

QUINCY COLLEGE

**ASSOCIATE of SCIENCE DEGREE
in NURSING PROGRAM
and
CERTIFICATE OF COMPLETION in PRACTICAL NURSING PROGRAM**



**STUDENT HANDBOOK
2026-2027**

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The fourteen (14) Massachusetts Board of Registration in Nursing required policies are identified with an asterisk(*)

DISCLAIMER

The Quincy College Division of Nursing Student Handbook will be reviewed and updated every spring and reviewed at the beginning of the fall semester and as needed according to the Systematic Evaluation Plan and as needed. Students will be directed by their faculty to sign the Student Handbook attestation form in the Trajecsys Report System that they have received a copy of the handbook. The College Policy Manual governs College-wide matters, and the Nursing Handbook establishes additional program-specific requirements with appropriate notice to students as necessary. Students will be notified of any changes in a timely manner and will be required to sign they have received notice of the change and understand its implications.



Quincy College
1250 Hancock Street, Quincy, MA 02169
www.quincycollege.edu

MESSAGE FROM THE DEAN

Welcome to the Associate of Science in Nursing and Practical Nursing programs at Quincy College. Whether you are beginning your nursing education or returning to continue your studies, I am pleased to welcome you to the 2026–2027 academic year.

Choosing to become a nurse is both a significant responsibility and an opportunity to make a meaningful difference in the lives of individuals, families, and communities. Our goal is to prepare graduates who are knowledgeable, clinically competent, compassionate, and ready to meet the changing needs of today's healthcare environment.

Healthcare continues to evolve, with an increasing emphasis on wellness and prevention, primary care, community-based services, population health, and the care of diverse and aging populations. In response, Quincy College continues to strengthen its facilities, educational practices, clinical experiences, and curriculum to ensure that students are prepared to provide safe, evidence-based, and patient-centered care across a variety of healthcare settings.

The nursing curriculum combines concept-based and competency-based education and integrates nursing theory, professional standards, clinical judgment, and best practices. Throughout the program, you will develop the cognitive, psychomotor, and affective skills required of an entry-level professional nurse. Active learning, clinical practice, simulation, collaboration, accountability, and mutual respect are essential components of your educational experience.

Your success will require commitment, professionalism, resilience, and a willingness to grow. Nursing education is demanding, but you will not complete this journey alone. Our faculty and staff are committed to supporting your academic progress, professional development, and preparation for nursing practice.

This handbook outlines the policies, procedures, expectations, and resources that guide the nursing programs. You are responsible for becoming familiar with its contents and referring to it throughout the academic year.

I encourage you to approach each learning experience with curiosity, integrity, and purpose. We look forward to supporting your development and celebrating your accomplishments as you prepare to serve patients, families, and communities.

Sincerely,
Adam R. Munroe
Dean of Nursing

NURSING PROGRAM APPROVAL AND ACCREDITATION STATUS

Current Approval Status: Full Approval

Contact information:

Board of Registration in Nursing
250 Washington Street
Boston, MA 02108
(800) 414-0168 or (617) 973-0900
website: [Board of Registration in Nursing | Mass.gov](http://www.mass.gov/bnr)



The mission of the Massachusetts Board of Registration in Nursing is protecting the health, safety, and welfare of the citizens of the Commonwealth through the fair and consistent application of the statutes and regulations governing nursing practice and nursing education.

Accreditation Status:

Effective 2/19/2025, the ASN nursing program and Certificate of Completion in Practical Nursing Program at Quincy College at the Quincy/Plymouth campuses located in MA has received approval status for ACEN Candidacy to pursue Initial Accreditation by the Accreditation Commission for Education in Nursing (ACEN). Visit <http://www.acenursing.org> for more information.

2026 – 2027 Academic Calendar

Fall 2026

Faculty Non-Instructional Days	Aug 28, 31, Sep 1
Semester Begins	Sep 2
Labor Day - College Closed	Sep 7
Add/Drop Period for 15-wk classes	Sep 9
Columbus Day Observed (College Closed)	Oct 12
Advising Week	Nov 2-6
Last day to withdraw to receive a grade of "W" (Flex courses please see Registrar)	Nov 4
Veterans' Day Observed (College Closed)	Nov 11
Thanksgiving Recess begins (classes end at 4:00 PM)	Nov 25
Thanksgiving Recess (College Closed)	Nov 26, 27, 28
Semester Ends	Dec 19
Faculty Non-Instructional Days	Dec 21-22
Christmas Observed (College Closed)	Dec 25
Winter Intersession	
Intersession Begins	Dec 28
Add/Drop Period	Dec 30
New Year's Day Observed (College Closed)	Jan 1
Last day to withdraw to receive a grade of "W"	Jan 5
Intersession Ends	Jan 11

2026 – 2027 Academic Calendar

Spring 2027	
Faculty Non-Instructional Days	Jan 13, 14, 15 & 19
Martin Luther King, Jr. Day (College Closed)	Jan 18
Semester begins	Jan 20
Add/Drop Period for 15-wk Classes	Jan 27
Presidents' Day (College Closed)	Feb 15
Spring Break (No Classes)	Mar 15-19; College Closed Mar 15 & 19
Last day to withdraw to receive a grade of "W" (Flex courses please see Registrar)	Mar 24
Advising Week	Mar 29-Apr 2
Spring Holiday weekend (College Closed)	Mar 26-27
Patriots' Day (College Closed)	April 19
Semester Ends	May 14
Faculty Non-Instructional Days	May 17-19
Student Scholarship Presentation	TBA
ASN Pinning	TBA
PTA Pinning	TBA
2027 Commencement	TBA
Memorial Day (College Closed)	May 31

ACADEMIC DIVISION OF NURSING PERSONNEL

Dean of Nursing

Adam Munroe, MSN, RN

Assistant Dean of Nursing

Amy Clemens, DNP, MSN, RN, CNE, CHSE, CCRN

Director of Nursing for the Quincy Campus

Kathryn Cullinane-Whalen, DNP, MSN, RN, FAHA

Nursing Laboratory Leads:

Brenda Bersani, BSN, RN- Quincy Campus

Vacant - Plymouth Campus

Nursing Faculty

Kimberly Edouard, MSN, RN, Instructor

Christine Costa, MSN, RN, CNE Instructor

Karin Cunnie, MSN, FNP-C, Instructor

Susan Murphy, MSN, RN Instructor

Edie Pemberton, MSN, RN, Adjunct Professor Emeritus

Laureen Wagner, MSN, RN Instructor

Susan Wright-Thomas, MSN, MS, RNC-LRN, Assistant Professor

Susan McHugh MSN, NPC, RN

Kety FlorGomes BA, BSN, RN

Jacqueline Denty, MSN, RN, CWCN

Linnea George MSN FNP-C, Adjunct Instructor

Daniel Madden, MSN, PMHNP-BC, RN, Adjunct Instructor

Klarissa Ramkissoon, MSN, FNP-BC, RN

Clinical Compliance Administrator

Denise Kielczewski, BA, AS

Dean's Assistant

Lara Seavey

MISSION, VALUES AND PHILOSOPHY

Quincy College Mission

Quincy College offers open-access and selective programs focusing on academic achievement and excellence, fostering diversity, providing economic opportunity, promoting community involvement, and supporting lifelong learning. We foster valuable learning relationships that inspire students to realize their educational and professional futures.

Quincy College Values

- Access
- Community
- Diversity
- Affordability
- Excellence
- Integrity
- Trust

Academic Division of Nursing Mission

The Mission of the Academic Division of Nursing is congruent with the mission, values, and goals of Quincy College. The mission of the nursing program is to prepare each graduate for success on the National Council Licensure Examination (NCLEX-RN®/NCLEX-PN®) to ensure graduates safely practice nursing with professional competence and care holistically for individuals from culturally diverse backgrounds. The graduate will function as an integral member of the inter-professional team with a commitment to educational advancement and lifelong learning.

Academic Division of Nursing Philosophy

The faculty of the Quincy College Division of Nursing Program affirms the College's mission by encouraging academic achievement and excellence. The academic nursing programs foster diversity, economic opportunity, community involvement, and lifelong learning. The faculty strives to maintain a mutually beneficial relationship that values critical thinking and encourages flexibility for both the faculty and students in meeting the needs of the community. The faculty of the Quincy College Academic Division of Nursing are committed to the values of Quincy College which are:

- Access
- Community
- Diversity
- Affordability
- Excellence
- Integrity
- Trust

The faculty has designed the philosophy and curriculum around metaparadigms of the: individual, environment, health, nursing, and nursing education for the Associate Degree and Practical Nursing Programs.

Individual: An individual encompasses biological, psychosocial, and spiritual realms and functions as a whole in response to their environment. As a unique member of society, each individual interacts with

others based upon their personal values, motives, and lifestyles. The faculty believes that all individuals are deserving of dignity, respect and possess the potential for self-determination.

Environment: The environment can influence how the individual interacts based upon intrinsic and extrinsic cultural, social, and economic drivers. An environment can be enhanced by professionalism, open communication, collaboration, trust and respect among individuals, groups, and communities.

Health: Health is a state of complete physical, mental, and social well-being and not merely the absence of disease (World Health Organization, 2018).

Nursing: Nursing is an art and science that values the dignity of individuals. Nursing is derived from behavioral, social, natural and health sciences. It is an evolving and integrated process concerned with individuals, families, and communities as holistic entities across the life span. Through thoughtful autonomous and collaborative utilization of the nursing process, nursing practice promotes quality care outcomes to clients in a variety of settings.

Nursing Education: Education is a lifelong learning process that moves from simple to complex levels of thinking. The faculty believes in providing students with a comprehensive nursing education that combines psychomotor, cognitive, and affective learning domains within the classroom, clinical and laboratory settings. The educational goal is that a self-motivated learner will apply theoretical knowledge into practice and use critical thinking skills to create reliable changes in behavior. Faculty facilitates learning experiences utilizing current technologies and evidence-based practice which guides the student toward program outcomes. The student is an active participant in this process and is ultimately responsible for their own learning.

Associate of Science Degree in Nursing: The Associate of Science Degree nurse applies critical thinking skills and interdisciplinary theories to the development, implementation, evaluation, and modification of nursing care for individuals, families, and communities. This nurse functions in a competent, ethical, and safe manner within the Standards of Practice. The graduate integrates knowledge of the community to identify health care needs of identified populations. The associate degree nurse manages resources for care delivery, delegates and supervises licensed and unlicensed assistive personnel. The graduate has a responsibility to be a part of the professional body of nursing. In that regard, the associate degree nurses accept their responsibility to participate in public policy dialogue as it affects the changing contemporary health care systems and advocates for their client and the profession as well as promotes health in an uncertain health care environment.

Certificate of Completion in Practical Nursing Program: The Licensed Practical Nurse (LPN) is a valued member of the interprofessional healthcare team, providing competent, evidence-based nursing care in a variety of health care settings. The Licensed Practical Nurse is instrumental in meeting the healthcare needs of older adults and other diverse groups. Within their scope of practice, LPNs utilize the nursing process as the framework for delivering patient-centered nursing care. Standards of Practice and The Code of Ethics for the LPN provide guidelines for professional practice.

PROGRAM OVERVIEW

The Quincy College Associate of Science Degree in Nursing (ASN) and the Certificate of Completion in Practical Nursing (PN) programs are based on sound educational principles and align with the mission, philosophy, and outcomes established for both programs and their students. The curriculum design blends the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC) with a concept-based approach to learning. The NOFNCC provides the overarching framework for the curriculum and serves as the foundation for all major program concepts.

Delivery of the curriculum occurs through an active learning environment that encourages student engagement, collaboration, and self-directed learning. This approach requires faculty to be actively involved with students in the classroom through mutual respect, responsibility, and open communication. The teaching strategies used to deliver the concept-based curriculum reflect careful consideration of the diverse backgrounds, learning styles, and perspectives represented within the student body.

The faculty are committed to delivering a curriculum that reflects current evidence-based nursing practice at the level for which the student is preparing. As demonstrated by curriculum materials, both programs emphasize the development of clinical reasoning and critical thinking, leadership and management skills, and professional role socialization—including legal, ethical, and professional responsibilities—consistent with the appropriate level of licensure. Students also develop the ability to delegate, supervise others, and demonstrate leadership in practice. These components are included in the curricula as required by the Massachusetts Board of Registration in Nursing (244 CMR 6.04).

Organizing Framework

The organizing framework for the Quincy College Associate of Science in Nursing (ASN) and Practical Nursing (PN) programs focuses on what new graduates must know and be able to do to provide safe, high-quality care in today's complex healthcare environment—whether practicing as a Registered Nurse (RN) or a Practical Nurse (PN). This framework integrates all components of the curriculum and ensures that the overarching goal of each program—students' achievement of the End-of-Program Student Learning Outcomes (EOPSLOs) and competencies—is consistently met.

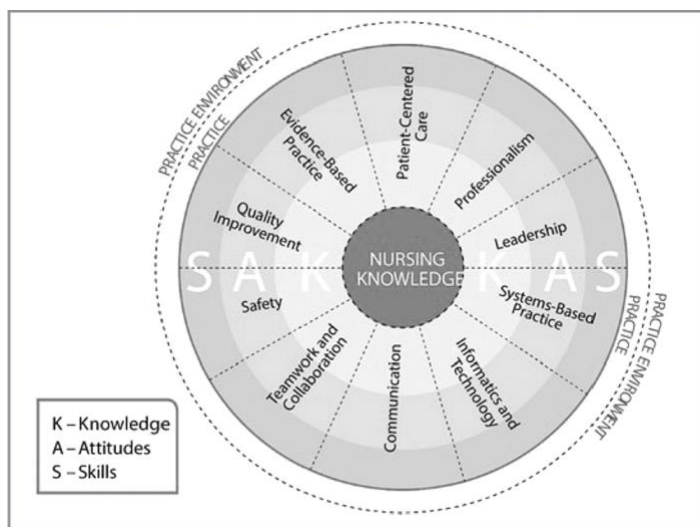
The framework is grounded in the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC), developed by the Massachusetts Department of Higher Education to promote seamless progression through all levels of nursing education (Sroczyński et al., 2017). The NOFNCC provides the overarching structure for the curriculum and identifies ten essential competency domains that are integrated across all courses and learning experiences:

- Patient-Centered Care
- Professionalism
- Leadership
- Informatics and Technology
- Communication
- Teamwork and Collaboration
- Safety
- Quality Improvement
- Evidence-Based Practice
- Systems-Based Practice

The NOFNCC is informed by nationally recognized quality and safety frameworks, including the Quality and Safety Education for Nurses (QSEN) initiative. The six QSEN competencies—patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, safety, and informatics—are fully embedded within the NOFNCC domains. This alignment ensures that graduates of the Quincy College nursing programs are prepared to deliver safe, effective, high-quality, and patient-centered care in contemporary healthcare systems.

The Quincy College nursing programs are delivered using a concept-based curriculum model that organizes learning around broad, transferable nursing and health concepts rather than isolated content areas. This approach enables students to integrate QSEN and NOFNCC competencies across diverse clinical situations, promoting clinical judgment, pattern recognition, and safe, evidence-based decision making in increasingly complex patient care environments.

Nursing knowledge forms the core of all NOFNCC competencies and represents the integration of the art and science of nursing. For each competency, specific Knowledge, Attitudes, and Skills (KAS) are defined, reflecting the cognitive, affective, and psychomotor domains of learning. These KAS elements establish clear expectations for entry-level nursing practice following completion of a pre-licensure nursing program. To further support the development of clinical judgment and decision-making, Tanner’s Model of Clinical Judgment (2016) is integrated throughout the curriculum, reinforcing the application of critical thinking in clinical practice.



Accreditation Narrative: Alignment and Progression (QSEN → NOFNCC → Concept-Based → EOPSLOs)

The Quincy College Nursing Program uses a vertically integrated curriculum framework in which national quality and safety expectations (QSEN) inform and align with the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC). These competencies are operationalized through a concept-based curriculum model that organizes learning around broad, transferable nursing and health concepts. Course and clinical learning experiences are intentionally leveled to promote progressive development of knowledge, attitudes, and skills (KAS), culminating in achievement of the End-of-Program Student Learning Outcomes (EOPSLOs) for each program. This structure ensures that graduates meet state and national expectations for safe, evidence-based, patient-centered practice and are prepared for entry-level licensure and contemporary nursing practice in complex healthcare systems.

Quincy College Organizing Framework

NATIONAL QUALITY & SAFETY



QSEN COMPETENCIES

Patient-Centered Care • Teamwork & Collaboration
Evidence-Based Practice • Quality Improvement • Safety • Informatics
(embedded within)



MASSACHUSETTS NURSE OF THE FUTURE CORE COMPETENCIES (NOFNCC)

Patient-Centered Care • Professionalism • Leadership
Informatics & Technology • Communication • Teamwork & Collaboration
Safety • Quality Improvement • Evidence-Based Practice • Systems-Based Practice
(taught through)



CONCEPT-BASED CURRICULUM MODEL

Broad, transferable concepts integrated across courses/clinical/simulation:
Clinical Judgment • Safety/Quality • Care Coordination • Communication
Systems Thinking • Health Promotion • Professional Role
(measured by)



END-OF-PROGRAM STUDENT LEARNING OUTCOMES (EOPSLOs)

ASN EOPSLOs:

- 1) Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
- 2) Exercise clinical reasoning to make increasingly complex patient-centered care decisions.
- 3) Participate in quality improvement processes to improve patient care outcomes.
- 4) Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.
- 5) Use information management systems and patient care technology to communicate, manage knowledge, mitigate errors, and support clinical reasoning.
- 6) Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.

PN End-of-Program Student Learning Outcomes (Program SLOs):

- 1) Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings within the scope of practice of the Practical Nurse.
- 2) Engage in critical thinking/clinical reasoning to make patient-centered care decisions within the scope of practice of the Practical Nurse across the lifespan.
- 3) Use quality improvement activities to improve outcomes for patients across the lifespan.
- 4) Address patient needs through teamwork and collaboration with the interprofessional team, the patient, and the patient's support systems across the lifespan.
- 5) Use information and patient care technology to support and communicate the provision of care for patients across the lifespan.
- 6) Incorporate management, legal, and ethical guidelines within the scope of practice of a

Associate of Science Degree in Nursing and Certificate of Practical Nurse Program Level Outcomes

The overall goal of all components of the nursing program is for students to achieve the end-of-program student learning outcomes (EOPSLO) and competencies. The curriculum is intentionally leveled so that each course builds on the previous one, leading to the attainment of these outcomes.

Each course includes specific, measurable outcomes and competencies that serve as checkpoints for student progress and evaluations. The program's organizing framework continues to draw heavily on the Massachusetts Nurse of the Future Nursing Core Competencies© (NOFNCC), ensuring consistency, relevance, and alignment with professional nursing standards.

Associate of Science Degree in Nursing Program Level Outcomes

The Quincy College Associate of Science in Nursing (ASN) curriculum is intentionally structured using a concept-based, competency-driven model aligned with the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC). In this program, some of the original ten NOFNCC competencies have been thoughtfully combined, resulting in six integrated competency domains.

Course-level outcomes introduce and reinforce foundational knowledge, attitudes, and skills (KAS). Level Outcomes (1–3) represent the developmental progression of competencies, allowing students to apply nursing concepts across increasing complexity, diverse populations, and varied care settings. At Level 4, these outcomes culminate in the End-of-Program Student Learning Outcomes (EOPSLOs), which articulate graduate-level expectations for safe, high-quality, evidence-based, and patient-centered care.

<i>Evidence-Based Practice / Communication / Systems-Based Practice</i>			
Level One RNU 208	Level Two RNU 108	Level Three RNU 206	Level Four RNU 208 /Program Outcomes
At a basic level, provide safe, quality, evidence-based, patient-centered nursing care to promote and maintain physical and mental health in a variety of healthcare settings for a diverse population of patients with well-defined healthcare concerns.	Apply nursing concepts and cognitive, affective, and psychomotor nursing skills to provide safe, quality, evidence-based, patient-centered nursing care to a diverse population of adult patients with acute and chronic conditions, various levels of health promotion and mental health management, their families, and other support persons.	Apply nursing concepts to provide safe, quality, evidence-based, patient-centered nursing care to a diverse population of children and the childbearing family.	Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.
<i>Patient-Centered Care</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Begin to use basic clinical judgment skills to make patient-	Demonstrate clinical judgment to make patient-centered care	Apply clinical judgment to make patient-centered care	Exercise clinical reasoning to make increasingly

centered care decisions for patients with well-defined healthcare concerns.	decisions for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	decisions for the care of a diverse population of children and the childbearing family.	complex patient-centered care decisions.
<i>Quality Improvement / Safety</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Discuss quality improvement activities used by the Registered Nurse to improve patient care.	Relate quality improvement processes to improve patient care outcomes for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	Select quality improvement processes to improve patient care outcomes for the care of a diverse population of children and the childbearing family.	Participate in quality improvement processes to improve patient care outcomes.
<i>Teamwork and Collaboration</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Identify ways the Registered Nurse collaborates with members of the interdisciplinary team when providing patient care across the continuum of care.	Contribute to teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	Contribute to teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons when caring for a diverse population of children and the childbearing family.	Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.
<i>Informatics and Technology</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Begin to use information technology	Describe information management systems	Analyze information management systems	Use information management systems and

to support and communicate the provision of patient care.	and patient care technology used to communicate, manage knowledge, mitigate errors, and support clinical judgment when caring for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	and patient care technology used to communicate, manage knowledge, mitigate errors, and support clinical judgment when caring for a diverse population of children and the childbearing family.	patient care technology to communicate, manage knowledge, mitigate errors, and support clinical reasoning.
<i>Professionalism / Leadership</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Describe the scope of practice of the Registered Nurse within the context of legal and ethical practice.	Apply concepts of leadership, management, legal, and ethical principles to guide practice as a Registered Nurse when caring for adult patients with acute and chronic conditions, patients needing various levels of health promotion and mental health management, their families, and other support persons.	Apply concepts of leadership, management, legal, and ethical principles to guide practice as a Registered Nurse when caring for a diverse population of children and the childbearing family.	Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.
			Articulate personal strategies for success in passing the nursing licensure examination (NCLEX-RN) through the development of an action plan.

Program Competencies

The program competencies, which guide future nursing practice and curriculum design, are derived directly from the Massachusetts Nurse of the Future Nursing Core Competencies (NOFNCC). These competencies serve as the foundation of the concept-based curriculum, ensuring that students develop the knowledge, skills, and attitudes essential for professional nursing practice.

The competencies include the following:

- **Patient Centered Care:** The nurse will provide holistic care that recognizes an individual's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe, and effective care.
- **Professionalism:** The nurse will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
- **Leadership:** The nurse will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the establishment and acquisition/ achievement of shared goals.
- **Informatics and Technology:** The nurse will be able to use advanced technology and to analyze as well as synthesize information and collaborate in order to make critical decisions that optimize patient outcomes.
- **Communication:** The nurse will interact effectively with patients, families, and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
- **Teamwork and Collaboration:** The nurse will function effectively within nursing and the interdisciplinary health care teams, fostering open communication, mutual respect, shared decision making, team learning and development.
- **Safety:** The nurse will minimize the risk of harm to patients and providers through both system effectiveness and individual performance.
- **Quality Improvement:** The nurse uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems.
- **Evidence Based-Practice:** The nurse will identify, evaluate, and use the best current evidence coupled with clinical expertise and consideration of patients' preferences, experiences, and values to make practice decisions.
- **Systems Based-Practice:** The nurse will demonstrate an awareness of and responsiveness to the larger context of the health care system and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value.

ASN Program Student Learning Outcomes

The End of Program Student Learning Outcomes (EOPSLO) are derived from and align with the NOFNCC and represent the expected competencies of graduates. These outcomes define what the new graduated Registered Nurse will be able to know, do, and value at the completion of the program to provide safe, evidence-based, patient-centered care.

Each EOPSLO connects to one or more of the NOFNCC domains and is reinforced through the concept-based learning model, which organizes curriculum content around broad, transferable nursing and health concepts rather than isolated content areas. This approach allows students to apply concepts and competencies across diverse clinical situations, strengthening critical thinking and clinical judgement.

To measure achievement, each EOPSLO is supported by specific, measurable competencies that represent observable student behaviors. Course level outcomes are leveled across the curriculum so that students' progress from foundational to complex learning, culminating in mastery at program completion.

Program Student Learning Outcomes and Related Competencies:

- 1. Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings.**
 - a. Complete a comprehensive and/or focused physical, behavioral, psychological, and spiritual assessment of health and illness parameters, using developmentally and culturally appropriate approaches.
 - b. Use assessment findings to identify patient needs.
 - c. Initiate a plan of care based on evidence-based practice considering individual patient needs.
 - d. Provide patient-centered care based on an understanding of human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing management.
 - e. Promote factors that create a culture of safety and caring.
 - f. Provide teaching considering all aspects of the individual patient situation.
 - g. Deliver care within expected timeframe.
 - h. Monitor patient outcomes to evaluate the effectiveness and impact of nursing care to revise the plan of care.
 - i. Provide patient-centered transitions of care and hand-off communications.
 - j. Safely perform nursing skills.
 - k. Accurately document all aspects of patient care.
 - l. Evaluate the impact of therapeutic communication techniques to provide client care.
 - m. Evaluate verbal and non-verbal client communication needs.
 - n. Demonstrate achievement of dosage calculation competencies.
- 2. Exercise clinical reasoning to make increasingly complex patient-centered care decisions.**
 - a. Use clinical reasoning to ensure accurate and safe nursing care, including addressing anticipated changes in the patient's condition.
 - b. Anticipate risks and predict and manage potential complications.
 - c. Prioritize patient care.
- 3. Participate in quality improvement processes to improve patient care outcomes.**
 - a. Use quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nursing-sensitive indicators.
 - b. Examine the clinical microsystem to determine its impact on the nurse's ability to provide safe, quality care.
 - c. Participate in analyzing errors and identifying system improvements.
 - d. Implement National Patient Safety Goals in all applicable patient care settings.
- 4. Participate in teamwork and collaboration with members of the interprofessional team, the patient, and the patient's support persons.**
 - a. Effectively communicate with all members of the healthcare team, including the patient and the patient's support network when making decisions and planning care.
 - b. Collaborate with appropriate interprofessional healthcare professionals when developing a plan of care.
 - c. Use conflict resolution principles as needed.

5. **Use information management systems and patient care technology to communicate, manage knowledge, mitigate errors, and support clinical reasoning.**
 - a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
 - b. Evaluate the role of information technology and information systems in improving patient outcomes and creating a safe care environment.
 - c. Use high quality electronic sources of healthcare information to provide quality care.

6. **Incorporate leadership, management, legal, and ethical principles to guide practice as a Registered Nurse.**
 - a. Practice within the legal and ethical guidelines of Registered Nursing practice.
 - b. Analyze patient care within the context of the ANA Standards of Practice.
 - c. Demonstrate accountability for nursing care given by self-and/or delegated to others.
 - d. Apply leadership and management skills when working with other healthcare team members.
 - e. Serve as a patient advocate.
 - f. Complete a plan for ongoing professional development and lifelong learning.

Alignment of QSEN, NOFNCC, and EOPSLOs

The Quincy College nursing curriculum is intentionally designed so that QSEN competencies are embedded within the NOFNCC framework and operationalized through the End-of-Program Student Learning Outcomes (EOPSLOs). This alignment ensures that national quality and safety standards are translated into measurable graduate competencies.

QSEN Competency	NOFNCC Domain(s)	ASN EOPSLO Alignment
Patient-Centered Care	Patient-Centered Care, Communication, Professionalism	EOPSLO 1 – Provide safe, quality, evidence-based, patient-centered care across the lifespan
Teamwork & Collaboration	Teamwork and Collaboration, Communication, Leadership	EOPSLO 4 – Participate in teamwork and collaboration with the interprofessional team
Evidence-Based Practice	Evidence-Based Practice, Systems-Based Practice	EOPSLO 1 & 3 – Provide evidence-based care and participate in quality improvement
Quality Improvement	Quality Improvement, Systems-Based Practice, Safety	EOPSLO 3 – Participate in quality improvement processes
Safety	Safety, Patient-Centered Care, Quality Improvement	EOPSLO 1 & 3 – Provide safe care and implement safety initiatives
Informatics	Informatics and Technology, Communication	EOPSLO 5 – Use information management systems and patient care technology

Through this integrated framework, students progress from foundational knowledge and skills to increasingly complex application of clinical reasoning, quality and safety principles, and professional nursing practice. By program completion, graduates demonstrate the competencies required to meet QSEN expectations, NOFNCC standards, and state and national licensure requirements, ensuring they are fully prepared for safe, effective entry-level practice.

Program Evaluation and Continuous Improvement

To maintain a curriculum centered on current nursing practice, faculty engage in ongoing review and revision of the program. Annual evaluations incorporate current trends in nursing, healthcare research, and regulatory standards to ensure alignment with the NOFNCC and professional expectations. Curriculum revisions are guided by evidence from literature, clinical practice feedback, and accreditation standards, ensuring that the Quincy College Nursing Program continues to prepare graduates who are competent, compassionate, and practice-ready nurses.

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Associate of Science Degree in Nursing Course Descriptions

RNU 108: Fundamental Concepts of Client Care

This course is designed to introduce the student to the foundational principles of contemporary nursing practice. The focus is on fundamental concepts necessary for safe, patient-centered nursing care for a diverse patient population with well-defined healthcare concerns. Legal and ethical responsibilities of the Registered Nurse will be introduced. The student will begin to use clinical reasoning as applied to nursing practice. Other topics discussed include the nursing process, cultural diversity, and communication techniques utilized when interacting with patients, families, other support persons, and members of the interprofessional team. Other program concepts such as evidence-based care, teamwork/collaboration and information technology are also introduced. Select nursing skills are taught in the skills/simulation laboratory; theory and skills are applied in various clinical settings. (7 credits). Pre-requisites: ENG 101; MAT 103 or 107 (107 is preferred); BIO 111 with lab (this is a required prerequisite to BIO 131 and BIO 251); BIO 131 with lab.

RNU 100: Pharmacology for Nursing

Principles of pharmacology and pathophysiology are presented in an integrated manner to provide a basis for the study of selected medications that are used to treat or manage diseases with an application to nursing practice. Pathophysiology relates manifestations of disease, risk factors for disease, and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes. Pharmacology focuses on the basic drug classification, concepts and principles of pharmacology with special consideration for the nursing role in developing a comprehensive approach to the clinical application of drug therapy using the nursing process. Nursing implications related to the utilization of drug therapy are examined. 3 Credits. Pre-requisites: ENG 101; MAT 103 or 107 (107 is preferred); BIO 111 with lab (this is a required prerequisite to BIO 131 and BIO 251); BIO 131 with lab.

RNU 109: Concepts of Adult Health Nursing I / Mental Health Nursing

This course applies concepts of nursing practice to the acquisition and application of adult health nursing theory in the care of diverse patients with acute and chronic conditions. This includes patients needing various levels of health promotion and mental health management, their families, and other support persons. The course incorporates the legal and ethical responsibilities of the Registered Nurse in the care of adult and mental health patients. Application of knowledge, patient care skills, and clinical

reasoning will occur in a variety of clinical settings (8 credits). Pre-requisites: RNU 100; RNU 108; ENG 102; PSY 101; BIO 132 with lab

RNU 206: Concepts of Family-Centered Nursing

This course applies concepts of nursing practice to the acquisition and application of family nursing theory, including care of a diverse population of children and the childbearing family. The course also applies the legal and ethical responsibilities of the Registered Nurse to the care of children and the family. Application of knowledge, patient care skills, and clinical reasoning will occur in a variety of clinical settings.

(8 credits). Pre-requisites: RNU 109; PSY 216

RNU 207: Nursing Informatics, Leadership and Trends

This course introduces the student to theory, structure, and application of nursing informatics with a focus on leadership and health-related trends. The course will explore how to identify, define, manage, and communicate data, information, knowledge, and wisdom to enhance nursing practice. The student will demonstrate a mastery of fundamental skills in using computer technology and the ability to access, process, and assess information efficiently using health information technology tools. The student will identify how meaningful use of information and communication will improve care coordination, quality and safety, and the health of patients, families, and communities worldwide. The student will demonstrate how nursing informatics supports nurses, consumers, patients, the interprofessional health care team, and other stakeholders in their decision making in all roles and settings to achieve desired outcomes. (3 credits). Pre-requisite: RNU 206; Co-requisite: RNU 208

RNU 208: Concepts of Complex Nursing Care

This comprehensive course expands upon the interrelated concepts of nursing practice for the application, analysis, and acquisition of care of complex adult patients. The course addresses healthcare quality measures leading to optimal healthcare outcomes. Legal and ethical responsibilities of the Registered Nurse are integrated. Integration of knowledge and mastery of patient care skills and clinical reasoning occurs in a variety of clinical settings and in the simulation laboratory. In final preparation for entry into professional practice, the learner will be encouraged to utilize more independent critical thinking and decision-making skills to formulate nursing clinical judgments.

(8 credits). Pre-requisites: RNU 206; BIO 251 with lab; HIS or GOV course; Co-requisite: RNU 207

Certificate of Practical Nurse Program Level Outcomes

The overall goal of all components of the nursing program is for students to achieve the end-of-program learning outcomes and competencies. The nursing courses are leveled throughout the program to meet that goal. Each course has expected levels of achievement (course learning outcomes and competencies) that serve as defined points for evaluation of student achievement. The program framework draws heavily on the work of the Massachusetts Nurse of the Future (NOF) Nursing Core Competencies®.

<i>Evidence-Based Practice / Communication / Systems-Based Practice</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Begin to use basic, critical thinking /clinical reasoning skills to make	Apply clinical reasoning to make patient-centered care decisions within the	Apply clinical reasoning/clinical judgement to make	Utilize clinical judgement to make patient-centered care decisions

patient-centered care decisions within the scope of practice of the Practical Nurse for diverse patients with well-defined healthcare concerns.	scope of practice of the Practical Nurse for diverse adult patients experiencing various medical/surgical and mental health issues.	patient-centered care decisions within the scope of practice of the Practical Nurse for diverse adult patients experiencing various medical /surgical and mental health issues.	within the scope of practice of the Practical Nurse across the lifespan (with a focus on childbearing families, children, and elder care PNU-157).
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Patient-Centered Care

Level One	Level Two	Level Three	Level Four/Program Outcomes
Under supervision, at a basic level provide safe, quality, patient-centered nursing care to promote and maintain health for diverse patients with well-defined healthcare concerns.	Assist the Registered Nurse in providing safe, quality, evidence-based, patient-centered nursing care to restore, promote, and maintain physical and mental health for diverse adult patients experiencing various medical/surgical and mental health issues.	Apply knowledge and skills in the provision of safe, quality, evidence-based, patient-centered nursing care to restore, promote, and maintain physical and mental health for diverse adult patients experiencing various medical/surgical issues, in a variety of healthcare settings.	Provide safe, quality, evidence-based, patient-centered nursing care across the lifespan (with a focus on childbearing families, children, and elder care PNU-157).

Quality Improvement / Safety

Level One	Level Two	Level Three	Level Four/Program Outcomes
Discuss quality improvement activities used by the Practical Nurse to improve patient care for diverse patients with well-defined healthcare concerns.	Begin to apply basic quality improvement activities to improve patient care.	Apply basic quality improvement activities to improve patient care.	Use quality improvement activities to improve outcomes for patients across the lifespan (with a focus on childbearing families, children, and elder care PNU-157).

Teamwork and Collaboration

Level One	Level Two	Level Three	Level Four/Program Outcomes
Identify ways the Practical Nurse collaborates with members of the interprofessional team to provide safe care for diverse patients with well-defined healthcare concerns across the continuum of care.	Recognize the value of teamwork and collaboration when interacting with the interprofessional team, the patient, and the patient's support system.	Contribute to teamwork and collaboration when interacting with the interprofessional team, the patient, and the patient's support system.	Address patient needs through teamwork and collaboration with the interprofessional team, the patient, and the patient's support systems across the lifespan (with the focus on childbearing families, children, and elder care PNU-157).

<i>Informatics and Technology</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Begin to use information technology to support and communicate the provision of patient care.	Apply data collected using information technology to support and communicate the provision of patient care.	Apply data collected using information technology to support and communicate the provision of patient care.	Use information and patient care technology to support and communicate the provision of care for patients across the lifespan (with the focus on childbearing families, children, and elder care PNU-157).
<i>Professionalism / Leadership</i>			
Level One	Level Two	Level Three	Level Four/Program Outcomes
Describe the scope of practice of the Practical Nurse within the context of legal and ethical practice.	Begins to apply management, legal, and ethical guidelines within the scope of practice of a Practical Nurse when caring for diverse adult patients experiencing various medical/surgical and mental health issues.	Apply management, legal, and ethical guidelines within the scope of practice of a Practical Nurse when caring for diverse adult patients with medical/ surgical and mental health issues.	Incorporate management, legal, and ethical guidelines within the scope of practice of a Practical Nurse across the lifespan (focus on childbearing families, children and elder care.
			Articulate personal strategies for success in passing the nursing licensure examination (NCLEX-PN®) through the development of an action plan.

Program Competencies

The competencies, which guide future nursing practice and curricula, consist of the following:

- **Patient Centered Care:** The Practical Nurse will provide holistic care that recognizes an individual's and family's preferences, values, and needs and respects the patient or designee as a full partner in providing compassionate, coordinated, age and culturally appropriate, safe and effective care.
- **Professionalism:** The Practical Nurse will demonstrate accountability for the delivery of standard-based nursing care that is consistent with moral, altruistic, legal, ethical, regulatory, and humanistic principles.
- **Leadership:** The Practical Nurse will influence the behavior of individuals or groups of individuals within their environment in a way that will facilitate the acquisition/achievement of shared goals.
- **Informatics and Technology:** The Practical Nurse will use information and technology to communicate, manage, knowledge, mitigate error, and support decision making.

- **Communication:** The Practical Nurse will interact effectively with patients, families and colleagues, fostering mutual respect and shared decision making, to enhance patient satisfaction and health outcomes.
- **Teamwork & Collaboration:** The Practical Nurse will function effectively within nursing and the interdisciplinary health care teams, fostering open communication, mutual respect, shared decision making, team learning and development.
- **Safety:** The Practical Nurse will minimize the risk of harm to patients and providers through both system effectiveness and individual performance.
- **Quality Improvement:** The Practical Nurse collects data to monitor the outcomes of care and uses data to continuously improve the quality and safety of health care systems.
- **Evidence Based-Practice:** The Practical Nurse will identify the value of using the best current evidence coupled with clinical expertise and consideration of patients' preferences, experience and values to make practice decisions.
- **Systems Based-Practice:** The Practical Nurse will demonstrate an awareness of and responsiveness to the larger context of the health care system and will demonstrate the ability to effectively call on work unit resources to provide care that is of optimal quality and value.

Practical Nursing Program Student Learning Outcomes

End-of-program student learning outcomes (SLOs) are statements of expectations that express what a student will know, do, or think at the end of a learning experience. These learning outcomes are general, overall statements of students' abilities. To measure if these learning outcomes have been met, each learning outcome has a list of competencies. These competencies are the measurable behaviors students will achieve to demonstrate they are meeting the SLOs. Course SLOs and competencies are leveled to culminate in these program SLOs. This connection supports internal consistency of the program to ensure each course contributes to the students' eventual achievement of the program SLOs.

Each of the six program SLOs for the PN Nursing Program with their related competencies is listed below:

1. **Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan in a variety of healthcare settings within the scope of practice of the Practical Nurse.**
 - a. Collect data related to physical, behavioral, psychological, cultural, and spiritual aspects of health and illness in patients experiencing common health problems, using developmentally and culturally appropriate approaches.
 - b. Identify patient needs based on collected data.
 - c. Contribute to a patient-centered plan of care based on knowledge of evidence and patient information/preferences to provide compassionate, culturally competent care that meets individual patient needs.
 - d. Provide patient-centered care focusing on health promotion, maintenance, and rehabilitation of physical and mental health to patients across their lifespan.
 - e. Incorporate factors that create a culture of safety and caring when providing patient care.
 - f. Provide patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations.
 - g. Analyze collected patient outcome data to determine the effectiveness and impact of nursing care to contribute to the revision or continuation of the plan of care.
 - h. Deliver care within expected timeframe.
 - i. Communicate information about care provided and evaluation data including appropriate handoff at each transition in care.

- j. Safely perform all nursing skills needed for efficient, safe, and compassionate patient care including accurate calculation of dosages.
- k. Accurately document all aspects of patient care.
- l. Establish and maintain professional role boundaries with patients.
- m. Utilize therapeutic communication techniques to provide patient care.
- n. Assess verbal and non-verbal patient communication needs.
- o. Seek assistance from the team leader and other members of the healthcare team.

2. Engage in critical thinking/clinical reasoning to make patient-centered care decisions within the scope of practice of the Practical Nurse across the lifespan.

- a. Exercise critical thinking/clinical reasoning to ensure accurate and safe care when implementing the nursing process within the PN scope of practice.
- b. Anticipate risks and predict and manage potential complications for patients experiencing common health problems.
- c. Prioritize patient care.
- d. Incorporate knowledge of the healthcare system and how it impacts the nurse's ability to provide safe, quality care.

3. Use quality improvement activities to improve outcomes for patients across the lifespan.

- a. Participate in the use of quality improvement tools to provide safe, quality care.
- b. Use data from quality improvement activities to plan patient care.
- c. Report identified quality improvement concerns to appropriate personnel (e.g., nurse manager, risk manager, etc.).
- d. Implement National Patient Safety Goals applicable to the patient care settings.

4. Address patient needs through teamwork and collaboration with the interprofessional team, the patient, and the patient's support systems across the lifespan.

- a. Share pertinent, accurate, and complete information with the interprofessional team.
- b. Work within the scope of Practical Nursing practice as a member of the health care team.
- c. Interpret the impact of team functioning on safety and quality improvement.

5. Use information and patient care technology to support and communicate the provision of care for patients across the lifespan.

- a. Use patient care technologies, information systems/technologies, and communication devices to support safe nursing practice.
- b. Use high quality electronic sources of healthcare information.
- c. Enter computer documentation accurately, completely, and in a timely manner.

6. Incorporate management, legal, and ethical guidelines within the scope of practice of a Practical Nurse.

- a. Practice within the legal and ethical frameworks of Practical Nursing.
- b. Demonstrate accountability for your own nursing practice.
- c. Delegate nursing tasks to unlicensed personnel.
- d. Advocate for patient rights and needs.
- e. Initiate a plan for ongoing professional development and lifelong learning.

Practical Nursing (PN) Alignment of QSEN, NOFNCC, and Program SLOs

QSEN Competency	NOFNCC Domain(s)	PN End-of-Program Student Learning Outcomes (SLOs)
Patient-Centered Care	Patient-Centered Care; Communication; Professionalism	SLO 1 – Provide safe, quality, evidence-based, patient-centered nursing care to diverse patients across the lifespan
Teamwork & Collaboration	Teamwork & Collaboration; Communication; Leadership	SLO 4 – Address patient needs through teamwork and collaboration with the interprofessional team, the patient, and support systems
Evidence-Based Practice (EBP)	Evidence-Based Practice; Systems-Based Practice	SLO 1 – Provide evidence-based care SLO 2 – Use clinical reasoning to make patient-centered decisions
Quality Improvement (QI)	Quality Improvement; Systems-Based Practice; Safety	SLO 3 – Use quality improvement activities to improve outcomes across the lifespan
Safety	Safety; Patient-Centered Care; Quality Improvement	SLO 1 – Provide safe care SLO 3 – Implement patient safety initiatives
Informatics	Informatics & Technology; Communication	SLO 5 – Use information and patient care technology to support and communicate the provision of care

Practical Nursing Certificate Program Course Descriptions

PNU 152: Fundamentals of Nursing

This course focuses on the fundamental concepts necessary for safe, patient-centered nursing care for a diverse patient population with well-defined health care concerns, focusing on the aging adult patient. Legal and ethical responsibilities of the practical nurse are introduced. Nursing process and critical thinking/clinical judgement are presented and the role of the practical nurse in applying basic nursing principles is identified, both in the classroom and clinical settings. Communication techniques used when interacting with patients, families, and other support persons and members of the interdisciplinary team are discussed. Math calculations for medications and nursing responsibilities in the preparation, safe administration and documentation of medication is presented. Program concepts such as evidenced based care, teamwork and collaboration, and informatics and technology are also discussed. Concepts of human behavior, microbiology and nutrition are integrated in the course. Psychosocial, cultural, and spiritual factors that affect human behavior are presented. Coping mechanisms and guidelines for the promotion of psychological and spiritual comfort are discussed. Effects of common and newly emerging microorganisms and their characteristics in relation to health and the control of disease are introduced, including methods of destroying microorganisms. Principles of nutrition are introduced, including knowledge of nutrients, food sources, menu planning and nutritional needs across the lifespan. Selected nursing skills are taught in the laboratory with opportunities to apply fundamental concepts to basic nursing skills and clinical practice. Application of knowledge and skills occurs in a variety of clinical settings. Prerequisites: HSC 149 Applied Anatomy & Physiology for Healthcare Sciences; MAT 103 College Algebra, PNU-101 Growth & Development

PNU 153: Concepts of Adult Nursing I

This course incorporates and expands on the concepts introduced in PNU-152 and provides for the knowledge and application of basic nursing theory, communication, collaboration, and clinical reasoning necessary for safe, patient-centered nursing care for diverse adult patients experiencing various medical/surgical and mental health issues. Pharmacology is integrated throughout the concepts with emphasis on safe administration of medication. The course incorporates the legal and ethical responsibilities of the Practical Nurse in the care of adult patients with common health problems. Concepts of leadership and management are introduced. Select advanced nursing skills are taught in the laboratory with the application of knowledge and skills in a variety of clinical settings. Pre-requisites: PNU-152.

PNU 154: Concepts of Adult Nursing II

This course is a continuation of Concepts of Adult Nursing 1 and provides broader knowledge and application of basic nursing theory, communication, collaboration, and the clinical reasoning/ judgment necessary for safe, patient- centered nursing care for diverse adult patients experiencing various medical surgical issues. Pharmacology is integrated throughout the concepts. The course incorporates a legal and ethical responsibilities of the Practical Nurse in the care of diverse adult patients with common health problems. Concepts of leadership and management are expanded upon, with a focus on team and leading. Application of knowledge and skills are evaluated on a higher level, including the ability to care for a multiple (2) patient assignment. Synthesis of clinical reasoning and practical skills occurs in a variety of clinical settings with continued emphasis on safe administration of medication. Course content also includes health promotion strategies. Pre-requisites: PNU-152 and PNU-153

PNU 157: Practical Nursing Across the Continuum

This course incorporates and builds on previously learned concepts for the knowledge and application of basic nursing theory, communication, collaboration, and clinical judgment necessary for safe patient-centered nursing care to diverse families, across the life span (with a focus on childbearing families, children, and elder care). The course also applies mental health nursing to the care of the family and introduces concepts of community nursing. Also included are legal and ethical responsibilities of the Practical Nurse in the care of patients across the lifespan. The student will learn to effectively apply strategies in preparation for entry level practice, including a review for the NCLEX-PN® as well as current trends in nursing. Synthesis of clinical judgement and practical skills will occur in a variety of clinical settings. Pre-requisites: PNU-152, PNU 153, PNU 154

ACADEMIC SUPPORT SERVICES**Academic Advising**

Nursing students are assigned to the Nursing Faculty for program specific advising throughout the program. Current students may view the names of their Faculty Advisor and their Academic (Professional) Advisor at the bottom of their unofficial transcript - accessible on the QC Portal. To meet with your Faculty Advisor, please contact him or her to schedule an appointment. Your Nursing Faculty Advisor contact information and Office Hours are listed on your course syllabus.

College Advisors are located on the Quincy campus and are available to meet with students virtually over Zoom. Faculty Advisors or college-wide Advisors will gladly schedule a one-on-one appointment to help with your program options for co-requisites for an upcoming semester. Appointments with Academic Advising are through Calendly, which is the office's online scheduling system. The office also

welcomes student walk-ins if you are on campus and would like to stop in for academic advising. Here is the link to Academic Advising Website for additional information or to schedule an appointment:

<https://www.quincycollege.edu/student-services/academic-advising/>

The Office of Academic Advising is open Monday through Thursday from 8:00am to 6:00pm and Friday from 8:00am to 4pm. Should you have any questions or if you would like to request a time to meet with an advisor, please call 617-984-1720 in Quincy. An official Quincy College student ID is required to access services in the Academic Advising Office.

Academic Tutoring for Nursing Course Content

The **Nursing Tutoring Program** at Quincy College will provide academic tutoring and support to help diverse learners from all backgrounds and abilities reach their academic goals by assisting students to master academic material. The Nursing Tutoring Program is facilitated by the Dean's Assistant, Academic Nursing Division of Nursing. This free tutoring service is offered by professional nursing tutors in most subject areas, in one-on-one or small group sessions on-campus or virtually.

To make an appointment for Nursing Tutoring:

- Email: LSeavey@quincycollege.edu
- Please include your name and the course you are requesting tutoring for, if you have an upcoming exam, if you are requesting on-campus or virtual tutoring and your availability to meet with a tutor.
- Please allow ample time for coordination of a tutoring session.

Students are requested to provide a 2-hour cancellation notice if unable to keep their tutoring appointment. For additional assistance, please contact the Dean's Assistant at 617-405-5990.

If you are having a technical issue, please contact Information Technology office at itsupport@quincycollege.edu

Academic Tutoring (Non-Nursing)

Quincy College provides academic tutoring and support to help diverse learners from all backgrounds and abilities reach their academic goals by assisting students to become better learners and master academic material. A schedule for **Drop-in in-person tutoring** for non-nursing course work for help with Math, Science, Nursing, Physical Therapist Assistant, Computer Science, English and writing in any subject area is posted on the QC Tutoring Website:

<https://www.quincycollege.edu/student-services/tutoring/#in-person-tutoring>.

These free tutoring services are provided by Quincy College's professional and peer tutors.

NOTE: An official Quincy College student ID is required to access tutoring services on campus.

Quincy College offers **Brainfuse** online tutoring service to our students. Online tutors are available on a drop-in basis 24/7 to provide academic support in a variety of subjects including, but not limited to, Computer Science, Math, Science, Health Sciences, Accounting, Reading, Writing and Essay Review. Study aids are also available. Access **Brainfuse** by logging into Canvas and selecting the **Brainfuse** link on any of your course's menu on the left side of the home page.

Both non-nursing **drop-in non-nursing tutoring** and **Brainfuse online tutoring** can be accessed via the Quincy College website under **Student Services** or via this link: <https://www.quincycollege.edu/student-services/tutoring/>.

Bookstore

The Quincy College Bookstore is operated by Barnes & Noble and provides access to all required and recommended textbooks for all courses offered at Quincy College. Many textbooks are offered with various purchasing options such as new, used, digital and rental. The bookstore also offers school supplies and college-related material, such as electronics, backpacks, college apparel and gift items. The bookstore accepts MasterCard, Visa, Discover and American Express for credit card payment. Books and supplies can be ordered in person at the bookstore at the Quincy campus or online at <http://quincycollege.bncollege.com>.

Computer Laboratories

Quincy College maintains computer laboratories at the Quincy and Plymouth campuses. Open lab time for registered students are posted each semester. Students using the open labs are required to show a current student ID card, sign in and out of the lab and bring a flash drive to save documents. Students must obey all posted rules for computer labs and any instructions from the lab monitor.

Printer Kiosks are available for student use at both campuses. Students are asked to limit the time on these computers so others may also use them to print papers and assignments. Printing costs for the first fifty pages are free and ten cents per page for subsequent pages per semester. Students are required to log on with the portal username and password to print. To add money to a print account, follow the instructions on the campus portal.

Email Use Policy

The best means of communication with faculty and administration is by Quincy College email. If a student does not have a working Quincy College email account, they must contact Information Technology at: <https://quincycollege.atlassian.net/servicedesk/customer/portals> to obtain a QC email account or resolve an existing access issue. Faculty and administrators are not obligated to respond to emails that are not sent from a Quincy College email address.

Internet and Computer Use Policy

Quincy College provides Internet access to students, faculty, staff, and administration as part of its educational mission. When the Internet is used appropriately, it can provide a wealth of information and resources to supplement classroom learning. All Quincy College students, staff, and faculty must utilize the Internet appropriately on campus and on all Quincy College technology. To read the full policy:

College Libraries

Quincy College libraries are full-service facilities providing print and electronic books and journals, DVD's, CD's, streaming videos, research databases, reference assistance and interlibrary loans. Access to all library materials and services is onsite at either the Quincy campus Anselmo Library or the Plymouth campus Krovitz Library, or online via the library website www.quincycollegelibrary.org. Quincy College is a member of the Old Colony Library Network (OCLN). OCLN provides access to print and electronic books, DVDs, and magazines from 28 libraries on the South Shore.

Both libraries are equipped with wireless access, computer lab and/or individual workstations, a variety of study seating and collaboration rooms that can be reserved for group study and projects. Each library

contains photocopiers, printers, and Microsoft Pro tablets for in-library use. Faculty librarians are available to assist with research projects, with efficient and effective use of research databases, and provide instruction on information literacy.

A valid student ID is required to access the libraries, access the print management system and to use the resources available through the Old Colony Library Network. For more help, contact help@quincycollegelibrary.org.

Financial Aid

The Quincy College Financial Aid Office counsel's students through the financial aid process and determines the financial aid available to eligible students based on the information provided in the Free Application for Federal Student Aid (FAFSA). Financial aid is available through federal and state grants, scholarships, loans, and work study programs. Most students receive an aid package that combines several different types of assistance; however, it is important to remember that the amount of financial aid that students are eligible for may not cover all the costs associated with their education. Students may apply for [financial aid online](#). Quincy College school code is: 002205. The financial aid process takes approximately 4-6 weeks (about 1 and a half months). Students who receive financial aid have an ethical responsibility to meet all financial aid obligations. If you have any questions or would like to know more information, contact financialaid@quincycollege.edu.

NURSING LABORATORY: SKILLS AND SIMULATION CENTER

Quincy College Vision of Clinical Skills and Simulation Center

The function of the skills and clinical simulation lab is to integrate critical components of nursing education that supports the development of core nursing concepts, core competencies, professional values, and role development in professional nursing education.

Mission of the Skills and Simulation Center

The goal of the Skills and Simulation Center for Quincy College (SSCQC) is to provide a safe learning experience that promotes successful understanding in all aspects of health care with development of excellence in education, practice, and service. The SSCQC provides quality hands-on learning experiences in a safe and realistic environment that are based on nursing knowledge, patient safety, evidence-based practice, and professionalism.

Purpose of the Skills & Simulation Center

The SSCQC faculty serves to ensure the students' skills lab/simulation experiences are educational, and to facilitate informative knowledge to the students. Skills lab and simulation activities will be integrated throughout the curriculum.

Simulations and case scenarios are designed to help the students develop problem-solving, critical thinking and decision-making skills. Simulations and scenarios will include attempts to include all environmental factors to make the students' learning experience realistic and authentic. For enhanced learning, all students are required to come to the lab prepared. It is essential that students be active participants in their own learning in the SSCQC. The faculty will provide the students with feedback during debriefing of their learning experience. In addition, students will have the opportunity for self-analysis and reflection.

General SSCQC Guidelines – Student Responsibilities

1. The Nursing Skills labs are an extension of clinical and academic programs. Therefore, all the same requirements for maintaining professional behaviors in both Clinical and Academic settings apply (examples: dress code, language/behavior, etc.), see Nursing Division handbook and Quincy College student handbook.
2. Appropriate attire is required. Students are required to wear Quincy College clinical uniform and name tag for all skills & simulations. Students must also always wear the Quincy College student ID.
3. No student shall infringe upon the privacy, rights, privileges, health, or safety of others. Please do not access other areas of the lab unless you are instructed to do so. See all posted signs and directions in the lab.
4. Children are not allowed in the lab; this is to protect them and our equipment.
5. Cell phones can be distracting. Please make sure your cell phone is silent or vibrates when you are in the lab.
6. Absolutely no food or beverage will be allowed in the lab.
7. All students must have successfully passed 'BLS for Healthcare Providers'. All ViewPoint requirements must be in compliance prior to any lab activity.
8. All personal items must be stored in designated areas.
9. Use of the computers and phones are restricted to assigned classroom work only (as directed by the instructor) and not for personal use.
10. Skills lab manuals/reference materials are available for use. Please do not remove from the lab.
11. Do not use the equipment for any purpose other than the specified purpose.

12. Any equipment malfunction or abuse must be reported to the lab faculty immediately.
13. All lab equipment used should be returned to its designated area following use. The lab should be left in pristine condition after use.
14. Individuals serving as simulated patients are to remove their shoes when lying on beds.
15. Sharing of resources (space & supplies) when practicing may be necessary. Four to six students per bed/manikin is acceptable. Working in groups is also beneficial to learning.
16. Let the lab faculty know if you have suggestions for new purchases that would enhance your learning.
17. It is the responsibility of the student to review the course syllabus for lab assignments.
18. If there is a sharps injury or other injury, please inform lab faculty immediately.
19. If you have a latex allergy, or suspect that you do, it is your responsibility to notify skills lab personnel. Non-latex gloves and equipment are available upon request.
20. Treat each patient simulator (manikin) as a patient and be respectful of lab equipment. Keep manikins clothed and covered when not performing procedures/skills.
21. Manikins:
 - Use gloves when handling all manikins and parts.
 - Do Not move manikins or manikin parts without the help of lab personnel.
 - Do Not use betadine on manikins.
 - Keep writing tools away from manikins.

The expectation in the simulation-based experience is that all behavior and communication are done in a professional manner. The environment is structured so that everything done in simulation should be exactly like it is with a real patient. Statements such as “this dummy is stupid” or actions such as taking pictures with your cell phone, sending text messages, and/or inappropriate laughter will not be tolerated. Students will be asked to leave the simulation lab and will be required to meet with the Dean of Nursing which will result in a clinical warning.

Lab Schedules

Open Lab sessions will be scheduled by appointment based on student needs, requests, and for remediation as required. Open labs allow the opportunity to practice independently with peers and faculty supervision to help develop your skills. Practice time is essential to success. The lab schedule is posted on Canvas and outside of the labs on the doors. Open Lab requests should be directed to your course faculty.

Quincy College Campus Skills and Simulation Laboratories locations:

Skills and Simulation Center for Quincy College – Quincy Campus: Located on the 4th floor at Presidents Place.

Laboratory Room	Skills & Simulation Levels	Nursing Course Assigned
405	Classroom, Skills, and low fidelity	All Courses
406	Skills and low fidelity	All Courses
407	Skills & Simulation-low, medium, and high fidelity	All Courses
417	Skills & Simulation-low, medium, and high fidelity	All Courses
417	Supplies & Overstock	Faculty access only to locked cabinets

Skills and Simulation Center for Quincy College – Plymouth Campus: Located on the first floor at Cordage Park in the Nursing Division Wing Rooms 104A-104L.

Laboratory Room	Skills & Simulation Levels	Nursing Course Assigned
104A	Debriefing Room Only	All Courses
104B	Simulation Lab-low, medium, and high fidelity	All Courses
104D	Skills and low fidelity	All Courses
104H	Skills & Simulation-low, medium, and high fidelity	All Courses
104I	Skills & Simulation-low, medium, and high fidelity	All Courses
104L	Supplies Room Only	Faculty Access Only

- Lab hours vary each semester and are subject to change.
- Scheduled skills and simulation labs are mandatory for attendance (see attendance and make-up policy). All missed labs must be made up.
- Students are welcomed and encouraged to practice during open lab hours except during scheduled lecture and clinical times.
- Appointments are required for open labs and students can attend any lab time posted at any campus.
- Open labs may be scheduled by appointment in advance for practicing or remediation as indicated by faculty. Open lab sessions are based on student needs, requests, and remediation as required. Student remediation in the lab is for focused skills review based on content agreed upon by student, faculty, clinical and laboratory faculty.
- Open labs are NOT to be used for make-up of missed clinical.

Confidentiality

To preserve the realism of the scenarios used in the SSCQC and to provide an equitable learning experience for each student, all persons using the SSCQC will be required to sign a confidentiality agreement. Because every simulation has the possibility of being recorded, manikin accessibility will be treated like a real patient. Students are expected to uphold all requirements of the Health Insurance Portability and Accountability Act (HIPAA) and any other federal or state laws requiring confidentiality. Students agree to report any violations to the faculty or instructor.

NURSING DIVISION POLICIES

Admission

Admission to the Associate of Science Degree in Nursing Program and the Certificate of Completion in Practical Nursing Program Practical is competitive and selective. Any student who seeks admission to these programs for September 2026 must attend a Nursing Program Information Session and submit all the information listed below to be considered for admission. **If you do not attend a Nursing information session OR your application is incomplete (missing any of the materials required below) you will NOT be considered for admission to the ASN or PN program.**

APPLICATION PROCEDURES FOR THE ASN PROGRAM

To be considered for admission to the ASN program all applicants must:

- Attend a Required Nursing Program Information Session. Nursing Program Information Sessions are prepared and conducted by the nursing division, admissions, and financial aid office staff. Dates will be posted on the Quincy College website for registration to attend. The purpose of the Nursing Information session is to inform potential applicants of the admission requirements, required orientation, course schedules, and academic expectations for success.
- Apply for admission to the ASN program online and pay the application fee. Please indicate campus preference – Quincy campus, Plymouth campus or “either” campus preference. There are a limited number of seats in the ASN program. Applicants are encouraged to apply as early as possible. Early action date for the Fall 2026 ASN Program applications to be reviewed is February 1, 2026, with a decision by February 15, 2026. Then applications are accepted on a rolling basis until seats are filled. Applications will be accepted through Saturday, May 31, 2026, for the ASN Program.
- Submit Official High School Transcript or Center for Educational Documentation (CED) certification cedevaluations.com. If you achieved a GED Certificate, your scores must be included. Just submitting your Certificate will not meet this requirement.
- Submit **official college transcripts** from previously attended colleges including Quincy College if applicable. These official transcripts must be sent directly from the college you attended to the Quincy College admissions office.
- If you have a certificate in a medical field (i.e., EMT, LPN, CNA (i.e., Certified Nursing Assistants, Medical Assistant, etc.) send a copy of your certification card or LPN license.
- Applicants for admission must submit an **Official Transcript by a specified deadline** showing PREREQUISITE COURSES (see below) WITH A GRADE OF C (73%) OR BETTER.
 - College Algebra or Statistics (Statistics Preferred) (3 credits)
 - English Composition I (3 credits)
 - General Biology with lab (4 credits) within the past 5 years
 - Anatomy & Physiology I with lab (4 credits) within the past 5 years
 - Anatomy & Physiology II with lab (4 credits) within the past 5 years

****Prerequisite science courses may be in progress for a conditional acceptance. However, courses must be successfully completed (grade of “C” 73% or better) by August 8, 2026.**

**** Priority consideration will be given to students who have successfully completed Microbiology, Chemistry (Optional), English Composition II, General Psychology, Human Growth and Development, and U.S. History/Government elective.**

All applicants will be scored using an admission rubric.

- Admission Testing is required for the ASN program. All applicants for Fall 2026 admission to the ASN program will be required to take the HESI A2 RN Admission Exam.

Note: The TEAS exam will no longer be an option for ASN Program applicants.

The HESI A2 RN Admission Assessment exam (HESI A2 Exam) exam assesses an applicant's academic readiness and is a predictor for success in the first semester of a nursing program. Preparing in advance to take the HESI A2 RN Admission exam has been shown to promote the required composite score of 70%. Recommended resources for preparing to take the HESI A2 exam are listed on the Nursing webpage of the Quincy College website.

Fall 2026-2027 Admission Testing:

The nursing division will evaluate only those applicants who took the HESI A2 RN Admission Exam test prior to June 1, 2026. If an applicant fails to meet the minimum required scores noted below, they may retake the HESI A2 Exam prior to the application deadline (a maximum of three attempts). Applicants must wait 30 days (about 4 and a half weeks) prior to each retest to allow time to prepare for retesting. Applicants will be required to retake all sections and scores from the most recent attempt will be utilized for admission consideration.

HESI A2 RN Admission Exam Preparation

Elsevier publishes a review workbook specifically for this exam, the *HESI RN Admission Assessment Exam Review, 6th Edition*. This review workbook can be purchased online or at bookstores such as Barnes and Noble and is also available for purchase through Quincy College's Barnes & Noble campus bookstore. The workbook will include samples of test questions and access to online from the subject areas that are covered on the HESI A2 RN Admission Exam as well as information regarding test question formats. It will highlight important concepts and provide tips for studying and test-taking. It also offers a 25-question pre-test at the beginning of the text that helps you assess your areas of strength and weakness before using the text, and a 50-question comprehensive post-test that covers all the text's subject areas. The questions will also include rationales for correct/incorrect answers. An access code for additional information to be prepared to take the exam is provided when the review workbook is purchased *new* versus *used*.

When to take the HESI A2 EXAM

Students typically take the HESI A2 RN Admission Exam during the fall or spring semester immediately prior to applying to the ASN Day program. However, to allow ample time for potential retakes, it is recommended you take it early in the enrollment cycle.

Please note: The HESI A2 RN Admission Exam with Critical Thinking is required to be taken in person at a Prometric Distance Testing site. Instructions are available for each enrollment cycle on the ASN Nursing page of the Quincy College website.

HESI A2 RN Admission Exam Required Scores

An applicant may take the HESI A2 up to three times within an academic year (September 1st through August 31st) prior to the start of the nursing program. A 30-day wait period is required between exam retakes. The required composite score for admission consideration is **70%** with no exceptions.

Once the application is complete, applicants will be scored using an admission rubric.

- Applicants will be notified of admission decisions on an ongoing basis beginning February 15, 2026, until seats are full.
- The deadline for applications to be accepted for consideration will be May 31, 2026.
- No students will be admitted to the ASN program after the second class of a course in the semester.
 - All students admitted to the nursing program will be required to provide information for a local and federal Criminal Offender Record Information (CORI) check. Additionally, newly accepted students will be required to register with **ViewPoint**, an online background screening and compliance management vendor. Students will be required to upload mandatory health data including but not limited to proof of current immunizations (Including Covid 19 & recent booster) and physical examination; current AHA health care provider CPR; undergo a federal and state criminal background check, and drug testing.

APPLICATION PROCEDURES FOR THE PN PROGRAM

To be considered for admission to the PNU program in September 2026 all applicants must:

- Attend a Required Nursing Program Information Session. Nursing Program Information Sessions are prepared and conducted by the nursing division, admissions, and financial aid office staff. Dates will be posted on the Quincy College website for registration to attend. The purpose of the Nursing Information session is to inform potential applicants of the admission requirements, required orientation, course schedules, and academic expectations for success.
- Apply for admission to the PNU program online and pay the application fee. Please indicate campus preference – Quincy campus, Plymouth campus or “either” campus preference. There are a limited number of seats in the PNU program. Applicants are encouraged to apply as early as possible. Early action date for the Fall 2026 PNU Program applications to be reviewed is February 1, 2026, with a decision by February 15, 2026. Applications are accepted on a rolling basis until seats are filled. Applications will be accepted through Saturday, May 31, 2026, for the PNU Program.
- Submit Official High School Transcript or Center for Educational Documentation (CED) certification (cedevaluations.com) If you achieved a GED Certificate, your scores must be included. Just submitting your Certificate will not meet this requirement.
- Submit **official college transcripts** from previously attended colleges including Quincy College if applicable. These official transcripts must be sent directly from the college you attended to the Quincy College admissions office.
- If you have a certification in a medical field (i.e., EMT, LPN, CNA (i.e., Certified Nursing Assistants, Medical Assistant, etc.) send a copy of your certification card.
- Applicants for admission must submit an **Official Transcript by a specified deadline** showing PREREQUISITE COURSES (see below) WITH A GRADE OF C (73%) OR BETTER.

Pre-requisites with a required grade of “C” (73%) or better:

- HSC 149 A&P for Healthcare Professionals
(A&P I & A&P II can be substituted for Applied A&P)
- MAT 103 College Algebra
- PSY216- Growth and Development

****Prerequisite science courses may be in progress for a conditional acceptance. However, courses must be successfully completed (grade of "C" 73% or better) by August 10, 2026.**

Note: Science courses must have been completed within the last five years prior to admission

All applicants will be scored using an admission rubric.

TEST OF ESSENTIAL ACADEMIC SKILLS (ATI TEAS) www.atitesting.org

The ATI TEAS Test is an admission requirement and must be completed by the application deadline. Applicants can schedule the test by visiting www.atitesting.com. TEAS test results are valid for the class entering September 2026. All applicants must take the TEAS Test in the Quincy College Testing Center. Quincy College does not honor TEAS test results from other institutions.

Quincy College has set the following standards on the ATI TEAS scores for admission to improve the success of students completing the program and obtaining licensure and certification:

Math	English	Reading Comprehension	Science
50 percent or higher	55 percent or higher	65 percent or higher	35 percent or higher

The nursing division will evaluate only those applicants who took the TEAS test on campus on or after September 1, 2024. If an applicant fails to meet the minimum required scores indicated above, they may retake the TEAS test TWICE prior to the application deadline (a maximum of three attempts within a year). Applicants must wait 30 days (about 4 and a half weeks) prior to each retest. Applicants will be required to retake all sections from the most recent attempt.

Once the application is complete, applicants will be scored using admissions rubric and a member of the nursing division staff will contact selected applicants to come to the college.

Applicants will be notified of admission decisions on an ongoing basis. No students will be admitted to the PN program after the second class.

All students admitted to the nursing program will be required to provide information for a Criminal Offender Record Information (CORI) check. Additionally, students will be required to register with ViewPoint, an online background screening and compliance management vendor. Students will be required to upload mandatory health data including but not limited to proof of current immunization and physical examination; current AHA health care provider CPR; and undergo a federal criminal background check.

Progression*

- A minimum grade of "C+" (77%) is required in all nursing course (clinical and non-clinical) within the program of study.

- Clinical Courses:

- Students who do not achieve this minimum grade in a clinical nursing course may not progress to the next semester until the course is successfully repeated.
- Only one clinical course may be repeated; If a student fails a repeated clinical course or any additional clinical course, they will be dismissed from the program.

- Non-Clinical Courses:

- Students who do not achieve this minimum grade in the non-clinical nursing courses (*RNU100 Pharmacology* and *RNU207 Nursing Informatics, Leadership & Trends*) must repeat the course.

- Students may continue progression in the program while repeating a non-clinical course.
- For *RNU100 Pharmacology*, students may progress into *RNU109* while repeating the course; however, a grade of 77% or higher in *RNU100* is required to progress into *RNU208*.
- Each non-clinical nursing course may be repeated only once.
- Students receiving less than “C” (73%) in a general education, science, or science lab (i.e., pre-requisite) course will be unable to progress in the Nursing Program until these grades meet the minimum standard. **See Readmission Policy.**
- Students are eligible for progression to the next level at the conclusion of each course in the program based on successful completion of the pre- requisite courses.
- A final grade of “incomplete” must be made up prior to the start of the next semester before the student can progress to the next level per the college policy. Any request for completion of course requirements must be approved by the Dean of Nursing and will be based upon availability of qualified faculty and available resources.
- Non-nursing courses must be completed prior to or concurrent with the approved curriculum sequence.
- Failure of a clinical course is governed by the clinical grading and progression requirements and may result in dismissal regardless of the number of prior clinical warnings. Progressive warnings are not a prerequisite to a failing clinical grade when required clinical outcomes have not been met.
- Administrative warnings and program dismissal are governed by the Warning and Remediation Policy. Serious safety, unethical, or illegal conduct may result in immediate removal from the learning environment and a recommendation for dismissal without progressive warnings; any program dismissal will follow the review process described in that policy.

Attendance*

Consistent with the attendance policy of Quincy College, it is the responsibility of all students to attend class, skills/sim lab, and clinical experiences to achieve a successful level of performance. Attendance records will be kept providing verification as needed (i.e., financial aid).

Attendance at all assigned classes is required.

- Arriving after a class, lab, or clinical experience has begun is disruptive to classmates and instructors, every effort should be made to arrive on time.
- Absenteeism and tardiness will affect your academic performance and financial aid status. Attendance at all assigned skills/sim labs and clinical experiences is mandatory. Skills/Sim labs and clinical experiences start sharply at the assigned times.
- A pre-lab session assignment will be required by your faculty to validate completed pre-laboratory assignments.
- For clinical experiences, students will be expected to be at the assigned clinical agency 15 minutes prior to the start of the clinical day.
- Students who arrive after a class, skills/simulation lab, or clinical experience has begun, without an approved accommodation or other excused circumstance, will receive a verbal warning for the first infraction and a written warning for a subsequent infraction. A no-call/no-show for skills/simulation lab or clinical may result in an administrative clinical warning unless emergency circumstances made advance notice impracticable. Students must notify Nursing faculty and clinical faculty by Quincy College email at least one hour before the experience when reasonably possible and must also contact clinical faculty by phone for a clinical absence.
- All missed time in clinical and/or lab must be made up.

- More than one unexcused absence from skills/simulation lab or clinical may result in a clinical warning. Absences related to an approved accommodation, pregnancy or related condition, religious observance, or other legally protected reason will be addressed under applicable College policy; students remain responsible for meeting essential course and clinical outcomes and completing required make-up experiences when available.
- A second written warning in any warning track during the Nursing Program results in an Administrative Warning and Nursing Leadership review as described in the Warning and Remediation Policy.

Course Exemption*

All students in the Academic Division of Nursing are required to complete all courses in the nursing curriculum to be considered for graduation. Nursing students seeking graduation are not exempt from any nursing program courses.

Advanced Placement*

Quincy College recognizes the examinations of the College Board Advanced Placement Program. The AP examinations are prepared by the College Board, and the papers are graded by readers of Educational Testing Service, Princeton, NJ 08540. Quincy College will award credits to students if the test score in AP examination is at least three (3).

AP Test	Test Score	Credits	Course
Art	3	3	ART100
Biology	3	3	BIO111/112 or 121/122
Chemistry	3	4	CHE121/131 or 122/132
Economics			
Micro	3	3	ECO201
Macro	3	3	ECO202
English Language/Comp	3	3	ENG101
English Literature/Comp	3	3	ENG201
Spanish	3	3	SPN101
French	3	3	FRN101
American Government	3	3	GOV201
American History	3	3	HIS101/102
Calculus AB	3	3	MAT201
Statistics	3	3	MAT207
Physics B	3	4	PHY111/112 or 121/122
Psychology	3	3	PSY101

A college fee equivalent to the Experiential Learning credit fee will be charged for transferring these credits to Quincy College. There will be no fee if a student only wants to use these as pre-requisites towards placement at a higher level. There are no advanced placement options for the Academic Division of Nursing. Credits for pre-requisite and co-requisite courses may be accepted based upon admission criteria. No previous nursing credits will be accepted.

Transfer of military education*

Transfer of military education, training or service for a military health care occupation Credit for prerequisite courses may be accepted in transfer (per our Transfer policy) from accredited institutions). Military credit is reviewed under both the Valor Act and the Common Transfer Policy; however, the program does not offer credit for nursing courses related to experiential learning or military training. Quincy College offers comprehensive support for veterans pursuing nursing education. Military training and prior coursework may be evaluated for transfer credit and applied toward general education or prerequisite requirements. However, nursing-specific courses are not eligible for transfer.

Transfer*

Credit transfer is the process of receiving academic credits towards a degree or certificate program at Quincy College based on work completed at another recognized institution of higher education. Please see the Quincy College Catalog for the Transfer Credits policy (Policy 4.05A) for specific details. Prospective students who seek to transfer into the Quincy College Associate of Science Degree in Nursing Program from another accredited nursing program must meet admission criteria. No previous nursing credits will be accepted. Credits for pre-requisite courses may be accepted based upon admission criteria.

Prospective students who seek to transfer into the Quincy College Certificate of Completion in Practical Nursing Program from another accredited nursing program must meet admission criteria. No previous nursing credits will be accepted. Credits for pre-requisite courses may be accepted based upon admission criteria.

Educational Mobility*

The Mobility Policy of the Quincy College Associate of Science Degree in Nursing and Certificate of Completion in Practical Nursing Program agrees with the Educational Mobility Position Statement of the Massachusetts Board of Registration in Nursing. In Massachusetts, there are four educational levels preparing nurses for entry into nursing practice. These are: Vocational/Technical, Diploma, Associate Degree, and Baccalaureate Degree. Educational mobility recognizes that there are similarities and differences in the core content of entry level nursing programs. These differences are noted in the breadth, depth, and scope of the educational programs.

The initial choice of a nursing program is the decision of the individual, based on career goals, abilities, and resources. As career goals are revised, nurses seek to gain knowledge and competencies not achieved in their basic program. Educational mobility allows an individual to move from one level to the next without repetition of previously acquired competencies. This also benefits patients by increasing the supply of skilled nurses. Nurse Educators have the responsibility to develop timely methods for evaluating attainment of previously achieved competencies.

Graduates of the Associate in Science Degree in Nursing Program at Quincy College have the knowledge, attitudes, and skills necessary to successfully continue their nursing education through RN to BSN or RN to MSN programs. Faculty provide information and resources on these programs and encourage educational advancement. Currently there is an articulation agreement for students to further their nursing education.

Graduates of the Certificate of Completion in Practical Nursing Program (PN) at Quincy College have the knowledge, attitudes, and skills necessary to successfully continue their nursing education through LPN to ASN or LPN to BSN programs. Faculty provide information and resources on these programs and

encourage educational advancement. Currently there is an articulation agreement for students to further their nursing education.

Withdrawal*

WITHDRAWING FROM A COURSE OR THE COLLEGE (Policy 5.07b) I.

Purpose

This policy establishes the procedures and responsibilities for officially withdrawing from a course or from Quincy College. It ensures students understand the academic and financial implications of withdrawal and emphasizes compliance with federal financial aid regulations.

Policy Details

Official Withdrawal Process

- **Withdrawal Form Submission** Students must complete and submit the official Withdrawal Form via the MyQC student portal to formally withdraw from any course or from the College.
- **Notification Does Not Equal Withdrawal** Informing an instructor or ceasing to attend class does not constitute an official withdrawal. Students must submit the appropriate form online.
- **Effective Date of Withdrawal** The withdrawal date is the date the Registrar's Office receives the completed Withdrawal Form via MyQC. This date determines eligibility for academic and financial adjustments.

Advisor Approval In some cases, students may be required to consult with or obtain approval from an academic advisor prior to withdrawal.

- **Transcript Notation** A grade of "W" (Withdrawn) will be recorded on the student's official transcript for each course withdrawn after the add/drop period.
- **Withdrawal Deadline** Withdrawals are not permitted after the deadline listed in the official Academic Calendar. Exceptions may only be granted through formal appeal or documented extenuating circumstances.

Dropping vs. Withdrawing

- **Dropping a Course** Dropping occurs during the add/drop period at the start of the term and generally has no impact on the student's transcript or financial aid.
- **Withdrawing from a Course** Withdrawing occurs after the add/drop period and may affect transcript status, financial aid eligibility, and tuition obligations.

Implications of Withdrawal

- **Academic Records** A grade of "W" does not affect GPA but indicates a formal withdrawal from the course.
- **Financial Aid Impact** Students receiving financial aid must consult the Financial Aid Office prior to withdrawing. Withdrawing may:
 - Affect current and future financial aid eligibility.
 - Result in recalculation and return of Title IV federal funds (per 34 CFR § 668.22).
 - Create a balance owed to the College if aid is reversed.
- **Administrative Withdrawal Due to Non-Attendance** Students who fail to attend class as reported by instructors during the attendance verification period may be administratively withdrawn or dropped.
 - o This is particularly critical for students receiving federal financial aid.
 - o Federal regulations require attendance verification for eligibility.

- o Students who never attend will be reported and administratively withdrawn or dropped, potentially resulting in loss of aid and a tuition balance owed.
- Future Enrollment and Progress Improper or unrecorded withdrawal can jeopardize:
 - o Future registration
 - o Satisfactory academic progress
 - o Financial aid eligibility
 - o Graduation timelines
- Refund Eligibility Students who receive a “W” are not eligible for a tuition refund under the Refund Policy

Responsibilities

- Students Responsible for initiating and completing the withdrawal process in a timely manner, monitoring their status via MyQC, and consulting relevant offices (e.g., Financial Aid, Advising). QUINCY COLLEGE STUDENT HANDBOOK 2025-2026 ACADEMIC INFORMATION AND POLICIES 44 • Registrar’s Office Responsible for processing withdrawal requests, maintaining records, and providing withdrawal guidance and deadlines.
- Academic Advisors Support students in making informed decisions and, when required, approving withdrawal requests after evaluating academic and financial impact.
- Faculty Required to report class attendance by the institutional deadline. Nonattendance reporting will inform potential administrative withdrawal for students receiving financial aid.

Review and Amendments

This policy is subject to periodic review and updates to ensure compliance with institutional regulations, federal guidelines, and evolving student needs.

Important Reminders

- Students must check their Quincy College email for updates regarding registration and withdrawal status.
- Following official withdrawal procedures helps preserve academic standing, ensure financial compliance, and avoid administrative complications.

Readmission*

Students who have withdrawn or interrupted their sequence of study must submit an application for admission to the college. Readmission to the nursing program is not guaranteed. Students seeking readmission must meet current admission requirements and will be interviewed by Nursing faculty or the Dean or designee to discuss their readmission success plan. Students who have been away from Nursing courses for 6 months or longer are subject to validation testing. The purpose of validation testing is to verify that Nursing students have sufficient knowledge in clinical competence to re-enter clinical Nursing courses after a period of interruption. Validation testing of assessment and skills (head-to-toe and vital signs), an achievement of 90% or better on a medication competency exam (PNU & RNU), and additionally completion of the HESI Fundamental Individual recommended remediation from **RNU-108**. The requirements for re-admission are:

- Nursing faculty will review student readmission applications and make a recommendation based upon a readmission rubric that includes:
 - Performance on validation testing and completion of planned remediation.
 - Student’s grade point average of Quincy Colleges Nursing Program pre and co-requisites.
 - Co-requisites are up to date for the level of re-entry to the program.
 - Amount of time that has lapsed since the student was enrolled.

- Students who have been out of the nursing program must apply for readmission with the next course offering by contacting the Dean's Assistant or the Dean of Nursing.
- Individual's written self-identified plan for success upon return to the program will be required.
- All required remediation from previous course would be up-to-date.
- The student must meet with current professor within two weeks of semester start and again at mid semester for continued advising.

If readmitted, students are permitted only one readmission to the nursing program, **and it must be within 12 months from the date of withdrawal**. Any student readmitted to the nursing program will be held to the standards, policies, and procedures at the time of readmission.

Graduation*

There are two graduate ceremonies for the nursing graduate: The Professional Recognition Ceremony (Pinning Ceremony) and the College Commencement. Both ceremonies are symbolic and important.

The Pinning Ceremony is a time-honored traditional celebration for the nurse graduate and their invited guests. This reverent ceremony is steeped in nursing history and symbolizes the passage from student nurse to professional nurse.

The College Commencement is an opportunity to participate in the graduation along with others within the Quincy College community to which you belong. Recognizing the uniqueness of the professional nurse as a member of the larger community is important. Attainment of your college degree should be recognized and participation in both ceremonies is encouraged.

To participate in the Pinning Ceremony and/or Commencement, the student must:

- Complete all program grade requirements:
- Must have achieved a grade of "C+" (77%) in all nursing courses.
- Must have achieved a grade of "C" (73%) in all other program requirements.
- Must have a GPA of 2.0 or greater (college policy).
- Complete an application with fee for commencement to Enrollment Services by the College's deadline date.
- Satisfy **all** obligations due to Quincy College before participating in the ceremonies. This includes an online exit survey for financial aid; satisfaction of financial accounts and/or library accounts; or other obligations.
- Be professionally dressed for the Pinning Ceremony. Professional attire must be clean, neat, and appropriate for a formal nursing recognition ceremony. Acceptable attire includes white or navy professional clothing with black or navy shoes. Hair, head coverings, and accessories must be secured as needed so they do not interfere with ceremonial attire or safety. Requests for reasonable modification based on disability, religion, pregnancy or a related condition, or another protected status will be considered in accordance with College policy and applicable law. Students whose attire does not meet these objective requirements may be asked to correct the issue before participating.

Any student with an outstanding balance will not receive a degree from the College. In addition, the college's legal representative to the Board of Registration in Nursing will not release the NCLEX-RN® and the NCLEX-PN® Certificate of Graduation and Official Transcript on behalf of any student with outstanding accounts.

Student Records Policy*

Quincy College follows and enforces all federal and state laws protecting the confidentiality and security of student records. The Family Educational Rights and Privacy Act applies to all academic, financial, and other student records. The Family Educational Rights and Privacy Rights Act (FERPA), also known as the “Buckley Amendment,” is enforced by all departments on campus and applies to all academic, financial, and other student records. The Quincy College Associate of Science Degree in Nursing Program maintains records in compliance with the federal, state, and college regulations. The Student Records and Registrar’s Office maintains the permanent academic record for the student.

Enrolled Students Records

Copies of contact data and evaluation reports of currently enrolled students are maintained in a locked file cabinet in a locked office within the Division of Nursing for a period of three years. As of September 2025, all Division of Nursing records will be kept electronically and stored on the college intranet.

The office of Student Records/ Registrar maintains all official grade reports and college records.

Graduate records

Names of graduates and transcripts will be maintained permanently in the Student Records and Registrar’s Office. All program related documents are discarded when the student completes the program. Copies of clinical evaluations will be maintained for three years in a locked office by the Dean’s Assistant in the Division of Nursing. Records will be destroyed after three years.

Withdrawals

Program records on withdrawn students will be maintained for three years. The Enrollment Service office maintains the official transcript, class attendance, and reason for withdrawal for a period of seven years.

Failure

Students who have failed a nursing concentration course and have been required to leave the program will have records maintained for three years by the Dean’s Assistant in the Division of Nursing in a locked office. Records will be destroyed after three years.

Medical Records

All student health forms are stored on the ViewPoint system. ViewPoint are Quincy College’s internet-based background screening programs that provide compliance management. The Clinical Compliance Administrator, under the direction of the Dean of Nursing, is responsible for monitoring student health requirement submissions to ViewPoint. Electronic alerts regarding upcoming health requirement submission/renewal dates are sent by ViewPoint via the Quincy College email system at 90-, 60-, and 30-day timeframes. The Clinical Compliance Administrator will communicate with students via the Quincy College email system when students are approaching non-compliance status and to facilitate specific clinical agency requirements.

Program Records

Nursing program records including college catalogues, self-study reports, program plans, curriculum, annual reports, Board of Registration in Nursing (BORN), and Accreditation Commission for Education in Nursing (ACEN) correspondence, program committee minutes, brochures, and NCLEX® results are stored on the College intranet.

Request to Review Records

The FERPA provides for student record privacy including the right for students to inspect and review their educational records (See Quincy College Policy 6.15, p.173).

GENERAL BEHAVIOR POLICIES

Civility Statement

Quincy College was founded in the belief that learning is a lifelong activity, and that education can improve the quality of life for individuals and society. The College values freedom of expression and recognizes the constitutional and statutory rights of students and staff. It is the intent of the College to promote and foster an atmosphere and environment conducive to the academic mission of recognizing the dignity and worth of each member of our community, regardless of status (student, administrator, support staff or faculty member) should treat every other individual, irrespective of status, rank, title, or position, with dignity and respect. The Civility Policy can be accessed in the College Policy Manual at [Policy 2.06: Civility | Quincy College](#).

Student Social Media Policy*

The Division of Nursing of Quincy College is supportive of the use of social media to reach audiences important to the College such as students, prospective students, faculty, and staff.

This Student social media policy applies to nursing students who engage in internet conversations for school related purposes or school-related activities such as interactions in or about clinical and didactic course activities. Distribution of sensitive and confidential information is protected under Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) whether discussed through traditional communication channels or through social media.

Social media are defined as mechanisms for communication designed to be disseminated through social interaction. Social media is commonly thought of as a group of Internet-based applications. Examples include, but are not limited to, LinkedIn, Wikipedia, Flickr, blogs, podcasts, Instagram, Snapchat, Allnurses.com, Twitter, Facebook and/or YouTube.

As nursing students, you should want to represent the College and the nursing profession in a fair, accurate and legal manner while protecting the reputation of the institution you attend.

When publishing information on social media sites remain aware that information may be public for anyone to see and can be traced back to you as an individual. Since social media typically enables two-way communications with your audience, you have less control about how materials you post will be used by others.

- Protect confidential and sensitive information: Do not post confidential or proprietary (identifying) information about the College, staff, students, clinical facilities, patients/clients, or others with whom one has contact in the role of a Quincy College nursing student.
- Respect copyright and fair use. When posting, be mindful of the copyright and intellectual property rights of others and of the college.
- Do not use Quincy College or Nursing Division marks, such as logos and graphics, on personal social media sites.
- Do not use Quincy College's name to promote a product, cause, or political party or candidate.
- It is expected that during clinical, the use of cell phones, iPads, tablets etc. and other devices employed for social media will be used only as authorized by clinical faculty. If a smart phone is being used, it is expected that the cell phone aspect of the device is silent.

- No personal phone conversations or texting are allowed at any time while in patient/client areas or in the classroom/laboratories.
- Use of computers (iPads, Notebooks, etc.) during class shall be restricted to note taking and classroom activities.
- Use otherwise is distracting not only for the student involved in the activity but those in the immediate area/vicinity.
- No student shall videotape professors or fellow students for personal or social media use without the permission of the faculty or fellow student approved through Student Accessibility Services (SAS).
- At NO time shall patients/clients be videotaped or photographed.
- Be aware of your association with Quincy College in online social networks. If you identify yourself as a student, ensure your profile and related content is consistent with how you wish to present yourself to colleagues, clients, and potential employers. Identify your views as your own. When posting your point of view, you should neither claim nor imply you are speaking on Quincy College's behalf, unless you are authorized to do so in writing.
- HIPAA guidelines must always be followed. Identifiable information concerning clients/clinical rotations must not be posted in any online forum or webpage.
- You have sole responsibility for what you post. Be smart about protecting yourself, your own privacy and others' privacy and confidential information.

Violation of Social Medial Policy will result in:

- Violations of patient/client privacy involving an electronic device will be addressed under HIPAA, clinical-agency requirements, and the Warning and Remediation Policy. A serious privacy breach may result in immediate removal from the learning setting and a recommendation for dismissal without progressive warnings, subject to the review process described in that policy.
- Students who share confidential or unprofessional information do so at the risk of disciplinary action including failure in a course and/or dismissal from the program.
- Each student is legally responsible for individual postings and may be subject to liability if individual postings are found defamatory, harassing, or in violation of any other applicable law. Students may also be liable if individual postings include confidential or copyrighted information (music, videos, text, etc.).

Warning and Remediation Policy

The Division of Nursing uses a three-track Warning and Remediation System to ensure fair, consistent, and transparent management of student performance concerns. Warnings are documented in the student's file and may relate to Academic, Clinical/Lab/Simulation, or Administrative areas.

Serious violations may result in immediate removal from the learning environment and a recommendation for dismissal without progressive warnings. Any program dismissal will be reviewed, documented, and approved by two Nursing Leadership members and two Nursing Faculty members in accordance with this policy.

1. Academic Counseling – Advisory

Purpose: Alert students at risk of not meeting course or program requirements (e.g., approaching a minimum passing grade of 77%, GPA concerns, or repeated absences).

Process:

- Faculty issues a Notice of Concern via MyQC Portal which is submitted electronically to the Quincy College Student Success Team and the student email.
- The student meets with faculty to develop improvement strategies.
- After the second exam, students remaining below 77% exam average meet with Nursing Leadership for review and support.

Notes:

- Academic warnings are advisory and meant to promote improvement.
- Course failure is described in the Nursing Handbook.

2. Lab / Simulation

Purpose: Address lab or simulation concerns.

Tiered Process - documented in Trajecsys

1. **Verbal Warning:** Counseling
2. **Written Warning:** Formal Lab / Simulation Warning Form issued; includes action plan
3. **Second Written Warning:** Issued if performance does not improve; results in Administrative Warning

3. Clinical

Purpose: Address clinical concerns.

Tiered Process - documented in Trajecsys

1. **Verbal Warning:** Counseling
2. **Written Warning:** Formal Clinical Warning Form issued; includes action plan
3. **Second Written Warning:** Issued if performance does not improve; results in Administrative Warning

Immediate Removal / Serious Violations:

Unsafe, unethical, or illegal behavior (e.g., a serious HIPAA breach, falsification, substance-related impairment during a learning experience, or severe unsafe practice) may result in immediate removal from the learning setting and a recommendation for dismissal without progressive warnings. Program dismissal is subject to the committee review and due-process provisions described in this policy.

4. Administrative Warning

Purpose: Address conduct, or administrative deficiencies, including serious offenses or when a student receives a Second Written Warning in any area during the program.

Examples (may include but are not limited to):

- Unprofessional or unsafe behavior
- Serious offenses (may result in immediate dismissal), including:
 - o Severe unsafe practice
 - o HIPAA or confidentiality violations
 - o Substance use during clinical, lab, or simulation
 - o Falsification of clinical or academic records
 - o Threats, harassment, or violence
 - o Criminal activity affecting program participation

Process:

1. **Administrative Warning:** Issued with a specific deadline for correction. May also be issued automatically when a student receives a Second Written Warning in any track.
2. **Second Administrative Warning:** Will result in a recommendation for dismissal from the nursing program.
3. **Committee Review:** Two Division of Nursing leadership members and two nursing faculty members **review, document, and approve** any dismissal decision.

Academic Integrity*

The Academic Integrity Policy can be accessed in the College Policy Manual at [Policy 5.15: Academic Integrity Policy | Quincy College](#).

Student Rights and Grievance Policy*

The Student Rights Policy can be accessed in the College Policy Manual at [Policy 3.01: Student Rights and Responsibilities | Quincy College](#)

Student Grievance*

The Student Grievance Policy can be accessed in the College Policy Manual at [Policy 6.14: Student Grievance Procedure | Quincy College](#)

Student Grievance Policy



Purpose: To provide students at the College a process for resolving concerns related to their student rights within the College.



For all Sexual Misconduct related matters, refer to the Quincy College Sexual Misconduct Policy and Procedures in Accordance with the Violence Against Women Act.



Time limits are maximums before the next phase is initiated and may be extended up to five additional days by mutual agreement of the parties involved at each level.



Days = class days during fall and spring semesters only. Intersession and summer sessions are not class days. During intersession and summer, 'days' means business days (Monday–Friday, excluding holidays).



Confidentiality Policy

- The investigation will be conducted in a way that maintains confidentiality to the extent practicable under the circumstances.
- All individuals directly or indirectly involved are expected to adhere to confidentiality.
- If a victim asks to maintain confidentiality or requests that no investigation or disciplinary action occur, the College must weigh that request against its obligation to provide a safe, non-discriminatory environment for all students.
- If the College honors the confidentiality request, its ability to investigate meaningfully and pursue disciplinary action may be limited.



Statement Against Retaliation

- Individuals who engage in protected activity are protected against retaliation.
- Protected activity includes: (1) opposing a practice made unlawful by employment discrimination statutes; or (2) filing a charge, testifying, assisting, or participating in an investigation, proceeding, or hearing under the applicable statute.
- Anyone who believes they are the victim of retaliation may file an oral or written complaint with the Title IX Coordinator(s) or designee.
- The retaliation complaint will be handled under the Equal Opportunity and Anti-Harassment Complaint Procedures (Policy 3.02).
- A retaliation complaint is treated as a new and separate complaint.

START

Informal Resolution Process

- Student first discusses the grievance with the individual against whom the grievance exists.
- If unresolved, the student may begin Step Two / formal grievance. This action must be taken within 30 days of the original incident.

Resolved?

Yes

End / Matter Resolved

No

Formal Academic or Social Grievance

Step One

If the grievance is not resolved informally within 7 days, the student shall formally and in writing present the grievance to the appropriate Dean. The student should also file an incident report using the College's Incident Reporting System.

Response due to student within 7 days.

If grievance is against:

- Dean → Present directly to the Provost or the Vice President responsible for that area
- Vice President → Present directly to the President
- President → Present directly to the Board of Governors

Resolved?

Yes

End / Matter Resolved

No

Step Two

If the grievance is not resolved by the Dean (or other level when applicable) within 7 days, the grievant shall formally and in writing present it to:

- Vice President for Academic Affairs — academic concerns
- Vice President for Administration and Finance — social issues

Vice President responds in writing within 7 days.

Satisfied with resolution?

Yes

End / Matter Resolved

No

Step Three

If the grievant is not satisfied with the Step Two resolution, he/she may formally and in writing request the President to convene a grievance appeal committee.

Committee composition (appointed by the President):

- Administrators — 1 (acting as Director)
- Faculty members — 1
- Students — 1

Process:

- Committee members receive the written grievance, supporting statements, and evidence
- Within 7 days after receiving the written grievance, the committee holds a hearing
- Both the grievant and the respondent are given the opportunity to present and be heard
- Within 7 days after the hearing, the committee informs the Director of its decision and the reasons in writing
- The Director informs both parties of the committee's decision in writing

Appeal Step Three decision?

No

End / Matter Resolved

Yes

Step Four

Within 7 days of the grievance committee's decision at Step Three, the grievant or the respondent may formally and in writing appeal the decision to the College President.



Appeal packet must include: original grievance, all subsequent written statements, evidence, and decisions.

President makes the decision known to all parties within 7 days after receiving the appeal.



Final Decision Issued



The grievant may withdraw the grievance at any phase of the process, provided that all concerned parties are notified in writing.

Statement Against Retaliation

An individual who has engaged in a protected activity, such as bringing forth in good faith a grievance under this policy, is protected against retaliation. The College supports students' use of this grievance process and bringing forward complaints. As discussed in our other policies as well, protected activity also consists of the following: 1) opposing a practice made unlawful by one of statute; or 2) filing a charge, testifying, assisting, or participating in any QUINCY COLLEGE STUDENT HANDBOOK 2025-2026 ACADEMIC INFORMATION AND POLICIES 62 manner in an investigation, proceeding, or hearing under any applicable statute. Any individual who believes that they are the victim of retaliation as described above, may file an oral or written complaint of retaliation under any of the applicable policies, including a grievance under this policy with the Title IX Coordinator(s) or designee, or with individuals responsible for enforcing College anti-discrimination, disability discrimination policies. Online students should refer to the Online Grievance Policy, 6.14a.

Non-Discrimination Policy

In accordance with federal civil rights law, Quincy College does not discriminate in its educational programs and activities on the basis of race, color, national origin, ancestry, ethnicity, sex, gender, gender identity, gender expression, sexual orientation, physical and/or mental disability, age, religion, religious creed, medical condition, veteran status, marital status, genetic information, pregnancy or pregnancy-related condition, traits historically associated with race which shall include but not be limited to hair texture, hair type, hair length and protective hairstyles, or any other characteristic protected by institutional policy or state, local, or federal law. The requirement of non-discrimination in educational programs and activities extends to employment and admission. The following persons have been designated to handle inquiries regarding the non-discrimination policies, including Title IX, Section 504, Title VI, and other state and federal requirements: Student Questions and Concerns: Meghan Giovannoni, Vice President of Student Success and Partnerships, mgiovannoni@quincycollege.edu or 617-984- 1724 Employee Questions and Concerns: Elizabeth M. LaForest at elaforest@quincycollege.edu or 617-984-1610. Inquiries regarding services for students with disabilities or student concerns or complaints regarding Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990 should be forwarded to Meghan Giovannoni, Vice President of Student Success and Partnerships, Presidents Place, 1250 Hancock Street, Quincy Center, MA 02169, by calling 617-984-1724 or by email at mgiovannoni@quincycollege.edu. Quincy College is in full compliance with MGL, Chapter 269 Section 17, 18, and 19 and hazing is prohibited in Quincy College. For more policy information, please refer to the Policy Manual, Policy 6.12, and in this Catalog. Equal Opportunity/Affirmative Action Employer The annual crime report and security policy is distributed to stakeholders in the last week of September and is also available on our website.

Safety and Security Information

For non-emergencies, students can contact Security on the Quincy Campus at the Security Office in Presidents Place or by going to the Front Desk at the Plymouth Campus. Students are encouraged to report any criminal or suspicious activity to the security officers. For emergencies, students should call 911 immediately.

Faculty remind students not to leave valuables unattended in class and/or in the college lab.

College Closing Notification System

If Quincy College will be closed due to inclement weather conditions, an announcement will be made as early as possible over local radio and television stations, the Quincy College Website, My QC Portal, and Social Media Channels. Follow QC cancellations at www.quincycollege.edu/cancellations . Twitter at @QCCancels or QC cancellation hotline 1-800-698-1700, then press #1.

Note: If your primary campus is officially closed, clinical rotations will also be cancelled.

Clinical Placement

STUDENT HEALTH AND SAFETY COMPLIANCE

CRIMINAL OFFENDER RECORD INFORMATION (CORI) POLICY (Policy 4.03A)

Where Criminal Offender Record Information (CORI) checks are a part of a general background check for clinical or other placement of students, the following practices and procedures will be followed:

1. CORI checks will only be conducted as authorized by the Department of Criminal Justice Information Services (“DCJIS”) and M.G.L. c. 6 § 172, and only after a CORI acknowledgement form has been completed. All applicants will be notified that a CORI check will be conducted. If requested, the applicant will be provided with a copy of the CORI policy. Regardless of whether an applicant requests a copy of the CORI policy, as referenced below in this policy, if the College is inclined to make an adverse decision based on the results of a criminal history background check the applicant will be provided a copy of the College’s CORI Policy along with other information (see below).

2. All CORI obtained from the DCJIS is confidential, and access to the information will be limited to those individuals who have a “need to know”. This may include, but not be limited to, hiring managers, staff submitting the CORI requests, and staff charged with processing job applications. Quincy College must maintain and keep a current list of each individual authorized to have access to, or view, CORI. This list must be updated every six (6) months and is subject to inspection upon request by the DCJIS at any time.

3. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI at Quincy College will review, and will be thoroughly familiar with the educational and relevant training materials regarding CORI laws and regulations made available by the DCJIS. Additionally, since Quincy College is an agency required by MGL c. 6, s. 171A, to maintain a CORI Policy, all personnel authorized to conduct criminal history background checks and/or to review CORI information will review, and will be thoroughly familiar with, the CORI Policy.

4. CORI used for employment purposes shall only be accessed for applicants who are otherwise qualified for the position for which they have applied. Unless otherwise provided by law, a criminal record will not automatically disqualify an applicant. Rather, determination of suitability based on CORI checks will be consistent with this policy and any applicable law or regulations.

5. If a criminal record is received from the DCJIS, the authorized individual will closely compare the record provided by the DCJIS with the information on the CORI acknowledgement form and any other identifying information provided by the applicant, to ensure the record belongs to the applicant. If the information in the CORI record provided does not exactly match the identification information provided by the applicant, a determination is to be made by an individual authorized to make such determinations based on a comparison of the CORI record and documents provided by the applicant.

If Quincy College is inclined to make an adverse decision based on the results of the CORI 72 QUINCY COLLEGE STUDENT HANDBOOK 2025-2026 COLLEGE ENVIRONMENT check, the applicant will be notified in accordance with DCJIS regulations 803 CMR 2.18. The applicant shall be provided with a copy of the criminal record and the College’s CORI policy. The subject will then be provided with an opportunity to dispute the accuracy of the CORI record. Subjects shall also be provided with a copy of DCJIS’ Information Concerning the Process for Correcting a Criminal Record.

7. If Quincy College reasonably believes the record belongs to the applicant and is accurate, based on the information as provided in Section 4 of this policy, then the determination of suitability for the position or license will be made. Unless otherwise provided by law, factors considered in determining suitability may include, but may not be limited to, the following:
 - Relevance of the crime to the position sought;
 - The nature of the work to be performed;
 - Time since conviction; • Age of the candidate at the time of the offense;
 - Seriousness and specific circumstances of the offense;
 - The number of offenses;
 - Whether the applicant has pending charges;
 - Any relevant evidence of rehabilitation or lack thereof; and
 - Any other relevant information, including information submitted by the candidate or requested by the hiring authority.
8. Quincy College will notify the applicant of the decision and the basis of the decision in a timely manner.
9. All CORI obtained from the DCJIS is confidential and can only be disseminated as authorized by law and regulation. A central secondary dissemination log shall be used to record any dissemination of CORI outside this organization, including dissemination at the request of the subject.

By accepting a student into the Quincy College Division of Nursing Programs, Quincy College does not represent or warrant that said student will be eligible for clinical placement. Students seeking admission to the Quincy College Division of Nursing Programs are advised that Massachusetts law permits long term care facilities, home health care facilities and other institutions providing care, treatment, education, training, transportation, delivery of meals, instruction, counseling, supervision, recreation and other services in a home or in a community based setting for an elderly person, or a disabled person to require Criminal Offender Record Information (CORI) for all employers and/or volunteers who will have direct or indirect contact with such elderly or disabled persons.

Student Health Requirements

Students admitted to the Associate of Science Degree in Nursing program must submit to ViewPoint, and have approved by ViewPoint, evidence of compliance with the immunization requirements as specified by the Massachusetts Department of Public Health. Additionally, students may be required to submit additional documentation as specified by individual clinical agencies.

Required Test	Specific Information
MMR (Measles, Mumps, Rubella)	All students born on or after January 1, 1957, should have two doses of the MMR immunization. There should be a minimum of 30 days (about 4 and a half weeks) between doses or Measle, mumps, and Rubella titers.
Hepatitis B	Students must have completed their Hepatitis B immunization (3-dose series) and have documentation of a positive Hepatitis titer (HBsAb). If there is an 'equivocal' titer, students must have a Hepatitis B booster and repeat titer 30-40 days (about 1 month) after the booster. If there is a negative titer, repeat Hep B series and repeat titer 30-40 days (about 1 month) after completion of the repeat series.

	If the second titer is negative, the student will be required to contact the Student Compliance Supervisor to discuss further.
Tdap (Tetanus, Diphtheria and Pertussis)	Students are considered compliant if they have received the Tdap vaccination within the last 10 years. If it has been more than 10 years since Tdap was administered an adult Tdap booster or Tetanus (Td) is required.
Varicella (Chickenpox)	All students should have two doses of the Varicella immunization or Varicella titer. If negative for immunity student should repeat series.
Meningococcal	Full-time students 21 years of age and younger must provide documentation of having received a dose of quadrivalent meningococcal conjugate vaccine on or after their 16th birthday, regardless of housing status.
Influenza (Flu shot)	All student nurses are required to have a flu shot <u>annually</u> as soon as it becomes available during the annual "flu season" (early fall through early spring). Must be administered by the first week of September each academic year. Document must list lot #. Each year the new flu vaccine becomes available around mid to end of August.
Tuberculosis (TB)	All nursing students must have a Tb test annually. Students must submit documentation/proof (signed by the healthcare provider) of a QuantiFERON-TB Gold or T-spot (blood test) Positive Test Result Guidelines: • If a nursing student has a positive PPD result; a negative chest x-ray must be completed within the past 5 years, a Tb questionnaire (a review of symptoms for active TB; form can be found in ViewPoint) must be completed and signed by both the student and the health care provider. Also, a note from the health care provider stating the student is asymptomatic must be submitted. The Tb questionnaire and health care provider note must be done annually. • If the review of symptoms indicates active TB, the student must submit documentation that they have begun an appropriate plan of treatment. A nursing student with active TB may not attend clinical. • LPN students ONLY a PPD, a skin test, is acceptable in place of a blood test.
Covid-19 Vaccination	Students must comply with current Quincy College and clinical-agency COVID-19 requirements, if any, subject to applicable law and approved exemptions or accommodations.

Additionally, students must have the following information uploaded, and accepted, into ViewPoint to be considered compliant:

- All students must have the **Essential Functions** form signed by a Healthcare provider 60 days prior to start of semester while enrolled in program. The Essential Functions form states that the student may participate in the clinical setting for nursing and must be submitted, and approved, to ViewPoint prior to the start of classes each year.
- Failure to satisfy applicable Student Health Requirements (including ViewPoint requirements) by clinical clearance deadlines may delay or prevent participation in laboratory or clinical experiences until the student is cleared. Before an adverse progression decision is made, the College will consider

approved medical or religious exemptions, disability accommodations, pregnancy-related adjustments, and any individualized review required by law. Noncompliance not covered by an approved exemption or adjustment may result in a warning and may affect progression.

Exemption Guidelines

Students may request a medical or religious exemption from an immunization requirement when permitted by applicable law and College policy. Requests must follow the College's established process and include documentation required by law or policy. Approval of a College exemption does not guarantee eligibility for every clinical site because clinical agencies may impose lawful health and safety requirements. If a clinical agency cannot accept a student, Nursing Leadership will conduct an individualized review to determine whether a reasonable alternative placement or other adjustment is available without fundamentally altering essential program requirements or compromising patient safety. If no suitable placement is available, progression may be affected.

Documentation Guidelines

Appropriate/Acceptable Documentation/Proof Guidelines:

Immunizations and titer information should be on official letterhead or stationery signed by a healthcare provider or be an official copy of the clinical laboratory report indicating the specific parameters.

Exposure/Development of a Communicable Disease

A student who knows or reasonably believes that they have been exposed to, or have developed, a communicable disease must promptly contact the Dean of Nursing and/or Clinical Faculty so appropriate infection-prevention steps can be taken. Decisions about participation will be based on current public-health guidance, clinical-agency requirements, the student's functional status, and healthcare-provider documentation when appropriate, rather than on diagnosis alone. Temporary restriction from classroom, laboratory, or clinical activities will be limited to what is necessary to address a material safety risk. Return-to-participation documentation may be required when consistent with College policy and applicable law.

Pregnancy

Students are not required to disclose pregnancy or a related condition solely as a condition of participation in the Nursing Program. A student who seeks an adjustment or who has a concern about a potential clinical exposure is encouraged to contact the Title IX Coordinator (Meghan Giovannoni, mgiovannoni@quincycollege.edu, 617-984-1724) and, as appropriate, the Lead Faculty or Clinical Instructor. Quincy College will address pregnancy and related conditions in accordance with Title IX and College policy, including reasonable adjustments and access to the educational program.

Change in Health Status

If a student experiences a change in health status that affects attendance, safe participation, or the ability to meet essential program or clinical requirements, the student should notify the appropriate College office as needed to request leave, health clearance, or an accommodation. Participation decisions will be based on an individualized assessment of functional abilities and safety, not on a diagnosis alone, and will be coordinated with Accessibility Services and/or the Title IX process when applicable.

- When health clearance is appropriate and consistent with College policy, the student may be asked to submit documentation from a healthcare provider addressing relevant functional restrictions and the ability to return. A student may return with or without an approved reasonable

accommodation when the student can meet essential program and clinical requirements safely. A change in health status, by itself, is not grounds for dismissal.

Covid-19 Guidelines

- Students must comply with current Quincy College and clinical-agency COVID-19 requirements, if any, as well as applicable public-health requirements. Requirements may change in response to law, public-health guidance, or clinical-agency policy.
- Requests for a medical or religious exemption or other legally required adjustment related to a COVID-19 requirement will be handled through the applicable College process and, when necessary, submitted to the clinical agency for consideration. An approved College exemption does not require a clinical agency to waive a lawful site-specific requirement.
- We will continue to monitor the State, CDC and public health guidance and adjust the College policies as necessary. We appreciate your commitment to our community and the health and safety of one another.

CLINICAL POLICIES

Professional Behavior

A Quincy College Nursing student is representing the College in the community. As such, nursing students are held to the standards of practice, professional performance and ethical behavior described in the Massachusetts Nurse Practice Act and the National Student Nurses Association. Students are expected to demonstrate safe, ethical, and professional conduct at all times. This includes interacting with other students, clinical staff, patients, and faculty while in the clinical setting.

The following are some examples of unsafe, unethical, or unprofessional behaviors:

- Failure to follow Nursing Program or clinical agency policy and procedures
- Failure to notify the instructor of clinical absence
- Reporting for clinical sessions under the influence of drugs and/or alcohol
- Discriminating against, refusing, or altering assigned patient care on the basis of a patient's race, color, national origin, ancestry, ethnicity, religion or creed, sex, sexual orientation, gender identity or expression, age, disability, diagnosis, or other protected or non-clinically relevant characteristic. A student who believes an assignment presents a legal, scope-of-practice, safety, or approved-accommodation concern must promptly use the designated chain of command rather than abandon or refuse patient care.
- Denial or failure to report errors in the clinical setting
- Failure to report unethical behavior witnessed in the clinical setting
- Ignoring or failing to report unethical behavior of other health care persons in the clinical setting, i.e., behavior that jeopardizes patient welfare
- Displaying observable behavior or a functional limitation that materially interferes with safe, professional performance or creates a significant risk to the health or safety of the student or others, after individualized consideration when required by law.
- Interacting inappropriately with agency staff, co-workers, peers, patients, families, or faculty
- Being unable, with or without approved reasonable accommodation, to perform required clinical tasks safely and effectively at the level expected for the course.
- Deficient critical or analytical thinking skills necessary for making appropriate clinical judgments
- Performing unauthorized or unsupervised activities or procedures
- Any violation of the Health Insurance Portability and Accountability Act (HIPAA)

A faculty member may take the following measures if a student demonstrates unsafe or unethical behavior(s) in any setting:

- Immediate dismissal from the learning setting and initiation of immediate remediation in collaboration with the student
- Administer a clinical warning or administrative warning
- Consult with the Nursing Leadership regarding the behavior
- Recommend immediate dismissal from the nursing program (i.e., if the behavior is of a grave nature, including but not limited to safety violations, substance abuse, unlawful or unethical acts).

Nursing faculty require nursing students to provide safe, effective, and supportive patient care. To fulfill this purpose, nursing students must:

- Be free of chemical impairment
- Meet essential academic and clinical requirements, with or without approved reasonable accommodation.
- Meet applicable immunization and health-compliance requirements, subject to approved exemptions or accommodations as provided by law and College policy.
- Comply with clinical agency requirements, policies, and procedures
- Remain focused during participation in any part of the Nursing Program including classroom, laboratory, and clinical settings
- Always remain in compliance with ViewPoint

Note: This list is not intended to be exhaustive of all expectations for nursing students.

Clinical Performance

Students must demonstrate the essential academic and clinical requirements of the applicable ASN or PN curriculum and safely perform course-level competencies, with or without reasonable accommodation. Clinical evaluation focuses on required outcomes and functional performance rather than a diagnosis or a single prescribed physical method. Approved assistive technology, adaptive equipment, and customary team assistance may be used when they do not fundamentally alter essential program requirements or compromise patient safety. Clinical performance may require sustained participation, effective communication, clinical judgment, psychomotor skills, interpretation of clinically relevant sensory information, and an effective response to urgent or stressful situations.

All students must have the following items completed:

- All students must have completed an American Heart Association cardiopulmonary resuscitation (CPR) Basic Life Support (BLS) course for the healthcare professional and certification must be current and submitted, and approved, to ViewPoint prior to the start of classes. CPR certification is valid for two years. If it expires at any point during a students' participation in the Nursing Program, it must be renewed to remain in compliance with ViewPoint.
- Drug Screen
- Federal and Local Background Checks (CORI)
- Compliance with applicable Massachusetts and clinical-agency immunization requirements, subject to approved medical or religious exemptions and other accommodations as provided by law and College policy.
- Yearly Physical
- Health Insurance
- Maintain essential functions as defined under clinical performance.

It is the student's responsibility to maintain and keep up to date all requirements in their ViewPoint accounts throughout their time in the Quincy College Nursing Program and until graduation.

Uniform Requirements/Professional Image

The Quincy College nursing student uniform serves to identify you as a student nurse amongst many health care providers. The uniform was selected to present a professional image of you, the nursing program, and the College.

For all Clinical and Skills/Simulation Lab experiences, students are expected to adhere to the dress code requirements listed below:

- Official Quincy College uniform top with embroidered logo, and pants freshly laundered, pressed and in good repair.
- A clean white, black or navy long sleeve shirt is permitted under a uniform top.
- Clean solid white leather shoes, nursing clogs with backs, or white or black wipeable leather sneakers. Non-nursing clogs without a back, high top sneakers, or sneakers with colored insignia are not permitted.
- Undergarments should not be visible.
- White stockings/socks.
- Quincy College Student ID, name pin (with first name and last initial) and any specific identification required by the clinical agency.
- Stethoscope, bandage scissors, pen light, watch with a sweep or digital second hand, black ink pen and small notebook.

Additional Requirements Related to Professional Appearance

- The specified Quincy College lab jacket, Quincy college crewneck sweatshirt or Quincy College fleece jacket is the only covering that can be worn over the uniform (i.e., no sweaters or hoodies).
- Fingernails must not protrude beyond the edge of the fingertip. No nail polish is permitted. Artificial nails are not permitted because of the risk of infection. This includes tips, wraps, acrylic, dip, and/or gel nails.
- Cosmetics, if worn, must not interfere with personal protective equipment, infection-prevention practices, patient safety, or clinical-agency requirements.
- Jewelry is limited to one ring or ring set, one pair of small stud earrings, and a wristwatch unless a clinical agency requires greater restriction. Jewelry must be secure and compatible with hand hygiene, personal protective equipment, infection prevention, and patient safety.

Note: In some clinical areas all jewelry must be removed.

- Visible body piercings must be removed, secured, or covered when required for infection prevention, personal protective equipment, patient safety, or clinical-agency policy. Accommodation requests will be considered in accordance with College policy and applicable law.
- Visible tattoos must be covered per clinical agency policies. No requirement for simulation/lab experience.
- If ear gauges are worn, they must have secure, nonporous plugs in a neutral solid color and comply with clinical-agency and infection-prevention requirements.
- Hair must be clean and secured as needed to remain away from the face, patient-care or sterile field, equipment, and personal protective equipment.
- Headbands and head coverings must be clean, secure, and compatible with personal protective equipment and infection-prevention requirements. Religious and cultural head coverings are permitted subject to safety requirements and approved accommodations.

- Facial hair must be clean and maintained so it does not interfere with required personal protective equipment, infection prevention, or patient safety.

Scent Policy

- The Academic Division of Nursing maintains a fragrance-restricted environment. Students should avoid perfume, cologne, and fragranced products that are readily detectable during classroom, laboratory, simulation, or clinical experiences.
- Clinical-agency fragrance requirements may be more restrictive and must be followed.
- Fragrances and other airborne irritants may cause symptoms and interfere with a safe learning or patient-care environment.
- Scent or residue concerns, including tobacco or cannabis smoke residue, will be addressed based on observable conditions and their effect on the environment, not assumptions about health status or substance use.
- When feasible, a student will be allowed to correct the concern before removal from the setting. Missed time will be handled under attendance and make-up policies, including approved accommodations and legally protected absences.

The clinical agency and Nursing Faculty may restrict participation when a student does not meet objective dress, infection-prevention, personal protective equipment, or patient-safety requirements. When feasible, the student may correct the issue. Uncorrected noncompliance may result in a written warning and required make-up time. Approved accommodations and legally protected religious practices will be addressed under College policy and applicable law.

Note: In some clinical units a dress code may be outlined by the clinical agency (i.e., operating room). When a student is assigned to these specific areas, they will follow the specified agency dress code protocol.

The skills/simulation lab is an extension of the clinical learning environment. The activities in the nursing laboratory are intended to help students gain the knowledge, skills and attitudes required for nursing practice. Learning and deliberate practice of skills in this environment needs to be completed while adhering to the program's dress code.

Attendance*

Attendance at all assigned skills/sim labs and clinical experiences is **required**. Clinical experiences start sharply at the assigned times.

- For clinical and laboratory experiences, students will be expected to be on site 15 minutes prior to the start of the clinical day.
- Late arrival to clinical or laboratory without an approved accommodation or other excused circumstance will result in a verbal warning for the first infraction and a written warning for a subsequent infraction. Required missed time must be made up when a make-up experience is available.
- An unexcused absence may result in a skills/simulation lab or clinical warning. Approved or legally protected absences will be handled under College policy and applicable law.
- A no-call/no-show for skills/simulation lab or clinical may result in an Administrative Warning unless emergency circumstances made advance notice impracticable. When reasonably possible,

students must notify Nursing Faculty and the clinical instructor by email at least one hour before the experience and must also phone the clinical instructor for a clinical absence.

- A second written warning in any warning track results in an Administrative Warning and a meeting with Nursing Leadership under the Warning and Remediation Policy.
- All skills/sim lab and/or clinical experiences must be made up. See Make-up Policy.
- Administrative warnings are governed by the Warning and Remediation Policy. Serious conduct may result in immediate removal and a recommendation for dismissal without progressive warnings; program dismissal requires the review process described in that policy.

Request to Transfer Clinical Sites

Students are not allowed to change clinical placement once clinical information has been sent to the clinical agencies (3 to 4 weeks prior to the start of the semester). Clinical agencies must have information to provide computer access codes, security, orientation materials, etc. Changes cause unnecessary delays in providing the tools students need, thus impacting negatively on students' learning. In addition, changes may jeopardize using the agency in the future.

Transportation to Clinical Sites

- Transportation to clinical sites is the responsibility of the student.
- Carpooling is recommended to minimize the number of vehicles requiring onsite parking.
- The use of public transportation, if applicable, is recommended to avoid parking challenges.
- Your transportation plan should be reliable to ensure you arrive 15 minutes prior to clinical pre-conference.

Parking at Clinical Sites

- Parking at a clinical is at the discretion of the clinical agency.
- The Clinical Faculty will notify students of parking arrangements prior to the start of the clinical experience.

Annual Clinical Orientation Requirements

Centralized Clinical Placement (CCP) Online Orientation and Clinical Assignment Ticket:

- Students are required to complete the Online Orientation Program as part of their clinical education experience at the beginning of the program and annually thereafter.
- Students must complete a CCP Ticket for each clinical placement.
- Some clinical facilities may require students to complete online orientation and testing prior to attending any clinical.
- The Online Orientation Certification must be validated prior to each clinical or as indicated.
- Access the Online Orientation program at: www.mcnplacement.org/orientation

Students have the responsibility to review the policies and procedures specific to their assigned clinical placement. If students have questions regarding the content within the modules or the process, they should contact the Dean of Nursing or the Clinical Compliance Supervisor.

Latex Allergy Management

- Please be advised that a number of products used in health care contain latex.
- Quincy College, Academic Division of Nursing will make every effort to provide a latex free environment on campus however latex is not always easily identified in an academic environment.
- Be aware of your environment and risk of exposure to latex.

- Students with a confirmed latex allergy must provide medical documentation and will be required to sign an acknowledgement of their risk and responsibility for avoiding latex whenever feasible.
- Students with a latex sensitivity are responsible for the costs of any testing to confirm the sensitivity.
- Students with a latex allergy will be at some risk while completing the program.
- Students will agree to allow communication of their latex allergy status to appropriate clinical agencies by the Dean of Nursing and Clinical Experiences facilitate placement and planning.
- Quincy College cannot guarantee the clinical environment will be latex free.

Essential Abilities

Quincy College provides equal access for qualified individuals with disabilities. Students may request reasonable academic adjustments, auxiliary aids, or other accommodations through the College's designated accessibility process. Requests are reviewed individually and approved when they do not fundamentally alter essential academic or clinical requirements or compromise patient safety.

The Essential Abilities for students enrolled in the ASN and PN Programs describe the functional outcomes students must demonstrate, with or without reasonable accommodation:

- Participate safely for the duration of scheduled classroom, laboratory, simulation, and clinical activities, including clinical shifts that may extend up to 12 hours, with approved accommodations when applicable.
- Assist patients safely with positioning, transfers, standing, ambulation, and mobility using appropriate equipment, assistive devices, and team assistance.
- Transfer patients safely using available mechanical devices and appropriate team assistance. Safe transfer performance, rather than independent lifting of a specified body weight, is the essential requirement.
- Handle, transport, and position clinical equipment safely using appropriate body mechanics, assistive devices, and team assistance when needed.
- Operate required clinical equipment and controls using manual methods or approved adaptive technology.
- Coordinate movements necessary to perform required clinical tasks safely.
- Reach, position, and access equipment, supplies, and patient-care areas as required for safe performance.
- Obtain, interpret, and respond to clinically relevant auditory information, including blood-pressure, heart, lung, and equipment sounds, using corrective devices or approved assistive technology when appropriate.
- Obtain and interpret clinically relevant tactile assessment information by methods that preserve the required learning outcome and patient safety.
- Perform required nursing interventions safely and accurately, including sterile procedures, dressing changes, infection-prevention practices, medication administration, and dosage calculations.
- Respond safely and effectively to changes in patient condition, priorities, workload, and the clinical environment.
- Maintain professional, respectful, and effective working relationships with patients, support persons, peers, faculty, and the interprofessional healthcare team.
- Communicate effectively and safely in English, using oral, written, electronic, or approved alternative communication methods as appropriate, to:

- Explain procedures and relevant care information.
- Receive and accurately interpret information from patients, support persons, faculty, and healthcare team members.
- Receive and interpret written or electronic information, with approved auxiliary aids or assistive technology when appropriate.
- Demonstrate professional interpersonal communication consistent with course and clinical expectations.
- Document assessment findings, interventions, and patient responses accurately and timely.
- Recognize clinically relevant visual information, including color changes, using corrective devices or approved assistive technology when appropriate.
- Recognize unsafe conditions and respond appropriately to emergencies, including:
 - Smoke, spills, equipment malfunction, and other environmental hazards, directly or through approved detection methods.
 - Alarms, bells, emergency signals, and urgent communications, directly or through approved assistive technology.

These Essential Abilities describe required outcomes, not a single required physical method. Students who may need an accommodation should contact the College's designated accessibility office. Accommodation requests are reviewed individually; diagnosis disclosure to Nursing Faculty is not required except as necessary to implement an approved accommodation or meet a specific legal or clinical requirement.

Legal Name Statement

- Quincy College will use a student's legal name when required for official College records, background checks, licensure-related documentation, clinical-agency onboarding, and other documents for which a legal name is required. In other educational settings, students may use a chosen or preferred name consistent with College policy and the capabilities and requirements of the applicable system or clinical agency.
- When a legal name is required, it must match the student's current government-issued identification or other documentation accepted by the College or clinical agency.
- Students are responsible for ensuring that official College records reflect their current legal name and for notifying the College of any legal name change. Clinical and legal forms must use the name or identifier required by the clinical agency, background-screening vendor, licensing authority, or other governing entity.
- When documenting in a medical record, students must use the name and identifier required by the clinical agency and add 'SN, QC' (Student Nurse, Quincy College) after the signature when required by the Nursing Program.

Clinical Evaluation

The clinical learning outcomes pertinent to each clinical nursing course will be evaluated at mid-term and again at the end of the term. Clinical Faculty will formatively evaluate each student's progress toward clinical course objectives throughout the experience, with a summative evaluation at the end of each clinical rotation. At any point, a remediation or performance-improvement plan may be initiated when a student is not meeting clinical objectives; the plan should identify the concern, expected outcome, supports, and a reasonable timetable for improvement. A failing clinical grade constitutes failure of the course and affects progression, dismissal, and readmission eligibility as specified in the Progression, Readmission, and Warning and Remediation policies.

- The purpose of the evaluation process is to:
- Determine the overall mastery of required competencies.
- Reinforce the importance and value of required competencies in the nursing role.
- Timely feedback about performance to enhance efficiency and effectiveness.
- To assess progress toward level and program outcomes.
- To evaluate the student's ability to look critically at one's own performance through the constructive observations of others.
- To provide the opportunity to collaborate with faculty on strategies for a remediation plan.
- The Operational Definition of Unsatisfactory Clinical Performance will be reviewed during each clinical orientation by the Clinical Faculty.
- Clinical Faculty will meet with students who demonstrate unsatisfactory clinical performance to identify the specific concern, required improvement, available supports, and expected date of resolution. A student may be removed from the current clinical experience when objective evidence indicates that continued participation presents an immediate safety risk or serious professional-conduct concern. Removal from the setting is an interim safety measure; any warning or program-dismissal decision will follow the applicable Warning and Remediation and due-process procedures.
- The following behaviors have been identified as unsatisfactory clinical performance based on the program curriculum:
 - Inadequate preparation for clinical assignment as set forth by clinical faculty to meet course objectives.
 - Failure to report significant changes in patient condition immediately to clinical faculty and/or primary nurse.
 - Violation of basic safety principles which may place patients at risk for harm.
 - Requires constant supervision and continuous verbal cues from clinical faculty when delivering care.
 - Exhibits dishonest or unprofessional behavior with patients, families, staff, peers, and clinical faculty.
 - Fails to utilize professional communication with patients, staff, peers, and clinical faculty.
 - Participates in clinical when observable impairment or a functional limitation materially prevents safe and effective performance of essential clinical requirements, with or without approved reasonable accommodation.
 - Unable to establish priorities when delivering nursing care for assigned patients.
 - Does not utilize appropriate channels of communication to accomplish goals related to delivery of patient care.
 - Fails to maintain patient confidentiality according to the Health Insurance Portability and Accountability Act (HIPAA)
 - Does not adhere to College/Clinical agency policies.
 - Fails to take responsibility for own actions.
 - After specific feedback, fails to recognize or correct documented behavior that materially affects patient safety, professional conduct, or achievement of clinical outcomes.

Competencies Evaluated

- Evaluation is directed toward specific student learning outcomes identified in each course syllabus.
- The evaluation instrument measures the student's mastery of level of course and program outcomes.
- Clinical outcomes are those which relate to knowledge, skills, and ability to critically think and apply the nursing process.

Grading Methodology

- Nursing process is the foundation for nursing practice and is the major focus in the evaluation process.
- Knowledge and skill in nursing actions embedded in the process serve as the basis for evaluation.
- The evaluation instrument provides data relative to the student's progress toward achievement of specified objectives (i.e., competencies).
- The instructor's anecdotal record serves as a method to assess the student's observed knowledge and skill as demonstrated through the nursing process.

Evaluation Schedule for the ASN program

- Formative evaluation(s) during the instructional process is done by the clinical faculty midway through semester
- Formative evaluation is done by the clinical faculty and in *Trajecys* using anecdotal records and implies monitoring and feedback of student progress toward stated outcomes.
- Full semester (15 weeks) courses require a mid-term evaluation to be completed by the Clinical faculty along with a student self-evaluation of their progress toward meeting the course clinical objectives.
- Summative Evaluation will occur at the completion of each nursing course, using a formal evaluation instrument that aligns with the course student learning outcomes.
- Clinical Faculty are responsible for scheduling the Summative Evaluation conference.
- Student will complete a self-evaluation of their progress based on attainment of level objectives and proficiency of skills.
- Additional self-evaluations and conferencing may be required for students who are in remediation or on clinical warning.

Grading Criteria for the Clinical Evaluation Tool

- All clinical learning outcomes must be rated "Self-Directed" by the completion of each clinical course.
- To successfully pass the clinical component of the course, students may not have a final rating of "Dependent" or "Supervised/Assisted" for any clinical learning outcome.
- Students and clinical faculty must meet at least one week before the end of the semester to review the Clinical Performance Competency Evaluation.
- At this meeting, any clinical learning outcome not yet rated "Self-Directed" must be identified and discussed. The student will have the remaining clinical time to demonstrate the level of performance required to achieve a "Self-Directed" rating.
- Final determination of successful clinical performance will be based on the student's ratings at the completion of the clinical course.

Criteria for Clinical Evaluation

Self-Directed (SD)	Supervised/Assisted (SA)	Dependent (D)
Meets expectations.	Meets expectations with minimal guidance.	Does not meet expectations.
Provides safe care.	Safe with minimal guidance.	Unable to identify patient safety concerns.
Consistently demonstrates self-direction.	Frequently demonstrates self-direction.	Does not demonstrate self-direction.

Applies concepts to patient care.	Requires minimal guidance when applying concepts to client care.	Requires significant guidance when applying concepts to patient care.
Consistently identifies patient care situations that need attention.	Identifies client care situations that need attention with minimal guidance.	Inconsistently or fails to identify patient care situations that need attention.

Evaluation Schedule for the Program

- . Formative evaluation(s) during the instructional process is done by the clinical faculty with the student on a daily or weekly basis either during or after the clinical experience.
- . Formative evaluation is done verbally by the clinical faculty and in writing using anecdotal records and implies monitoring and feedback of student progress toward stated outcomes.
- . Summative Evaluation will occur at the completion of each nursing course, using a formal evaluation instrument that aligns with the course student learning outcomes.
- . The Clinical Faculty is responsible for scheduling the Summative Evaluation conference.
- -Students will complete a Self-Evaluation of their progress based on attainment of level objectives and proficiency of skills.
- . Additional self-evaluations and conferencing may be required for students who are in remediation or on clinical warning.

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Criteria for Weekly Clinical Evaluation for the Practical Nurse Program

S - Satisfactory	N/I-Needs Improvement	U-Unsatisfactory	N/O-Not Observed
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Criteria for Weekly Clinical Evaluation for the Practical Nurse Program (Sample)

All PNU 152 learning outcomes must be met at the completion of the course. Each competency must be rated as **Met/Unmet** by the Clinical Faculty. Students must also complete the Clinical Performance Competency Evaluation and bring it to their evaluation conference. Following the evaluation conference, signed copies of both the student and faculty Competency Evaluation, including weekly student clinical evaluations, are maintained in trajecs

Accountability

To pass, the student must be accountable for their learning and actions in all settings.

Safety

To pass, the student must perform safely in all settings.

Clinical Warnings

The following list are some, but not all, of the reasons that a student will be placed on clinical warning. Students will be notified in writing by their faculty and/or clinical or simulation instructor and will be advised to take appropriate action. Forms must be read and signed by both the student and the faculty in the Trajecys Recording System (TRS). Clinical Warnings will electronically be filed in TRS within the student's individual electronic file folder.

- Failure to progress toward meeting clinical competencies within a reasonable time.
- Students will initially receive a verbal clinical warning along with a written plan for remediation in Trajecys. It is the responsibility of the student to comply with this plan for improvement so as not to progress to a written warning.
- Unsafe, unethical, or unprofessional practice.
- Inadequate preparation for clinical, skills lab experiences and/or simulation experiences.
- Unexcused absences from clinical experiences, skills lab experiences and/or simulation experiences.
- Repeated lateness for clinical, skills lab experiences and/or simulation experiences.
- Conduct which conflicts with clinical institutional policies.
- Non-compliance with ViewPoint requirements.
- Failure to meet due dates for required clinical, skills lab assignments and simulation assignments and activities.
- Failure to comply with program policies as stated in the Quincy College Nursing Student Handbook, Quincy College Student Handbook and/or Quincy College Policy Manual.

A second written warning in any warning track results in an Administrative Warning and a required meeting with Nursing Leadership, consistent with the Warning and Remediation Policy.

Impaired Student

A concern that a student may be impaired must be based on specific, contemporaneous observations of behavior or performance that reasonably indicate the student may be unable to participate safely. A disability, diagnosis, prescribed medication, or stereotype alone is not evidence of impairment. When there is a reasonable safety concern, the student may be removed from the learning environment as an interim measure and the matter will be addressed under the Student Code of Conduct and applicable College procedures. The student is entitled to the due-process protections provided by those procedures.

- Using or being under the influence of alcohol while on college premises or at college sponsored events and activities except as authorized in accordance with official college policy, possessing or distributing alcoholic beverages while on campus or college sponsored events.
- Using or being under the influence of, possessing, manufacturing, distributing any illegal drug, marijuana, narcotic, hallucinogen, or similar chemical agent, including the inappropriate or unlawful use, distribution, or possession of prescription drugs, in any quantity, that is prohibited by law.
- Students accused of violating the Code of Conduct are entitled to due process as specifically outlined in the Quincy College Student Code of Conduct Policy and Procedure 6.16.

Marijuana Policy

- The use, possession, sale, or cultivation of marijuana for medical and/or recreational purposes is not allowed on any Quincy College property; nor is it allowed at any college sponsored event or off campus activity.
- Use of marijuana (and/or any other drug) on college premises is forbidden and subject to action under the Quincy College Student Code of Conduct. Individuals may also face criminal sanctions for the unlawful possession, use or sale of marijuana under state or federal law.
- Effective January 01, 2013, Massachusetts law legalized the use of medical marijuana. Federal laws (including the Controlled Substances Act and the Drug Free Schools and Communities Act) prohibit marijuana use, possession and/or cultivation at educational institutions and on the premises of other recipients of federal funds. Therefore, even individuals with medical marijuana prescriptions will not be able to possess or use marijuana on the Quincy College campus or college sponsored events or off campus activities.

Grading

The Associate of Science Degree in Nursing (ASN) and the Certificate of Completion in Practical Nursing (PN) Program faculty utilizes a nursing-specific grading system for all nursing (RNU & PNU) courses. Final grades are issued to students in the form of a letter grade at the end of the semester. Grading policies and individual course requirements are reviewed with students at the beginning of each course. For all RNU and PNU courses, the grading system is as follows:

Letter Grade	Percentage
A	100 – 93
A-	<93 - ≥90
B+	<90 - ≥87
B	<87 - ≥83
B-	<83 - ≥80
C+	<80 - ≥77
F	<77
I	Incomplete
W	Withdrawal
AUD	Audit
PASS/FAIL	Pass/Fail

Each nursing course (except for RNU 100 & RNU 207) within the Associate of Science Degree in Nursing and the Certificate of Completion in Practical Nursing Program consists of three components: Classroom Component, Skills/Simulation Laboratory Component, and Clinical Practicum Component. The program requires that students maintain a minimum level of achievement in all three components of each nursing course, to be eligible to enter subsequent nursing courses and continue in the nursing program. The specific grading requirements are as follows:

- **Classroom Component Required Final Grade**

All nursing courses are based on 100% (percent). Overall, a minimum grade of ≥77% (C+) must be earned to pass the course. The breakdown for obtaining a minimum of ≥77% are listed below.

- The classwork and homework grades will be included into the average ONLY after the exam grade of ≥77% has been achieved.
- **Homework that is not completed or late will be graded as 0 (zero)**

- **Skills/Simulation Laboratory Component Required Final Grade**
Students must achieve a Final Skills/Simulation Laboratory Grade of PASS
A failure in the Skills/Simulation component results in a course grade of “F”
- **Clinical Practicum Component Final Grade**
Students must achieve a Final Clinical Practicum Grade of PASS
A failure in the Clinical Practicum component results in a course grade of “F”

In example #1 below, the student successfully passed all components of the nursing course and WILL be allowed to continue in the nursing program:

#1 Course Name: Fundamental Concepts of Client Care
Classroom Grade: ≥77 (C+)
Sim Lab Grade: PASS
Clinical Practicum Grade: PASS

In example #2 below, the student did not meet the required minimum grade in ONE COMPONENT (Classroom) of the nursing course and WILL NOT be allowed to continue in the nursing program.

#2 Course Name: Fundamental Concepts of Client Care
Classroom Grade: 76 (C) *
Sim Lab Grade: PASS
Clinical Practicum Grade: PASS

(*This student did not pass the Classroom Component and would not be eligible to continue in the ASN program. This student will be withdrawn from the nursing program.)

In example #3 below, the student did not meet the required minimum grade in ONE COMPONENT (Clinical) of the nursing course and WILL NOT be allowed to continue in the nursing program.

#3 Course Name: Fundamental Concepts of Client Care
Classroom Grade: 86 (B)
Sim Lab Grade: PASS
Clinical Practicum Grade: FAIL **

(**This student did not pass the Clinical Component and would not be eligible to continue in the ASN program. This student will be withdrawn from the nursing program and ineligible to reapply.)

The Associate of Science Degree in Nursing and the Certificate of Completion in Practical Nursing Program faculty utilizes the Quincy College grading system for all non-nursing courses. Final grades are issued to students in the form of a letter grade at the end of the semester. Students receiving less than “C” (73%) in a general education, science, or science lab course will be unable to progress in the Nursing Program until these grades meet the minimum standard.

The Quincy College grading system, which is different than the Nursing program, is as follows:

Letter Grade	Percentage
A	93 and above
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79

C	73-76
C-	70-72
D	60-69
F	Below 60
I	Incomplete
W	Withdrawal
AUD	Audit

Assignments:

- All nursing assignments are to be submitted electronically on the due date and time assigned by faculty.
- All submitted work must be the original work of the student.

Course Progress:

- Students are expected to keep track of their standing in all courses.
- Faculty are available to students to discuss areas for needed improvement and means to achieve improvement.
 - When a student is having difficulty in either theoretical or skills component of a course, the student will receive academic counseling. Students will be notified in writing by their instructor and/or lab or simulation instructor and will be advised to take appropriate action documented in Trajecsyst. Faculty issues a Notice of Concern via MyQC Portal which is submitted electronically to the Quincy College Student Success Team and the student email. The NOC will include recommendations for improvement including meeting with the course lead faculty.

The following list is reasons a student will receive an academic **Notice of Concern** (NOC).

Academic Component:

- Exam grade of less than 77%
 - Students will receive a **Notice of Concern** via Quincy College email if a student earns 77% or less on any course exam. Faculty will issue a **Notice of Concern** electronically which is submitted to Quincy College Student Success. Students who receive a **Notice of Concern** are required to meet with faculty so a plan for remediation can be set forth. A course grade of less than 77% at mid-semester will result in being placed on academic warning.
- Course grade average of below 77% at mid-semester.
- Repeated failure to keep appointments with Faculty advisor, Lab/Simulation instructor or Clinical Faculty.
- Repeated failure to comply with program policies.
- Absenteeism from multiple classes.

Clinical Component:

- Failure to progress toward meeting clinical competencies. The clinical faculty will determine the expected date of resolution for dependent clinical competency(ies).
- Students will initially receive a verbal warning along with a written plan for remediation. It is the responsibility of the student to comply with this plan for improvement so as not to progress to a written warning.
- Unsafe, unethical, or unprofessional practice.

- The clinical faculty reserves the right to dismiss the student from clinical at any time for unsafe clinical practice and/or unprofessional behavior.
- Failure to apply theory to practice.
- Inadequate preparation for clinical, skills lab experiences and/or simulation experiences.
- Absences from clinical experiences, skills lab experiences and/or simulation experiences.
- Repeated lateness for clinical, skills lab experiences and or simulation experience.
- Any “No Call/No Show” in a nursing lab and/or clinical.
- Conduct which conflicts with clinical institutional policies.
- Non-compliance with ViewPoint requirements.
- Failure to meet due dates for required clinical, skills lab assignments and simulation assignments and activities.
- Failure to comply with program policies as stated in the Quincy College Nursing Handbook, Quincy College Student Handbook and/or Quincy College Policy Manual.

** Students receiving a second written warning will be issued an Administrative Warning and will be required to meet with Nursing Leadership.

An administrative warning will be issued by Nursing Leadership for safety, significant unprofessional behavior, or after consultation with faculty for escalated concerns.

Math Calculation Competency Policy for ASN

Students must demonstrate achievement of dosage calculation competency at or above 80% in Fundamentals and 90% thereafter with subsequent nursing courses. **Medication administration is contingent upon achievement of 90% on the dosage calculation competency test at the beginning of each semester.** Students must demonstrate achievement of dosage calculation competency at or above 90% in no more than three attempts. If the student is unable to meet this competency, student will be unable to administer medication in the clinical setting, this will result in clinical failure which represents a course failure. Students who earn a clinical failure do not have the option to return to the Associate of Science Degree in Nursing Program.

Medication administration in the clinical setting is contingent upon achievement of >80% on the dosage calculation competency test at the end of PNU 152 and PNU153. Students must demonstrate achievement of dosage calculation competency at or above 80% in no more than three attempts. If the student is unable to meet this competency, student will be unable to administer medication in the clinical setting, this will result in clinical failure which represents a course failure. Inability to do so will result in a clinical failure which represents a course failure. Students who earn a clinical failure do not have the option to return to the Practical Nurse Program.

Clinical Observation

Students are working under the direct supervision of the clinical instructor. If the student is presented with the opportunity to an alternate experience, in the clinical setting, the student is to observe only. Math Calculation Competency Policy for PN.

Testing Policy

- Unit examinations are scheduled and given weight by faculty for each course. Examination weights are stated in the course syllabus.
- The Health Education Systems Inc. (HESI™) assessment exams (ASN only) are administered to students each semester at designated time periods within each course throughout the program.

The purpose of the HESI exams is to provide you with an assessment of your learning at each phase of the program (i.e., Fundamentals, Medical/Surgical, Pharmacology, Maternity, Pediatrics, Mental Health Nursing, and a Comprehensive Exit Exam).

- These scheduled exams are a mandatory component of the curriculum.
- A “zero” will be submitted as the course grade if the student does not take the required HESI assessment.
- Students must present a current Quincy College photo identification card when attending examinations for Faculty or Exam Proctor.
- Students are expected to be present and on time for all examinations.
- Students are expected to utilize restroom facilities prior to exams.
- Students will be allowed a grace period of 15 minutes to arrive for their exam. A retest will be given on the semester make-up day.
- Students will be given 2 minutes per question for course and final exams. Time for HESI exam questions will be per HESI recommendations. ATI determines the timing for PN exam questions. Students with accommodations will receive extended time per Student Accessibility Service guidance and those limits will be set in the testing platform.
- All missed exams will be administered on a make-exam date before final exams. There will be one make-up testing date per semester per faculty.
- Students who fail to notify their instructors prior to absence on a scheduled examination day will have 10% deducted from their scores on the make-up examination. This is inclusive of all ASN and PN exam platforms.
- Grades will be posted at a time and format determined by the faculty team.
- For written examinations, what is documented on answer sheets will be the only basis on which grades will be determined.
- Cheating will not be tolerated. Cheating is defined as using or attempting to use unauthorized materials, information, or study aids during an exam. Examples include but are not limited to copying from another student; accessing unauthorized information; receiving messages without authority during an exam; and/or improper use of calculators, computers, smart watches, smart glasses, or any other electronic devices during exams. Any faculty or staff member who suspects or notices infractions of the standards of academic integrity and honesty, as described in the Quincy College Student Handbook and Quincy College Policy Manual, will file an *Academic Incident Report*, and initiate disciplinary procedures.
- Faculty will take reasonable measures during examinations to maintain the integrity of the testing environment (i.e., storing personal belongings in front of the classroom; removal of hats, smart devices, phones, and controlled seating).
- All student requests for an individual review of an exam must take place **within two weeks of the exam administration date**.
- No extra credit is permitted.
- Examination retakes are not allowed.
- No exam questions, answers, or exam review content may be recorded in any form.
- For the students who meet the criteria for accommodations under the Americans with Disabilities Act, please contact [Student Accessibility Services](#) at the beginning of each semester.

HESI™ Testing and Remediation Policy (ASN only)

The Health Education Systems Inc. (HESI) assessment exams are administered to students each semester at designated time periods within each nursing course throughout the program. These nationally normed, scheduled exams are mandatory. A “zero” will be submitted as the examination grade if the

student does not take the required HESI assessment. Quincy College will follow HESI guidelines for exam question time. Students with accommodations will receive extended time per Student Accessibility Services (SAS) recommendations.

All students enrolled in the Quincy College Associate of Science Degree in Nursing program will complete the assigned HESI specialty exams in each course (RNU 100, 108, 109, 206, 208). Students will aim to achieve a score of 850 or higher on each exam. Research demonstrates that scores in this range on the HESI Exit Exam suggest acceptable performance for NCLEX® success.

After each HESI exam, a remediation plan will be prescribed. This plan is dependent upon each individual student's HESI score for each exam. The purpose of remediation is to improve students' critical judgement, reasoning skills, and test-taking strategies to achieve NCLEX success. Students with lower HESI scores require more intense remediation.

HESI examinations and remediation will occur throughout the nursing program as follows:

RNU 100

- Toward the end of the semester, students will be assessed with the Pharmacology HESI exam.

RNU 108

- Toward the end of the semester, students will be assessed with the Fundamentals HESI exam.
- The Fundamentals HESI exam score will be graded according to the HESI scoring system listed below. This exam is included in the required 77% exam average needed to pass the course.
- Based on individual HESI scores, students will remediate based on the plan outlined below.
- Remediation is mandatory to progress to RNU 109 and students will be required to provide documentation of remediation completion in the subsequent nursing course (RNU 109).

RNU 109

- Near the completion of the Mental Health content, students will complete the Mental Health HESI exam. Near the completion of the Medical-Surgical content, students will complete the Medical-Surgical HESI exam. Both HESI exams will be graded according to the HESI scoring scale outlined below. Because students will not yet have completed all related course content at the time of testing, these exams will not be included in the required 77% exam average. Per the course syllabus, the Mental Health HESI exam will count toward the overall course grade; however, the Medical-Surgical HESI exam will not count toward either the required exam average or the overall course grade.
- Remediation is mandatory for progression to RNU 206. Students must provide documentation of remediation completion during the subsequent nursing course (RNU 206). The purpose of this remediation is to support student success on the Comprehensive HESI Exit Exam.

RNU 206.

- During the semester, students will complete the Maternity and Pediatric HESI exams. HESI exam scores will be graded according to the scoring system outlined below. These exams are included in the required 77% exam average necessary to pass the course.
- Remediation is mandatory to progress to RNU 208 and students will be required to provide documentation of remediation completion in the subsequent nursing course (RNU 208). This remediation will serve to improve success with the Comprehensive HESI Exit Exam.

RNU 208

- Early in the semester, students will be assessed with the Comprehensive HESI exam. It is an expectation that students complete the HESI Compass comprehensive program based on the plan outlined below. The remediation for the Medical-Surgical HESI exam is required to be completed prior to the scheduled HESI Comprehensive Exam.

All students in RNU 208 are required to participate in NCLEX-RN® preparation through the following steps:

- All students are required to take a Comprehensive HESI Exit Exam towards the end of the last semester of the program.
- Based on individual scores, it is an expectation that students remediate based on the plan outline below.
- **Students who score below 850 on the first version of the Comprehensive Exit Exam will be required to remediate and take the COMPASS exam.**
- During the final weeks of RNU 208, all students will be required to attend the HESI RN 3-day Live Review Course. Failure to attend all three days of the Live Review will result in a course failure.

HESI™ Specialty and Exit Examinations:

The Health Education Systems Inc. (HESI) assessment exams are administered to students each semester at designated time periods within each nursing course throughout the program. These nationally normed, scheduled exams are mandatory. A “zero” will be submitted as the examination grade if the student does not take the required HESI assessment.

Research demonstrates that scores in this range on the HESI Exit Exam suggest acceptable performance for NCLEX-RN® success.

After each HESI exam, a remediation plan will be prescribed. This plan is dependent upon each individual student’s HESI score for each exam. The purpose of remediation is to improve students’ critical thinking, reasoning skills, and test-taking strategies to achieve NCLEX-RN® success. Students with lower HESI scores require more intense remediation.

The HESI Scoring System is as follows:

HESI grading will be done using the HESI conversion score, it is directly related to the HESI score and is devised by simply multiplying the HESI score by 0.09.

Examples:

If you receive a HESI score of 1000- your grade will be calculated as such: $1000 \times 0.09 = 90$

If you receive a HESI score of 730- your grade will be calculated as such: $730 \times 0.09 = 65.7$

Student Remediation Plan Outline based on HESI scores are as follows:

**** Students must be logged into their HESI Student Access account and the online test specific remediation content for the number of hours specified. Do not print and log out of HESI remediation to study. Time spent in remediation content is monitored and students can break up the required remediation hours into multiple sessions.**

ATI Testing and Remediation Policy for PN

PNU 152

Students must take the ATI Fundamentals Standardized Exam at the end of the semester to complete the course and receive their course grade. Grading is based on the following rubric and is equal to 2.5% of the grade

Proctored ATI Scores	Level three	Level two	Level one	Below level one
Student will get	100%	89%	70%	60%

PNU 154

Students must take the ATI Medical-Surgical Standardized Exam at the end of the semester to complete the course and receive their course grade. Grading is based on the following rubric and is equal to 2.5% of the grade.

Proctored ATI Scores	Level three	Level two	Level one	Below level one
Student will get	100%	89%	70%	60%

Remediation Policy for PNU 152 and PNU 154

Remediation is mandatory for students who achieve ATI Levels one and below. Remediation for standardized nursing exams (ATI) from the previous semester is due by the end of the 3rd week of class. Failure to complete will result in a written academic warning.

Remediation from the current semester's testing is due prior to the final exam. Failure to complete will result in a written academic warning.

PNU 157

Students must take the ATI Comprehensive Predictor at the end of the semester to complete the course and receive their course grade. Grading is based on the following rubric and is equal to 2.5% of the grade.

Proctored ATI Probability Score	94%-99%	84%-93%	59%-83%	1%=58%
Student individual score	73.5%-100%	69.3%-73.4%	64.2%-69.2%	0.0%-64.1%
Student will get	100 points	90 points	80 points	70 points

Students receiving an ATI Comprehensive Predictor score below 71.4% will be required to take the Virtual ATI (Red Light/Green Light) before receiving their Certificate of Graduation and taking the National Council Licensure Examination (NCLEX).

Make-up Policy

Testing:

- Students who miss a testing session must notify the instructor prior to examination via Quincy College email and plan to make-up the examination that will be administered on the designated make-up exam day scheduled before final exams.
- Students who fail to notify their instructors prior to absence of a scheduled examination will have 10% deducted from their scores on the make-up examination. This is inclusive of unit examinations, not HESI and ATI specialty/exit examinations.
- A different examination will be administered for any unit make-up exam.

Skills/Simulation Lab and Clinical:

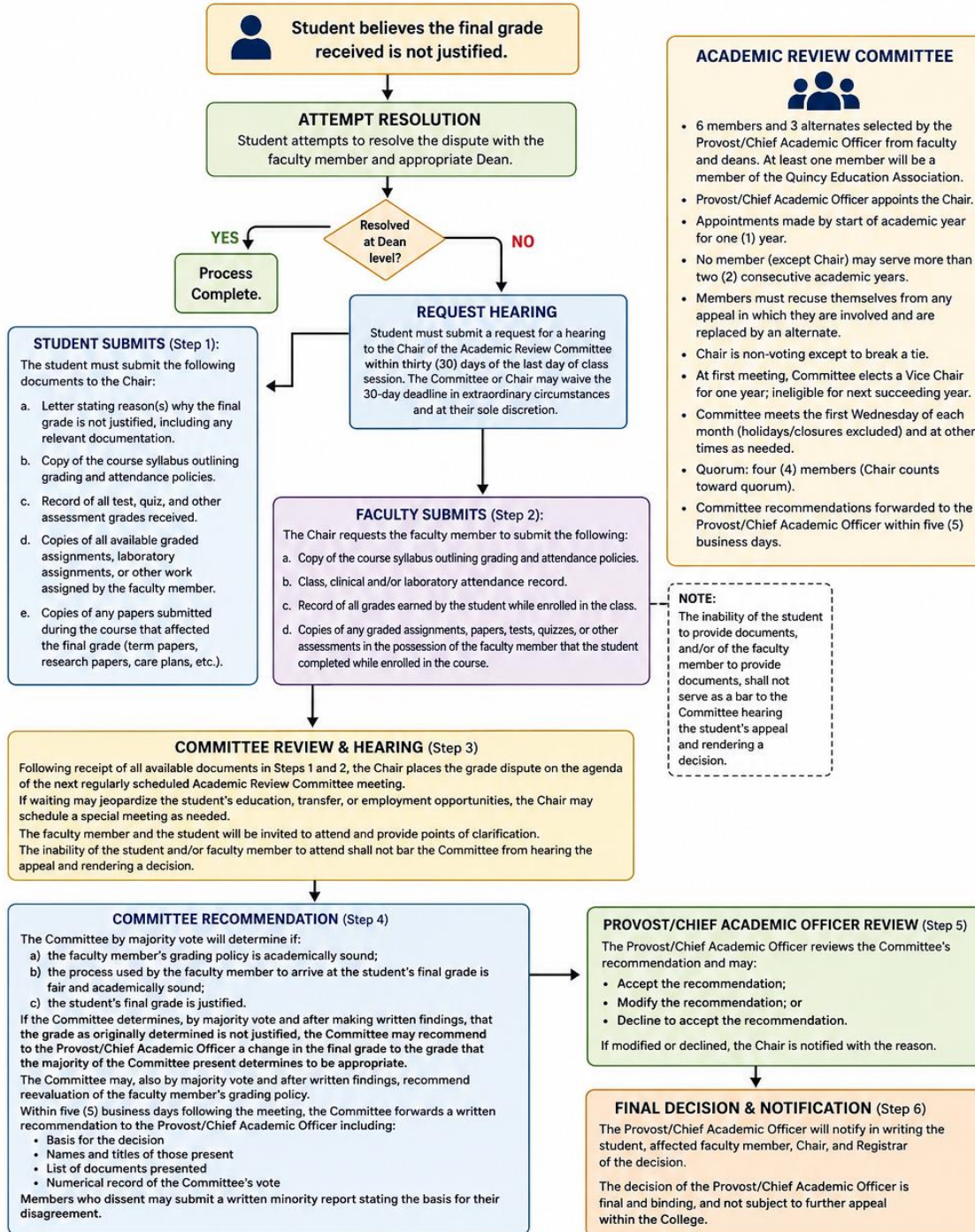
- All missed skills/sim lab and clinical experiences must be made up. Unexcused absences will result in a warning. All missed skills/simulation sessions must be made-up by the end of the semester based on faculty and lab availability.
-
- Clinical make-up days, times and locations will be determined based on the availability of qualified faculty and clinical sites. Failure to make-up a clinical will result in an incomplete or clinical failure.
- More than two (2) unexcused skills/simulation and/or clinical absences will result in a clinical failure and withdrawal from the nursing program.

Grade Appeal Process

The Grade Appeal Policy can be accessed in the College Policy Manual at [Policy 5.14: Final Grade Appeal Process | Quincy College](#).

ACADEMIC REVIEW COMMITTEE FINAL GRADE APPEAL PROCESS

PURPOSE: To ensure fairness and academic soundness in the grading process and to eliminate the inappropriate use of the student grievance procedure for grade disputes. A disputed grade does not constitute a violation of a student's rights and is therefore not subject to the student grievance procedure.



BASIC ASSUMPTION

Each faculty member's grading policy is clearly stated on the course syllabus. Grading is at the discretion of the individual faculty member in accordance with the faculty member's grading policy and applicable College policies.

Dismissal

The following criteria will be used for the dismissal of any nursing student:

- Clinical Nursing Courses:
 - A student will be dismissed from the nursing program if they are unsuccessful in a clinical nursing course where the course exam/quiz average or total GPA is below 77%.
 - Students who are dismissed for this reason may apply for readmission to repeat the course one time only.
 - If a student fails a repeated clinical course or any additional clinical course, they will be permanently dismissed from the program.
- Non-Clinical Nursing Courses (e.g., *RNU100 Pharmacology* and *RNU207 Nursing Informatics, Leadership & Trends*):
 - Students must achieve a minimum grade of “C+” (77%).
 - Students earning below 77% must repeat the course.
 - Students may continue progression in the program while repeating a non-clinical course.
 - For *RNU100 Pharmacology*, students may progress into *RNU109* while repeating the course; however, a grade of 77% or higher in *RNU100* is required to progress into *RNU206*.
 - Each non-clinical nursing course may only be repeated once. Failure to achieve 77% or higher after the second attempt will result in dismissal from the program.
- Students who fail to achieve successful completion (“C” or better) of non-nursing courses prior to or concurrent with the approved curriculum sequence.
- Students who fail the skills/sim lab and/or clinical component of any nursing course are ineligible for readmission.
- Additional factors which may cause dismissal from the program:
 - Violation of any clinical agency policy
 - Unsafe clinical practice
 - Unprofessional conduct
 - A “No Call/No Show” in a nursing lab and/or clinical
 - Violation of any Quincy College policy including but not limited to:
 - Academic Integrity Policy
 - Civility Policy
 - Student Social Media Policy
 - College Environment Policies
- Students may appeal the decision of the faculty to the Dean of Nursing.

Class Representatives

Students in both the first and second year are eligible to be class representatives. Students volunteer for these positions. The class representatives are responsible for organizing communication systems, facilitating class service projects, and professional recognition activities, if desired. Class members may work on community service projects and organize fundraising activities. Membership with the National Student Nurses Association is strongly encouraged for all students.

Student Participation in Governance and Committee Work

Student representation is actively solicited for the standing committees within the Associate of Science Degree in Nursing and the Certificate of Completion in Practical Nursing Program. Participation on these

committees gives students a voice in the curriculum content and the overall program of learning. Faculty look forward to student ideas and participation. Participation is a wonderful way to learn more about the profession and provides more exposure to the nursing critical thinking process. The committees are:

- Nursing Faculty Organization Shared Governance meets throughout the year as per the meeting schedule for 1 hour. Usually attended by a class representative or designee. Any nursing student may attend the meeting
- Nursing Curriculum Committee – meets throughout the year as per the meeting schedule for 2 hours. Usually attended by a class representative or designee.
- Systematic Evaluation Plan (SEP) :meets throughout the year as per the meeting schedule for 2 hours. Usually attended by a class representative or designee.

Statement Regarding Permission to Record Lectures

We grant permission for students to make audio recordings of our lectures solely for the education of students currently enrolled in this class. Please notify the instructor of the recording in advance. Other uses of recordings, copies of PowerPoints, or other supporting materials such as posting to any web page or publication in any other form or to make video recordings, are prohibited unless additional specific permission to do so is obtained. We ask all recording devices to be turned off during break periods and promptly at the end of each lecture. We do NOT give permission to record any conversations or comments that occur before or after the lecture, or during break as these are confidential. Any such recordings lack consent and may be illegal. Students should check and obtain permission before recording any guest lectures, clinical discussion, or other learning experiences.

Gifts to the Faculty

Faculty is aware that students sometimes wish to express their appreciation by presentation of gifts. Professional, legal, and ethical frameworks prevent faculty from accepting gifts from students. Faculty cannot accept gifts with a value of more than fifty dollars in total (\$50.00) from students or their family members.

Eligibility for Licensure

Graduates of the Associate of Science Degree in Nursing Program at Quincy College are eligible to sit for the National Council Licensure Exam to become a registered nurse. Graduates of the PNU in Nursing Program at Quincy College are eligible to sit for the National Council Licensure Exam to become a licensed practical nurse. The information below provides information regarding the Commonwealth of Massachusetts Board of Registration in Nursing licensure requirement for “Good Moral Character.”

Initial Nurse Licensure by Examination or by Reciprocity in Massachusetts

The Massachusetts Board of Registration in Nursing (Board), as a regulatory agency of state government, protects the health, safety, and welfare of the citizens of the Commonwealth by licensing qualified Registered Nurses and Licensed Practical Nurses in accordance with Massachusetts General Laws (G.L.) Chapter 112, sections 74, 74A and 76 and Board regulations at 244 CMR 8.00. The laws and regulations governing nurse licensure are established to ensure that each initial applicant for licensure as a Registered Nurse or Licensed Practical Nurse possesses the knowledge, skills and attitudes needed to provide safe, competent nursing care.

Good Moral Character Requirement for Licensure

Each applicant for initial nurse licensure by examination and by reciprocity (initial applicant) in Massachusetts must comply with the “Good Moral Character” (GMC) licensure requirement specified at

G.L. c. 112, secs. 74, 74A, 76 and 80B. The Massachusetts initial nurse licensure application includes questions about criminal convictions (misdemeanors and felonies) and disciplinary actions by a licensure/certification body. Each initial applicant has the burden to demonstrate compliance with the GMC licensure requirement. This Information Sheet is designed to assist initial applicants, as well as any person interested in a nursing career, to understand the GMC licensure requirement. Review it carefully. The Board's policies regarding the GMC licensure requirement are available online at <https://www.mass.gov/how-to/apply-for-a-nursing-license-by-exam>

Each initial applicant who answers, "yes" to the license application questions related to a criminal conviction or disciplinary action, must demonstrate compliance with the GMC licensure requirement in accordance with the Board's Licensure Policy 00-01: *Initial Nurse Licensure by Examination or by Reciprocity: Determination of Good Moral Character*, effective January 1, 2000, and revised on June 12, 2013, (GMC Policy)1. Under this Policy, an initial applicant convicted of certain specified crimes set forth in the GMC Policy will be *permanently* excluded from nurse licensure in Massachusetts (see Table 1). The GMC Policy also provides that an initial applicant convicted of any other crime(s) will be *temporarily* excluded from licensure until she or he has been conviction-free for a minimum period of five (5) years and has had all court-ordered requirements closed for a minimum of one (1) year before the date the Board receives the application for initial licensure (see Table 1) unless the applicant meets the criteria for the exception to this temporary licensure exclusion (see Table 2). In addition, an initial applicant who knowingly falsifies, or knowingly attempts to falsify, information related to the applicant's qualifications for the National Council Licensure Examination (NCLEX) or licensure, or who cheats on the NCLEX or on any other licensure or certification examination will *not* be considered compliant with the GMC licensure requirement and will be excluded from initial licensure in Massachusetts for at least five (5) years (see Table 1). The GMC policy further provides that all disciplinary action imposed by a licensure/certification body must be satisfactorily completed and all disciplinary matters closed before the Board will evaluate the initial licensure application. In addition, the Board will not evaluate the GMC compliance of any initial applicant with court-ordered requirements unless the applicant has met all such requirements and all criminal matters involving the applicant are closed.

All initial applicants who answer "yes" to the GMC related application questions and who are not permanently or temporarily excluded from licensure as set forth in the GMC Policy *must* submit all the relevant documentation outlined on *Attachment A* for the Board to determine the applicant's compliance with the GMC licensure requirement. The Board will not evaluate any application for compliance with the GMC requirement until it has received *all* required documentation from the initial applicant.

Definition of Criminal Conviction

For the Board's GMC Policy, the meaning of "conviction," which applies to both misdemeanors and felonies, and which an initial applicant must report to the Board, include any of the following:

- a verdict or finding of guilty;
- a plea of guilty;
- a plea of nolo contendere (no contest); and
- any other plea treated by a court as a guilty plea regardless of the jurisdiction in which the conviction was entered.

Good Moral Character (GMC) Case by Case Determination Criteria

Except for initial applicants who are permanently or temporarily excluded from initial licensure, as identified in the GMC Policy, the Board will evaluate an applicant for initial licensure for compliance with

the GMC licensure requirement on a case-by-case determination basis. The Board will conduct this evaluation to determine whether the applicant's conduct:

- poses a threat to the public health, safety, or welfare;
- is of significance to the provision of safe and competent nursing care;
- is characteristic of the applicant's conduct.

GMC policy can be found at:

<http://www.mass.gov/eohhs/gov/departments/dph/programs/hcq/dhpl/nursing/licensing/good-moral-character-requirements-for-licensure.html>