of the second week of classes: 25% of tuition and fees
- Withdrawal after the end of the third week of classes: no refund

Textbooks or other school supplies are non-refundable.

Return to Title IV Funds (R2T4) Policy (PN Program Only)

IGH is required by federal statute to recalculate federal financial aid eligibility for students who withdraw, drop out, or are dismissed prior to completing more than 60% of a payment period. Withdrawal after completion of 60% of the payment period results in the student earning 100% of the eligible aid disbursed for the payment period.

An R2T4 calculation must be performed for all withdrawn Title IV recipients regardless of the percentage earned for the payment period. Even students who have earned 100% of the aid for the payment period require an R2T4 calculation to determine if additional aid can be provided to the student as an eligible post-withdrawal disbursement.

If a student leaves the Institution prior to completing 60% of a payment period, IGH must determine how much Title IV the student has earned for the payment period. Recalculation is based on the percentage of earned aid using the Federal Return of Title IV funds formula as follows:

- $\text{Percentage of clock hour program completed} = \frac{\text{the number of clock hours scheduled to be completed as of the student's withdrawal date}}{\text{the total number of clock hours in the payment period}}$

Funds are returned to the appropriate federal program based on the percentage of unearned aid using the following formula:

- $\text{Aid to be returned} = (100\% \text{ of the aid that could be disbursed} - \text{the percentage of earned aid}) \times \text{the total amount of aid that could have been disbursed during the payment period}$
- IGH must compare this unearned aid to the unearned institutional charges based on the same calculation of the total amount of institutional charges for the same period.

The IGH is required to return the lesser of the unearned Title IV or the unearned institutional charges from the R2T4 calculation. If the unearned institutional charges (from the R2T4 calculation, not the institutional refund calculation) are the lesser amount, the difference between the unearned Title IV and the amount IGH is required to return is considered a student overpayment which the student is required to refund either immediately (or by payments) in the case of grants and over the course of the repayment in the case of loans.

If a student earned less aid than was disbursed, IGH is required to return the unearned portion of aid within 45 days of the day the Institution determined the student withdrew. Keep in mind that when Title IV funds are returned, the student borrower may owe a balance to the Institution and that returned funds may have previously been used to pay tuition that is still due.

If a student earned more aid than was disbursed, IGH will determine if the student is eligible for a post-withdrawal disbursement, which must be paid within 45 days of the student's withdrawal.

- Loan post-withdrawal disbursements must be approved by the student or parent before funds can be disbursed or retained.
- Pell post-withdrawal disbursements do not need to be authorized unless the student does not have an unpaid account balance for which the disbursement would apply.

If the student is required to pay grant funds overpayment, IGH will inform the student by electronic mail where to make the required payment (Department of Education). The College will send the grant overpayment referral information to the Department of Education for reporting.

If the student is due a Title IV credit balance prior to withdrawal, the Institution will perform the R2T4 calculation and then pay any resulting Title IV credit balance to the student.

If it is determined that some of the federal aid the student received is unearned, it will be returned to the federal programs within 45 days of the date the Institution determined that the student withdrew. The funds will be returned in the following order:

1. Unsubsidized Direct Loan
2. Subsidized Direct Loan
3. Direct PLUS Loan (Parent borrower)
4. Federal Pell Grant
5. Iraq and Afghanistan Service Grant
6. FSEOG

Smoking

Rochester Regional Health (RRH) policy strictly prohibits smoking or the use of any tobacco products on any RRH property and includes the Institution's campus and all clinical sites. This includes the sidewalks in front of RRH parking lots and while in cars on RRH property. Infractions may result in disciplinary action.

Soliciting

No soliciting is allowed during class, lab, or clinical hours (e.g., Girl Scout Cookies, Avon products, jewelry, bake sales, etc.) unless otherwise authorized by the Institution's administration.

Social Media

Social media may have a significant impact on personal, professional, and the organization's reputation. Any statements or pictures shared within any social networking site (such as Facebook or Twitter) which can cause actual or potential harm or injury to another person or the reputation of the Institution may be grounds for discipline, up to and including dismissal from the program. The same laws, professional expectations, and guidelines for interacting with students, faculty, parents, alumni, and others.

Student Medical Coverage

Students are expected to secure and maintain their medical coverage while attending the Institution. In the event, while attending class or during the externship a situation arises that requires medical attention or follow-up, it will be the responsibility of the student to seek medical services from their physician or medical provider.

Student Pregnancy, Maternity Leave, and Related Conditions

The Institution is prohibited from discriminating against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions. A student must be the one to self-disclose about pregnancy or related conditions. The Institution will make reasonable and responsive adjustments for a student who is pregnant or students with related conditions to ensure that these students have access to their education.

For admission, certain medical screening must be completed by an approved Rochester Regional Health Occupational Medicine Provider and Site. The forms related to said medical screening, along with the approved Rochester Regional Health Occupational Medicine location, will be included in the student Admission Packet. Students must submit the forms or provide a documented statement of medical or religious exemption before the commencement of classes, where applicable.

Student Services

Student Services are offered to promote the success of our diverse student population. Through an array of exemplary programs and services, the dedicated staff at the Institution can provide the assistance, connection, guidance, and support students need to successfully achieve their academic and personal goals.

Advisement

Each student is assigned to a faculty advisor for academic guidance. The advisor's goal is to assist the nursing student in achieving academic and clinical practice success. The faculty advisor will work with students to verify they are informed regarding academic progress, clinical progress, and attendance.

The advisement of the student is a partnership between the nursing faculty and the student. The successful student will be able to recognize the need for academic assistance and remediation along with the guidance of nursing faculty.

The Faculty Advisors have posted office hours (before, during, and after school hours); students are asked to schedule an advisement appointment during posted office hours.

In addition to posted office hours, students are required to meet with their advisors periodically during the program. These times include but are not limited to, welcome to the program session, the end of each academic semester, and the end of each clinical rotation.

Students also have access to a Counselor/Success Coordinator. The Counselor provides counseling, assessment, mental health consultation as well as family and community outreach for students.

Students have access to the following support services.

Academic Coaching

Academic Coaching provides guidance and resources to assist students in the following areas:

- Support with academic concerns
- Improving concentration
- Time management
- Study strategies
- Learning difficulties
- Test Anxiety
- Test-taking skills
- Reviewing Tests
- Stress management
- S.M.A.R.T. goal setting
- Referrals to additional support services (Free to all students)
- Refer at-risk students to Student Success Coaches.
- Build reading and writing skills to promote academic success.
- Refer at-risk students to tutoring services. Tutoring services are provided in both individual and group formats.

Academic Records and Transcripts

Student official records such as attendance and grades are maintained by the Registrar's office. At the request of a student, official transcripts are sent to another college or an employer for a fee of \$5.00 each (subject to change). Transcript release forms are available online at rgcohc.edu. Completed forms should be returned to the Registrar.

Counseling Services

Students have access to the following support services:

- Individual Counseling
- Group Counseling
- Crisis Counseling
- Supportive Counseling
- Substance use and alcohol-related concerns
- Mental health concerns
- Behavioral/ Substance Abuse/Mental Health referral information and resources
- Domestic violence/sexual assault–referral information and resources
- Goal setting
- Enhancing communication skills
- Learning new coping strategies
- Managing change in life circumstances

- Understanding personal relationships
- Coping with grief, loss, and trauma
- Learning to manage conflicts and decision-making effectively

Case Management Services

The Institution partners with community agencies to assist students in need in the following areas:

- Food
- Transportation
- Childcare
- Healthcare
- Tax Preparation
- Daily living expenses
- Housing
- ACCES-VR
- Referrals and coordination of services for students

Job Placement/Vocational/Career Counseling:

The Institution is committed to helping a student find employment upon graduation, however, the Institution does not guarantee employment. Services provided include:

- Assistance for students with resumes, cover letters, and thank you letters.
- Recruitment Fairs
- Student Navigator: Job Placement

Registration and Records

The Office of the Registrar provides registration, records management, information and communication services, and academic support to students and the campus community, supporting the mission and purposes of the Institution. Services include the following:

- Maintaining academic records for current and former students
 - All student documents relating to admission requirements are scanned upon receipt and kept in password-protected, individual electronic folders to prevent the risk of loss.
 - Graduate records are kept for three (3) years. After three years, the electronic file is deleted, and the document file is destroyed. Academic transcripts are kept indefinitely via Student Information System
 - Records related to Title IV funds are retained in accordance with federal law.
- Providing transcripts and enrollment information upon request
- Creating and maintaining class lists, grade lists, and grade reports
- Graduation certification
- Transcript evaluation
- Notifying incoming students of requirements for:
 - Student ID Badge
 - Student Parking
 - Student Medical Clearance
 - BLS

Student Success

The Institution recognizes that student success is multifaceted and includes measures of student engagement leading to positive outcomes, including improved retention and graduation rates, on-time completion, and educational and career goal achievement. Students have the opportunity to work with staff to develop and implement individualized student-driven plans to address academic needs and interests to achieve educational and career goals.

The following are examples of student success services:

Academic Improvement Plan (AIP)

The Institution actively promotes and supports students' academic achievement through a variety of teaching and learning methodologies. Students who are identified as at risk of being unsuccessful in that current semester will be placed on an AIP. This AIP will be developed in collaboration with the student, adviser, and if deemed necessary, student services. The goal of the AIP is to assist the student in their success in the program by achieving the required academic success to progress to the next semester.

Learning Lab

The Learning Lab is a tutoring center that helps students with necessary reading, studying, and test-taking skills that will enable them to succeed in their college-level classes and future careers. The Lab delivers workshops that will support student learning through awareness of strengths and areas in need of improvement. The student-centered approach encourages students to take an active role in all components of the learning process and shifts the responsibilities of performing learning activities from the faculty to the learner. This allows students, guided by educators, to take ownership of their learning and sharpen their critical and analytical skills.

Student Navigator

The Student Navigator (SN) plays a vital role by serving as a resource and guide who helps students navigate college successfully. The SN is a member of a student services team who provides intentional interventions, advising and supporting a student to identify and develop their career and educational goals. The SN proactively monitors student progress, conducts outreach and care calls to connect a student to services, provides academic /career advisement, and facilitates a smooth transition to the Institution.

Student's Right to Know

The Institution complies with federal regulations that require undergraduate completion, or graduation rates, to be made available to all credit students. The Institution is required to make available specific statistical data before students make a financial commitment to the Institution. You will find this information on the Institution's Consumer Information page.

Technology Requirements

Computers

All students must have access to a computer while a student is at the Institution and ensure that the computer meets the recommended PC configuration.

PC Requirements

- A laptop that is less than 3 years old
- Microsoft Office 2016 or newer
- Operating System: 32-bit and 64-bit Versions of Windows 10.
- Window 7 is not compatible with Exemplify
- Alternate versions of Windows 10, such as Windows RT and Windows 10 S, are NOT supported at this time.
- Only genuine, U.S.-English versions of Windows Operating Systems are supported.
- CPU Processor: 2.0 GHz Intel i3 processor or equivalent
- RAM: 4GB or higher
- Hard Drive: highest recommended for the operating system or 1GB of available space.
- Screen Resolution should be at least 1024x768 or higher.

Mac Requirements

- Laptop that is less than 3 years old
- Microsoft Office 2016 or newer
- Big Sur, Monterey, and Ventura
- Only genuine versions of Mac operating systems are supported.
- CPU: Intel, M1, or M2 processor. Devices using Apple's M1 and M2 processors and Apple Rosetta 2 are supported.
- RAM: 4GB or higher.
- Hard Drive: 4GB or higher available space.
- Server version of Mac OS X is not supported.
- Screen resolution should be at least 1280 x 768. Scaling should be set to 100%.

Title IX and Sexual Misconduct Policy

The Institution is committed to providing an educational environment free from sex discrimination, including Sexual Harassment. In accordance with Title IX of the Education Amendments of 1972 and its implementing regulations in Volume 34, Code of Federal Regulations, Part 106 (collectively, "Title IX"), the Institution prohibits any person in the United States from being excluded from participation in, denied the benefits of, or subjected to discrimination on the basis of sex under any education program or activity the Institution offers, which extends to admission and employment. Inquiries regarding the application of Title IX may be referred to the Title IX Coordinator (as identified in Section 1.4), the Assistant Secretary for the Office of Civil Rights of the U.S. Department of Education, or both. The Institution's full Title IX policy can be found on the Institution's website.

The Title IX of the Education Amendments of 1972 (Title IX), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), as amended by the Violence Against Women Act/Campus Sexual Violence Act (Campus SaVE Act), and Article 129-B of the New York State Education Law, provides the foundation for the Institution's commitment to providing a safe community, free from all forms of sex discrimination, including sexual misconduct.

Transcript Notations for Crimes of Violence

For crimes of violence, including, but not limited to sexual violence, defined as crimes that meet the reporting requirements pursuant to the federal Clery Act, the Institution shall make a notation on the transcript of any student found responsible after a conduct process that they were "suspended after a finding of responsibility for a code of conduct violation" or

“expelled after a finding of responsibility for a code of conduct violation.”

For the respondent who withdraws from the institution while such conduct charges are pending, and declines to complete the disciplinary process, the Institution shall make a notation on the transcript that the student “withdrew with conduct charges pending.”

Students may appeal seeking removal of the transcript notation for a suspension through a written request to the Dean of Student Services. The notation shall not be removed one year after the conclusion of the suspension. Notations for expulsion may not be appealed and will not be removed. If a finding of responsibility is vacated for any reason, any such transcript notation will be removed.

Transportation and Parking

Students are responsible for transportation to and from agencies utilized for clinical experiences. Students must have reliable transportation as clinical assignments cannot be changed due to transportation limitations.

Weapons on Campus

Bringing a weapon of any kind to campus is strictly prohibited. Weapons include, but are not limited to (firearms, chains, sharp objects, firecrackers, pepper spray, and tasers). Authorized law enforcement officials are the only persons permitted to have a firearm or weapon in their possession while on RRH property or at a function. If you see any suspicious activity on the campus, call 911 immediately. Please notify the Safety and Security Department and/or law enforcement of any threats, acts of violence, aggressive behavior, and/or the possession of weapons on the Institution’s property.

Withdrawal Policy

Official Withdrawal

Students withdrawing from one or some of their active courses, but **not** from all courses, must submit a **withdrawal form to the Registrar’s office** to withdraw from a course. After the first week of class, a withdrawal will result in a grade of “W” (Withdrawn) on the student’s academic record but will not be calculated in the grade point average. The amount of federal financial aid the student is eligible to receive (IGH Only) may be adjusted if the student does not begin or complete all registered courses in the term.

Students withdrawing from **all** of their active courses must initiate the official withdrawal process by submitting a **withdrawal form to the Registrar’s office**. Withdrawal requests must be initiated by completing the online form; paper withdrawal forms, no voicemail messages or email requests will be accepted. Upon completion of this form, students will be contacted by a **Registrar** to confirm their intention to withdraw, verify their understanding of any potential academic and/or financial consequences, and affirm that the Institution has done everything it can to assist them in continuing their studies. Students who cannot be reached will be administratively (unofficially) withdrawn.

The date the student requests the withdrawal will be used as the date of the determination of withdrawal. However, the student’s last day of academically related activity or class attendance will be considered the withdrawal date used to determine the amount of federal financial aid the student has earned for the term.

Unofficial Withdraw

A student who stops attending or participating in a course and does not initiate the official withdrawal process will be considered an unofficial withdrawal from that course by the Institution. Based on the evidence of excessive absences, non-participation, or missed exams as defined in the course syllabus, a faculty member may initiate a student's withdrawal through the Registrar's Office or may assign an "F" as a non-participation grade which indicates an unofficial withdrawal from the course. For the Practical Nursing program, the determination of unofficial withdrawal will occur by the 14th day after the student's last day of attendance.

Non-Start Withdrawals

A student who never begins attendance in a course and does not initiate a course drop or an Official Withdraw will be administratively dropped from the course by the University and considered a 'No Show' for the course and no grade will be assigned. Any federal student aid funds disbursed for a dropped course will be returned. Funds will be returned as soon as possible, but no later than 45 calendar days from the date of notification. No Return of Title IV calculation will be completed if the student does not start any course in the term.

Academic Policies

Academic Credit

Students in the AAS program earn one-semester credit for 15 contact hours of lecture, 30 contact hours of laboratory, 45 contact hours of clinical completed, or a combination of these elements. Further details are found in each course syllabus.

Clinical Failure

A clinical failure may result when a student consistently

- Demonstrates a pattern of unsafe execution of psychomotor skills
- Fails to consistently apply theory to practice
- Does not distinguish between normal and abnormal data, or fails to take action based on data
- Does not demonstrate critical thinking
- Fails to seek guidance in uncertain situations
- Fail to act on constructive feedback
- Fails to meet the student learning outcomes due to excessive tardiness or absenteeism

Disciplinary Process Policy

Failure to follow procedures, policies, or insubordinate conduct will result in disciplinary proceedings. The Institution has a progressive discipline process including coaching, counseling, probation, and/or dismissal.

Honors and Awards

Academic Honors

At graduation, eligible students will receive academic honors

Those students who have a cumulative GPA of **3.9 or above** will receive the "Summa Cum Laude" designation.

Those who achieve a cumulative GPA of **3.7 to 3.89** will receive the "Magna Cum Laude" designation,

Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing

Printed January 16, 2023

And those who achieve a GPA of **3.5 to 3.69** will receive the “Cum Laude” designation.

Alpha Delta Nu Honor Society

All students in the AAS program for nursing, who have earned a **3.0 (85%)**, have no history of failures in any nursing courses, and who demonstrate conduct on campus and in the clinical areas that reflect integrity and professionalism as determined by faculty, are eligible candidates for the Alpha Delta Nu Nursing Honor Society. Any student fitting these criteria will be sent an application and introductory letter after completing two nursing courses.

NFLPN Honor Society

All students in the PN program who have earned a **3.0 (85%)**, have no history of failures in any nursing courses, and who demonstrate conduct on campus and in the clinical areas that reflect integrity and professionalism as determined by faculty, are eligible candidates for the Honor Society. Any student fitting these criteria will be sent an application and introductory letter after completing two nursing courses.

Students will be invited to be provisional members of either society and must take part in either an educational or a recruitment project, which will be determined as a joint effort between the faculty advisor and the provisional members. Students who participate in the project with success and maintain a GPA of **3.0 (85%)** will be granted full membership. An induction ceremony will be held during the final semester.

Dean’s List

Any student who has a GPA of **3.5** or above, is named to the Dean’s List for excellent academic performance at the end of each semester.

Grading Information

Grading is a mechanism to evaluate student levels of learning. The student will be evaluated for classroom learning, skills laboratory competencies, and clinical performance. The student is responsible for completing assigned reading material, written assignments, active participation, demonstration of employability skills, in-class/skills, lab/clinical activities, and for seeking clarification of concepts that seem questionable. Students will be assessed with the use of quizzes, comprehensive exams, homework, non-graded assignments, and skills lab/clinical competencies. These assessments allow the student to identify those areas that need reinforcing or further study.

Course grades are based on a point system and letter grades are based on quality points:

Letter Grade	Percentage	Quality Points
A	96-100%	4.0
A-	90-95%	3.67
B+	87-89%	3.33
B	83-86%	3
B-	80-82%	2.67
C+	77-79%	2.33
C	73-76%	2.0
C-	70-72%	1.67

D+	67-69%	1.33
D	63-66%	1.0
D-	60-62%	.67
F	Below 60	0

Graduation Requirements

Participation in the graduation and pinning ceremonies is an earned honor. To be eligible to participate in the pinning and graduation ceremonies, a student must meet all of the following conditions:

- Successful completion of all required coursework as outlined in the curriculum
- Satisfactory clinical evaluation
- All tuition and fees are paid in full
- Completion of ATI Virtual (50%) and ATI Live Review Course

Grievances

The Student Academic Grievance process is to encourage the informal resolution of academic issues that might surface between students and faculty in a manner that is timely and upholds standards of academic integrity. If students and faculty are unable to resolve an academic issue, the process provides additional fair and equitable procedures for students. Students should understand that each stage of the process is an important one; therefore, it is not possible to move through the process unless previous stages have been followed.

Progression Requirements

AAS Nursing Program

- A minimum grade of “C+” in all nursing courses and a “C” in all general education courses (for the AAS program)
- A passing clinical grade for each nursing course
- Completion of all required lab/simulation skills

Students may only be reinstated one time into the same program. A second failure in any nursing course will result in academic dismissal. If a student is unsuccessful a second time, they forfeit the opportunity to return to the program.

PN Program

Students in the Practical Nursing program must complete all coursework before progressing to the next course. A course failure may delay the disbursement of financial aid and eventual program completion. See the Satisfactory Academic Progress policy for the minimum grade requirements for each course.

- A minimum grade of “B- 80%” in all nursing courses
- A passing clinical grade for each nursing course
- Completion of all required lab/simulation skills

Registration

The Registrar maintains students' records, sets the academic master schedule, distributes grades, and administers many of the Institution's academic policies. Students should visit the Registrar's website for information ranging from class schedules and important registration dates; grades, records, and access to records; verification of enrollment, and attendance; graduation applications; the final exam schedule for each semester; and protection of students' privacy rights as well as questions regarding the Family Educational Rights and Privacy Act (FERPA). Additional information can be found on the website at www.rgcohc.edu

Remediation

Remediation is available to any student needing assistance with lecture material or clinical skills, however, students are not awarded points for remedial work

Standards of Academic Progress

The Institution requires all students to maintain Satisfactory Academic Progress (SAP) toward the completion of their program of study. The AAS Nursing Program and PN Program have different SAP metrics but have common SAP elements and sanctions.

SAP Measurement Points and Minimum Standards

AAS Nursing Program

AAS Nursing Program students must maintain a minimum level of academic progress toward the completion of their program of study. These standards apply to all COHC students. The policy below explains the minimum academic requirements needed to be considered in good standing to maintain eligibility for financial aid funding. Failure to meet the minimum SAP standards puts the student's eligibility for further financial aid at risk. All forms of financial assistance programs offered by COHC are subject to the SAP requirements.

SAP is measured at the end of each semester. The following minimum standards are required at each evaluation point. If the student does not meet any one of these metrics at any evaluation point, the student will be subject to the SAP sanctions described in this policy.

Qualitative Measurement – Class Grades

Students must achieve a final grade of at least 75% in all General Education Courses and at least 77% in all nursing courses. Students must also earn a clinical grade of "P" or pass to progress and graduate.

Quantitative Measurement - Pace of Completion (Pace) and Maximum Timeframe (MTF)

Students in the AAS in Nursing may only fail up to 5 credits over the entire AAS in Nursing program to remain in good SAP standing.

The maximum number of credit hours the student may attempt in the AAS Nursing Program is 74 credit hours and remain in

good SAP standing. At each SAP evaluation point, it will be determined if the student failed any course during the semester and if the student previously failed a course. If the student fails more than one course during the entire program, the student will be subject to SAP termination and may be withdrawn from the program.

Practical Nursing Program

PN Program students must maintain a minimum level of academic progress toward the completion of their program of study. These standards apply to all IGH students. The policy below explains the minimum academic requirements needed to be considered in good standing to maintain eligibility for financial aid funding. Failure to meet the minimum SAP standards puts the student's eligibility for further financial aid at risk. All forms of financial assistance programs offered by IGH are subject to the SAP requirements.

SAP is measured at the scheduled completion of the financial aid payment period, which is 450 clock hours. The PN program is 1200 clock hours with three financial aid payment periods of 450, 450, and 300 clock hours.

All new students are considered to be making SAP at the start of the program, and SAP is measured when the student is scheduled to complete the class which includes the end date of each completed payment period. The first SAP evaluation is done after the completion of the Anatomy and Physiology and PN I classes. The second SAP evaluation is done after the completion of the PN II class. There is no SAP evaluation at the end of the final payment period because there are no additional financial aid disbursements. Each SAP evaluation is cumulative of all attempted PN program coursework, with certain exceptions noted in the SAP treatment of grades section.

If a student does not successfully complete each payment period with passing grades, the student's SAP evaluation will be performed as scheduled, but the corresponding financial aid disbursements, if eligible, will be delayed until all of the clock hours in the payment period are successfully completed with a passing grade. These are separate requirements, and both must be met before a disbursement may be made.

Qualitative Measurement – Class Grades

Students must achieve a final grade of at least 75% in Anatomy and Physiology and at least 80% in PN I, PN II, and PN III classes. Students must earn 90% on the drug calculation exam to progress in the program. Students must also earn a clinical grade of "P" or pass to progress and graduate. If any one of the student's grades falls below these required minimums, the student will be subject to the SAP sanctions described in this policy.

Quantitative Measurement - Pace of Completion and Maximum Timeframe

At each SAP evaluation point, the percentage of successfully completed clock hours to attempted clock hours will be calculated, and the number of required repeat clock hours for failed coursework will be assessed. The student must successfully complete 67% of the cumulative attempted clock hours. The student cannot repeat more than 600 clock hours over the entire PN program to remain in good SAP standing.

The maximum number of clock hours the student may attempt in the PN program is 1,800 clock hours. The student may only receive federal financing for the 1,200-clock hour program but can attempt up to 1,800 clock hours. **Once it is determined that the student must repeat more than 600 clock hours of classwork, it will become mathematically impossible for the student to complete the program within 150%,** and the student will become ineligible for additional financial aid.

Instructional SAP Elements and Sanction

SAP Treatment of Certain Grades

- Withdrawals - A grade of “W” or having withdrawn before completing a class counts as an unsuccessful class attempt in all SAP measurements.
- Incompletes - A grade of “I” or an incomplete class counts as an unsuccessful class attempt in all SAP measurements.
- Repeats – Only the second class attempt is considered in the qualitative SAP measurement. However, all of the attempted clock hours are counted in the pace of completion and maximum timeframe SAP calculations.
- Transfer Classes – Transfer clock hours are not counted in the qualitative SAP measurement but are counted as successfully attempted and completed clock hours in the quantitative SAP measurements.

Failing to Meet Satisfactory Academic Progress

SAP Warning - Students failing to meet any SAP standard for the first time, except for the pace and MTF requirement for the AAS in Nursing program, will be placed on an SAP warning status for the following semester or payment period. A student on SAP warning is eligible for one additional disbursement of financial aid. The student will be notified in writing of being placed on warning status by the Financial Aid Office.

Students on SAP warning are also placed on an academic improvement plan (AIP). To promote academic success, the faculty and the student jointly develop an academic improvement plan. Students are required to demonstrate ongoing efforts to improve academic success when at risk of not being successful in the program. Students who have been placed on academic warning are required to meet with their administrator for monitoring the student’s adherence to the AIP.

The SAP warning status is removed following the SAP warning payment period if the student successfully meets all SAP measurements. If the student fails to meet SAP after the warning semester or payment period, they will lose financial aid. Students who do not meet SAP after the SAP warning semester or payment period can submit an appeal based on extenuating circumstances to have their financial aid reinstated.

SAP Termination – If the student does not meet the minimum SAP standards at the end of an SAP warning semester or payment period and not meeting the pace and MTF requirements for the AAS in Nursing program, and does not successfully appeal, the student’s financial aid will be terminated for the next semester or payment period or until the student meets the minimum SAP standards at a subsequent evaluation point.

The student will also be terminated from receiving additional financial aid if the student does not meet the minimum SAP standards after an SAP probation semester or payment period or when it is determined that the student has exceeded the maximum timeframe or will need to repeat more than 5 credit hours or 600 clock hours.

SAP Appeal Process - If the student does not make SAP at the end of the SAP warning semester or payment period or does not meet the pace or MTF requirements of the AAS in Nursing program at any evaluation point, the student will lose their financial aid eligibility. With a loss of financial aid eligibility, the student has the right to appeal by submitting an appeal to the Financial Aid Office. The student has **7 days** to request an appeal from the date the notice of failure to make SAP was provided.

The appeal must include a description of any unusual or extenuating circumstance(s) the student believes caused the poor

academic performance. Examples of these circumstances include the death of a family member, an injury, illness of the student, or other special circumstances. The appeal must be submitted on paper (not by email or verbally) to the Financial Aid Administrator and include these items:

- The description of the circumstance that contributed to the student's inability to meet the SAP standards. The timing of these circumstances must coincide with the period of poor academic performance;
- How the circumstance has been resolved to allow the student to successfully complete the program; and
- Supporting documentation.

Supporting documentation examples include a medical bill, a letter from a doctor, and an obituary/death certificate. The student must sign, and date all submitted statements. The Financial Aid Administrator or the Institution's President will evaluate the appeal and provide a decision in writing within ten (10) business days.

SAP Probation – This is the status assigned to a student who has failed to meet the minimum SAP standards after a semester or payment period on SAP warning or the student has reached the maximum timeframe, and the student has successfully appealed the reinstatement of their financial aid funding. The student will be placed on SAP probation for one semester or payment period and will be eligible to receive financial aid for that additional semester or payment period.

If the student fails to meet the SAP standards at the end of the SAP probation semester or payment period, the student will no longer be eligible for financial aid, see the SAP Termination section. A new Mitigating Circumstances Appeal cannot be submitted unless a new and different situation has occurred. If the student meets the minimum SAP standards at the end of the SAP probation semester or payment period, the student will be returned to good SAP standing.

The student will be notified in writing of being placed on SAP probation status by the Financial Aid Office.

Reinstatement of Financial Aid Eligibility

Reinstatement of financial aid after a student has not met the SAP standards is achieved in one of the following ways:

The student attends the Institution or another college/university, pays for tuition and fees without the help of student financial aid, and successfully completes additional required credit or clock hours. The Institution may consider these classes in the next SAP evaluation and if the student meets the minimum SAP standards, the student may regain aid eligibility for the subsequent semester or payment period. The student may also submit an appeal to the Financial Aid Administrator.

Program Information: Associate of Applied Science in Nursing

The AAS Nursing Program is a pathway program that will allow LPNs from an accredited and/or NYSED-approved program to transfer into the program at COHC. This program is designed specifically for LPNs and will build upon the knowledge/skills of an LPN while focusing on the role transition of the LPN to RN, specifically by further developing clinical judgment and critical thinking. The completed foundation of general education courses is key to this transition. Students enrolled in the College of Health Careers, enter as traditional students or transfer students (all general education courses completed).

Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing

Printed January 16, 2023

Program Goals

- Develop competent entry-level registered nurses with the skills needed to adapt to rapid changes in healthcare delivery.
- Function as caring practitioners across diverse practice settings.
- Establish a foundation for lifelong learning.
- Work with and provide care for individuals of diverse groups in a multicultural community.
- Provide an educational model that is sensitive to the needs of a diverse student body.
- The end-of-program student learning outcomes are derived from the mission, philosophy, curriculum framework, and organizing concepts and structure of the nursing program. The student learning outcomes include:
 - Delivering patient-centered care across the lifespan using clinical judgment, critical thinking, and cultural sensitivity (Patient-Centered Care).
 - Incorporating ethical, legal, regulatory, and best practice standards into care delivery. (Professionalism/EBP).
 - Collaborating with members of the health care team to achieve quality patient outcomes (Interdisciplinary Collaboration).
 - Integrating informatics and technology into the practice of nursing (Informatics).
 - Participating in quality and safety measures to improve patient outcomes (Safety and Quality Improvement).
 - Demonstrating leadership in multiple health care settings (Leadership).

Curriculum Overview

New York State awards an Associate in Applied Science degree to students who have earned at least 60 college credits. Upon completion of the program at COHC, students will earn 27 credits through the completion of the general education courses and 30 credits for the completion of the core nursing courses. In addition, students are awarded 12 credits for their NYS LPN license. In total, the AAS degree is 69 credits.

Monroe Community College (MCC), our educational partner, provides some general education courses. Students have the option of taking general education courses at COHC or through MCC.

Sample Curriculum Plan

Semester One		
ENG	English 101	3
BIO	A&P I	4
PSY	Intro to Psychology	3
SOC	Intro to Sociology	3
TOTAL		13
Semester Two		
ENG	English 103	3
BIO	A&P II	4
PSY	Developmental Psych	3
BIO	Microbiology	4
TOTAL		14
Semester Three (6-week courses)		
N200	Role Transitions in Nursing	2
N201	Essentials of Health/Physical Assessment	2

N202	Pharmacology	2
TOTAL		6
Semester Four		
N203	Family Health Nursing	5
N204	Adult Health Nursing I	5
N205	Exploration of Community/Health Population	2
TOTAL		12
Semester Five		
N206	Adult Health Nursing II	5
N207	Behavioral Health Nursing	5
N208	Role Exploration of Professional Nursing Practice	2
TOTAL		12
PROGRAM TOTAL	57+12 LPN CREDITS	69 CREDITS

AAS Program Course Descriptions

N200 Role Transitions in Nursing

Placement: Second or Third Semester for Traditional Students or First Semester for Transfer Students

Course Delivery Mode: Residential Course Details

Pre-Requisites: Completion of all general education courses

Co-requisites: N201 & N202.

This 2-credit course is designed to facilitate the transition of the licensed practical nurse to the role of a professional registered nurse. The course content is centered on refining and updating knowledge learned in a practical nursing program with a focus on role differentiation. Strategies for a successful transition will be explored. Emphasis is placed on quality and safety, evidence-based, patient-centered nursing care, the importance of professional development, interdisciplinary teams, and the integration of informatics to support transitions in the profession of nursing.

Credit Hours: 2 hours class/week for 6 weeks = Total Classroom=30 hours =2 credits.

N201 Essentials of Health/Physical Assessment

Placement: Second or Third Semester for Traditional Students or First Semester for Transfer Students

Course Delivery Mode: Residential Course Details

Pre-Requisites: Completion of all general education courses

Co-requisites: N200 & N202.

This 2-credit course covers the practical application of holistic health assessment as the basis for nursing intervention and practice. Using didactic and simulated lab experiences, students will develop the knowledge and skill necessary to perform a comprehensive health and physical assessment.

Normal assessment findings and frequently seen variations from normal and cultural differences are discussed. Students analyze assessment data for common risk factors and social determinants of health. Further, students will identify strategies for teaching patients about health promotion and disease prevention. Emphasis is placed on quality and safety, evidence-based, patient-centered nursing care, the importance of professional development, interdisciplinary teams, and the integration of informatics to support decision-making in nursing practice.

Credit Hours: 2

- 3 hours class/week for 6 weeks = total classroom=18 hours=1.2 credit.
- 4 hours lab/week for 6 weeks = total lab=24 hours= .8 credit.

N202 Pharmacology

Placement: Second or Third Semester for Traditional Students or First Semester for Transfer Students

Course Delivery Mode: Residential Course Details

Pre-Requisites: Completion of all general education courses.

Co-requisites: N200 & N201

This 2-credit course focuses on the knowledge and application of pharmacotherapeutic principles to prepare students to demonstrate an understanding of drug classes, individual drugs, and complementary alternatives. Emphasis is placed on pharmacodynamics and pharmacokinetics as the basis for understanding the mechanism of drug actions, side effects, contraindications, and toxicities. A focus on factors relating to adherence and compliance will also be reviewed.

Patient education and collaborative practice are discussed to facilitate safe practice in the management of common acute and chronic health problems of diverse populations. Students will utilize problem-solving skills and point-of-care technology to integrate pharmacological principles. Emphasis is placed on quality and safety, evidence-based, patient-centered nursing care, the importance of professional development, interdisciplinary teams, and the integration of informatics to support decision-making in medication administration.

Credit Hours: 2

5 hours class/week for 6 weeks =Total Classroom=30 hours =2 credits.

N203 Family Health Nursing

Placement: Third or Fourth Semester for Traditional Students or Second Semester for Transfer Students

Course Delivery Mode: Residential Course Details

Pre-requisites: N200, N201, & N202

Co-requisites: N205

This 5-credit, the 7-week course includes concepts of holistic nursing care with diverse childbearing families including care of children from infancy to adolescence. Concepts in both women's and men's healthcare will also be discussed. Using didactic, simulation, and clinical experiences, the role of the nurse in providing care to meet the needs of the family is explored. Emphasis is placed on quality and safety, evidence-based, patient-centered nursing care, the importance of professional development, interdisciplinary teams, and the integration of informatics to support decision-making in the care of the family.

Credit Hours: 5

- 6.5 hours class/week for 7 weeks=45.5 hours=3 credits.
- 13 hours/clinical week for 7 weeks=91 hours=2 credits.

N204 Adult Health Nursing I

Placement: Third or Fourth Semester for Traditional Students or Second Semester for Transfer Students

Course Delivery Mode: Residential Course Details

Pre-requisites: N200, N201, & N202

Co-requisites: N205

This 5-credit, the 7-week course emphasizes core competencies of managing the care of adults with chronic or non-complex illnesses. Nutrition, pharmacology, cultural, and community concepts are integrated. Emphasis is placed on quality and safety, evidence-based, patient-centered nursing care, the importance of professional development, interdisciplinary teams, and the integration of informatics to support decision-making in the management of chronic illness.

Credit Hours: 5

- 6.5 hours class/week for 7 weeks=45.5 hours=3 credits.
- 13 hours/clinical week for 7 weeks=91 hours=2 credits.

N205 Exploration of Community/Population Health

Placement: Third or Fourth Semester for Traditional Students or Second Semester for Transfer Students

Course Delivery Mode: Residential Course Details

[Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing](#)

Printed January 16, 2023

Pre-requisites: N200, N201 & N202

Co-requisites: N203 & N204

This 2-credit, 15-week course further develops the student's knowledge and skills in health promotion and disease prevention. A special focus is on community/population health concepts, epidemiology, social determinants, and environmental health issues. The course assists students to recognize and analyze the interrelationships between individuals, families, population groups, and communities in determining the health status of each. The impact of political, economic, social, environmental, and cultural concerns on the health of populations is examined. Students will complete a community assessment and develop a plan with culturally appropriate interventions for health promotion and/or disease prevention centered on Healthy People 2020/2030 goals.

Credit Hours: 2

- 2 hours a week X 15 weeks=Total Classroom= 30 hours= 2 credit.

N206 Adult Health Nursing II

Placement: Fourth or Fifth Semester for Traditional Students or Third Semester for Transfer Students

Course Delivery Mode: Residential Course Details

Pre-requisites: N200, N201, N202, N203, N204, and N205.

Co-requisites: N208

This 5-credit, 7-week course emphasizes core competencies of managing the care of adults with complex acute illnesses in a critical care setting. Nutrition, pharmacology, cultural, and community concepts are integrated. Emphasis is placed on quality and safety, evidence-based, patient-centered nursing care, the importance of professional development, interdisciplinary teams, and the integration of informatics to support decision-making in the management of complex acute illness.

Credit Hours: 5

- 6.5 hours class/week for 7 weeks=45.5 hours=3 credits.
- 13 hours/clinical week for 7 weeks=91 hours=2 credits.

N207 Behavioral Health Nursing

Placement: Students Fourth or Fifth semester for Traditional Students or Third Semester for Transfer Students

Course Delivery Mode: Residential

Pre-requisites: N200, N201, N202, N203, N204, N205 and N206

Co-requisite: N208

This 5-credit, the 7-week course prepares students to assist persons (individuals, families, communities) to achieve and maintain optimal mental health using a holistic approach that integrates physiological and mental health nursing. Emphasis is placed on quality and safety, evidence-based, patient-centered nursing care, the importance of professional development, interdisciplinary teams, and the integration of informatics to support decision-making in the management of mental/behavioral health illness.

Credit Hours: 5

- 6.5 hours class/week for 7 weeks=45.5 hours=3 credits.
- 13 hours/clinical week for 7 weeks=91 hours=2 credits.

N208 Role Exploration of Professional Nursing Practice

Placement: Fourth or Fifth semester for Traditional Students or Third Semester for Transfer Students

Course Delivery Mode: Residential Course Details

Pre-requisites: N200, N201, N202, N203, N204, and N205

Co-requisite: N206 & N207.

This 2-credit, the 15-week course investigates the role of the professional registered nurse. Emphasis is on organizational roles, implications for professional nursing practice, professional values, core competencies, knowledge, and attitudes

needed for professional practice, the socialization and role development of the professional nurse, the legal and ethical aspects of nursing practice, and NCLEX preparation.

Credit Hours: 2 Two hours a class a week x 15 weeks=Total Classroom= 30 hours=2 credits

General Education Course Descriptions

COHC offers general education courses both onsite (residential) at the main campus and through a joint registrant academic partnership with Monroe Community College (MCC). Students may choose where to take the required courses at this time.

General Education Courses offered at COHC

Composition Writing- ENG101

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit course is designed to prepare students for college-level writing by developing skills and proficiency for writing success. The student will have opportunities for guided practice in drafting, revising, and editing essays. Critical reading and thinking that enable the student to interpret and analyze published texts will be important components of this course

Advanced Composition- ENG200

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit critical reasoning and advanced composition course are designed to develop critical reading, thinking, and writing skills beyond the level achieved in English 101. This course will focus on the development of logical reasoning and analytical and argumentative writing skills.

Introduction to Psychology- PSY101

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit course examines the science of psychology and the study of human behavior. The student will be exposed to a broad range of topics including perception, cognition, development, learning, emotions, psychological disorders, as well as others. Students will have the opportunity to become familiar with the vocabulary, major concepts, theories, and research in the area of psychology. Critical thinking and discussions will be important components of this course.

Developmental Psychology- PSY201

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit course explores an approach to human development across the lifespan, focusing on physical, cognitive, social, and personality development from birth through adulthood. Using major developmental theories as a framework, both psychological and environmental factors, and their influence will be discussed. Students will be encouraged to critically think and apply their knowledge of development to their own lives.

Introduction to Sociology- SOC101

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit course introduces students to the basic concepts and theories of Sociology. This course addresses sociological

concepts and theories and utilization to interpret the social world. Students will examine areas of study including race, gender, class, politics, deviance, etc. Special attention will be paid to the intimate connections between personal lives and the larger structural features of social life. Critical thinking and discussions will be important components of this course.

General Education Courses Offered at Monroe Community College

BIO 144 -Human Anatomy and Physiology I

Placement: Every Semester

Course Delivery Mode: Residential

The first course of a 2-semester comprehensive study of the anatomy and physiology of the human body. Topics include body organization, homeostasis, cells and tissues, integument, skeletal system, muscular system, nervous system, and special senses. Laboratory study includes microscope work, substantial organ and animal dissection, and experiments designed to illustrate the normal function and physiologic responses to specific stresses. Designed for students in Nursing, Radiologic Technology, and other health-related programs.

BIO145-HumanAnatomyand Physiology II

Placement: Every Semester

Course Delivery Mode: Residential

A continuation of BIO 144 and the comprehensive study of the anatomy and physiology of the human body. Topics include the endocrine system, cardiovascular system, lymphatic and immune system, respiratory system, digestive system, urinary system, reproductive system, fluid, electrolyte, and acid/base balance. Laboratory study includes microscope work, substantial organ and animal dissection, and experiments designed to illustrate the normal function and physiologic responses to specific stresses. Designed for students in Nursing, Radiologic Technology, and other health-related programs.

BIO 202 – Microbiology

Placement: Every Semester

Course Delivery Mode: Residential

A one-term course for health professionals. A brief introduction to principles of general microbiology with a major emphasis on the control of microorganisms by physical and chemical processes. Medical microbiology including pathogenicity and epidemiology of infectious diseases, and immunology.

ENG 101 - College Composition

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit course is designed to prepare students for college-level writing by developing skills and proficiency for writing success. The student will have opportunities for guided practice in drafting, revising, and editing essays. Critical reading and thinking that enable the student to interpret and analyze published texts will be important components of this course.

ENG 201 - Advanced Composition

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit critical reasoning and advanced composition course are designed to develop critical reading, thinking, and writing skills beyond the level achieved in English 101. This course will focus on the development of logical reasoning and analytical and argumentative writing skills.

PSY 101 – Introduction to Psychology

Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing

Printed January 16, 2023

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit course provides the opportunity to learn about the science of psychology and the study of human behavior. You will be exposed to a broad range of topics in the field of psychology including perception, cognition, development, learning, emotions, psychological disorders, as well as others. Students will have the opportunity to become familiar with vocabulary, major concepts, theories, and research in the area of psychology. Critical thinking and discussions will be important components of this course.

PSY 212 –Developmental Psychology

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit course explores an approach to human development across the lifespan, focusing on physical, cognitive, social, and personality development from birth through adulthood. Using major developmental theories as a framework, both psychological and environmental factors, and their influence will be discussed. Students will be encouraged to critically think and apply their knowledge of development to their own lives.

SOC 101 – Introduction to Sociology

Placement: Every Semester

Course Delivery Mode: Residential

This 3-credit course introduces students to the basic concepts and theories of Sociology. This course addresses sociological concepts and theories and utilization to interpret the social world. Students will examine areas of study including race, gender, class, politics, deviance, etc. Special attention will be paid to the intimate connections between personal lives and the larger structural features of social life. Critical thinking and discussions will be important components of this course.

Program Information: Practical Nursing Program

Overview

The practical nurse program is a 1200-clock-hour program that introduces the student to professional nursing practice as a licensed practical nurse. Students may enter the program in one of three ways; days, evenings, or advanced placement.

End of Program Outcomes

- Practice nursing that is patient relationship-centered, caring, culturally sensitive, and based on the physiological, psychosocial, and spiritual needs of patients/clients (Patient/Client Relationship Centered Care)
- Serve as a member of the interdisciplinary health care team to promote continuity of client care (Interdisciplinary Collaboration)
- Use current evidence from scientific and other credible sources as a basis for nursing practice and clinical judgment (Evidence-Based Practice)
- Promote quality improvement by contributing to the implementation of care-related plans to improve healthcare services (Quality Improvement)
- Provide a safe environment for clients, self, and others (Safety)
- Use information technology in the provision of client care (Informatics)
- Practice nursing in a professional, ethical, and legal manner (Professionalism)
- Use leadership skills in the provision of safe, quality client care (Leadership)

Curriculum Plan

Semester I	
Practical Nursing I (PN 100 and PN 101) (15 weeks)	526.5 Clock Hours
Semester II	
Practical Nursing II (PN 200) (16 weeks)	520.5 Clock Hours
Practical Nursing III (PN 300) (10 weeks)	153 Clock Hours
Total	1200 Clock Hours

Course Descriptions

PN 100 – Anatomy and Physiology

Clock Hours: 76.50

Course Delivery Mode: Residential

Introduction to anatomy and physiology has three unifying themes: the relationship between physiology and anatomy, the interrelationship among organs and systems, and the relationship of each organ system and homeostasis. This course is organized by body systems in a sequence to facilitate understanding as well as to correlate with other courses. Theory is presented to promote a sound foundation for application to nursing courses and serves as the basis for further study in nursing.

PN 101 – Fundamentals of Nursing

Clock Hours: 450

Course Delivery Mode: Residential

This course introduces nursing and the roles of the nurse. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. The theoretical foundation for nursing skills is presented. The student is then given an opportunity to learn then demonstrate basic nursing skills in the classroom and laboratory setting. Simulation is a teaching method that enhances active student learning. It engages students in real-life scenarios in which they can connect theory to clinical practice. Students will engage in evidence-based scenarios that support best practices and provide students with a safe and supportive learning environment.

PN 200 – Medical Surgical Nursing

Clock Hours: 520.5

Course Delivery Mode: Residential

Prerequisites: PN 100, PN 101

This course focuses on the care of adult and older adult clients with common medical/surgical health problems. Emphasis is placed on physiological disorders that require management in an acute care facility. Clinical experiences provide the student with an opportunity to apply theoretical concepts and implement safe client care in selected acute care settings.

PN 300 – Practical Nurse Role Readiness

Clock Hours: 153

Course Delivery Mode: Residential

Prerequisites: PN 100, PN 101, PN 200

Practical Nursing III represents the student's acquisition of knowledge and skills of critical thinking, teamwork, and

Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing

Printed January 16, 2023

professional nursing skills. This course is designed to prepare the student for the graduate role. Trends in nursing, leadership skills, graduate employment opportunities, ethical, legal issues, and advanced medical-surgical skills presented. Students work and study collaboratively as group presentations are prepared and presented to faculty and peers. The use of advanced theory and skills is incorporated.

Definition of a Clock Hour

The Practical Nursing program measures courses in clock hours and no credits are awarded for completing coursework. One clock hour is a minimum of 50 minutes of instruction in 60 minutes.

Program Licensure Disclosure

The Institution has determined that the Practical Nurse program curriculum meets the requirements for graduates to test for the National Counsel License Examination – Practical Nurse (NCLEX-PN) exam; the passage of which is required to obtain a Practical Nursing license in the State of New York. The Institution has not made this determination for any other state. The Institution has not determined that the Practical Nursing program curriculum does not meet the licensure standards in any state.

Personnel and Faculty

Board of Trustees

- Easter Tucker, MS, RN, Board Chair, Former Nursing Administrator of Medical Center, University of Rochester
- Richard L. Alweis, MD, Associate CMO, Education / DIO, ACGME, Rochester Regional Health
- Thomas R. Crilly, Executive Vice President, CFO, Rochester Regional Health
- Katherine S. Detherage, Ph.D., RN, Community Member, Former Chair of Nursing Department, Nazareth College
- Robert R. Mayo, MD, Chief Medical Officer, Rochester Regional Health
- Victoria Record, EdD, RN, College President
- Douglas Stewart, Psy. D, President, Health Care Service, Rochester Regional Health
- Hugh R. Thomas, Esq. Chief Administrative Officer, Rochester Regional Health
- Michelle Williams, Community Member
- Corey Hepburn, Ed D, Community Member
- Sandra “ Sam” Brzoza, MS, RN, Community Member

College Administration

Victoria Record Ed D, MS, RN, AGPCNP-BC, CNE
President
Walden University, Minneapolis, MN

Karen Kinter, MBA, BS,
Vice President of Specialty Revenue Programs
University of Rochester, Rochester, NY

Laurie Clayton, Ed.D. MS

Dean of Academic Services
University of Rochester, Rochester, NY

Joel Frater Ed.D, Ed.M, BS

Dean of Student Services
Temple University, Philadelphia, PA

AAS Nursing Program Faculty

Colleen DeCarlis, MSNE, BSN

Assistant Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Martha Eddy DiCicco, MS, MEd, RN, CNE

Associate Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Mary Donahue, MSNE, MS, BSN

Associate Professor (Part-time)
Nazareth College, Rochester, NY

Barbara Mellor, MS, RN

Associate Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Tina Jordan, MSHA, BSN, RN

Assistant Professor (Full-time)
Roberts Wesleyan College, Rochester, NY

Kimberly Kidd-Watkins, MSN, BSN, RN

Assistant Professor (Part-time)
Bowie State University, Bowie, Maryland

Matthew Klapetzky, MS, MS, BSN, BS

Assistant Professor (Full-time)
University of Rochester, Rochester, NY

Sharon McCalla- Smith, MS, BSN, RN

Assistant Professor (Part-time)
University of Rochester, Rochester, NY

Carolyn McDonough, MS, BSN, BS

Assistant Professor (Part-time)
University of Pittsburgh, Pittsburgh, PA

Danielle Messemer BS, RN

Assistant Professor
SUNY Brockport, Brockport, NY

Cassandra Scott, MSN, BSN, RN
Associate Professor, Director of RN Program (Full-time)
University of Rochester, Rochester, NY

Katie Thurston, BS RN
Assistant Professor (Part-time)
University of Rochester, Rochester, NY

Chantel Underwood, MSNE, BSN, RN
Assistant Professor (Part-time)
Chamberlin University, Phoenix, Arizona

General Education Faculty

Jennifer Hill, Ph.D., BS,
Faculty, Monroe Community College
University of New Mexico, Albuquerque, New Mexico

Patricia Kress, Ph.D., MA, BS
Associate Professor of Psychology, Monroe Community College
Carleton University, Ottawa, Canada

Susan Belair, MA, BS
Faculty, Monroe Community College
Syracuse University, New York

Anthony Leuzzi, MA, BS
Associate Professor of English/Philosophy, Monroe Community College
SUNY Potsdam College, Potsdam, New York

Mazie Mizelle, MS, BA
Assistant Professor, Monroe Community College
St. John Fisher University, Rochester, New York

Vilma Patterson, MSE, BA
Assistant Professor, General Education, Rochester General College of Health Careers (Full-time)
SUNY Brockport, Brockport, New York

Kali Watkins, MSE, BS
Assistant Professor, General Education, Rochester General College of Health Careers (Part-time)
Roberts Wesleyan College, Rochester, New York

Practical Nursing Program Faculty

Rochester General College of Health Careers & Isabella Graham Hart School of Practical Nursing

Printed January 16, 2023

Dawn Andrews, MS, BSN

Assistant Professor (Full-time)
Roberts Wesleyan College, Rochester, NY

Tanya Baker, BSN

Assistant Professor (Part-Time)
St. John Fisher University, Rochester, NY

Beverly Barclift, BSN

Assistant Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Cheri Babcock, BSN

Assistant Professor (Part-time)
Eastern Mennonite University, Harrisburg, VA

Michelle Baxter, BS

Assistant Professor (Part-time)
Nazareth College, Rochester, NY

Lisa Coddington, BSN, BS

Assistant Professor (Part-time)
St. John Fisher College, Rochester, NY

Penny Davis, BSN

Assistant Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Jessica DiBiase, BSN

Assistant Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Colleen DeCarlis, MSNE, BSN

Assistant Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Jeffery Eckdahl, MBA, BSN

Assistant Professor (Part-time)
Ashford University, Chandler, AZ

Brook Fiske, BS

Assistant Professor (Part-time)
Kuaka College, Keuka, NY

Rebecca Hall, DNP, MSN, BSN

Assistant Professor (Part-time)
Wilkes University, Wilkes-Barre, PA

Karleen Hollander, MSNE, BS

Assistant Professor (Part-time)

Roberts Wesleyan College, Rochester, NY

Candice Howard, BSN

Assistant Professor (Part-time)

St. John Fisher University, Rochester, NY

Natasha Jackson, MSN, BS

Assistant Professor (Part-time)

SUNY Empire State, Rochester, NY

Joanne Layton, MSN, NP, BSN

Associate Professor (Full-time)

University of Rochester, Rochester, NY

Nautica Lawrence, BSN, BA

Assistant Professor (Part-time)

University of Rochester, Rochester, NY

Susan Madison, BSN, BS

Assistant Professor (Part-time)

SUNY Brockport, Brockport, NY

Flora McEntee, MS, BSN

Assistant Professor (Part-time)

Saint John Fisher University, Rochester, NY

Tina Jordan, MSHA, BSN, RN

Assistant Professor (Full-time)

Roberts Wesleyan College, Rochester, NY

Margot Lutz, BSN, BA

Assistant Professor (Part-time)

University of Pennsylvania, Philadelphia, PA

Melissa Kauder, BS

Assistant Professor (Part-time)

Roberts Wesleyan College

Toni Kennedy, BSN

Assistant Professor (Full-time)

Excelsior University, Albany, NY

Matthew Klapetzky, MS, MS, BSN, BS

Assistant Professor (Full-time)

University of Rochester, Rochester, NY

Lorraine Lawrence, MSA, MSN, BSN, BS

Associate professor, Director of PN Program (Full-time)
St. John Fisher University, Rochester, NY
University of Rochester, Rochester, NY

Danielle Messemer, BS, RN
Assistant Professor (Part-time)
SUNY Brockport, Brockport, NY

Patrina Mister, BSN
Assistant Professor (Full-time)
SUNY Brockport, Brockport, NY

Kanika Moxley, MSN, BSN
Assistant Professor (Full-time)
Roberts Wesleyan College, Rochester, NY

Fred Myubee, BS
Assistant Professor (Part-time)
SUNY Brockport

Amy Nugent, MS, RN
Assistant Professor (Part-time)
University of Phoenix, Phoenix, AZ

Lisa Oldham, PhD, MSN, RN-BC, NEA-BC, FACHE
Assistant Professor (Part-time)
William Paterson College, Wayne, NJ

Sherela Nunez, MS
Assistant Professor (Part-time)
Keuka College, Keuka Park, NY

Kristee Pfaff, MBA, BSN
Assistant Professor (Full-time)
University of Rochester, Rochester, NY

Stacey Portella, BSN
Assistant Professor (Part-time)
Utica College, Utica, NY

Kristen Ragone, BSN, BA
Assistant Professor (Part-time)
SUNY Brockport College, Brockport, NY

Melissa Rossi, BSN
Assistant Professor (Part-time)
Niagara University, Lewiston, NY

Kim Schoenheit, DNP, MSNE

Assistant Professor (Part-time)
Chamberlin University, North Brunswick Township, NJ

Grant Seaman, MS, RN

Assistant Professor (Part-time)
Grand Canyon University, Arizona

Christine Sedlemier, BS, RB

Assistant Professor (Part-time)
St John Fisher University, Rochester, NY

Chelsea Snyder, BSN

Assistant Professor (Part-time)
St. John Fisher University, Rochester, NY

Nancy Rutledge, MS, RN

Assistant Professor (Part-time)
Syracuse University, Syracuse, NY

Sandra Southall, MS, BS

Assistant Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Angela Stormo, BSN

Assistant Professor (Full-time)
Nazareth College, Rochester, NY

Katie Thurston, BS

Assistant Professor (Part-time)
University of Rochester, Rochester, NY

Akaby Washington, BS

Assistant Professor (Part-time)
Roberts Wesleyan College, Rochester, NY

Jennifer Wesline, BSN

Assistant Professor (Full-time)
SUNY Brockport, Brockport, NY

Student Services

Tahira Amjad

Registrar

Rima Dudek, MPA

Bursar
SUNY Brockport College, Brockport, New York

Lisa Eldridge, MS

Financial Aid Manager
St Leo University, St. Leo, Florida

Raquel Heath, MS, BS

Senior Admissions Coordinator
SUNY Brockport, Brockport, New York

Heidi Kraz, MEd,

School Counselor
Nazareth College, Rochester, New York

Alexa Lewis, AAS

Administrative Coordinator
Berks Technical Institute, Wyoming PA

Germaine Matos, BS

Financial Aid Advisor
Medaille College, Buffalo, New York

Vilma Patterson, MS, BA

School Counselor
SUNY Brockport, Brockport, New York

Garhett Place

Administrative Coordinator

Jenna Tickle

Admissions Coordinator

TJ Tyler, BS

IT Applications Developer
University of State New York, Albany, New York

Kim Vroman, BA

Bursar
University of Nevada, Las Vegas, Nevada

Tuition and Fee Schedules

AAS Nursing Program, 1-Year Transfer

RN AAS 1YR Transfer Program January 2023 - December 2023 Tuition and Fees

Cost per credit hour
500.00

30 RN Credits at COH

Credit Hours	18.00	12.00	30.00
	RN	RN	

TUITION

	Spring 2024	Fall 2024	
RN Tuition	9000.00	6000.00	15,000.00

FEES

ATI Virtual Lab/Schoolology Fee	1200.00	775.00	1,975.00
Copy/Print Fee	50.00	50.00	100.00
Student Activities Fee	50.00	50.00	100.00
Occupational Medicine Fee	70.00		70.00
Required Textbooks* & Electronic Book Fees	814.00		814.00
Skills and Simulation Lab Fee	250.00		250.00
Technology Fee	711.72		711.72
Required Uniforms & Equipment Fee	305.00		305.00
NCLEX RN Exam Fee		200.00	200.00
NYSED RN Licensure and Registration Fee		143.00	143.00
Mandatory Graduation Fee		381.88	381.88
	12,450.72	7,599.88	20,050.60

TOTAL PROGRAM COST: 20,050.60

TOTAL TUITION: 15,000.00
TOTAL FEES: 5,050.60

AAS Nursing Program, 2 Year

RN AAS 2YR Traditional Program January 2023 - December 2024 Tuition and Fees

Cost per credit hour
500.00

Credit Hours	15 Gen Ed Credits at COH		30 RN Credits at COH		45.00
	9.00	6.00	18.00	12.00	
	Gen Eds	Gen Eds	RN	RN	
	Spring 2023	Fall 2023	Spring 2024	Fall 2024	
TUITION					
RN Tuition	4500.00	3000.00	9000.00	6000.00	22,500.00
FEES					
ATI Virtual Lab/Schoolology Fee			1200.00	775.00	1,975.00
Copy/Print Fee			50.00	50.00	100.00
Student Activities Fee			50.00	50.00	100.00
Occupational Medicine Fee			70.00		70.00
Required Textbooks* & Electronic Book Fees			814.00		814.00
Skills and Simulation Lab Fee			250.00		250.00
Technology Fee			711.72		711.72
Required Uniforms & Equipment Fee			305.00		305.00
NCLEX RN Exam Fee				200.00	200.00
NYSED RN Licensure and Registration Fee				143.00	143.00
Mandatory Graduation Fee				381.88	381.88
	4,500.00	3,000.00	12,450.72	7,599.88	27,550.60

TOTAL PROGRAM COST: 27,550.60

IMPORTANT COST INFORMATION TO CONSIDER:

TOTAL TUITION: 22,500.00
TOTAL FEES: 5,050.60

Above is an example scenario of the cost of tuition and fees for a student choosing to take all (5) of their Gen Ed classes at the College of Health, and remaining (3) BIO Gen Ed classes taken elsewhere. Students may choose to take some of the Gen Eds classes the COH offers, or none at all. *The COH does not currently offer the (3) BIO Gen Eds: A&P I, A&P II and Microbiology.*

First (2) Gen Ed classes taken at the College of Health are offered for FREE.

Above example cost for Spring 2023: \$4500.00
- \$3000.00 (2 FREE CLASSES DISCOUNT)
BALANCE OWED: \$1500.00

*Cost of textbooks for Gen Ed classes will vary depending on the class, and number of classes taken. This estimate is not included above.

Actual charges billed to student per semester will vary based on number of enrolled credit hours. Financing option must be selected prior to the start of classes, including installment plans/payment plan agreements. Out of pocket FULL balance payment is due 1/15/2023. 1st Installment plan payment is due 1/15/2023.

PN Program

TUITION & FEES

Cohort: Jan 2023 (PN Class of December 2023)
10 Month Program: Jan 2023 - Dec 2023

Cost per clock hour
15.00

Published Clock Hours (1200 Clock Hours)	526.50	520.50	153.00	1,200.00
--	--------	--------	--------	----------

TUITION	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	
PN Tuition	7,897.50	7,807.50	2,295.00	18,000.00

FEES				
ATI Virtual Lab Fee	900.00	800.00	275.00	1,975.00
Occupational Medicine Fee	70.00			70.00
Copy/Print Fee	50.00	50.00		100.00
Student Activities Fee	50.00	50.00		100.00
Technology Fee	355.86	355.86		711.72
Required Uniforms & Equipment Fee	305.00			305.00
Required Textbooks & Electronic Book Fees	814.00			814.00
Skills and Simulation Lab Fee	125.00	125.00		250.00
NCLEX LPN Exam Fee			200.00	200.00
NYSED LPN Licensure and Registration Fee			143.00	143.00
Mandatory Graduation Fee			381.88	381.88

TOTAL PROGRAM COST:	23,050.60
----------------------------	------------------

TOTAL TUITION:	18,000.00
TOTAL FEES:	5,050.60

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	
TOTAL COST TUITION BY TERM	7,897.50	7,807.50	2,295.00	18,000.00
TOTAL COST FEES BY TERM	2,669.86	1,380.86	999.88	5,050.60
TOTAL COST TUITION & FEES <u>BY TERM</u>	10,567.36	9,188.36	3,294.88	23,050.60

Academic Calendars

Class of 2023: June

Date	Event
1/9/2023	PN Semester Two (Term 2) Begins
1/16/2023	MLK Day – College Closed
1/30/2023	AAS Nursing Semester Three Begins
2/13-17/2023	PN MANDATORY ADVISEMENT WEEK
2/20-24/2023	AAS Nursing WINTER BREAK
3/6-31/2023	AAS Nursing MANDATORY ADVISEMENT WEEK
4/10-14/2023	PN MANDATORY ADVISEMENT WEEK
4/17-21/2023	AAS Nursing MANDATORY ADVISEMENT WEEK
5/15/2023	PN Semester Two, Part Two Begins
6/5/2023	PN MANDATORY ADVISEMENT WEEK
6/9/2023	AAS Nursing Semester Three Ends
6/27/2023	Pinning Ceremony **
6/28/2023	Graduation **

**Subject to change

January 2023 Class

Date	Event
1/4/2023	Mandatory College Orientation
1/16/2023	Martin Luther King Day— College Closed
1/30-2/3/2023	Student Success/ Program Specific Orientation
1/30-3/10/2023	PN & AAS Nursing Semester One Begins
	Drop Before Start of Semester 100% Refund of Tuition & Fee
2/1/2023	Last Day for 75% Refund of Tuition & Fee
2/3/2022	Last Day for 50% Refund of Tuition & Fee
2/5/2022	Last Day for 25% Refund of Tuition & Fee
3/6-10/2023	Mandatory Advisement Week
3/18/2023	AAS Nursing Micro- Semester Ends
3/13/2023	AAS Nursing Spring Semester Begins
4/3-9/2023	SPRING BREAK
4/10/2023	CLASSES RESUME
4/17–21/2023	Mandatory Advisement Week
5/29-6/2/2023	Mandatory Advisement Week
5/29/2023	Memorial Day – College Closed
6/10/2023	Semester One Ends

Date	Event
6/19/2023	PN Semester Two Begins
7/1/2023	AAS Nursing Spring Semester Ends
7/3–15/2023	SUMMER BREAK
7/17/2023	CLASSES RESUME
8/7-8/2023	Mandatory Advisement Week
9/4/2023	Labor Day – College Closed
9/18-22/2023	Mandatory Advisement Week
10/9-10/2023	Columbus Day – No Classes /FALL BREAK
10/11/2023	CLASSES RESUME
11/4/2023	PN Semester Two Ends
11/6/2023	PN Semester Two, Part Two Begins
11/13-17/2023	Mandatory Advisement Week
11/20-26/2023	THANKSGIVING BREAK – COLLEGE CLOSED
11/27/2023	CLASSES RESUME
12/16/2023	Semester Two, Part Two Ends
12/18/2023	Pinning Ceremony **
12/19/2023	Graduation **

**Subject to change