

Quincy College Catalog

2011-2013

For the most up to date version of the catalog,
please visit www.quincycollege.edu

Plymouth and Quincy campuses | www.quincycollege.edu | 800.698.1700

The information in this publication is provided solely for the convenience of the reader, and Quincy College expressly disclaims any liability which may otherwise be incurred. While every effort has been made to ensure the accuracy of the information contained in this publication, the College reserves the right to make changes at any time with respect to course offerings, degree requirements, services provided, or any other subject addressed in this publication.

School Profile

Quincy College

TYPE OF SCHOOL:	Quincy College is a fully-accredited two-year college offering approximately 250 courses and 700 sections each semester, and awarding Associate Degrees and Certificates of completion in a wide variety of studies.		
FOUNDED:	1958		
PRESIDENT:	Peter H. Tsaffaras		
LOCATIONS:	Saville Hall 24 Saville Avenue Quincy, MA 02169	Temple Hall 17 Temple Street Quincy, MA 02169	Newport Hall 150 Newport Avenue Ext. Quincy, MA 02171
	Plymouth Campus 36 Cordage Park Circle, Suite 228 Plymouth, MA 02360		
MAIN TELEPHONE NUMBERS:	617-984-1700 (Quincy Campus) 508-747-0400 (Plymouth Campus)		
DAYS OF OPERATION:	Open Monday - Saturday		
WEBSITE:	www.quincycollege.edu		

STUDENT PROFILE:
(Based on end of semester
Fall 2010 data)

Students Enrolled	4,603 (credit courses) 2,682 FTE (Fall) 198 (non-credit seat count, Fall)
Gender Ratio	67% Female 33% Male
Ethnicity	60% White 18% Black 15% Asian 5% Others 3% Hispanic
Age Range	14 - 82
Average Age	27
Average Class Size	20
Retention Rate (Fall to Fall)	2005-2006 33% 2006-2007 35% 2007-2008 42% 2008-2009 56% 2009-2010 56%
Graduation Rate For Cohort that began in September 2002: For Cohort that began in September 2003: For Cohort that began in September 2004: For Cohort that began in September 2005: For Cohort that began in September 2006: For Cohort that began in September 2007:	28% (3 years) 29% (3 years) 24% (3 years) 24% (3 years) 26% (3 years) 25% (3 years)

Students Employed	73%
Graduates	550
Pass Rate (PN Licensure) for 2010	89%
Pass Rate (RN Licensure) for 2010	94%
Withdrawal Rate (Complete Withdrawal from College; Based on Fall 2010 data)	1.8%
Full-time students receiving financial aid (Based on Fall 2010)	48%
Independent student: Amount of debt on graduation (max. amount) (Based on Fall 2010)	\$20,000
Dependent student: Amount of debt on graduation (based on Fall 2010)	\$12,000
Average student: Amount of debt on graduation (based on Fall 2010)	\$16,000

CIVILITY STATEMENT

Quincy College was founded on 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 the institution. Quincy College is a community of individuals. As such, we should always strive to recognize the dignity and worth of each member of the community, regardless of status (student, administrator, support staff, faculty member). It is the College's belief that one should treat every other individual, irrespective of status, rank, title, or position, with dignity and respect.

NON-DISCRIMINATION

Quincy College is an academic community dedicated to openness, tolerance and respect. Our doors and programs are open to all students and employees without regard to age, race, religion, sex, marital or parental status, national origin, veteran status, physical or mental disability or sexual orientation. The College does not discriminate in its education programs or in admissions to, access to, treatment in, or employment in its programs and activities. For more information, please reference the Equal Opportunity and Non-Discrimination Policy (Policy 3.02).

Quincy College strives to not only meet, but exceed all Federal, State, and Local statutes governing equal opportunity and inclusion. All questions, concerns, or complaints regarding the College's Affirmative Action/Title VI or Sexual Harassment/Title IX policies should be forwarded to the Director of Human Resources/Title VI and Title IX Coordinator, 24 Saville Avenue, Saville Hall, Room 211, Quincy, MA 02169.

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 or Sexual Harassment/Title IX policies should be forwarded to Susan Bossa, Associate Vice President for Student Development/ADA Coordinator, 150 Newport Avenue Ext., Quincy, MA 02171 or by calling 617-984-1656 or at sbossa@quincycollege.edu. Quincy College is in full compliance with MGL, Chapter 269 Section 17, 18, and 19 and hazing is prohibited in Quincy College. Please refer to College Policy 6-12 on the website or in the College 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 at www.quincycollege.edu/qc/about/fact_sheet.htm.



Ruth Dell, Natural Science Major. Hometown: Orlando, FL

Accreditation	6
Mission Statement	7
Quincy Campus	8
Plymouth Campus	9
Admissions	10
International Student Admissions	18
Financial Aid	25
Tuition and Fees	32
Academic Support Services	34
Academic Policies	37
College Policies	45
Student Rights and Responsibilities	66
Other Services	67
Career Center	69
Alumni Affairs	69
Student Activities	70
Academic Programs	
Degree Programs	75
Courses for Core Curriculum and Electives	76
Certificate Programs	133
Course Descriptions	152
Table of Organization	184
Faculty and Administration	
Board of Governors	187
College Executive Staff	188
Faculty	189
Administration	191
Professors Emeriti	193
Adjunct Professors	193
Index	195

Quincy College is accredited by the New England Association of Schools and Colleges, Inc., a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

Accreditation of an institution by the New England Association indicates that the institution meets or exceeds criteria for the assessment of institutional quality. Assessments are periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purpose through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or of the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Quincy College is authorized by The Board of Higher Education of the Commonwealth of Massachusetts to award the Degrees of Associate in Arts and Associate in Science and Certificates of Completion, and is approved by the Board of Higher Education for the training of veterans and their dependents.

ACCREDITATION:

New England Association of Schools and Colleges
209 Burlington Road, Bedford, MA 01730
781-271-0022

National League for Nursing Accrediting Commission
3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326
(p) 404-975-5000 (f) 404-975-5020

Commission on Accreditation of Allied Health Education Programs
1361 Park Street, Clearwater, FL 33756
727-210-2350

Quincy College Associate Degree Program in Nursing and Practical Nurse Certificate programs are accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the Commonwealth of Massachusetts Board of Registration in Nursing (BORN). You may contact the NLNAC for more information on the web at www.NLNAC.org or at 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326, by telephone at 404-975-5000, or by fax at 404-975-5020. You may contact BORN for more information on the web at www.mass.gov/dph/boards/rn or at 239 Causeway Street, Suite 200, 2nd Floor, Boston, MA 02114, or by phone at 617-973-0800 or 800-414-0168.

The Surgical Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs. You may contact the CAAHEP for more information on the web at www.caahep.org, by mail at 1361 Park Street, Clearwater, FL 33756 or by telephone at 727-210-2350.

MISSION STATEMENT

Quincy College is an open access institution that encourages academic achievement and excellence, diversity, economic opportunity, community involvement, and lifelong learning. The College facilitates valuable learning relationships that inspire students to realize their educational and professional futures.

VALUES

At Quincy College, we are committed to the following values:

- Student learning and achievement.
- Excellence in teaching.
- Mutual respect, responsibility, and collaboration.
- Individual and institutional integrity.
- Diversity of people and perspectives.

Quincy College is a fully-accredited college providing approximately 350 courses (500 sections each semester) and awarding associate degrees and certificates of completion in disciplines such as Nursing, Business, Clinical Laboratory Science, Computer Science, Criminal Justice, Education, Fine Arts, General Studies, Human Services, Liberal Arts, Natural Science, Health Sciences, and Paralegal Studies.

Located only minutes from Boston, the Quincy campus is conveniently located in historic downtown Quincy and North Quincy. Our academic buildings are less than one block from the Quincy Center T Station and North Quincy T Stations, providing our students with a short and hassle-free commute to class.

In addition to high-quality education from top instructors, the Quincy campus offers all of the resources students will need including student advising, student activities, student services, computer labs and Wi-Fi access, art studio, a library, tutoring, a career center, nursing and health science labs, the QC bookstore, and much more. Saville Hall in Quincy Center houses the President's Office, Academic Affairs, Administration and Finance, Human Resources, Facilities, Marketing, and Natural and Health Science faculty offices. Other facilities located in Saville Hall include classrooms, studios and laboratories. Temple Hall in Quincy Center houses the Division of Nursing, including nursing and surgical technology labs and classrooms. Newport Hall in North Quincy houses all of the student service departments - Admissions & Advising, Anselmo Library, Enrollment Services, Financial Aid Office, International Student Services, Business Office, Student Affairs Office, the Nicastro Learning Center, the Career Center, Workforce Development, the Testing Center, as well as classrooms and many faculty and Deans' offices.

TO REACH NEWPORT HALL, NORTH QUINCY (Registration/Admissions):

From I-93 (North): Take Exit 12 (Neponset/Quincy) and merge onto Gallivan Blvd/RT-203 E. Continue to follow Gallivan Blvd. Take a slight right at Neponset Avenue/RT-3A S. Continue on Neponset Bridge. Continue straight onto Hancock Street. Take right at 1st set of lights to Newport Avenue Ext. Take left at 3rd set of lights (Enterprise Drive). Go around building to the left and enter parking lot.

From I-93 (South): Take Exit 9 toward Adams Street/Milton/N Quincy. Merge onto Willard Street. Continue on Granite Avenue. Turn right at 2nd set of lights (West Squantum Street). Follow West Squantum Street to the left hand ramp just before the North Quincy T Station. Go left on the ramp. Newport Hall is the second building on the right.

By public transportation: Take the Red Line to the North Quincy stop. The campus building is directly behind it.

TO REACH SAVILLE HALL, QUINCY CENTER:

From I-93 (North): Take Exit 12 (Neponset/Quincy) and follow the bridge over to Hancock Street. Take a right before the lights onto Newport Avenue and follow for 2.1 miles. Take a left onto Adams Street. Adams Street merges onto Hancock Street. Take the third left onto Saville Avenue. The brick building with the black awning is Saville Hall.

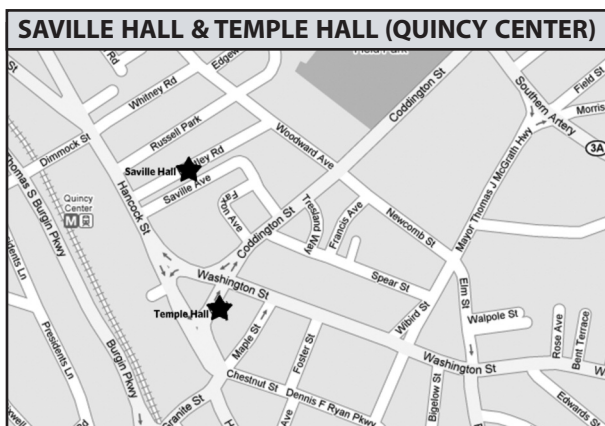
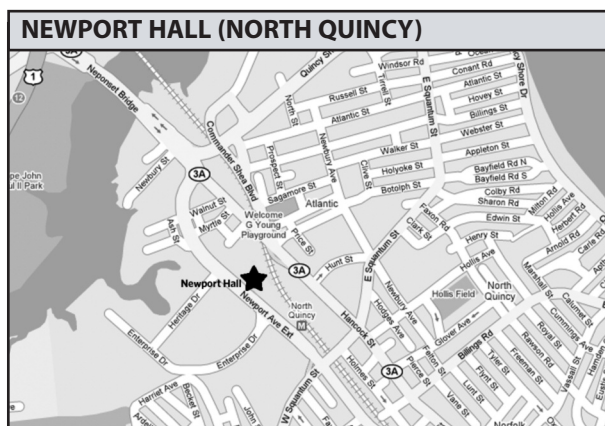
From I-93 (South/Route 3): Take the Quincy Center exit and follow Burgin Parkway to the fifth traffic light. Take a right on Granite Street, then the first left onto Hancock Street in Quincy Center. Follow the rotary at the Church of the Presidents 1/4 of the way. Turn left at the lights. Take the first right onto Saville Avenue. The brick building with the black awning is Saville Hall.

From Route 3A (South): Follow route 3A (the Southern Artery) to Coddington Street (across from the Quincy Police Station on Sea Street). Turn left onto Coddington Street for two blocks. Take a right onto Hancock Street at President's Place. Take first right onto Saville Avenue. The brick building with the black awning is Saville Hall.

By public transportation: Take the Red Line to the Quincy Center MBTA station. Cross Hancock Street to Saville Avenue.

TO REACH TEMPLE HALL, QUINCY CENTER:

From Saville Hall, Quincy Center: Exit right out of Saville Hall and proceed toward Hancock St. Make a left on Hancock St. and proceed to Coddington St., passing the Presidents Place on your left. Cross the intersection at Coddington St., turn right on Temple Street (Coddington St. turns into Temple St). Temple Hall is ahead on your left at 17 Temple St.



In the fall of 1991, Quincy College founded the Plymouth campus in historic downtown Plymouth to serve the educational needs of Southeastern Massachusetts. In 2007, the campus moved to its current location in Cordage Park, once an old rope-making factory. This historic building space was converted for the campus and provides ample parking at a convenient location directly off of Route 3.

The campus is continuously expanding to meet the needs of the growing student body. Recently added facilities include new offices, bright classrooms, a state of the art science lab, and a brand new nursing lab. The computer center, learning center and career center provide an array of support services such as tutoring and career training to students at no additional cost. You will not find more dedicated, enthusiastic and caring faculty than you will at Quincy College. The campus events such as the monthly Open Mic Nights, and the small class sizes, allow the instructors the ability to work closely with the students and build relationships which cultivate a great learning environment. Through the collective focus of teaching and learning, the faculty and staff strive to make each student's experience at Quincy College Plymouth an enriching, enjoyable and meaningful learning experience.

Quincy College at Plymouth offers Associate Degree programs in Media Arts, Nursing, Natural & Health Sciences, Business, Computer Science*, Criminal Justice, Education*, Fine Arts*, General Studies, Human Services, Paralegal Studies, and Liberal Arts. Certificate programs in Accounting, Computer Science, Early Childhood Education, Health Care Administration, Law Enforcement, and Paralegal Studies are available. Students can take all their degree or certificate requirements at the Plymouth Campus, but also have the option of taking classes and using the resources of our Quincy Campus. These degree programs are designed to facilitate transfer to a Bachelor of Arts/Bachelor of Science upper division program as well as to prepare students to directly enter the workforce.

The Plymouth Campus of Quincy College is located at 36 Cordage Park Circle, Suite 228, Plymouth, MA 02360 | 508-747-0400 | quincycollege.edu. All rights, privileges, and responsibilities that apply to students of the main campus of Quincy College apply to students of Quincy College at Plymouth.

**Some coursework at the Quincy Campus*

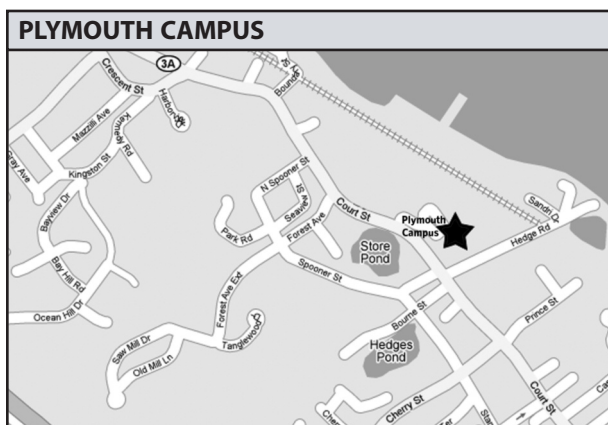
TO REACH PLYMOUTH CAMPUS:

From the North: Follow 93 South to MA-3 South toward Braintree/Cape Cod. Take Exit 9 (RT-3A) Kingston/N. Plymouth. At top of off-ramp, take a left toward North Plymouth. Follow 3A. Turn left at first set of lights into Cordage Commerce Center. Bear right and follow the signs for Quincy College. End at 36 Cordage Park, Suite 228.

From the South: Follow MA-3 North toward Braintree. Take the Smith Lane exit (Exit 8) toward Rocky Nook. Turn right at Crescent St. Turn right at RT-3A. Turn left at Cordage Commerce Center. Bear right and follow the signs for Quincy College. End at 36 Cordage Park, Suite 228.

From the West: Take US-44 East to Commerce Way exit to Cherry St / N. Plymouth. Turn left at Commerce Way. Turn right at Nicks Rock Rd. Continue on Cherry St. Turn left at Court St. / RT-3A. Turn right at Cordage Commerce Center. Bear right and follow the signs for Quincy College. End at 36 Cordage Park, Suite 228.

Public transportation is available and the commuter rail stop (Old Colony Line) is behind the campus. Additionally, public buses through GANTRA are available.



As a public two-year college, our admissions policy reflects our belief that anyone with the potential to benefit from a college education should have the opportunity to obtain one. Consequently, we consider the total individual, not just grades and test scores, in our admission process.

Admission Procedures for Non-Nursing, Natural & Health Sciences Applicants

Admission procedures for non-nursing, natural and health sciences applicants are streamlined to provide better service to students who are degree seeking and interested in graduating from Quincy College. These procedures assist students in identifying, planning, and achieving their educational and career goals. Quincy College admits students on a rolling basis, as soon as applications are complete.

All Matriculating (Degree/Certificate Seeking) Students:

- Fill out an admission form, choose a major and enclose a check for \$30 as your admission fee or authorize us to charge your credit card for this amount.
- All matriculating (degree/certificate seeking) students must be high school graduates or hold a General Educational Development Certificate (G.E.D.).
- Admission to the College and a program will be confirmed by an acceptance letter.
- SAT or ACT scores are not required but help advisors in determining placement in English and Mathematics courses.
- All accepted students must take a placement/advising test to measure proficiency in English and Mathematics. (This may be waived; for exceptions please see an advisor).
- Students will be eligible to register for classes after an advising session with an advisor.
- All matriculating (degree/certificate seeking) students must register for one credit "First Year Seminar" course. (This may be waived; for exceptions, please see an advisor).
- Students must be matriculated to receive financial aid.
- Registration is completed in the Enrollment Office by paying tuition and registration fee.

All Non-Matriculating (Non-Degree/Certificate Seeking) Students:

If you are not seeking to graduate from Quincy College or you are planning to transfer your credits to another institution or you are taking a class for personal enrichment/professional development, or you are a high school student and your guidance counselor supports your collegiate level course, you do not need to apply for admission.

Note: All course prerequisites still apply to non-matriculating students.

Please fill out an "**Registration Form for Non-Matriculating (Non-Degree/Certificate Seeking) Students**" and register in the Enrollment Office by paying a registration fee. You may register for a maximum of nine credits in a term and you may earn a maximum of 30 credits as a non-matriculating (non-degree/certificate seeking) student towards a degree program and 15 towards a certificate program. The credits earned appear on the transcript and may be transferred to another institution. It is highly recommended to take a placement test to measure proficiency on English and Mathematics. Please check with Financial Aid Office if you are eligible for any loan program.

Change Status:

Students, who wish to change their status from non-matriculating (non-degree/certificate seeking) to matriculating (degree/certificate seeking), must apply to do so by filling out an admission form with an appropriate fee.

Early Admission (Policy 4.06)

Quincy College admits students who have not yet graduated from high school. The early admissions program serves two distinct populations of students:

1. Students with above average ability and maturity may be accepted by Quincy College at the end of their sophomore year in high school. With the high school's approval, Quincy College credits can be transferred to the high school to complete high school diploma requirements and a year's college credit is earned at the same time.
2. Seniors who do not have enough credits to graduate from high school may enroll as special students in college courses and, with their high schools' permission, transfer the credits back to their high school to complete graduation requirements. The credits earned will also count toward a college degree should the student decide to continue his or her education and be accepted into Quincy College.

In both cases, a written recommendation from the applicant's high school guidance office is required and should be submitted with the application for admission.

WHEN TO APPLY (Open Enrollment Policy 4.01)

As an open enrollment institution, Quincy College admits to its General Studies program those students who have completed the secondary school sequence. Quincy College admits select students, from diverse educational backgrounds, including students still in high school, to provide them access to higher education. Quincy College admits international students who meet basic requirements of English proficiency, completion of high school sequence, and, as per the U.S. Citizenship and Immigration Services, financial eligibility. A General Education Diploma (G.E.D.) may be substituted for a traditional high school diploma in all cases. Classes start six times a year in September, December, January, May, July, and August. The College also offers 5, 7, and 10 week classes that start mid-semester. Please see our website for all offerings.

Note: Nursing, Natural and Health Sciences programs are not open enrollment. Please speak with an advisor.

HOW TO APPLY FOR GENERAL ENROLLMENT**STEP ONE - Application Form**

(All returning Quincy College students may skip to STEP THREE.)

All matriculating (degree/certificate seeking) students who have never attended Quincy College must first complete and submit an application form, along with a \$30 application fee, to: Quincy College, Enrollment Services, 150 Newport Avenue Ext., Quincy, MA 02171. The phone number is 1-800-698-1700 (617-984-1710 or 617-984-1650) and the fax is 617-984-1794. For admissions to the Plymouth Campus, please send your application and fee to: Quincy College, 36 Cordage Park Circle, Suite 228, Plymouth, MA 02360. The phone number is 508-747-0400 and the fax is 508-747-8169.

Request that your high school forward an official transcript of your grades to Quincy College. Students with a high school equivalency certificate may substitute an official copy of their G.E.D. test scores for the high school transcript. While a high school diploma or G.E.D. is not required to attend classes at Quincy College, they are a requirement for graduation.

All full-time students must provide an official immunization record for the following: Tetanus/Diphtheria/Pertussis, Measles, Mumps, Rubella, and Hepatitis B. For more details, see the Immunization Policy in the College Policy section of this catalog or at quincycollege.edu.

Note: SAT scores are NOT required for admission.

STEP TWO - Quincy College Placement Assessment (Academic Placement Policy 4.08)

All new matriculating (degree/certificate seeking) students are assessed with placement tests (ACCUPLACER or LOEPS) before the end of add/drop period in their first semester. Students whose skills are deemed insufficient to successfully handle college level work will be advised to take academic support courses in the subject area of deficiency. These courses carry college credits per course but do not fulfill requirements for graduation. Quincy College will close down access to an academic account for any new degree/certificate seeking student who has not done the required testing and advising session prior to the end of the add/drop period in their first semester. Please check with the Admissions Office about scores required for a specific program and placement. The Placement Assessment is administered several times a week and can be scheduled by calling the Admissions Office at 617-984-1710 or in Plymouth at 508-747-0400.

STEP THREE - Registration Form

Both new and returning students must submit a registration form to enroll in desired courses. Students should include course number and section (ENG-101-01); course title (English Composition); and time (8:00am-9:20am). Payment must be received, in full, at the time of registration. Quincy College students may register by visiting Enrollment Services or by mailing a registration form with payment to: Quincy College, Enrollment Services, 150 Newport Avenue Ext., Quincy, MA 02171 or the Plymouth Campus at 36 Cordage Park Circle Suite 228, Plymouth, MA 02360.

Returning students may also fax their registration forms with credit card information to 617-984-1794 in Quincy, 508-747-8169 in Plymouth, or register online through the "Campus Portal" on the College's website at quincycollege.edu.

STEP FOUR - Health Insurance Waiver (Health Insurance Policy 6.08)

Since September 1, 1989, the Massachusetts Mandatory Health Insurance Law requires that all 3/4 time and full-time students must be covered by a health insurance policy before they begin classes at any college in the Commonwealth of Massachusetts. Quincy College offers enrolled students a student accident and sickness insurance plan at a special rate. Students not covered by another health insurance policy before the start of classes are required to purchase this policy in order to attend classes. Students with another insurance policy may complete a Health Insurance Waiver through the College website at www.quincycollege.edu/qc/enroll/general.htm. Visit www.quincycollege.edu or for more information about the health insurance waiver. If you have any questions, please contact the Quincy College Business Office at 617-984-1630.

ADMISSION TO NURSING and NATURAL & HEALTH SCIENCES PROGRAMS (Allied Health Admissions Policy 4.03)

Admission to Associate Degree Program in Nursing

Application Deadlines:

Advanced Placement Full-Time Program: *May 15, 2012*

Applications are accepted between January 1, 2012 and May 15, 2012 for the following year's class.

- Example: January 1, 2012 through May 15, 2012 applications are accepted for 2012 incoming class (September 2012)

Advanced Placement Part-time Program: *August 22, 2011 (for January 2012 incoming class)*

July 15, 2012 (for January 2013 incoming class)

Applications are accepted between March 1, 2011 and August 22th, 2011 for the following year's class.

- Example: March 1 through August 22, 2011 applications are accepted for 2012 incoming class (January 2012)

Applications are accepted between March 1, 2012 and July 15, 2012 for the following year's class.

- Example: March 1 through July 15, 2012 applications are accepted for 2013 incoming class (January 2013)

Full-Time Program: *March 15, 2012*

Applications are accepted between January 1st and March 15th for the following year's class.

- Example: January 1, 2012 through March 15, 2012 applications are accepted for 2012 incoming class (September 2012)

Part-time Program: *August 22, 2011 (for January 2012 incoming class)*

July 15, 2012 (for January 2013 incoming class)

Applications are accepted between March 1, 2011 and August 22th, 2011 for the following year's class.

- Example: March 1 through August 22, 2011 applications are accepted for 2012 incoming class (January 2012)

Applications are accepted between March 1, 2012 and July 15, 2012 for the following year's class.

- Example: March 1 through July 15, 2012 applications are accepted for 2013 incoming class (January 2013)

Admission Process:

Note: The admissions process policy for the Associate Degree Program in Nursing is currently undergoing revision.

The most up to date information can be found online at www.quincycollege.edu or by calling 617-984-1710.

Admission Process to the Practical Nurse Program

Note: The admissions process policy for the Practical Nurse Program is currently undergoing revision.

The most up to date information can be found online at www.quincycollege.edu or by calling 617-984-1710.

Admission to Clinical Laboratory Science Program

Applications:

Applications are accepted between April 1 and August 1 on a rolling basis for fall classes.

Accreditation:

Quincy College actively pursuing accreditation by the National Accrediting Agency for Clinical Laboratory Science, located at 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631. Telephone 773-714-8880.

Quincy College has achieved "serious applicant status" and graduates of the CLS program are eligible to sit for national certification examinations.

Admission Process:

1. Student calls, writes, or comes into the Admissions Office to review an application packet. Student makes an appointment to meet with the Chair of the Clinical Laboratory Science Program.
2. Student schedules the College Placement test.
Minimum scores needed for admission to the Clinical Laboratory Science Program:
Reading Comprehension: 80
Sentence Skills: 80
Arithmetic: 70
3. After successful completion of the College placement test and completion of the program pre-requisites the student completes an application packet by the deadline dates and pays an application fee.

4. All applications are reviewed for completeness and incomplete applications are returned to students. Completed applications include the following:
 - Official high school transcript
 - Official college transcript (if applicable and if pre-requisites were not taken at Quincy College)
 - \$50.00 Application Fee (non-refundable)
 - Qualifying scores on College Placement test
5. Applicants are notified via Admissions by the end of August.
6. Once the cohort is filled a wait list is generated.
7. The wait list does not carry over from one year to the next. The wait list is only maintained until the start date of the program in the cohort start year (September 1st full time program).
8. If a student is not admitted one year and wants to be considered for the next year, she/he must reapply for the next year.
9. Once a student is admitted, he or she is asked to provide a seat deposit applicable to the first semester tuition, and a non-refundable matriculation fee.
10. Students admitted into the CLS Program are required to attend a mandatory orientation.
11. All admitted students are required to complete a 1) health form, 2) CORI check, and 3) course registration forms. These must be completed and returned by the deadline date or students will lose their seat in the program.
 - Health Forms - Admitted must have a health form completed by their physician one month prior to the start of the program. Forms are distributed to students during the program's mandatory orientation. A complete healthform includes the following documentation:
 - Medical history
 - Complete physical
 - A negative Mantoux within two months of the first CLS class. This documentation must include date and results. If Mantoux is positive then a chest x-ray is required within the past seven years and a current letter from student's physician indicating no active disease.
 - Tetanus/Diphtheria/Pertussis vaccine within the last 10 years
 - Measles, Mumps and Rubella (MMR) documentation of positive titer or two live doses
 - Varicella (Chicken Pox) documentation of positive titer or two live doses
 - Hepatitis B – documentation of positive titer or three doses of vaccine.
 - CORI - Since the CLS Program includes a clinical placement, enrolled students are required to complete a Criminal Offender Record Information (CORI) check in accordance with Massachusetts state law. Massachusetts law permits clinical agencies to require CORI checks for all employees and/or volunteers who have direct or indirect contact with patients and/or clients. Agencies reserve the right to refuse and/or reject students who do not meet applicable CORI guidelines. Please be advised that admission to the Quincy College CLS Program is specifically conditional on a satisfactory CORI check. Admission into the CLS Program which requires a clinical practicum does not represent or warrant an agreement that a student is eligible for a clinical placement. Students who do not complete required clinical coursework are ineligible for graduation from the Quincy College CLS program. For more information on the CORI process, please see the CORI policy in this catalog.
 - Course Registration Forms - Students admitted into the CLS Program must have their course registration forms signed by the appropriate program Chair. Enrollment Services **does not** accept unsigned forms. If registration forms are not submitted by the deadline date established by the program, students will lose their seat in the program.
12. Some clinical partners require drug screening of students placed at their facility. These providers reserve the right to refuse and/or reject students whose drug test does not meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete their clinical practicum are ineligible for graduation.
13. In order to maintain a reserved seat in the CLS Program, specific deadline dates must be met for each of the activities or items listed below. If a student misses a deadline, he/she will be notified of his/her removal from the list of accepted students. The next student on the wait list will be notified of his/her acceptance into the program. The wait list does not carry over from one year to the next.

Documents and activities that must be submitted and completed by a specific deadline date include:

- Mandatory Orientation
- Seat Deposit
- Health Form
- CORI
- Registration Form

Note: Clinical Failure

If a student is applying to the CLS Program which includes a clinical experience, and the student has a previous clinical failure, then the following process is followed:

- The student is provisionally accepted according to the admissions criteria and a seat is held until final disposition is determined.
- If the student's clinical failure record is within three years of the start (September) of an academic year in which the student failed, then the student is advised that he/she will need a recommendation letter from the Chair and/or Coordinator of the program as part of their application packet.
- If the student's clinical failure record is more than three years ago, then the student may apply without the recommendation of the Chair.
- A decision is communicated to the Admissions Office within two weeks of receiving written notification that a student with a previous clinical failure has applied to the program.

Admission to Phlebotomy Program

Applications:

Applications are accepted on a rolling basis.

Admission Process:

1. Student calls, writes, or comes into the Admissions Office to review an application packet.
2. Student schedules the College Placement test.
Minimum scores needed for admission to the Phlebotomy Program:
Reading Comprehension: 70
Sentence Skills: 70
3. After successful completion of the College placement test, the student submits an application packet and pays an application fee.
4. All applications are reviewed for completeness and incomplete applications are returned to students. Completed applications include the following:
 - Official high school transcript
 - Official college transcript (if applicable)
 - \$50.00 Application Fee (non-refundable)
 - Qualifying scores on College Placement test
5. Applicants are notified via Admissions.
6. Once the cohort is filled a wait list is generated.
7. The wait list does not carry over from one year to the next. The wait list is only maintained until the start date of the program.
8. If a student is not admitted and wants to be considered for the next cycle, she/he must reapply.
9. Once a student is admitted, he or she is asked to provide a seat deposit applicable to the first semester tuition, and a non-refundable matriculation fee.
10. Students admitted into the PHB Program are required to attend a mandatory orientation.

11. All admitted students are required to complete a 1) health form, 2) CORI check, and 3) course registration forms. These must be completed and returned by the deadline date or students will lose their seat in the program.
 - Health Forms - Admitted must have a health form completed by their physician one month prior to the start of the program. Forms are distributed to students during the program's mandatory orientation. A complete health form includes the following documentation:
 - Medical history
 - Complete physical
 - A negative Mantoux within two months of the first PHB class. This documentation must include date and results. If Mantoux is positive then a chest x-ray is required within the past seven years and a current letter from student's physician indicating no active disease.
 - Tetanus/Diphtheria/Pertussis vaccine within the last 10 years
 - Measles, Mumps and Rubella (MMR) documentation of positive titer or two live doses
 - Varicella (Chicken Pox) documentation of positive titer or two live doses
 - Hepatitis B – documentation of positive titer or three doses of vaccine.
 - CORI - Since the ST Program includes a clinical placement, enrolled students are required to complete a Criminal Offender Record Information (CORI) check in accordance with Massachusetts state law. Massachusetts law permits clinical agencies to require CORI checks for all employees and/or volunteers who have direct or indirect contact with patients and/or clients. Agencies reserve the right to refuse and/or reject students who do not meet applicable CORI guidelines. Please be advised that admission to the Quincy College PHB Program is specifically conditional on a satisfactory CORI check. Admission into the PHB Program which requires a clinical practicum does not represent or warrant an agreement that a student is eligible for a clinical placement. Students who do not complete required clinical coursework are ineligible for graduation from the Quincy College PHB program. For more information on the CORI process, please see the CORI policy in this catalog.
 - Course Registration Forms - Students admitted into the PHB Program must have their course registration forms signed by the appropriate program Dean. Enrollment Services **does not** accept unsigned forms. If registration forms are not submitted by the deadline date established by the program, students will lose their seat in the program.
12. Some clinical partners require drug screening of students placed at their facility. These providers reserve the right to refuse and/or reject students whose drug test does not meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete their clinical practicum are ineligible for graduation.
13. In order to maintain a reserved seat in the PHB Program, specific deadline dates must be met for each of the activities or items listed below. If a student misses a deadline, he/she will be notified of his/her removal from the list of accepted students. The next student on the wait list will be notified of his/her acceptance into the program. The wait list does not carry over from one year to the next.

Documents and activities that must be submitted and completed by a specific deadline date include:

- Mandatory Orientation
- Seat Deposit
- Health Form
- CORI
- Registration Form

Note: Clinical Failure

If a student is applying to the PHB Program which includes a clinical experience, and the student has a previous clinical failure, then the following process is followed:

- The student is provisionally accepted according to the admissions criteria and a seat is held until final disposition is determined.
- If the student's clinical failure record is within three years of the start (September) of an academic year in which the student failed, then the student is advised that he/she will need a recommendation letter from the Chair and/or Coordinator of the program as part of their application packet.
- If the student's clinical failure record is more than three years ago, then the student may apply without the . . . recommendation of the Dean.
- A decision is communicated to the Admissions Office within two weeks of receiving written notification that a student with a previous clinical failure has applied to the program.

Admission to Surgical Technology Program

Applications:

Applications are accepted between April 1 and August 1 on a rolling basis for fall classes.

Accreditation:

The Surgical Technology Certificate Program is accredited by the Commission on Accreditation of Allied Health Education Programs. You may contact the CAAHEP for more information on the web at www.caahep.org, by mail at 1361 Park Street, Clearwater, FL 33756 or by telephone at 727-210-2350.

Admission Process:

1. Student calls, writes, or comes into the Admissions Office to review an application packet. The student makes an appointment with the program director.
2. Student schedules the College Placement test.
Minimum scores needed for admission to the Surgical Technology Program:
Reading Comprehension: 86
Sentence Skills: 96
Arithmetic: 70
3. After successful completion of the College placement test, and prerequisite coursework, the student submits an application packet by the deadline dates and pays an application fee.
4. All applications are reviewed for completeness and incomplete applications are returned to students. Completed applications include the following:
 - Official high school transcript
 - Official college transcript (if applicable, and if prerequisites were not taken at QC)
 - \$50.00 Application Fee (non-refundable)
 - Qualifying scores on College Placement test
5. Applicants are notified via Admissions by the end of August.
6. Once the cohort is filled a wait list is generated.
7. The wait list does not carry over from one year to the next. The wait list is only maintained until the start date of the program in the cohort start year (September 1st full time program).
8. If a student is not admitted one year and wants to be considered for the next year, she/he must reapply for the next year.
9. Once a student is admitted, he or she is asked to provide a seat deposit applicable to the first semester tuition, and a non-refundable matriculation fee.
10. Students admitted into the ST Program are required to attend a mandatory orientation.
11. All admitted students are required to complete a 1) health form, 2) CORI check, and 3) course registration forms. These must be completed and returned by the deadline date or students will lose their seat in the program.
 - Health Forms - Admitted must have a health form completed by their physician one month prior to the start of the program. Forms are distributed to students during the program's mandatory orientation. A complete health form includes the following documentation:
 - Medical history
 - Complete physical
 - A negative Mantoux within two months of the first ST class. This documentation must include date and results. If Mantoux is positive then a chest x-ray is required within the past seven years and a current letter from student's physician indicating no active disease.
 - Tetanus/Diphtheria/Pertussis vaccine within the last 10 years
 - Measles, Mumps and Rubella (MMR) documentation of positive titer or two live doses
 - Varicella (Chicken Pox) documentation of positive titer or two live doses
 - Hepatitis B – documentation of positive titer or three doses of vaccine.

- CORI - Since the ST Program includes a clinical placement, enrolled students are required to complete a Criminal Offender Record Information (CORI) check in accordance with Massachusetts state law. Massachusetts law permits clinical agencies to require CORI checks for all employees and/or volunteers who have direct or indirect contact with patients and/or clients. Agencies reserve the right to refuse and/or reject students who do not meet applicable CORI guidelines. Please be advised that admission to the Quincy College ST Program is specifically conditional on a satisfactory CORI check. Admission into the ST Program which requires a clinical practicum does not represent or warrant an agreement that a student is eligible for a clinical placement. Students who do not complete required clinical coursework are ineligible for graduation from the Quincy College ST program. For more information on the CORI process, please see the CORI policy in this catalog.
 - Course Registration Forms - Students admitted into the ST Program must have their course registration forms signed by the appropriate program Dean. Enrollment Services **does not** accept unsigned forms. If registration forms are not submitted by the deadline date established by the program, students will lose their seat in the program.
12. Some clinical partners require drug screening of students placed at their facility. These providers reserve the right to refuse and/or reject students whose drug test does not meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete their clinical practicum are ineligible for graduation.
 13. In order to maintain a reserved seat in the ST Program, specific deadline dates must be met for each of the activities or items listed below. If a student misses a deadline, he/she will be notified of his/her removal from the list of accepted students. The next student on the wait list will be notified of his/her acceptance into the program. The wait list does not carry over from one year to the next.

Documents and activities that must be submitted and completed by a specific deadline date include:

- Mandatory Orientation
- Seat Deposit
- Health Form
- CORI
- Registration Form

Note: Clinical Failure

If a student is applying to the ST Program which includes a clinical experience, and the student has a previous clinical failure, then the following process is followed:

- The student is provisionally accepted according to the admissions criteria and a seat is held until final disposition is determined.
- If the student's clinical failure record is within three years of the start (September) of an academic year in which the student failed, then the student is advised that he/she will need a recommendation letter from the Chair and/or Coordinator of the program as part of their application packet.
- If the student's clinical failure record is more than three years ago, then the student may apply without the recommendation of the Dean.
- A decision is communicated to the Admissions Office within two weeks of receiving written notification that a student with a previous clinical failure has applied to the program.

INTERNATIONAL STUDENTS (International Student Admissions Policy 4.04)

The procedure for admitting international students is as follows:

1. The student requests an international student application packet by email, phone, mail, walk-in or downloads from our website.
2. Student sends completed application and application fee to the International Student Services Office. If the student is outside the US at the time of application, he/she must provide TOEFL, Step, or IELTS test scores for proof of English proficiency.
3. The application is reviewed and the checklist is completed to confirm that all necessary documents are included. The checklist consists of the following:
 - Original or certified copy of secondary school or college diploma with English translation
 - Financial statement that is no more than 6 months old (certified letter from bank or bank statements conversion to US dollars)
 - Completed Affidavit of Support Form (if applicable),
 - Proof of birth date and country of citizenship as indicated on passport or birth certificate
 - Completed Address/Emergency Form
 - Completed Quincy College Immunization Form
 - English Proficiency:
 - (a) TOEFL score sent directly from ETS (code 3713), minimum scores: 423 (written), 113 (computer), 38 (IBT)
 - (b) Step test minimum score –Grade Pre-1
 - (c) IELTS score of 4.5 and above
 - (d) If in the US, score of 69 and above on the Quincy College Placement test or completion of English Composition 1 at a US College or University. If a student has not met the English proficiency on the LOEPS exam, the student is advised to attend English language classes and acceptance to Quincy College remains conditional until the proficiency level is met.

For transfer students only:

- Official transcripts from United States Colleges and Universities you have attended
 - Completed International Student Transfer Form
 - Copy of your current I-20, as well as any previous I-20's you have been issued
 - Copies of your current visa and I-94 card, as well as any extensions or previous changes of visa status since your last entry in the United States.
4. If an application is incomplete, a letter is mailed to the student listing what paperwork is missing.
 5. Once the application is complete one of three steps is taken:
 - a. If the student is overseas, the International Office mails a packet with an acceptance letter, Initial Form SEVIS Form I-20, SEVIS I-901 fee information, health insurance information and visa interview document.
 - b. If the student is transferring in from another college in the US, additional materials are provided with his/her application, a completed transfer form from the previous school is returned to the International Office and the immigration record is transferred to Quincy College where a new SEVIS Form I-20 is issued to the student.
 - c. If the applicant requires a change of status to the F-1 visa, a SEVIS Form I-20 for a Change of Status is issued and the I-539 process is completed with the assistance of the International Student Services Office. The student is advised that if his/her change of Status is denied, he/she is unable to continue to attend Quincy College. B-2 and F-2 Change of Status applicants are not allowed to register until the Change of Status is adjudicated by the USCIS.
 6. Once all visa issues have been settled, students may proceed to advising and registration. All international students are required to take the LOEPS exam for placement and advisement purposes prior to registration. Only students who show proof of English and math proficiency by submitting a transcript showing completion of English Composition I and College Algebra with a "C" or better are exempt from taking the exam.
 7. Advising of all international students is done in the International Student Office, including course selection, credential evaluations of transfer credits, and degree program options. An advising sheet is completed for all international students regarding degree programs and requirements. All international students must obtain a signature from an international student advisor on their registration forms prior to enrolling.
 8. New international students must attend the International Student Orientation held one week prior to the class start date. During this orientation new international students receive information regarding immigration regulations, school policies and procedures and other necessary information.

9. Returning international students are eligible for institutional scholarships.

(a) Academic Scholarships-Students with a grade point average of 3.75 or above are eligible to receive financial scholarships through Quincy College. Student's must met with the Vice President for Administration and Finance to discuss eligibility.

(b) Institutional Scholarships-a selection committee from the college community reads and selects finalists. The scholarships are offered during the spring semester and the awards are for the following fall semester. These scholarships are available for use at Quincy College and cannot be transferred to another school. (Please see International Office for criteria and eligibility)

ADVANCED STANDING (Policy 4.05)

Quincy College welcomes transfer students and those with advanced knowledge of subject areas. A maximum of 30 credits from all sources may be awarded toward a degree.

Transfer Credits (Policy 4.05A)

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. Students are eligible to transfer credits in accordance with the regulations contained in this guide.

How to Transfer Credits to Quincy College

Students who have earned credits at other colleges or universities are required to submit an official academic transcript to the Admissions Office as part of the application process. The transfer credits do not appear on the student's record until the student has registered for and completed 12 credits. The transcript review is done based on the declared major of the student. A copy of the transcript report is mailed to the student at the address on file at the college.

Enrolled students who have not transferred credits to Quincy College can do so by contacting their former colleges/universities to request official transcripts. Transcripts may be sent to the following address: Quincy College, Admissions, ATTN: Transcript Evaluation, 150 Newport Avenue Ext., Quincy, MA 02171.

Principles of Transfer

1. Institutions

Courses are accepted from institutions of higher education that are accredited by any regional accrediting associations in the United States, (e.g. New England Association of Schools and Colleges).

Classes from institutions not accredited by a regional accrediting association but by other national, professional and specialized accrediting agencies and associations are considered on an individual basis depending on the institution's general reputation, known academic strength, academic format and on the individual performance of the transferring student.

Academic course work from foreign institutions is also considered. Many foreign institutions use a different system for assessing learning than is practiced in the United states. In such cases, transcripts may be first evaluated by an Educational Credential Evaluator, which will send the transcript to Quincy College. Any fees involved in such evaluation are paid by the student.

2. Grades and Courses

A course must be graded a "C" or better to transfer into Quincy College. Academic support courses, remedial courses, vocational courses, learning support courses, courses with essentially non-academic content and courses that are basically secondary school or pre-college level taken in high school are not transferable. Quincy College does not grant credit for professional certificate programs.

3. Subject Matter Equivalency

Courses considered for transfer must possess content that approximates the content of courses offered at Quincy College. A student may be asked to supply the course outline from the other institution. A maximum of 30 credits may be transferred for an associate degree program and a maximum of 15 for a certificate.

4. Quarter-Semester Credit Conversion

All credits accepted by Quincy College are transposed to semester credit hours. One-quarter credit is equal to two-thirds of a semester credit.

5. *Time Limit*

For Nursing, Natural & Health Sciences programs, science courses must have been taken within the last five years and Computer Science courses within the last seven years. For all other programs, science courses must have been taken within the last 10 years and computer courses within the last seven years.

6. *Alternative Means of Earning Credits*

Credits for College-Level Examination Program (CLEP) and the Defense Activity for Non-Traditional Educational Support (DANTES) are granted, if the student scores at or above the American Council on Education's (ACE) recommended score for the exam question. Quincy College does not accept CLEP general exams.

Quincy College accepts credits from military training based upon proper documentation of the student's military education, namely Form DD 214 and/or DD 235. Credit is awarded based upon the American Council on Education's recommendations and the needs of the student's program.

Experiential Learning credits are accepted based on committee approval. Reference page 20 for more information.

7. *Residency Requirement*

The following must be completed at Quincy College:

A minimum of 30 credit hours for an associate degree program or 15 credit hours for a certificate program.

8. *GPA Calculations*

Transfer credits are not included in GPA calculations.

9. *Appeal Process*

Students have the right to appeal decisions made by the Admissions Office with regard to their transfer credit. An appeal should be made in writing at the Enrollment Office. The appeal will be forwarded to the Vice President for Academic Affairs for a decision.

10. *Questions*

Any questions on transfer procedures, policy, or individual transfer situations should be directed to the Admissions Office.

EXPERIENTIAL LEARNING CREDITS (Policy 4.05B)

Experiential learning credits, also known as "Life Experience Credits," are credits that are awarded for already acquired college-level learning in a variety of non-traditional settings. Credits are not awarded simply for experience but for the learning obtained from the experience. This learning is judged to be equivalent to what would be gained through Quincy College coursework. All credit earned must be approved by the Experiential Learning Review Committee.

Eligibility Requirement

Students must:

- Be enrolled in a degree or four-credit certificate program.
- Have completed 12 credits in Quincy College.
- Be in good academic standing (Cannot be on probation and must have a GPA of at least 2.0).
- Be at least 24 years of age.
- Must have a resume that demonstrates the type of experience appropriate for academic college-level credit assessment.

How to Apply

If a student is eligible for experiential credits, the following procedure should be followed:

- Identify the learning experience or experiences that you believe qualify you for Quincy College experiential learning credits;
- Meet with the appropriate Dean to discuss your experience and the experiential learning process and requirements;
- Obtain from the Dean the relevant course outline(s) and the document "Information and Instructions Regarding Applying for Experiential Learning Credits" and, with the Dean, complete the Experiential Learning application;
- Submit the completed application, along with the Portfolio Evaluation Fee, to the Enrollment Office;
- Prepare and complete your portfolio;
- Submit your completed portfolio, along with the receipt for payment of the Portfolio Evaluation Fee, to the appropriate Dean;
- You will receive notification from the Dean to whom you submitted your portfolio of whether your application for Experiential Learning credits has been approved or denied.

- If your application has been approved, pay the Experiential Learning transfer fee at the Enrollment Services Office so that your Experiential Learning credits will appear on your transcript;
- If your application is denied, meet with the Dean to whom you submitted your portfolio to identify omissions in or problems with your portfolio.

Fees

To cover administrative costs, students are charged a non-refundable portfolio assessment fee of \$100 at the time of making a request for these credits. There is also a per credit Experiential credit fee that must be paid before the credits are transferred to a student's grade history. (Please check fee schedule, Pg, 32).

Maximum Credits

The total number of credits any student can transfer from all sources is 30 in a degree program and 15 in a certificate program of which the maximum number of credits allowed under Experiential Learning is 12 in a degree program and six in a certificate program.

Exception

Students who have Criminal Justice as their major do not qualify for any Experiential Learning credits.

READMISSION (Policy 4.07)

Students who leave Quincy College in good academic standing and with no outstanding financial obligations to the College will be automatically readmitted for future semesters upon their application to the Admissions Office except in Nursing, Natural and Health Sciences Programs. Readmitted students who have been out of school for more than two consecutive semesters must fulfill current program requirements for graduation. Those taking up to two semesters off may re-enroll under current program requirements or their original program requirements provided their original required courses are still offered by Quincy College.

Students in the Associate Degree in Nursing Program must complete all program requirements within four years of their first nursing course. Students in the Practical Nurse Certificate Program must complete all program requirements within four years of their first nursing course.

Students must indicate in writing at the time of their re-enrollment if they wish to follow original program requirements; otherwise current requirements will apply.

NON-TRADITIONAL SEMESTERS

Quincy College offers non-traditional semesters to accommodate working adults and students who require a more flexible alternative to traditional semesters.

10-Week Semesters

Courses in the 10-week semester were created for students seeking an abbreviated version of the traditional 15-week semester. The 10-week alternative provides an intensive approach to course work so students with hectic schedules may attend class just once a week.

7-Week Semesters

The 7-week semester is designed for students on the fast track to earning a degree. Courses meet twice a week, and there are late sessions. Semesters are held consecutively throughout the calendar year. Students are also welcome to stop in and enroll at their own pace.

5-Week Semesters

The 5-week semester schedule was designed for students who want multiple courses in one semester, but choose only to concentrate on one subject at a time. The varied sections in this rotation meet twice a week for five weeks allowing three concentrated courses to fit into one traditional 15-week semester.

Double-Ups

Double-ups are a unique opportunity to come to campus just once a week for two distinct courses. Early evening sessions are immediately followed by later sessions, often in the same degree program. Students can enroll in early and/or late sessions, and attend class on multiple evenings.

Tandems

Tandem courses are convenient sections arranged by subject that enable students to take two related courses in one traditional 15-week semester. The traditional semester is divided in half so students may concentrate on one subject at a time. The 7 week courses meet twice a week.

Summer and Winter Sessions

Quincy College offers two summer sessions, Summer I and Summer II. Summer I consists of five-week and ten-week classes starting in May. Summer II consists of 5-week and 10-day classes starting in July and August. Classes generally meet twice per week; classes with laboratory components meet three times per week. Registration for summer courses begins in April. Please refer to the Academic Calendar for summer session dates. Credits are transferable to most colleges and universities but students should get written approval of the specific transfer before enrolling.

Winter intersession is a three-week semester that runs during the January break between the fall and spring semesters. Students may take intensive three-credit courses during this semester. Quincy College welcomes students from other institutions who wish to earn transferable credits.

Evening and Weekend Classes

To accommodate the busy schedules of students, Quincy College also offers a variety of evening and Saturday courses each semester. These courses are taught by a variety of professionals, including full-time faculty members at Quincy College, faculty members of other colleges, and professionals teaching in their fields of expertise. Students of diverse ages and backgrounds enroll in evening and weekend courses, making for a dynamic learning environment.

TRANSCRIPT REQUEST PROCESS

A sealed copy of your transcript is required to transfer grades to another school. In order to request this official transcript, you must first complete a Transcript Request Form. Transcripts are usually mailed after seven working days from the end of the semester or you can request a copy by following the request process outlined below.

You can obtain a printable version of the Transcript Request Form on the Quincy College website or pick it up in Enrollment Services. Return the completed form to Enrollment Services with the appropriate payment (\$25 per transcripts before 1995 [per request], \$5 per transcript by mail, \$15 per transcript on the spot, or \$1 per unofficial transcript). You may return the form one of three ways:

1. Fax the request form to 617-984-1794 and provide a credit card number for the fee
2. Mail the form with the transcript fee to "Transcript Request",
Quincy College, 150 Newport Avenue Ext., Quincy, MA 02171 or to our
Plymouth location at 36 Cordage Park Circle, Suite 228, Plymouth, MA 02360
3. In person at the Enrollment Services Office in Quincy or Plymouth campus

Quincy College will mail your sealed transcript to any U.S. address within 3-4 business days. The transcript will be mailed to the address indicated on the Transcript Request Form. If no address is indicated on the form, Quincy College will mail the transcript to your home address on file.

If you attended Quincy College before 1994, your transcript is retrieved from our archives and may take up to two weeks to mail. For all such requests, please provide your date of birth, your maiden name (if applicable) and the program you were in. Please provide a phone number in case we need to contact you.

TRANSFER SERVICES

Quincy College offers a variety of services available to students who are planning to transfer to a four-year college. Among the most popular of these services are the joint admissions programs that Quincy College maintains with several area colleges.

Articulation Agreements

Quincy College also maintains articulation agreements with other colleges. Under these agreements, students who take certain courses at Quincy College, and receive at least the minimum required grade for each course (usually not less than a C), are assured that those credits will transfer to the four-year college. Quincy College has articulation agreements with UMASS Boston, UMASS Dartmouth, Bridgewater State College, Curry College, Northeastern University, Suffolk University, and Wentworth Institute of Technology. For additional information, call 617- 984-1710.



Chereen Soufan, Nursing Major. Hometown: Holbrook, MA



Kirsten Grattan, Media Arts Major. Hometown: Kingston, MA

FINANCIAL AID PROCESS (Policy 8.01A)

Quincy College encourages all students to apply for financial aid. The College realizes that higher education today is often a financial burden for their families, whatever their income. Our financial aid policy recognizes the need of the middle income family as well as others. Financial aid is awarded on the basis of demonstrated financial need and the student's status at Quincy College. We are happy to assist every student who applies for financial aid.

Financial Aid Rules, Regulations, Rights, and Responsibilities***Application Procedures***

1. Go to the internet. Logon to www.fafsa.ed.gov. Click "Start here" to complete the federal application on line (FAFSA).

Important: Be sure to include the Quincy College Federal Title IV school code #002205 on the FAFSA. Answer all questions. Put in zeros if a question does not apply to you.

2. You will receive an email or letter (if an email address is not provided) requesting additional documentation if necessary. Please provide these documents to us immediately so that your file can be completed. When ALL documents are submitted, your file will be reviewed for accuracy. If an error is found on your Student Aid Report, we must send the corrected information back to the Department of Education electronically for you. Once the corrections are returned to us we will determine your eligibility and issue an award letter to you by mail.

Please send all forms to:

Financial Aid Office, Room 114
150 Newport Ave. Ext.
Quincy, MA 02171
617-984-1769 (Fax)

These forms are available in the Financial Aid office and on our website at http://www.quincycollege.edu/qc/enroll/financial_obtain.htm

3. You will need to provide us with your High School Diploma, Transcript or GED. It is your responsibility to provide the Financial Aid Office with copies of all requested documents.
4. Read your award letter and other information sent to you very carefully. Follow the instructions for completing the process if you are offered a student loan.

May 1st - FAFSA deadline for consideration regarding Mass Grant state aid.
May 1st - Last day to submit all information necessary to complete financial aid for the previous academic year. We also encourage all students to submit any information for the new/upcoming academic year by this date as well.

We understand that the Financial Aid process can be confusing and/or overwhelming. If you have any questions, please contact our office at 617-984-1620. We are here to help you.

General Eligibility Requirements

1. Students must be enrolled or accepted for enrollment in a degree or certificate granting program.
2. Students must be U.S. citizens, national, or permanent residents of the Trust Territories of the Pacific Islands.
3. Students must not be in default on any previous loan or refund obligation.
4. Male students must be in compliance with Selective Service registration requirements. All male students between the ages of 18 and 26 must register with Selective Service. Registration may be completed on line at www.sss.gov.
5. Students (and parents) must file a current federal tax return if required by law before they are eligible to apply for financial aid.

6. Students must maintain satisfactory academic progress in order to receive financial aid. Satisfactory progress is measured twice a year, at the end of each semester. In order to maintain satisfactory academic progress, a student must successfully complete 67% of the courses they attempt. This measurement is cumulative and includes all courses attempted at Quincy College. Additionally, each student must maintain a cumulative grade point average to meet the following standards:
 - a. By the end of each semester, a student must have a GPA greater than or equal to 2.0.
 - b. If a student has not achieved the necessary GPA, he/she will be given one semester of academic warning. By the end of that semester their GPA must be 2.0. If the student's GPA does not improve to meet the required level after the probationary period, he/she will lose financial aid eligibility.
 - c. In order to regain eligibility, students must attend classes at Quincy College at least half-time until they meet the required standards.
 - d. A financial aid appeal process is allowed with the final decision residing with the Financial Aid Review Committee. If the appeal is approved, the student will have one semester to earn the necessary GPA of 2.0.

Students who change their major, students with prior associate degrees who return to school to study in another area, or students who transfer from another institution, shall be treated as new students relative to time periods allowed for completion of their degree within the limits of Title IV regulations.

The following will NOT be considered as credits successfully completed:

- "F" Failure
- "I" Incomplete
- "W" Withdrawal

Incomplete ("I") grades are calculated as failing ("F") grades unless the course has been satisfactorily completed within one semester. Courses that are repeated will count in the calculation of hours attempted and completed hours earned if the student receives a passing grade; however, only the highest grade received for the course will be included in the calculation of the GPA.

Verification

1. For those students selected, the College is required to complete the process of verification before it makes a disbursement of financial aid.
2. Students failing to provide the required documentation within the specific time period may lose their financial aid for the semester and/or the academic year.
3. Financial Aid regulations require the Financial Aid Office to review and request documents from students and parents (if required). Documents that may be requested include but are not restricted to the following:
 - a. Signed Federal Tax Return
 - b. High School Diploma (It should be noted that a copy of a high school diploma or G.E.D. is required of all students who receive financial aid even if they are not selected for verification.)
 - c. Declaration of Major (It should be noted that all students receiving financial aid must declare a major and be working toward that major even if they are not selected for verification.)
 - d. Financial Aid Information Form (It should be noted that all students receiving financial aid must complete this form even if they are not selected for verification.)
 - e. Verification Worksheet Form
4. Completion of Verification- This process may result in a recalculation of a student's Expected Family Contribution (EFC). If this occurs the student will receive a new student aid report from the Department of Education. A recalculation may also result in a change of financial aid eligibility.
5. Once the verification of a student aid report is completed, a student will receive an award letter. This is the offering of financial aid and outlines what type of financial aid a student is eligible to receive for the current school year.
6. Written permission is needed to discuss a student's file with anyone other than the student unless the student is under the age of 18. **The student may give permission to parents, spouse, or legal guardian only.** The written permission must be provided each year that the student attends Quincy College.

Awarding of Aid

1. All financial aid is awarded on the basis of demonstrated financial need. Financial information reported on a properly completed Free Application for Federal Student Aid (FAFSA) is sent to the Department of Education, the MASSGrant program, and to the student.
2. The Pell Grant program and the MASSGrant program make their own financial aid awards based on their own criteria of financial need.
3. Massachusetts has its own deadline for receipt of completed FAFSA results. If the Commonwealth of Massachusetts does not receive results by May 1st, then a student may not be eligible to receive a MASSGrant.
4. Financial Aid amounts received in one year may not always be awarded in future years. Eligibility is always re-determined each year. Students must reapply for financial aid each year they plan to attend.
5. Quincy College awards all campus-based aid (College work-study and Supplemental Educational Opportunity Grants) using the following method:
 - a. A student's financial aid eligibility is equal to the estimated financial need as determined by the Free Application for Federal Student Aid (FAFSA) and the student's Cost of Attendance at Quincy College.
 - b. The Pell grant, MASSGrant and other aid (such as loans) are subtracted and the new figure is the student's adjusted financial need. Due to limited funds, all students showing adjusted financial need may not receive awards.
 - c. Students filing late applications for aid will be considered after aid is awarded to those who applied by the required deadlines.

Cost of Attendance

1. Students may receive financial aid to cover the cost of tuition, fees and other expenses related to their education such as books and supplies. The total of all these expenses is called the Cost of Attendance. A student's combined financial aid from all sources may not exceed the Cost of Attendance for his/her program.
2. Students do not always receive enough aid to cover costs. In the event this occurs, students should seek alternative loan options to cover the remaining balance. There is no guarantee that a student will be eligible for one of these loans. Alternative loans are usually credit based loans.

Disbursement of Financial Aid

1. Students are awarded the maximum amount of financial aid for which they are eligible. If a student is awarded a PELL Grant and does not enroll for 12 credits (full-time) for a semester, then the Pell Grant is reduced according to the actual number of credits enrolled.
2. Students who complete late applications are required to pay for their classes. When aid is credited to their account, a refund may be issued, if one is due to the student, in the amount of aid posted.
3. MASS Grants are credited toward tuition when the Financial Aid Office receives a payment roster from OSFA.
4. Students who pay their tuition and later complete the award process will be issued checks in the amount of their awards later in the semester.

Return to Title IV Refund Policy (Policy 8.10)

The calculation of the return of Title IV Funds is determined by the date that the student withdraws, which is:

- The date the student began Quincy College's withdrawal process;
- The date the student officially notified the institution of intent to withdraw;
- The midpoint of the enrollment period for a student who leaves without notifying the institution (an unofficial withdrawal);
- The student's last date of attendance at a documented academically related activity.

Title IV aid and all other aid is earned during the time a student is attending Quincy College. The percentage of aid earned is determined by dividing the number of days a student was enrolled by the number of days in the semester, up to the 60% point. Return of Title IV funds is no longer necessary after that point. If the student withdraws from all courses after the 60%

point in the semester, Title IV aid is viewed as 100% earned. However, if a student withdraws prior to that 60% point, the student may owe part of his or her financial aid if the Financial Aid Office determines the student has received an amount larger than the earned amount.

The refund policy for state financial aid is the same as the federal policy; however, 100% of state aid is earned at the 50% point.

The term "Title IV Funds" includes the following programs:

- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grant (SEOG)
- Academic Competitiveness Grant (ACG)
- William D. Ford Direct Subsidized Loan
- William D. Ford Direct Unsubsidized Loan
- Federal PLUS Parent Loan

In accordance with federal regulations, financial aid funds are returned and allocated in the following order:

- Unsubsidized
- Subsidized
- PLUS
- Federal Pell Grant
- Academic Competitiveness Grant
- Federal SEOG Program
- Other Title IV programs
- Other state, private, and institutional aid
- The student

Quincy College will return any funds necessary to Title IV programs upon completing the calculation. It is possible that a student who receives financial aid and withdraws will owe a balance to the Quincy College Business Office and may be required to repay funds to the U.S. Department of Education. The procedures and policies listed above supersede those published previously and are subject to change. Please contact the Financial Aid Office if you have any questions about this policy.

Other things to consider before withdrawing:

- Following the proper withdrawal process is important to avoid difficulty with future enrollment, satisfactory academic progress, and financial aid eligibility.
- Students receiving a grade of "F" for all classes in a semester will be subject to retraction of aid per federal regulation. Any balance that results is the responsibility of the student.
- Students that stop attending all classes and fail to complete an official withdrawal form will receive a grade of "F" for each registered class. This will result in a Return to Title IV funds calculation. An outstanding balance may occur and is the responsibility of the student.
- If a MassGrant or other state aid is expected but not received on the date of withdrawal, it is automatically canceled.
- A student is not considered "officially withdrawn" until he/she completes a withdrawal form. This form can be obtained from the Enrollment Services Office and at the Plymouth Campus administration office.
- This policy applies to all students regardless of enrollment status (full and part time).

Satisfactory Academic Progress (Policy 8.09)

Federal Financial Aid regulations require that Quincy College establishes, publishes, and applies reasonable standards for measuring students' satisfactory academic progress in their educational programs. The qualitative and quantitative standard used to monitor academic progress must be cumulative and must include all periods of the student's enrollment including periods for which the student did not receive financial aid.

Quincy College assesses the following qualitative and quantitative information for all students at the end of each fall and spring term:

1. Cumulative GPA (Minimum GPA of 2.0)
2. Number of credits attempted (Maximum allowable is 90)
3. Rate of completion (2/3 credits attempted must be completed successfully)

Note: Failure to meet the Quincy College Satisfactory Academic Progress may result in the loss of financial aid eligibility.

Cumulative GPA:

(The Qualitative Measure of Satisfactory Academic Progress [SAP])

In order to meet SAP standards for financial aid, students must have a 2.0 GPA. If the student has not achieved the necessary GPA, he/she will be given one semester of academic warning (probationary period). By the end of the semester, the student's GPA must be 2.0. If the student's GPA does not improve to the required level after the probationary period, he/she will lose the student's financial aid eligibility.

Transfer students must meet the minimum cumulative/term GPA requirement for all terms enrolled at Quincy College.

Students enrolled for the purpose of earning a second Associate Degree or a Certificate must maintain a cumulative/term GPA of 2.0 for all terms of enrollment.

Credits Attempted and Credits Earned:

(The Quantitative Measure of SAP)

Students receiving financial aid must successfully complete 2/3 of all attempted credits (67%). Federal regulations allow students to receive aid for 150% of the published length of an undergraduate program. Quincy College publishes in its catalog that students can earn the AA/AS degree by completing 60 credits (other than Nursing and Health Sciences). Students at Quincy College, therefore, may receive aid for a maximum of 90 credits. Once a student has attempted 90 credit hours at Quincy College (including transfer credits), she/he is no longer eligible to receive financial aid and this standing may not be appealed.

Transfer credits that are accepted by Quincy College are not included in the rate of completion but are counted towards maximum credits. Quincy College reviews SAP progress for all students at the end of each fall and spring semester and sends notices to students of any deficiencies that may exist. Deficiencies can result in the loss of financial aid.

Policies Regarding Course Work:*Incomplete Grades*

Students who receive a grade of "Incomplete" may not meet the minimum GPA requirements. Students are advised to contact the Financial Aid Office to find out if it is appropriate to file an appeal. They should also contact the Financial Aid Office when the grade of "Incomplete" has been replaced by a letter grade. If the course work to resolve the grade of "Incomplete" is not adequately completed in one semester, the grade changes to an "F" and is included in the calculation of GPA.

Dropped Credits

Students who drop classes after the end of the Add/Drop period of any semester may encounter difficulties in meeting SAP standards. Students considering dropping classes after this refund period should consult with the Financial Aid Office to review the impact of dropping a course on their future eligibility for financial aid.

Withdrawal from All Course Work

Students who withdraw from all courses should consider its impact for their SAP status and discuss this with the Financial Aid Office.

Repeated Course Work

There is no limit to the number of times that a student may repeat a course. Credits for repeated courses count only once as credits earned and only once in a student's GPA; however, all credits are counted as attempted credits. The highest grade in a repeated course is used in calculating the GPA.

Remedial Course Work

Remedial courses are considered the same as credit courses for tuition, full-time academic standing and for SAP. Although these courses do not count towards degree completion, these courses are included in the calculations of the 2/3 completion requirement and in the maximum limit of 90 credits attempted. Financial aid may be paid for up to 30 non-degree credits.

Notification of Loss of Eligibility:

If there is any deficiency under the SAP policy, the Financial Aid Office sends notices to students receiving financial aid at the end of each fall and spring semester. Students who fail to meet the minimum SAP requirements may be ineligible to receive aid in a subsequent semester.

The student has the right to appeal the denial of financial aid (appeals will not be reviewed for any student who is not a FAFSA filer and is seeking a loan from a private lender). The appeal should be submitted no later than the midpoint of the semester for which the student is enrolled or it may be denied. Appeals submitted in the last week of the semester will not be reviewed.

Please get in touch with the Financial Aid Office to pick up a Financial Aid Appeal Form. The SAP committee will review your appeal for reinstatement of aid. Their decision will be based on the strength of your appeal, the documentation submitted, and your academic record. If your appeal is approved, you will be notified by mail or email. The SAP review Committee is chaired by the Associate Vice President for Enrollment Services and the Associate Vice President for Financial Aid.

If the appeal is not approved, the student will not receive financial aid until SAP requirements are met. All decisions of the SAP committee are final.

SAP Holds:

When a student fails to meet the SAP policy and loses financial aid eligibility, a HOLD is placed on the student's record that prevents the student from receiving any further financial aid. This hold does not prohibit the student from registering for classes. If an appeal is filed and approved, the hold is removed and the student is eligible to receive the financial aid.

FINANCIAL AID: TYPES OF ASSISTANCE (Policy 8.02)

Federal Pell Grant

The Federal Pell Grant is a need-based program that is available to undergraduate students who have not obtained a Bachelor's Degree. Federal Pell Grants do not need to be repaid. Pell Grant amounts are determined by a student's enrollment status and Expected Family Contribution (EFC). The actual amount that a student receives will be determined after the add/drop period of each semester.

Federal Supplemental Opportunity Grant (FSEOG)

FSEOG is a need-based program and is awarded to students showing the greatest need based on their EFC. Those with a zero EFC will receive these funds first. FSEOG is a grant that does not need to be repaid. Funds are limited and are awarded on a first-come, first-served basis.

MassGrant

MassGrant is a need-based program that is awarded to eligible students by the Office of Student Financial Assistance via roster to Massachusetts residents who had their Free Application For Federal Student Aid (FAFSA) processed by May 1. Students must be enrolled full-time (at least 12 credits) to receive the MassGrant.

Massachusetts Part Time Grant

The Mass Part Time Grant is a need-based program awarded to Massachusetts residents enrolled in at least six, but not more than 11 credit hours. These students must also be Pell eligible. Funds are limited and are awarded on a first-come, first-served basis.

Federal Direct Plus Loan

The Federal Plus Loan is not guaranteed. It is a credit-based loan, based on your parents' credit. The parent is the borrower and is responsible for repayment. Students are required to complete and submit a FAFSA before PLUS loans are certified and processed. PLUS loans are available to parents of dependent students only. To apply for a Parent PLUS Loan go online to www.studentloans.gov, complete the Entrance Loan Counseling and click on "Complete PLUS Request Process". If approved after credit check is performed, the loan can be certified and processed.

Federal Direct Stafford Subsidized Loan

The Federal Stafford Loan Program is need-based and must be repaid. To be eligible, a student must be enrolled at least half-time (6 credits each semester). The Federal Government pays the interest that accrues while the student is in school and during the periods of deferment. Repayment begins six months after a student ceases to be enrolled at least half-time at an eligible institution, withdraws from school or drops below 6 credits while in attendance. The interest rate is variable and is set annually on July 1st of each year. Students must go online to www.studentloans.gov to complete a Loan Entrance Counseling Session and fill out a Master Promissory Note (MPN) in order to receive these funds. Our office will be notified by the Department of Education when your completed loan is ready to be certified. PLEASE NOTE: You will not receive your loan unless these steps are completed.

Federal Direct Stafford Unsubsidized Loan

The Unsubsidized Stafford Loan differs from the Subsidized Stafford Loan in that the student is responsible to pay the interest that accrues while in school and during deferment periods. Students may request delay of repayment of the interest until entering repayment of this loan however interest will still accrue during the deferment period.

Note: Students who have received Stafford loans must complete an exit counseling session with the Financial Aid Office prior to graduation. Any student who does not complete the required exit counseling will not receive their diplomas, transcripts, etc. until session is completed.

Federal Work Study Program

Work study positions are located on campus in the college offices. Students must be making Satisfactory Academic Progress to be awarded work study.

Alternative Loan Sources

Students requiring additional financial assistance must seek private funding. This type of funding is usually credit based and may require the student to have a co-borrower. These types of loans may have higher interest rates and other requirements. Eligibility and repayment options are determined by the lender.

Institutional Aid

Quincy College has a limited number of Presidential Need-Based Grants available each semester to deserving students who need help with tuition costs and have exhausted all other sources of financial aid or have experienced some unexpected financial crisis. A student may send a request in writing to the President with supporting documents explaining their special circumstances. A maximum award of \$1,000 is available each semester.

Institutional Scholarships

A selection committee from the college community reads and selects finalists. The scholarship program is offered during the spring semester and the awards are for the following fall semester. These scholarships are available for use at Quincy College and cannot be transferred to another school.

Book Vouchers

Book vouchers are issued based on the unused portion of the financial aid, that will be used to pay for tuition and fees. If the cost of books and supplies purchased at the book store exceeds the amount on the voucher, the student is responsible for the balance. If a student's financial aid is adjusted or reduced for any reason, a student may have a balance owed as a result of their book purchase. Vouchers are available for the fall and spring semester only. Vouchers ARE NOT available for any non-traditional semester. Plymouth students may request that their voucher be faxed to the Plymouth campus.

Summer Financial Aid Awards

Students planning to attend summer sessions should contact our office beginning in April to have their file reviewed for any financial aid that may be available to use for summer.

Disbursements

All financial aid disbursements will be posted to students' accounts no sooner than 45 days after the start of each semester. The Business Office will generate refund checks automatically to those students with a credit balance after all charges have been applied.

For details on these and other policies, please visit the Financial Aid Office or call 617-984-1620.

2011-2012 Tuitions and Fees

Quincy College

COLLEGE TUITION

	Tuition/Credit
Liberal Arts and Science/Business & Public Service	\$170 / credit
Fine Arts and Music, Telecourses	\$180 / credit
Science Labs (1 credit each)	\$225 / credit
Computer Science & Technology Courses	\$200 / credit
Registered Nurse (RNU credits only)	\$587 / credit
Practical Nurse (PNU credits only)	\$440 / credit
Surgical Technology (SUR credits only)	\$440 / credit
Health Sciences (ALH credits only)	\$180 / credit
Exercise Science/Personal Training (EXS credits only)	\$280/ credit
Phlebotomy (PHB credits only)	\$215 / credit
Clinical Laboratory Science (CLS credits only)	\$280 / credit
First Year Seminar (IDS 165)	\$130 / course

Tuition must be paid in full at the time of registration for all courses. Cash, personal checks, American Express, Discover, MasterCard and Visa are acceptable forms of payment. Quincy College can not accept starter checks or checks without an address.

FEES AND SPECIAL PROGRAMS

Account Registration Activation Fee	\$100
Nursing, Natural & Health Sciences Admissions Test	\$25
Nursing, Natural & Health Sciences Application	\$50
Nursing, Natural & Health Sciences Deposit	\$250 (non-refundable)
Nursing, Natural & Health Sciences Matriculation Fee	\$100
Nursing Test Fee (ADN)	\$110/ semester
Nursing Test Fee (PN)	\$105 / semester
Health Sciences Surg Tech Test Fee	\$237
Registration Fee	\$20
Application/General	\$30
CLEP/ACT-PEP Rate	\$150 / course*
Course Change (Add/Drop)	\$20/line*****
Experiential Learning Transfer Fee	\$100 / credit*
Experiential Learning Portfolio Evaluation	\$100 / per application
Health Insurance-Full Time Student Annual	\$928***
Health Insurance-Full Time Spring Only	\$618***
High School Student Rate	\$115 / credit*
Non-Resident Student Fee	\$45 / credit**
Late Payment	\$75
Parking Permit (Newport Hall only)	\$10 / semester
Quincy/N. Quincy High School Student Rate	\$205 / course*
Returned Check	\$100 / each
Senior Citizen Rate (65 or older)	\$150 / course*
Student Picture ID	\$25 / per ID
Student Locker Fee	\$50 / per semester
Test Preparation Fee	\$149
Transcript (before 1995)	\$25 / per request
Transcript on the spot (after 1995)	\$15 / each****
Transcript by mail (7-10 days)	\$5 / each****
Unofficial Transcript/Grade Report	\$1 / each
Veteran Tuition	Discount Rate
Commencement	\$150

* Does not include computer classes, science labs or Nursing, Natural and Health Sciences classes

** Students who are not US Citizens or Green Card Holders pay this non-refundable fee, which does not include health insurance.

*** Students who are covered by another health insurance plan may waive this fee by submitting a waiver form to the Business Office within 15 days of the start of the semester.

**** Quincy College Alumni receive up to 5 transcripts per calendar year free of charge.

***** No charge for adding courses.

WITHDRAWAL

A student desiring to withdraw from a course or the College must complete an official withdrawal form. This form is certified by the Enrollment Services Office. Please keep a copy for your records. Failure to attend class or merely giving notice to an instructor is NOT considered an official withdrawal. If the student withdraws, a grade of "W" is recorded on his/her transcript. Withdrawal requests are not accepted by phone. The effective date of the withdrawal to determine a tuition refund will be the date the notice is received with the appropriate fee.

REFUND POLICY (Policy 7.05)

Students who have officially withdrawn in writing from the school will receive a refund of tuition according to the following schedule. Please note the following refund policies:

15-Week Semester Courses:

100% Up to 10 calendar days after the start of the semester**
 50% 11-17 calendar days after the start of the semester**
 0% After 17 calendar days after the start of the semester**

Special Session (Less than 15 weeks) Schedules*

The day prior to the start of the 2nd class meeting
 The day prior to the start of the 3rd class meeting
 The day of the 3rd class meeting

** Close of business day.

* Special Session Schedules include 10-Week, 7-Week, 5-Week, Tandem, Double-Ups and Life Long Learning courses. Please refer to Quincy College Business Office for details or questions regarding this policy.

Non-Credit courses: Withdrawals prior to the first meeting will be refunded less a \$25 processing fee. For courses, workshops and institutes that meet more than once, refunds are eligible according to the following schedule: after the first meeting, but before the second meeting - full refund less \$50 fee; after the second meeting, but before the third meeting - 50% refund, and at the start of the third meeting - no refund.

All tuition and fees must be paid for at time of registration with cash, check, credit card (MasterCard, Visa or Discover), bank debit card or by having approved Financial Aid in place (e.g. federal/state grants, loans, and scholarships). Students can also be enrolled with pre-approved payment plans or third party arrangements (e.g. VA benefits, employer tuition reimbursement programs).

Students enrolled under financial aid, deferred payment plan, or third-party arrangements are reminded that the student is responsible for full tuition, fees, and bookstore charges and will not be permitted to register for future semesters, graduate, receive transcripts or diplomas until balance is paid in full. Students are urged to speak with the Student Accounts Office at Newport Hall, 2nd floor for any further guidance.

Any unpaid student balances will be placed on hold and will not be permitted to receive diplomas, transcripts, participate in graduation or be allowed to register for further semesters. In addition, should balances remain unpaid, the College reserves the right to begin collection proceedings against the student, including referral to collection agencies and reporting to credit bureaus. Should this happen, the student will be responsible for all costs associated with collecting said account, up to 40% of the principle balance, as allowed by Massachusetts General Laws.

Note: Tuition and fees are subject to change. Fees are non-refundable. The most up to date tuition and fees can be found online at quincycollege.edu.

ACADEMIC ADVISING

Our Admissions Officers located at Newport Hall will gladly schedule a one-on-one appointment to help you select your academic schedule for an upcoming semester. The office also welcomes walk-ins if you are on campus and would like to stop in for academic advising.

The Admissions and Advising Office is open Monday through Thursday from 8am to 7pm and Friday from 8am to 5pm, except in the summer when the office is open 8am to 4pm on Fridays.

Should you have any questions or if you would like to request a time to meet with an advisor, call us at 617-984-1710 in Quincy or 508-747-0400 in Plymouth.

LEARNING CENTERS

The Learning Centers at Quincy College provide free academic tutoring, support and other resources to help students from all backgrounds reach their academic goals by helping them become better learners. Free tutoring is offered by professional and peer tutors in a variety of subjects. Tutoring services, including appointment and walk in services, are offered at the Quincy campus in the Nicastro Learning Center located in Newport Hall, Room 254, 150 Newport Avenue Ext., Quincy, MA 02171. Contact the Nicastro Learning Center at 617-984-1664. Tutoring services at the Plymouth campus are made by appointment at the Plymouth campus front desk, or by calling 508-747-0400. The Plymouth campus is located at 36 Cordage Park Circle, Suite 228, Plymouth, MA 02360.

An official Quincy College student ID is required to access services at the Learning Centers.

LIFE BALANCE COACHING

The Life Balance Coaching Office at Quincy College offers support to students in maximizing their academic potential. The coaches provide a variety of free and confidential services to our diverse student population. Although the coaches do not provide therapeutic counseling to students, the coaches do assist students by actively listening and making professional referrals as needed. Coaches provide short term, solution focused coaching on issues related to transitioning to college; developing academic, personal and professional goals; developing self discipline and self motivation; promoting self care and healthy life choices; stress reduction; overcoming anxiety; and avoiding procrastination. The Quincy campus office is located at Newport Hall Room 242 or call 617-984-1681. Contact the front desk at the Plymouth campus at 508-747-0400 for an appointment.

DISABILITY SERVICES

Disability Services works with the campus community to provide equal access and opportunity to educational programming and services for students with disabilities. Services are determined individually. Any student with a documented disability should contact the Office of Disability Services at 617-984-1656 to ensure that reasonable accommodations may be made, if required. Parking spaces designated as handicapped spaces are available under Saville Hall, in front of Newport Hall and at the Plymouth campus.

Inquiries regarding services for students with disabilities or the Americans with Disabilities Act should be forwarded to the Associate Vice President for Student Development/ADA Coordinator, 150 Newport Avenue Ext., Quincy, MA 02171, by calling 617-984-1656, or at our website under Disability Services.

BOOKSTORE

The College Bookstore, located at 1357 Hancock Street in Quincy, stocks all required textbooks for courses offered at the College. Payment for books, and all other items may be made by cash, check, or credit cards. The bookstore sells both new and used textbooks and accepts textbook returns as per their policy.

Course supplies other than textbooks may also be purchased in the bookstore. A variety of items such as greeting cards, sweatshirts, T-shirts, backpacks, calendars, and MBTA passes are available for purchase. The College Bookstore can be reached at 617-773-4849.

The Bookstore personnel are available on the Plymouth campus at the start of each semester.

COMPUTER LABORATORIES

Quincy College maintains computer laboratories at the Quincy and Plymouth campuses.

The Quincy campus computer laboratories are used as follows:

- Newport Hall Rooms 109, 110, 228, and 258 for Computer Science classes and open lab time.
- Hours of open lab time for registered students are posted each semester
- An open lab is available for students in the Anselmo Library (Newport Hall, Room 106) during regular hours.
- Computers are available for student use in the Student Lounges in Newport Hall and Saville Hall

The Plymouth campus laboratory is used as follows:

- As both a classroom and an open lab according to the posted schedule.
- Computers are also available in the front area of the Plymouth campus for student use.

Students using the open laboratories are required to:

- Show a current student photo ID card.
- Sign in and out of the labs.
- Obey posted rules as well as any instructions from the lab monitor.
- Bring flash drives to save documents.
- Refrain from bringing food or beverages into any computer laboratory or classroom.

Failure to obey these requirements may result in loss of open lab privileges. Students are urged to use the virus protection programs on the computers to check their flash drives before using them. Students who intentionally introduce viruses onto the computers or otherwise damage computer equipment will be subject to strict disciplinary procedures.

THE FRANCIS X. ANSELMO LIBRARY

The Quincy College library is named in honor of former Quincy School Committee member Francis Anselmo, a longtime friend and benefactor of Quincy College. The Anselmo Library contributes to the teaching, research, learning, and service of the College community and strives to support the educational goals, values, and mission of Quincy College. The Library is committed to lifelong learning, equitable access, intellectual freedom, confidentiality of access and records, and communication and cooperation. The College community's needs are primary, and the goal of the Library is to create an environment for our users to become more informed and knowledgeable, and to enhance their research and critical thinking skills.

Note: All visitors are asked to respect the educational mission of the Anselmo Library and are required to behave appropriately while on the premises. Library patrons expect an atmosphere conducive to reading, research and study. A Library Code of Conduct has been established and is enforced. In order to protect the rights of patrons and staff, to preserve and protect library materials and facilities, and to maintain an environment which ensures that visitors are able to use the Library's resources and services effectively, the rules of conduct will be strictly enforced.

Resources in the library include a print and e-resource collection of approximately 45,000 volumes, over 30 research databases, subscriptions to over 100 periodicals, and a growing collection of audio-visual materials. Members of the College community may also request materials from other libraries through inter-library loan. In addition, the library maintains a reserve collection of textbooks and required course readings. Resources can be accessed from the Anselmo Library website (www.quincycollegelibrary.org). A staff of professional librarians is available for research assistance and instruction. A computer lab with Internet access is also available for students and staff who wish to conduct online research or work on class assignments.

The Anselmo Library is located in Newport Hall, Room 103. More information regarding the Library's collections and services is available by calling 617-984-1680 or at www.quincycollegelibrary.org.

Academic Support Services

CAREER SERVICES AND WORKFORCE DEVELOPMENT

Career Center

The Career Center at Quincy College provides a comprehensive approach to career counseling and advisement with a wide array of services, resources, and programs including: educational and career planning, job searches and placement, resume writing and interviewing techniques, and more. The Career Center is located at Newport Hall, Room 224. Call the Career Center for an appointment at 617-984-1662.

Career Center Plymouth Campus

Located at 36 Cordage Park Circle, Suite 228, Plymouth, MA 02360, the Career Center at Plymouth campus offers a full array of career support programs.

Several Quincy College career services and internet resources include:

Career Center Web Pages

1. Go to url: www.quincycollege.edu
2. Click on "Departments"
3. Select "Career Center"

Career Cruising and Self Assessments

Please visit www.careercruising.com for more information.

Quincy College Central Network

The Quincy College Central Network is a website that features local job listings for job-seekers and a resume database for employers. Please visit www.collegecentral.com/quincycollege for more information.

ORIENTATION (Policy 6.01)

The Orientation Program, held at the beginning of each semester, is designed to familiarize new students with the organization, services and facilities of the College. The program provides the student with an opportunity to meet members of the faculty and the administration. The role of an advisor is emphasized throughout the program, as is the social interaction among students and an introduction to life at the College. Workshops on such topics as Financial Aid, Study Skills and Career Planning are also included.

For information on the International New Student Orientation, call 617-984-1663 or stop by the International Student Office.

Note: Once accepted into an Nursing, Natural or Health Sciences Program, students are required to attend a separate mandatory program orientation.

ACADEMIC HONORS (Policy 5.10)

Academic honors are awarded at commencement and are based on the student's cumulative grade point average (GPA).

Graduates having a 3.25 to 3.49 cumulative grade point average will graduate cum laude. Graduates having a 3.50 to 3.74 cumulative grade point average will graduate magna cum laude. Graduates having a 3.75 to 4.0 cumulative grade point average will graduate summa cum laude.

DEAN'S LIST (Policy 5.08)

Students whose semester GPA is 3.75 or above and who complete six or more credits within that semester are included on the Dean's List.

ACADEMIC AMNESTY POLICY (Policy 5.16)

Students who have had a break in enrollment for at least two academic years may, upon application for readmission, file a written petition with the Registrar for academic amnesty. If students are granted academic amnesty, all grades from Quincy College credit coursework completed at an earlier date are eliminated from computation of the grade point average and will not be applied to a Certificate or Degree program at Quincy College. Previous credit coursework will not be removed from the student's scholastic record and transcripts. However, these records will clearly indicate that academic amnesty has been granted and the date that amnesty was approved. The Vice President for Academic Affairs, in consultation with the appropriate individuals, such as the Division Dean and/or program faculty, will make the final determination.

ACADEMIC INTEGRITY POLICY (Policy 5.15)***Academic Integrity Statement***

In keeping with our mission, Quincy College will foster a high standard of academic honesty for student, faculty, and staff and will seek to preserve the rights of our entire College community. As part of our academic integrity policy, all members will adhere to the basic values of mutual respect and responsibility as well as individual and institutional integrity. Students will be informed about those actions that constitute a breach of integrity and about those sanctions that may result from academic dishonesty. In the interests of promoting the best environment for learning, we, the community of Quincy College, pledge to advance the principles of honor and integrity in all of our actions.

Student Guidelines

Students assume full responsibility for the content and integrity of the coursework they submit. Therefore, to assist students in observing academic integrity, the following guidelines have been developed:

1. Students must do their own work and submit only their own work, unless otherwise permitted by their instructor. If appropriate citation guidelines are not stated on the syllabus, students are encouraged to contact their instructor for guidance.
2. Students may collaborate or cooperate with other students on assignments or examinations only as directed by the instructor.
3. Students must follow all written and/or oral instructions given by instructors or designated College representatives for taking exams, placement assessments, tests, quizzes, and other evaluative instruments.

Types of Academic Dishonesty Involving Students

Academic dishonesty goes against the core values of the Quincy College Mission Statement. These values are HONESTY, TRUST, FAIRNESS, RESPECT, and RESPONSIBILITY. In cases where academic integrity is at issue, the following definitions will apply:

1. **Plagiarism** is the representation of the words and/or ideas of another as one's own in any academic assignment. Examples include, but are not limited to: stealing or downloading the entire text of a paper, cutting and pasting various sources together to simulate a new essay, copying small portions of a paper, or misattributing source material.
2. **Cheating** is using or attempting to use unauthorized materials, information, or study aids in any graded assignment. Examples include but are not limited to: copying from another student, accessing unauthorized books or documents, receiving messages without authority during an exam, and improper use of calculators, computers, or any other electronic devices during exams or other assignments.
3. **Fabrication** is the falsification of any information or citation in any academic assignment. Examples include but are not limited to: inventing sources, data, or citations for a paper or assignment.
4. **Facilitation** is knowingly aiding or abetting acts of academic dishonesty. Examples include but are not limited to: assisting others to cheat or plagiarize or participating in a conspiracy to cheat.
5. **Misrepresentation** is engaging in acts of deception or forgery in an academic context. Examples include but are not limited to: misrepresenting one's own work as something that it is not, lying to an instructor or fabricating excuses to improve a grade or to make up for missed work, and excessively misusing computer software to create works that do not truly reflect a student's skill level.

Disciplinary Procedures Involving Students

Violations of the standards of Academic Integrity described in the Quincy College Academic Integrity Statement may result in disciplinary action up to and including dismissal from Quincy College.

Any faculty or staff member who notices infractions of the standards of academic integrity and honesty must file an Academic Incident Report and initiate disciplinary procedures in response to those violations. Students who notice infractions of the standards of academic integrity are encouraged to report the infraction either verbally or in writing to a member of the Quincy College faculty or staff. Examples of penalties that may be imposed by the College include, but are not limited to:

1. Formal written warning placed in the student's file;
2. Reduced or failing grade for the assignment;
3. Reduced or failing grade for the course;
4. Suspension from the College; and
5. Dismissal from the College.

Severe, flagrant, or multiple violations that have import beyond a specific course may lead to disciplinary action that could result in dismissal from the College and/or denial of readmission to the College. The following factors will be considered in all determinations of penalty:

1. The nature or seriousness of the offense;
2. The injury/damage resulting from the offense; and
3. The student's prior disciplinary record.

Disciplinary Action - Hearing and Appeal Procedures Involving Students

Any student who wishes to appeal any disciplinary action imposed in response to violations of Quincy College's Academic Integrity standards will do so in accordance with the following steps:

- Step 1: Within five business days of the date of notification, the student must request a hearing with the appropriate academic dean. Within five business days of the hearing, the dean shall, in writing, notify the student of his/her decision.
- Step 2: If a student has cause to question the resolution at Step 1, within five business days of the dean's written decision at Step 1, he/she may forward a written appeal to the Vice President for Academic Affairs. Within five business days of the receipt of the appeal, the Vice President shall, in writing, notify the student, and the individual who files the report, of the outcome of the appeal.

ACADEMIC PROBATION POLICY (Policy 5.07F)

Academic Probation

Any student having completed twelve (12) credits, but not having attained a 2.0 cumulative grade-point average, shall be placed on Academic Probation.

Removal from Academic Probation

A student Academic Probation shall be returned to good academic standing upon attaining a cumulative GPA of 2.0 or higher.

Academic Probation Procedure

A student having been placed on Academic Probation must meet with his/her assigned advisor to prepare a comprehensive plan of continued studies. This plan may include:

Course Load: Based upon discussion with and advice of the assigned advisor, the student may be limited regarding the number of credit hours he/she may attempt.

Special Courses: Based upon judgment of the assigned advisor, a student may be required to include academic support courses as part of overall credit load.

A student on probation will have 24 credits to achieve a cumulative GPA of 2.0 or greater. Should a student not reach that mark, the student shall be dismissed from Quincy College.

Note: International students and students on financial aid may lose their status/eligibility after being on academic probation for a semester. Please consult with your advisor.

Dismissal

A student who is on academic probation and who is not able to attain a GPA of 2.0 after 24 credit hours of academic credits shall be dismissed from the college.

Dismissal Appeal

Any student who is dismissed from the college may appeal to have his/her dismissal overturned by applying for readmission in writing to the Vice President for Academic Affairs by July 15th for the fall semester and January 2nd for the Spring Semester. A review committee comprising of both Deans and the Registrar will convey their recommendation to the Vice President. The registrar will communicate the decision of the committee to the student.

ACADEMIC STANDING (Policy 5.04)

A student shall be classified as a sophomore if he/she has met freshman requirements and has earned at least 30 semester hours of credit.

ADD/DROP POLICY (Policy 5.11)

A student wishing to drop or add a course may do so by the deadline established in the Academic Calendar by completing an Add/Drop form and submitting it to Enrollment Services, preferably in person. A fee is charged for each schedule alteration, unless it can be shown that the change is necessary due to a College error. If a student wishes to change his/her full program, an appointment must be made with his/her academic advisor to discuss the change. A change of major form must be completed through Enrollment Services.

ATTENDANCE AND PERFORMANCE (Policy 5.05)

It is the responsibility of all students to attend classes in order to achieve a successful level of performance. Attendance, grading and performance requirements for each class will be announced at the beginning of each semester. Attendance records will be kept in order to provide verification as needed. The College reserves the right to withdraw students, upon recommendation of the faculty, when there is no potential for successful college work.

AUDIT A CLASS (Policy 5.05A)

A student may audit a class to learn more about a subject or to brush up and update his/her knowledge about a course.

In order to audit a class, he/she needs to register but specify that the registration is for auditing a class. The tuition is the same as for a credit course.

A student may change a course from audit to credit during add/drop period. A change from audit to credit is NOT allowed after add/drop period. A change from credit to audit is allowed until the last days of withdrawal by completing an add/drop form and returning the form, along with fee payment, to Enrollment Services.

If a student is auditing a class, he/she may elect not to do homework, take exams, or participate in class projects.

COURSE SELECTION (Policy 5.12)

Upon successful completion of a course, a student may not enroll in a lower level course in the same subject for academic credit. Any exceptions to this policy must be in the form of a written approval from the Vice President for Academic Affairs.

DEGREE/CERTIFICATE REQUIREMENTS (Policies 5.01/5.02)***Degree Requirements***

Quincy College awards degrees to students who are either high school graduates or G.E.D. recipients and have met degree requirements as approved by the Quincy College Board of Governors and recommended by the President. It is the responsibility of each student to meet the degree standards of the program in which he/she is enrolled. The degree of Associate in Arts or Associate in Science will be awarded to students who meet the following requirements:

1. The satisfactory completion of a minimum of 60 semester hours, of which 30 semester hours shall have been earned at Quincy College (last semester must be completed at Quincy College).
2. A cumulative grade point average of 2.0 or better.
3. Satisfactory completion of the specific course requirements within the curriculum chosen by the student.
4. A satisfactory record of college citizenship.
5. Payment of all fees and tuition owed to Quincy College.
6. Completion of an exit interview, if receiving Financial Aid.
7. Participation in required College-wide or program-specific assessment activities.

Certificate Requirements

Quincy College awards certificates to students who are either high school graduates or G.E.D. recipients and have met certificate requirements as approved by the Quincy College Board of Governors and recommended by the President. It is the responsibility of each student to meet the certificate standards of the program in which he/she is enrolled. The certificate will be awarded to students who meet the following requirements:

1. The satisfactory completion of the required number of semester hours, at least one half of which must be earned at Quincy College (last semester must be completed at Quincy College).
2. A cumulative grade point average of 2.0 or better.
3. Satisfactory completion of the specific course requirements with the curriculum chosen by the student.
4. A satisfactory record of college citizenship.
5. Payment of all fees and tuition owed to Quincy College.
6. Completion of an exit interview, if receiving Financial Aid.
7. Participation in required College-wide or program-specific assessment activities.

FINAL GRADE APPEAL PROCESS (Policy 5.14)

A registered student who believes that he/she has received a final grade, in accordance with published Quincy College grading criteria, which is not justified, may apply to an Academic Review Committee for evaluation of his/her final grade. The purpose of the final grade appeal process is to eliminate the inappropriate use of the student grievance procedure for grade disputes. A disputed grade does not constitute violation of a student's rights and is therefore not subject to the student grievance procedure.

Basic Assumption

Each faculty member clearly states his/her grading policy 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.

An Academic Review Committee may review the grading policy of a faculty member to determine: a) if the grading process is academically sound, b) if the process used by the faculty member to arrive at the student's final grade is fair and academically sound; and c) the justification for the student's final grade. If the Committee determines, by a majority vote, and after making written findings, that the grade as originally determined by the faculty member is not justified, then it may change the final grade to the grade that the majority of the Committee determines to be appropriate. Further, the Committee may, also upon majority vote and after having made written findings, recommend to the faculty member a re-evaluation of his/her grading policy.

Academic Review Committee

The Vice President for Academic Affairs selects a committee of five members and three alternates from the following groups: teaching faculty, Deans, and the Plymouth campus. One member will be a member of the Quincy Education Association. Appointments to the Committee shall be made no later than the start date of an academic year and shall last for one academic year. No member of the committee shall serve for more than two consecutive academic years. If the grade appeal process involves a committee member, that member must remove him/herself from the committee and its deliberations for that grade appeal only, and must be replaced by an alternate member. The Vice President may ask an alternate to serve on the committee in the absence of a Committee Chair. The term of each shall be for one academic year, with the Chair being ineligible for service as Chair in the next year. The Vice Chair shall chair committee meetings in the absence of the Chair. The Committee will determine the schedule of meetings at the first meeting in September. The schedule will be posted and distributed to all academic divisions. Following each committee meeting, the decision(s) rendered will be forwarded to the Vice President for Academic Affairs no later than three business days following the Committee's meeting. The Vice President will notify the student, the affected faculty member, and the College President of the committee's decision.

Procedure

It is recommended that the student attempt to resolve the final grade dispute with the faculty member with whom the dispute exists, before requesting a hearing by the Academic Review Committee. The request for a hearing must take place within 30 days of issuance of final grades by the Enrollment Services Office.

1. If the student is unable to resolve the final grade with the faculty member, the student may appeal to the Academic Review Committee. In order for the final grade appeal to be heard by the Academic Review Committee, the student must submit the following:
 - A letter addressed to the Chair of the Academic Review Committee which states the reason why the student feels that the final grade is not justified;

- A copy of the course syllabus outlining the grading and attendance policies;
 - A record of all test grades received in the course;
 - Copies of all available graded assignments, laboratory assignments, or other work assigned by the faculty member during the course; and
 - Copies of any papers submitted during the course that affected the final grade (term papers, research papers, care plans, etc.).
2. The Chair of the Academic Review Committee will request that the faculty member submit the following documents:
- A copy of the course syllabus outlining the grading and attendance policies;
 - Class, clinical, and/or laboratory attendance record;
 - List of all grades earned by the student while enrolled in the course; and
 - Copies of any available grade assignments, papers, tests, quizzes or other materials that the student completed while enrolled in the course.
3. The inability of the student to provide documents, and/or of the faculty member to provide documents, shall not serve as a bar to the Committee hearing the student's appeal and rendering a decision on the student's appeal.
4. Following the receipt of ALL available documents identified in Steps 1 and 2 above, the Chair of the Academic Review Committee will place the student's grade dispute on the agenda of the next regularly scheduled Academic Review Committee meeting. In the event that waiting for the next regularly scheduled Committee meeting may jeopardize the student's continued education at Quincy College, opportunities for transfer to a four year institution, or employment opportunities, the Chair will schedule a meeting sufficiently prior to the next scheduled meeting to adequately accommodate the student issues. The faculty member and the student may offer testimony, bring witnesses, and question witnesses.
5. The Academic Review Committee will forward a written decision, including the basis for the decision, the names and titles of those present, a list of documents presented, and a numerical record of the Committee's vote to the Vice President for Academic Affairs within three business days following the Committee's decision. Those Committee members who disagree with the decision of the majority of the Committee, and who vote in the minority, may submit to the Vice President a written report indicating the basis for their disagreement.
6. The Vice President for Academic Affairs will, in writing, inform the student, the faculty member, and the College President of the Committee's decision within three business days following the receipt of the decision from the Chair of the Academic Review Committee.

GRADE REPORT PROCEDURE

Quincy College will no longer mail printed grade reports to students unless specifically requested. Students can login to view and print their grades from the "Campus Portal" through the QC website www.quincycollege.edu.

In order to have access to the "Campus Portal", a student needs to apply for a user account. Please email itsupport@quincycollege.edu the following information:

- Your full name
- Student ID#
- A telephone number where you can be reached
- The last four digits of your SSN (not Required for International students)
- Your date of birth
- Zip Code

The IT department will email you your user name and password to access the "Campus Portal".

Final grades cannot be obtained in advance from the Enrollment Office. Students cannot access their grades if there is a hold on their accounts because of unpaid tuition, fees, or unreturned library books.

GRADING SYSTEM (Policy 5.07)

Final grades are issued to students in letter grades at the end of each semester as follows:

<u>Letter Grade</u>	<u>Percentage</u>	<u>Grade Point Average (GPA)</u>
A	93 and above	4.0
A-	90 - 92	3.7
B+	87 - 89	3.3
B	83 - 86	3.0
B-	80 - 82	2.7
C+	77 - 79	2.3
C	73 - 76	2.0
C-	70 - 72	1.7
D	60 - 69	1.0
F	Below 60	0.0
I	Incomplete	0.0
W	Withdrawal	0.0
AUD	Audit	0.0

GRADUATION PROCEDURE

In order to graduate from Quincy College, a student must apply for graduation. If you have completed or are about to complete 60 credits for an associate degree or the required number of credits for a certificate program, you may apply for graduation. The last day to apply for graduation is posted each semester.

Print out the Application for Graduation form from the Quincy College website or pick up the form at Enrollment Services. Bring your completed Application for Graduation, along with the stated Commencement Fee, to the Enrollment Services Office or mail the form and fee with payment to: Enrollment Services Office, Quincy College, 150 Newport Avenue Ext., Quincy, MA 02171 or to the Plymouth Campus at 36 Cordage Park Circle, Suite 228, Plymouth, MA 02360.

A graduation audit will be done and you will be informed of the audit by mail. The audit will show if you are ready to graduate or if you need to take more classes.

Note: A GPA of 2.00 or greater is required to graduate from Quincy College. Students must fulfill all obligations (i.e. financial, library, etc.) due to the College.

All students receiving financial aid must complete an exit interview with the Financial Aid Office prior to graduation.

All matriculating (degree/certificate seeking) students must set up a time with an advisor every semester, before registering for classes, to make sure you are progressing toward completing your requirements.

HOLDS POLICY (Policy 5.07E)

Holds may be placed on a student's record for a variety of reasons - financial, academic, or administrative. An asterisk appearing before a student's name on a class list indicates that some type of hold has been applied to that student's registration. No grades, further registrations, transcripts or other services will be provided until the hold has been resolved and removed. Any student whose name appears with an asterisk should inquire at the Enrollment Services Office so that the issue can be resolved and normal services restored to the student's account.

INCOMPLETE GRADES (Policy 5.07A)

A student requesting an incomplete grade must sign the Incomplete Grade Request Form. This form is submitted by the instructor when the grade sheet is turned in. Only if both the student and the instructor have signed this written agreement can the form be accepted. Written approval must be given from the appropriate Dean for an incomplete grade to be assigned by the instructor. An incomplete grade not made up by the end of the following semester will automatically become an "F".

INDEPENDENT STUDY (Policy 5.13)

Quincy College recognizes that scholars have unique interests and provides for those who would like to pursue special research projects under the guidance of a faculty member. Independent study is not intended to be a substitute for a regular course, but rather an opportunity for a student to work in a special area related to his/her field of endeavor in depth and with specific objectives.

To qualify for Independent Study, a student with 30 earned credits from Quincy College must have a 3.0 average in his/her area of specialty and at least a cumulative 2.7 average overall. No student may pursue more than three credits per semester to a total of six independent study credits while earning an Associate Degree. Proposals for independent study must be presented no less than five (5) days prior to the start of the semester in which the study is to take place. Acceptance or rejection of the proposal will be made within five (5) class days of the presentation. The acceptance of an independent study is optional on the part of the instructor. Approval is obtained through the faculty sponsor to the dean and finally from the Vice President for Academic Affairs. The fee for independent study credits will be the same as for a regular course and the grade issued will be in accordance with the College's grading system.

Under unusual circumstances, students may be permitted to take a college credit-bearing course in which an independent study format is used. Ordinarily, independent study may not be taken if the course is a laboratory science or skill course (biology, typing, etc.), if the course is offered during the semester in which the request is made, lacks a detailed outline and/or individualized instruction material, or is required for graduation at the end of the semester in which the request is made.

INTERNSHIP

Internship experience provides students with opportunities to apply the concepts learned through readings and class discussions to the workplace environment. Internships serve as a capstone course in a student's educational program. They may only be taken after the student completes a significant portion of specialized training in his or her major and achieves a qualifying grade point average of 3.1. All internships carry three credit hours and are recognized as program electives within majors at Quincy College. Student must have completed 30 credits towards a degree with 15 of those completed at Quincy College. A signed agreement between Quincy College and the internship site must be in place prior to the start of the internship experience. Students must also meet program specific prerequisites for internship. Students must receive written approval from the appropriate dean prior to registering for an internship. For more specific information please get in touch with respective deans or the Director of Workforce Development at 617-984-1662.

MAKE-UP EXAMINATIONS (Policy 5.07D)

Make-up of final examinations must be arranged with the instructor involved. No charges will be made to students who present a doctor's certificate of illness or in the case of two exams scheduled for the same time. A make-up fee may be assessed in cases not applying to the above.

MATRICULATION POLICY (Policy 5.00)

A matriculating (degree/certificate seeking) student is one who has met prescribed admission requirements, has been officially admitted to an academic program listed in the catalog, and has registered for a course in the curriculum.

Matriculating (degree/certificate seeking) students (admitted to catalog programs) maintain their status for ten academic years from the first semester of course registration at the College unless otherwise specified by specific requirements of certain programs. A minimum of three credit hours of appropriate Quincy College course work must be successfully completed each academic year or an application for readmission must be filed with the Admissions Office.

Note: All matriculating (degree/certificate seeking) students must set up a time with an advisor every semester, before registering for classes, to make sure you are progressing toward completing your requirements.

REPEATING COURSES (Policy 5.07C)

If the student repeats a course, only the higher grade is calculated into the cumulative grade point average, but both grades will appear on the transcript. Credit is awarded for one course only.

VARIANCE TO PROGRAM REQUIREMENTS (Policy 5.03)

Academic programs are planned to ensure that students receive broad-based exposure to the kind of learning that deepens understanding, sharpens analytical thinking, and enhances one's ability to communicate with others, as well as to provide the student with a firm groundwork in his/her chosen field of study. Consequently, variances in program requirements are granted only in special circumstances.

Students desiring a variance in program requirements must secure a variance form from the Registrar's Office and have it completed and signed by the appropriate Dean prior to enrolling in the course for which the variance is requested. Variances in the core curriculum must be approved by the Vice President for Academic Affairs.

VERIFICATION OF STUDENT IDENTITY FOR DISTANCE EDUCATION (Policy 5.18)

This policy establishes processes to verify that the student who registers in distance education or correspondence education courses or programs is the same student who participates in and completes the course or program and thus receives the academic credits. Quincy College offers online courses in which student identity verification protocols include a secure login and password for course work and group discussion. In addition, students who register for these courses will have at least one proctored assessment on campus where the instructor will physically verify the identity of the student using a government issued photo ID. Those students who are unable to attend a proctored assessment on Quincy College campus must make alternate arrangements using the approved guidelines associated with this policy. Proctor Agreement and Verification Forms are available in Enrollment Services and on www.quincycollege.edu.

Arranging for Proctored Assessments, Distance Education

If you live outside of Quincy, MA and/or cannot come to Quincy College campus for scheduled online proctored exams: You can arrange to take your test elsewhere under the supervision of an approved proctor; that is, someone authorized by your QC instructor to conduct the test. Just follow the step-by-step guidelines for alternative testing to make the necessary arrangements. Please note that use of alternative testing is at the discretion of the instructor; please contact them as soon as possible to consider what arrangements need to be made.

Acceptable Proctors

- Official testing centers
- Certified librarians at a school, university or public library
- College or university administrators and instructors
- Educational officers of a corporation,
- Officer of United States Military

Unacceptable Proctors Include:

- Relatives or spouses/partners
- Friends
- Co-workers or business associates
- Peers
- Undergraduate students
- Athletic coaches

Student Responsibilities

- Make arrangements with a proctor as soon as possible (at a minimum of four (4) weeks before the scheduled assessment event). Give the proctor the instructor's email address and have the proctor contact the instructor.
- Let your proctor know if your assessment is done on paper or computerized before setting an appointment as they may not be able to accommodate you if your exam is computerized.
- Submit your proctor choice, using the proctor verification form, to the instructor as soon as possible, or at a minimum of three (3) weeks before the exam date.
- Check with your proctor before your exam is scheduled to make sure they have all the information needed.
- Pay any testing fees, if applicable.
- Be aware of time limits on your exam and keep track of the time.
- Notify instructor if the proctor feels the exam procedure has been compromised.

WITHDRAWAL POLICY (Policy 5.07B)

A student desiring to withdraw from a course or from the College must complete an official withdrawal form. Failure to attend class or merely giving notice to an instructor is not considered an official withdrawal. If the student withdraws, a W classification is recorded on his/her transcript.

The effective date of the withdrawal to determine a tuition refund will be the date that the official form is received.

Students who withdraw from any or all classes must do so in writing through the Enrollment Services Office. The office may require the student to get an approval from his/her advisor. No withdrawals are official until recorded by the enrollment services office. No withdrawals are permitted within the last three weeks of a semester. The Vice President for Academic Affairs may make exceptions to this policy.

International students must first get permission from the International Student Office before withdrawing from a course.

FRAUD ASSESSMENT POLICY (Policy 9.14)**Background**

This policy is being established to allow Quincy College to develop the controls that will aid us in the detection and prevention of fraud against Quincy College. It is the intent of Quincy College to promote consistent organizational behavior by providing guidelines and assigning responsibility for the development of controls and conduct of investigations.

Scope of this Policy

This policy applies to any irregularity, or suspected irregularity, involving employees as well as consultants, vendors, contractors and/or any other parties with a business relationship with Quincy College. The Chief Financial Officer (or the individual designated to perform the duties of the Chief Financial Officer) is responsible for the administration, revision, interpretation, and application of this policy. The policy will be reviewed annually and revised as needed.

Policy

Management is responsible for the detection and prevention of fraud, misappropriations, and other irregularities. Fraud is defined as the intentional, false representation or concealment of a material fact for the purpose of inducing another to act upon it to his or her injury. Each member of the management team should be familiar with the types of improprieties that may occur within his/her area of responsibility and be alert for any indication of irregularity. Any irregularity that is detected or suspected must be reported immediately to V.P Administration and Finance, who coordinates all investigations with the legal department and other affected areas, both internal and external.

Decision to prosecute or refer the examination results to appropriate law enforcement and/or regulatory agencies for independent investigation will be made in conjunction with legal counsel and senior management, as will final decision on disposition of the case.

There are three general categories of fraud risk: fraudulent financial statements, misappropriation of assets and corruption. Like any other organization, Quincy College relies on Information Technology to conduct business, communicate and process financial information. As a part of risk identification process, a weekly report of "Override of Controls" will be shared with the Vice Presidents and the President.

Actions Constituting Fraud

- Any dishonest or fraudulent act.
- Misappropriation of funds, securities, supplies, or other assets.
- Impropriety in the handling or reporting of money or financial transaction.
- Profiteering as a result of inside knowledge of college activities.
- Disclosing confidential and proprietary information to outside parties.
- Disclosing to other persons activities engaged in or contemplated by the College.
- Accepting or seeking anything of material value from outside vendors or persons, except gifts less than US \$50 in value.
- Destruction, removal, or inappropriate use of records, furniture, fixtures, and equipment.
- Any similar or related irregularity. (Irregularities, concerning an employee's moral, ethical, or behavioral conduct should be resolved by the immediate supervisor and Employees relations in Human Resources)

Investigation Responsibilities

The Chief Financial Officer (or the individual designated to perform the duties of the Chief Financial Officer) has the primary responsibility for the investigation of all suspected fraudulent acts as specified in this policy. If the evidences substantiates that the fraudulent activity/ies has/have occurred, the Vice President will notify the President who would notify the Finance and Facility sub-committee of the Board.

Decision to prosecute or refer the report to appropriate law enforcement and/or to other agency for independent investigation will be made in conjunction with legal consul and senior management.

Reporting Procedures

It is the responsibility of every employee, supervisor, manager and executive to immediately report suspected misconduct or dishonesty to their supervisor. Supervisor in turn must report this to their supervisor. Any reprisal against any employee or other reporting individual because that individual, in good faith, reported a violation is, strictly forbidden. Employees may leave an anonymous message on 617-984-1770.

College Policies

Great care must be taken in the investigation of suspected improprieties or irregularities so as to avoid mistaken accusations or alerting suspected individuals that an investigation is under way.

Employees with supervisory and review responsibilities at any level have additional deterrence and detection duties, especially following three:

- First, they must become aware of what can go wrong in their area of authority.
- Second, they must put into place and maintain effective monitoring, review, and control procedures which will prevent acts of wrongdoing.
- Third, they must put into place and maintain effective monitoring, review, and control procedures which will detect acts of wrongdoing promptly should prevention efforts fail.

If the complaint is against Vice Presidents, the contact is the President, if the complaint is against the President, Chairman of the Board of Governors should be contacted. The employee or other complainant may remain anonymous. All employees reporting any fraud will be protected under "Whistleblower Act" of 1989.

All inquiries concerning the activity under investigation should be directed to the investigation person. No information concerning the status of investigation will be given out. The proper response should be: "I am not at liberty to discuss the matter."

The reporting individual should be informed of the following:

- Do not contact the suspected individual in an effort to determine facts or demand restitution.
- Do not discuss the case, facts, suspicions, or allegations with anyone unless specifically asked to do by the legal department with the involvement of HR.
- For a College employee the investigation unit will comprise of both Vice President, Assistant to the President and Director of HR.
- If the unit recommends terminating an individual, the recommendation will be reviewed by an outside attorney, and shared with the Board, before such action is taken.
- The process must be completed within 30 days of the fraudulent report.

Assessment of the likelihood and significance of identified fraud risk:

Assessing the likelihood and significance of each potential fraud risk is a subjective process. All fraud risks are not equally likely, nor will all frauds have significant impact. Quincy College has compiled a list of all possible fraud risks that may occur on campus in Appendix A. An annual review of exposures will be helpful in further evaluation of these assessments. The areas that need this assessment include Accounting, Purchasing, Contracting and Information Technology.

Quincy College has identified following fraud risks:

Financial Reporting:

- Inappropriately reported revenues.
- Inappropriately reported expenditures.
- Inappropriately reflected balance sheet amounts including reserves.
- Concealing misappropriation of assets
- Concealing unauthorized receipts and expenditures.

Misappropriation of Assets:

- By employees
- By vendors
- By former employees and other outside the organization.

Corruption:

- Bribery and gratuities.
- Aiding and abetting fraud by other parties (e.g., vendors)
- Conflict of interest
- Embezzlement.

Appendix A is the fraud risk assessment form used by the College to assess the risk and controls in place (Blank form adapted from www.nd.gov/fiscal/forms)

CAMPUS SECURITY**TIMELY WARNING (Policy 11.01)**

In the event that a situation arises either on or off campus that, in the judgment of the President of the College or Chief of Police in Quincy or Plymouth, constitutes an ongoing or continuing threat, a campus wide 'timely warning' will be issued. The warning will be issued through the College email system to faculty and staff, and to students through our website, text messages, and closed circuit TV's.

Depending on the particular circumstances of the crime, especially in all situations that could pose an immediate threat to the College community and individuals, the Office of the Campus Services and the Strategic Marketing & Brand Management Department will post a notice on the www.quincycollege.edu website. Anyone with information warranting a timely warning should report the circumstances to the Campus Services by phone (617-984-1760) and/or the local police department at 911.

REPORTING THE ANNUAL DISCLOSURE OF CRIME STATISTICS (Policy 11.02)

Campus Services prepares the annual disclosure of Crime Statistics to comply with Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act. The full text of this report is available on our website at www.quincycollege.edu.

This report is prepared in cooperation with local police in Quincy and Plymouth. Quincy College is a department of the City of Quincy and does not maintain a separate police force. We have no residence halls.

Each year in the fall, a letter is sent to all students advising them of the availability of the Crime Statistic Report on the website. The college will also send notifications to all staff and faculty about the availability of this report on the website with their October paycheck. Copies of this report may also be obtained from the Office of Campus Services or by calling 617-984-1760. All prospective employees will be informed on our job postings that the crime report is available on our website or from Human Resources by calling 617-984-1768. Prospective students will be informed on our Application Form that the crime report is available on our website or from Campus Services.

Campus Services which oversees campus security maintains and reports statistics concerning the occurrence of the following criminal offenses that have been reported to campus authorities or local police during the most recent calendar year as well as the two preceding calendar years:

- a. Murder
- b. Rape
- c. Robbery
- d. Aggravated assault
- e. Burglary
- f. Motor vehicle theft
- g. Harassment

Campus security also maintains and reports statistics concerning the occurrence on campus of any arrests during the most recent calendar year for the following crimes:

- a. Liquor law violations
- b. Drug abuse violations
- c. Weapons violations

The Resource Officers from Campus Services work closely with the Quincy Police Department. It is a college policy to report all serious crimes to the Quincy Police Department and to cooperate fully in the prosecution of those involved regardless of their status on campus.

REPORTING OF CRIMINAL OFFENSES (Policy 11.03)

For all non-emergencies, please contact the Director of Campus Services & Facilities, Bill Hall, at 617-984-1760. Dial 911 for emergencies only by using phones in any administrative office. Any suspicious activity in and around campus should be reported by calling the above number or you may also report a crime to the following:

Associate Vice President Paula Smith	Newport Hall	617-984-1654
Dean Sandra L. Smales	Newport Hall	617-984-1642
Dean Kimberly Crocker Crowther	Temple Hall	617-984-1695
Vice President Anna B. Williams	Saville Hall	617-984-1626
Vice President Pushap R. Kapoor	Saville Hall	617-984-1775
Dean Laura E. Corina	Saville Hall	617-984-1713
Dean Mary Burke	Plymouth campus	617-984-1708

For all off campus crimes, please report to local police.

Voluntary Confidential Reporting Procedures

If you are the victim of a crime and do not want to pursue action within the College or the criminal justice system, you may want to consider making a confidential report. With your permission, the Director of Campus Services & Facilities can file a report on the details of the incident without revealing your identity. The purpose of a confidential report is to comply with your wish to keep the matter confidential while taking steps to ensure the future safety of yourself and others. With such information, the College can keep an accurate record of the number of incidents involving students, determine where there is a pattern of crime with regard to a particular location, method, or assailant, and alert the campus community to potential danger. Reports filed in this manner are counted and disclosed in the annual crime statistics for the institution.

Limited Voluntary Confidential Reporting

As a department of the City of Quincy, Quincy College has no written policy about Limited Voluntary Confidential Reporting. Instead those procedures are the purview of the police department.

ACCESS TO CAMPUS FACILITIES (Policy 11.04)

All campus buildings in Quincy and Plymouth are accessible to the campus community, guests and visitors during normal business hours, Monday through Friday. During non-business hours access to all College facilities is by key and alarm codes (issued to Executive Staff).

Students are required to carry their Quincy College identification card at all times while on campus. Students must produce their ID cards when asked to do so by a college official. No solicitation is allowed on campus. Buildings are opened at least 45 minutes before the start of the first class of the day and are locked not more than 45 minutes after the last class of the day.

Science laboratories, computer laboratories, libraries, and supply rooms are locked at all times when not in use and are not open to students unless there is a teacher, supervising staff member, or lab monitor present.

Vehicles are ticketed or towed as per the parking policy. Visitors may park in designated spaces.

Quincy College has no residence halls.

LAW ENFORCEMENT AUTHORITY AND INTERAGENCY RELATIONSHIPS (Policy 11.05)

Quincy College is a department of the City of Quincy and has no police officers with full arrest powers on campus. In case of an emergency, the emergency number 911 is called.

Information is exchanged and Campus Services is in close contact with the local police.

The Quincy College Campus Services office has the authority to ask persons for identification and to determine whether individuals have lawful business at Quincy College. Resource Officers have the authority to issue parking tickets, which are deposited with the City's Treasurer's Office. Criminal incidents are referred to local police. All crime victims and witnesses are strongly encouraged to immediately report the crime to College officials or directly to police. Prompt reporting will assure timely warning notices on-campus and timely disclosure of crime statistics.

PROCEDURES FOR REPORTING A CRIME OR EMERGENCY (Policy 11.06)

Students, faculty, staff and guests are encouraged to report all crimes and public safety related incidents by filing an incident report or by calling 617-984-1760. In case of an emergency, please call 911 directly.

All incident reports are forwarded to respective heads of departments for resolution. If assistance is required from the police or fire department, Campus Services will contact the appropriate unit. If a sexual assault or rape should occur, staff on the scene, including Life Counselors, will offer the victim a variety of services including 24 hour hotlines.

The Office of the Life Counselor has information about resources and the information is made available in the event students become the victim of a crime.

All crimes should be reported to ensure inclusion in the annual crime statistics and to aid in providing timely warning notices to the community.

All reports will be investigated. As a department of the City of Quincy, the College does not have procedures for voluntary, confidential reporting of crime statistics. Violation of the law will be referred to law enforcement agencies and when appropriate, to the College Disciplinary Committee for review. When a potentially dangerous threat to the College community arises, timely warnings will be issued through email announcements, notices posted on our website, closed circuit TV, text messages, in-class announcements, or other appropriate means.

DRUG-FREE, ALCOHOL-FREE CAMPUS POLICY (Policy 11.07)

Quincy College views alcohol and substance abuse as a serious problem. In compliance with the Drug Free Workplace Act, the College sends a letter/e-mail to all students/staff each fall, informing them that the policy (Policy 3.04) is in place and is available on our website www.quincycollege.edu, in our college catalog, and in our employee handbook.

The use of illegal substances and all drinking at the College is prohibited.

Quincy College strongly encourages all members of the College community to take an active role in reporting crime and any safety problem immediately.

SECURITY AWARENESS AND CRIME PREVENTION PROGRAMS (Policy 11.08)

Right now, Quincy College is capable of releasing information to the College community through broadcast e-mails, two way radios, closed circuit TVs, and text messages. Each building is under surveillance through closed circuit cameras whose tapes can be reviewed in case of an incident.

Life Counselors conduct several alcohol awareness programs throughout the school year with the help of local police. Programs are based on state law, the consequences of violating the laws, how the college and police will respond to any violation and how problems can be avoided.

Quincy College presents programs and events to promote awareness of drug and alcohol abuse and its consequences. The College also provides screening and makes referrals for students dealing with drug and alcohol issues through its life counselors' office.

During orientations in fall and spring, students are informed of the services offered by Quincy College. Slide presentations will outline ways to maintain personal safety. They will also be informed about the crime statistics on campus and areas surrounding the campus.

At least twice during the academic year, Director of Student Development, in cooperation with life counselors and Campus Services, will present crime prevention awareness sessions on sexual assault, drug abuse, theft, and vandalism, as well as educational sessions on personal safety.

A common theme of all awareness and crime prevention programs will be to encourage students and employees to be aware of their responsibility for their own security and the security of the others. In addition to the above mentioned sessions, information will be disseminated to students and employees through crime prevention awareness packages, security alert posters and articles in the College newspaper.

MAINTENANCE AND SECURITY OF CAMPUS FACILITIES (Policy 11.09)

Quincy College is strongly committed to maintain safety on campus. Each building has both exterior and interior cameras that record activities in the area on a continual basis. Each building and parking area also have safe levels of exterior lighting. Our parking lots at Newport Hall, our Plymouth campus, and on the first floor level of Saville Hall, as well as pedestrian walkways have exterior lights. Exterior lighting on rental buildings in Quincy and Plymouth are well positioned to provide adequate illumination. Campus Services and custodians regularly survey and maintain existing lights. Both during the day and at night the Quincy campus has resource officers who patrol our grounds. In Plymouth, the landlord for our campus provides security throughout the evenings. Members of the College community are encouraged to report any deficiencies to Campus Services by calling 617-984-1760.

Resource officers and custodians regularly check the security of doors. Exterior doors are locked, alarmed, and secured each evening.

SEXUAL ASSAULT INFORMATION (Policy 11.10)

Each year Quincy College presents the Domestic Violence Forum, an educational program developed in collaboration with EMERGE of Cambridge, DOVE of Quincy, the Quincy Police Department, the Weymouth Police Department, Norfolk County Sheriff's Office and Jane Doe, Inc. of Boston that promotes awareness of rape, acquaintance rape, domestic violence, and other types of sexual assault. Students, staff, and the public are encouraged to attend each year. Quincy College is also represented on the Hingham and Plymouth Area Roundtables on Domestic Violence and Sexual Assault.

Quincy College provides no housing for students, but our licensed counselors are always available by request to help students or staff access resources should a sexual assault occur on or off campus.

Quincy College has in place a Sexual Harassment Policy and Harassment Free Workplace Policy (Policy 3.03) that defines the policy, and details the procedure and the investigative process. It is available on our website www.quincycollege.edu, in our college catalog, and in our employee handbook.

As a department of the city, Quincy College maintains the policy that victims of a sexual assault of any kind should contact the Quincy Police Department.

Quincy College is committed to provide help to any student, faculty, or staff member through both on and off-campus resources if requested.

Quincy College will also change the victim's academic situation if such is requested.

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 Criminal History Systems Board. 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.
2. An informed review of a criminal record requires adequate training. Accordingly, all personnel authorized to review CORI in the decision-making process will be thoroughly familiar with the educational materials made available by the Criminal History Systems Board.
3. 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 regulation, or with the policy or practices of the agency with which the student is placed.
4. If a criminal record is received from the Criminal History Systems Board, the authorized individual will closely compare the record provided by the Criminal History Systems Board with the information on the CORI request form and any other identifying information provided by the applicant, to ensure the record relates to the applicant.
5. If Quincy College is inclined to make an adverse decision based on the results of the CORI check, the applicant will be notified immediately. The applicant shall be provided with a copy of the criminal record and the organization's CORI policy, advised of the part(s) of the record that make the individual unsuitable for the position or license, and given an opportunity to dispute the accuracy and relevance of the CORI record.

6. Applicants challenging the accuracy of the policy shall be provided a copy of the Criminal History Systems Board's Information Concerning the Process in Correcting a Criminal Record. If the CORI record provided does not exactly match the identification information provided by the applicant, Quincy College will make a determination based on comparison of the CORI record and documents provided by the applicant. Quincy College may contact the Criminal History Systems Board and request a detailed search consistent with the Criminal History Board Policy.
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.

DISCIPLINARY PROCESS FOR ACADEMIC OR SOCIAL VIOLATIONS (Policy 6.16)

I. Introduction:

During the course of attending Quincy College, a student may commit a social violation of the College's policies, procedures, rules and/or regulations to the extent that it is necessary for charges to be filed, an investigation and hearing to be held, and penalties imposed. In such circumstances, the following provisions apply:

II. Offenses:

In addition to the policies, procedures, rules and/or regulations set forth in the Quincy College Policy Manual, the following offenses shall be cause for disciplinary action against a student.

- A. Alcohol and Drug Abuse
Illegal possession, use, sale, or distribution of alcohol and/or drugs or drug paraphernalia on campus or at any campus function.
- B. Civil Rights Violations
Willfully injuring, intimidating, interfering with, oppressing or threatening any other person in the free exercise of enjoyment of any right or privilege secured to him/her by the constitution or laws of the Commonwealth Massachusetts or of the United States.
- C. Computers, Use Of
Only authorized use of Quincy College computers is permitted. No software may be copied without the express permission of the instructor or administrator. Damage to the College's computers or computer system is prohibited. College computers may not be used for personal, non-education, and/or illegal use.
- D. Disturbance
Disruption of academic schedule or administrative process (false alarm, bomb threat, etc.).
- E. Electronic Devices
Players, portable phones, beepers, or other electronic communication devices in the classroom, unless specific permission is obtained from the Vice President for Academic Affairs. Unauthorized devices shall be confiscated and returned after class.
- F. Forgery
Production of a forged document or counterfeit.

- G. Gambling
Betting on an uncertain outcome, or playing a game for money or other stakes.
- H. Harassment
Verbal, written, or physical conduct for the purpose of intimidation. See Harassment Policy.

III. Initiation of Charges Against Student and Hearing Before Vice President

A formal process is initiated by filing with the appropriate Vice President a written statement of charges against the student within 10 working discovery of the violation. A copy shall be provided to the student. Charges of social violations shall be filed with the Vice President for Administration and Finance.

The student shall have an opportunity to have his/her due process rights explained by the Vice President. The student has a right to submit a written statement to the Vice President if he/she chooses.

The Vice President shall hold a hearing within 10 working days of receipt of the written statement of charges. The student and any witnesses shall be informed in advance of the hearing and will have the right to attend. The student shall have the right to be accompanied by counsel or a representative of his/her choosing and to address the charges made against him/her. In the event that either the student or any witness does not attend, the hearing may be held as scheduled.

Within five working days of the hearing, the Vice President shall render a decision and impose penalties if appropriate. The Vice President will forward notice of the decision to the student and the Office of the President. If the decision of the Vice President is to uphold the charges and impose disciplinary action against a student, the student shall have the right to appeal that decision to a Disciplinary Action Appeal Board, comprised of a faculty member, a student, and an administrator appointed by the College President. Any appeal by a student of a decision of the Vice President must be filed with the Office of the President within five working days from the date of the Vice President's decision. The Disciplinary Action Appeal Board shall be convened within 10 working days of the date of receipt of the notice of appeal.

IV. Appeal of Vice President's Decision

An appeal shall proceed as follows:

Appeal Board -

- A. The student shall be notified in writing of the time, date, and place of the appeal hearing. Such notice shall inform the student of the charges being made against him/her, the right to present his/her defense, the right to present witnesses, and the right to be represented by an attorney.
- B. An additional member of the College student body may be present at the appeal hearing to offer advice and to counsel the student.
- C. During the appeal hearing, the Vice President or his/her designee shall present the College's case against the student. Appropriate witnesses may be called and documentary evidence presented.
- D. The student shall then have the opportunity to present his/her case, where appropriate witnesses may be called and documentary evidence presented by the student.
- E. Following the presentations, the Appeal Board may ask questions and call for points of clarification. The Appeal Board will also allow the Vice President or his/her designee and the student or his/her attorney to ask questions and to make statements of clarification.
- F. If the student requesting the appeal does not attend the hearing, the appeal will be dismissed and the decision of the Vice President will remain unchanged.
- G. The Appeal Board may recommend a penalty from the list of penalties written under the Penalties Procedure section of this policy or may recommend that no penalty be imposed. The Appeal Board may also recommend a penalty not included on the list, provided it is appropriate to for the offense.

President -

- A. The Appeal Board shall make a recommendation to the College President within five (5) working days after the close of the hearing and shall inform the student and the Vice President of its recommendation.
- B. The President shall accept or reject recommendations of the Appeal Board or impose other penalties. The President shall notify the student, the Vice President and the members of the Appeal Board of his/her decision within five (5) working days of the receipt of the Appeal Board's recommendation.

V. Penalties

Students who violate the policies, rules and/or regulations of Quincy College may be subject to the following penalties or others deemed appropriate to the offense by the Vice President, Disciplinary Action Appeal Board, or the President:

- Written reprimand
- Community service work at the College
- Payment of restitution
- Revocation of parking or other privileges
- Exclusion from non-educational College facilities (such as Student Lounge)
- Suspension from the College
- Expulsion from the College

Suspension and/or expulsion and the reasons for these actions may be recorded on the student's permanent record. In the case of violence, theft, personal violations, illegal activities, and other violations of public laws, the penalties ascribed by the College do not preclude the possibility of further legal action by others.

DRUG-FREE WORKPLACE POLICY (Policy 3.04)

Policy: It is the policy of Quincy College to maintain a drug-free and alcohol-free workplace and learning environment. Quincy College seeks to maintain an environment that is safe and secure and that promotes productivity for all students and employees. Since the inappropriate and/or illegal use of alcohol and other drugs on college property or at college activities may impair the health and safety of students and employees, inhibit the personal and academic growth of students, lower productivity and the quality of work performed by employees, and undermine the public's confidence in the College, a strong policy prohibiting such use has been established.

An employee of the College (including student employees) shall not unlawfully use, possess, manufacture, distribute, dispense, or sell illegal drugs or controlled substances (as defined in the Controlled Substance Act, 21 U.S.C. Section 812) or alcohol while on duty or on Quincy College's premises or while conducting company business off the premises. Such action is absolutely prohibited in accordance with the College policy, and state and federal law.

It is the policy of Quincy College to enforce all state and federal laws pertaining to controlled substances and to prosecute individuals who violate those laws on College property.

Procedures: Any employee who violates this policy will be subject to disciplinary action up to and including termination, and may have legal consequences. For unit employees, this disciplinary action will be in accordance with the relevant provisions of the applicable collective bargaining agreement. Disciplinary action may include suspension from employment, mandatory participation in an alcohol/drug abuse assistance or rehabilitation program as a condition of continuing employment, or termination of employment. Violations of criminal law will also be reported to the appropriate law enforcement agency.

Any employee who is convicted of a workplace violation of any criminal drug statute must notify the Director of Human Resources of that conviction in writing no later than five days after such conviction. If the employment of an employee so convicted is partially or fully federally funded, the College will notify the federal agency providing those funds of the conviction.

Quincy College recognizes drug and alcohol dependency as an illness and a major health problem. Drug abuse is also a potential health, safety, and security problem. Employees (including student employees) needing assistance in dealing with such problems are encouraged to find the appropriate help. Employees who are enrolled in any of the health insurance plans offered through the Quincy College Group Insurance Plan should consult their plan booklets or service offices to determine which programs may be paid through their health insurance. The Human Resources Department can provide information regarding Employee Assistance Programs (EAP). This matter will be held in the strictest confidence. All members of the

College community are urged to carefully and seriously reflect on their personal responsibility to remain drug and alcohol free, and to demonstrate care and concern for others who may be experiencing a substance abuse problem through timely intervention and referral.

HAZING POLICY (Policy 6.12)

Hazing is prohibited at Quincy College.

Massachusetts General Laws, chapter 269, Section 17, makes it a crime to organize or participate in hazing.

Chapter 269: Section 17. "Whoever is a principal organizer in the crime of hazing, as defined herein, shall be punished by a fine of not more than three thousand dollars or by imprisonment in a house of correction for not more than one year, or both such fine and imprisonment. The term "hazing" as used in correction for not more than one year, or both such fine and imprisonment. The term "hazing", as used in this section and in sections 18 and 19, shall mean any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endanger the physical or mental health of any student or other person. Such conduct shall include whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug or other substance, or any other brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of any such student or other person, or which subjects such student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation ... consent shall not be available as a defense to any prosecution under this section."

Massachusetts General Laws, Chapter 269, Section 18, makes it a crime to fail to report hazing.

Chapter 269: Section 18. "Whoever knows that another person is the victim of hazing as defined in section 17 and is at the scene of such crime shall, to the extent that such person can do so without danger or peril to himself or others, report such crime to an appropriate law enforcement official as soon as reasonably practicable. Whoever fails to report such crime shall be punished by a fine of not more than one thousand dollars."

Hazing as defined above and the failure to report hazing are also prohibited by Quincy College policy. Violations are subject to the Disciplinary Process and may result in penalties up to and including expulsion from Quincy College, in addition to criminal penalties.

Chapter 269: Section 19. "Each institution of secondary education and each public and private institution of post secondary education shall issue to every student group, student team or student organization which is part of such institution or is recognized by the institution or permitted by the institution to use its name or facilities or is known by the institution to exist as an unaffiliated student group, student team or student organization, a copy of this section and sections seventeen and eighteen; provided, however that an institution's compliance with this section's requirements that an institution issue copies of this section and sections seventeen and eighteen to unaffiliated student groups, teams or organizations shall not constitute evidence of the institution's recognition or endorsement of said unaffiliated student groups, teams or organizations.

Each such group, team or organization shall distribute a copy of this section and sections seventeen and eighteen to each of its members, plebes, pledges or applicants for membership. It shall be the duty of each such group, team or organization, acting through its designated officer, to deliver annually, to the institution, an attested acknowledgement stating that such group, team or organization has received a copy of this section and said sections seventeen and eighteen, that each of its members, plebes, pledges, or applicants has received a copy of sections seventeen and eighteen, and that such group, team or organization understands and agrees to comply with the provisions of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education shall, at least annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student in such institution a copy of this section and sections seventeen and eighteen.

Each institution of secondary education and each public or private institution of post secondary education and each public or private institution of post secondary education shall file, at least annually, a report with the board of higher education and in the case of secondary institutions, the board of education, certifying that such institution has complied with its responsibility to inform student groups, teams or organizations to notify each full-time student enrolled by it of the provisions of this section and sections seventeen and eighteen and also certifying that said institution has adopted a disciplinary policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the institution's policies to its students. The Board of Higher Education and, in the case of secondary institutions, the Board of Education, shall promulgate regulations governing the content and frequency

of such reports, and shall forthwith report to the attorney general any such institution which fails to make such report.”

As required by Massachusetts General Laws Chapter 269, section 19, the College shall annually, before or at the start of enrollment, deliver to each person who enrolls as a full-time student a copy of Massachusetts General Laws Chapter 269, Sections 17 - 19.

As required by Massachusetts General Laws Chapter 269, section 19, the College shall file, at least annually, a report with the Massachusetts Board of Higher Education certifying that the College has complied with its responsibility to inform student groups, teams or organizations and to notify each full-time student enrolled by it of the provisions of Massachusetts General Laws policy with regard to the organizers and participants of hazing, and that such policy has been set forth with appropriate emphasis in the student handbook or similar means of communicating the College's policies to its students.

IDENTIFICATION CARD POLICY (Policy 6.10)

All matriculating (degree/certificate seeking) students must have a Quincy College photo ID card. Dates and times for taking pictures for an ID are posted on the web and on bulletin boards on campus. Payment for photo ID must be made at Enrollment Services. You need to show proof of this payment when you go to have your picture taken. This ID card serves as proof of identification on campus and is required to gain access to the Quincy College library and computer labs. Students are expected to carry a Quincy College photo identification card with them at all times while on campus.

There is a fee for replacement of Quincy College issued identification cards. Returning students may have their old identification card validated by receiving a current semester sticker. These required stickers are available through the Office of Enrollment Services.

Students may contact the Director of Student Development at 617-984-1676 if they have any questions regarding identification cards.

IMMUNIZATION POLICY (Mass. Public Health Requirement)

All full-time students (taking 12 credits or more), all Nursing, Natural and Health Sciences students, and all international students must submit proof of immunization by completing an Immunization Form within one month of admission to Quincy College. To obtain a printable version of the Immunization Form, visit our website at www.quincycollege.edu or pick up this form in Enrollment Services.

It is strongly recommended that this form be submitted at the time of registration. State law (M.G.L. c. 76 15, 105 CMR 220.000 and 603 CMR 18.05) requires the following immunization:

1. One (1) booster of Tetanus/Diphtheria/Pertussis vaccine within the last 10 years
2. Two (2) doses of Measles, Mumps, Rubella (MMR) or two (2) doses of a measles-containing vaccine and one (1) dose each of mumps and rubella vaccine
3. Three (3) doses of Hepatitis B -series must be complete

For students graduating from United States high schools, this report should be with the school nurse. In case the immunization report is not available, a serum report from your Primary Care Physician, showing immunity because of antibodies to MMR and Hepatitis B, is also accepted. Please read the Immunization Form for certain exceptions on medical or religious grounds. Nursing, Natural and Health Sciences students must submit an immunization form. This form is distributed during the mandatory orientation.

EQUAL OPPORTUNITY AND NON-DISCRIMINATION POLICY (Policy 3.02)

I. Policy: Quincy College is committed in spirit as well as in action, to not only meet, but also to exceed all federal, state and local statutes governing equal opportunity and inclusion. The College is an academic community dedicated to openness, tolerance and respect. Our doors are open to all students and employees, and it is our policy to guarantee equal employment and educational opportunities without regard to age, race, creed, color, religion, gender, marital or parental status, national origin or ancestry, veteran status, sexual orientation, or disability, which can be reasonably accommodated.

The College is committed to maintaining and promoting a policy of non-discrimination and does not discriminate in its education programs or in admissions to, access to, treatment in its educational programs, or employment in its programs and activities. Furthermore, the College will act in good faith, to affirmatively recruit and consider for promotion individuals in protected categories. Age, race, creed, color, religion, gender, marital or parental status, national origin or ancestry, veteran status, sexual orientation, or disability are not factors in employment, promotion, transfer, compensation, lay-off, disciplining and terminations.

All Quincy College employees have the right to equal opportunity in hiring, training, promotion, transfer, and reasonable accommodation to an individual's disability, in accordance with the Rehabilitation Act of 1973 and the Americans Disability Act of 1990. Employees have the right to work in an environment free of any form of discrimination. In addition to these rights under applicable laws, all College employees (including student employees) have the responsibility to:

- ensure that his/her conduct does not discriminate against other employees, students, applicants for employment, applicants for admission or any other individuals in the workplace;
- confidentially and thoroughly cooperate in any investigation of alleged discrimination by providing any/all information they possess concerning the matter being investigated;
- not retaliate against any individual who puts forth a claim of discrimination or cooperates with an investigation of an allegation of discrimination;
- actively participate in the College's efforts to prevent and eliminate discrimination in the workplace and learning environment.

This policy applies to all services, education programs, employment practices and employment programs sponsored by the College and incorporates by reference and where applicable, the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972, as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974 and the Family and Medical Leave Act of 1993.

II. Procedures: The College shall review, investigate, and where necessary, initiate changes in its processes relative to facilities and programs accessible to the public including for the provision of reasonable accommodation for persons with disabilities. In keeping with these regulations, the same procedures as outlined under the Sexual Harassment Policy shall apply. The College's Affirmative Action Officer is responsible for implementing all elements of this Affirmative Action/Equal Employment Opportunity program. Quincy College is committed to a strong and effective Affirmative Action/Equal Employment Opportunity program.

All employee questions, concerns, or complaints regarding Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990 or regarding the College's Affirmative Action/Title VI or Sexual Harassment/Title IX policies should be forwarded to the Director of Human Resources, 24 Saville Avenue, Saville Hall, Room 211, Quincy, MA 02169.

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 or Sexual Harassment/Title IX policies should be forwarded to Susan Bossa, Associate Vice President for Student Development/ADA Coordinator, 150 Newport Avenue Ext., Quincy, MA 02171 or by calling 617-984-1656 or at sbossa@quincycollege.edu.

PARKING REGULATIONS (Policy 6.04)

Parking Lot Locations:

Quincy College has limited parking for students at Newport Hall. In order to park there, a student must buy a parking permit each semester from the Enrollment Services Office in Newport Hall. A parking permit, however, does not guarantee a space. Parking is on a first come, first served basis.

Parking at Saville Hall is for staff and faculty.

Handicap and visitor parking is available at Newport and Saville Hall.

Quincy College at Plymouth has free parking available at Cordage Park.

Violations:

1. Parking violations include:
 - a. Parking in a designated handicapped space without a handicapped license plate, an official handicapped permit from the Registry of Motor Vehicles or authorization from the dhuynh. Able-bodied persons using handicapped plates are also subject to ticketing.
 - b. Student parking in the Saville Hall garage (except handicapped).
 - c. Illegal parking such as double parking, not parking within a lined space, parking in an unauthorized space, blocking an aisle or otherwise obstructing the flow of traffic.
2. Cars violating any of the above rules may be towed at the owner's expense.

3. Quincy College will have no responsibility in any litigation with the City of Quincy concerning the receipt of parking tickets or other violations.
4. Any student who shows a pattern of repeated violations of college parking policy or any student whose vehicular actions endanger the safety of other students or property may have his/her parking privileges revoked by the College.

PERSONA NON GRATA POLICY (Policy 3.06)

In matter of clear and present possible physical harm by any Quincy College student, employee or visitor toward another individual at the College, the College President has authority to declare an individual, or individuals, persona non grata at the College. Such individuals are immediately suspended from classes and from employment and, if on campus, will be escorted off campus, and shall not return to the campus without permission and escort unless and until such status is removed by the President or as a result of a special hearing board.

Each individual declared as persona non grata shall have such status communicated to him/her by the College President in writing. Such written communication shall state the reason for such actions and indicate that within five class or business days a special hearing board will be assembled to hear and review this matter. Each student, employee or visitor shall also be informed of his/her right to counsel at such hearing, to present information or evidence and to make written and/or verbal statements.

In all such cases the individual(s) will have the right to a special College hearing within five class days of the persona non grata notification. A special hearing board shall be appointed consisting of three members including one administrator, one contract faculty member appointed by the College President, and one student appointed by the College President, with two members present being a quorum. By majority vote of a quorum the special hearing board will recommend to the President that the assigned persona non grata be removed or continued. If the persona non grata is removed and the individual is allowed to return, the individual may then be charged through the regular Administrative Disciplinary Procedure for any offenses committed. A student who has been declared persona non grata has no right to a refund as a result of their being placed on that status. The President of the College has the option of having any case heard by the Board of Governors in lieu of the special review (hearing) board cited above.

RACIAL HARASSMENT POLICY (Policy 3.03A)

- I. **Policy:** Quincy College is dedicated not only to learning, but also to the development of ethnically sensitive and responsible programs and persons. Because the College prepares individuals for participation in an increasingly diverse world, the climate of college life must be one in which academic freedom prevails along with respect for and tolerance of cultural, ethnic, racial, and religious differences. The College seeks to achieve these goals through sound educational programs and conduct policies that encourage effective collaborations, productive individual contributions and professional responsibility. Racial harassment, clearly in conflict with the general mission of this College, is strictly prohibited.
- II. **Definition:** Racial harassment includes, but is not limited to, verbal, physical, or written abuse directed towards an individual or group on the basis of race or racial affiliation. While some examples of racial harassment such as physical and verbal assaults are easily identified, more frequent and generalized instances such as blatant or subtle graffiti and insensitive use of language, including epithets and humor, often go unacknowledged. Both types, however, can be equally damaging and, depending on the circumstances, can be considered by definition to be a form of discrimination.

As a public institution, the College policies must be consistent with existing state and federal constitutions and civil rights laws. In keeping with the College's role as an educational institution, however, the College policy regarding racial harassment is stringent in defining unacceptable behavior.

Beyond state law and college regulations, Quincy College sees as part of its educational mission the responsibility for creating an open environment, which develops and nurtures respect for cultural and linguistic differences, and seeks to educate its members of the need for all types of diversity within its community.

- III. **Procedures:** If an employee feels that he/she has been a victim of racial harassment he/she is encouraged to contact the Executive Staff Team Member of his/her program or department and the Director of Human Resources. In keeping with the applicable federal and state regulations, the same procedures as outlined under the Sexual Harassment Policy shall apply.

SEXUAL HARASSMENT POLICY AND HARASSMENT-FREE WORKPLACE (Policy 3.03)

- I. Policy:** It is the policy of Quincy College to provide a learning and working environment free of harassment, including sexual harassment. Quincy College expects all members of its community to treat each other with dignity and respect. Sexual harassment in the workplace is unlawful, and it is unlawful to retaliate against an employee or student for filing a complaint of sexual harassment or for cooperating in an investigation of such a complaint. Sexual harassment is a form of discrimination and a violation of Title VII of the Civil Rights Act of 1964 and Title XI of the Educational Amendments of 1972. In accordance with applicable federal and state laws and the Board of Higher Education's approved Affirmative Action Plan, the College subscribes to the guidelines outlined below concerning sexual harassment and has adopted them as College policy. Moreover, as part of the College's overall non-discrimination policy, the College prohibits all forms of harassment of others because of race, color, religion, sex, age, national origin, ancestry, sexual orientation, physical or mental disability, veteran, or other protected status. In particular, sexual harassment does not belong in our workplace and learning environment. Sexual harassment of a student, an employee, or any other person in the College is unacceptable, impermissible, and will not be tolerated.

Note: While this policy sets forth our goals of promoting an environment that is free of sexual harassment and otherwise prohibited harassment, the policy is not designed or intended to limit our authority derived from any other source to discipline or take action for workplace conduct that we deem unacceptable, regardless of whether that conduct satisfies the definition of sexual harassment because of race, color, religion, national origin, gender, age, sexual orientation or disability, set forth herein.

- II. Definition:** Sexual harassment occurs in a variety of situations that share a common element: the inappropriate introduction of sexual activities, conduct or comments into the work or learning situation. Often sexual harassment involves relationships of unequal power and contains elements of coercion, as when compliance with requests for sexual favors become a criterion for granting work, study, or grading benefits. However, sexual harassment may also involve relationships among equals, as when repeated sexual advances, or demeaning verbal behaviors have a harmful effect on a person's ability to study or work in the academic setting.

Harassment is defined as verbal, written, or physical conduct for the purpose of intimidation because of a person's race, color, religion, national origin, gender, age, sexual orientation, or disability which intimidates or creates an intimidating, hostile, humiliating, or offensive educational environment, affects educational decisions, or interferes with a student's educational experience, or an employee's working Environment.

For purposes of this policy, sexual harassment is defined as any type of sexually-oriented conduct, whether intentional or not, that is unwelcome and has the purpose or effect of creating a work or learning environment that is hostile, offensive or coercive to a reasonable woman or man, as the case may be. The following are examples of sexually-oriented conduct that, depending upon the circumstances, may constitute sexual harassment:

- Unwelcome and unwanted sexual jokes, language, epithets, advances or propositions
- Written or oral abuse of a sexual nature, sexually degrading or vulgar words to describe an individual
- The display of sexually suggestive objects, pictures, posters or cartoons
- Unwelcome and unwanted comments about an individual's body, sexual prowess or sexual deficiencies
- Asking questions about sexual conduct
- Unwelcome touching, leering, whistling, brushing against the body, or suggestive, insulting or obscene comments or gestures
- Submission to such conduct or sexual favors is made, either explicitly or implicitly, a term or condition of an individual's employment or education or in exchange for favorable reviews, assignments, promotions, or continued employment, or promises of the same
- Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decisions affecting that individual
- Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance and creating an intimidating, hostile, or demeaning employment or educational environment.

- III. Procedures:** If an employee or student believes that he/she has been the subject of sexual harassment, or subjected to any form of harassment, or a hostile, offensive or coercive work or learning environment, or if you are not sure whether certain behavior is sexual harassment or whether it is actionable under this policy, he/she is strongly encouraged to immediately notify the Executive Staff Team (EST) member of his/her program and the Director of Human Resources so that the College may have the opportunity to provide a resolution, or to provide an opportunity to discuss the concern with a College Executive Staff Team member of the same sex, if desired, or to put forth an investigation and deal promptly with the complaint, in accordance with the College's current grievance procedures.

The grievance process is a formal mechanism for redress. Please refer to Section VI - find Policy 14 Grievance Procedures which shall apply for any/all formal grievances put forth in writing.

Members of the Executive Staff Team (EST) can be reached at the following numbers:

Robert Baker, J.D.
Assistant to the President
617-984-1642

Laura E. Corina, Ph.D.
Dean of Natural and Health Sciences
617-984-1713

Anna B. Williams, J.D.
Vice President for Academic Affairs
617-984-1626

Kimberly Crocker Crowther, Ph.D., APRN-BC, FNP
Dean of Nursing
617-984-1695

Pushap R. Kapoor, M.S., M.Ed.
Vice President for Administration and Finance
617-984-1775

Sandra L. Smales, J.D.
Dean of Business and Public Service
617-984-1723

Mary Burke, MPH
Dean of Plymouth Campus
617-984-1708

If the complaint is against a member of the Executive Staff Team, the employee or student should notify the Director of Human Resources at the above location and telephone number.

If the complaint is against the Director of Human Resources, the employee or student should notify the President of the College at the above location and telephone number.

Persons alleging that they have been the victim of sexual or other prohibited harassment may have the right to file a complaint with either or both the following government agencies set forth below.

Using the College's complaint process does not prohibit the filing of a complaint with these agencies. Each of the agencies has a short time period for filing a claim (EEOX-180 days; MCAD - six months). This list is not to be considered an exhaustive list of available state and/or federal remedies. Quincy College is not responsible for providing legal advice regarding state and/or federal claims of sexual or discriminatory harassment.

The Massachusetts Commission Against Discrimination (MCAD) is responsible for investigating and handling complaints of sexual harassment filed in the Commonwealth. The MCAD is located at:

Massachusetts Commission Against Discrimination
One Ashburton Place, 6th Floor
Boston, MA 02108
617-727-3990

Equal Employment Opportunity commission (EEOC) is charged with investigating and handling complaints of sexual harassment filed under Title VII of the 1964 Civil Rights Act and Title IX of the 1972 Educational Amendments. The EEOC is located at:

Equal Employment Opportunity Commission
One Congress Street, 10th Floor
Boston, MA 02114-2023
617-565-3200

IV. Investigative Process: Sexual Harassment is expressly forbidden under federal and state regulations and is actionable under the provisions of Title VII of the Civil Rights Act of 1964 and Title XI of the Educational Amendments of 1972. In keeping with these regulations, a concerted effort will be made to protect employees, students, and others from sexual harassment as defined. The College will take reasonable measures to prevent sexual harassment and will act positively to investigate alleged harassment of any kind and to effect remedy when an allegation is determined to be valid.

All information will be handled with the highest degree of confidentiality to the extent practicable under the circumstances and with due regard for the rights and wishes of all parties. Information regarding the complainant shall only be released on a need-to-know basis. However, once a complaint is made, the College will proceed to investigate, regardless of whether the complainant desires to proceed with such investigation.

The response to and resolution of complaints will be guided by the following goals:

- Focus on educating and changing behavior rather than simply punishing the offender.
- Engage students and staff in dialogue so that they may understand the impact of behavior and attitudes.
- Maintain the confidentiality of victims and offenders by involving as few people as possible.
- Protect the complainant from retaliation.
- Insure prompt and thorough attention to all complaints.

The investigation will include confidential interviews with the persons making the complaint, with the witness and with the person or persons alleged to have committed such harassment. Retaliation against any person who has alleged harassment, testified, or participated in an investigation is unlawful and strictly forbidden. Any allegation of reprisal will be subject to the same kind of investigation and disciplinary action as described above. When the investigation is complete, the College will inform the person making the complaint and the person(s) alleged to have committed the conduct of the results of the investigation to the extent appropriate. A complaint may be determined to be:

- A. Founded: The incident occurred as charged;
- B. Unfounded: The incident is not harassment, discrimination or retaliation; or
- C. Inconclusive: There is insufficient evidence to make a ruling either way.

If, upon completion of an investigation, it is determined that inappropriate conduct has occurred in the workplace or learning environment, the College will take such action as appropriate under the circumstances. Any employee or student of Quincy College who is found, after an investigation, to have harassed and or discriminated against another individual, said employee or student will be subject to disciplinary action up to and including termination.

SMOKING POLICY (Policy 3.05)

- I. **Policy:** Quincy College recognizes the medical evidence that indicates that smoking is a serious health hazard. In our effort to consider the needs and concerns of smokers and non-smokers, and to provide a healthful working environment, the College has adopted the following policy:
 - If an employee or student must smoke, he or she may do so only in those areas where smoking is permitted or marked appropriately. The College prohibits smoking within 25 feet of any College building or within the confines of any College building. Smoking in public buildings is a violation of state law and a hazard to the health of others as determined by the Surgeon General.
 - The sale of tobacco products on campus is prohibited.
 - The College will continue to emphasize the dangers of smoking to the College community through various programs.
 - Successful implementation of this policy requires a cooperative effort and all members of the College community are urged to assist in this regard.
- II. **Procedures:** If an employee or student is found to be acting in violation of the College Smoking Policy he/she will be subject to appropriate disciplinary action up to and including termination, depending upon the circumstances of the situation.

STUDENT GRIEVANCE PROCEDURE (Policy 6.14)

Procedure - The purpose of the grievance procedure is to provide students at the College a process for resolving any concerns relative to their student rights. The grievance procedure has a specific number of days in each phase, which is to be understood as the maximum time before the next phase is initiated. However, the time limits may be extended up to five additional days by mutual agreement of the parties involved at each level of the grievance.

Note: The number of days in each step refers to class days not calendar days during fall and spring semesters only. Intersession and summer sessions are not considered class days for this purpose. During intersession and summer sessions, the term "days" shall mean business days (Monday through Friday, excluding holidays).

1. Informal Resolution Process

- a. The student may first discuss his/her grievance with the individual against whom the grievance exists.
- b. If the grievance is not resolved between the individuals involved, the student may begin step two. This action must be taken within thirty days of the original incident.

2. Initiation of Formal Academic or Social Grievance

Step One: If the grievance is not resolved informally within seven days, the student shall formally and in writing present the grievance to the appropriate Dean.

- a. If the grievance is directed against a Dean, the grievance shall be presented to the Vice President responsible for that area directly.
- b. If the grievance is directed against a Vice President, the grievance shall be presented directly to the President.
- c. If the grievance is directed against the President, the grievance shall be presented directly to the Board of Governors.
- d. The student will receive a response to his/her grievance at Step One within seven days.

Step Two: If the grievance is not resolved by the Dean (or other level when applicable) within seven days, the grievant shall formally and in writing present it to the Vice President for Academic Affairs for academic concerns and the Vice President for Administration and Finance for social issues. The Vice President must respond in writing within seven days with his/her decision to the grievant.

Step Three: If the grievant is not satisfied with the resolution at Step Two, he/she may request formally and in writing to the President to convene a grievance appeal committee. The selection of the committee to hear a student grievance will be as needed. The College President will appoint neutral and objective individuals from the following representative groups:

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

Each committee member will receive a written report of the grievance with the supporting statements and evidence. Within seven days after receiving the written grievance, the committee will hold a hearing and both the grievant and the individual against whom the grievance is directed will be given the opportunity to present and be heard. Within seven days after the hearing, the committee will inform the Director of its decision and the reasons for the decision, in writing. The Director will inform both parties of the committee's decision in writing.

Step Four: Within seven 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. That appeal is to be accompanied by the original grievance and copies of all subsequent written statements, evidence, and decisions. The President will make his/her decision known to all parties within seven days after receiving the appeal.

Note: The grievant may withdraw his/her grievance at any phase of the process provided that all concerned parties are notified in writing.

STUDENT RECORDS (Policy 6.15)

Quincy College follows and enforces all federal and state laws protecting the confidentiality and security of student records. The Family Educational and Privacy Rights Act, also known as the "Buckley Amendment," is enforced by all departments on campus and applies to all academic, financial and other student records. Students age 18 or older may see their own records, but only in the presence of a College employee (viewing one's own records may require an appointment, which will be scheduled within 48 hours of the request). The College will not release information to individuals outside the College without the student's written permission, except in case parental requests involving students under the age of 18 or in cases in which the College is required to comply with a request from legal authorities.

This shall constitute public notice that, under both state and federal law, Quincy College may disclose certain information, commonly referred to as directory information, from the educational records of students at Quincy College upon the request of third parties.

Directory information shall include the following: the student's name, address, telephone listing, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended by the student.

The student has the right to refuse to allow Quincy College to designate any of the above types of information as directory information. The student must notify Quincy College in writing no later than October 1 in the fall semester or February 1 in the spring semester of any given year that he or she does not want any or all of those types of information designated as directory information. Said written objections should be filed with the Vice President for Administration and Finance. Where no written objection is submitted by the student within the time period stated above, the aforementioned directory information may be released without the student's consent.

Student Education Records (FERPA)

The regulations for the Family Educational Rights and Privacy Act of 1974, more commonly known as the "Buckley Amendments" are codified in Part 99 of Title 34 of the Code of Federal Regulations (34CFR 99). This act sets forth requirements for the privacy of student education records, and provides certain rights to students concerning these records, including the right to inspect and review these records; the right to have these records amended; and the right to have some control over the disclosure of information from the record.

Quincy College maintains records on each student who is attending or has attended the college. Maintenance of these records is necessary to support the College's educational requirements, as well as to serve educational goals of our students. The College recognizes that personally identifiable information must be kept private. It does not allow access by persons other than appropriate Quincy College employee, personnel working on behalf of Quincy College and the student in question, unless the student has specifically granted permission for such access, or disclosure otherwise allowed under the law.

Releasing information to Third Parties:

Under the conditions that allow an institution to release personally identifiable information from its record without a student's written consent, the College may disclose such information to:

- The U.S. Citizenship and Immigration Services;
- Immigration and Custom Enforcement for purpose of SEVIS;
- Military recruiters whom request "student recruiting information";
- Accreditation organizations carrying out accrediting functions;
- The parents of a student who is a dependent for income tax purposes;
- Persons providing written and signed permission from a student;
- Persons or organizations providing financial aid to students;
- Parents regarding the student's violation of any federal, state, or local law, or any institutional policy, including the use of alcohol or a controlled substance, if the student is under the age of 21;
- State and local officials to whom such information must be reported or disclosed;
- Officials of other institutions to which a student is seeking admission;
- Persons in compliance with a judicial order or lawfully issued subpoena. The College will make a sincere effort to notify the student before sending the records out.
- Appropriate persons in health or safety emergency where this information is necessary to protect the health of a student or other individuals.
- A victim of an alleged perpetrator of crime of violence or a non-forcible sex offense.
- Authorized representatives of federal or state supported educational programs; for the enforcement or compliance with federal legal requirement; Secretary of Education and U.S. Attorney General for law enforcement purpose only.
- Representatives of Veteran's Affairs for students who receive assistance.

A student who believes that his/her rights under FERPA have been violated may, file a written complaint with the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

Academic Record Changes (Policy 5.17)

Any student who suspects that an error with regard to the recording of information on the official record has been made, should file written notice of the error immediately with the Associate Vice President of Enrollment Services and Registrar. Records are assumed to be correct if a student does not report the error to the Associate Vice President of Enrollment Services and Registrar within one academic year of the completion of the course. At that time, the record becomes permanent and cannot be changed.

Note: Student contesting a grade should refer to Policy 5.14.

Retention and Disposal of Records (Policy 6.15A)

All records are maintained and disposed in accordance with certain provisions. The MASS Department of Education, in keeping with the intent of 603 CMR 23.06, recommends that the time limit for destruction of records should be not less than 60 years for a transcript and not less than five years for a temporary record. This limit, however, does not apply to records of students enrolled before 1975.

The records are classified into two categories:

- Matriculating (degree/certificate seeking) students
- Non-matriculating (non-degree/certificate seeking) students.

A typical folder of a student contains some or all of the following items:

- | | | |
|------------------------------------|------------------------------|-----------------------------|
| • Admission form | • Registration form | • Add/Drop form |
| • High school transcript | • College transcript | • Immunization data |
| • Change of address form | • Declaration of Major form | • CLEP results |
| • Experiential credits application | • Graduation application | • Original audit for degree |
| • Copy of the transcript | • Transfer credit evaluation | |

Also stored in the office are:

- Class lists for each semester
- Grade sheets for each semester
- Parking permits for each semester
- Academic transcripts on the system

QC follows the following retention period of various records in the Registrar's Office:

- | | |
|--------------------------------------|--------------------------|
| • Admission folder | Temporary (six years) |
| • First class list | Temporary (one year) |
| • Second class list (after add/drop) | Permanent (on CD) |
| • Grade sheets | Permanent (on CD) |
| • Parking permits | Temporary (one semester) |
| • Academic Transcripts | Permanent on AS400 |

Academic folders will be destroyed after six years by shredding. Even before shredding, a committee of three persons may audit the folders and certify the records before destroying. (No records should be destroyed so long as it pertains to any legal action or any state or federal subpoena).

Students graduating from Quincy College are notified to pick up whatever record they want from the College with notification of the graduation letter.

A standard letter may be sent to notify other students.

VETERAN'S BENEFITS (Policy 6.06)

Quincy College is approved for the training of veterans and their dependants under post 9/11 G.I. Bill, the Montgomery G.I. Bill, Veterans Educational Assistance, Dependents Educational Assistance or other V.A. Programs. Please call 1-800-827-1000 for Federal Veterans Benefits.

A signed, adjudicated application is needed to determine your eligibility. Please note that both the College and the Veteran's Administration must be informed if a veteran increases or decreases the number of credits being taken, or withdraws from a course. For eligibility and Certification, please contact Director Military and Veterans Services.

A discount rate* is available to all veterans who have served the country on active duty and have received an honorable discharge. Please submit a copy of your DD214 at the time of registration.

*This rate does not apply to Computer Science, Science Labs, Nursing, Surgical Technology, Clinical Science, and Bio Technology courses.

PROPER ATTIRE IN SCIENCE LABORATORY COURSES (Policy 3.07)

I. Policy: Safety in science laboratory courses is something that Quincy College takes very seriously, as science laboratory courses present a host of chemical and biological hazards not found in the typical classroom. Paramount to safety in laboratory courses is the use of proper attire each time a student attends class. For the purposes of this policy, a “science laboratory course” is defined as any course that meets in the one of the Saville Hall Science labs.

It is ultimately the student’s responsibility to ensure that he/she is dressed in proper attire, which includes closed-toed shoes, long pants or a long skirt, and shirts or blouses that do not allow excessive exposure of the skin.

Examples of improper attire include, but are not limited to:

1. Shorts
2. Short skirts or short dresses (above knee height)
3. Sandals
4. Open-toed or backless shoes
5. Rubber clogs with holes (ex: Crocs™)
6. Loose or baggy clothing
7. Loose neckties
8. Shirts or blouses that allow midriff or chest exposure
9. Low-hanging jewelry such as long necklaces or long earrings

II. Procedures: If a student attends a science laboratory course without wearing proper attire, he/she will be asked to leave and may only return when he/she has changed into proper attire. At the instructor’s discretion and per the guidelines set forth in his/her syllabus, a violation of this policy may carry an academic penalty not to exceed the penalty for missing one class meeting.



Angus Bruce, Business Administration Major. Hometown: St. George, Barbados
Lionel Lafond, Drama Major. Hometown: Boston, MA

STUDENT RIGHTS AND RESPONSIBILITIES (Policy 3.01)

As a microcosm of a democratic society, a college has many responsibilities to its community. Not the least of these should be the development of an understanding and appreciation of our representative form of government, the rights and responsibilities of the individual, and the procedures whereby necessary changes are brought about through an orderly process.

The College itself is a community, and must abide by the rights and regulations of the community and the laws by which it is governed. All those who enjoy the rights of participation in that community must also accept the responsibilities of its membership. A basic responsibility of those who enjoy the rights of citizenship is to respect the rights and regulations of the community.

The faculty has the responsibility to maintain an intellectual, fair, and safe environment for learning, and the administration the responsibility for overseeing and facilitating education, social and public service programs. The President may suspend students for cause. The faculty may send a student to an appropriate college official for cause.

The student is encouraged to participate in some form of student government that provides all students a voice in college affairs. All students are eligible to participate, as well as hold office.

A. Students have a right to:

1. Write, publish, and disseminate their views, provided such forms of expression do not interfere with or disrupt the educational process or the rights of others.
2. Assemble and voice their views peacefully on college property with prior administrative approval. The use of slander and obscenity is prohibited. The expression of such opinions will not interfere with the rights of others, will not interfere with the freedom of others to express themselves, and will not interfere with the operations of the College.
3. Enjoy privacy and confidentiality as members of the college community. No information in the student's record will be released to any source without the student's written consent, other than directory information, as required by law.
4. Review their college record with reasonable notice in the presence of a faculty member or administrator.
5. Belong to or refuse to belong to any organized group within the college.
6. Have representation and voice on all committees of the college having to do with academic standards, student affairs, and curriculum matters.
7. Obtain an education of the highest available quality.
8. Participate in all financial aid programs available at the college, providing eligibility requirements are met.
9. Receive fair and equal treatment by faculty, staff, and the administration in all college matters such as instruction, evaluation, and services.
10. Receive due process in any grievance or disciplinary procedure.

B. Students have the responsibility to:

1. Be knowledgeable of and comply with the policies and procedures of the College and the Student Government.
2. Be knowledgeable of and comply with the regulations and laws of duly constituted civil agencies within the community of which the College is a part.
3. Meet course requirements. Students are free to take reasoned exception to views expressed.
4. Dress and behave in an appropriate manner that does not present safety hazards or cause disruptions.
5. Carry and be prepared to show official identification card at all times on college grounds.
6. Conduct themselves in a responsible fashion at off-campus events/learning activities.
7. Obey lawful instructions of college personnel.

ADDRESS/NAME CHANGE PROCEDURE

If you have recently moved or your name has changed, please fill out a Change of Name/Address Form and return this completed form to Enrollment Services.

You can pick up a copy of the Name/Address Form at Enrollment Services or print one from our website, www.quincycollege.edu. You may return this completed form one of three ways:

1. Simply drop off the form at the front desk of Enrollment Services.
2. Fax the completed form to 617-984-1794. International students should fax their forms to the International Student Services Office at 617-984-1616. Plymouth students should fax their forms to 508-747-8169.
3. Mail your form to Enrollment Services, Quincy College, 150 Newport Avenue Ext., Quincy, MA 02171, or to the Plymouth Campus at 36 Cordage Park Circle, Suite 228, Plymouth, MA 02360.

It is in your own interest to update your address. All mail, such as news about upcoming events, is sent to your address on file. Please be sure to include your apartment number, new telephone number and e-mail address when completing the Change of Name/Address Form.

International students must fill out this form at the International Student Services Office. The change must be reported to the Office within 10 days of moving so that the change can be recorded in SEVIS.

VERIFICATION LETTER FOR INSURANCE AND APARTMENT RENTALS PROCEDURE

Our institution has authorized the National Student Clearinghouse to act as our agent for verifications of current student enrollment. Please visit the Clearinghouse online at www.studentclearinghouse.org or call them at 703-742-4200. If you have further questions, please contact Enrollment Services at 617-984-1650.

VERIFY A DEGREE OR ENROLLMENT PROCEDURE

Quincy College has authorized the National Student Clearinghouse to act as our agent for verifications of student enrollment for those students who have graduated from 2000 - present. Please visit the Clearinghouse online at www.studentclearinghouse.org or call them at 703-742-4200.

Students who graduated prior to 2000 may contact Enrollment Services to receive degree and enrollment status by calling 617-984-1650/1651, faxing the request to 617-984-1794 or writing to "Verification" Enrollment Services, Quincy College, 150 Newport Avenue Ext., Quincy, MA 02171.

Information regarding a graduate or current student may be obtained through Enrollment Services. You can contact Enrollment Services to receive degree and enrollment status by calling 617-984-1650/1651, faxing your request to 617-984-1794 or writing to: "Verification," Enrollment Services, Quincy College, 150 Newport Avenue Ext., Quincy, MA 02171.

LOST & FOUND

Students may check for missing valuables or personal belongings at the following locations:

Quincy campus

- Newport Hall, Front Desk
- Saville Hall, Room 101
- Temple Hall, Front Desk

Plymouth campus, Front Desk

Quincy College will not return or refund missing or lost items. Please do not leave valuables or personal belongings unattended.



Jin Di Chen, Accounting Major. Hometown: Canton, China

Office of Career Services, Workforce Development and Alumni Affairs

The Office of Career Services, Workforce Development, and Alumni Affairs is located in Newport Hall, Room 224. For additional information or questions, please call Gary Wallrapp at 617 9841662 or email gwallrapp@quincycollege.edu. Services provided by this office include the following:

- Career Services: Supporting students attending Quincy College at Plymouth and Quincy campuses.
- Workforce Development: This includes Grant Administration, Community/Civic & Business Liaison and coordination of off-campus classes.
- Alumni Affairs: Facilitates the involvement of alumni and students in programs, events and services that recognize achievements, builds loyalty and enhances support for Quincy College.

Career Center

The Career Center at Quincy College provides a comprehensive approach to career counseling and advisement with a wide array of services, resources, and programs including: educational and career planning, job searches and placement, resume writing and interviewing techniques, and more. The Career Center is located at Newport Hall, Room 224. Call the Career Center for an appointment at 617-984-1662.

Career Center Plymouth Campus

Located at 36 Cordage Park Circle, Suite 228, Plymouth, MA 02360, the Career Center at Plymouth campus offers a full array of career support programs.

Several Quincy College career services and internet resources include:

Career Center Web Pages

1. Go to url: www.quincycollege.edu
2. Click on "Departments"
3. Select "Career Center"

Career Cruising and Self Assessments

Please visit www.careercruising.com for more information.

Quincy College Central Network

The Quincy College Central Network is a website that features local job listings for job-seekers and a resume database for employers. Please visit www.collegecentral.com/quincycollege for more information.

Non-Credit Programs

Quincy College non-credit instructional programs can be used for personal growth or professional development and advancement. Training may also be arranged off campus at employer sites upon request. For additional information, please contact Gary Wallrapp at 617-984-1662.

SERVICE LEARNING AND VOLUNTEERISM

Service learning and volunteer activities at Quincy College are designed to facilitate the engagement of students in activities where some service or good work is performed; address or meet a college or community need; allow students to learn about how their service makes a difference in themselves and in the lives of the service recipients; and/or connect service activities to academic learning. Activities presently include, but are not limited to: Father Bill's Essential Needs Drive, Quincy College Health and Wellness Expo, Quincy Medical Center Cancer Walk, Red Cross Blood Drive, and service-learning options in selected academic courses.

STUDENT ACTIVITIES

Quincy College is committed to providing students with personal development opportunities outside the classroom that foster leadership skills, critical and creative thinking, cultural appreciation, and community involvement. An ever-evolving array of student activities includes Student Government, honor societies, performing and creative arts, an international student organization, and opportunities for participation in college governance. For general information regarding student activities, or to access the student activities calendar which is also posted on the Quincy College website, contact the Director of Student Development, 617-984-1676 or Director of Student Activities and Athletics, 617-984-1687.

POLICY ON STUDENT ORGANIZATION (Policy 6.03)

Student organizations provide students with an opportunity to learn leadership skills, supplement formal academic experience, or pursue diverse interests that their academic programs may not provide.

The stated mission of Quincy College is:

Quincy College is an open access institution that encourages academic achievement and excellence, diversity, economic opportunity, community involvement, and lifelong learning. The College facilitates valuable learning relationships that inspire students to realize their educational and professional futures.

Quincy College is a public two-year college operating as a separate entity under the City of Quincy. The College is governed by the Board of Governors, which also approves and controls the budget.

Quincy College students come from varied social, ethnic and economic backgrounds and maintain a wide variety of interest and the college would like to encourage students to assemble, form, and belong to organizations that promote and develop their common interests.

The following nationally recognized organizations are in existence on campus and are being subsidized:

- Gamma Beta Phi Honor and Service Society
- Phi Theta Kappa Honor Society

The following organizations are co-curricular in nature and complement the course work and do not need a constitution and by-laws:

- Drama Society
- Various intramural sports

This policy is being formulated keeping in view the mission of the college. These guidelines are being proposed keeping in view the state regulations 603 CMR 26.6 (1) and (2):

- State regulations prohibit public schools from sponsoring or participating in the organization of outside extra-curricular activities that restricts participation on the basis of race, color, sex, religion, national origin or sexual orientation (603 CMR 26.06 1).
- Students may not be denied the opportunity to participate in extra-curricular activities on the basis of race, color, sex, religion, national origin or sexual orientation (603 CMR 26.06 1).

While submitting these policies, QC understands the organizational rights as protected by the freedom of association and freedom of expression concepts of the First Amendment and the balance between the organization's rights and institution's authority as struck in *Healy v. James*, 408 U.S. 169 (1972). *Healy* reveals three broad bases on which administrators may regulate student associations:

- A college administrator may impose a requirement that a group seeking official recognition affirm in advance its willingness to adhere to reasonable campus law. It constitutes an agreement to conform to reasonable standards respecting conduct.
- Association activities need not be tolerated where they interrupt classes or substantially interfere with the opportunity of other students to obtain an education.
- The institution may act to prevent organizational activity that is itself illegal under local, state or federal laws.

Quincy College has no student activity fee and has no funds to support or fund any organization, unless it is related to a course or academic pursuit.

Being a public institution, Quincy College will not sponsor any group or association that restricts its membership on the basis of race, color, sex, religion, national origin, or sexual orientation. Under Massachusetts Constitution, Article 46, Quincy College will not sponsor or use college funds for a religious based student group or organization.

Policy

The College will sponsor student groups whose purposes are consistent with our mission and will be open to all students regardless of race, color, sex, religion, national origin or sexual orientation. There shall be a nondiscriminatory clause in the constitution and by-laws of all student organizations.

- Only matriculating (degree/certificate seeking) students in good standing with Quincy College are eligible for membership. Student in good standing means:
 1. A minimum, 2.0 GPA (some organizations may have higher GPA requirements).
 2. Good judicious standing.
 3. Fulfilled obligations, financial and otherwise, to Quincy College.
 4. Adherence to all campus, local and federal regulations.
- While on campus, organizations and their members have a responsibility to adhere to Quincy College policies at all times.
- All meetings to be arranged at a time and a place that least disturbs the academic environment.
- Submit a recognition application by the last Friday of September each year.
- Require no dues for membership.
- Disclose any external affiliation; provide the constitution and by-laws of such organization.
- Maintain financial records, if any.
- Observe no fundraising status.
- Not enter into agreements to use Quincy College seal or name or official reference without first obtaining written permission from the College authority.
- Limit membership to Quincy College students.
- Provide a written constitution and by-laws with the request for recognition, with a list of office holders to administration.
- Have a minimum of 20 students.
- Identify a faculty/staff advisor and ask that individual to submit, in writing, notice that he/she agrees to serve as an advisor.
- Make membership and meetings open to the Quincy College community.

Types of Organization

A recognized student organization shall be defined as a group of Quincy College students joined together in the pursuit of a common purpose. Quincy College has identified the following types of organizations that may seek recognition:

<i>Academic:</i>	Organizations that select members on the basis of achievement or interest in a particular discipline.
<i>Cultural:</i>	Membership centered on a particular group's culture.
<i>Service:</i>	Membership geared towards volunteer/service projects.
<i>Hobby/special interest:</i>	Membership centered on a particular hobby/or special interest.
<i>Arts:</i>	Membership centered on the production and/or viewing of fine and performing arts.

Starting a Club/Organization

A club/organization may be recognized by the College. Please apply by filling out a "request to form a club/organization." Submit constitution and by-laws of your club/organization. At the minimum, please include its purpose, anticipated activities, and a statement on how this would fit within the mission of the College. Please submit all paperwork to the Director of Student Development.

The club/organization will maintain records of all financial transactions and will submit these when asked for. Enclose a letter of agreement from an advisor. Please provide an undertaking, "that club/organization will maintain records of all financial transactions and will submit these records to college at the end of the year".

The club/organization will have the privilege to use College facility, equipment, and other services according to policies and procedures and sponsor programs and activities on campus which are consistent with the organization's purpose.

Honor Societies

Gamma Beta Phi Honor and Service Society (All Disciplines)

Gamma Beta Phi is a service organization for honor students at two-year and four-year colleges and universities. Chapters exist across the United States at institutions such as the University of Texas, North Carolina State, and the University of Oklahoma. It annually inducts over 10,000 academically excellent students who share its mission of promoting education, developing leadership skills, and providing meaningful service to their colleges and communities. Members of the award-winning chapter at Quincy College have donated countless hours at campus events and community service projects. Eligibility is limited to students who have earned 12 or more credits toward a degree with a grade point average of 3.0 or higher. For more information, contact Janet McKeen at 617-984-1647 or jmckeen@quincycollege.edu.

Phi Theta Kappa Honor Society (All Disciplines)

Phi Theta Kappa is an honor society that recognizes and encourages the academic achievement of students at two-year colleges and provides opportunities for individual growth and development through participation in honors, leadership, service, and fellowship programming. Today Phi Theta Kappa has chapters located in all 50 states, U.S. territories, Canada, and Germany. To be eligible for membership, a student must have completed a minimum of 12 hours of coursework with an overall grade point average of 3.5 or higher. Students must also maintain a 3.5 GPA throughout their enrollment at Quincy College. For more information, contact Kathi Schaeffer at 617-984-1676 or kschaeffer@quincycollege.edu.

Clubs/Organizations

Drama Society

The Drama Society provides opportunities for members to develop an understanding of all aspects of theatre including character development, improvisation, set design, technology design, stage management and more. Auditions are held at the start of each semester for roles in a drama production performed at the end of each term. Membership is open to all students and alumni. For additional information, contact Steve Dooner at 617-984-1714 or sdooner@quincycollege.edu.

International Student Organization

The International Student Organization serves as a conduit for both international and US students interested in meeting with individuals from around the world to share ideas, culture, and community. The ISO also plans activities to assist international students with integration into the U.S. and educate the community at large about the diverse cultures represented at Quincy College. Joining this organization is a great way to explore the world around you without leaving campus. Membership is open to all students. Contact the International Student Services Office at 617-984-1665.

Intramural Soccer

Intramural Soccer meets to help develop skills and play competitively in an organized team setting. Membership is open to all Quincy College Students. Contact: Director of Student Activities and Athletics, 617-984-1687.

Student Government Association

The purpose of the Student Government Association (SGA) is to foster a closer relationship and better understanding between administration, faculty and students. The SGA is the "voice" of the students and seeks to represent the students on campus. The SGA also works with the Student Affairs office to assist in the planning and foster involvement in student activities on campus. To get involved in Student Government, you can contact Director of Student Development at 617-984-1676.

Student Newspaper/QC Voice

The QC Voice provides students the opportunity to be involved in a student newspaper as an editor, reporter, photographer or layout designer. Contact: Director of Student Development, 617-984-1676.

Other co-curricular and extracurricular activities that the college has offered recently include, Alcohol Prevention Seminar, Domestic Violence Panel, and International Education Week.

For a list of active clubs and a monthly calendar of events, please stop by the Student Development Office located in Newport Hall, Room 241 or check the college website.

Student Involvement in College Governance

Student involvement in the governance of Quincy College is available and encouraged in several ways. The Quincy College Senate includes representation of the various constituencies of the College, including students. Additionally, the committees of the Senate also call for student membership. These committees are: Academic Policies and Procedures, Curriculum, and Educational and Student Services. The Program Review Committee, which twice a year undertakes comprehensive reviews of the College's various academic programs, also provides for student membership and participation. Any student who wishes to learn more about opportunities to actively participate in the Senate and committees should contact the Director of Student Development.

Academic Recognition

Quincy College is committed to providing activities that support the academic goals of the institution. Whether it is a celebration of academic achievement or a school sponsored workshop, these activities offer the opportunity for both academic and personal development.

Honors Convivium

Honors Convivium is held annually in the spring in recognition of those students who have achieved superior cumulative grade point average prior to their last semester at the College. In addition to the Magna Cum Laude (3.50 – 3.74 cumulative GPA) and Summa Cum Laude (3.75 – 4.0 cumulative GPA) academic honors, numerous memorial scholarships are awarded to students.

Professional Recognition Ceremonies

Three times a year (January, May and June), Professional Recognition Ceremonies are held for Nursing and Health Science students who have successfully completed their respective Nursing and Health Sciences programs. Students in the Associate Degree Program in Nursing, the Practical Nurse Program, as well as the Clinical Laboratory Science Program are awarded a pin or certificate indicating their entrance into their professional community.

Who's Who Among Students in American Junior Colleges

For more than seven decades, this national recognition program has honored outstanding campus leaders annually for their community service, extracurricular and scholastic achievements. The Who's Who program was designed this way in 1934 by founder H. Pettus Randall II to ensure achievement was recognized regardless of a student's financial ability to participate. In Massachusetts, over 70 colleges and universities submit nominations. At Quincy College, graduating student leaders with a 3.0 GPA or higher may apply for recognition each fall and spring semester. Final selections will be made by a committee of administration, faculty and students. All recipients will receive a personalized certificate. To apply, contact the Director of Student Development at 617-984-1676.

THE QUINCY COLLEGE TRUST

The Quincy College Trust is a non-profit charitable organization established in 2006 to support Quincy College students through donations for scholarships and educational enhancements on the campus. Created and monitored by the Board of Governors, this core group of nine dedicated members of the Trust administer funds established by alumni and the loved ones of alumni and faculty who seek to support the educational mission of our institution.

ASSOCIATE DEGREE PROGRAMS**Accounting****Biotechnology and Compliance****Business Management****Business Transfer****Clinical Laboratory Science*****Computer Science**

Concentration in:

- Media Arts
- Networking Transfer
- Networking Career

Criminal Justice:

Concentration in:

- Criminal Justice Transfer
- Law Enforcement

Early Childhood Education**Elementary Education Transfer****Exercise Science/Personal Training****Fine Arts**

Concentration in:

- Drama
- Music
- Visual Arts

General Studies**Healthcare Administration**

Concentration in:

- Medical Billing & Coding

Human Services**Liberal Arts**

Concentration in:

- Behavioral Science
- English
- History/Government
- Humanities
- Mathematics
- Psychology
- Social Sciences
- Sociology

Natural Science**Nursing*****Paralegal Studies**

*Requires completion of a Nursing or Natural & Health Sciences application.

"The mission of the core curriculum at Quincy College is to provide students with a foundation of cognitive, communicative, and technical skills within an ethical framework essential for succeeding in both professional and educational endeavors in an increasingly diverse society."

At the completion of the core, students will be able to:

1. Articulate thoughts in English in a coherent, unified, well-structured manner.
2. Demonstrate a mastery of fundamental skills in using computer technology.
3. Draw logical conclusions from qualitative and quantitative data presented in both graphic and narrative form.
4. Access, process, and assess information efficiently
5. Demonstrate the relationship of one's self to society, both locally and globally.
6. Demonstrate an understanding of the interaction between nations in a global society, both in the present and in a historical context.

Courses that fulfill the College Core Requirements and Electives

- I **ENG 101** English Composition I (3 credits)
 ENG 101 must be taken in the first semester, unless advised to take preparatory classes.
ENG 102 English Composition II (3 credits)

- III **Computer Science Elective** (3 credits)
 CSI 101- Introduction to Computers or choose any CSI or CSA course
 *** Computer Science credits expire after 7 years for ALL PROGRAMS***

- IV **Social Science/ Psychology Core** (3 credits)
 PSY 101 General Psychology
 PSY 216 Growth & Development
 SOC 101 General Sociology
 SOC 102 Contemporary Social Problems
 SOC 155 Race, Class, Gender, Social Justice
 ECO 201 Economics I
 ECO 202 Economics II

- V **History/ Government Core** (3 credits)
 HIS 101 US History I
 HIS 102 US History II
 HIS 111 History of Western Civilization I
 HIS 112 History of Western Civilization II
 GOV 201 American Government
 GOV 211 State & Local Government

- VI **Natural Science Core** (4 credits)
Natural Science Elective (4 credits)
 ALH 149 Applied Anatomy and Physiology for Health Care Professions
 BIO 106/116L Nutrition with Lab
 SCI 121 Human Body
 ENV 101 Introduction to Environmental Studies
 BIO 111/121L General Biology I with lab
 BIO 112/122L General Biology II with lab
 BIO 131/141L Anatomy & Physiology I with lab
 BIO 132/142L Anatomy & Physiology II with lab
 BIO 151/152L Microbiology with lab
 CHE 103/113L Introduction to Forensic Science with lab
 CHE 121/131L General Chemistry I with lab
 CHE 122/132L General Chemistry II with lab
 CHE 141/151L Introduction to Chemistry with lab
 CHE 213/223L Organic Chemistry I with lab
 CHE 214/224L Organic Chemistry II with lab
 PHY 111/121L General Physics I with lab
 PHY 112/122L General Physics II with lab

Note:

- Natural Science course credits expire after 10 years for liberal arts programs and expire after 5 years for Health Science and Nursing Programs.
- For sciences with a lab - students must take the lecture and the lab together - no exceptions

- If a student has passed the lecture and not the lab (or vice versa) they must retake the credits they did not pass before graduation

VII **Math Core/Electives** (3 credits)

MAT 100	College Math
MAT 103	College Algebra
MAT 106	Quantitative Reasoning
MAT 110	Discrete Math
MAT 113	PreCalculus
MAT 201	Calculus I
MAT 202	Calculus II
MAT 203	Multivariate Calculus
MAT 204	Calculus I B
MAT 205	Linear Algebra
MAT 206	Calculus II B
MAT 207	Statistics
MAT 208	Multivariate Calculus B

VIII **Humanities Electives** (3 credits)

ARA 101	Arabic Language - Level 1
ART 119	Photography I
ART 120	Photography II
ART 150	Modern Drama
ART 201	Survey of Fine Arts I
ART 202	Survey of Fine Arts II
CHN 101	Chinese Language - Level 1
ENG 103	Non-fiction Writing
ENG 111	Speech Communication
ENG 151	Shakespeare
ENG 201	English Literature I
ENG 202	English Literature II
ENG 211	American Literature I
ENG 212	American Literature II
ENG 221	World Literature I
ENG 222	World Literature II
ENG 225	Creative Writing I
ENG 226	Creative Writing II
ENG 230	Journalism
ENG 231	Modern Novel
ENG 233	Crime and Detective Fiction
ENG 235	Survey of Women Writers
ENG 237	Introduction to Science Fiction
FRN 101	French I
FRN 102	French II
FRN 201	French III
FRN 202	French IV
IDS 155	Critical Thinking
ITA 101	Italian I
ITA 102	Italian II
MUS 107	Music Appreciation
MUS 108	Development of Jazz
MUS 109	History of Rock
PHL 101	Introduction to Philosophy
PHL 102	20th Century Philosophy
PHL 103	Introduction to Medical Ethics
PHL 105	Logic/Critical Thinking
PHL 108	Ethics
PHL 110	Major Religions of the World
SPN 101	Spanish I
SPN 102	Spanish II
SPN 201	Spanish III
ART 230	Art & Society - Capstone (only allowed in if student has taken other ART courses)

IX **Liberal Arts Concentration Electives** (in addition to above)

Literature Electives

ENG 151	Shakespeare
ENG 201	English Literature I
ENG 202	English Literature II
ENG 211	American Literature I
ENG 212	American Literature II
ENG 221	World Literature I
ENG 222	World Literature II
ENG 231	Modern Novel
ENG 233	Crime and Detective Fiction
ENG 235	Survey of Women Writers
ENG 237	Introduction to Science Fiction

X **Social Science Electives**

ALH 201	American Health Care History
GOV 105	Introduction to Political Science
GOV 201	American Government
GOV 211	State & Local Government
GOV 213	American Presidency
GOV 217	Comparative Government
ECO 201	Microeconomics
ECO 202	Macroeconomics
LAW 207	U.S. Judicial Systems
LAW 215	American Constitutional Law
HIS 101	US History I
HIS 102	US History II
HIS 111	History of West Civilization I
HIS 112	History of West Civilization II
HIS 201	History of Middle East
HIS 221	Late Imperial China
HIS 222	China in 20th Century
HIS 230	The French Revolution and Napoleon

XI **Behavioral Science**

PSY 101	General Psychology
PSY 103	Child Development
PSY 201	Child Psychology
PSY 203	Adolescent Psychology
PSY 205	Psychology of Change
PSY 210	Psychology of Learning
PSY 212	Group Dynamics
PSY 215	Abnormal Psychology
PSY 216	Growth & Development
PSY 221	Health Psychology
PSY 230	Sport Psychology
PSY 231	Psychology of Gender and Culture
PSY 290	Introduction to Social Psychology
SOC 101	General Sociology
SOC 102	Contemporary Social Problem
SOC 105	Sociology of Deviance
SOC 112	Interpersonal Communication
SOC 116	Intercultural Communication
SOC 140	Aging in America
SOC 150	Women in Society
SOC 155	Race, Class, Gender, Social Justice
SOC 201	Cultural Anthropology
SOC 203	Sociology of the Family

XII **Interdisciplinary Studies**

IDS 165	First Year Seminar
---------	--------------------



Steven Simpson, Psychology Major. Hometown: Plymouth, MA

ACCOUNTING

Associate in Science Degree

In our service economy, financial services and taxation are among the more demanding fields. Students planning careers in finance will need solid preparation in Accounting.

Program Description

The Accounting Program is a program within the Division of Business and Public Service and is designed to prepare students for entry level accounting positions, or to provide further advancement for those already employed in the accounting profession. The program design includes the core curriculum, a general business core, skills courses, and courses specific to the accounting profession.

Program Outcomes

At the completion of the Accounting Program the student should be able to:

- Communicate effectively about accounting information
- Perform basic mathematical calculations in accounting, finance, and general business
- Discuss the role of accounting managers
- Apply the fundamental principles and methods of financial accounting in analyzing business transactions
- Identify the impact of business transactions upon financial statements
- Use accounting information to support business decision making
- Apply principles of cost accounting to analyze a firm's costs
- Discuss Generally Accepted Accounting Principles (GAAP)
- Discuss the economic principles underlying the behavior of firms and the performance of the macroeconomy
- Identify the impact macroeconomic variables have upon businesses and their financial statements
- Perform computerized financial analysis
- Discuss the ethical issues faced by accounting majors

ACCOUNTING*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
ECO 201 Microeconomics (required for Social Science/Psychology core)	3 credits
Computer Science Core	3 credits
History/Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Accounting Program Requirements

ACC 101 Accounting I	3 credits
ACC 102 Accounting II	3 credits
ACC 201 Accounting III	3 credits
ACC 205 Managerial Accounting	3 credits
ACC Accounting Capstone Course***	3 credits
ACC 209 Federal Taxation	3 credits
ECO 202 Macroeconomics	3 credits
BUS 101 Introduction to Business	3 credits
BUS 220 Business Ethics	3 credits
LAW 235 Law of Business Organizations	3 credits
Math Elective	3 credits
ENG 111 Speech Communication	3 credits
Accounting Program Elective	3 credits

Accounting Program Electives

ACC 202 Accounting IV	3 credits
ACC 297 Accounting Internship	3 credits
FIN 220 Principles of Finance	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

*** Course is pending approval. Please refer to the catalog on the college website at www.quincycollege.edu for the most up to date information.

Associate Degree in Science

Program Description

The Biotechnology Program is designed to prepare students for entry-level positions in the biomanufacturing or biomedical research industries. Students will develop a broad laboratory science-based background through courses focused in the life and chemical sciences, and will obtain industry-specific knowledge in the areas of quality control (QC), process development (PD), upstream and downstream processing, all while following current, good manufacturing practices (cGMP). In addition, students will learn valuable laboratory techniques and instrumentation, and develop critical thinking skills. Upon successful completion of the program, students may enter the workforce directly as entry-level laboratory technicians or research assistants, or may transfer to a four-year university to continue their studies at the baccalaureate level.

Program Outcomes

At the completion of the Biotechnology and Compliance Program the student should be able to:

- Practice ethical standards of integrity, honesty, and fairness in scientific practices and professional conduct;
- Compare and contrast aspects of the central dogma: DNA→mRNA→Protein;
- Use appropriate computer software and hardware skills to accomplish biotechnology lab tasks.
- Demonstrate technical knowledge of specialized techniques and instrumentation.
- Communicate thoughts, orally and in writing, in a clear well-organized manner that effectively informs and clarifies scientific principles and lab techniques;
- Use scientific procedures and current and emerging technologies to conduct safe and appropriate laboratory experiments and to collect data that are validated and documented;
- Comply with and adhere to national, state, and local standards, policies, protocols, and regulations for laboratory and manufacturing activity;
- Apply scientific knowledge and principles as well as quantitative methods and relevant technology to think critically and solve complex problems in biotechnology.

BIOTECHNOLOGY AND COMPLIANCE*The Program of Studies Leading to the Associate in Science Degree***Semester I - Fall**

MAT	Either MAT 106 Quantitative Reasoning or MAT 207 Statistics	3 credits
IDS 165	First Year Seminar*	1 credit
ENG 101	English Composition I**	3 credits
BIO 111	General Biology I	3 credits
BIO 121	General Biology I	1 credit
CHE 121	General Chemistry	3 credits
CHE 131	General Chemistry I Lab	1 credit
Semester Total		15 credits

Semester II- Spring

CSI 101	Introduction to Computers	3 credits
BTN 101	Introduction to Biotechnology w/lab	4 credits
ENG 102	English Composition II	3 credits
CHE 122	General Chemistry II	3 credits
CHE 132	General Chemistry II Lab	1 credits
MAT 103	College Algebra	3 credits
Semester Total		17 credits

Semester III - Fall

SOC/PSY	Social Science/Psychology Core	3 credits
BTC 220	Biomanufacturing I	4 credits
BIO 151	Microbiology	3 credits
BIO 152	Microbiology Lab	1 credits
BTC 201	Biochemistry / Lab	4 credits
Semester Total		15 credits

Semester IV - Spring

BTC	Biomanufacturing II***	4 credits
BTC	Capstone in Biotechnology***	1 credits
BTC	Biomanufacturing III***	2 credit
HIS/GOV	History/Government Core	3 credits
PHL 103	Medical Ethics	3 credits
Semester Total		13 credits

Summer - Year 2

BTC	Biotechnology Internship***	3 credits
Semester Total		3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION:**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

*** Courses are pending approval. Please refer to the catalog on the college website at www.quincycollege.edu for the most up to date information.

BUSINESS

Associate in Science Degree

American business requires effective managers and strong leaders. Prospective employers seek critical thinking skills, a wide range of practical knowledge, and dynamic communication ability. To assure the success of any business, large or small, national or international, managers and leaders are needed. The outcomes listed below clearly comprise much of the training to prepare tomorrow's business leaders.

There are two (2) degree programs within Business. They are: Business Management and Business Transfer.

Business Management

Program Description

The Business Management Program is designed to prepare students for entry level positions in business management, and to provide additional skills and knowledge to those already employed in business professions. The program includes the core curriculum, a general business core, skills courses, and courses specific to the management profession.

Program Outcomes

At the completion of this program, the student should be able to:

- Communicate effectively about management issues
- Perform basic mathematical calculations in general business and accounting
- Explain the role of the business manager
- Identify the impact of business transactions upon financial statements
- Discuss the principles of marketing and the distribution of goods and services
- Explain price policy and channels of distribution
- Identify the role of customer service in a business strategy
- Explain torts, general contract law, and sale of goods and warranties
- Discuss the practical and legal issues involved in hiring, training, compensating, and evaluating employees
- Discuss the ethical issues faced by business managers
- Discuss the economic principles underlying the behavior of firms and the performance of microeconomics
- Identify the impact of macroeconomic variables upon businesses
- Perform computerized business analysis

BUSINESS MANAGEMENT*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science/Psychology Core	3 credits
History/Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Business Management Program Requirements

ECO 201 Microeconomics	3 credits
ECO 202 Macroeconomics	3 credits
ACC 101 Accounting I	3 credits
ACC 102 Accounting II	3 credits
BUS 101 Introduction to Business	3 credits
BUS 220 Business Ethics	3 credits
Communications Elective – Choose from	3 credits
ENG 111 Speech Communication	
SOC 112 Interpersonal Communication	
SOC 116 Intercultural Communication	
Computer Elective	3 credits
Math Elective	3 credits
Business Management Electives	12 credits

Business Management Electives

ACC 201 Accounting III	3 credits
ACC 202 Accounting IV	3 credits
ACC 205 Managerial Accounting	3 credits
ACC 206 Cost Accounting	3 credits
ACC 209 Federal Taxation	3 credits
ALH 202 Healthcare Finance	3 credits
BUS 202 Principles of Customer Service	3 credits
BUS 204 Human Relation in Org.	3 credits
BUS 211 Intro. to International Business	3 credits
BUS 297 Business Management Internship	3 credits
FIN 203 Credit Management	3 credits
FIN 215 Investments	3 credits
FIN 220 Principles of Finance	3 credits
LBR 150 Labor Law & Legislation	3 credits
LBR 152 Employee Benefit Law & Administration	3 credits
MGT 201 Principles of Management	3 credits
MGT 202 Sales Management	3 credits
MGT 203 Human Resources Management	3 credits
MGT 230 Entrepreneurship and Small Business Management	3 credits
MGT 235 Financing a Small Business	3 credits
MKT 201 Principles of Advertising	3 credits
MKT 202 Principles of Marketing	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

Business Transfer

Many students at Quincy College have long-range objectives including degrees beyond the associate degree level. The Business Transfer Program is designed to prepare students to meet those objectives and succeed in a bachelor's degree program.

Program Description

The Business Transfer Program is designed to assist students who anticipate transferring to Baccalaureate Degree-granting institutions. The purpose of the Program is to make possible transfer into such institutions and enhance students' success in those programs. The Business Transfer Program is a liberal arts based program which allows the student greater flexibility in selecting courses that will match the program requirements of the school to which the student intends to transfer. Quincy College has a number of transfer/articulation agreements in place to facilitate easy mobility from Quincy College to the transferring institution.

Program Outcomes

At the completion of this program, the student should be able to:

- Communicate effectively about management issues
- Perform basic mathematical calculations in general business and accounting
- Explain the role of the business manager
- Identify the impact of business transactions upon financial statements
- Discuss the principles of marketing and the distribution of goods and services
- Discuss the practical and legal issues involved in hiring, training, compensating, and evaluating employees
- Discuss the ethical issues faced by business managers
- Discuss the economic principles underlying the behavior of firms and the performance of microeconomics
- Identify the impact of macroeconomic variables upon businesses
- Prepare students for acceptance into and success in business programs at Baccalaureate Degree-granting institutions
- Permit students to transfer to such Baccalaureate Degree-granting institutions with no loss of credits or minimal loss of credits

BUSINESS TRANSFER*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Business Transfer Program Requirements

BUS 101 Introduction to Business	3 credits
ECO 201 Microeconomics	3 credits
ECO 202 Macroeconomics	3 credits
ACC 101 Accounting I	3 credits
ACC 102 Accounting II	3 credits
PSY 101 General Psychology	3 credits
or	
SOC 101 General Sociology	
Math Elective	3 credits
Humanities Elective	3 credits
Literature Electives	6 credits
Business Transfer Electives	9 credits

Business Transfer Electives

ACC 205 Managerial Accounting	3 credits
ACC 206 Cost Accounting	3 credits
BUS 211 Introduction to International Business	3 credits
BUS 220 Business Ethics (<i>strongly recommended</i>)	3 credits
MGT 201 Principles of Management	3 credits
MGT 203 Human Resource Management	3 credits
MKT 201 Principles of Advertising	3 credits
MKT 202 Principles of Marketing	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

CLINICAL LABORATORY SCIENCE

Associate Degree in Science

Program Description

The CLS program consists of didactic and campus laboratory courses designed to progress the student through a two year program and provide them with entry-level knowledge and skills to perform clinical laboratory procedures in chemistry, hematology, microbiology, immunohematology, immunology, and phlebotomy. This training is enriched when the students will have the opportunity to apply previously acquired knowledge and skills in a supervised working environment. Clinical affiliate laboratories in and surrounding Quincy within an approximate 60-mile radius will be utilized for the clinical experience.

Quincy College is actively pursuing accreditation by the National Accrediting Agency for Clinical Laboratory Science, located at 8410 West Bryn Mawr Avenue, Suite 670, Chicago, IL 60631. Telephone 773-714-8880. Once successful accreditation has been achieved, graduates of the CLS program will be eligible to sit for the Medical Laboratory Technician (MLT) examination through the American Society for Clinical Pathology (ASCP) Board of Certification.

Upon successful completion of the CLS program, the student will graduate with an Associate of Science Degree. Graduation from the program is not contingent upon student performance on national certification examination. The graduate may also advance in the field to become a technologist or specialist by pursuing additional education and technical experience.

Program Outcomes

Upon completion of the Clinical Laboratory Science Program, the graduate is prepared to:

- Collect, process and preserve blood and other body fluid samples.
- Perform and report laboratory tests in a variety of laboratory settings.
- Operate laboratory equipment and instruments, performing preventive and corrective maintenance as required.
- Identify pre-analytical, analytical, and post-analytical variables that affect procedures, instruments and results, and take appropriate corrective action.
- Perform mathematical functions as required by laboratory procedures.
- Perform and monitor quality assurance and quality control techniques.
- Practice laboratory safety and regulatory compliance.
- Perform information processing functions in the clinical laboratory.
- Apply laboratory results to diagnosis and treatment of clinical conditions and/or diseases.
- Communicate with colleagues and patients in a professional manner.
- Model professional behaviors, ethics, and appearance.
- Work effectively as a team member recognizing the comprehensive impact this has on health care.

Program Goals

The goals of the Quincy College Clinical Laboratory Science Program are to:

- Provide students with the appropriate education and training to develop entry-level competencies in all routine areas of the clinical laboratory.
- Provide a quality program that reflects continuing assessment, evaluation, and revision.
- Provide a framework of education that reflects the mission and goals of QC.
- Be flexible and responsive to the needs of the clinical laboratory employers as they give input to the program.
- Prepare students for the MLT national certification examination, employment and further education.
- Provide a climate conducive to stimulating interest in CLS education and participating in professional organizations, and encouraging awareness in changing trends in Clinical Laboratory Science.

Admissions Process

NOTE: The admissions process policy for this program can be found in the Admissions section of this catalog.

CLINICAL LABORATORY SCIENCE

The Program of Studies Leading to the Associate in Science Degree

Semester I - Fall

		Credits
CLS 101	Introduction to Clinical Lab Science & Safety	3 credits
CLS102	Urinalysis and Body Fluids	3 credits
<i>PHB 115</i>	<i>Phlebotomy</i>	2 credits
<i>PHB 125</i>	<i>Phlebotomy Lab</i>	1 credit
<i>GOV/HIS</i>	<i>Either HIS101, HIS102, GOV201, or GOV211</i>	3 credits
<i>ENG 101</i>	<i>English Composition I**</i>	3 credits
IDS 165	First Year Seminar*	1 credit
		16 credits

Semester II- Spring

		Credits
<i>PHL 103</i>	<i>Medical Ethics</i>	3 credits
CLS 103	Medical Microbiology I w/lab	4 credits
CLS 104	Hematology and Coagulation w/lab	4 credits
CLS 105	Immunology	3 credits
<i>MAT 207</i>	<i>Statistics</i>	3 credits
		17 credits

Semester III - Fall

		Credits
CLS 203	Medical Microbiology II w/lab	4 credits
CLS 204	Immunohematology	4 credits
CLS 202	Clinical Chemistry w/lab	4 credits
<i>CSI 101</i>	<i>Computer Science Core</i>	3 credits
<i>ENG102</i>	<i>English Composition II</i>	3 credits
		18 credits

Semester IV - Spring

		Credits
	<i>Social Science/Psychology core</i>	3 credits
CLS 210	Clinical Practicum I	3 credits
CLS 220	Clinical Practicum II	1 credit
CLS 221	Clinical Lab Seminar	1 credit
CLS 230	Clinical Practicum III	3 credits
		11 credits

TOTAL CREDITS REQUIRED FOR GRADUATION:**62 credits**

- The italicized courses can be taken prior to admission to the program or during an additional semester.
- The bolded courses must be taken in the semester shown.
- Prerequisites for the program are ALH107 (Orientation to Healthcare); ALH149 (Applied A&P); BIO151/152 (Microbiology w/lab); CHE121/131 or CHE141/151 (Introduction to Chemistry w/lab or General Chemistry w/lab) or CHE103/113 (Introduction to Forensic Science w/lab).

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

Note:

- The passing grade for all courses is **"C" (73%)**. Students may not continue in the program if they receive less than a "C" in any course.
- Students may transfer courses from accredited colleges or universities. All transfer courses must indicate a "C" or better. Please speak with an advisor about transfers.
- Science courses must have been completed within the past five (5) years at the college level.
- Quincy College reserves the right to make changes to school policies. Students will be notified when this occurs.

COMPUTER SCIENCE

Associate in Science Degree

The development of an enhanced knowledge of computers is an essential employment skill. The well-trained computer science major will possess a broad range of qualifications in order to adapt to further innovations in computing. Quincy College has made a significant commitment to technology. For the coming years we shall continue to honor that commitment with enhancements and new course offerings to assist the professionals of tomorrow.

Program Description

The Computer Science Program is a program that is designed to prepare students for a variety of entry level positions in a networked environment within the computer science industry, and to provide additional training or further advancement to those already employed in the computer science profession. The program design includes the core curriculum, a general computer science core, skills courses, and courses specific to the computer science areas. Students may choose to concentrate their studies in Computer Science Networking/Transfer, Networking/Career, or Media Arts.

Computer Science Program Outcomes

At the conclusion of the Computer Science Program, the student should be able to:

- Discuss how computers, data processing, networking and telecommunications have changed practices in medicine, science and business
- Demonstrate a mastery of fundamental skills in mathematics, written communication, and keyboarding
- Identify the major hardware and software components of a computer system
- Utilize a computer and the systems approach to solve algorithmic problems
- Describe CPU structure and function and discuss computer design trends
- Explain fundamental programming aspects such as conditional branching and looping, and use flowcharts and pseudocode for solving problems
- Demonstrate how to organize directory and file manipulation commands, and create shell enhancements
- Explain terminology used in the information processing environment
- Discuss the concepts of interconnected structures and digital logic
- Demonstrate the use of screen editors, flowcharting, coding and debugging using several structured programming languages
- Describe the issues of software development, software piracy, and viruses
- Demonstrate the use of application software packages in word processing, creating spreadsheets, database management and graphic presentations
- Explain the impact computers have on the "Global Village" and discuss the impact of computer technology on issues of individual privacy
- Describe the issues involved in business information systems including networking, system design and system implementation
- Demonstrate a mastery of modern information communications issues including Internet, Intranet and Local Area Networking issues

Media Arts Program Outcomes

At the conclusion of this concentration, successful students will be able to:

- Develop a concept into a message and communicate that message effectively
- Create a method, or treatment, to deliver the message through sound, motion, graphics and editing
- Write an audio/video script and construct a story board
- Manage a production timeline and create a shoot list for production
- Analyze equipment and time to budget production needs
- Make custom music tracks, apply filters for effect and refine the edit process
- Identify, assemble, and insert editing methods
- Apply digital effects to create scene-to-scene transitions
- Create text graphics in roll, crawl and superimpose applications
- Manage and store digital assets and final programs
- Create basic animation for video and animated text to complement video programs
- Construct special effects for multimedia presentations
- Create animation with moving video frames and build 3D objects
- Use imported layers and devise effects for Web and DVD formats
- Set-up and operate a video camera, and organize and manage digital assets
- Use supplementary microphones to capture audio files
- Assemble a video program using non-linear editing software

COMPUTER SCIENCE - Media Arts Concentration*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I***	3 credits
ENG 102 English Composition II	3 credits
CSI 101 Introduction to Computers	3 credits
Social Science/ Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar**	1 credit

Media Arts Program Requirement

ART 119 Photography I	3 credits
IDS 120 History of TV	3 credits
CSA 225 Desktop Publishing or CSA227 Website Design*	3 credits
CSA 150 Introduction to Digital Video	3 credits
CSA 151 Project Development	3 credits
CSA 152 Video Editing	3 credits
CSA 154 Video Animation	3 credits
CSA 156 Final Cut Pro	3 credits
CSA 201 Capstone Project	3 credits
Media Arts Electives	12 credits

Media Arts Program Electives (4 courses)

ART 120 Photojournalism	3 credits
ART 103 Line, Color & Design	3 credits
ART 229 American Film	3 credits
ART 230 Art & Society	3 credits
CSA 225 Desktop Publishing	3 credits
CSA 227 Website Design	3 credits
CSA 228 Computer Graphic Application	3 credits
CSA 229 Web Development	3 credits
ENG 111 Speech	3 credits
SOC 112 Interpersonal Communication	3 credits
SOC 156 Media in Social Perspective	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* If not already taken to satisfy a program requirement

** Must be taken in the first semester.

*** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

COMPUTER SCIENCE - Networking/Transfer Concentration

The Program of Studies Leading to the Associate in Science Degree

The College Core Curriculum

		Credit
ENG 101	English Composition I*	3 credits
ENG 102	English Composition II	3 credits
CSI 101	Introduction to Computers	3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
MAT 103	College Algebra	3 credits
PHY 111	General Physics I	3 credits
PHY 121	General Physics I Lab	1 credit
IDS 165	First Year Seminar**	1 credit

Computer Science Requirements

CSI 110	Introduction to Programming*** or CSI 216 Computer Concepts	3 credits
CSI 219	Data Communications	3 credits
CSI 226	UNIX with Linux	3 credits
CSA 213	Database Management	3 credits
CSI (NEW)	Senior Capstone Project***	3 credits
Computer Science Electives (choose from the list below)		30 credits

TOTAL CREDITS REQUIRED FOR GRADUATION

68 credits

Computer Science Electives

CSI 107****	C++ Programming	3 credits
CSI 108****	Advanced C++	3 credits
CSI 207****	System Design and Analysis	3 credits
CSI 214****	Advanced Database Management	3 credits
CSI 229***	Visual Basic	3 credits
CSI 230****	Visual C++	3 credits
CSI 233****	Java Programming	3 credits
CSI 235****	Computer Architecture	3 credits
CSI 237***	Advanced Java	3 credits
ACC 101***	Accounting I	3 credits
MAT 113 ***	Precalculus	3 credits
MAT 201***	Calculus I	3 credits

* ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

**** Electives designated with a (*) indicate courses that must be taken by students seeking to transfer to the Wentworth Institute of Technology under the terms of the Articulation Agreement between Wentworth and Quincy College

*** Electives designated with a (***) indicate courses that should be taken by students interested in transferring to the Computer Science Program at the University of Massachusetts, Boston.

** Must be taken in the first semester.

COMPUTER SCIENCE - Networking/Career Concentration*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

		Credit
ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
CSI 101	Introduction to Computers	3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
MAT 103	College Algebra	3 credits
PHY 111	General Physics I	3 credits
PHY 121	General Physics I Lab	1 credit
IDS 165	First Year Seminar*	1 credit

Computer Science Requirements

CSI 110	Introduction to Programming*** or CSI 216 Computer Concepts	3 credits
CSI 219	Data Communications or CSI 244 Networking I	3 credits
CSI 226	UNIX with Linux	3 credits
CSA 213	Database Management	3 credits
CSI	Fundamentals of Computer Operations***	3 credits
CSI	Server Administration***	3 credits
CSI 245	Networking II***	3 credits
CSI	Networking III**	3 credits
CSI	Computer Science Capstone Course***	3 credits
SOC 112	Interpersonal Communication	3 credits
Computer Science Electives (<i>choose from the list below</i>)		9 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**68 credits****Computer Science Electives**

CSA	Introduction to Integrated Software Applications***	3 credits
CSA	Advanced Integrated Software Applications***	3 credits
CSI 235	Computer Architecture	3 credits
CSI 242	Computer Systems Security	3 credits
CSI	Fundamentals of Structured Query Language***	3 credits
CSI 297	Computer Science Networking Internship	3 credits
MAT	Math Elective (higher than MAT 103)	3 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

*** Courses are pending approval. Please refer to the catalog on the college website at www.quincycollege.edu for the most up to date information.

CRIMINAL JUSTICE

Associate in Science Degree

The Quincy College Criminal Justice Program is designed to prepare individuals for the various aspects of Criminal Justice in the region. The program options available to students offer several routes of preparation. In any Criminal Justice course, students may find themselves in classrooms with police officers, private security professionals, government agency staff, and prospective social scientists. Students are encouraged to carefully review each Criminal Justice track, and the options available within each, in order to more effectively identify the program best suited for their career and personal goals. There are two (2) degree tracks within Criminal Justice. They are:

Criminal Justice/Law Enforcement

Program Description

The Criminal Justice/Law Enforcement Program is designed to prepare students for entry level positions in the criminal justice profession or to provide additional training or further advancement for those already employed in the criminal justice field by emphasizing courses in the theory and practice of Criminal Justice and closely related topics.

Program Outcomes

At the completion of the Criminal Justice Program, the student should be able to:

- Demonstrate knowledge of the structure and functions of the police, courts, and corrections
- Analyze how theories of criminal behavior explain such behavior, and how those theories relate to the criminal justice system
- Describe major court decisions related to crime and criminal procedure and how those decisions influence the behavior of those working in or involved with the criminal justice system
- Describe the Constitutional rights in the United States of those accused of a crime, and explain why those rights exist
- Analyze the criminal justice process from initial contact with the police to appeals
- Explain the substance, purpose, and function of criminal law
- Distinguish between the features and purposes of the adult court system and the juvenile court system

Criminal Justice Transfer

Program Description

The Criminal Justice Transfer Program is designed to assist students who anticipate transferring to Criminal Justice programs at Baccalaureate Degree-granting institutions. The purpose of the Program is to make possible transfer into such institutions and enhance the likelihood of students' success in those programs. The Criminal Justice Transfer Program allows the student greater flexibility in selecting courses that will match the program requirements of the school to which the student intends to transfer.

Program Outcomes

At the completion of the Criminal Justice Program, the student should be able to:

- Demonstrate knowledge of the structure and functions of the police, courts, and corrections
- Analyze how theories of criminal behavior explain such behavior, and how those theories relate to the criminal justice system
- Describe major court decisions related to crime and criminal procedure and how those decisions influence the behavior of those working in or involved with the criminal justice system
- Describe the Constitutional rights in the United States of those accused of a crime, and explain why those rights exist
- Analyze the criminal justice process from initial contact with the police to appeals
- Explain the substance, purpose, and function of criminal law
- Distinguish between the features and purposes of the adult court system and the juvenile court system

CRIMINAL JUSTICE TRANSFER CONCENTRATION*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Criminal Justice Transfer Program Requirements

CJS 101 Introduction to Criminal Justice	3 credits
CJS 103 Criminology	3 credits
CJS 107 Juvenile Delinquency	3 credits
CJS 109 Criminal Law	3 credits
CJS 121 Criminal Procedure	3 credits
SOC 101 General Sociology	3 credits
Humanities Elective – choose from the following: English, Fine Arts, Language, Literature, Philosophy	3 credits
General Elective	3 credits
Criminal Justice Transfer Electives	15 credits

Criminal Justice Transfer Electives

CJS 104 Law Enforcement & Society	3 credits
CJS 105 Criminal Evidence & Investigation	3 credits
CJS 111 Criminal Justice Administration	3 credits
CJS 113 Drugs & Society	3 credits
CJS 122 Conflict & Dispute Resolution	3 credits
CJS 202 Introduction to Corrections	3 credits
CJS 204 Probation, Parole & Community Corrections	3 credits
CJS 211 Introduction to Security Procedures	3 credits
CJS 213 Security Administration	3 credits
CJS 215 White Collar Crime	3 credits
CJS 221 Domestic Violence	3 credits
CJS 224 Unequal Justice	3 credits
LAW 207 United States Judicial Systems	3 credits
LAW 210 American Constitutional Law	3 credits
SOC 102 Contemporary Social Problems	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

LAW ENFORCEMENT CONCENTRATION

The Program of Studies Leading to the Associate in Science Degree

The College Core Curriculum

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
CHE 103 Introduction to Forensic Science	3 credits
CHE 113 Introduction to Forensic Science Lab	1 credit
IDS 165 First Year Seminar*	1 credit

Law Enforcement Program Requirements

CJS 101 Introduction to Criminal Justice	3 credits
CJS 103 Criminology	3 credits
CJS 107 Juvenile Delinquency	3 credits
CJS 109 Criminal Law	3 credits
CJS 121 Criminal Procedure	3 credits
SOC 101 General Sociology	3 credits
Humanities Elective – choose from the following: English, Fine Arts, Language, Literature, Philosophy	3 credits
General Elective	3 credits
Law Enforcement Electives	15 credits

Law Enforcement Electives

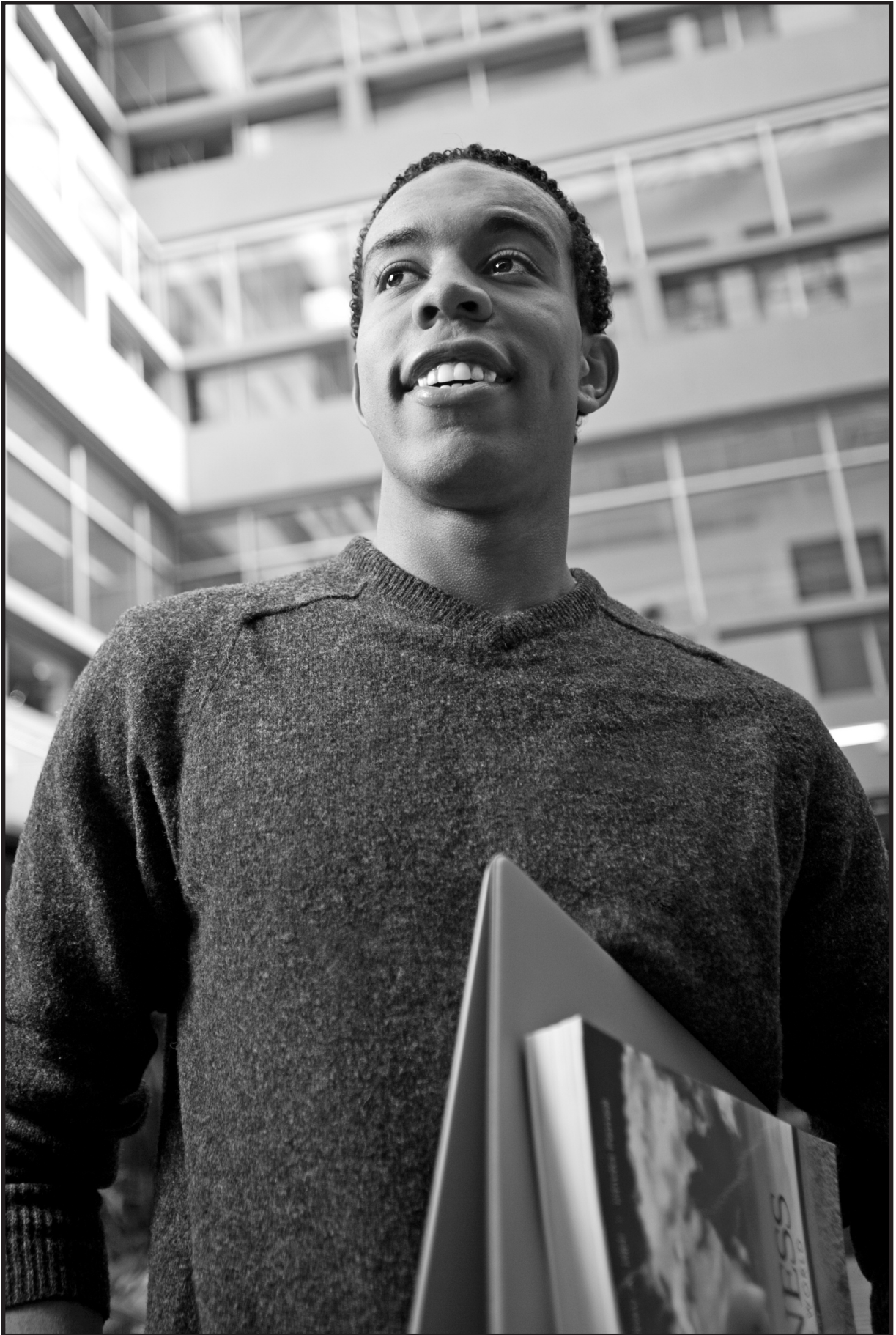
CJS 104 Law Enforcement & Society	3 credits
CJS 105 Criminal Evidence & Investigation	3 credits
CJS 111 Criminal Justice Administration	3 credits
CJS 113 Drugs and Society	3 credits
CJS 117 Crisis Intervention	3 credits
CJS 122 Conflict & Dispute Resolution	3 credits
CJS 131 Introduction to Homeland Security	3 credits
CJS 132 Dealing With Weapons of Mass Destruction	3 credits
CJS 215 White-Collar Crime	3 credits
CJS 221 Domestic Violence	3 credits
CJS 224 Unequal Justice	3 credits
CJS 225 Victimology	3 credits
CJS 297 Criminal Justice Internship	3 credits
LAW 123 Interviewing & Investigation	3 credits
LAW 210 Constitutional Law	3 credits
PSY 203 Adolescent Psychology	3 credits
PSY 215 Abnormal Psychology	3 credits
PSY 290 Introduction to Social Psychology	3 credits
SOC 102 Contemporary Social Problems	3 credits
SOC 105 Sociology of Deviance	3 credits
SOC 203 Sociology of the Family	3 credits
or any Foreign Language (French, Italian, Chinese, Spanish, Arabic)	

TOTAL CREDITS REQUIRED FOR GRADUATION

62 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.



Marcos Pires, Business Major. Hometown: Brava, Cape Verde

EARLY CHILDHOOD EDUCATION

Associate in Science Degree

Program Description

Increasingly, American families find the need for safe, certified day care for children. Essential to the success of any day care operation is the availability of qualified professionals. The Quincy College program in Early Childhood Education is designed to assist students in meeting requirements of the Department of Early Education and Care (EEC) and the needs of employers. Students receive a broad based exposure to Early Childhood Education.

All students enrolled in the program will be required to have a Criminal Offense Record Information (CORI) check completed as required by early childhood centers. Admission to the program does not guarantee a field placement. An overall GPA of 2.0 or higher is required to be placed in a field experience. In addition, students must complete the following college level courses with a grade of "C" (73%) or higher: EDU 101, EDU 105, EDU 110, PSY 103, and EDU 222 and receive written permission from the faculty who coordinate the Early Childhood Program to be eligible for a field placement.

Note: Students who plan to complete a field placement must contact the faculty coordinator by May for a fall semester placement and by December for a spring semester placement.

Program Outcomes

- Demonstrate knowledge of child development and learning to support the diverse ways in which children learn.
- Use observation, documentation, and appropriate assessment tools to support positive outcomes for all children.
- Design, implement, and evaluate developmentally appropriate curriculum that positively influences each child's learning.
- Demonstrate knowledge of supporting families and communities through reciprocal relationships which involve families in their children's education.
- Evaluate effective teaching practices in working with children in collaboration with other professionals.

EARLY CHILDHOOD EDUCATION*The Program of Studies Leading to the Associate in Science Degree****The College Core Curriculum***

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
PSY 101 General Psychology	3 credits
Computer Science Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Early Childhood Education Program Requirements

EDU 101 Introduction to Early Childhood Education	3 credits
EDU 105 Curriculum for the Preschool Child	3 credits
EDU 107 Health and Nutrition for Preschoolers	3 credits
EDU 110 Observation and Participation	3 credits
EDU 210 ECE Seminar	3 credits
EDU 222 Children with Special Needs	3 credits
EDU 320 ECE Field Experience	6 credits
SOC 101 General Sociology	3 credits
PSY 103 Child Development	3 credits
Humanities Electives	6 credits
Early Childhood Education Elective	3 credits

Early Childhood Education Electives

EDU 115 Children's Literature	3 credits
EDU 117 Positive Guidance for the Young Child	3 credits
EDU 216 Dynamics of Play	3 credits
EDU 218 Infant/Toddler Development and Curriculum	3 credits
EDU 250 Management and Supervision in ECE Centers	3 credits
EDU 317 Financial Management for Day Care Administrators	3 credits
PSY 201 Child Psychology	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

ELEMENTARY EDUCATION TRANSFER

Associate in Science Degree

Program Description

Many students at Quincy College have long range goals to continue their education and pursue a Bachelor's Degree. The Elementary Education Transfer Program is designed to prepare students who wish to become elementary teachers. It seeks to attract students who are interested in working in public/private school settings with children in grades 1-6. A solid foundation in Liberal Arts will allow students flexibility in selecting courses that will match program requirements of the schools that the students would like to attend. The general education courses will enable the students to continue their studies beyond the Associate's Degree.

Note: Students enrolled in the program will be required to have a Criminal Offender Record Information (CORI) check completed as required by elementary schools.

Program Outcomes

At the completion of this program, the student should be able to:

- Explain in writing and orally the responsibilities of the teaching profession
- Demonstrate in writing and orally the major principles of learning namely, behavioral, cognitive, and constructivist
- Articulate thoughts in English in a coherent, unified, well structured manner
- Efficiently access, process, and assess information
- Demonstrate an appreciation of the variety of expression and ethical issues in diverse fields
- Draw logical conclusions from qualitative and quantitative data presented in both graphic and narrative form
- Demonstrate a mastery of the fundamental skills in using computer technology
- Explain the nature and societal implications of global relationships among diverse cultures

ELEMENTARY EDUCATION TRANSFER*The Program of Studies Leading to the Associate in Science Degree****The College Core Curriculum***

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
PSY 101	General Psychology	3 credits
Computer Science Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science Core		4 credits
IDS 165	First Year Seminar*	1 credit

Elementary Education Transfer Program Requirements

SOC 101	General Sociology	3 credits
PSY 103	Child Development	3 credits
PSY 210	Psychology of Learning	3 credits
EDU 120	Introduction to Education	3 credits
Literature Electives		6 credits
Humanities Electives		6 credits
Liberal Arts & Science Electives		15 credits

Students must choose electives from many concentrations within the Liberal Arts and Science (LAS) programs to meet the requirements of the transfer Baccalaureate institution.

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

EXERCISE SCIENCE/PERSONAL TRAINING

Associate Degree in Science

Program Description

Good health is important to us all, therefore we look to professionals to educate and guide us on the road to wellness. This program of study is designed for students who wish to continue their education in the field of exercise and fitness. Whether one chooses to train clients, work for a non-profit health related organization, or participate in health and fitness research, this program will allow students the opportunity to hone their skills as fitness professionals; develop their interpersonal communication and critical thinking skills; and become familiar with basic management principles that will aid them in forging a career in the fitness industry.

The Exercise Science/Personal Training Program is designed for students who wish to work toward ACE certification as well as those who anticipate transferring to a Baccalaureate Degree-granting institution. The course of study is interdisciplinary and includes the College core curriculum; courses specific to exercise, fitness, health care, business administration, as well as general liberal arts. The academic offerings of this program range from advanced fitness training courses that offer valuable, practical field experience to foundation courses and electives that will create the framework for further academic study.

Program Outcomes

Upon the completion of this program, the graduate is prepared to:

- Name basic medical terms as they relate to clients' past medical history
- Summarize the basic anatomy and physiology of the human body
- Demonstrate the ability to write professionally
- Demonstrate the ability to verbally communicate the principles and benefits of exercise and physical fitness effectively
- Discuss the role and functions of personal trainers/exercise professionals
- Discuss the ethical issues related to the field of personal training/physical fitness
- Compare the traditional biomedical model of health care with a preventative/wellness model
- Analyze fitness regimens
- Design personalized training protocols for all ages (youth to adult); fitness levels (novice to advanced); and levels of health
- Implement personalized training protocols for all ages (youth to adult); fitness levels (novice to advanced); and levels of health

EXERCISE SCIENCE/PERSONAL TRAINING*The Program of Studies Leading to the Associate in Science Degree***Year One:****Fall Semester**

		Credits
EXS 101	Health Appraisal & Fitness Assessment	3 credits
EXS 102	Muscular & Cardiovascular Fitness	3 credits
ALH 149	Applied A&P for Health Care Professions ¹	4 credits
ENG 101	English Composition *	3 credits
Elective	BUS, MKT, MGT, or PSY	3 credits

Spring Semester

EXS 116	Strength Training & Endurance Exercise	3 credits
EXS 119	Bioenergetics & Biomechanics	3 credits
BIO 106	Nutrition	3 credits
BIO 116	Nutrition Lab	1 credit
PSY 101	General Psychology	3 credits
SOC 112	Interpersonal Communication	3 credits

Year Two:**Fall Semester**

EXS 115	Injury Prevention, Flexibility & Functional Training	3 credits
EXS 201	Youth & Senior Fitness	3 credits
ENG 102	English Composition II	3 credits
HIS 102	History/Government Core	3 credits
MAT 100	Math Core	3 credits

Spring Semester

EXS 202	Exercise Program Design	3 credits
EXS 204	Advanced Training Programs	3 credits
ALH 203	Health Care Delivery Systems	3 credits
CSI 101	Computer Science Elective	3 credits
Elective	Exercise Science Electives ²	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

¹ Anatomy I & II (with labs) may be substituted for ALH 149² Exercise Science Electives:

BUS	101:	Introduction to Business
BUS	202:	Principles of Customer Service
MGT	230:	Entrepreneurship and Small Business Management
MKT	202:	Principles of Marketing
PSY	230:	Sports Psychology

CPR Certification

Health Sciences students must be certified in CPR for the Health Care Provider. Documentation is required and must be provided to the Program Chair and must be effective throughout the program.

Drug Testing

Some clinical partners require drug screening of students placed at their facilities. These providers reserve the right to refuse and/or reject any student whose drug test fails to meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete the clinical practicum are ineligible for graduation.

Note:

- The passing grade for all courses is **"C" (73%)**. Students may not continue in the program if they receive less than a "C" in any course.
- Students may transfer courses from accredited colleges or universities. All transfer courses must indicate a "C" or better. Please speak with an advisor about transfers.
- Science courses must have been completed within the past five (5) years at the college level.
- Quincy College reserves the right to make changes to school policies. Students will be notified when this occurs.

FINE ARTS

Associate in Arts Degree

Program Description

The Fine Arts Degree Program is designed to meet the needs of students who have a serious commitment to Dramatic Arts, Music Arts, or Visual Arts. The Fine Arts Program has its foundation in the liberal arts yet allows students to develop as artists and prepare for transfer to programs at senior colleges.

Program Outcomes

At the completion of the Fine Arts Program, students will:

- Think critically
- Think creatively
- Communicate effectively
- Use logic to acquire, assess, and integrate new information
- Explain the nature and societal implications of global relationships among diverse cultures
- Apply ethical criteria to a variety of intellectual, social, artistic, and personal situations
- Apply aesthetic criteria to a variety of intellectual, natural, artistic, and social phenomena
- Describe the historical evolution of their chosen field of art
- Effectively utilize a variety of artistic techniques within their fields
- Collaborate on an artistic production inspired by societal events

DRAMA CONCENTRATION

The Program of Studies Leading to the Associate in Arts Degree

The College Core Curriculum

ENG 101	English Composition I**	Credit
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science Core		3 credits
IDS 165	First Year Seminar*	4 credits
		1 credit

Drama Program Requirements

SOC 101	General Sociology	3 credits
ART 110	Theatre Arts I	3 credits
ART 230	Art and Society	3 credits
General Electives		15 credits
Dramatic Arts Concentration Electives		15 credits

Drama Electives

ART 111	Theatre Arts II	3 credits
ART 112	Acting Workshop	3 credits
ART 114	Improvisation	3 credits
ART 150	The Modern Drama	3 credits
ART 155	Theatre Production	3 credits
ART 297	Drama (Theatre) Internship	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION

62 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

MUSIC CONCENTRATION*The Program of Studies Leading to the Associate in Arts Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Music Program Requirements

SOC 101 General Sociology	3 credits
MUS 101 Fundamentals of Music	3 credits
ART 230 Art and Society	3 credits
General Electives	15 credits
Music Arts Concentration Courses	15 credits

Music Electives

MUS 102 Class Keyboard	3 credits
MUS 103 Music Theory I	3 credits
MUS 104 Music Theory II	3 credits
MUS 107 Music Appreciation	3 credits
MUS 108 Development of American Jazz	3 credits
MUS 109 History of Rock	3 credits
MUS 110 Music Across Cultures	3 credits
MUS 220 Band Management & the Music Business	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

VISUAL ARTS CONCENTRATION

The Program of Studies Leading to the Associate in Arts Degree

The College Core Curriculum

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science Core		4 credits
IDS 165	First Year Seminar*	1 credit

Visual Arts Program Requirements

SOC 101	General Sociology	3 credits
ART 100	Fundamentals of Visual Art	3 credits
ART 230	Art and Society	3 credits
General Electives		15 credits
Visual Arts Concentration Electives		15 credits

Visual Arts Electives

ART 101	Basic Drawing	3 credits
ART 102	Advanced Drawing	3 credits
ART 103	Line, Color & Design	3 credits
ART 115	Basic Painting	3 credits
ART 116	Advanced Painting	3 credits
ART 119	Photography I	3 credits
ART 120	Photography II	3 credits
ART 201	Survey of Fine Arts I	3 credits
ART 202	Survey of Fine Arts II	3 credits
ART 229	Development of American Film	3 credits
CSA 228	Computer Graphic Applications	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION

62 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

GENERAL STUDIES*Associate in Arts Degree***Program Description**

The General Studies Program is designed to meet the needs of students who have not yet selected a concentration in Liberal Arts or who are interested in designing a program of studies to meet their individual needs. The General Studies Program has its foundation in the liberal arts yet allows students, through the choice of free electives, an opportunity to select from a variety of additional academic courses.

Program Outcomes

At the completion of the General Studies Program, students will:

- Think critically
- Think creatively
- Think quantitatively
- Communicate effectively
- Use logic to acquire, assess, and integrate new information
- Explain the nature and societal implications of global relationships among diverse culture
- Apply ethical criteria to a variety of intellectual, social, and personal situations
- Apply aesthetic criteria to a variety of intellectual, natural, artistic, and social phenomena

GENERAL STUDIES*The Program of Studies Leading to the Associate in Arts Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Liberal Arts Program Requirements

Behavioral Science Electives (choose any)	6 credits
Humanities Electives (choose any)	6 credits
Math/Science Electives (choose any)	6-8 credits
Social Science Electives (choose any)	6 credits
General Electives	15 credits
IDS 165 First Year Seminar*	1 credit

TOTAL CREDITS REQUIRED FOR GRADUATION**61-64 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

HEALTH CARE ADMINISTRATION

Associate in Science Degree

The program of study is designed to prepare students to continue their education for employment as managers and generalists in medical offices, general medical and surgical hospitals, home health care services, and outpatient care centers as well as non-profit health related organizations.

Program Description

The Health Care Administration Program is mainly designed for students who anticipate transferring to a baccalaureate degree-granting institution. The course of study is interdisciplinary and includes the college core curriculum and courses specific to administration and health care as well as general liberal arts. Within this program students may choose the Medical Billing and Coding option.

Health Care Administration Program Outcomes:

At the completion of this program, the student should be able to

- Communicate effectively about administrative principles
- Discuss the ethical issues related to health care and administration
- Discuss the role and functions of a database
- Perform basic mathematical calculations in general business
- Compare US health care organizations to other countries
- Summarize basic human body systems
- Name basic medical terminology prefixes, suffixes and root words
- Analyze health care finance issues and structures
- Identify the role of customer service as a business strategy in health care
- Demonstrate the ability to write professionally
- Demonstrate the ability to communicate verbally.
- Transfer credits to a Baccalaureate Degree-granting institution

HEALTH CARE ADMINISTRATION*The Program of Studies Leading to the Associate in Science Degree***College Core Curriculum**

		Credit
ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
CSA 232	Microsoft Office II	3 credits
PSY 101	General Psychology	3 credits
History/Government Core		3 credits
Math Core		3 credits
ALH 149	Applied A&P for Healthcare Professions	4 credits
IDS 165	First Year Seminar*	1 credit

Healthcare Administration Program Requirements

ALH 107	Orientation to Health Care	1 credit
MAT 207	Statistics	3 credits
ENG 224	Writing for Professionals	3 credits
ALH 203	Health Care Delivery Systems	3 credits
PHIL 103	Medical Ethics	3 credits
CSA 213	Database Management	3 credits
ALH 202	Health Care Finance	3 credits
BUS 101	Introduction to Business	3 credits
BUS 202	Principles of Customer Service	3 credits
IDS 155	Critical Thinking & Writing	3 credits
ALH 201	American Health Care History	3 credits
ALH 140	Medical Terminology	3 credits
SOC 112	Interpersonal Communication	3 credits
Healthcare Administration Elective		3 credits

Healthcare Administration Electives

ACC 101	Accounting I	3 credits
ARA 101	Arabic I	3 credits
CHN 101	Chinese I	3 credits
CSA 231	Microsoft Office I	3 credits
ENG 111	Speech Communication	3 credits
FRN 101	French I	3 credits
ITA 101	Italian I	3 credits
MGT 201	Principles of Management	3 credits
MGT 203	Human Resource Management	3 credits
MKT 202	Principles of Marketing	3 credits
SPN 101	Spanish	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**63 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

HEALTH CARE ADMINISTRATION - Medical Billing and Coding option

Associate in Science Degree

The program of study is designed to prepare students to continue their education for employment as managers and generalists in medical offices, general medical and surgical hospitals, home health care services, and outpatient care centers as well as non-profit health related organizations.

Program Description

The Health Care Administration Program is mainly designed for students who anticipate transferring to a baccalaureate degree-granting institution. The course of study is interdisciplinary and includes the college core curriculum and courses specific to administration and health care as well as general liberal arts. Within this program students may choose the Medical Billing and Coding option.

Medical Billing and Coding Program Outcomes:

At the completion of this program, the student should be able to

- Demonstrate proficiency in coding using: International Classification of Diseases, Ninth Revision (ICD-g) coding book; Current Procedural Terminology (CPT) coding book; Healthcare Common Procedure System (HCPCS);
- Recognize the essential duties and responsibilities of medical insurance billing;
- Demonstrate proficiency in English language and grammar in the medical environment;
- Interpret a patient medical report;
- Describe the reimbursement procedures for different types of medical records, settings, and procedures;
- Evaluate the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards;
- Validate the data collected for appropriate reimbursement;
- Outline the ethical considerations that impinge on the fields of healthcare;
- Define medical terms and abbreviations;
- Demonstrate an understanding of the anatomy and physiology of the human body from the cellular level to the system level;
- Describe the origins, history, structure, and functions of the U.S. healthcare system.

HEALTH CARE ADMINISTRATION - Medical Billing and Coding

The Program of Studies Leading to the Associate in Science Degree

College Core Curriculum

		Credit
ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
CSA 232	MS Office II (Computer Science Core)	3 credits
PSY 101	General Psychology	3 credits
History/Government Core		3 credits
Math Core		3 credits
ALH 149	Applied A&P for Healthcare Professions	4 credits
IDS 165	First Year Seminar*	1 credit

Medical Billing and Coding Program Requirements

ALH 107	Orientation to Health Care	1 credit
ALH 140	Medical Terminology	3 credit
MAT 207	Statistics	3 credit
ALH 203	Health Care Delivery Systems	3 credit
PHL 103	Medical Ethics	3 credit
CSA 213	Database Management	3 credit
ALH 202	Health Care Finance	3 credit
BUS 101	Introduction to Business	3 credit
ALH 201	American Health Care History	3 credit
SOC 112	Interpersonal Communication	3 credit
MBC 101	Intro to Medical Billing and Coding	3 credit
MBC 102	English for Health Claims	3 credit
MBC 120	Insurance Claim Procedures	3 credit
MBC 125	Medical Administration and Coding: Certification Prep	6 credit

TOTAL CREDITS REQUIRED FOR GRADUATION

66 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

HUMAN SERVICES

Associate in Science Degree

Program Description

Human services involve the art and science of working with people and helping others. Within the broad category of human services is the subspecialty of social work. The essential aim of the social work profession is to enhance social functioning of people within social and cultural frameworks. This program prepares graduates to engage in the helping professions at entry levels in their communities. This concentration focuses upon helping students develop the knowledge, skills, experience, and values that will assist them in working effectively with people in a variety of community settings.

Program Outcomes

At the completion of the Human Services Program, the student should be able to:

- Interview applicants for services to obtain data and to provide information on available resources;
- Assist individuals or groups with difficult day to day problems such as finding employment, locating sources of assistance, and addressing other specific problems;
- Provide assistance in helping people utilize specific resources and agencies;
- Assess client needs while working as a member of a team of helping professionals;
- Be aware of and familiar with services available in the community and how those services relate to client needs.

HUMAN SERVICES*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
PSY 101 General Psychology	3 credits
Computer Science Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Human Services Program Requirements

CJS 117 Crisis Intervention	3 credits
HSV 103 Introduction to Social Work	3 credits
HSV 201 Helping Skills	3 credits
HSV 205 Substance Abuse Counseling	3 credits
HSV 251 Introduction to Substance Abuse Studies	3 credits
HSV 260 Diverse Populations	3 credits
SOC 101 General Sociology	3 credits
PSY 215 Abnormal Psychology	3 credits
Human Service Program Electives	15 credits

Human Service Program Electives

CJS 113 Drugs & Society	3 credits
CJS 221 Domestic Violence	3 credits
HSV 297 Human Services Internship	3 credits
PSY 201 Child Psychology	3 credits
PSY 203 Adolescent Psychology	3 credits
PSY 212 Group Dynamics	3 credits
PSY 221 Health Psychology	3 credits
SOC 102 Contemporary Social Problems	3 credits
SOC 112 Interpersonal Communications	3 credits
SOC 150 Women in Society	3 credits
SOC 201 Cultural Anthropology	3 credits
SOC 203 Sociology of the Family	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

LIBERAL ARTS

Associate in Arts Degree or Associate in Science Degree

Program Description

The focus of the Liberal Arts Program is to provide the student with a breadth of program offerings in a chosen field of study. Liberal Arts students may focus their program in the following concentration areas: Behavioral Science, English, History/Government, Humanities, Mathematics, Natural Science, Psychology, Social Science or Sociology. All concentration electives must be selected in the chosen area of study.

Program Outcomes

At the completion of the Liberal Arts Program students will:

- Think critically
- Think quantitatively
- Communicate effectively
- Use logic to acquire, assess, and integrate new information
- Explain the nature and societal implications of global relationships among diverse cultures
- Apply ethical criteria to a variety of intellectual, social, and personal situations
- Apply aesthetic criteria to a variety of intellectual, natural, artistic, and social phenomena
- Demonstrate a broad theoretical and practical knowledge of one field of study from among the liberal arts and science concentrations

BEHAVIORAL SCIENCE CONCENTRATION*The Program of Studies Leading to the Associate in Arts Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Liberal Arts Program Requirements

SOC 101 General Sociology	3 credits
Literature Electives	6 credits
Social Science Electives	3 credits
General Electives	12 credits
Behavioral Science Concentration Courses	15 credits

Behavioral Science Concentration Courses

PSY 101 General Psychology	3 credits
PSY 103 Child Development	3 credits
PSY 201 Child Psychology	3 credits
PSY 203 Adolescent Psychology	3 credits
PSY 205 Psychology of Change	3 credits
PSY 210 Psychology of Learning	3 credits
PSY 212 Group Dynamics	3 credits
PSY 215 Abnormal Psychology	3 credits
PSY 216 Growth & Development	3 credits
PSY 221 Health Psychology	3 credits
PSY 290 Introduction to Social Psychology	3 credits
SOC 102 Contemporary Social Problems	3 credits
SOC 105 Sociology of Deviance	3 credits
SOC 112 Interpersonal Communication	3 credits
SOC 116 Intercultural Communication	3 credits
SOC 140 Aging in America	3 credits
SOC 150 Women in Society	3 credits
SOC 155 Race, Class, Gender, Social Justice	3 credits
SOC 156 Media in Social Perspective	3 credits
SOC 201 Cultural Anthropology	3 credits
SOC 203 Sociology of the Family	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

*Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

ENGLISH CONCENTRATION

The Program of Studies Leading to the Associate in Arts Degree

The College Core Curriculum

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science Core		4 credits
IDS 165	First Year Seminar*	1 credit

Liberal Arts Program Requirements

SOC 101	General Sociology	3 credits
Literature Electives		6 credits
Social Science Electives		3 credits
General Electives		12 credits
English Concentration Courses		15 credits

English Concentration Courses

ENG 103	Non-fiction Writing	3 credits
ENG 111	Speech Communication	3 credits
ENG 151	Shakespeare	3 credits
ENG 201	English Literature I	3 credits
ENG 202	English Literature II	3 credits
ENG 211	American Literature I	3 credits
ENG 212	American Literature II	3 credits
ENG 221	World Literature I	3 credits
ENG 222	World Literature II	3 credits
ENG 224	Professional Writing	3 credits
ENG 225	Creative Writing I	3 credits
ENG 226	Creative Writing II	3 credits
ENG 230	Journalism	3 credits
ENG 231	Modern Novel	3 credits
ENG 233	Crime and Detective Fiction	3 credits
ENG 235	Survey of Women Writers	3 credits
ENG 237	Introduction to Science Fiction	3 credits
ENG 251	Introduction to Drama	3 credits
ENG 297	Writing Internship	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION

62 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

HISTORY/GOVERNMENT CONCENTRATION*The Program of Studies Leading to the Associate in Arts Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Liberal Arts Program Requirements

SOC 101 General Sociology	3 credits
Literature Electives	6 credits
Social Science Electives	3 credits
General Electives	12 credits
History/Government Concentration Courses	15 credits

History/Government Concentration Courses

ALH 201 American Health Care History	3 credits
GOV 105 Introduction to Political Science	3 credits
GOV 201 American Government	3 credits
GOV 211 State & Local Government	3 credits
GOV 212 International Relations	3 credits
GOV 213 American Presidency	3 credits
GOV 217 Comparative Government	3 credits
GOV 297 Political Science Internship	3 credits
LAW 207 U.S. Judicial System	3 credits
LAW 210 American Constitutional Law	3 credits
HIS 101 U.S. History I	3 credits
HIS 102 U.S. History II	3 credits
HIS 107 Colonial America	3 credits
HIS 111 History of Western Civilization I	3 credits
HIS 112 History of Western Civilization II	3 credits
HIS 201 History of the Middle East	3 credits
HIS 221 Late Imperial China	3 credits
HIS 222 China in the 20th Century	3 credits
HIS 230 The French Revolution and Napoleon	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

HUMANITIES CONCENTRATION

The Program of Studies Leading to the Associate in Arts Degree

The College Core Curriculum

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science Core		4 credits
IDS 165	First Year Seminar*	1 credit

Liberal Arts Program Requirements

SOC 101	General Sociology	3 credits
Literature Electives		6 credits
Social Science Electives		3 credits
General Electives		12 credits
Humanities Concentration Courses		15 credits

Humanities Concentration Courses

ARA 101	Arabic I	3 credits	ENG 235	Survey of Women Writers	3 credits
ARA 102	Arabic II	3 credits	ENG 237	Introduction to Science Fiction	3 credits
ART 119	Photography I	3 credits			
ART 120	Photography II	3 credits	FRN 101	French I	3 credits
ART 150	Modern Drama	3 credits	FRN 102	French II	3 credits
ART 201	Survey of Fine Arts I	3 credits	FRN 201	French III	3 credits
ART 202	Survey of Fine Arts II	3 credits	FRN 202	French IV	3 credits
ART 230	Arts and Society	3 credits	IDS 155	Critical Thinking	3 credits
CHN 101	Chinese I	3 credits	ITA 101	Italian I	3 credits
CHN 102	Chinese II	3 credits	ITA 102	Italian II	3 credits
ENG 103	Non-Fiction Writing	3 credits	MUS 107	Music Appreciation	3 credits
ENG 111	Speech Communication	3 credits	MUS 108	Development of American Jazz	3 credits
ENG 151	Shakespeare	3 credits			
ENG 201	English Literature I	3 credits	MUS 109	History of Rock	3 credits
ENG 202	English Literature II	3 credits	PHL 101	Introduction to Philosophy	3 credits
ENG 211	American Literature I	3 credits	PHL 102	20th Century Philosophy	3 credits
ENG 212	American Literature II	3 credits	PHL 103	Medical Ethics	3 credits
ENG 221	World Literature I	3 credits	PHL 105	Logic & Critical Thinking	3 credits
ENG 222	World Literature II	3 credits	PHL 108	Ethics	3 credits
ENG 225	Creative Writing I	3 credits	PHL 110	Religions of the World	3 credits
ENG 226	Creative Writing II	3 credits	SPN 101	Spanish I	3 credits
ENG 230	Journalism	3 credits	SPN 102	Spanish II	3 credits
ENG 231	Modern Novel	3 credits	SPN 201	Spanish III	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION

62 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

MATHEMATICS CONCENTRATION*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science Core		4 credits
IDS 165	First Year Seminar*	1 credit

Liberal Arts Program Requirements

SOC 101	General Sociology	3 credits
Literature Electives		6 credits
Social Science Electives		3 credits
General Electives		12 credits
Mathematics Concentration Courses		15 credits

Mathematics Concentration Courses

MAT 100	College Math	3 credits
MAT 103	College Algebra	3 credits
MAT 106	Quantitative Reasoning	3 credits
MAT 110	Discrete Mathematics	3 credits
MAT 113	Pre-Calculus	3 credits
MAT 201	Calculus I	3 credits
MAT 202	Calculus II	3 credits
MAT 203	Multivariate Calculus	3 credits
MAT 204	Calculus I B	4 credits
MAT 205	Linear Algebra	3 credits
MAT 206	Calculus II B	4 credits
MAT 207	Statistics	3 credits
MAT 208	Multivariate Calculus B	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

PSYCHOLOGY CONCENTRATION

The Program of Studies Leading to the Associate in Arts Degree

The College Core Curriculum

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science Core		4 credits
IDS 165	First Year Seminar*	1 credit

Liberal Arts Program Requirements

SOC 101	General Sociology	3 credits
Literature Electives		6 credits
Social Science Electives		3 credits
General Electives		12 credits
Psychology Concentration Courses		15 credits

Psychology Concentration Courses

PSY 101	General Psychology	3 credits
PSY 103	Child Development	3 credits
PSY 201	Child Psychology	3 credits
PSY 203	Adolescent Psychology	3 credits
PSY 205	Psychology of Change	3 credits
PSY 210	Psychology of Learning	3 credits
PSY 212	Group Dynamics	3 credits
PSY 215	Abnormal Psychology	3 credits
PSY 216	Growth & Development	3 credits
PSY 221	Healthy Psychology	3 credits
PSY 230	Sport Psychology	3 credits
PSY 231	Psychology of Gender and Culture	3 credits
PSY 290	Introduction to Social Psychology	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION

62 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

SOCIAL SCIENCES CONCENTRATION*The Program of Studies Leading to the Associate in Arts Degree****The College Core Curriculum***

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science		4 credits
IDS 165	First Year Seminar*	1 credit

Liberal Arts Program Requirements

SOC 101	General Sociology	3 credits
Literature Electives		6 credits
Social Science Electives		3 credits
General Electives		12 credits
Social Sciences Concentration Courses		15 credits

Social Sciences Concentration Courses

ALH 201	American Health Care History	3 credits
GOV 105	Introduction to Political Science	3 credits
GOV 201	American Government	3 credits
GOV 211	State & Local Government	3 credits
GOV 212	International Relations	3 credits
GOV 213	American Presidency	3 credits
GOV 217	Comparative Government	3 credits
ECO 201	Microeconomics	3 credits
ECO 202	Macroeconomics	3 credits
LAW 207	U.S. Judicial System	3 credits
LAW 210	American Constitutional Law	3 credits
HIS 101	U.S. History I	3 credits
HIS 102	U.S. History II	3 credits
HIS 107	Colonial America	3 credits
HIS 111	History of Western Civilization I	3 credits
HIS 112	History of Western Civilization II	3 credits
HIS 201	History of the Middle East	3 credits
HIS 221	Late Imperial China	3 credits
HIS 222	China in the 20th Century	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

SOCIOLOGY CONCENTRATION

The Program of Studies Leading to the Associate in Arts Degree

The College Core Curriculum

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science / Psychology Core		3 credits
History / Government Core		3 credits
Math Core		3 credits
Natural Science Core		4 credits
IDS 165	First Year Seminar*	1 credit

Liberal Arts Program Requirements

SOC 101	General Sociology	3 credits
Literature Electives		6 credits
Social Science Electives		3 credits
General Electives		12 credits
Sociology Concentration Courses		15 credits

Sociology Concentration Courses

SOC 102	Contemporary Social Problems	3 credits
SOC 105	Sociology of Deviance	3 credits
SOC 112	Interpersonal Communication	3 credits
SOC 116	Intercultural Communication	3 credits
SOC 140	Aging in America	3 credits
SOC 150	Women in Society	3 credits
SOC 155	Race, Class, Gender, Social Justice	3 credits
SOC 156	Media in Social Perspective	3 credits
SOC 201	Cultural Anthropology	3 credits
SOC 203	Sociology of the Family	3 credits
PSY 212	Group Dynamics	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION

62 credits

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

NATURAL SCIENCE*The Program of Studies Leading to the Associate in Science Degree***The College Core Curriculum**

	Credit
ENG 101 English Composition I**	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Natural Science Core	4 credits
Math Core	3 credits
IDS 165 First Year Seminar*	1 credit

Program Requirements

SOC 101 General Sociology	3 credits
Literature Electives	6 credits
Social Science Electives	3 credits
General Electives	12 credits
Natural Science Concentration Courses	15 credits

Natural Science Concentration Courses

BIO 106 Nutrition	3 credits
BIO 111 General Biology I	3 credits
BIO 112 General Biology II	1 credit
BIO 121 General Biology I Lab	1 credit
BIO 122 General Biology II Lab	3 credits
BIO 131 Anatomy & Physiology I	3 credits
BIO 132 Anatomy & Physiology II	3 credits
BIO 141 Anatomy & Physiology I Lab	1 credit
BIO 142 Anatomy & Physiology II Lab	1 credit
BIO 151 Microbiology	3 credits
BIO 152 Microbiology Lab	1 credit
CHE 103 Introduction to Forensic Science	3 credits
CHE 113 Introduction to Forensic Science Lab	1 credit
CHE 121 General Chemistry I	3 credits
CHE 122 General Chemistry II	3 credits
CHE 131 General Chemistry I Lab	1 credit
CHE 132 General Chemistry II Lab	1 credit
CHE 141 Introduction to Chemistry	3 credits
CHE 151 Introduction to Chemistry Lab	1 credit
CHE 213 Organic Chemistry I	3 credits
CHE 214 Organic Chemistry II	3 credits
CHE 223 Organic Chemistry I Lab	1 credit
CHE 224 Organic Chemistry II Lab	1 credit
ENV 101 Introduction to Environmental Studies	3 credits
PHY 111 General Physics I	3 credits
PHY 112 General Physics II	3 credits
PHY 121 General Physics I Lab	1 credit
PHY 122 General Physics II Lab	1 credit
SCI 121 Human Body	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

ASSOCIATE DEGREE IN NURSING

Note: The Associate Degree in Nursing curriculum is currently undergoing revision.

Program Description

Quincy College offers the Associate Degree in Nursing as a two-year full-time program at the Quincy Campus and as a two and one-half year program in the late afternoon at the Quincy and Plymouth Campuses. At the Quincy Campus, the full-time program begins each year in September. The part-time programs begin every year. The first semester course of study is in Liberal Arts with nursing courses beginning in January. Liberal Arts courses must be taken at either the Quincy or Plymouth Campus or transferred from another acceptable institution.

Full-time status is twelve (12) or more credits. Both full-time and part-time students must complete their programs within four (4) years of the date of admission.

All nursing courses require students to have scheduled clinical nursing practice within a variety of health care settings under the supervision of qualified nursing faculty. Please note, acceptance to the program does not guarantee a clinical nursing placement. Clinical facilities require a satisfactory criminal offender record information (CORI) check on all students before he/she can be allowed in the clinical setting. A positive CORI check may mean that a student is not allowed within a clinical facility for his/her clinical nursing practice. A misdemeanor or a felony can result in a positive CORI. If this happens, then the student may not be able to complete the nursing program. Please note that some clinical settings may require drug screening. Any student with a positive drug screen for any drug that does not have a legitimate prescription will be dismissed from the program.

Students who successfully complete the program are eligible to take the NCLEX Registered Nurse examination for licensure as a Registered Nurse (RN). Applicants for licensure in Massachusetts must be of good moral character as determined by the Board of Registration in Nursing. Please note that a student who has been convicted of either a misdemeanor or a felony may be denied entrance to the licensure examination.

Quincy College Associate Degree in Nursing Program is accredited by the National League for Nursing Accrediting Commission (NLNAC) and approved by the Commonwealth of Massachusetts Board of Registration in Nursing (BORN). You may contact the NLNAC for more information on the web at www.NLNAC.org or at 3343 Peachtree Rd. NE, Suite 850, Atlanta, GA 30326, by telephone at 404-975-5000 or 800-669-1656, or by faxing 404-975-5020. You may contact BORN for more information on the web at www.mass.gov/dph/boards/rn or at 239 Causeway Street, Suite 200, 2nd Floor, Boston, MA 02114, or by phone at (617) 973-0800 or (800) 414-0168.

Program Outcomes

At the completion of the Associate Degree in Nursing, students should be able to:

- Demonstrate application of the nursing process in meeting health care needs of assigned clients within culturally diverse settings,
- Communicate appropriately in verbal, non-verbal, and written modes,
- Implement nursing practices of primary health care to foster health maintenance,
- Manage nursing care in a safe manner for clients in primary, secondary, and tertiary care settings,
- Collaborate with the health care team to provide for the biopsychosocial needs of clients; and
- Identify responsibilities for dynamic professional development.

Admissions Process

NOTE: The admissions process policy for this program can be found in the Admissions section of this catalog.

ASSOCIATE DEGREE IN NURSING PROGRAM - FULL-TIME OPTION

The Program of Study Leading to the Associate in Science Degree

Note: The Associate Degree in Nursing curriculum is currently undergoing revision.

The College Core Curriculum

ENG 101	English Composition I	Credit	3 credits
ENG 102	English Composition II		3 credits
Computer Science Core			3 credits
Social Science/Psychology Core			3 credits
History /Government Core			3 credits
Math Core			3 credits
Natural Science Core			4 credits

Year One**Fall Semester**

RNU 108	Fundamentals of Client Care	Credit	7 credits
BIO 131	Anatomy & Physiology I ₁		3 credits
BIO 141	Anatomy & Physiology I Lab ₁		1 credit
ENG 101	English Composition I*		3 credits
MAT	Mathematics elective (100 or higher)		3 credits
			Total credits for Fall Semester: 17

Spring Semester

RNU 109	Advanced Concepts of Client Care I	Credit	10 credits
BIO 132	Anatomy and Physiology II ₂		3 credits
BIO 142	Anatomy and Physiology II Lab ₂		1 credit
PSY 101	General Psychology ₂		3 credits
			Total credits for Spring Semester: 17

Year Two**Fall Semester**

RNU 206	Advanced Concepts of Client Care II	Credit	10 credits
CSI or CSA	Introduction to Computers (or higher)		3 credits
BIO 151	Microbiology ₃		3 credits
BIO 152	Microbiology Lab ₃		1 credit
			Total credits for Fall Semester: 17

Spring Semester

RNU 208	Advanced Concepts of Client Care III	Credit	10 credits
ENG 102	English Composition II		3 credits
HIS 101/102 or GOV 201/211 ₄			3 credits
			Total credits for Spring Semester: 16

Total Program: 67 credits

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

₁ Must be completed before RNU 109

₂ Must be completed before RNU 206

₃ Must be completed before RNU 208

₄ HIS 101, HIS 102, GOV 201, GOV 211 are courses that meet the College Core Curriculum requirements

Additional Program Information

- The passing grade for all courses is "C" (73%). Students may not continue in the program if they earn less than a "C" in a course.
- Students may transfer courses up to 30 credits from an accredited college or university. Science courses must have been completed within the past five (5) years at the college level and a grade of C or better awarded.
- RNU 108 Fundamentals of Nursing (at least 7 credits inclusive of a clinical component) may be transferred based on review with approval from the Program Chair.

ASSOCIATE DEGREE IN NURSING PROGRAM - PART-TIME OPTION

The Program of Studies Leading to the Associate in Science Degree

Note: The Associate Degree in Nursing curriculum is currently undergoing revision.

The College Core Curriculum

ENG 101	English Composition I	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science/Psychology Core		3 credits
History /Government Core		3 credits
Math Core		3 credits
Natural Science Core		3-4 credits

Year One

Fall Semester

BIO 131	Anatomy & Physiology I ₁	3 credits
BIO 141	Anatomy & Physiology I Lab ₁	1 credit
ENG 101	English Composition I*	3 credits
CSI or CSA	Introduction to Computers (or higher)	3 credits
MAT	Mathematics elective (100 or higher)	3 credits
		Total credits for Fall Semester: 13

Spring Semester

RNU 108	Fundamentals of Client Care	7 credits
BIO 132	Anatomy and Physiology II ₂	3 credits
BIO 142	Anatomy and Physiology II Lab ₂	1 credits
		Total credits for Spring Semester: 11

Summer Session I

PSY 101	General Psychology ₂	3 credits
BIO 151	Microbiology ₃	3 credits
BIO 152	Microbiology Lab ₃	1 credits
		Total credits for Summer I Session: 7

Summer Session II

RNU 109	Advanced Concepts of Client Care I ₄	10 credits
		Total credits for Summer II Semester: 10

Year Two

Spring Semester

RNU 206	Advanced Concepts of Client Care II	10 credits
		Total credits for Spring Semester: 10

Summer Session I

English Composition II	3 credits
HIS 102/102 or GOV 201/211 ₅	3 credits
Total credits for Summer Semester: 6	

Summer Session II (runs through Fall Semester)

RNU 208	Advanced Concepts of Client Care III	10
		Total credits for Summer II Session: 10
		Total Program: 67 credits

¹ Must be completed before RNU 109

² Must be completed before RNU 206

³ Must be completed with or before RNU 208

⁴ Summer Session II RNU 109 begins in July and ends in December

⁵ HIS 101, HIS 102, GOV 201, GOV 211 are the courses that meet the College Core Curriculum requirements

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

Note: Students are awarded 17 credits for Fundamentals of Client Care and Advanced Concepts of Client Care I on successful completion of the ADN program.

ADVANCED PLACEMENT ASSOCIATE DEGREE IN NURSING PROGRAM

Note: The Associate Degree in Nursing curriculum is currently undergoing revision.

Program Description

Quincy College affirms its commitment to career mobility and educational advancement through the Advanced Placement Program (AP-ADNP) for Licensed Practical Nurses. The AP-ADNP program is offered full-time at the Quincy Campus, and part-time at the Quincy and Plymouth Campuses. The full-time AP-ADNP program begins every Fall semester. Part-time programs begin every January. The student completes all program requirements in one academic year (9 months) full-time and one calendar year (12 months) part time.

All nursing courses require students to have scheduled clinical nursing practice within a variety of health care settings under the supervision of qualified nursing faculty. Please note, acceptance to the program does not guarantee a clinical nursing placement. Clinical facilities require a satisfactory criminal offender record information (CORI) check on all students before he/she can be allowed in the clinical setting. A positive CORI check may mean that a student is not allowed within a clinical facility for his/her clinical nursing practice. A misdemeanor or a felony can result in a positive CORI. If this happens, then the student may not be able to complete the nursing program.

Students who successfully complete the program are eligible to take the NCLEX Registered Nurse examination for licensure as a Registered Nurse (RN). Applicants for licensure in Massachusetts must be of good moral character as determined by the Board of Registration in Nursing. Please note that a student who has been convicted of either a misdemeanor or a felony may be denied entrance to the licensure examination.

The Advanced Placement Associate Degree Program in Nursing is fully approved by the Commonwealth of Massachusetts Board of Registration in Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC). You may contact the NLNAC for more information on the web at www.NLNAC.org or mail at 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326, or by telephone at (404) 975-5000 or (800) 669-1656, or by faxing (404) 975-5020.

Program Outcomes

At the completion of the Associate Degree Program in Nursing, students should be able to:

- Demonstrate application of the nursing process in meeting health care needs of assigned clients within culturally diverse settings
- Communicate appropriately in the verbal, non-verbal, and written modes
- Implement principles of primary health care to foster health maintenance
- Manage nursing care in a safe manner for clients in primary, secondary, and tertiary care
- Collaborate with the health care team to provide for the biopsychosocial needs of clients
- Identify responsibilities for dynamic professional development

Admissions Process

NOTE: The admissions process policy for this program can be found in the Admissions section of this catalog.

ADVANCED PLACEMENT ASSOCIATE DEGREE IN NURSING PROGRAM - FULL-TIME OPTION

The Program of Studies Leading to the Associate in Science Degree

Note: The Associate Degree in Nursing curriculum is currently undergoing revision.

The College Core Curriculum

ENG 101	English Composition I**	3 credits
ENG 102	English Composition II	3 credits
Computer Science Core		3 credits
Social Science/Psychology Core		3 credits
History/Government Core		3 credits
Math Core		3 credits
Natural Science Core		4 credits

Fall Semester

RNU 206	Advanced Concepts of Client Care II	10 credits
CSI or CSA	Introduction to Computers (or higher)	3 credits
BIO 151	Microbiology	3 credits
BIO 152	Microbiology Lab	1 credit

Credit

Total credits for Fall Semester: 17

Spring Semester

RNU 208	Advanced Concepts of Client Care III	10 credits
ENG 102	English Composition II	3 credits
HIS 102/102 or Gov201/211 ₁		3 credits

Credit

Total credits for Spring Semester: 16

Program Pre-requisites

• Introduction to Chemistry or higher level*	3 credits
• Anatomy and Physiology I and II with lab	8 credits
• English Composition I	3 credits
• General Psychology	3 credits
• Mathematics Elective (100 or higher)	3 credits
• Licensure as LPN	

Credit

Students are awarded 17 credits for Fundamentals of Client Care and Advanced Concepts of Client Care I on successful completion of the ADNP program.

Total Program Credits: 67

* Not counted in program total

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

₁ HIS 101, HIS 102, GOV 201, GOV 211 are the courses that meet the College Core Curriculum requirements.

Additional Program Information

- The passing grade for all courses is "C" (73%). Students may not continue in the program if they earn less than a "C" in a course.
- Students may transfer courses up to 30 credits from an accredited college or university. Science courses must have been completed within the past five (5) years at the college level and a grade of C or better awarded.

ADVANCED PLACEMENT ASSOCIATE DEGREE IN NURSING PROGRAM - PART-TIME OPTION

The Program of Studies Leading to the Associate in Science Degree

Note: The Associate Degree in Nursing curriculum is currently undergoing revision.

The College Core Curriculum

ENG 101 English Composition I**
 ENG 102 English Composition II
 Computer Science Core
 Social Science/Psychology Core
 History/Government Core
 Math Core
 Natural Science Core

Credit

3 credits
 3 credits
 3 credits
 3 credits
 3 credits
 3 credits
 4 credits

Fall Semester

BIO 151 Microbiology
 BIO 152 Microbiology Lab
 CSI or CSA Introduction to Computers (or higher)

Credit

3 credits
 1 credit
 3 credits
 Total credits for Fall Semester: 7

Spring Semester

RNU 206 Advanced Concepts of Client II

Credit

10 credits
 Total credits for Spring Semester: 10

Summer I Semester

ENG 102 English Composition II
 US History/Government₁

Credit

3 credits
 3 credits
 Total credits for Summer I Semester: 6

Summer II Semester

RNU 208 Advanced Concepts of Client Care III

Credit

10 credits
 Total credits for Summer II Semester: 10

Program Pre-requisites

- Introduction to Chemistry or higher level*
- Anatomy and Physiology I and II with lab
- English Composition I
- General Psychology
- Mathematics Elective (100 or higher)
- Licensure as LPN

Credit

3 credits
 8 credits
 3 credits
 3 credits
 3 credits

Students are awarded 17 credits for Fundamentals of Client Care and Advanced Concepts of Client Care I on successful completion of the ADN program.

Total Program Credits: 67

* Not counted in program total

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.

₁ HIS 101, HIS 102, GOV 201, GOV 211 are the courses that meet the College Core Curriculum requirements

Additional Program Information

- The passing grade for all courses is "C" (73%). Students may not continue in the program if they earn less than a "C" in a course.
- Students may transfer courses up to 30 credits from an accredited college or university. Science courses must have been completed within the past five (5) years at the college level and a grade of C or better awarded.

PARALEGAL STUDIES

Associate in Science Degree

Program Description

The Paralegal Studies Program is a program within the Division of Business and Public Service. The program design includes the core curriculum and required paralegal courses and electives specific to the paralegal profession.

Program Outcomes

- Analyze a legal problem by identifying and evaluating alternative arguments in support of specific positions.
- Use standard legal resources to identify and locate applicable primary and secondary legal reference materials and appropriately apply them to specific legal problems.
- Conduct effective interviews of clients and witnesses and produce accurate and appropriate statements.
- Use oral and written communication to effectively inform and persuade.
- Apply principles of professional ethics to specific situations.
- Demonstrate knowledge and understanding of the structure and operation of the U.S. and Massachusetts legal systems
- Depending on the elective chosen, demonstrate knowledge and skills in specific substantive areas of law.

PARALEGAL STUDIES*The Program of Studies Leading to the Associate in Science Degree***College Core Requirements**

	Credit
ENG 101 English Composition I	3 credits
ENG 102 English Composition II	3 credits
Computer Science Core	3 credits
Social Science / Psychology Core	3 credits
History / Government Core	3 credits
Math Core	3 credits
Natural Science Core	4 credits
IDS 165 First Year Seminar*	1 credit

Paralegal Studies Program Requirements

LAW 101 Introduction to Paralegal Studies	3 credits
LAW 123 Interviewing & Investigation	3 credits
LAW 201 Business Law I	3 credits
LAW 215 Legal Research & Writing	6 credits
LAW 220 Litigation & Procedure	3 credits
LAW 255 Legal Ethics	3 credits
Humanities Elective	3 credits
Computer Science Elective	3 credits
Legal Studies Electives	12 credits

Paralegal Studies Electives

LAW 203 Cyber Law	3 credits
LAW 207 U.S. Judicial Systems	3 credits
LAW 209 Real Estate Law	3 credits
LAW 210 American Constitutional Law	3 credits
LAW 221 Comparative Legal Systems	3 credits
LAW 225 Family Law	3 credits
LAW 230 Estate Administration	3 credits
LAW 235 Law of Business Organizations	3 credits
LAW 245 Administrative Law	3 credits
LAW 250 Bankruptcy Law	3 credits
LAW 260 Environmental Law	3 credits
LAW 297 Paralegal Studies Internship	3 credits
CJS 109 Criminal Law	3 credits
CJS 122 Conflict & Dispute Resolution	3 credits
CJS 224 Unequal Justice	3 credits
LBR 150 Labor Law and Legislation	3 credits
LBR 152 Employee Benefit Law and Administration	3 credits

TOTAL CREDITS REQUIRED FOR GRADUATION**62 credits**

* Must be taken in the first semester.

** ENG 101 must be taken in the first semester, unless advised to take preparatory classes.



Kara Nash, Liberal Arts Major. Hometown: Weymouth, MA

CERTIFICATE PROGRAMS**Accounting****Biotechnology and Compliance (starting in fall 2012 pending approval)****Computer Science****Early Childhood Education****Exercise Science/Personal Training****Healthcare Administration****Law Enforcement****Medical Billing and Coding****Paralegal Studies****Phlebotomy*****Practical Nursing*****Surgical Technology***

*Requires completion of a Nursing or Natural & Health Sciences application.

Gainful Employment Reporting Data

For more information about our graduation rates, the median debt of students who completed the program, and other important information, please visit our website at:

http://www.quincycollege.edu/qc/programs/GE_Data_for_070111_Disclosure.pdf

ACCOUNTING CERTIFICATE

Program Description

The Accounting Certificate is intended for those students who already have a certificate, associate's degree, or bachelor's degree in another discipline, as well as students without a degree who already are working in the accounting profession. It is also intended for those students with an accounting education from another country who wish to become proficient in the United States' accounting standards and practices.

Program Outcomes

- Communicate effectively about accounting information;
- Perform basic mathematical calculations in accounting and finance;
- Apply the fundamental principles and methods of financial accounting in analyzing business transactions;
- Identify the impact of business transactions upon financial statements;
- Use accounting information to support business decision making;
- Apply principles of cost accounting to analyze a firm's costs;
- Discuss Generally Accepted Accounting Principles (GAAP);

ACCOUNTING CERTIFICATE

The Program of Studies Leading to the Certificate

		Credit
ACC 101	Accounting I	3 credits
ACC 102	Accounting II *	3 credits
ACC 205	Managerial Accounting**	3 credits
ACC 209	Federal Taxation **	3 credits
ACC 201	Accounting III **	3 credits
ACC 202	Accounting IV ***	3 credits

TOTAL CREDITS REQUIRED FOR CERTIFICATE

21 credits

- * prerequisite, Accounting I
- ** prerequisite, Accounting II
- *** prerequisite, Accounting III

COMPUTER SCIENCE CERTIFICATE**Program Description**

The Computer Science Certificate was designed for those students who are interested in learning the fundamentals of Computer Science or for those students who would like to enhance their computer science careers. The program is 30 credits and can be completed in one academic year.

COMPUTER SCIENCE CERTIFICATE

The Program of Studies Leading to the Certificate

	Credit
CSI 101 Introduction to Computers	3 credits
CSI 107 C++ Programming	3 credits
CSI 213 Database Management	3 credits
CSI 216 Computer Concepts	3 credits
CSA 231 Microsoft Office I	3 credits
CSA 232 Microsoft Office II	3 credits
Computer Science Electives	12 credits

Computer Science Electives

CSA 225 Desktop Publishing	3 credits
CSA 227 Website Design	3 credits
CSA 228 Computer Graphics Applications	3 credits
CSI 207 System Design & Analysis	3 credits
CSI 217 Operating Systems	3 credits
CSI 218 Data Structures & Algorithms	3 credits
CSI 219 Network Communications	3 credits
CSI 226 UNIX with Linux	3 credits
CSI 229 Visual Basic	3 credits
CSI 233 Java Programming	3 credits
CSI 235 Computer Architecture	3 credits
CSI 242 Computer System Security	3 credits

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE**30 credits**

EARLY CHILDHOOD EDUCATION CERTIFICATE

Program Description

Increasingly, American families find the need for safe, certified day care for children. Essential to the success of any day care operation is the availability of qualified professionals. The Quincy College program in Early Childhood Education is designed to assist students in meeting requirements for the Department of Early Education and Care (EEC) and the needs of employers. Students receive a broad based exposure to Early Childhood Education.

All students enrolled in the program will be required to have a Criminal Offender Record Information (CORI) check completed as required by early childhood centers. Admission to the program does not guarantee a field placement. An overall GPA of 2.0 or higher is required to be placed in a field experience. In addition, students must complete the following college level courses with a grade of "C" (73%) or higher: EDU 101, EDU 105, EDU 110, PSY 103, and EDU 222 and receive written permission from the faculty who coordinate the Early Childhood Program to be eligible for a field placement.

Note: Students who plan to complete a field placement must contact the faculty coordinator by May for a fall semester placement and by December for a spring semester placement.

Program Outcomes

- Demonstrate knowledge of child development and learning to support the diverse ways in which children learn.
- Use observation, documentation and appropriate assessment tools to support positive outcomes for all children.
- Design, implement, and evaluate a developmentally appropriate curriculum that positively influences children's learning.
- Demonstrate knowledge of supporting families and communities through reciprocal relationships which involve families in their children's learning.
- Evaluate effective teaching practices working with children in collaboration with other professionals.

EARLY CHILDHOOD EDUCATION CERTIFICATE*The Program of Studies Leading to the Certificate*

		Credit
EDU 101	Introduction To Early Childhood Education	3 credits
PSY 103	Child Development	3 credits
EDU 105	Curriculum for the Preschool Child	3 credits
EDU 107	Health and Nutrition for Preschoolers	3 credits
EDU 110	Observation and Participation	3 credits
EDU 210	ECE Seminar	3 credits
EDU 222	Children with Special Needs	3 credits
EDU 320	ECE Field Experience	6 credits
Early Childhood Education Program Elective		3 credits

Early Childhood Education Electives

EDU 115	Children's Literature	3 credits
EDU 117	Positive Guidance for the Young Child	3 credits
EDU 216	Dynamics of Play	3 credits
EDU 218	Infant/Toddler Development and Curriculum	3 credits
EDU 250	Management and Supervision in ECE Centers	3 credits
EDU 317	Financial Management for Day Care Administrators	3 credits
PSY 201	Child Psychology	3 credits

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE**30 credits**

Upon the completion of the certificate program, students will be eligible to apply for teacher certification through the Department of Early Education and Care (EEC). The Early Childhood Education Program offers the following courses which satisfy the EEC certification:

Teacher Certification:

PSY 103	Child Development
---------	-------------------

Lead Teacher Certification:

PSY 103	Child Development
EDU 101	Introduction to Early Childhood Education
EDU 105	Curriculum for the Preschool Child
EDU 110	Observation and Participation or
EDU 107	Health and Nutrition for Preschoolers

Director I

EDU 250	Management and Supervision in ECE Centers
EDU 317	Financial Management for Day Care Administrators

Director II

EDU 222	Children with Special Needs
---------	-----------------------------

EXERCISE SCIENCE/PERSONAL TRAINING CERTIFICATE

Program Description

Over the past decade, the percentage of American youth, adults and seniors who are underfit and overweight has increased significantly, with related escalation in degenerative diseases and health care costs. The solution to these problems is competent, certified exercise science/personal training professionals who can help our inactive population develop desirable levels of physical fitness with emphasis on muscular strength, cardiovascular endurance and body composition. This certificate program is designed for students who want to work as exercise instructors in fitness centers or as independent personal trainers. Completion of this program prepares students to pass professional certification exams, such as those offered by the American Council on Exercise.

The course of study combines elements from the disciplines of anatomy, physiology, biology, psychology, nutrition, health and kinesiology.

Program Outcomes

Upon completion of the program, the student will:

- Develop a philosophy of wellness/fitness that enhances quality of life for themselves and their clients.
- Be capable of designing safe and effective fitness programs for youth, adults and seniors.
- Be capable of educating and motivating clients to properly perform exercise that enhance muscle strength, cardiovascular endurance, and body composition.
- Be capable of passing nationally recognized professional exams to become certified personal trainers.

EXERCISE SCIENCE/PERSONAL TRAINING CERTIFICATE*The Program of Studies Leading to the Certificate***Fall Semester**

ALH 107	Orientation to Health Care	Credits
ALH 140	Medical Terminology	1 credit
ALH 149	Applied A & P for Health Care Professions ¹	3 credits
EXS 101	Health Appraisal & Fitness Assessment	4 credits
EXS 102	Muscular & Cardiovascular Fitness	3 credits

Spring Semester

SOC 112	Interpersonal Communication	Credits
EXS 116	Strength Training & Endurance Exercise	3 credits
EXS 119	Bioenergetics & Biomechanics	3 credits

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE**23 credits**¹ Anatomy and Physiology I and II may be substituted for ALH 149**Exercise Science/Personal Training Admission Pre-requisites :**

- ALH 107: Orientation to Health Care
- ALH 140 Medical Terminology

CPR Certification

Health Sciences students must be certified in CPR for the Health Care Provider. Documentation is required and must be provided to the Program Chair and must be effective throughout the program.

Drug Testing

Some clinical partners require drug screening of students placed at their facilities. These providers reserve the right to refuse and/or reject any student whose drug test fails to meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete the clinical practicum are ineligible for graduation.

Additional Program Information

- The passing grade for all courses is **"C" (73%)**. Students are not eligible for graduation unless they have earned a "C" or better in all program courses.
- Students may transfer courses from accredited institutions. Science courses must have been completed within the past five (5) years at the college level.
- The bolded courses must be taken in the indicated semester.
- **Note:** All courses listed above may be applied to the Associate Degree Program in Exercise Science/Personal Training.

HEALTHCARE ADMINISTRATION CERTIFICATE

Program Description

The program of study is designed to prepare students for transfer to a two-year program and/or entry level positions as managers and generalists for employment in medical offices, general medical and surgical hospitals, home health care services, and outpatient care centers as well as non-profit health related organizations.

Program Outcomes

At the completion of this program, the student should be able to

- Communicate effectively about administrative principles
- Discuss the ethical issues related to health care and administration
- Discuss the role and functions of a database
- Perform basic mathematical calculations in general business
- Compare U.S. health care organizations to other countries
- Summarize basic human body systems
- Name basic medical terminology prefixes, suffixes and root words
- Analyze health care finance issues and structures
- Identify the role of customer service as a business strategy in health care
- Demonstrate the ability to write professionally
- Demonstrate the ability to communicate verbally.
- Transfer credits to a Baccalaureate Degree-granting institution

HEALTHCARE ADMINISTRATION CERTIFICATE

The Program of Studies Leading to the Certificate

		Credit
ALH 107	Orientation to Health Care	1 credit
ALH 149	Applied Anatomy and Physiology	4 credits
ALH 202	Health Care Finance	3 credits
ALH 203	Health Care Delivery Systems	3 credits
BUS 202	Principles of Customer Service	3 credits
BUS 101	Introduction to Business	3 credits
CSA 213	Database Management	3 credits
ENG 224	Writing for Professionals	3 credits
IDS 155	Critical Thinking & Writing	3 credits
PHIL 103	Medical Ethics	3 credits
SOC 112	Interpersonal Communication	3 credits
TOTAL CREDITS REQUIRED FOR THE CERTIFICATE		32 credits

HEALTHCARE ADMINISTRATION - Medical Billing and Coding Certificate**Program Description**

The certificate program in Medical Billing and Coding supplies students with knowledge of the healthcare system, anatomy and physiology and related terminology, as well as of treatment of and procedure codes used by the healthcare industry and how to accurately communicate those codes to insurers and agencies for payment to providers. A focus of the program is preparation to sit for the Certified Professional Coder National Examination, and preparation for employment in a variety of healthcare settings, such as hospitals and medical practices.

Medical Billing and Coding Program Outcomes:

At the completion of this program, the student should be able to

- Demonstrate proficiency in coding using: International Classification of Diseases, Ninth Revision (ICD-g) coding book; Current Procedural Terminology (CPT) coding book; Healthcare Common Procedure System (HCPCS);
- Recognize the essential duties and responsibilities of medical insurance billing;
- Demonstrate proficiency in English language and grammar in the medical environment;
- Interpret a patient medical report;
- Describe the reimbursement procedures for different types of medical records, settings, and procedures;
- Evaluate the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards;
- Validate the data collected for appropriate reimbursement;
- Outline the ethical considerations that impinge on the fields of healthcare;
- Define medical terms and abbreviations;
- Demonstrate an understanding of the anatomy and physiology of the human body from the cellular level to the system level;
- Describe the origins, history, structure, and functions of the U.S. healthcare system.

MEDICAL BILLING AND CODING CERTIFICATE

The Program of Studies Leading to the Certificate

Credit

ALH 107	Orientation to Health Care	1 credit
ALH 140	Medical Terminology	3 credits
MBC 101	Intro to Medical Billing and Coding	3 credits
ALH 149	Applied A&P for Healthcare Professions	4 credits
PHL 103	Medical Ethics	3 credits
MBC 120	Insurance Claim Procedures	3 credits
MBC 102	English for Health Claims	3 credits
MBC 125	Medical Administration and Coding: Certification Prep	6 credits

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE**26 credits**

LAW ENFORCEMENT CERTIFICATE

Program Description

The Law Enforcement Certificate Program is designed for those individuals who have been accepted into a regional police academy in Massachusetts or who plan on applying for a police position in a municipality whose police officer candidates are trained in a regional police academy. The Municipal Police Training Committee, the agency of the Commonwealth that administers regional police academies, has stated that earning such a certificate will allow the student to attend a fifteen, rather than a twenty, week academy as a prerequisite to employment as a police officer, thereby accelerating the candidate's eligibility for municipal police employment.

Program Outcomes

At the completion of this program, the student should be able to:

- Demonstrate knowledge of structure and functions of the police, courts, and corrections.
- Analyze how theories of criminal behavior explain such behavior, and how those theories relate to the criminal justice system.
- Describe major court decisions related to crime and criminal procedure and how those decisions influence the behavior of those working in or involved with the criminal justice system.
- Describe the rights under the United States Constitution of those accused of crime, and explain why those rights exist.
- Analyze the criminal justice process from initial contact with the police to appeals.
- Explain the substance, purpose, and function of criminal law.
- Distinguish between the features and purposes of the adult court system and the juvenile court system.

LAW ENFORCEMENT CERTIFICATE STUDIES

The Program of Studies Leading to the Certificate

		Credit
ENG 101	English Composition I*	3 credits
PSY 101	General Psychology	3 credits
SOC 101	General Sociology	3 credits
SOC 112	Interpersonal Communication	3 credits
CJS101	Introduction to Criminal Justice	3 credits
CJS 103	Criminology	3 credits
CJS 105	Criminal Evidence and Investigation	3 credits
CJS 109	Criminal Law	3 credits
CJS 121	Criminal Procedure	3 credits

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE

27 credits

* ENG 101 must be taken in the first semester, unless advised to take preparatory classes.



Kenneth Texiera, Psychology Instructor

PARALEGAL STUDIES CERTIFICATE

Program Description

The certificate program in Paralegal Studies is within the Division of Business and Public Service. The program design includes the core curriculum and required paralegal courses and electives specific to the paralegal profession.

Program Outcomes

- Analyze a legal problem by identifying and evaluating alternative arguments in support of specific positions.
- Use standard legal resources to identify and locate applicable primary and secondary legal reference materials and appropriately apply them to specific legal problems.
- Conduct effective interviews of clients and witnesses and produce accurate and appropriate statements.
- Use oral and written communication to effectively inform and persuade.
- Apply principles of professional ethics to specific situations.
- Demonstrate knowledge and understanding of the structure and operation of the U.S. and Massachusetts legal systems
- Depending on the elective chosen, demonstrate knowledge and skills in specific substantive areas of law.

PARALEGAL STUDIES CERTIFICATE

The Program of Studies Leading to the Certificate

Credit

LAW 101	Introduction to Paralegal Studies	3 credits
LAW 123	Interviewing & Investigation	3 credits
LAW 201	Business Law	3 credits
LAW 215	Legal Research & Writing	6 credits
LAW 220	Litigation & Procedure	3 credits
LAW 255	Legal Ethics	3 credits
Paralegal Studies Electives		9 credits

Paralegal Studies Electives

LAW 209	Real Estate Law	3 credits
LAW 225	Family Law	3 credits
LAW 230	Estate Administration	3 credits
LAW 235	Law of Business Organizations	3 credits
LAW 245	Administrative Law	3 credits
LAW 250	Bankruptcy Law	3 credits
LAW 297	Paralegal Internship	3 credits

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE:

30 credits



Debbie Russell, Exercise Science Major. Hometown: Quincy, MA

PHLEBOTOMY CERTIFICATE

Program Description

The Phlebotomy Certificate Program is designed to train students to perform both routine and challenging venipunctures and capillary skin punctures on adults. Students will study medical terminology, human anatomy, and interpersonal communication skills in addition to the collection, processing, and distribution of lab specimens. Safety standards, legal and ethical behaviors, and quality control related to patient/client care will be emphasized. Students who complete this certificate program will be well prepared for an entry level position in health care, while building a strong foundation for further academic study. The curriculum includes multiple courses that can be transferred to other certificate programs in the Health Sciences or applied toward an Associate Degree in Clinical Laboratory Science, for example.

Program Outcomes

Upon completion of the program, the student will be able to:

- Perform as an entry level phlebotomy technician.
- Perform venipunctures and capillary skin punctures.
- Perform standard procedures in the collection, processing, and distribution of lab specimens.
- Understand the role and function of phlebotomy in the overall care of a client.
- Explain and summarize the basic components of a clinical and/or medical record.
- Describe and recognize safety standards, legal and ethical behaviors, and quality control related to phlebotomy.

Admissions Process

NOTE: The admissions process policy for this program can be found in the Admissions section of this catalog.

PHLEBOTOMY CERTIFICATE CURRICULUM*The Program of Studies Leading to the Certificate***Note: Students are *not* guaranteed program completion in one semester, as clinical space is limited.**

Course		Credits
ALH 107	Orientation to Health Care	1 credit
ALH 108	Basic Life Support & Emergency Skills*	1 credit
ALH 140	Medical Terminology	3 credits
ALH 149	Applied A & P for Health Care Professions**	4 credits
PHB 115	Phlebotomy	2 credits
PHB 125	Phlebotomy Lab	1 credit
SOC 112	Interpersonal Communication	3 credits
PHB 135	Clinical Practicum***	1 credit

Note: Clinical space is limited, therefore immediate clinical placement is not guaranteed; a student's clinical experience may run into the next semester.

* Students who do not receive Financial Aid may substitute a non-credit CPR course, if proof of certification (valid for at least one year) is provided to the Dean at the time of registration.

** Anatomy & Physiology I and II (with labs) may be substituted for ALH 149

*** **Successful completion of PHB 115 and PHB 125 (final grade of "C") is required for enrollment in PHB 135**

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE:**15 or 16 credits****Drug Testing**

Some clinical partners require drug screening of students placed at their facilities. These providers reserve the right to refuse and/or reject any student whose drug test fails to meet facility guidelines. Students who test positive for the presence of illegal drugs may not be placed in another facility. Students who cannot complete the clinical practicum are ineligible for graduation.

CPR Certification

Health Sciences students must be certified in CPR for the Health Care Provider. Documentation is required and must be provided to the Program Chair and must be effective throughout the program.

Additional Program Information

- Students must have satisfactory health and immunization records.
- Students must be certified in *CPR for the Health Care Provider*.
- A satisfactory CORI check is required for students to receive a clinical placement.
- The passing grade for *all* courses is **"C" (73%)**. Students are *not* eligible for certification for graduation unless they have earned a "C" or better in all program courses.

PRACTICAL NURSE CERTIFICATE - FULL-TIME and PART-TIME

Note: The Practical Nurse Certificate curriculum is currently undergoing revision.

Program Description

The certificate program in Practical Nursing, begins in September as either a ten month, full-time day or a two-year part-time late afternoon/evening program. The program of study includes theory in the biological and behavioral sciences as the foundation to the nursing courses. The curriculum emphasizes clinical experiences in a variety of health care settings. Planned learning experiences are directed toward developing nursing competency consistent with current practices.

The full-time program meets five days a week. The full-time class schedule averages 30 hours (class and clinical). The part-time program meets three times per week, beginning in late afternoon, and averages 20 hours (class and clinical). Enrolled students must complete the certificate requirement within 4 years of enrollment in the full-time nursing program.

All nursing courses require students to have scheduled clinical nursing practice within a variety of health care settings under the supervision of qualified nursing faculty. Please note, acceptance to the program does not guarantee a clinical nursing placement. Clinical facilities require a satisfactory criminal offender record information (CORI) check on all students before he/she can be allowed in the clinical setting. A positive CORI check may mean that a student is not allowed within a clinical facility for his/her clinical nursing practice. A misdemeanor or a felony can result in a positive CORI. If this happens, then the student will not be able to complete the nursing program. Additionally, students may be required by clinical agencies to undergo random drug testing.

Students who successfully complete the program are eligible to take the NCLEX Practical Nurse examination for licensure as a Licensed Practical Nurse (LPN). Applicants for licensure in Massachusetts must be of good moral character as determined by the Board of Registration in Nursing. Please note that a student who has been convicted of either a misdemeanor or a felony may be denied entrance to the licensure examination.

The Practical Nurse Certificate Program is approved by the Commonwealth of Massachusetts Board of Registration in Nursing and accredited by the National League for Nursing Accrediting Commission (NLNAC). You may contact the NLNAC for more information on the web at www.NLNAC.org or mail at 3343 Peachtree Rd. NE, Suite 500, Atlanta, GA 30326 or by telephone at (404) 975-5000 or (800) 669-1656, or by faxing (404) 975-5020.

Program Outcomes:

At the completion of the program, the graduate practical nurse will be able to:

- Assess the biopsychosocial deficits of the health care client,
- Assist in developing nursing care plans and setting priorities for nursing care,
- Implement care plans using safe nursing care principles, standards of practice and based on individual rights and client needs,
- Communicate effectively,
- Evaluate the progress of the care plan based on nursing intervention and outcomes,
- Distinguish the role of a Licensed Practical Nurse within the health care delivery system and understand the nursing code of ethics,
- Understand the importance of personal and professional growth and utilize educational opportunities to achieve goals; and
- Advocate for the health care consumer and the nursing profession.

Admissions Process

NOTE: The admissions process policy for this program can be found in the Admissions section of this catalog.

PRACTICAL NURSE CERTIFICATE

The Program of Studies Leading to the Certificate

Note: The Practical Nurse Certificate curriculum is currently undergoing revision.

FULL-TIME OPTION**Fall Semester**

MAT 100	College Math	Credit 3 credits
PNU 101	Growth and Development	1 credit
PNU 111	Human Behavior	1 credit
PNU 131	Nutrition	1 credit
PNU 141	Microbiology	1 credit
PNU 145	Fundamentals of Practical Nursing I	5 credits
PNU 146	Fundamentals of Practical Nursing II	5 credits
ALH 149	Applied Anatomy & Physiology for Health Care Professions	4 credits

Spring Semester

PNU 153	Introduction to Care of the Adult	Credit 8 credits
PNU 154	Medical-Surgical Nursing	8 credits

Summer Semester

PNU 156	Practical Nursing Across the Continuum	7 credits
---------	--	-----------

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE**44 credits****PART-TIME OPTION****YEAR ONE****Fall Semester**

PNU 111	Human Behavior	Credit 1 credit
PNU 141	Microbiology	1 credit
ALH 149	Applied Anatomy & Physiology for Health Care Professions	4 credits
PNU 145	Fundamentals of Practical Nursing I	5 credits

Spring Semester

PNU 146	Fundamentals of Practical Nursing II	Credit 5 credits
MAT 100	College Math	3 credits
PNU 101	Growth and Development	1 credit
PNU 131	Nutrition	1 credit

YEAR TWO**Fall Semester**

PNU 153	Introduction to Care of the Adult	Credit 8 credits
---------	-----------------------------------	----------------------------

Spring Semester

PNU 154	Medical-Surgical Nursing	Credit 8 credits
---------	--------------------------	----------------------------

Summer Semester

PNU 156	Practical Nursing Across the Continuum	Credit 7 credits
---------	--	----------------------------

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE**44 credits*****Additional Program Information***

- The passing grade for all courses is **"C" (73%)**. Students may not continue in the program if they earn less than a "C" in a course.
- Students may transfer non-nursing courses from accredited institutions. Courses must have a grade of "C" or better. Science courses must have been completed within the past five (5) years at the college level.

SURGICAL TECHNOLOGY CERTIFICATE

Surgical Technologists are health professionals who work closely with surgeons, anesthesiologists, registered nurses and other surgical personnel in delivering optimal patient care. As vital members of the surgical team, job duties include preparing the operating room, securing supplies, setting up equipment and instruments, and anticipating the surgeon's needs during the surgical procedure. Surgical Technologists are responsible for maintaining the sterile field and being constantly vigilant that all members of the team adhere to aseptic technique.

Program Description

The Surgical Technology Program is a ten month, full-time course of study beginning in September each year. The 40 credit certificate program trains students to become entry level Surgical Technologists and prepares them to sit for the certification exam offered by the National Board of Surgical Technology and Surgical Assisting. Upon successful completion of this exam, individuals are board certified and may use the credentials of Certified Surgical Technologist (CST).

The Quincy College Surgical Technology Program offers students three combined learning experiences: lecture, laboratory and clinical. Lecture topics come to life in our state-of-the-art laboratory. Laboratory skills transition the clinical setting during rotation at either a major Boston teaching facility or one of the leading community hospitals.

During this program, students are required to complete a minimum of 500 clinical hours and scrub on a minimum of 125 surgical procedures. Please note, acceptance to the Program does not guarantee a clinical placement. Clinical facilities require a satisfactory Criminal Offender Record Information (CORI) check on all students prior to commencement of the clinical experience. A positive CORI check may prevent a student from completing a clinical practice in any clinical facility. Should this occur, the student will not be able to complete the Surgical Technology Program.

The Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the Accreditation Review Committee on Education in Surgical Technology and Surgical Assisting (ARC-STSA). Program graduates are eligible to sit for the certification exam (CST) offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA). For additional information please contact CAAHEP by mail: 1361 Park Street, Clearwater, FL 33756; by telephone: 727-210-2350; or on the web: www.caahep.org.

The Quincy College Surgical Technology Program strives to provide the learner with the very best educational opportunity available to the future professional who has selected this very rewarding career pathway.

Program Outcomes

Upon completion of the program the student will be able to:

- Function as an entry level surgical technologist by using cognitive, psychomotor and affective learning domains.
- Be prepared to sit for the national certification examination sponsored by the National Board of Surgical Technology and Surgical Assisting.
- Provide a safe and efficient environment while offering physical and emotional support for the surgical patient.
- Seek opportunities for continuing education.
- Take pride in the profession of Surgical Technology demonstrated by participation and membership in professional organizations and activities.

Admissions Process

NOTE: The admissions process policy for this program can be found in the Admissions section of this catalog.

SURGICAL TECHNOLOGY CERTIFICATE CURRICULUM*The Program of Studies Leading to the Certificate***Fall Semester**

SUR 102	Microbiology for the Surgical Technologist	Credit 2 credits
SUR 111	Surgical Technology I	5 credits
SUR 121	Surgical Technology I Lab	4 credits
PNU 111	Human Behavior ₂	1 credit
ALH 149	Applied Anatomy & Physiology for Health Care Professions ₃	4 credits

Spring Semester

SUR 142	Surgical Technology II	Credit 16 credits
---------	------------------------	-----------------------------

Summer Semester₁

SUR 143	Surgical Technology III	Credit 8 credits
---------	-------------------------	----------------------------

TOTAL CREDITS REQUIRED FOR THE CERTIFICATE:**40 credits**₁ Summer Semester course runs through June₂ PSY 101 may be substituted for PNU 111₃ A&P I and A&P II with labs may be substituted for ALH 149**Pre-requisite coursework:**

- ALH 107: Orientation to Health Care
- ALH 140 Medical Terminology

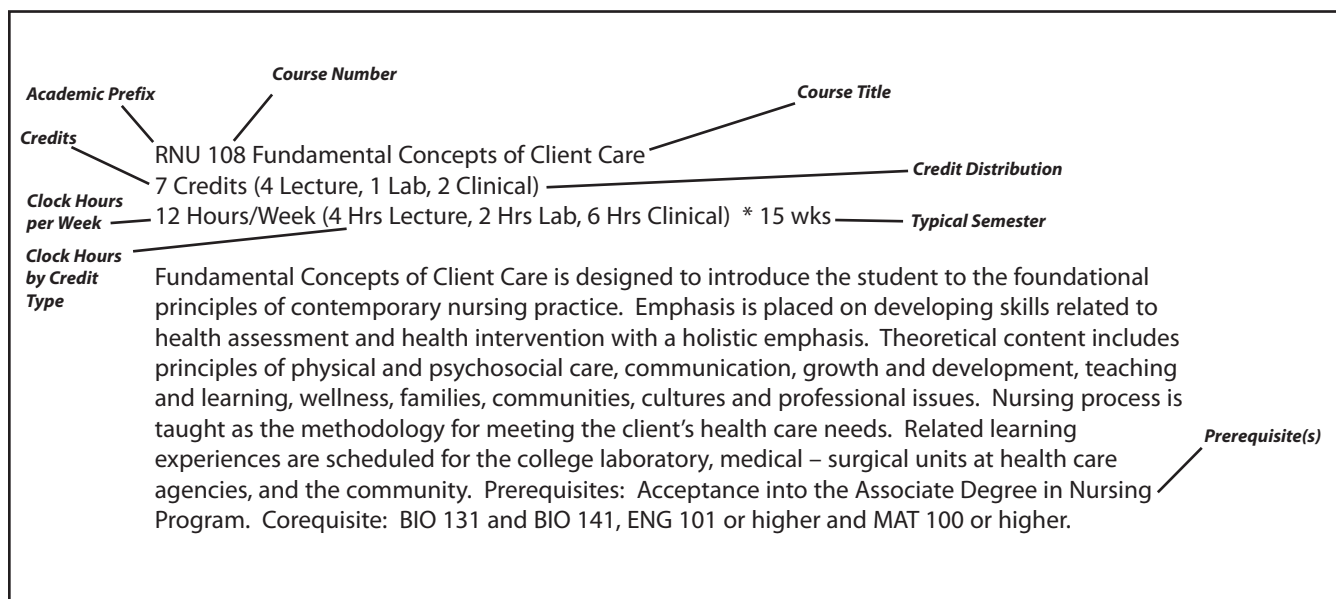
Additional Program Information

- The passing grade for all courses is **"C" (73%)**. Students may not continue in the program if they earn less than a "C" in a course.
- Students may transfer courses up to 15 credits from accredited institutions. Science courses must have been completed within the past five (5) years at the college level.
- Students must have a satisfactory health and immunization record.
- A satisfactory CORI check is required for clinical placement.
- Students must be certified in CPR for the Health Care Provider prior to entering the clinical setting.
- Program graduates are eligible to sit for the certification exam (CST) offered by the National Board of Surgical Technology and Surgical Assisting (NBSTSA).

The course listings that follow include descriptions of courses offered by the College to meet curricula requirements. Descriptions are general in nature and are not intended to include all topics which may be part of the course and, in some cases, items in the descriptions may be omitted from the course. Revisions are sometimes necessary to meet changes in course or program objectives.

Explanation of Course Description Codes

(The clock hour distributions contained in this catalog are based on a "typical" 15 week semester. Consult the current schedule for individual course meeting times. The College reserves the right to modify these and all other elements of a course at its discretion).



Lecture hours –The number of hours per week a particular course meets in an instructor directed classroom situation.

Lab or Studio Hours – The number of hours per week a particular course meets in a student and equipment laboratory situation. Field work and small group discussions may also be included in these hours.

Clinical or Field Experience or Practicum Hours – The number of hours per week a particular course meets and where students are in a practical, occupational or applied learning situation.

Credit Hours – The number of credit hours awarded to the student who successfully completes a course.

Definition of Units of Credit – Quincy College curricula designs are based on the following: "(1) One semester credit hour for each fifteen hours of classroom contact or (2) One semester credit hour for each thirty hours of laboratory work or (3) One semester credit hour for each forty-five hours of clinical instruction (contact hours) or the equivalent" Source: Miller, W. Jerry and Millis, Olive, Credentialing Education Accomplishment, Report and Recommendations of the Task Force on Educational Credit and Credentials. (Washington D.C.: American Council on Education, 1978, p. 13.)

Prerequisite – Any course work that must be completed before the student is eligible for a course.

Corequisite – Any course which must be taken during the same semester.

Note:

The textbook title, author, price, ISBN#, and publisher used for each course is posted on www.quincycollege.edu each semester.

ACCOUNTING**ACC 101 Accounting I**

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This is an introductory course in accounting with the emphasis on the basic accounting cycle, management use of accounting data, construction and analysis of financial statements, and valuation of assets. Placement at ENG 101 level strongly advised.

ACC 102 Accounting II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Topics included in this course are books of original entry, analysis of assets and liabilities, negotiable instruments, and an introduction to partnership and corporate accounting. Prerequisite: ACC 101.

ACC 201 Accounting III

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course offers the student an analysis of corporate accounting. The student should gain a knowledge of accounting practices used by corporations and by partnerships. The tax implications of these accounting practices are examined. Prerequisite: ACC 102.

ACC 202 Accounting IV

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This Course studies accounting theory including property, plant and equipment, tangible assets, current liabilities, long-term corporate capital, and earnings per share. Prerequisite: ACC 201.

ACC 205 Managerial Accounting

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Formerly ACC 203. This course presents the analysis and interpretation of accounting information. Cost term, cost management in planning and control, managing costs throughout the organization, and managing costs in a global environment. Prerequisite: ACC 102.

ACC 206 Cost Accounting

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Formerly ACC 204. This course examines the measurement, recording, and reporting of information about costs. Among accounting methods examined are those used to account for: materials, labor, overhead, spoilage, variable costs, and joint costs. Methods of allocating costs are examined. Prerequisite: ACC 205.

ACC 209 Federal Taxation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A survey of federal tax structure as it applies to individuals, partnerships, and corporations. Emphasis will be placed upon specific problems as a device to further the appreciation of the impact of taxes upon decision making and forecasting, and the effect upon forms of organization. Prerequisite: ACC 102.

ACC 297 Accounting Internship

3 Credits (0 Lecture 0 Lab 90 Internship) *15 wks

This course integrates the student's classroom academic studies with actual experience in accounting. The student will work for at least ninety hours in an approved internship position which may

be arranged through the college or by the student. Additional requirements for the course include nine classroom hours and a ten page paper.

ACC 301 Auditing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course deals with the auditing concepts and standards relevant to attest function as well as the legal and ethical responsibilities of the independent certified public accountant. Internal controls, an overview of EDP auditing and sampling, and auditor reports are included. Prerequisite: ACC 201 and ACC 205.

NURSING**ALH 107 Orientation to Health Care**

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Hr. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

This course is designed to introduce and provide a brief overview of the U.S. health care industry as well as familiarize students with Quincy College and the Division of Nursing and provide students with an overview of the skills necessary to achieve their academic goals. Using the Internet, discussion and individual research this course creates an awareness of and curiosity for the health care delivery system. It explores stress as a natural part of being a student and health care provider and identifies effective coping methods. It also encourages students to value cultural diversity and professionalism. Topics covered include: personality and learning styles, test-taking and study skills, College and Nursing policies and procedures, trends in health care, health care financing and reimbursement, ethical and legal issues and other related health care topics.

ALH 108 Basic Life Support & Emergency Skills

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Hr. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

This course is designed to prepare a wide variety of health care professionals to recognize several life-threatening emergencies, to provide Cardiopulmonary Resuscitation (CPR), use an Automated External Defibrillator (AED), and relieve choking in a safe, timely, and effective manner. The course will include adult, child, and infant rescue skills in addition to emergency scenarios/case studies. Students will be instructed in Cardiopulmonary Resuscitation (CPR) and Emergency Cardiac Care in accordance with the American Heart Association (AHA) and First Aid in the workplace; therefore, students must pass all skills and written tests as indicated by the AHA in order to receive a course completion card (certificate) in *BLS for the Healthcare Provider*. This course is open to all students and fulfills the CPR requirements for all programs offered by the Division of Nursing.

ALH 115 Pharmacology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

This course is designed to present principles basic to pharmacology. Students will explore the mode of action, major indications for use, and nursing responsibilities for pharmacological agents. Areas to be covered include management of clients with alterations in cardiovascular, hematological, respiratory, gastrointestinal, renal, neurological, and endocrine systems. Students will also explore medications developed to assist with the management of pain, infection, and oncology. Open to all students.

ALH 140 Medical Terminology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

This course provides a foundation for the understanding of medical terms, their abbreviations, basic anatomy and physiology as well as pathological conditions. It includes the study of prefixes and suffixes and root/stem words as well as medical technology terms with an emphasis on spelling, pronunciation, definitions and common usage. This course is similar to learning a foreign language and involves the memorization as well as the application of words/terms. The student will study and demonstrate proficiency in spelling, pronouncing, definition and application of medical terms.

ALH 149 Applied A&P for Health Care Professions

4 Credits (4 Lecture 0 Lab 0 Clinical)

4 Hours/Week (4 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

This course is an integrated study of the anatomy and physiology of the human body from the cellular level to the system level; designed for students embarking on a career/profession in the field of health care. Emphasis will be placed upon clinical applications, associated medical terminology and patient assessment. Advances in biomedical technology and patient/client treatment will be highlighted.

ALH 201 American Health Care History

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

This course explores change, ideas and the multiple meanings of health, illness, and the life cycle within the context of health care development, organization, and delivery in the United States. It explores the process of how ideas, such as freedom of choice and individualism, develop and change; how they are culturally modified and highly dependent on time and place specific ideas related to racial, ethnic, class, gender, religious, and regional differences. A central focus of this course is to explore and explain change and choice related to how Americans thought about their bodies, health, illness and sick care as well as what drove the ideas for the creation of a system of health care. This course explores the historical link to how in America a country with the best health care facilities in the world cannot provide the best health care to all.

ALH 202 Health Care Finance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

The course focuses on health care finance as practiced within health care organizations, such as, hospitals, physician practices, clinics, home health agencies and managed care organizations. It covers the principles and applications of accounting and financial management. The course is organized around three critical elements: 1) the use of accounting information for decision making, 2) as a business the health care industry has some critical differences from other industries; and 3) the principles of economics are the conceptual basis for decision making.

ALH 203 Health Care Delivery Systems

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

The course introduces students to the historical development, structure, operation, and current and future directions of the major components of the American health care delivery system. It examines the ways in which health care services are organized and delivered, the influences that impact health care public policy decisions, factors that determine the allocation of health care resources and the establishment of priorities, and the relationship of health care costs to measurable benefits. The course enables

students to assess the role of organized efforts to influence health policy formulation, and the contributions of medical technology, research findings, and societal values on our evolving health care delivery system. Additionally, this course provides an orientation to key health care statistical information.

ARABIC

ARA 101 Arabic I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches spoken and written modern standard Arabic. Discussions of cultural topics will enable students to develop written and spoken skills in Arabic. Materials will follow a standard textbook, but the curriculum, using learner-centered language teams and a wide variety of resources, will also challenge students who wish to improve their knowledge of the writing system.

ARA 102 Arabic II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A continuation course in modern standard Arabic. Learners will consolidate alphabetic skills, expand literary and social vocabulary, and further develop communicative ability in Arabic. Classroom conversation will rely increasingly on Arabic to build confidence in speech, and varied texts will help learners improve reading comprehension. Readings in English on cultural topics may be used to stimulate thinking, writing, and discussion in Arabic. This is a learner-centered, communicatively oriented course. Prerequisite: ARA 101 or equivalent.

ART

ART 100 Fundamentals of Visual Art

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides a broad exploration of various art forms and techniques peculiar to each. Techniques include assemblage, painting, sculpture, collage, mono-printmaking, drawing, photography, design, and architecture.

ART 101 Basic Drawing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to the basics of drawing stressing learning to see, using negative space and measuring relationships to achieve a better drawing using pencil, ink, charcoal, and watercolor for those who prefer using more than black and white. Students purchase their own materials.

ART 102 Advanced Drawing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

For those who have completed Basic Drawing or the equivalent. Students are encouraged to explore further the picture-making process. The emphasis is on mixing media, abstracting images, and developing creativity. Students purchase their own materials. Prerequisite: ART 101.

ART 103 Line, Color & Design

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the principles underlying effective design. Students study the dynamics of line, shape, color, texture, and pattern by experimenting with black and white and colored media. Students purchase their own materials.

ART 110 Theatre Arts I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course introduces students to the parts of a modern stage and the diverse tasks required in the performance of the play. Concepts in stage history, dramaturgy, set design, lighting technique, costume, and sound are explored. Also introduced: individual merits of classical verse drama, Pantomime, commedia dell'art, clowning, melodrama, modern drama, epic theatre, and Absurdist drama.

ART 111 Theatre Arts II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course introduces students to the parts of a modern stage and the diverse tasks required in the performance of the play. Concepts in stage directions, and techniques of movement and voice production are explored. The acting guidelines established by Stanislavski, Boleslavsky, Adler, Meisner, Hagen, and Shurtleff will also be introduced. This course may require written character analysis or journal writing.

ART 112 Acting Workshop*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

A workshop in acting techniques involving scene work, textual analysis, and character study. Students will rehearse complex scenes, study a character's progression through arc of the play, and write well-developed character analysis. Exercises are used to promote variation and authenticity in performances. Prerequisites: ENG 101 & ART 110 or permission.

ART 114 Improvisation*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is a workshop in improvisational technique as applied to acting, performance art, and playwriting. Students will practice exercises to help them develop improvisational techniques and then apply those techniques to both written and unwritten scenes.

ART 115 Basic Painting*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

An introduction to the overview of painting using acrylic or watercolor. The course covers color mixing, techniques of application, and composition. Students will paint from life and other sources and from imagination. Students purchase their own materials.

ART 116 Advanced Painting*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

A course for those who have completed Basic Painting or the equivalent. Students are encouraged to explore further the picture-making process using acrylic paints. This is a studio workshop course. Students are expected to be self-motivated and resourceful and able to work independently. Students purchase their own materials. Prerequisite ART 115.

ART 119 Photography I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is an introduction to photography as an art of visual communication. Topics discussed are camera basics, exposure,

lenses, lighting and composition. Image editing using Photoshop covers the sequence for an optimal workflow. Additional topics include file management, retouching and creating composite images. Photo assignments require the student to have access to a camera, preferably a single-lens reflex.

ART 120 Photography II-Photojournalism*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course explores the visual communication skills necessary to produce an in-depth photo story with an emphasis on the photojournalism and documentary traditions of photography. Students refine their skills through shooting assignments within the context of historical and contemporary examples. This course expands and advances the digital techniques and Photoshop skills mastered in Digital Photography I. Photo assignments require the student to have access to a camera, preferably a single-lens reflex. Prerequisite: ART 119.

ART 150 Modern Drama*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides an introduction to craft and art of drama, including a close study of technique and subject, and selected plays. Prerequisite: ENG 102.

ART 155 Theatre Production*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Students study the "behind the scenes" elements of theatrical production: producing, budgeting, casting, directing designing costuming, and managing a show. Students learn basic stage management and other technical aspects of theatre. Prerequisites: ENG 101, ART 110.

ART 201 Survey of Fine Arts I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Emphasis is on developing an appreciation of the fundamental principles that are basic to all forms of fine arts. Consideration is given to pictorial art, music, sculpture, and architecture. Visual and audio-visual aids are used. Field trips are taken to nearby museums.

ART 202 Survey of Fine Arts II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Beginning with the fourteenth century, this course examines the technical, social, historical, and stylistic development of visual arts and architecture from the Renaissance through the Modern Era. Museum trips may be included.

ART 229 American Film*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will trace cinema in America from the era of the silent film and the studio system to the world of wide screen & "auteur" productions. It will demonstrate how movies began, grew, and changed through the interaction of inventors, artists, entrepreneurs, and audiences.

ART 230 Art & Society

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students will analyze the ways in which visual, musical, and dramatic artists respond to cultural movements and events, and explore how art shapes a society's response to those events. Students learn how different branches of the fine arts influence one another during important epochs. Prerequisite: 12 credits ART/MUS concentration electives.

ART 297 Drama (Theatre) Internship

3 Credits (3 Lecture 0 Lab 0 Clinical) *15 wks

Students work in supervised placement for a minimum of 90 hours in a professional theater occupation. A term paper is submitted to the coordinator and the student's work is assessed every week. Pre-requisite: 12 credits in the area of study matching the internship experience. Student must also meet college wide pre-requisite for internship.

BIOLOGY

BIO 106 Nutrition

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course focuses on nutrition across the life span. Students will gain an understanding of nutritional principles in both health and illness. Nutrition throughout the life span at all stages of development is emphasized. Nutritional bio-chemistry of all macronutrients will be covered. Topics covered include: health promotion, nutritional guidelines, macro-nutrient chemistry, micro-nutrient chemistry, menu planning, food labeling, safety, obesity, clinical eating disorders, RDA requirements, and age related guidelines. This course must be taken in conjunction with BIO 116.

BIO 111 General Biology I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introductory course in Biology with main emphasis on cell structure and function. Topics include gene structure and inheritance, study of plants and fungi, evolution, and ecology. Extensive discussion of concerns facing humanity today including quality of nutrition, environmental pollution, genetic engineering, inheritable diseases, and birth defects. This course must be taken in conjunction with BIO 121. Placement at ENG 101 level strongly advised.

BIO 112 General Biology II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A continuation of Biology I. Topics include vertebrate animals with emphasis on morphology, behavior, reproduction, and embryology of the human organism. This course must be taken in conjunction with BIO 122. Placement at ENG 101 level strongly advised.

BIO 116 Nutrition Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with BIO 106 Nutrition course. Skills learned are: understanding of laboratory safety, keeping food consumption record, measuring carbohydrate, lipid, and protein content of food, fermenting, evaluating food oxidation, measuring vitamin solubility and stability, assessing enzymatic activity under pH and temperature

change and its effect on food, evaluating artificial sweeteners and energy drinks, practicing safe food handling, understanding and generating food labels, and preparing balanced plates. This course must be taken in conjunction with BIO 106.

BIO 121 General Biology I Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with BIO 111.

BIO 122 General Biology II Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with BIO 112.

BIO 131 Anatomy & Physiology I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An Integrated study of the structure and function of the human body including atoms, molecules, cells, tissues, and organs. The skeletal, muscular, nervous, sensory and endocrine systems are studied. Laboratory experience is correlated with classroom lecture. This course must be taken in conjunction with BIO 141. Placement at ENG 101 level strongly advised.

BIO 132 Anatomy & Physiology II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An integrated study of the structure and function of the human body including the reproductive, cardiovascular, lymphatic, respiratory, digestive, and urinary systems. Laboratory experience is correlated with classroom lecture. This course must be taken in conjunction with BIO 142. Prerequisite: BIO 131 and BIO 141.

BIO 141 Anatomy & Physiology I Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with BIO 131. Students must purchase a standard dissecting kit.

BIO 142 Anatomy & Physiology II Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with BIO 132. Students must purchase a standard dissecting kit.

BIO 151 Microbiology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A study of non-pathogenic and pathogenic microorganisms designed primarily for students in the health sciences area. Topics covered include: microbial characteristics, control of microorganisms, defenses of the host, and cause, prevention, and control of infectious diseases. Must be taken in conjunction with BIO 152. Placement at ENG 101 level strongly advised.

BIO 152 Microbiology Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with BIO 151.

BIOTECHNOLOGY & COMPLIANCE**BTC 101 Introduction to Biotechnology**

4 Credits (3 Lecture 1 Lab 0 Clinical) *15 wks

This course is designed to introduce the student to the role of biotechnology in the fields of medicine, environmental science, forensics, microbes and agriculture. The student will explore the theory, tools and application behind the genetics involved in these fields. This lab-based, hands-on course will expose the student to the techniques and equipment utilized in scientific laboratories around the world. Prerequisites: CHE121/131 and/or Bio111/121. One course allowed concurrently.

BTC 201 Biochemistry

4 Credits (3 Lecture 1 Lab 0 Clinical) *15 wks

This course is designed to introduce the student to the biochemical principals involved in the synthesis, structure and function of biologically important molecules (Proteins, Lipids, Carbohydrates and Nucleic Acids). Examination of the intricate relationship between the structure and function of these molecules will give insight into the biological processes of the living cell. Topics will include: catalytic activity and kinetics of enzymes; how molecules outside the cell regulate what happens inside the cell; how understanding the biochemistry of these molecules has spurred the growth of a relatively new industry - Biotechnology. Prerequisites: CHE121/131 and MAT103.

BTC 220 Biomanufacturing I

4 Credits (1 Lecture 3 Lab 0 Clinical) *15 wks

This course is the second in the series of cornerstone courses in Biotechnology and Compliance and the first of three courses in Biomanufacturing. This lab-based course is designed to introduce the student to the high-tech world of manufacturing prescription drugs. The course begins with an overview of biomanufacturing, its rapid growth and the industries need for well trained employees. We examine the need for the Food and Drug Administration (FDA) and their requirements for current good manufacturing practices (cGMP). The student will become skilled in the techniques and equipment necessary to manufacture a recombinant protein. The goal of the course is to manufacture a mammalian protein in bacteria following cGMP's and standard operating procedures through upstream and downstream processes. Quality control methods will stringently test the protein product and validate its purity. Prerequisites: CHE121/131, BIO111/121, and BTC101.

BUSINESS**BUS 101 Introduction to Business**

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The role, growth, structure, and functional organization of modern business in the U.S. economy is explored. Comparative economic systems, sole proprietorships, partnerships, corporations, and the management, marketing, and financing of business organizations are covered. Opportunities in the business field are examined throughout the course. Students will be expected to complete outside research as a course requirement. Placement at ENG 101 level strongly advised.

BUS 202 Principles of Customer Service

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines the principles of customer service and their significance in a service-driven economy. Topics covered include: The Service Strategy, The Customer: Internal & External; Quincy College | 800-698-1700 | www.quincycollege.edu

Customers' Wants & Needs; Communicating Customer Service; Profiles of Successful Companies; Service People-Motivation, Commitment, and Reward. Placement at ENG 101 level strongly advised. Prerequisite: BUS 101.

BUS 204 Human Relations in Organizations

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course analyzes various styles of management, organizational systems and organizational processes. Students will develop skills in effective decision-making, examining conflict and conflict resolution, and recognizing suitable management and leadership styles. Placement at ENG 101 level strongly advised. Prerequisite: BUS 101.

BUS 211 International Business

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an historical background and discussion of theoretical foundations of international business. Analysis of international institutions and factors that influence commercial activities among nations and the operation of firms are included. Placement at ENG 101 level strongly advised. Prerequisite: BUS 101.

BUS 220 Business Ethics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introductory course in business ethics focusing on what business relationships are and ought to be with the various constituencies in which business operates. Through the use of case analysis, the student will develop a means of arriving at decisions that he or she can feel are "right," "proper," and "just." Placement at ENG 101 level strongly advised. Prerequisites: BUS 101.

BUS 297 Business Management Internship

3 Credits (0 Lecture 0 Lab 90 Internship) *15 wks

This course integrates the student's classroom academic studies with actual experience in business management. The student will work for at least ninety hours in an approved internship position which may be arranged through the college or by the student. Additional requirements for the course include nine classroom hours and a ten-page paper.

CHEMISTRY**CHE 103 Introduction to Forensic Science**

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introductory course focusing on use of science in solving criminal cases. Basics of chemical, physical, medical, and behavioral sciences will be used to preserve a crime scene and identify, collect, examine and interpret crime evidences to help the process of law. topics include, but are not limited to, analysis of fiber, hair, body fluids, fingerprints, footprints, bullet residue, toxic substance, illegal drugs, explosives, DNA traces, tool marks, and documents. Prerequisites: ENG 101, MAT 095 or higher.

CHE 113 Introduction to Forensic Science Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with Introduction to Forensic Science (CHE 103).

CHE 121 General Chemistry I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A study of the fundamental chemical laws and theories. Topics include atomic and molecular structure, chemical bonding, stoichiometry, chemical and physical properties, change of state, solution chemistry and gas laws. This course must be taken in conjunction with CHE 131. Prerequisite: MAT 103.

CHE 122 General Chemistry II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A continuation of General Chemistry I. Additional topics include solution properties and equilibria, chemical kinetics, thermodynamics, and nuclear chemistry. Also, an introduction to organic chemistry along with a survey of biochemical applications. This course must be taken in conjunction with CHE 132. Prerequisite: CHE 121 and CHE 131.

CHE 131 General Chemistry I Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with CHE 121.

CHE 132 General Chemistry II Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with CHE 122.

CHE 141 Introduction to Chemistry

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A preparatory course in chemistry designed particularly for students in Nursing and Health Sciences areas who lack previous chemistry training, or whose background may require an extensive review. Topics include basic mathematical operations, metric units, physical and chemical properties, fundamental structure of matter, chemical formulas and bonding, stoichiometry, gases, solutions, and chemical reactions. This course must be taken in conjunction with CHE 151. Prerequisite: MAT 097.

CHE 151 Introduction to Chemistry Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with CHE 141.

CHE 213 Organic Chemistry I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is the first semester of a two semester course. Fundamental concepts of the carbon-containing compounds will be introduced. Topics include nomenclature, electron delocalization, resonance, stereochemistry, conformational analysis, synthesis, structure and reactivity relationships and spectroscopy. Prerequisite: Successful completion of two semesters of General Chemistry courses, such as CHE 121 and CHE 122.

CHE 214 Organic Chemistry II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is the second semester of a two semester course. Study of the structure and reactivity of the main classes of the organic and bioorganic compounds will be continued. Topics include aromaticity, reactions of benzene, carbonyl compounds, oxidation-reduction reactions, bioorganic compounds, and catalysis. Prerequisite: Successful completion of CHE 213/223

CHE 223 Organic Chemistry I Lab

1 Credits (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course must be taken in conjunction with Organic Chemistry I course. Skills learned are understanding of laboratory safety, organic laboratory techniques used to separate, identify, and purify chemicals, and selected instrumental analysis. Laboratory techniques to be mastered include, but are not limited to, filtration, distillation, extraction, evaporation, recrystallization, sublimation, centrifugation, chromatography, and spectrophotometry.

CHE 224 Organic Chemistry II Lab

1 Credits (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab) *15 wks

This laboratory course is the continuation of CHE 223 and must be taken in conjunction with Organic Chemistry II (CHE 214). Skills learned include performing microscale and macroscale laboratory techniques to synthesize, purify, and characterize organic compounds, selected instrumental analysis, and safety procedures. Emphasis is on synthetic, bioorganic, and carbonyl containing compounds, multistep synthesis and catalysis reactions, and application of the principles of chemical kinetics and thermodynamics. Prerequisite: CHE 223. Co-requisite: CHE 214.

CHINESE

CHN 101 Chinese I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course teaches both spoken and written modern standard Mandarin Chinese. Discussions of cultural topics will enable students to develop written and spoken skills in Mandarin. Materials will follow a standard textbook using simplified character and pinyin, but the curriculum, using learner-centered language teams and a wide variety of resources, will also challenge students who wish to improve their knowledge of the traditional writing system.

CHN 102 Chinese II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A continuation course in modern standard Mandarin Chinese. Students will build literary vocabulary systematically through structural analysis of written characters. Classroom conversation will increasingly use Mandarin to build confidence in speaking. Readings in English on extensive cultural topics may be used to stimulate thinking and discussion in Mandarin. Prerequisite: CHN 101 or equivalent. Students with higher but partial knowledge of a form of Chinese are welcomed into this learner-centered, communicatively oriented course.

CLINICAL LABORATORY SCIENCE

CLS 101 Introduction to Clinical Laboratory Science & Safety

3 Credits (2 Lecture 1 Lab 0 Clinical)

4 Hours/Week (2 Hrs. Lecture 2 Hrs. Lab 0 Hrs. Clinical) *15wks

An introduction to clinical laboratory practices and procedures normally performed in a clinical laboratory, including quality control. Topics include safety in a laboratory setting, care and use of a microscope, accreditation and certification. Prerequisite: Admission to the CLT program.

CLS 102 Urinalysis and Body Fluids*3 Credits (2 Lecture 1 Lab 0 Clinical)**4 Hours/Week (2 Hrs. Lecture 2 Hrs. Lab 0 Hrs. Clinical) *15 wks*

This course will provide the student with in-depth knowledge of the anatomy and physiology of the urinary system and its functions, urine formation and the procedures used in performing routine urinalysis and body fluid analysis. Correlation to abnormal findings and disease states will be discussed. Prerequisite: Admission to the CLS program.

CLS 103 Medical Microbiology I with Lab*4 Credits (3 Lecture 1 Lab 0 Clinical)**5 Hours/Week (3 Hrs. Lecture 2 Hrs. Lab 0 Hrs. Clinical) *15 wks*

Fundamentals of microbiology with emphasis on pathogenic bacteria and infectious disease. Laboratory experience will include approaches in classification and identification of pathogenic organisms. Prerequisite: CLS 101, CLS 102. Co-requisite: CLS 104, CLS 105.

CLS 104 Hematology and Coagulation*4 Credits (3 Lecture 1 Lab 0 Clinical)**5 Hours/Week (3 Lecture 2 Lab 0 Clinical) *15 wks*

A study of hemostasis and coagulation in normal and disease processes. Theory and principles of blood cell production, including their formation, morphology and function in normal and pathologic processes. Also introduced are basic practices and procedures in the hematology laboratory. Prerequisites: CLS 101, CLS 102.

CLS 105 Immunology*3 Credits (2 Lecture 1 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks*

An overview of basic immunological principles, including methods of testing for diagnosis of immune system disorders, viral and bacterial infections. Prerequisite: CLS 101, CLS 102.

CLS 202 Clinical Chemistry*4 Credits (3 Lecture 1 Lab 0 Clinical)**5 Hours/Week (3 Lecture 2 Lab 0 Clinical) *15 wks*

This course will cover concepts and principles of analytic methods commonly used in the clinical laboratory. Emphasis will be on quantitative analysis of blood and body fluids utilizing spectrophotometry, electrophoresis, chromatography, enzymatic assays, and immunoassays. Students will be expected to correlate laboratory test results with normal physiology and biochemistry and with disease states. Topics will include metabolic and endocrine systems, and acquired and inherited diseases, therapeutic drug monitoring, toxicology and urinalysis. Prerequisite: Completion of all first year CLS and PHB courses. Co-requisite: CLS 203, CLS 204.

CLS 203 Medical Microbiology II with Lab*1 Credit (0 Lecture 1 Lab 0 Clinical)**2 Hours/Week (2 Hrs. Lab) *15 wks*

Fundamentals of microbiology with emphasis on pathogenic bacteria and infectious disease. Proper recovery and handling of specimens, growth requirements and identification of organisms will be covered. Laboratory experience will include approaches in classification and identification of pathogenic organisms utilizing morphologic, cultural, biochemical, enzymatic, serologic and nucleic acid analysis. Mycology, parasitology and virology will be introduced. Prerequisite: Completion of all first year CLS and PHB courses. Co-requisite: CLS 202, CLS 204.

CLS 204 Immunohematology*4 Credits (3 Lecture 1 Lab 0 Clinical)**5 hours/Week (3 Lecture 2 Lab 0 Clinical) *15 wks*

Emphasis will be placed on the genetic basis and immunological interaction of the major blood group antigens and antibodies. Topics will include compatibility testing, antibody screening and identification techniques, blood donations and transfusion therapy, record keeping and quality control techniques. Prerequisite: Acceptance into the second year of the CLS program.

CLS 210 Clinical Practicum I*3 Credits (1 Lecture 0 Lab 3 Clinical) *15 wks*

This course is designed to supplement and expand upon the foundational knowledge provided during the first 3 semesters of the CLS program. During the second semester of the second year of the Program, a variety of affiliate laboratories (usually hospital-based) provide the training required for the Clinical Lab Practice component of our program. Within these laboratories there is never more than one student per one clinical instructor in any given department. Students are supervised while they continue to learn procedures and instrumentation and apply knowledge to practice. Students will be required to perform both routine and challenging laboratory tests. The collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized in a direct patient care setting. The course allows the student to rotate through key areas of the clinical laboratory including blood bank, chemistry, hematology, phlebotomy and microbiology as well as perform venipuncture techniques on live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture and lab will be reinforced in the clinical practicum. Successful completion of this course (final grade of 73%/C) is required for graduation from the Clinical Laboratory Science program. Prerequisites: Admission to the Clinical Laboratory Science program, permission of the Clinical Laboratory instructor and Chair overseeing the Clinical Laboratory Science Program, CORI, and health related paperwork for admission to the clinical affiliate site. Co-requisite: CLS 220, CLS 221, CLS 230.

CLS 220 Clinical Practicum II*1 Credit (3 Lecture 0 Lab 1 Clinical) *15 wks*

This course is designed to supplement and expand upon the foundational knowledge provided during the first 3 semesters of the CLS program. During the second semester of the second year of the Program, a variety of affiliate laboratories (usually hospital-based) provide the training required for the Clinical Lab Practice component of our program. Within these laboratories there is never more than one student per one clinical instructor in any given department. Students are supervised while they continue to learn procedures and instrumentation and apply knowledge to practice. Students will be required to perform both routine and challenging laboratory tests. The collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized in a direct patient care setting. The course allows the student to rotate through key areas of the clinical laboratory including blood bank, chemistry, hematology, phlebotomy and microbiology as well as perform venipuncture techniques on live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture and lab will be reinforced in the clinical practicum. Successful completion of this course (final grade of 73%/C) is required for graduation from the Clinical Laboratory Science program. Prerequisites: Admission to the

Clinical Laboratory Science program, permission of the Clinical Laboratory instructor and Chair overseeing the Clinical Laboratory Science Program, CORI, and health related paperwork for admission to the clinical affiliate site. Co-requisite: CLS 210, CLS 221, CLS 230.

CLS 221 Clinical Lab Seminar

1 Credit (1 Lecture 0 Lab 0 Clinical) *15 wks

Capstone seminar course covering professional topics in clinical laboratory science, including but not limited to weekly discussion of materials covered during clinical site visits. Professional certifications and organizations are also discussed. Topics in lab accreditation, inspection, resume writing, professionalism and management are covered as well. Successful completion of this course (final grade of 73%/C) is required for graduation from the Clinical Laboratory Science program. Prerequisites: Admission to the Clinical Laboratory Science program, completion of 3 semesters of coursework, and permission of the Clinical Laboratory instructor and Chair overseeing the Clinical Laboratory Science Program. Co-requisite: CLS 220, CLS 220, CLS 230.

CLS 230 Clinical Practicum III

3 Credits (1 Lecture 0 Lab 3 Clinical) *15 wks

This course is designed to supplement and expand upon the foundational knowledge provided during the first 3 semesters of the CLS program. During the second semester of the second year of the Program, a variety of affiliate laboratories (usually hospital-based) provide the training required for the Clinical Lab Practice component of our program. Within these laboratories there is never more than one student per one clinical instructor in any given department. Students are supervised while they continue to learn procedures and instrumentation and apply knowledge to practice. Students will be required to perform both routine and challenging laboratory tests. The collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized in a direct patient care setting. The course allows the student to rotate through key areas of the clinical laboratory including blood bank, chemistry, hematology, phlebotomy and microbiology as well as perform venipuncture techniques on live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture and lab will be reinforced in the clinical practicum. Successful completion of this course (final grade of 73%/C) is required for graduation from the Clinical Laboratory Science program. Prerequisites: Admission to the Clinical Laboratory Science program, permission of the Clinical Laboratory instructor and Chair overseeing the Clinical Laboratory Science Program, CORI, and health related paperwork for admission to the clinical affiliate site. Co-requisite: CLS 210, CLS 220, CLS 221.

COMPUTER SCIENCE

CSA 150 Introduction to Digital Video

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (6 Hrs. Lecture) *15 wks

Introduction to Digital Video will familiarize the student with all aspects of television production including: scripting, on-location audio, lighting, recording, digitizing footage, logging footage, editing, and digital output. This hands-on experience will build a foundation and understanding of the production sequence and tools needed to create motion picture communication for business, entertainment and education. Prerequisites: ART 119, and one of the following: CSI 101, CSA 225, CSA 227, or CSA 228.

CSA 151 Project Development

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course familiarizes the student with the elements of planning and preparing a video project. It includes pre-production steps in a sequential order including: defining an audience, developing a message with a script, create a treatment, story board, shoot list, budget for personnel and equipment, and make a production schedule. Prerequisites: ART 119, CSA 150, IDS 120.

CSA 152 Video Editing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Video editing with Adobe Premier will familiarize the student with the capabilities and potential of communicating with video. Using this non-linear editing software, students will learn how to combine and control video footage, background audio, dialog, music, and digital effects to create compelling video. Prerequisites: ART 119, CSA 150, IDS 120.

CSA 154 Video Animation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Based on the video production software Adobe after Effects, this course will familiarize the student with the methods for creating visual effects and 3D motion graphics for video. Students will learn how to animate text and objects in a 3D environment to create compelling visual messages. Prerequisites: ART 119, CSA 150, CSA 152, IDS 120, and one of the following: CSI 101, CSA 225, CSA 227, or CSA 228

CSA 156 Final Cut Pro

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course familiarizes the student with video editing on the Apple Mac platform using the popular industry software suite, Final Cut Pro 2. Using this non-linear editing software, students will learn how to combine layers of video footage, blend multiple tracks of audio, grade and correct color, and add spectacular digital titles and effects to their video. Prerequisites: ART 119, CSA 150, CSA 152, IDS 120, and one of the following: CSI 101, CSA 225, CSA 227, or CSA 228

CSA 201 Video Capstone

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course uses all the skills and knowledge gained in the TV Production series to create a finished 7 to 10 minute video program. The student will present a message in one of the following venues: business/marketing, feature personality, news/sports report, or an educational topic/process. *Alternately*, the student may serve an internship within an approved setting that requires implementing course knowledge. Prerequisites: ART 119, CSA 150, CSA 151, CSA 152, CSA 154, CSA 156

CSA 213 Database Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to introduce the fundamental process of developing, implementing, and maintaining a database system in order to produce management information. Dbase, MS Access, or other relational database programs will be used. Database programming is also included.

CSA 215 Advanced Access w/ Visual Basic*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is designed as a more advanced course on Access. Content includes a review of Access fundamentals, emphasizing wizards, queries, complex forms, complex reports, custom user interfaces. Other topics include using Visual Basic for Applications, working with object models and securing a database. Prerequisite: CSA 213.

CSA 225 Desktop Publishing*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will enable the student to integrate text and graphics using graphic design and electronic page assembly with a microcomputer based system to produce professional-quality documents without all the cost and delay of using a designer and typesetter. Documents such as newsletters, brochures, forms, flyers, reports, schedules, advertisements, newspapers, business cards, and other correspondence will be produced.

CSA 227 Website Design*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will familiarize the student with the capabilities and potential of web design for applications in business, government, communication, and the arts. Hands-on experience will help build an advanced understanding of HTML vocabulary and interface applications using PageMill.

CSA 228 Computer Graphics Applications*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will familiarize the student with the capabilities and potential of computer graphics for applications in business, government, communication, and the arts. Photo image editing, vector-based illustrations and special effects using Adobe Photoshop and Adobe Illustrator are covered.

CSA 229 Website Development*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Students are introduced to the fundamentals of World Wide Web programming in this new course. Hands-on exercises transform e-Business / e-Commerce models into professional Web applications. Topics include HTML, DHTML, JavaScript, VBScript, ASP, XML, PERL/CGI, PHP, and more. Prerequisite: CSI 216.

CSA 231 Microsoft Office I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

The Microsoft Office includes the powerful and useful software products used in business today. Students will work within the Windows environment, create impressive business documents using Word.

CSA 232 Microsoft Office II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

The Microsoft Office includes the most powerful and useful products used in business today. Students will be able to share data documents and graphics across applications and create impressive business documents, financial statements, and presentations using Excel and Power Point.

CSA 234 Advanced Applications I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Basic skills of Microsoft Word are reinforced and other skills developed: advanced table techniques, integration with other programs, visual basic for applications, and MOUS certification practice. Prerequisite: CSA 231.

CSA 235 Advanced Applications II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

The basic skills of Excel will be reinforced and other skills developed, such as advanced pivot tables in HTML format, Visual Basic for applications, Problem Solver for advanced tasks, and custom formatting and sharing workbooks. Prerequisite: CSA 232.

CSI 101 Introduction to Computers*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course introduces the student to the theory, structure, and application of computers. Topics include keyboarding, Windows, Windows applications, word processing (Word), spread sheeting (Excel) and database management (Access).

CSI 102 The Internet*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Students will develop basic Internet and WWW literacy utilizing e-mail, File Transfer Protocol and web browsing; learn research techniques applied to other coursework topics; and study e-commerce and the historical, ethical and legal issues in this technology based communication.

CSI 107 C++ Programming*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is designed as an introduction to C++ programming. Problem solving methods and algorithmic development stressing good programming style and documentation including top down and modular design is emphasized. Prerequisites: CSI 216.

CSI 108 Advanced C++*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is designed to provide the student with the advanced object oriented features of C++. It builds upon the knowledge learned in C++ Programming. Prerequisites: CSI 107 and CSI 216.

CSI 200 Internet Programming*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Introduction to the fundamentals of internet programming for education, entertainment, and business. Hands-on exercises prepare students to deliver Web based projects to blend text, graphics, and other media. Topics include XHTML, CSS, JavaScript, and XML. Prerequisites: CSI 107 and CSI 216.

CSI 207 System Design & Analysis

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduction to systems concepts, department organization, forms design, systems control and manuals. Development of system techniques through lecture and case study methods, including work simplification, work measurement, flowcharting, system cost estimating, system development, implementation, and evaluation. This course also introduces the student to Microsoft PowerPoint Presentation graphics software.

CSI 214 Advanced Database Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines the processes of designing, developing, implementing, and maintaining a database system in order to produce actionable information utilizing ORACLE software. Prerequisite: CSA 213.

CSI 216 Computer Concepts

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to provide the background necessary for an understanding of computers and computer languages. Programming assignments introduce the student to methods of problem solving, programming logic, development of algorithms, coding in C, debugging and documenting programs. Topics include an overview of computer organization, simple data structures, and organization, simple data structures, and file management. Prerequisite: CSI 101

CSI 217 Operating Systems

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the concepts of operating systems and their relationship to computer architecture. Topics include concurrent processing, scheduling, memory management, file systems, device management, and resource allocation. Prerequisites: CSI 216.

CSI 218 Data Structures and Algorithms

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This is an advanced course using C++ programming to teach style, modularity, refinement, documentation and format of structures. Includes linked lists, stacks, queues, and recursion, as well as searching and sorting algorithms. Prerequisites: CSI 107.

CSI 219 Networking Communications

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Introduction to the concepts, technology, and implementation of computer communication. Topics discussed are distributed systems requirements, network architecture, communications protocols, local and wide area networks, data transmission, digital multiplexing, data switching, characteristics of transmission media, modems, design of information flow, and message and packet switching.

CSI 226 UNIX

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to be an introduction to the UNIX operating system. It will present a series of hands-on explorations geared to teach the fundamentals of the language. It will use a Korn Shell UNIX software simulator package. The project method

will be used to teach file manipulation and file security.

Prerequisite: CSI 107.

CSI 229 Visual Basic

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to programming in Visual Basic. Topics include object-oriented programming, DDE, OLE, menus, dialog boxes, graphic controls, the toolbox, decision structures, working with text files and databases, development of Windows applications, GUI front ends for client/server applications, and integration with other Windows applications. Prerequisite: CSI 216.

CSI 230 Visual C++

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to programming Visual C++. Topics include object-oriented programming with emphasis on both fundamental concepts and applications. Working with objects, graphics, windows programming, menus, dialog boxes and use of OLE. Prerequisites: CSI 107 or permission of the instructor.

CSI 233 Java Programming

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to programming in Java. Topics include working with objects, flow control, classes, streams, threads, packages, graphics, animation, developing applets and applications, incorporating applets into a web page, and security. Prerequisites: CSI 216.

CSI 235 Computer Architecture

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course deals with the structure and organization of the major hardware components of computers. Topics include basic logic design, CPU construction, and information transfer and control within a computer system. Prerequisites: CSI 216.

CSI 237 Advanced Java

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the advanced object-oriented features of Java. It builds on the knowledge of basic applications and applets and includes topics such as: object coning and run-time type information (RTTI), the swing application program interface, Java foundation classes, Java beans, servlets, Java server pages (JSP), and Java database connectivity (JDBC). Prerequisite: CSI 233.

CSI 242 Computer Systems Security

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to introduce the student to the concepts of computer and network security with applications in the Windows 2000 Environment. Topics include authentication, securing Web and file transfer applications, cryptography, firewalls and other devices and network topologies. At the end of this course the student will be able to securely administer a Windows 2000 server environment.

CSI 297 Computer Science Internship

3 Credits (0 Lecture 0 Lab 90 Internship) *15 wks

The student performs in a supervised work experience for a minimum of ninety (90) hours over the duration of a single

semester. Relevant work areas include, but are not limited to: database management; network operations; programming; operating systems; operations; software, network, and general technical support. The participating student will meet regularly with the coordinating Dean or faculty member. A final project or paper is required. Quincy College's requirements for internship eligibility must be met.

CRIMINAL JUSTICE

CJS 101 Introduction to Criminal Justice

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the criminal justice process and services with discussion of the roles of police, courts, and corrections. Placement at ENG 101 level strongly advised.

CJS 103 Criminology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The nature and cause of criminal behavior in contemporary America, the social forces involved, the major causes of lawbreaking, and analysis of social responses to criminals, including the workings of the police, courts, laws, and prisons are studied. Placement at ENG 101 level strongly advised.

CJS 104 Law Enforcement & Society

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The role of the police in a democratic society is examined as well as the historical development of law enforcement emphasizing European and American tradition and practice. Placement at ENG 101 level strongly advised.

CJS 105 Criminal Evidence & Investigation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An examination of the kinds and degrees of evidence and the rules governing admissibility of evidence in court. The student will study the fundamentals of investigation, crime scene search and recording, collection and preservation of physical evidence, source of information, interviews and interrogation, follow-up, and case preparation. Placement at ENG 101 level strongly advised.

CJS 107 Juvenile Delinquency

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers selected theories of delinquency, programs of prevention and control, treatment, confinement, utilization of community resources, and the history and current role of the juvenile court. Placement at ENG 101 level strongly advised.

CJS 109 Criminal Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the student to the principles of criminal liability, elements of crimes, defenses to crimes and parties to crimes in the areas of property crimes, crimes against the person, crimes against habitation, and drug trafficking. Placement at ENG 101 level strongly advised.

CJS 111 Criminal Justice Administration

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course surveys the criminal justice system as a whole, the interdependence and independence of actors, and discusses Quincy College | 800-698-1700 | www.quincycollege.edu

system concerns and allocation of resources. Placement at ENG 101 level strongly advised.

CJS 113 Drugs and Society

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course discusses the major social health issues involving drugs. Topics covered include the psychological aspects of drug involvement, the pharmacology of drugs, alcoholism, current rehabilitation practices, review of state and federal drug laws, and drug education programs at the national, state, and local levels. Placement at ENG 101 level strongly advised.

CJS 117 Crisis Intervention & the Police

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will examine the police officer responding to a wide range of calls which involve the potential for crisis. This course will involve incidents with violent individuals as well as volatile groups that the police officer often comes into contact with. Placement at ENG 101 level strongly advised.

CJS 121 Criminal Procedure

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces the student to the basics of criminal procedure, including the law of search and seizure, arrest, interrogation and identification, the pretrial process, the criminal trial, sentencing and punishment, appeal and post-conviction relief, and constitutional safeguards in state and federal criminal proceedings. Placement at ENG 101 level strongly advised.

CJS 122 Conflict & Dispute Resolution

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A survey of various dispute resolution processes, including negotiation, mediation, conciliation, arbitration, and mixed processes. Students will gain familiarity with these processes, rudimentary skills in using them, and experience in how to help choose or build the most appropriate dispute resolution or prevention process. Through simulations and case exercises, theories, tactics, and methods will be applied to the fields of criminal justice, business, law, and labor-management relations. Can be used as a Business or Government elective. Placement at ENG 101 level strongly advised.

CJS 131 Introduction to Homeland Security

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to Homeland Security as an evolving policy issue, matter of national concern, and a profession, the course prepares students to explore this area of policy, law enforcement/emergency response, and government. This course addresses terrorism, natural disaster, policy development, legal and criminal justice issues, and concepts regarding the structure and authority of the Department of Homeland Security and related agencies. Case studies are examined focusing on threat assessment, disasters, past acts of terrorism, and potential risks facing the nation. Also explored are prevention, mitigation, and response to threats both natural and man-made.

CJS 132 Weapons of Mass Destruction

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Today's terrorism is characterized by sophistication, organization, financial capacity, and a degree of violence directed at mass populations heretofore unseen. This course presents an overview of the threat of terrorism as posed by weapons of mass destruction, with a focus on nuclear, biological, explosive, and chemical weapons, prevention of, preparation for, and the response to such threats. The focus is on the roles of the first responder before, during, and after WMD incidents.

CJS 202 Introduction to Corrections

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers a critical analysis of the American system of corrections. Covers important historical developments and the range of treatment and/or punishment options available to government, including prisons, jails, reformatories, and community treatment programs. Probation and parole are considered as an integral part of corrections. Current correctional philosophy and treatment approaches on federal, state, and local levels of government are assessed. The interrelated nature of all aspects of corrections is emphasized, with particular focus on policy analysis and decision-making.

CJS 204 Probation, Parole & Community Corrections

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Probation, parole, and other community-based sanctions, procedures, practices, and personnel are surveyed and evaluated. Probation, parole, and community-based correctional programs are presented in their historical, philosophical, social, and legal context. Theory and practice are integrated to the greatest extent possible.

CJS 211 Introduction to Security Procedures

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course includes the historical and philosophical bases of security and a survey of administrative, personnel, and physical aspects of the field. Placement at ENG 101 level strongly advised.

CJS 213 Security Administration

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines significant topics in private security administration, including security planning, legal issues, managing investigations and the securing of assets, training, and human resource management. Placement at ENG 101 level is strongly advised.

CJS 215 White-Collar Crime

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course deals with the rise, nature, causes, and consequences of white-collar crime and addresses such subjects as corporate crime, occupational crime, financial crime, public corruption, technology-based crime, and policing and prosecuting white-collar crime.

CJS 221 Domestic Violence, Abuse & Neglect

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A survey of domestic violence including spousal or partner

battering, child abuse and child neglect, causes, effects, and consequences of domestic violence; judicial, law enforcement and other interventions to protect victims; practical applications of the law; assisting victims/clients with resource and referral assessment; and study of public policy, criminal justice, and legal issues and problems. Placement at ENG 101 level strongly advised.

CJS 224 Unequal Justice: Gender, Race, Ethnicity, Class & the Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Inscribed in large letters above the entrance to the Supreme Court of the United States are the words "Equal Justice Under the Law." These words represent the ideal of the American justice system - that law, legal procedures, and legal systems will treat people equally regardless of their race, gender, ethnic background, or social status. The reality of the criminal justice system, emphasizing historical and political foundations, will be explored through the study of gender, race, ethnicity, and class-based differences in law and criminal justice. Designated as a Criminal Justice course, this course may also be taken as a History/Government elective. Placement at ENG 101 level strongly advised.

CJS 225 Victimology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students will explore the myths and realities pertaining to crime victims, including crime victim statistics, the dynamics of victimization (physical, emotional and/or financial harm), victims' rights, exposure to how police, courts and related agencies treat victims, and the problems and solutions for special kinds of victims (children, women, sexual assault victims, elderly, drunk driver and bias [hate crime] victims). Placement at ENG 101 level strongly advised.

CJS 297 Criminal Justice Internship

3 Credits (0 Lecture 0 Lab 90 Internship) *15 wks

The student works in a supervised work experience in a related criminal justice capacity for at least 90 hours over a semester. A term paper is submitted to the coordinator. Prior permission of the coordinator is required. Placement at ENG 101 level strongly advised.

ECONOMICS

ECO 201 Microeconomics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

In this course, students study the basic principles of economics including economic theory related to the operation of business firms such as supply, demand, price determination, production costs, competition, resource markets, and international trade. Placement at ENG 101 level strongly advised.

ECO 202 Macroeconomics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a study of the basic principles of economics including different economics organizations, income and employment theory, government fiscal and monetary policies, problems of price stability, and economic growth. Placement at ENG 101 level strongly advised.

EDUCATION**EDU 101 Introduction of Early Childhood Education***3 Credits (3 Lecture 0 Lab 0 Clinical)**5 Hours/Week (3 Lecture 0 Lab 2 Practicum) *15 wks*

This is an introductory course in the principles of early childhood education focusing on facilities, staff, goals, and methodology of various programs such as day care, Head Start, and nursery school. Traditional and contemporary issues in early childhood education will be considered, and emphasis will be placed on meeting the needs of the developing child. Observations in the field will be required. Placement at ENG 101 level strongly advised.

EDU 105 Curriculum for Preschool Children*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

By focusing on methods and materials in early childhood education, this course explores ways to maximize the learning experience for young children. The meaning and value of play and the child's individual and developing use of materials will be considered. Projects based on cues from children's interest and how to adopt activities for children in differing cultural settings will be included. A three-hour pre-practicum is required. Placement at ENG 101 level strongly advised.

EDU 107 Health and Nutrition for Preschoolers*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is an analysis of the personal health and nutritive needs of young children. The proper foods for young children are emphasized in relation to the physical, intellectual, and emotional well-being of the child. The role of early childhood programs in preventive health care is stressed, and consideration is given to the body function of the young child with respect to anatomy, physiology, correct nutrition, rest, recreation, exercise, and play. Placement at ENG 101 level strongly advised.

EDU 110 Observation & Participation*3 Credits (3 Lecture 0 Lab 0 Clinical)**5 Hours/Week (3 Lecture 0 Lab 2 Practicum) *15 wks*

This course is designed to give students a guided experience in working with young children and in techniques for observing and recording their behavior. The student will observe and actively participate in selected settings such as day care, Head Start, or nursery school. A 30 hour prepracticum is required. Pre- or co-requisite: EDU 101.

EDU 115 Children's Literature*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course surveys the current field of children's literature, emphasizing criteria and standards of high quality books for children. It is designed for students in early childhood education and for individuals responsible for the selection of appropriate books for use with children. The course content includes methods of presentation of literature to children. Placement at ENG 101 level strongly advised.

EDU 117 Positive Guidance for Young Child*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will focus on the process of establishing and maintaining responsible and cooperative behavior in young children. Positive ways to guide children through challenging behaviors will be addressed. Various developmentally appropriate

guidance strategies such as redirection, promoting pro-social behavior, positive assertiveness, consistency, and internal mechanisms that guide self control will be examined. Observations in the field will be required.

EDU 120 Introduction to Education*3 Credits (3 Lecture 0 Lab 0 Clinical)**6 Hours/Week (3 Lecture 0 Lab 2.6 Practicum) *15 wks*

This foundation course is required for the elementary education transfer program. It focuses on the historical, philosophical, and social influences of education in the United States. Contemporary educational thought as well as expectations of the teaching profession will be explored. Course content and weekly observations in the field will assist students in assessing their commitment to teaching. Placement at ENG 101 level strongly advised.

EDU 210 ECE Seminar*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will examine the problems arising from the daily teaching experiences. Discussions will focus on the current teaching situation, planning and implementing appropriate activities, as well as approaches to guiding and educating the developing child. Prerequisites: PSY 103, EDU 101, EDU 105, EDU 110, EDU 222 with a grade of "C" or higher and advisor approval. Co-requisite: EDU 320.

EDU 216 Dynamics of Play*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Students examine several of the functions and roles of play in the development of the child from two to six. Play will be defined as the active experience of the child within the prepared environment. Special consideration will be given throughout the course to the role of the preschool teacher in interpreting, planning for, and augmenting play. Prerequisites: PSY 103; PSY 201; EDU 105; EDU 110.

EDU 218 Infant and Toddler Development and Curriculum*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course focuses on understanding the growth and development of infants and toddlers, and planning curriculum for the child under three years of age. Emphasis will be placed on the whole child's development: physical, cognitive, social and emotional growth. Understanding growth and development will be the basis for planning curriculum for infants and toddlers in group care, family day care, as well as parent/child activities. This course fulfills the EEC requirement for an Infant/Toddler curriculum course.

EDU 222 Children with Special Needs*3 Credits (3 Lecture 0 Lab 0 Clinical)**5 Hours/Week (3 Lecture 0 Lab 1.3 Practicum) *15 wks*

Introduction to special education emphasizing observation, evaluation, and planning for young children. Special needs such as physical handicaps, mental retardation, and the newer recognized areas of disabilities will be considered, including the implications for the teacher and federal and state legislation affecting children with special needs. Replaces (EDU 221) Special Needs for Preschool. Observations in the field will be required.

EDU 250 Management and Supervision in Early Childhood Education Centers

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This is an advanced course in principles of management and supervision of child care centers. This course will include both theory and application of theory. Topics covered will include: theories of management processes and approaches of management principles and tasks of management (such as planning and organizing, staffing, leading, monitoring and controlling for quality), managing spatial resources, health and safety needs of children, managing food service, children's programs and communication with parents and the public. Prerequisites: PSY 103, ACC 101, EDU 105, EDU 110.

EDU 317 Financial Management for Day Care Administrators

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This is an introductory course to the nursery school and the day care center as a business. Various types of centers and the skills necessary to manage the business are covered. The approach to material is a combination of theory and practical activities. Topics included are developing budgets, insurance liability, computers in business, ordering equipment, advertising and licensing requirements.

EDU 320 Early Childhood Education Field Experience

6 Credits (0 Lecture 0 Lab 6 Practicum)

12 Hours/Week (0 Lecture 0 Lab 6 Practicum) *15 wks

This course covers the application of the art and science of teaching with a group of young children under the supervision of the day care center director. Students will each have an individualized program to help them assess and meet the needs of the children, work with staff, and develop curricula. Prerequisites: PSY 103, EDU 101, EDU 105, EDU 110, EDU 222 with a grade of "C" or higher and advisor approval. Co-requisite: EDU 210.

ENGLISH

ENG 090 Basic Composition

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is for students who need improvement in writing skills as determined by placement tests. Special attention is directed toward the structure of sentences, diction, and the mechanics of writing. Extensive practice in writing paragraphs will be provided. Lab fee.

ENG 091 English Vocabulary

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course presents a systematic approach to building English vocabulary, by teaching students techniques for long term vocabulary learning, providing instruction in understanding the origin and meaning of words, and presenting English vocabulary within its broader cultural and social context. This course will help both native speakers who need a stronger foundation in academic language and ESL students who need to expand their vocabulary in English. Course material will provide practice opportunities in standardized tests such as TOEFL and SAT. Students who complete this course successfully should expect to be more comfortable and competent in dealing with the both general and subject specific academic vocabulary used in college texts and lectures.

ENG 092 Critical Thinking

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed for students in need of further preparations for college level work. This class will provide intensive preparation in reading, writing and vocabulary development while challenging students to confront questions about self, college, and contemporary issues. Additional assignments provide students with practice in their specific area of academic interest. Prerequisites: successful completion of Developmental Reading and Study skills, or appropriate scores on the placement test.

ENG 093 Grammar

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course serves as an introduction to or review of basic grammar for everyday writing and speaking. Students learn the basic grammatical structures as well as the functions and relationships of words within these structures. They also gain an understanding of writing effective sentences.

ENG 094 Developmental Reading and Study Skills

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is specifically designed to assess and improve a student's reading efficiency, vocabulary proficiency, and overall study skills. Students monitor their progress in key reading and study skills. Skills stressed are pre-reading, finding the main idea, recognizing patterns of organization, using outlines and study maps, and studying for tests. Class time is divided between lectures and discussions and the practical application of these skills in a laboratory setting.

ENG 101 English Composition I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A required course for all students who have demonstrated acceptable writing proficiency as measured by a standard test or satisfactory completion of ENG 090. This course will emphasize developing the student's ability to articulate his/her thoughts in writing a coherent, unified, and well structured composition. The student will write a series of papers. The student will also learn the techniques needed to produce a library research paper. The required research paper is a major component of the course. Placement at ENG 101 level strongly advised.

ENG 102 English Composition II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A required course, which introduces the student to themes and techniques in the basic genres of literature: the short story, drama, and poetry. Expository papers may be written in response to ideas embodied in literature. Prerequisite: ENG 101 or permission of instructor.

ENG 103 Non-Fiction Writing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course offers practice in articulating logical thought and in writing for college courses. The focus is to help students shape and extend their thought into coherent expository essays. Prerequisite: ENG 101 or permission of instructor.

ENG 111 Speech Communication*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Special attention is given to developing self confidence and skill in oral communication by affording each student an opportunity to participate in a maximum number of speech situations. Practice situations include extemporaneous speeches, panel discussions, and evaluative listening.

ENG 151 Shakespeare*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Introduction to the works of William Shakespeare, emphasizing the presentation of the major plays through books, stage, and film. Students will read representative comedies, tragedies, and histories and analyze these plays in either live performance or through classic film adaptations. The sonnets and lyrical romances will also be briefly addressed as part of the greater body of Shakespeare's works. Placement at ENG 101 level strongly advised.

ENG 201 English Literature I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This survey course explores the successive controlling concepts behind English literature from the Anglo- Saxon to the Neo-Classical periods. The course seeks to acquaint the student with the techniques and transformation of the literary genres as well as with the major authors and schools of writing. Required are the reading, analysis, and appreciation of representative literary masters who have influenced subsequent literature and and thought. Prerequisite: ENG 102 or permission of instructor.

ENG 202 English Literature II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This survey course explores the predominant cultural concepts underlying the literature of the England from the Pre-Romantic period to the Post-Atomic. It will examine the techniques and transformations of the literary genres in each succeeding period as well as sample the writings of representative authors. Involves the reading, analysis, and appreciation of works which have shaped modern literature and thought. Prerequisite: ENG 102 or permission of instructor.

ENG 211 American Literature I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is a general survey of early American Literature covering the major writers from Captain Smith through the Fireside Poets. The purpose of the course is to introduce the student to representative authors with emphasis on the major writers. Critical papers may be assigned periodically. Prerequisites: ENG 102 or permission of instructor.

ENG 212 American Literature II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is a general survey of the significant prose, fiction, and poetry of American writers, beginning with Whitman, and continuing with Twain, James Eliot, Hemingway, and Faulkner. Critical papers may be assigned periodically. Prerequisites: ENG 102 or permission of instructor.

ENG 221 World Literature I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course samples great literature of the West from the Hebrew Bible and Homeric epics to Greek drama and Roman prose. The focus is on how these masterpieces have molded the Western mind and influenced all subsequent literary efforts. Works will be read in the best modern translations. Prerequisites: ENG 102 or Permission of instructor.

ENG 222 World Literature II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course reviews European literature by tracing the succession of artistic concepts from the Sacramentalism of the Middle Ages to the Romanticism of the Revolutionary Age to the Existentialism of the Modern Period. The readings, in translation, represent a medley of nations, genres, and geniuses. Prerequisites: ENG 102 or permission of instructor.

ENG 224 Writing for Professionals*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Students develop writing techniques and conventions peculiar to magazine writing, advertising, business, technical writing, and editorializing. Ads, technical articles, reports, abstracts, manuals, and documentation will be practiced.

ENG 225 Creative Writing I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will focus on the experience of writing as a creative activity with emphasis on the methods of writing imaginative prose and poetry. Fictional techniques, such as the methods of narration and descriptive style, will be discusses. Prerequisite ENG 101 or permission of instructor.

ENG 226 Creative Writing II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

A continuation of the writing of serious, artful fiction, poetry, or drama. Classroom consideration of craft. Individual discussion of the student's work. Prerequisites: ENG 101, ENG 225.

ENG 230 Journalism*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Course explores the role of journalism in a free democratic society to help students develop their skills in journalistic writing. Students learn to structure and edit various types of stories, explore types of reporting, the differences between reportage and editorializing, the ethical issues journalists face daily, and the legal implications of a free press. Prerequisite: ENG 101 or permission of the instructor.

ENG 231 Modern Novel*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course examines the development of the modern novel in the twentieth century, and traces the social and personal values reflected in them. Additionally, the course will examine such themes as the rites of passage, the role of the individual within society, the role of nature, and the perception of women and minorities. A number of novels will be read for enjoyment and analysis. Placement at ENG 101 level strongly advised.

ENG 233 Crime and Detective Fiction

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines various types of suspense literature from the 19th century to the present, including mystery, detective novel, crime, and the mystery adventure novel. Topics to be examined during the semester: basic narrative formulas and structures; significance of the forms; detectives as focus for social values; significance and typical themes of detective and crime fiction; and the changing nature of the genre.

ENG 235 Survey of Women Writers

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will attempt to stimulate reading and discussion of the female experience as reflected in such authors as Woolf, Parker, McCullers, McCarthy, Oates, Plath, Lessing, and others. This women's studies course will stress content rather than style. The novels and stories read by the class will deal with such topics as growing up and old as a female, relationships with men, freedom, madness, motherhood, romantic love, creativity, passivity, and marriage. Placement at ENG 101 level strongly advised.

ENG 237 Introduction to Science Fiction

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course surveys Science Fiction from the foundational classics of Mary Shelley, Jules Verne, H.G. Wells and Edgar Rice Burroughs to the modern masterpieces that continue to influence contemporary literature, films and computer gaming. Readings will include works from the Golden Age of Science Fiction, the New Wave of the 1960s and the contemporary Cyberpunk and Slipstream movements that are shaping Science Fiction writing today. Prerequisite: ENG 102.

ENG 251 Introduction to Drama

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides an introduction to the craft and art of drama, including a close study of technique and subject, and selected plays. Prerequisite: ENG 102.

ENG 297 Independent Study

3 Credits (3 Lecture 0 Lab 0 Clinical)

(see below) *15 wks

The student works in a supervised placement for a minimum of 90 hours over the course of semester as a writer of news, broadcast, advertising, business or technical writing. A term paper is submitted to the coordinator and the student's work is assessed on a weekly basis. Pre-requisite: ENG 102.

ENGLISH AS A SECOND LANGUAGE

ESL 080 Vocabulary for ESL

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A systemic approach to building vocabulary. Students check their progress against standardized tests such as TOEFLs and SATs.

ESL 081 Academic Reading for ESL

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is specially designed to assess and improve a student's reading efficiency in various academic areas. Skills stressed are prereading, finding the main idea, recognizing patterns of organization, understanding relationships and abstract concepts.

168

ESL 085 American Culture for International Students

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students who have not experienced life in the USA to the American culture and reality, using methods and sources that will help them feel more comfortable with the English language, better understand American humor, cultural allusions and references, and avail themselves of the rich sources of knowledge in the Greater Boston area. Students can expect to use an English-only advanced learner dictionary to think directly in English to better understand their intellectual environment.

ESL 089 Oral Communication for ESL Students

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

In this course, ESL students learn techniques to improve their pronunciation in spoken English, developing confidence and versatility in communicating orally in various situations, and improve listening comprehension of rapid speech. Formal and informal English, cultural and regional dialects, slang, and professional jargon will be covered. Class activities will use videotapes, audiotapes, role playing situations, videotaping students and follow-up analysis, and group discussions.

ESL 094 Study Skills for ESL

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A course designed to help master the skills familiar to successful college students: note-taking, paraphrasing, summarizing, outlining, using study maps, organizing information in meaningful ways, and test-taking techniques. Materials from all academics will be used for the application of skills in laboratory settings.

ESL 095 ESL Grammar

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This three-credit course provides students the opportunity to develop college-level skills in the syntax of the English language.

ESL 096 Beginning English as a Second Language

6 Credits (6 Lecture 0 Lab 0 Clinical)

6 Hours/Week (6 Hrs. Lecture) *15 wks

This is an introductory course designed to improve the listening, speaking, reading, and writing skills of students who speak English as a Second Language. Classroom activities are designed to lead students from basic to conversational oral expression, to improve reading comprehension and vocabulary, and to use written English in various contexts.

ESL 097 Intermediate English as a Second Language

6 Credits (6 Lecture 0 Lab 0 Clinical)

6 Hours/Week (6 Hrs. Lecture) *15 wks

This course is designed to improve the listening, speaking, reading, and writing skills of students who speak English as a Second Language. Emphasis is placed on learning English and developing reading writing, and communication skills in everyday and academic situations. Classroom activities include small group work, oral presentations, role playing, vocabulary work, and writing assignments. Prerequisites: Appropriate score on placement test or successful completion of Beginning ESL. Prerequisite: ESL 096.

ESL 108 Advanced ESL

6 Credits (6 Lecture 0 Lab 0 Clinical)

6 Hours/Week (6 Hrs. Lecture) *15 wks

This course guides students who have mastered fundamentals of

English to develop academic fluency in reading, writing, listening, speaking, and thinking directly in English. Emphasis is placed on reading college level materials, understanding and responding to rapid academic and social speech, writing extended expressive and analytical essays from sources, and making an oral presentation on an academic topic. Exploration of cultural experiences and perceptions will facilitate building students' confidence in functioning in a multicultural, English language classroom. Prerequisites: Appropriate placement score or successful completion of Intermediate ESL. Prerequisite: ESL 097.

ESL 197 Independent Study in ESL

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides ESL students who have special abilities, interests, and challenges in developing their academic English that are not able to meet their needs in existing courses, with a specialized instructional framework for doing so. Enrollment in this course requires approval by the Dean.

ENVIRONMENTAL STUDIES

ENV 101 Introduction to Environmental Studies

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This introductory non-lab course utilizes numerous case studies of current environmental health and safety issues. Topics include human/ecological exposure to pesticides and hazardous substances, acid rain, ozone depletion, global warming, and biodiversity. Students will gain environmental literacy by learning about the science behind these issues, the role of the media in public awareness, and subsequent regulation to protect environmental health and safety.

EXERCISE SCIENCE / PERSONAL TRAINING

EXS 101 Health Appraisal & Fitness Assessment

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks

This course presents the reasons for conducting appropriate health appraisals on all new exercisers prior to beginning their fitness program. This course explores the relationship between physical activity and health, and specifically focuses on the evaluation of cardiopulmonary and musculoskeletal fitness in apparently healthy populations. Risk factor analysis, body composition assessment, aerobic fitness testing, muscle strength testing and flexibility assessments will be discussed as they relate to an individual's probability for developing a disease. This course addresses numerous assessment protocols for evaluating important fitness parameters such as determining individualized training intensities by means of heart rate monitoring and ratings of perceived exercise exertion. Students will demonstrate a thorough knowledge and understanding of the assessment principles and procedures, as well as the ability to properly perform and interpret each assessment technique. Prerequisites: CPR certification and clean drug test.

EXS 102 Muscular and Cardiovascular Fitness

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course addresses the principles for improving muscular fitness and cardiovascular fitness in youth, adult and senior populations. The emphasis is on practical application of the training guidelines and the expected physiological adaptations resulting from various exercise programs. Students will

demonstrate a thorough understanding of exercise theory, training effects and program design for enhancing muscular strength and cardiovascular endurance in apparently healthy individuals.

EXS 115 Injury Prevention, Flexibility and Functional Training

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course addresses the practical components of personal training, including exercise safety, injury prevention, and training modifications for special populations (e.g., youth, older adults, pregnant women, post-rehab patients, diabetics, hypertensives, etc.) while directing physical fitness programs for a variety of clients. Students will demonstrate a thorough knowledge and understanding of the foundational principles and standard procedures for exercise safety, proper stretching technique, and professionalism when working with fitness clients on an individual basis and in a group setting. Prerequisites: Admission to the Exercise Science/Personal Training Program, EXS 101, EXS 102, certified in CPR for the Health Care Provider.

EXS 116 Strength Training and Endurance Exercise

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines the biomechanical aspects of proper exercise performances using standard strength training machines and free-weight equipment, as well as common cardiovascular training tools, such as treadmills, cycles, steppers, rowers and elliptical trainers. Students will demonstrate a thorough understanding of the movement patterns, prime mover muscle groups, and performance techniques associated with 100 selected strength, endurance and flexibility exercises. This course is a practical experience and will be conducted largely in the fitness center with hands on teaching/learning experiences.

Prerequisites: Admission to the Exercise Science/Personal Training Program, EXS 101, EXS 102, certified in CPR for the Health Care Provider.

EXS 119 Bioenergetics and Biomechanics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores the energy sources for aerobic exercise (such as running), and anaerobic exercise (such as strength training). Students will demonstrate a thorough knowledge and understanding of aerobic and anaerobic energy production and utilization. This course also addresses the biomechanics of exercise, including movement patterns, movement planes, leverage factors, musculoskeletal interactions, and force development. Students will demonstrate a thorough understanding of biomechanical principles and practical application to proper exercise performance. Prerequisites: Admission to the Exercise Science/Personal Training Program, ALH 149, EXS 101, EXS 102, certified in CPR for the Health Care Provider

EXS 201 Youth and Senior Fitness

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course has a dual focus. The first half of the course presents the research recommendations and training guidelines for safe and effective youth exercise programs. The second half of the course addresses the research recommendations and training guidelines for safe and effective youth and senior exercise programs. Students will demonstrate both a thorough understanding and practical application of exercise theory,

training effects, program design, and assessment procedures for enhancing muscular strength, cardiovascular endurance and joint flexibility in apparently healthy children and older adults. Pre-requisites: EXS 101, EXS 102, EXS 116, EXS 119, ALH 149, ALH 107, and ALH 140.

EXS 202 Exercise Program Design

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides students with the recommendations and rationale necessary to design fitness programs for healthy adults and special populations. In addition, the course will explore the application of specificity, overload, and progression as well as provide an overview of acute program variables, changes made in a program, selection of exercises, how to determine frequency, and exercise sequence. Students will learn exercise program design based on underlying principles and concepts developed for very specific training goals and match these goals with the necessary program design to achieve desired results. The course also addresses how to add variation to a training program with weight loads, repetitions and sets, intensity, volume, and rest period lengths. Pre-requisites: ALH 107, ALH 140, ALH 149, EXS 101, EXS 102, EXS 116, EXS 119, EXS 115, EXS 201, Co-requisites: EXS 204, ALH 141.

EXS 204 Advanced Training Programs

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture 0 Hrs. Lab 0 Hrs. Clinical) *15 wks*

This course examines strength training programs for advanced participants. The first section of the course presents a variety of high-intensity muscle building techniques, including breakdown training, assisted training, pre-fatigue training, slow-rep training, super-eight training, and circuit training. The second section of the course addresses advanced training protocols for enhancing muscular power and athletic performance. Students will demonstrate a clear understanding of the advanced training principles for enhanced muscular strength, power and athletic performance and demonstrate instructional competence in designing and teaching advanced training protocols. Pre-requisites: Completion of the Certificate in Exercise Science/Personal Training, ALH 203, EXS 115, EXS 201. Co-requisites: EXS 202

FINANCE

FIN 203 Credit Management

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

An analysis of credit and collection policies as they relate to the operation of retail business. Special emphasis is placed on types of credit, originating credit, installment accounts, credit sales promotions, and methods of collection.

FIN 215 Investments

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is a comprehensive study of investments and investment markets, including stocks, bonds, mutual funds, capital markets and investment companies. Topics covered include the relationship between risk and return, investment analysis and valuation, efficient markets and diversification. Prerequisite: ACC 101.

FIN 220 Principles of Finance

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides an introduction to financial institutions and concepts and methods of financial analysis. Topics covered include financial statement analysis, short-term versus long-term business financing, the time value of money, risk versus return, the cost of capital, and international finance. Prerequisites: ACC 101, and ACC 102.

FRENCH

FRN 101 French I

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course stresses developing the student's ability to speak, understand, read, and write French. Basic fundamentals of French grammar will be studied. Practice in pronunciation, progressive acquisition of basic vocabulary, and written and oral exercises are also covered. No previous study of French is required.

FRN 102 French II

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

A continuation of French I with emphasis still on speaking and understanding of oral French. The student will progress through basic fundamentals and further acquisition of a basic vocabulary. prerequisite: FRN 101.

GOVERNMENT

GOV 105 Introduction to Political Science

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course introduces the central concepts of political science and practical politics. It will demonstrate how real-world events are shaped by political ideas and realities of the political world. Placement at ENG 101 level strongly advised.

GOV 201 American Government

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course deals with the problem of democratic government in the United States including the background of political theory and constitutional development. It studies democracy at various levels in the United States and offers a comparison with other democratic governments. Placement at ENG 101 level strongly advised.

GOV 211 State & Local Government

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

American state politics, organization and functions, and emphasizing the role of the state in our federal system. A survey of governmental structure and function of American municipalities is presented. Placement at ENG 101 level strongly advised.

GOV 212 International Relations

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

Introduction to the basic factors in international relationships: the systems, international law and diplomacy, international organizations, the dynamics and prospects of the present world scene. Placement at ENG 101 level strongly advised.

GOV 213 The American Presidency*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Because growth of presidential power has been one of the most striking political phenomena in the experience of the American people during the twentieth century, this course will identify those factors responsible for the growth of executive power. It examines the presidential philosophies of men who have held the presidency, measures the impact of presidential advisors on the actions taken by the president and examines the relationship between presidents, and the press. Placement at ENG 101 level strongly advised.

GOV 217 Comparative Government*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is an introduction to the governmental systems of various nations around the world. Students will focus on comparing political systems, policy making, interest articulation, public policy and forms of government in a variety of countries, including England, France, Germany, Japan, China, Mexico Egypt, India, and Nigeria. In each case, comparison to those aspects of politics and government will be made between other countries and that of the United States. Placement at the ENG 101 level strongly advised.

GOV 297 Political Science Internship*3 Credits (3 Lecture 0 Lab 0 Clinical) *15 wks*

The student works in a supervised work placement in a related political science or government capacity for a minimum of 90 hours over the course of semester. A term paper is submitted at the end and the student's work is assessed on a weekly basis. Pre-requisite: 12 credits of GOV/HIS classes with a GPA of 3.1 and better. The student must also meet college wide pre-requisites for internship.

HISTORY**HIS 101 United States History I***3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This survey course traces the history of American development from pre-Columbian exploration and the Colonial era through the Civil War. Emphasis is given to the main lines of American development from the coming of the pre-Columbian explorers to the end of the Civil War. Special emphasis is given to constitutional developments in this period including the evolution of the British colonial charters, state constitutions, and the federal constitution. Placement at ENG 101 level strongly advised.

HIS 102 United States History II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course traces developments since the end of the Civil War with emphasis on reconstruction, the industrialization of America and her emergence as a world power, the two World Wars, and America's role since World War II. Placement at ENG 101 level strongly advised.

HIS 107 Colonial America*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Course follows the history of America from founding of the country through the American Revolution. It includes social, political, and economic history, and historical geography as it relates to the significance of the American colonies in the Western Hemisphere. Placement at ENG 101 level strongly advised.
Quincy College | 800-698-1700 | www.quincycollege.edu

HIS 111 History of Western Civilization I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This survey course emphasizes a knowledge, understanding, and appreciation of Western Civilization and culture through the end of the Middle Ages. The genesis of Western civilization is examined in the light of historical and scientific evidence so that students can see where it came from, why it is in its present state, where it might be going in the future. Placement at ENG 101 level strongly advised.

HIS 112 History of Western Civilization II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This survey course emphasizes a knowledge, understanding, and appreciation of Western Civilization from the Renaissance to the present. Placement at ENG 101 level strongly advised.

HIS 201 History of the Middle East*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

An exploration of the history of the Middle East from the 7th century AD to the present. Examination of the social and political histories of 19 states and three major religions of this area. Placement at ENG 101 level strongly advised.

HIS 221 Late Imperial China*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

A survey of the history of modern China from the time of the Opium War (1839-1842), the result of which intensified the Western influence in China, through the Chinese revolution of 1911 which brought to an end the last of China's imperial dynasties, the Ch'ing (Manchu). The emphasis in the course will be on tracing the Western influence in China during this time and to examine what the Chinese response to it was. Audio-visual materials will be utilized extensively. Placement at ENG 101 level strongly advised.

HIS 222 China in the 20th Century*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

A survey of the history of modern China from the time of the Chinese Revolution of 1911 which brought to an end the last of China's imperial dynasties, the Ch'ing (Manchu) to present day. The emphasis in this course will be on tracing the Western influence in China during this time and to examine what the Chinese response to it was. Audio-visual materials will be utilized extensively. Placement at ENG 101 level strongly advised.

HIS 230 The French Revolution and Napoleon*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will explore the series of dramatic events that make up one of the most important moments in the history of the modern world: the French Revolution. Students will study the aspects of the Old Regime which set the stage for the fall of the Bastille, and then follow events as a moderate revolution led to the creation of a radical republic. This story includes the death of a king, street violence and counter revolutionary activity, massacres and wars, and the unraveling of events that culminated in the rise of Napoleon Bonaparte. After the French Empire comes to an end on the fields of Waterloo, students will discuss the impact of the Revolution on Europe, and its legacy to the world ever after. Placement at ENG 101 level strongly advised.

HUMAN SERVICES

HSV 103 Introduction to Social Work

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The student will explore, in depth, the concepts of social work, in terms of knowledge, values and skills that are required for an effective introduction to the profession of social work. Special populations such as women, homeless, gays, the elderly, AIDS patients, and minorities of color in the US are presented in case materials. Emerging issues in society will also be included, such as urban gang violence, domestic violence, child abuse, poverty and the social worker's role. This course will assist the student preparing for the state licensure examination at the LSWA level.

HSV 201 Helping Skills in Human Services

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An examination of the helping relationship in individual and group work with emphasis on techniques such as listening skills, questioning, and interviewing. Topics covered include assessment, treatment planning, and techniques of intervention including behavior modification, psychodynamic, existential-humanistic, and cognitive therapies.

HSV 205 Substance Abuse Counseling

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course covers a variety of techniques and strategies used in the successful treatment of chemical addictions. Students will be taught intake and diagnostic skills, treatment planning and goal setting, techniques for managing resistance, the effective use of confrontation, and the role of relapse prevention skill in the successful management of chemical addictions. Prerequisites: PSY 101 and HSV 103.

HSV 251 Introduction to Substance Abuse Studies

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An introduction to the psychological, physical, and sociological factors in chemical dependence and abuse. Emphasis is on the history of the chemical problem, pharmacological aspects, different programs, student's attitudes, and addiction in America.

HSV 260 Diverse Populations

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An overview of the role of human diversity in social work practice. An examination of the differences as well as the similarities of the various populations in American Society. Topics to be addressed are race, gender, ethnicity, religion, sexual orientation, and socioeconomic status. Barriers to cultural understanding and valuing diversity will also be explored.

HSV 297 Human Services Internship

3 Credits (0 Lecture 0 Lab 90 Internship) *15 wks

An in depth, supervised field experience for a minimum of ninety (90) hours over the duration of a single semester. Opportunities are sought with human service agencies, including those providing social services and substance abuse services. The participating student will meet regularly with the coordinating Dean or faculty member. A final project or paper is required. Quincy College's requirements for internship eligibility must be met.

INTERDISCIPLINARY STUDIES

IDS 120 History of Television

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (6 Hrs. Lecture) *15 wks

This course traces the development and growth of television from a technical curiosity starting in the 1940's to a global industry of the 21st Century that enters households to entertain, inform, and influence our cultural values. This overview of television, from the early days of real-time broadcast to satellite-delivered, 24-hour cable TV, includes an examination of the evolution of TV programming, news coverage and advertising, and its influence on culture, politics and history.

IDS 155 Critical Thinking & Writing

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides students with a foundation and practice in thinking clearly and critically. Practice includes developing writing skills that will enable students to clearly present claims to support their conclusions and avoid reinforcing biases. Practice in thinking clearly includes the opportunity to analyze and discuss various types of media - including television, cinema and print - to determine which sources provide the most reliable information and to identify faulty thinking. Topics addressed include the relationship between critical thinking and clear writing, credibility of sources, rhetorical devices, fallacies, unclear or misleading language, and the characteristics of various types of arguments.

IDS 160 Career Planning: A Developmental Approach

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to address three main topics. What Do I Really Want in a Career? What is out there for me? How Do I Reach My Goals? Through a variety of readings, lectures, informational interviews, reflections, and discussion-sharing, students will identify their skills, abilities, areas of interest, and workplace values. Students will create a Career Management File Binder, a Career Portfolio, and an Interview Marketing Kit.

IDS 165 First Year Seminar

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Hr. Lecture) *15 wks

This experientially-based career/academic-oriented course is designed to provide first-year students with the information they need to be successful at Quincy College. Students will be introduced to the concept that the college is a learning community. This course focuses on topics such as the advising process, academic policies and procedures, students' rights and responsibilities, strategies for academic success, support services, and transfer information. In addition, students will begin to explore majors and career options and, in the process, will learn and practice a series of academic skills that are transferable to the workplace and continued education. This course is mandatory for all students who are accepted into academic programs and who have fewer than 12 college level credits.

ITALIAN

ITA 101 Italian I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A practical knowledge of contemporary conversational Italian acquired through hearing the spoken word and studying the basic language skills of grammar, pronunciation, vocabulary building, and readings. Development of an understanding of Italian culture.

ITA 102 Italian II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course assists the student in gaining a solid understanding of the foundation of the language with strong emphasis on the four basic skills. Prerequisite: ITA 101 or permission of the instructor.

LABOR MANAGEMENT**LBR 150 Labor Law & Legislation***3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course offers a comprehensive view of labor law and legislation that has been continuously evolving. It includes the body of law dealing with union and management issues relating to representation, collective bargaining, and contract administration, as well as other laws that govern important aspects of employment in both the private and public sectors.

LBR 152 Employee Benefit Law & Administration*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides an overview of the statutes and cases that define and regulate employment and employee benefits. The course will cover employee privacy in the hiring process, the formation of the employment contract, discrimination in employment practices, fringe and pension benefits, workplace safety, and discipline and discharge.

MANAGEMENT**MGT 201 Principles of Management***3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

An introductory course covering the general topics of planning, organizing, directing and controlling. Included are the historic developments of management as a separate discipline within organizations, the changing scope and styles of management, and the application of management principles in the business environment. Prerequisite: BUS 101.

MGT 202 Sales Management*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course looks at sales as a profession. Covers topics such as: sales as part of the marketing mix, buyer behavior, selling as a function from prospecting to closing the sale, ethical issues in selling, the external environment of selling and sales management, and management of the sales force including compensation policies and training. Prerequisite: ENG 101 and BUS 101.

MGT 203 Human Resources Management*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

A study of the applied approach to human resource management and administration. Emphasis is placed on policy analysis, current practices, future trends, and legal requirements of recruiting, selecting, training, developing, compensating, evaluating and disciplining employees. Also included are changing demographics of the workforce, ethics in human resources management, and other current issues. Requires research on selected topics. Prerequisites: MGT 201, ENG 101 (suggested).

MGT 230 Entrepreneurship and Small Business Management*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides an overview of the process of conceiving, launching, and operating a new venture. Students will become proficient in the basic tools of planning, finance, marketing, operations, and staffing necessary to start, manage and build a sustainable small business. Preparing a new venture business plan will be an integral part of the course. Common problems in managing a small business will be explored. Students will learn about the roles and attributes of successful entrepreneurs and will undertake a self examination to evaluate their interest in an entrepreneurial career. A variety of small business owners may be invited to class to share their start-up experiences and the obstacles they had to overcome as entrepreneurs.

MGT 235 Financing a Small Business*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides an introduction to the financing and financial management of small business enterprises from start-up to on-going sustainable operations. Topics include the financing of new ventures; working capital and cash flow management; financial statement and ratio analysis; financing the ongoing business and future growth; financial structure and leverage; valuation methods; and the importance of financial management controls. The role of venture capitalists, angels and other investors; sources of debt, financing; and available funding from federal, state and regional agencies will be explored. Prerequisite: MGT 230.

MARKETING**MKT 201 Principles of Advertising***3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is a study of basic advertising principles, physical construction of the advertisement, and organization of the advertising business. The course includes a study of advertising media including newspapers, magazines, radio, point-of-sale displays, and outdoor advertising, together with criteria for evaluating the effectiveness of current advertising. Prerequisite: ENG 101.

MKT 202 Principles of Marketing*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

A survey of the principles and practices governing the distribution of commodities from producer to consumer. Areas of study include types of marketing institutions, price policy, legislation affecting markets, market research, channel and product strategies and consumer behavior. Prerequisite: ENG 101.

MATHEMATICS**MAT 090 Basic Mathematics***3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides an opportunity for students to develop a solid understanding of the basic principles of arithmetic by introducing students to fundamental operations on whole numbers, fractions, decimals, ratios, proportions, and percentages.

MAT 095 Pre-Algebra

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course further develops the principles of arithmetic and introduces the student to basic algebraic concepts. Topics include a review of fractions, operations on real numbers, order of operations, properties of real numbers, evaluating numbers with exponents, solving linear equations, applying the rules of exponents, and fundamental operations on polynomials.

Prerequisites: Appropriate score on the placement test or successful completion of MAT 090.

MAT 097 Beginning Algebra

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course continues to build upon algebraic concepts taught in MAT 095 with a review of the rules of exponents and operations on polynomials. New topics include factoring techniques, operations on rational expressions and equations, solving ratios and proportions, graphing linear equations, and operations with radicals. Prerequisites: Appropriate score on the placement test or successful completion of MAT 095.

MAT 100 College Math

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This basic college level course builds on a student's knowledge by exposing the student to different branches of mathematics. Topics include inductive and deductive reasoning, logic statement and truth tables, solving linear equations, applications of rate, ratio, and proportion, conversions in the metric and the U.S. customary system, graphing equations, evaluating functions, and an introduction to statistics. This course is not intended to prepare a student for MAT 103. Prerequisite: Appropriate score on the placement test or successful completion of MAT 097.

MAT 103 College Algebra

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This college level algebra course expands upon a student's knowledge by further developing algebraic concepts. Topics include graphing equations with an introduction to functions, solving a system of linear equations, operations with polynomial functions, factoring polynomials, operations on rational functions, simplifying rational exponents, and solving quadratic equations.

Prerequisite: Appropriate score on the placement test or successful completion of MAT 097.

MAT 106 Quantitative Reasoning

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores data and the algebraic models that may fit data. Linear, quadratic, exponential, and logarithmic functions emphasized. Building skills in number sense, problem solving, and mathematical strategies are also a focus. A scientific or financial calculator is required. Prerequisite: Beginning Algebra.

MAT 110 Discrete Mathematics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A brief introduction to the mathematical structures used in computer science. Topics include logic, set theory, discrete functions, graphs, trees, and Boolean algebra. Prerequisite: MAT 113.

MAT 113 Pre-Calculus

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course in pre-calculus mathematics includes topics in algebra, coordinate geometry, functions, exponents, logarithms, trigonometry and analytic geometry. Prerequisite: MAT 103 or permission of instructor.

MAT 201 Calculus I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Topics include a brief review of analytic geometry, limits, rules for derivatives, derivatives of algebraic, trigonometric, exponential and natural logarithmic functions, curve sketching, optimization, Mean value theorem, and anti-derivatives. Prerequisite: MAT 113.

MAT 202 Calculus II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Topics include anti- derivative, indefinite integrals, areas, definite integrals, fundamental theorem of calculus, inverse trigonometric functions, methods of integration, L'Hopital's Rule, improper integrals, Taylor polynomials, elementary differential equations. Prerequisite: MAT 201.

MAT 203 Multivariate Calculus

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Topics include sequences and series, study of functions in several variables, partial derivatives, gradient, differentials, directional derivatives, Lagrange multipliers, problems in optimization, Jacobians and integrals in 2 or 3 variables. Prerequisite: MAT 201.

MAT 204 Calculus IB

4 Credits (4 Lecture 0 Lab 0 Clinical)

4 Hours/Week (4 Hrs. Lecture) *15 wks

Topics include a brief review of analytical geometry, limits, rules for derivatives, derivatives of algebraic, exponential, logarithmic functions, trigonometric functions and their inverses, curve sketching, maxima and minima, optimization, mean value theorem, anti-derivatives, integration by substitution, areas and fundamental theorem of calculus. Prerequisite: MAT 113.

MAT 205 Linear Algebra

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course includes systems of linear equations, matrices and determinants, vectors in 2-space and 3- space, general vector spaces, inner products, eigenvectors and eigen values. Prerequisite: MAT 103.

MAT 206 Calculus IIB

4 Credits (4 Lecture 0 Lab 0 Clinical)

4 Hours/Week (4 Hrs. Lecture) *15 wks

Topics include applications of definite integrals to the calculus of areas, volumes and arc length, review of substitution method, methods of integration, L'Hopital's Rule, improper integrals, sequences and series, Taylor polynomials, Taylor series, parametric equations and elementary differential equations. Prerequisite: MAT 204.

MAT 207 Statistics*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Introduces the student to the fundamental methods of mathematical statistics. Topics include frequency distributions, measures of central tendency, measures of dispersion probability, sampling distributions, problems with the normal and t-distributions, confidence intervals, and hypothesis testing.

MAT 208 Multivariate Calculus B*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will focus on differential calculus in several variables, with emphasis in Series, 3-D geometry, dot and cross products, partial derivatives, the Jacobian, directional derivatives, chain rule, and maxima and minima applications, and double and triple integrals with applications. Prerequisite: MAT 206 or permission of the instructor.

MEDICAL BILLING AND CODING**MBC 101 Introduction to Medical Billing and Coding***3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course prepares students specifically for the position of medical billing and coding in doctor's offices, hospitals, insurance companies and clinics. The course covers the necessary introductory skills in order to begin collecting, processing, and disseminating medical information and providing billing as needed by the health services industry and its patients.

MBC 102 English for Health Claims*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course covers grammar, punctuation, and other writing skills necessary for the medical environment. This course emphasizes language to complement the skills of individuals in the health care field. The course also builds key vocabulary: both common phrases used by medical staff and technical terms for symptoms, medical conditions, medical equipment and procedures, anatomy, treatments and more. Prerequisites: ALH 140, MBC 101.

MBC 120 Insurance Claims Procedures*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (6 Hrs. Lecture) *15 wks*

This course will develop the skills necessary to complete insurance forms and solve common medical insurance problems through a series of courses that emphasize the knowledge of insurance terminology, diagnostics, procedural coding and records management. This course introduces specific insurance reimbursement policies and procedures and emphasizes procedures for Blue Cross/Blue Shield, Medicare, Medicaid, Tricare, and health maintenance organizations (HMOs). Prerequisites: ALH 140, MBC 149.

MBC 125 Medical Administration and Coding: Certification Prep*6 Credits (3 Lecture 0 Lab 0 Clinical)**6 Hours/Week (6 Hrs. Lecture) *15 wks*

This course analyzes health records to assure that documentation supports the patient's diagnosis and procedures, reflects progress, clinical findings and discharge status for the means of medical coding. There will be repeated practice in the evaluation of the accuracy and completeness of the patient record as defined by organizational policy and external regulations and standards. All coding methods will be analyzed with the support of the ICD-9, Quincy College | 800-698-1700 | www.quincycollege.edu

CPT and HCPCS coding books in preparation for the Certified Coding National Examination. This course will assist in the organization of obtaining accreditation, licensing and/or certification surveys in Medical Administration and Medical Coding. Prerequisites: ALH 140, ALH 149.

MUSIC**MUS 101 Fundamentals of Music***3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course introduces students to the basic elements of music including music notation. Elements will be introduced including: melody, rhythm, harmony, texture, timbre, tempo, & dynamics.

MUS 102 Class Keyboard*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Introduces students to the playing of a keyboard instrument including keyboard technique, repertoire, musical notation, sight-reading, harmony, basic instrumentation, and accompaniments.

MUS 103 Music Theory I*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course presents students with the opportunity to learn the basics of developing melodies and harmony through the study of chord constructions, chord successions, harmonic analysis, and part-writing. Emphasis is placed on melodic construction (form) and the elements of successful melody-writing. Students will also harmonize melodies and provide their own interpretation of the harmony implied in a melodic line. Prerequisite: Fundamentals of Music or permission of the Instructor.

MUS 104 Music Theory II*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is a continuation of Music Theory I. Together, students cover the first year of a two year program in the principles of music theory. Students learn about diatonic harmony, dissonance treatments, secondary dominant harmony, harmonic analysis and part writing. The text further emphasizes the study of melody, including the form of melodic construction and the elements of melodic composition. Theory II will emphasize the creation of harmony, especially the student's interpretation of harmonies implied by specific melodic lines. Prerequisites: Music Theory I or permission of the instructor.

MUS 107 Music Appreciation*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is designed to increase the enjoyment of music through broadened understanding. It includes music theory and history and guided listening to recorded performances by individuals and groups.

MUS 108 Development of American Jazz*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

Development of American Jazz is trip through the history of America's only original art form. This course will trace the development of American jazz from the plantations of the antebellum south, through the mass migration north of southern African Americans and America's melting pot mentality, to the brothels, bars and concert halls of Kansas City, New Orleans and New York. Jazz is a reflection of an American ideal and the

uniqueness of the American experience. We will examine the development of the art through the social, political, cultural and historical events and ideas that shaped the music. This course is a lecture course with an emphasis on listening, analyzing and comparing and contrasting the different periods in jazz history. The student will study the roles of all the different instruments and how they evolved in each period in jazz, biographical material on all the great instrumentalists and composers, the vocabulary of the jazz world as they relate to the evolution of jazz and learn how to listen and appreciate jazz on many different levels. There is no prerequisite required to take this course.

MUS 109 History of Rock

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the musical styles present in the rock music genre and to historical and social aspects affecting its evolution over the past fifty years. Explore the form, texture, melody, rhythm, lyrics, and instrumentation of selected examples from the historical periods of Rock. Through critical listening, students will analyze music from various Rock periods: Blues Rock, Country Rock, Gospel Rock, Early Sixties Rock, The Beatles, The British Invasion, Folk Rock, Soul Music/Motown, Rock in the 70s, 80s and 90s, and Jazz Rock.

MUS 110 Music Across Cultures

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores music across national boundaries in its cultural context. At the same time, it enhances the students' listening, critical, and analytical skills along with their aesthetic ability. It is an excursion in non-western music with an emphasis on the cultures in which it flourished such as the selected music of China, Japan, India, Middle East, Latin America, Ethnic North America, Africa, and Eastern Europe. This course is open to music and non-music majors.

MUS 220 Band Management & the Music Business

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will present students with the opportunity to learn about the many facets of the music business including: managing a band, recording and record deals, touring, writing and publishing music, merchandising, knowing pertinent laws, selecting a manager/advisor or attorney, selling music on the internet, and entering the motion picture music field. The course will prepare students to make knowledgeable, practical decisions while pursuing a career in music.

PARALEGAL STUDIES

LAW 101 Introduction to Paralegal Studies

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course introduces students to the basic legal principles, practices, and procedures used in the paralegal profession. Topics include an overview of substantive areas of law, as well as law office and courtroom procedures. Students are also introduced to legal research and writing skills. Prerequisite or corequisite: ENG 101.

LAW 123 Interviewing & Investigation

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will provide the paralegal student with a practical understanding of, and hands-on experience in, the skills and techniques of obtaining information with specific emphasis on client and witness interviewing. Prerequisite or corequisite: ENG 101. Prerequisites: LAW 101 and LAW 255.

LAW 201 Business Law I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will introduce the student to the basic concepts and practices in the areas of torts, contracts, sales, and consumer protection law as they relate to business. Corequisite: ENG 101.

LAW 203 Cyber Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Computer technology has changed laws relative to the acquisition of information and doing business in cyberspace. This course explains and discusses the legal issues arising from that change, including contracts and torts related to the Internet, intellectual property rights, protected speech, and privacy rights of the Internet user. Prerequisite or corequisite: ENG 101.

LAW 207 United States Judicial Systems

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course studies the federal and state courts. Topics include the role of the judicial system in society, the structure of the court systems, and how judicial decisions are made. Prerequisite or corequisite: ENG 101.

LAW 209 Real Estate Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides a practical understanding of the basic legal principles related to real estate and the practice and procedures involved in conveyancing. Prerequisite or corequisite: ENG 101.

LAW 210 American Constitutional Law

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The Constitution and the Supreme Court are studied through history and politics of key constitutional cases. Special attention is given to the nature and source of judicial power. The organization, jurisdiction, procedures, and restraints upon courts, particularly the U.S. Supreme Court, are considered. The establishment of judicial review and its function through time, federalism, due process, equal protection, and the incorporation of the Bill of Rights and civil rights and liberties are studied. Prerequisite or corequisite: ENG 101.

LAW 215 Legal Research & Writing

6 Credits (6 Lecture 0 Lab 0 Clinical)

6 Hours/Week (6 Hrs. Lecture) *15 wks

Students learn how to analyze a legal problem and how to find and interpret case law and statutes applicable to the problem by using primary and secondary reference materials and law finders. Students will be required to write legal memoranda using the law found through their research. Prerequisite or corequisite: ENG 101.

LAW 220 Litigation & Procedure*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

The student learns civil procedure and the role a paralegal plays in litigation by taking a mock case through each stage of litigation beginning with a client interview to the enforcement of a judgment after trial. Students will draft documents involved in litigation. Prerequisite or corequisite: ENG 101. Prerequisite: LAW 101.

LAW 221 Comparative Legal Systems*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides an introductory level exploration of the diverse legal systems used in various countries around the world. By understanding the similarities and differences in the systems used in the various countries, students will develop a greater appreciation for the diverse approaches to law, and a better ability to assist a lawyer in representing clients who are from, or are involved in transactions and events occurring in, other countries. Prerequisite or corequisite: ENG 101.

LAW 225 Family Law*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides students with the general understanding of the law and procedure involved in separation, divorce, child custody, support, cohabitation, and paternity cases, with an emphasis on the preparation of the forms and documents used in divorce practice. Prerequisite or corequisite: ENG 101.

LAW 230 Estate Administration*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides students with a general understanding of the law and procedure involved in the administration of testate and intestate estates, wills, estate tax and probate court procedure. Prerequisite or corequisite: ENG 101.

LAW 235 Law of Business Organizations*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

The student will learn the procedure and basic legal concepts involved in the formation and functioning of sole proprietorships, partnerships and corporations. Prerequisite/corequisite: ENG 101.

LAW 245 Administrative Law*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

The student will learn the legal concepts and procedures involved in state and federal administrative agencies' legal proceedings. Prerequisite or corequisite: ENG 101.

LAW 250 Bankruptcy Law*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

The student will learn the basic legal concepts and the procedures involved in personal bankruptcies and business reorganizations. Prerequisite or corequisite: ENG 101.

LAW 255 Legal Ethics*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is designed to introduce and familiarize the student with the basic ethical requirements of the practice of law and how

those requirements relate to the paralegal's participation in the practice of law. The student will learn the rules of professional responsibility and how the rules apply to a paralegal's relationship to clients, adversary parties, attorneys, courts and the general public. Prerequisite or corequisite: ENG 101.

LAW 260 Environmental Law*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course provides students with an overview of government policy relating to environmental law and the statutes and regulations enacted to promote environmental protection. Prerequisite or corequisite: ENG 101.

LAW 297 Paralegal Internship*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will provide an opportunity for the student to observe and participate in the practice of a law firm, government agency, or court, under the supervision of an attorney in practice. Prerequisite: LAW 215, LAW 220, and LAW 255. The student must also meet the college-wide requirements for internships. Prerequisite or corequisite: ENG 101.

PHILOSOPHY**PHL 101 Introduction to Philosophy***3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is an introduction to Western philosophical thought. Students will be introduced to the vocabulary and the method of philosophical thinking. Basic questions concerning reality, knowledge, value (ethics) and society will be considered from several philosophical viewpoints—for example, idealism, materialism, empiricism, utilitarianism. Questions considered include: What is the nature of God? Is there good and evil? How can we know? What makes for a just society? Students will also be introduced to the historical development of important schools of philosophical thought, as well as to the life and contributions of their founders. Placement at ENG 101 level strongly advised.

PHL 102 Topics in 20th Century Philosophy*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will focus on a major trend in 20th Century philosophy. The organizational structure may be by problematic consideration such as religious or moral questions by philosophers who have voiced their ideas, such as Sartre or James, or by existing schools of inquiry, such as European Existentialism or American Pragmatism.

PHL 103 Medical Ethics*3 Credits (3 Lecture 0 Lab 0 Clinical)**3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course will examine a number of value problems arising from the broader context of ethical systems and explore them within the context of medicine and health care. Among the ethical problems, particular considerations will be given to euthanasia, abortion, genetic research, and human experimentation. Issues of medicine and the public interest will also be discussed. Open to all students. Placement at ENG 101 level strongly advised.

PHL 105 Introduction to Logic & Critical Thinking

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will focus on developing critical thinking and reasoning patterns for use by the individual to more effectively express his or her viewpoint, to better identify and rebut faulty logic, and to aid in the logical organization and presentation of ideas. Emphasis will be placed on everyday life situations. Placement at ENG 101 level strongly advised.

PHL 108 Ethics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will introduce students to classical and contemporary moral theories, including those of Aristotle, Hobbes, Hume, Sumner, Saint Thomas Aquinas, Kant, Mill, Russell, Kohlberg, Tam, and Gilligan. Students will examine both civic and personal morality. Students will learn the basics of moral thinking, including the need for impartiality. They will learn about Cultural Relativism, Altruism, Self-Interest, Natural Law, Communitarianism, and Utilitarianism. Various theories will be applied to contemporary social issues. Students will formulate personal ethical frameworks as a foundation for their moral judgment. Critical thinking will be used as a primary tool in evaluating the quality and viability of historical contemporary, and personal ethical systems. Placement at ENG 101 level strongly advised.

PHL 110 Major Religions of the World

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will acquaint the student with a wide variety of religious traditions against their historical background and within their cultural context. Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam are among those religions which will be studied. In addition to class lectures, slides and films will be used in the presentation of the material. Placement at ENG 101 level strongly advised.

PHLEBOTOMY

PHB 115 Phlebotomy

2 Credits (2 Lecture 0 Lab 0 Clinical)

2 Hours/Week (30 Lecture 0 Lab 0 Clinical) *15 wks

This course will provide the theory required for a student to perform both routine and challenging venipunctures and capillary skin punctures on adults. In addition, the collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized. The course includes an anatomic review of the human cardiovascular system and basic hematology. Upon successful completion of this course and PHS 125, the student will have entry level skill as a phlebotomy technician. This course is only open to students admitted into the Phlebotomy Certificate Program or Clinical Laboratory Technician Program. Otherwise, special permission is required from the Chair overseeing the Phlebotomy Program. Co-requisite: PHB 125.

PHB 125 Phlebotomy Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (0 Lecture 30 Lab 0 Clinical) *15 wks

This course will provide the student with the practice required to perform both routine and challenging venipunctures and capillary skin punctures on adults. In addition, the collection, processing, and distribution of lab specimens according to standard

procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized. The course allows the student to apply his/her knowledge of human anatomy, the cardiovascular system, and basic hematology in the laboratory/simulated clinical setting through the practice of blood collection techniques on mannequins and live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture will be reinforced in the laboratory. Upon successful completion of this course and PHB 115, the student will have entry level skill as a phlebotomy technician. This course is only open to students admitted into the Phlebotomy Certificate Program or Clinical Laboratory Science Program. Otherwise, special permission is required from the Chair overseeing the Phlebotomy Program. Co-requisite: PHB 115.

PHB 135 Phlebotomy Clinical Practicum

1 Credit (Lecture 0 Lab 1 Clinical)

45 Hours/Week (0 Lecture 0 Lab 45 Clinical) *15 wks

This course is designed to supplement and expand upon the foundational knowledge provided in PHB 115 and PHB 125. Students will be required to perform both routine and challenging venipunctures on adults in the clinical setting. The collection, processing, and distribution of lab specimens according to standard procedures will be studied. Safety standards, legal and ethical behaviors, and quality control will be emphasized in a direct patient care setting. The course allows the student to apply his/her knowledge of human anatomy, the cardiovascular system, and basic hematology in the clinical setting through the practice of blood collection techniques on live patients/volunteers. Concepts, methods, and procedures discussed/studied in lecture and lab will be reinforced in the clinical practicum. Successful completion of this course (final grade of "C") is required for graduation from the Phlebotomy Certificate Program. This course is only open to students admitted into the Phlebotomy Certificate Program. Pre-requisites: ALH 107, ALH 108 and/or certification in CPR for the Health Care Provider, ALH 140, ALH 149, PHB 115 and PHB 125. Co-requisites: SOC 112.

PHYSICAL SCIENCE

SCI 121 Human Body

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The study of the body as an integrated whole stressing muscular-skeletal, circulatory, lymphatic, digestive, respiratory, urinary, endocrine, reproductive, nervous and sensory systems. No labs.

PHYSICS

PHY 111 General Physics I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

The principles of mechanics emphasizing the conservation of momentum and energy through a study of uniform accelerated motion. Topics include Newton's laws, work and energy, centripetal force, and moments of inertia. Co-requisite: PHY 121. Prerequisites: MAT 100, MAT 103, MAT 113, or MAT 201

PHY 112 General Physics II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Topics include elasticity, density and pressure, wave and vibratory motion, electrostatics, electricity, magnetism, and a summary of the principles of heat and light as wave phenomena. Co-requisite: PHY 122. Prerequisite: PHY 111, PHY 121.

PHY 121 General Physics Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab)

*15 wks

This laboratory course must be taken in conjunction with PHY 111.

PHY 122 General Physics II Lab

1 Credit (0 Lecture 1 Lab 0 Clinical)

2 Hours/Week (2 Hrs. Lab)

*15 wks

This laboratory course must be taken in conjunction with PHY 112.

PRACTICAL NURSE**PNU 101 Growth & Development**

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Lecture 0 Lab 0 Clinical) *15 wks

This course is an overview of the basic manifestations of normal physical, psychological, emotional and social growth and development including the prenatal period, infancy, toddler, childhood, adolescence, adulthood and aging. It includes the stages and factors necessary for normal growth, development and obvious deviations from the normal. Admission prerequisites: Admission to the Practical Nurse Program.

PNU 111 Human Behavior

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Lecture 0 Lab 0 Clinical) *15 wks

This course introduces physical, psychosocial, cultural and spiritual factors that affect human behavior. Effects of internal and external stressors and the individual's response to these stressors are discussed. Guidelines for the promotion of psychological and spiritual comfort, interpersonal behavior and self assessment by the student are presented. Admission prerequisites: Admission to the Practical Nurse Program.

PNU 131 Nutrition

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Lecture 0 Lab 0 Clinical) *15 wks

This course introduces the principles of normal nutrition, with emphasis on the nutritional needs across the life span. This course is designed to provide a working knowledge of nutrients, food sources, menu planning and food preparation in a culturally diverse American society. The basic food group pyramid and "Guidelines for Healthy Americans" are introduced. Physical, psychological, economical, cultural and religious factors affecting nutrition are included. An overview of federal regulations related to nutrition is also presented. Admission prerequisites: Admission to the Practical Nurse Program.

PNU 141 Microbiology

1 Credit (1 Lecture 0 Lab 0 Clinical)

1 Hour/Week (1 Lecture 0 Lab 0 Clinical) *15 wks

This course provides a general study of common and newly emerging microorganisms and their characteristics in relation to health and control of disease. Included is an introduction to concepts of infection and immunity and the more common methods of destroying microorganisms. Emphasis is on infection control. No labs. Admission prerequisites: Admission to the Practical Nurse Program.

PNU 145 Fundamentals of Practical Nursing I

5 Credits (3 Lecture 1.2 Lab 0.8 Clinical)

15 Hours/Week (6 Lecture 4.5 Lab 4.5 Clinical) *8 wks

The hourly breakdown is for full-time students only.

This is a level I concentration course designed to introduce the practical nurse student to contemporary nursing practice. Course content identifies the concepts of communication, client

Quincy College | 800-698-1700 | www.quincycollege.edu

assessment, the role of the practical nurse, healthy psychological and physiological responses of clients across the life span, with a focus on the aging adult client as well as including health promotion strategies. The course content emphasizes the client as a self-care agent. The concepts of self-care requisites and the presence of self-care deficits guide the development of nursing interventions and evaluation. The nursing process is introduced as the framework for identifying the client's biopsychosocial needs. Theoretical and clinical content focuses on applying basic nursing principles. The course presents concepts of critical thinking, decision making and priority setting based on hierarchy of needs. Admission prerequisites: Admission to the Practical Nurse Program.

PNU 146 Fundamentals of Practical Nursing II

5 Credits (2.6 Lecture .4 Lab 2.3 Clinical)

23.5 Hours/Week (6 Lecture 1.5 Lab 16 Clinical) *8 wks

The hourly breakdown is for full-time students only.

This is a level I concentration course designed to continue to build upon the concepts, knowledge, and skills introduced in PNU 145. This course continues to emphasize the client as a self-care agent and nursing process as a framework for identifying the client's biopsychosocial needs. Pharmacology and math calculations for medications are introduced. Emphasis will be placed on nursing responsibilities in the preparation and safe administration of medications as well as documentation. Course content continues to identify the concepts of the role of the practical nurse for clients across the life span, with focus on the aging adult client. Theoretical and clinical content focuses on applying basic nursing principles. The course presents concepts of critical thinking, decision making and priority setting based on hierarchy of needs. Admission pre-requisite: PNU 145.

PNU 153 Introduction to Care of the Adult

8 Credits (5 Lecture 0.4 Lab 2.8 Clinical)

25.4 Hours/Week (8 Lecture 1.4 Lab 16 Clinical) *10 wks

The hourly breakdown is for full-time students only.

This is a Level II concentration course designed to assist the practical nurse student in the integration of concepts mastered at Level I. Course content identifies nursing care of adult clients experiencing actual/potential self-care deficits and includes health promotion strategies. The concepts include nursing care of the perioperative client, care of clients with endocrine, immune, respiratory, sensory and musculoskeletal deficits. The course also presents the nursing care of clients experiencing mental health issues. The nursing process is used as the framework for meeting the self-care deficits of adults in structured clinical settings. Theoretical and clinical content focuses on applying nursing care within the student practical nurse role including the administration of medications. The course introduces concepts of leadership and management. Critical thinking skills with decision making and priority setting continue to be reinforced. Prerequisites: PNU 145, PNU 146, ALH 149, MAT 100, PNU 101, PNU 111, PNU 131; and PNU 141.

PNU 154 Medical Surgical Nursing

8 Credits (4.8 Lecture .2 Lab 3.2 Clinical)

24.7 Hours/Week (8 Lecture .7 Lab 16 Clinical) *10 wks

The hourly breakdown is for full-time students only.

This is a Level III concentration course designed to assist the practical nurse student in the integration of concepts mastered at Level I and II. Course content identifies nursing care of adult clients experiencing actual/potential self care deficits and includes health promotion strategies. The concepts include care of clients with cancer, blood, circulatory, neurological, gastrointestinal, genitourinary and reproductive deficits. Nursing care of clients experiencing emergency situations, including burns, fractures,

exposure to biochemical substances is also included. The nursing process is used as the framework for meeting the self-care deficits of adults in structured clinical settings. Theoretical and clinical content focuses on applying nursing care within the practical nurse student role including the administration of medications. Concepts of priority setting, decision making, delegation and supervision are integrated in caring for a group of clients. Prerequisites: PNU 145, PNU 146, PNU 153, ALH 149, MAT 100, PNU 101, PNU 111, PNU 131; and PNU 141.

PNU 156 Practical Nursing Across the Continuum

7 Credits (3.8 Lecture 0 Lab 2.8 Clinical)

34 Hours/Week (10 Lecture 0 Lab 24 Clinical) *6 wks

The hourly breakdown is for full-time students only.

This is a Level IV concentration course designed to assist the Practical Nurse student in the integration of concepts mastered at Levels I, II and III. Basic concepts of maternity and pediatric nursing are introduced. Course content includes family centered nursing care with health promotion and maintenance. Also included are the responsibilities of the Practical Nurse with an emphasis on transition to practice. The nursing process is used as the framework for meeting the self-care requisites of clients across the life span, including use of pharmacologic agents used for all age groups. Course concepts represent nursing care in both the community and inpatient settings. Prerequisites: ALH 149, MAT 100, PNU 101, PNU 111, PNU 131, PNU 141, PNU 145, PNU 146, PNU 153, PNU 154, and PNU 185.

PSYCHOLOGY

PSY 101 General Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is an introduction to the basic concepts, major theories, different theoretical perspectives and research methods in psychology. The focus is on theories of personality, motivation, learning, intelligence, emotions, developmental processes, physiological psychology, perception, and psychological assessment. Placement at ENG 101 level strongly advised.

PSY 103 Child Development

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed to provide the student with an integrated understanding of child development as it relates to early childhood education. A broad theoretical background is combined with principles of application. Emphasis is on the social context of early development, group processes, influence of the family, role of play, and the development of cognitive capabilities. Visitation to pre-school centers required.

PSY 201 Child Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course provides the student with a broad theoretical and practical basis for the understanding of human development. Emphasis is on the interaction of biological, psychological, and social factors, which affect the human organism from conception through adolescence. Various theoretical models including, Freud, Piaget, Erikson, Kohlberg, Bowlby, and Elkind are discussed. Prerequisites: PSY 101, or permission of the instructor.

PSY 203 Adolescent Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A comprehensive study of the adolescent dealing with adolescent
180

development with a focus on physical, cognitive, emotional, and self-concept changes. Particular emphasis is placed on the adolescent in society and his/her relationship to parents and peers and how this influences development. Prerequisite: PSY 101.

PSY 205 Psychology of Change

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines major issues influencing adjustment and requires the student to explore these issues in relation to his/her own life. Some of the issues discussed include: Values clarification, racial/ethnic identity development, aggression, intimacy, depression, anxiety, and stress. Prerequisite: PSY101 or PSY216.

PSY 210 Psychology of Learning

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This educational psychology course will explore the teaching and learning process; teaching with an emphasis on planning effective instructional strategies, classroom management, and assessment. It focuses on human development, learning theories, individual difference, and motivation. Prerequisite PSY 101.

PSY 212 Group Dynamics

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A course designed to enable students to understand common group interactions and the individual's attitudes and reactions to those situations. It aids students in understanding the socialization process, group theory, the characteristics of effective leadership in a variety of group structures, and the skills required to work effectively within teams. Prerequisite: PSY 101.

PSY 215 Abnormal Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is a comprehensive study of the major mental disorders as defined by the DSM-IV TR. Etiologies and treatment for each disorder or cluster of disorders will be covered. Major disorders examined include the following: Anxiety disorders, dissociative & somatoform disorders, mood disorders, personality disorders, schizophrenia, substance abuse, sexual dysfunction, neuropsychological disorders, and disorders of childhood and adolescence. Prerequisites: PSY 101 or permission of the instructor.

PSY 216 Growth & Development

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course explores human growth and development across the lifespan, from how the fetus develops a preference for familiar voices, to the adolescent identity crisis, to the development of wisdom in late adulthood. The course is organized around major developmental periods in the lifespan. Contributions of significant developmental theorists are highlighted. Placement at ENG 101 level strongly advised.

PSY 221 Health Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is intended to introduce the student to the tenets of health psychology, including, but not necessarily limited to, a history of health psychology; models of health psychology; an examination of the basic principles and theories pertinent to this field including the prevention and modification of health compromising behaviors; as well as the influences of psychosocial factors on mental health (e.g. stress, depression), physical health

(e.g. heart disease, chronic illness, pain) and health-related behaviors (e.g. substance use and abuse, aggression, sexual behavior). Prerequisites: PSY 101 or permission of the instructor.

PSY 230 Sport Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course focuses on the many areas of psychology that apply to sports. A wide array of psychological subjects will be explored, including motivation, team experience, mental imagery, performance anxiety, youth sports, gender issues, and more. Multicultural and international views of the field will be included and class discussion of theories and research will be encouraged. Placement at ENG 101 level strongly advised.

PSY 231 Psychology of Gender and Culture

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

The first part of this course will provide a critical examination of the theories and interesting debates that exist within the psychology of gender. The second part of the course will provide an introduction to the field of cultural psychology, including discussion of the psychology of race and ethnicity. As we discuss psychology's tradition of focusing on differences between people, we'll keep our similarities in mind.

PSY 290 Introduction to Social Psychology

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

This course is a systematic study of interpersonal behavior, the manner in which individuals are influenced by the function within a group. Topics of particular focus include attitude formation, persuasion, prejudice, conformity, social perception, leadership, attraction, affiliation, and aggression. Prerequisites: PSY 101, or SOC 101, or permission of the instructor.

NURSING

RNU 108 Fundamental Concepts of Client Care

7 Credits (4 Lecture 1 Lab 2 Clinical)

*12 Hours/Week (4 Hrs. Lecture 2 Hrs. Lab 6 Hrs. Clinical) *15 wks*

Fundamental Concepts of Client Care is designed to introduce the student to the foundational principles of contemporary nursing practice. Emphasis is placed on developing skills related to health assessment and health intervention with a holistic emphasis. Theoretical content includes principles of physical and psychosocial care, communication, growth and development, teaching and learning, wellness, families, communities, cultures, and professional issues. Nursing process is taught as the methodology for meeting the clients' health care needs. Related learning experiences are scheduled for the college laboratory, medical – surgical units at health care agencies, and the community. Prerequisites: Acceptance into the Associate Degree in Nursing Program. Corequisite: BIO 131 and BIO 141, ENG 101 or higher; and MAT 100 or higher.

RNU 109 Advanced Concepts of Client Care I

10 Credits (5 Lecture 1 Lab 4 Clinical)

*19 Hours/Week (5 Hrs. Lecture 2 Hrs. Lab 12 Hrs. Clinical) *15 wks*

Advanced Concepts of Client Care I is designed to provide the student with the cognitive and psychomotor skills to promote health maintenance and health restoration across the lifespan. Content includes selected principles of maternity, neonatal, and medical-surgical care. The principles of basic fluid and electrolyte

management, peri-operative care, and care of the medical-surgical client experiencing an oncology diagnosis are presented. Diabetes, hematology, vascular function, and orthopedic trauma content are presented from a lifespan perspective. Nursing process continues as the framework for meeting the client's health care needs.

Related clinical learning experiences are scheduled for the college lab, maternity and medical-surgical units at health care agencies, and the community. Prerequisite: BIO 131, BIO 141, RNU 108, ENG 101 or higher; and MAT 100 or higher. Corequisite: BIO 132 and BIO 142, PSY 101.

RNU 206 Advanced Concepts of Client Care II

10 Credits (5 Lecture 1 Lab 4 Clinical)

*19 Hours/Week (5 Hrs. Lecture 2 Hrs. Lab 12 Hrs. Clinical) *15 wks*

Advanced Concepts of Client Care II presents principles and practices related to comprehensive nursing care. This course examines systems that have the high incidence of morbidity and mortality in the United States: Respiratory, Cardiac, Renal, Gastro-intestinal, Endocrine (diabetes mellitus) and mental health conditions. The nursing process continues to be the methodology to assist culturally diverse clients across the lifespan. The therapeutic nurse-client relationship will be analyzed to promote bio-psychosocial health in all settings. Students will have clinical placements in the following settings: medical, surgical, pediatric, and mental health. Prerequisites: All first and second semester courses. Corequisite: BIO 151 and BIO 152; CSI 101 or CSA or higher.

RNU 208 Advanced Concepts of Client Care III

10 Credits (5 Lecture 1 Lab 4 Clinical)

*19 Hours/Week (5 Hrs. Lecture 2 Hrs. Lab 12 Hrs. Clinical) *15 wks*

Advanced Concepts of Client Care III presents principles and practices related to the care of clients with multi-system health problems. Systems examined include: gastrointestinal part II, neurological-sensory, endocrine – part II, hematological and immunological, musculoskeletal, integumentary. Changes affecting mental health will be discussed. The nursing process continues to be the methodology to assist culturally diverse clients across the lifespan. Students will have the following traditional and nontraditional clinical placements: medical-surgical, pediatric and mental health. Prerequisites: All first, second and third semester courses. Corequisite: SOC 101, ENG 102, and HIS 101/102 and/or GOV 201/211 or higher.

SOCIOLOGY

SOC 101 General Sociology

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

An examination of the behavior of humans in social groups. Emphasis will be placed on concepts including culture, society, socialization, role, personality, institutions and social change. Placement at ENG 101 level strongly advised.

SOC 102 Contemporary Social Problems

3 Credits (3 Lecture 0 Lab 0 Clinical)

*3 Hours/Week (3 Hrs. Lecture) *15 wks*

An analysis of the chief areas of social mal-adjustment. Consideration is given to selected critical problems including race relations, ethnic discrimination, changing sex role patterns, family dislocation, an aging population, mental illness, crime, alcoholism and drug addiction.

SOC 105 Sociology of Deviance

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Consideration of the cultural definition of deviance and the causal societal context; social analysis of problems such as mental illness, suicide and abnormal sexual behavior. Prerequisites: SOC 101 or permission of instructor.

SOC 112 Interpersonal Communication

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An experience-based introduction to the concepts and skills in oral communication; listening, feedback, group discussions, speeches, self-disclosure and relational communication.

SOC 116 Intercultural Communication

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will develop awareness of how human culture affects individual perception and interpersonal communication. Through literature and journalism, film and music, communicative activities and research projects, students will expand their capacity to understand themselves and communicate with other members of the human family. Particular attention will be paid to other cultural groups represented by class members.

SOC 140 Aging in America

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

Students will explore the process of aging in America from a sociological perspective. Explore roles of the aged today as they compare to other societies and times, the status of elderly in America, the effects of elderly boomers on commercial and cultural images, and the ethical dilemmas raised by the new elders in our society. Prerequisite: SOC 101 or permission of the instructor.

SOC 150 Women in Society

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

An examination of the roles of women in American society, both past and present. Students will build an understanding of the issues impacting women's roles. Topics covered include: women's work and economic status, sex roles, gender expectations, the socialization of women, women and children, women's roles in other societies, and the results of the women's movements.

SOC 155 Race, Class, Gender, Social Justice

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will explore the relationship between race, class, gender and social justice. Topics will include the following: the origins and consequences of racial, class, ethnic discriminations; the changing role of women; immigration policies; movements for integration and separatism; and the impact of past and present day problems and policies.

SOC 156 Media in Social Perspective

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course examines the impact of new media technologies on our social relationships and institutions. We will investigate new social realities in print, radio, television, telecommunications, and the internet. We will explore the relationship of individuals and community in society. The class will probe the relationship

between economic, political, and cultural globalization and the rise of a networked society. Topics will include monopolies; digital divides; social psychology of the mediated self; invasions of privacy; media saturation; copyright and intellectual property; gaming and learning; social networking; citizen journalism. Prerequisites: Sociology 101 or permission of instructor.

SOC 201 Cultural Anthropology

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A course concerned with humans as members of society and the effects of culture on individuals and groups. The main emphasis will be placed on the study of human behavior in different cultural settings. A main objective of the course is to help students understand their own behavior and reflect upon individual and group values.

SOC 203 Sociology of the Family

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course will focus on the family as a primary social institution. Emphasis will be placed on theoretical perspectives, variations, and alternatives, as well as the changing family over the life span. Special topics include cross-cultural influences, issues related to courtship, marriage and family development, and the effects of changes in the American family. Prerequisite: SOC 101 or permission of the instructor.

SPANISH

SPN 101 Spanish I

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed primarily to teach the fundamentals of Spanish through basic grammar as well as strong emphasis on conversation and writing. Aside from language skills, there is a special project on a Latin American country to introduce and familiarize students with its culture and politics.

SPN 102 Spanish II

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

This course is designed for an index grammar level. There is strong emphasis on conversational and writing skills, and each student will be responsible for an extensive paper on one Latin American country. Prerequisites: SPN 101.

SPN 201 Spanish III

3 Credits (3 Lecture 0 Lab 0 Clinical)

3 Hours/Week (3 Hrs. Lecture) *15 wks

A review of grammar with emphasis on correct usage in writing and the development of fluency through planned conversation. Reading is developed through the use of short stories of Hispanic culture, terminating with the reading of one of the classic Spanish novels. Prerequisites: SPN 102.

SURGICAL TECHNOLOGY**SUR 102 Microbiology for the Surgical Technologist***2 Credits (2 Lecture 0 Lab 0 Clinical)**2 Hours/Week (2 Lecture 0 Lab 0 Clinical) *15 wks*

This course is a general study of common and newly emerging microorganisms and their characteristics in relation to health and control of disease. Special emphasis is placed on the concept of asepsis and the surgical environment. Focus will be on the Surgical Technologist's role in maintaining aseptic technique with emphasis placed on safety and infection control. Prerequisites: Admission into the Surgical Technology Program. Corequisites: ALH 149 (or equivalent transfer), and PNU 111 (or equivalent) SUR 111, SUR 121.

SUR 111 Surgical Technology I*5 Credits (5 Lecture 0 Lab 0 Clinical)**5 Hours/Week (5 Lecture 0 Lab 0 Clinical) *15 wks*

This course is designed to introduce students to the principles and practice of Surgical Technology. Topics include: hospital organization and physical environment of the operation room; ethical, moral and legal issues; patient care and safety; asepsis and sterile technique; surgical pharmacology and anesthesia; preparation, care and handling of instrumentation, equipment and supplies used in the operating room; closure of the surgical wound, wound healing and wound classifications; and the development of a surgical conscience. Students will be introduced to the basics of preoperative, intraoperative and postoperative surgical case management. Prerequisites: Admission into the Surgical Technology Program. Co-requisites: ALH 149 and PNU 111 (or their equivalents), SUR 102, SUR 121.

SUR 121 Surgical Technology I Lab*4 Credits (0 Lecture 4 Lab 0 Clinical)**8 Hours/Week (0 Lecture 8 Lab 0 Clinical) *15 wks*

This laboratory course is designed to complement and reinforce concepts covered in SUR 111 (lecture) by allowing the practice and return-demonstration of the principles and procedures related to the knowledge, skills, and techniques utilized during the surgical experience. Skills taught in this course include: preoperative patient care, principles of sterile technique, the surgical scrub, gowning and gloving (self & others), case set up, medication handling, counts, draping, proper instrument handling, and the establishment and monitoring of the sterile field. Students are also taught to work with sutures, instruments, and supplies in a non-patient contact environment. Successful completion of this course is required for clinical placement. Prerequisites: Admission into the Surgical Technology Program. Co-requisites: ALH 149, PNU 111 (or their equivalent), SUR 102, and SUR 111 (lecture).

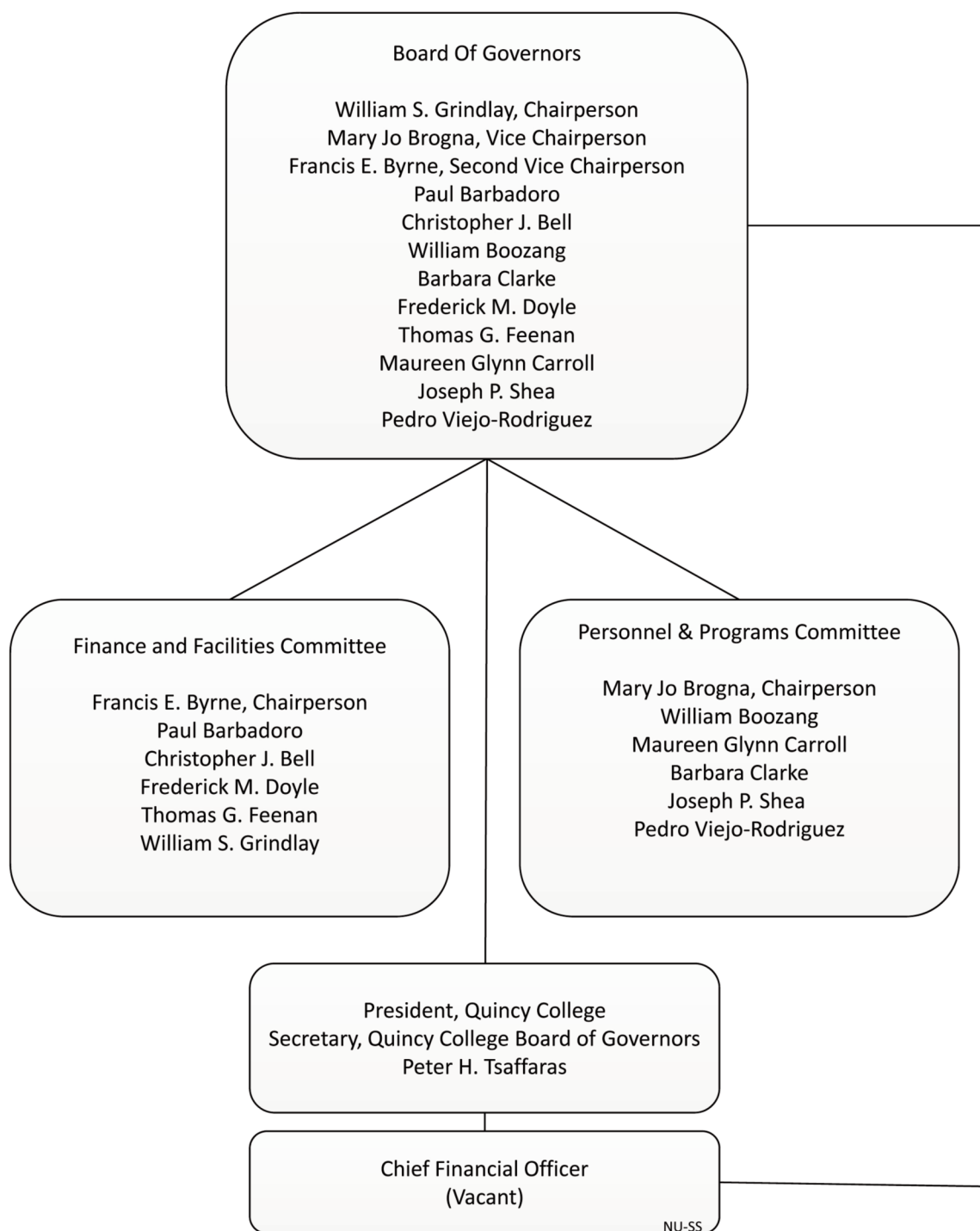
SUR 142 Surgical Technology II*16 Credits (8.9 Lecture .2 Lab 6.9 Clinical)**30 Hours/Week (8.9 Lecture .4 Lab 20.7 Clinical) *15 wks*

The study of Surgical Technology II is concentrated on providing the student with extensive practice in surgical procedures. During this course the correlation of theory with clinical practice begins, with lab reinforcement continuing as necessary. Classroom focus is on presentation of surgical procedures by specialty. In each specialty the following will be reinforced: relevant anatomy, pathological conditions, diagnostic procedures and tests, preoperative, intraoperative and postoperative procedural sequence, special instrumentation, equipment, supplies and drugs, and patient preparation in the OR. Prerequisites: All first semester courses in the Surgical Technology Program.

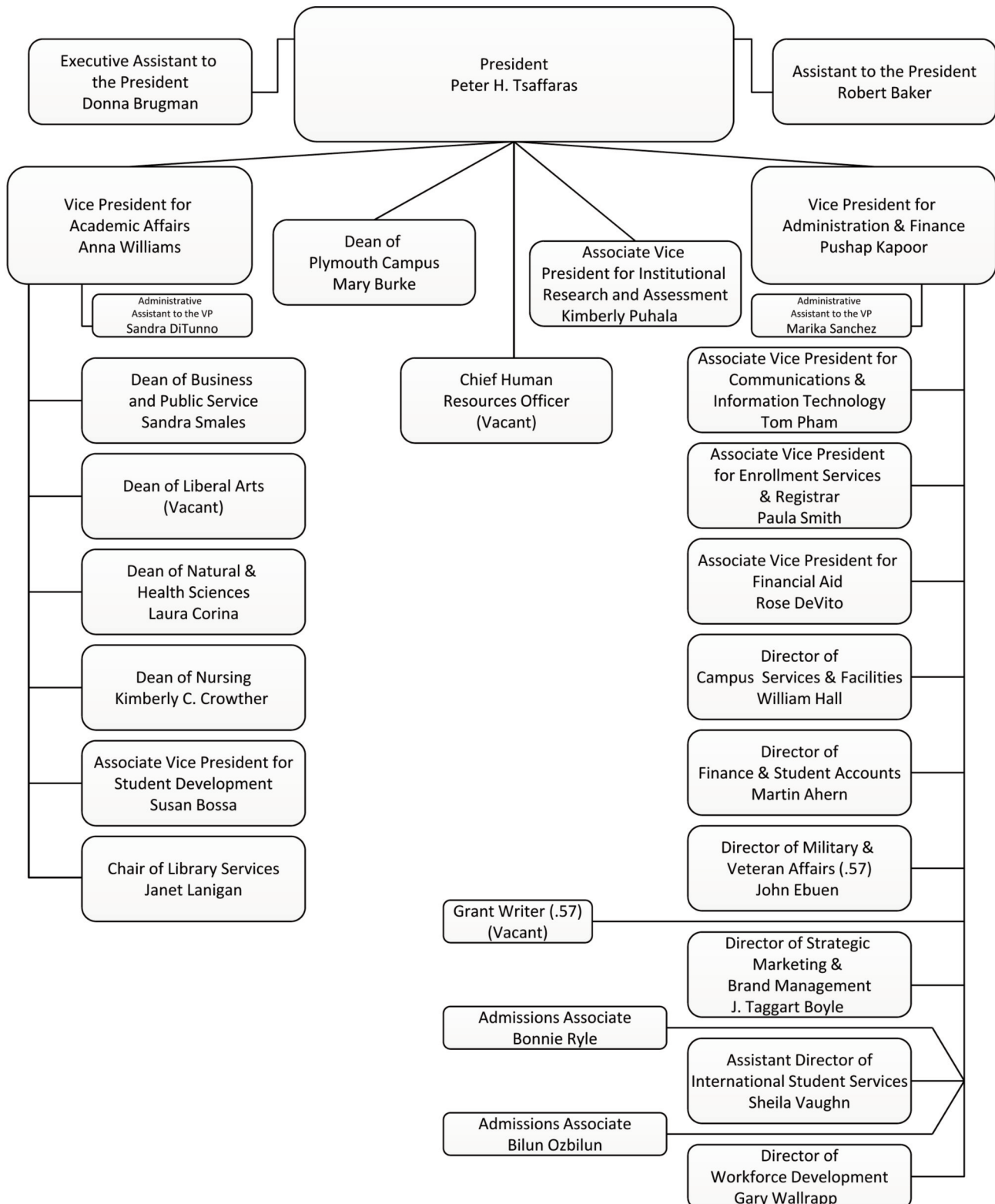
SUR 143 Surgical Technology III*8 Credits (3.7 Lecture 0 Lab 4.3 Clinical)**16.6 Hours/Week (3.7 Lecture 0 Lab 12.9 Clinical) *15 wks*

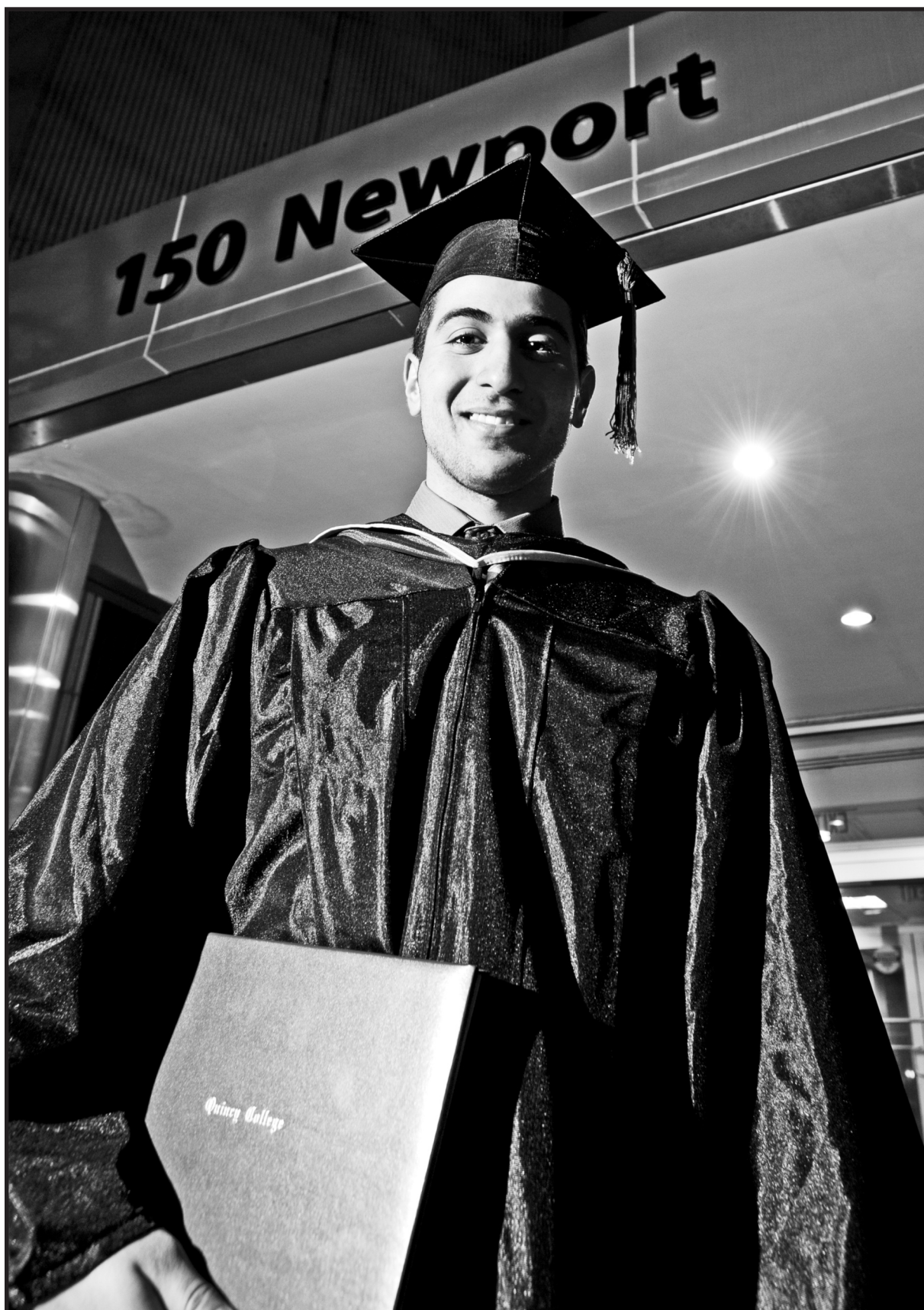
This course is designed to prepare the graduating surgical technology student for entrance into the workforce. Topics include: professionalism, resume preparation, interviewing techniques, basic computer skills and the biomedical sciences such as robotics, physics and electricity. Through lecture, discussion, guest speakers and mock interviews, students will learn how to conduct themselves during the interview process, what potential employers are looking for and how to best present themselves. This course will also serve as a preparation for students to sit for the National Certification Examination offered through the National Board of Surgical Technology and Surgical Assisting (NBSTSA) upon graduation. Test taking strategies, review of material and the application process will be covered in this section. Students will have an opportunity to take a certification exam practice test to determine their strengths. Clinical rotation continues during this course. Prerequisites: All first and second semester courses in the Surgical Technology Program.

QUINCY COLLEGE Table of Organization FY2012 BOARD OF GOVERNORS



QUINCY COLLEGE
Table of Organization FY2012
 As of 8/1/11, Subject to Change





Sameh Bourham, Business Major. Hometown: Alexandria, Egypt

GOVERNANCE

Board of Governors

William S. Grindlay, Chairperson

Mary Jo Brogna, First Vice Chairperson

Francis E. Byrne, Second Vice Chairperson

Paul Barbadoro, Esq.

Christopher J. Bell

William Boozang

Barbara Clarke

Frederick Doyle, Esq.

Thomas G. Feenan

Maureen Glynn Carroll, Esq.

Joseph Shea

Pedro Viejo-Rodriguez

COLLEGE CABINET

Peter H. Tsaffaras, J.D.

President

B.A., University of Massachusetts-Lowell

M.Ed., UMass-Boston

J.D., New England School of Law

Pushap R. Kapoor, M.S., M.Ed.

Vice President for Administration and Finance

B.S., Punjab University

M.S., Agra College

M.Ed., Eastern Nazarene College

Anna Williams, J.D.

Vice President for Academic Affairs

B.A., Stonehill College

J.D., New England School of Law

Robert Baker, Jr., J.D.

Assistant to the President

B.A., Tufts University

J.D., Boston University

COLLEGE EXECUTIVE STAFF

Mary Burke, MPH

Dean of Plymouth Campus

B.A., University of Massachusetts

M.P.H., Boston University

Kimberly Crocker Crowther, Ph.D., APRN-BC, FNP

Dean of Nursing

B.S.N., Boston College

M.S.N., UMass - Lowell

Ph.D., The University of Texas Medical Branch at Galveston

Laura Corina, Ph.D.

Dean of Natural & Health Sciences

B.S., Lafayette College

Ph.D., Biological Sciences-Botany,

The University of Texas at Austin

Sandra L. Smales, J.D.

Dean of Business and Public Service

B.A. University of Pittsburgh

J.D. University of Pittsburgh School of Law

M.Ed., Eastern Nazarene College

Paula M. Smith

Associate Vice President for Enrollment Services & Registrar

B.A., College of Our Lady of the Elms

M.Ed., Bridgewater State College

Susan G. Bossa

Associate Vice President for Student Development

B.S., Wheelock College

M.Ed., Eastern Nazarene College

Rose M. DeVito

Associate Vice President for Financial Aid

B.S. Bentley College

M.Ed., Eastern Nazarene College

Thomas C. Pham
Associate Vice President for Communications & Information Technology
B.S., University of Massachusetts Boston

Martin Ahern
Director of Finance & Student Accounts
B.Sc., Trinity College (Ireland)

J. Taggart Boyle
Director of Strategic Marketing & Brand Management
B.A., Connecticut College

William C. Hall
Director of Campus Services & Facilities
A.A., Quincy College
B.S., Madison University

FACULTY & ADMINISTRATION

Faculty

Leor Alcalay, Ph.D.
Professor, English as a Second Language
A.B., Harvard College
M.A., University of Massachusetts Boston
M.A., University of Massachusetts Boston
Ed.D., University of Massachusetts Amherst

Nathaniel R. Brown
Instructor, Mathematics
B.A. Bates College
M.S. Boston University
M.S. Northeastern University

Vincent Butler
Instructor, Computer Science
M.S., Boston University

Susan M. Cahill, R.N.
Professor, Nursing
B.S.N., Simmons College
M.S.N., Northeastern University

John A. Carta
Professor, Business
B.S., Boston College
M.B.A., Suffolk University

Elizabeth A. Chandler, R.N.
Professor, Nursing
B.S.N., Curry College
M.S.N., Boston College

Dava Davainis
Librarian
B.A., Clark University
M.S., Simmons College
M.S.W., Boston University

Steven Denkin, Ph.D.
Instructor, Microbiology
Ph.D., University of Rhode Island

Sarah Dolan
Librarian
B.A. University of Massachusetts, Amherst
M.S., Simmons College

Steven M. Dooner
Professor, English and Humanities
B.A., University of Massachusetts
M.A., University of Delaware
M.Ed., Eastern Nazarene College

Richard J. Doyon
Professor, Business
B.S., Salem State College
M.S., Johnson & Wales University

Wes Ennis
Instructor, Computer Science; Media
B.A., Curry College

Anthony Forgione, L.P.N.
Instructor, Surgical Technology
B.A., University of Massachusetts Boston

James Fox
Instructor, History
B.A., University of Illinois at Urbana-Champaign
M.A., Boston University

Kay Higdon, MSN
Instructor, Nursing
M.S.N., Northeastern University

Ryan Keen, Ph.D.
Instructor, Psychology
B.S., University of Georgia
M.S., University of Georgia
Ph.D., University of Georgia

Esther Kolison, MSN
Instructor, Practical Nursing
M.S., UMass-Boston

Laurel Kornhiser, Ph.D.
Instructor, English
Ph.D., Northeastern University

Janet Lanigan
Chair, Library

B.A., Boston College
M.S., Florida State

Linda Menard, M.P.H.
Instructor, A&P/Biology
M.S., California State University

Charles Norvish, M.Ed.
Instructor, Mathematics
B.A., Bridgewater State University
M.Ed., Bridgewater State University
C.A.G.S., Fitchburg State

Debra A. Panasuk
Professor, Math
B.A., St. Rose College
M.Ed., Boston College

Kristin M. Parks, R.N.
Professor, Nursing
B.S.N., University of Massachusetts
M.S.N., Boston University

Daniel J. Paynich
Instructor, Criminal Justice
M.S., Minot State University

Edith M. Pemberton, R.N.
Professor, Practical Nursing
B.S., Lowell State
M.S.N., Boston University

Susan Peterson, R.N.
Instructor, Nursing
B.S.N., Villanova University
M.S.N., University of Pennsylvania

Margaret P. Rancourt, R.N.
Professor, Nursing
B.S.N., Northeastern University
M.S.N., University of Massachusetts

Linda Raulinaitis, MSN
Instructor, Nursing
B.S., Curry College
M.S., Curry College

Jason Roberts, Ph.D.
Instructor, History & Government
B.S., Northwest Missouri State University
Ph.D., George Washington University

Henry Rubin, Ph.D.
Instructor, Sociology
B.A., University of California, Santa Cruz
M.A., Brandeis University
Ph.D., Brandeis University

Deborah Saitta-Ringger
Instructor, English and Humanities
A.B., Boston College
M.A., University of Wisconsin

Rebecca Silva
Chair, Clinical Laboratory Sciences
B.S., University Rhode Island
M.S., University Rhode Island

Deborah H. Stockbridge
Professor, Computer Science
B.A., Northeastern University
M.Ed., Northeastern University
M.S., Bridgewater State University

Matthew Sullivan
Science Lab Coordinator
B.S., University of Maine
M.S., University of Maine

Kenneth Texiera
Instructor, Psychology/Sociology
Coordinator of Non-Nursing Programs, Plymouth Campus
M.A., Fordham University

Lori A. Tyszkowski, D.C.
Chair of Non-Nursing Certificate Programs
B.A., College of the Holy Cross
B.S., National College of Chiropractic
D.C., National College of Chiropractic

Bruce Van Dyke
Bio-Technology Chair
M.S., Western Washington University

Doreen M. Walsh, R.N.
Instructor, Practical Nursing
A.D./R.N., Laboure College
M.S.N., University of Phoenix

Wayne Westcott, Ph.D.
Instructor, Exercise Science
B.S., Pennsylvania State University
M.S., Pennsylvania State University
Ph.D., Ohio State

Dawn Whitney, R.N.
Clinical Coordinator, Practical Nursing
B.S.N., Fitchburg State College

Servet M. Yatin, Ph.D.
Professor, Chemistry
B.S., M.E. Tech. University (Turkey)
M.B.A., Babson College
Ph.D., University of Kentucky
P. Doctorate, Harvard Medical School

Administration

Ralph Ames

Resource Officer

A.S., Quincy College

B.S., Boston State College

M.A., Criminal Justice, Anna Maria College

Fotina Arocho

Enrollment Specialist

A.S., Quincy College

Lori Bellotti

Enrollment Assistant

A.S., Quincy College

Max H. Blakemore

Communications & Information Technology Specialist

B.A., Bridgewater State

M.Ed., Eastern Nazarene College

Nancy Brandeis

Life Balance Coach

B.S., Cornell University

M.B.A., Fordham University

M.Ed., Boston University

Douglas Matthew Brothers

Life Balance Coach

Donna Brugman

Executive Assistant to the President

A.S., The New England Banking Institute

Jenny Chan

Admissions Associate

B.S., Lesley University

Marion L. Chaupetta

Financial Aid Specialist

David Cichocki

Educational Services Specialist/Academic Division of Liberal Arts

B.A., University of Massachusetts/Amherst

Anne Connolly

Enrollment Specialist

A.A., Quincy College

Sarah Conton

Human Resources Assistant

A.S., Massasoit Community College

John Coughlin

Facilities Assistant, Plymouth

Carmelo Delgado

Manager of Student Accounts

B.S., Universidad Central de Bayamon, (Puerto Rico)

James M. Dennis

Assistant Director of Finance & Student Accounts

B.A., Salem State College

Brian DiRamio

Manager Evening & Weekend Operations

A.S., Quincy College

M.S. Western New England College

Sandra S. Stamos DiTunno

Administrative Assistant to the Vice President for Academic Affairs

B.A., University of Massachusetts, Boston

John Ebuen

Director of Military & Veteran Affairs

Tina Falconi

Communications & Information Technology Specialist

A.S., Quincy College

B.A., Eastern Nazarene College

John Foley

Admissions Associate

B.A., Boston College

M.B.A., Bentley College

Lauren Folloni

Admissions Associate

B.S., Bridgewater State College

M.A., Boston College

Nathalie Fulford

Clinical Supervisor for Surgical Technology

Beverly A. Furtado

Associate Director of Financial Aid

A.S., Fisher College

B.A., Western New England College

M.Ed., Eastern Nazarene College

Louis V. Gangi

Admissions Specialist

Taylor Gibson

Strategic Marketing & Brand Management Specialist

B.A., Suffolk University

Taina Gonzalez

Communications & Information Technology Assistant

Mary Anne Grady

Associate Director of Admissions

B.A., Emmanuel College

M.Ed., Eastern Nazarene College

Scott Hiller

Financial Aid Associate

B.A., Roger Williams University

Daniela Huynh

Strategic Marketing & Brand Management Associate

B.S., Boston University

Christopher King
Enrollment Specialist
A.S., Kaplan University

Mary Jane Knox
Financial Aid Assistant

Sabrina Kosik
Enrollment Specialist

William Laukkanen
Resource Officer

Catherine C. Maloney
Admissions Associate
A.A., Eastern Nazarene College

Priscilla N. McDonough
Confidential Clerk for the Academic Division of Nursing

Janet E. McKeen
*Administrative Assistant to the Dean for the Academic Division of Natural & Health Sciences /
Administrative Assistant to the Director of Workforce Development*

William McKinney
Facilities Agent
B.S., Lesley College

Thomas F. Meagher
Associate Director of Communications & Information Technology
A.S., Fisher College

Lewann Mina
Student Development Specialist
B.S., Eastern Nazarene College
M.S., Eastern Nazarene College

Paul Oldham
Facilities Specialist

Bilun Ozbilen
Admissions Associate
B.A., Bridgewater State

Nicole Parks
Enrollment Specialist
B.A., Framingham State

Jay Peckham
Mail Services Assistant
A.A., Quincy College

Tran Pham
Business Specialist
B.A., University of Massachusetts Boston

Steven Reilly
Resource Officer

Bonnie Ryle
Admissions Associate
B.A., UMASS Lowell

Marika Sanchez
Administrative Assistant to the Vice President for Administration & Finance
A.S., Quincy College

Kytia K. Saucer
Financial Aid Associate
A.S., Quincy College
B.S., Grambling State University
M.Ed., Capella University

Maureen M. Savage
Manager of Payroll Services
B.S., Boston State College
M.B.A., Clark University

Richard J. Scanlon
Resource Officer
A.S., Quincy College
B.S., Northeastern University
M.S., Anna Maria College

Kathleen Schaeffer
Director of Student Development
B.S. Theatre Arts, Emerson College
M.S., Florida State University

Cheryll Skarzenski
Communications & Information Technology Assistant

Lisa J. Stack
Director of Enrollment Services
B.S., Suffolk University

Felix Tai
Assistant Director of Finance & Student Accounts
B.A., University of Massachusetts/Amherst

Constance A. Tandy
Staff Associate, Business Office
A.A., Quincy College
B.S., University of Massachusetts Boston

Sheila Vaughn
Assistant Director of International Student Services
B.A., University of Massachusetts, Dartmouth

Gary G. Wallrapp
Director of Workforce Development
B.S., Bernard Baruch College of the City University of New York
M.B.A., Bernard Baruch College of the City University of New York
M.Ed., Eastern Nazarene College

Meghann Walsh
Admissions Associate
 B.A., Brandeis University
 M.Ed., University of Massachusetts Boston

Heather Watts
Educational Services Associate/Academic Division of Business & Public Service
 B.A., Manhattanville College

Roger White
Student Development Specialist

Loretta A. Zannis
Enrollment Associate

Professors Emeriti

Elaine J. Beaupre, R.N.
Professor Emeritus, Nursing
 B.S.N., W. Virginia Wesleyan College
 M.S.N., Regis College

Maureen Kiley
Professor Emeritus, Computer Science
 B.S., University of Massachusetts, Boston
 M.S., Lesley College

Joan M. McAuliffe, Esq.
Professor Emeritus, History and Government
 A.S., Quincy College
 B.A., Suffolk University
 J.D., Suffolk University

Margaret C. O'Hara, R.N.
Professor Emeritus, Nursing
 B.S.N., Salem State
 M.S.N., Salem State

Barbara Welch
Professor Emeritus, English
 B.A., Regis College
 M.A., Assumption College
 M.Ed., Cambridge College
 M.A., University of Massachusetts, Boston

Paul White
Professor Emeritus, Sociology
 B.A., Boston College
 M.P.A., Northeastern University

Adjunct Professors

Howard Beach
Adjunct Professor, Microbiology
 B.S., Northeastern University
 M.S., Northeastern University

Mary Bennett
Adjunct Professor, Education
 B.A., Rhode Island College
 M.Ed., Tufts University

George Bukow
Adjunct Professor, Physics
 B.E.E., University of Santa Clara
 M.S.E.E., Massachusetts Institute of Technology

John Butler
Adjunct Professor, Criminal Justice
 A.S., Greenfield community College
 B.S., Western New England College
 M.A., Anna Maria College

Mary Lou Clark
Adjunct Professor, Fine Art
 B.A., Southern Methodist University
 A.M., The George Washington University

Michael Colucci
Adjunct Professor, Nursing
 B.A., Rhode Island College
 MAT, Rhode Island College
 A.S., Community College of Rhode Island
 M.S., Regis College

Ann Croke
Adjunct Professor, Mathematics
 B.A., Emmanuel College
 M.Ed., Tufts University

James Downey
Adjunct Professor, Business
 B.S., Suffolk University
 M.B.A., Western New England University

David Gates
Adjunct Professor, Nutrition
 B.S., Stonehill College
 M.S., Simmons College

Glenn Gaudreau, Ph.D.
Adjunct Professor, Biology
 B.S., University of Massachusetts/Amherst
 M.S., Northeastern University
 Ph.D., Boston University

James Gaul
Adjunct Professor, Chemistry
 B.S., Stonehill College
 M.Ed., Boston State College

Katherine Gimbel, R.N.C.S.
Adjunct Professor, Nursing
B.S.N., Northeastern University
M.S., Boston College

Mary Beth Goldman, R.N.
Adjunct Professor, Nursing
B.S., Southeastern Massachusetts University
M.S., University of Illinois at Chicago

Dirk Lorenz
Adjunct Professor, Philosophy
A.B., Catholic University
M.I.A., Columbia University

Diane Lyons
Adjunct Professor, Nursing
B.S.N., Northeastern University
Ann Mileris
Adjunct Professor, Mathematics
B.S., Bridgewater State College
M.Ed., Bridgewater State College

Abigail Mina
Adjunct Professor, Nursing
B.S.N., Northeastern University
M.S.N., Northeastern University

James Peters
Adjunct Professor, Computer Science
A.S., Quincy College
B.S., Northeastern University
M.S., Boston University Metropolitan College

Mary Phelan
Adjunct Professor, Accounting
B.S., Suffolk
M.B.A., Clark University

Sydney Scales
Adjunct Professor, Computer Science
B.A., Saint Anselm College

Walter Whidden
Adjunct Professor, Computer Science
B.A., Boston college
M.Ed., Eastern Nazarene College

A

Academic advising, 34
 Academic amnesty, 37
 Academic Competitiveness Grant, 31
 Academic dishonesty, types of, 37
 Academic honors, 35
 Academic integrity policy, 37
 Academic probation policy, 38
 Academic record changes, 63
 Academic standing, 39
 Access to campus facilities, 48
 Accounting, certificate program, 140
 Accounting, degree program, 80-81
 Accreditation, 6
 Add/drop policy, 39
 Address/name change procedure, 67
 Adjunct Professors, 193
 Administration, 191-193
 Admissions, General, 10-11
 Admissions, International, 18
 Admissions, Nursing, 12
 Advanced standing, 19
 Alcohol-free, drug-free campus policy, 49
 Alternative Loan Sources, 31
 Alumni affairs, 69
 Application form, 11
 Articulation agreements, 22
 Associate Degree in Nursing, 126-130
 Associate Degree in Nursing, Advanced Placement, 131-135
 Attendance and performance, 39
 Audit a class, 39
 Awarding of financial aid, 26-27

B

Behavioral Science, concentration, 117
 Board of Governors, 187
 Book vouchers, 31
 Bookstore, 34
 Business Management & Business Transfer, 82-85

C

Campus security, 47
 Career Services, 35, 69
 Certificate programs, 133-151
 Civility statement, 3
 Clinical Laboratory Science, 88-89
 College Executive Staff, 188-189
 College tuition and fees, 32
 Computer laboratories, 35
 Computer Science, certificate program, 135
 Computer Science, degree program, 90-93
 Core curriculum and electives, 76-78
 CORI, 50-51
 Cost of attendance, 27
 Course description, explanation of, 152
 Course descriptions (alphabetical order), 153-183
 Course selection, 39

Credits attempted, 29
 Credits earned, 29
 Criminal Justice, 94-96
 Criminal Offender Record Information, 50-51
 Cumulative GPA, 28-29

D

Dean's list, 36
 Degree programs, 80-132
 Degree programs, list of, 75
 Degree/certificate requirements, 39-40
 Directions, Plymouth Campus, 9
 Directions, Quincy Campus, 8
 Disability services, 34
 Disbursement of financial aid, 27-31
 Disciplinary action, 38
 Disciplinary procedures, 38
 Disciplinary process, academic & social violations, 51-53
 Dismissal, 39
 Dismissal appeal, 39
 Double-ups, 21
 Drama program, 104
 Drama society, 72
 Drug-free workplace policy, 53-54
 Drug-free, alcohol-free campus policy, 49

E

Early admission, 10
 Early Childhood Education, certificate program, 136-137
 Early Childhood Education, degree program, 98-99
 Elementary Education Transfer, 100-101
 English, concentration, 116
 Equal opportunity and non-discrimination policy, 55-56
 Evening classes, 22
 Exercise Science/Personal Training, certificate program, 138-139
 Exercise Science/Personal Training, degree program, 102-103
 Experiential Learning credits, 20

F

Faculty, 189-190
 Federal Pell Grant, 30
 Federal Direct Plus Loan, 30
 Federal Direct Subsidized Stafford Loan, 30
 Federal Direct Unsubsidized Stafford Loan, 31
 Federal Supplemental Opportunity Grant, 30
 Federal work study program, 31
 Fees and special programs, 32
 Final grade appeal procedure, 40-41
 Final grade appeal process, 40
 Financial aid application procedures, 25
 Financial aid eligibility requirements, 25-26

Financial aid process, 25
 Financial aid verification, 26
 Fine Arts, 104-106
 Francis X. Anselmo Library, 35

G

Gamma Beta Phi, 72
 General Studies, 107
 Grade report procedure, 41
 Grading system, 42
 Graduation procedure, 42

H

Harassment-free workplace, 58-60
 Hazing policy, 54-55
 Health Care Administration, certificate program, 140
 Health Care Administration, degree program, 108-109
 Health Care Administration, Medical Billing & Coding program, 110-111, 140-141
 Health insurance waiver, 11
 History/Government, concentration, 117
 Holds policy, 42
 Honors convivium, 73
 How to apply for general enrollment, 11
 Human Services, 112-113
 Humanities, concentration, 118

I

Identification card policy, 55
 Immunization policy, 55
 Incomplete grades, 42
 Independent study, 42-43
 Institutional Aid & Scholarships, 31
 International Student admissions, 18
 International Student organization, 72
 Internship, 43
 Intramural soccer club, 72

L

Law enforcement authority and interagency relationships, 48-49
 Law enforcement program, 142
 Learning Center, 34
 Liberal Arts, 116-122
 Library, 35
 Loans, Financial Aid, 30-31

M

Maintenance and security of campus facilities, 50
 Make-up examinations, 43
 Massachusetts Part Time Grant, 30
 MassGrant, 30
 Mathematics, concentration, 119

Medical Billing & Coding, 110-111
Mission Statement (College), 7
Music program, 105

N

Natural Science, concentration, 123
Nicastro Learning Center, 34
Non-credit programs, 69
Non-discrimination statement, 3
Non-traditional semesters, 21
Notification of loss of eligibility, 29-30

O

Orientation, 36

P

Paralegal Studies, certificate program, 144
Paralegal Studies, degree program, 130-131
Parking regulations, 56-57
Persona non-grata, 57
Phi Theta Kappa, 72
Phlebotomy, 146-147
Placement assessment, 11
Plymouth Campus, location and directions, 9
Policies regarding coursework, 29-30
Practical Nursing, 148-149-
Procedures for reporting a crime or emergency, 49
Proctored assessments, 44
Professional recognition ceremonies, 73
Psychology, concentration, 120

Q

Quincy Campus, location and directions, 8
Quincy College profile, 2
Quincy College Trust, 74

R

Racial harassment policy, 57
Re-admission, 21
Refund policy, 33
Refund policy (financial aid), 27-28
Registered Nursing, 124-126
Registered Nursing, Advanced Placement, 127-129
Registration form, 11
Removal from academic probation policy, 38
Repeating courses, 43
Reporting annual disclosure of crime statistics, 47
Reporting of criminal offenses, 48
Retention and disposal of records, 63
Return to Title IV Refund Policy, 27-28

S

SAP holds, 30
Satisfactory academic progress, 28

School profile, 2
Security awareness and crime prevention programs, 49
Service learning and volunteerism, 70
Sexual assault information, 50
Sexual harassment policy, 58-60
Smoking policy, 60
Social Sciences, concentration, 121
Sociology, concentration, 122
Starting a club/organization, 72
Student activities, 70-73
Student grievance procedure, 60-61
Student involvement in college governance, 73
Student newspaper, 73
Student organization policy, 70-73
Student profile, 2
Student records, 62-63
Student rights and responsibilities, 66
Summer financial aid award, 31
Summer sessions, 22
Surgical Technology, 150-151

T

Table of contents, 5
Tandems, 22
Timely warning, 47
Transcript request process, 22
Transfer credits, 19
Transfer services, 19-20
Tuition and Fees, 32
Tutoring, 34
Types of academic dishonesty, 37
Types of assistance (financial aid), 30-31

V

Values (College), 7
Variance to program requirements, 43
Verification of student identity for distance education, 44
Verification letter for insurance and apartment rental procedure, 67
Verify a degree or enrollment procedure, 67
Veteran's benefits, 63
Visual arts program, 106

W

Weekend classes, 22
When to apply, 11
Who's Who Among Students in American Junior Colleges, 73
Winter sessions, 22
Withdrawal, 33
Withdrawal policy, 44