

Quincy College

Faculty Handbook

2026-2027

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STATEMENT OF PURPOSE

This Faculty Handbook is intended to provide faculty with guidance regarding Quincy College academic policies, procedures, practices, resources, and expectations. All faculty members are responsible for becoming familiar with the information contained in this Handbook and with College policies and procedures applicable to their roles.

This Handbook is not an all-inclusive statement of College policies and procedures. Faculty should consult the Quincy College Policy Manual, Academic Catalog, applicable collective bargaining agreement, and other official College resources for complete and current information. Questions regarding policies, procedures, or employment matters should be directed to the appropriate Academic Dean, supervisor, or the Office of Human Resources. Current internal policies and resources may also be available through the College's SharePoint site.

This Handbook is not intended to create, and should not be construed as creating, a contract of employment between Quincy College and any faculty member. It is intended to be consistent with applicable collective bargaining agreements, College policies, and federal, state, and local laws and regulations. In the event of a conflict, the applicable law, collective bargaining agreement, or official College policy shall govern, as appropriate.

Quincy College reserves the right to revise, modify, suspend, or discontinue provisions of this Handbook as necessary to reflect changes in College policies and practices, collective bargaining agreements, regulatory requirements, or applicable laws. Faculty will be informed of material changes through appropriate College communication channels and/or revisions to the Handbook.

This Handbook remains in effect until revised or superseded by an approved successor.

A LETTER FROM THE CHIEF ACADEMIC OFFICER

Dear Faculty:

Welcome, and thank you for your dedication and service to Quincy College. Whether you are a full-time faculty member or an adjunct faculty member teaching in the classroom, online, in the laboratory, or in a clinical setting, you play an essential role in the success of our students and the strength of our academic community.

Our faculty bring a remarkable range of knowledge, professional experience, perspectives, and teaching approaches to Quincy College. Through your instruction, mentorship, encouragement, and thoughtful feedback, you challenge students to grow academically, professionally, and personally. Your commitment helps create an environment in which students feel supported, engaged, and empowered to achieve their educational and career goals.

As a member of the Quincy College faculty, you are part of a dedicated community of educators and professionals committed to academic excellence, student success, and continuous improvement. Our collective work ensures that students have access to high-quality, relevant educational experiences that prepare them for further education, meaningful careers, and lifelong learning.

The Quincy College Faculty Handbook is designed to serve as a practical resource throughout your work at the College. It provides important information, guidelines, expectations, and procedures that support your responsibilities as an educator, mentor, and advocate for our students. Faculty are also encouraged to consult the Quincy College Policy Manual and the current Quincy College Academic Catalog for additional institutional policies, procedures, and academic information. Your division deans, academic leadership, and Human Resources staff are also available to provide guidance and answer questions.

Thank you for the expertise, energy, creativity, and care you bring to our students each day. Your work is central to maintaining Quincy College as a welcoming, inclusive, and dynamic learning community. Together, we will continue to strengthen our programs, support our students, and advance the mission of Quincy College.

I look forward to working with you and to all that we will accomplish together.

Sincerely,

Karen Manning
Vice President of Academic Affairs

QUINCY COLLEGE SENATE

The Quincy College Senate is the internal governance body of the College. Its role is to advise the President. The Senate and its committees provide the College community with a forum to address and discuss matters of College-wide importance. Adjunct faculty are represented on the Senate and its committees and are encouraged to participate in ad hoc committees as well.

QUINCY COLLEGE MISSION

Mission Statement:

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

Values:

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

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

APPOINTMENTS

All adjunct faculty will receive an Assignment Addendum for the courses that you are teaching, and a Quincy College Adjunct Appointment letter. Please make sure to check the start and end date of each course as listed on the Assignment Addendum. Assignment Addendums and Appointment Letters should be signed and returned to your Dean promptly.

CAMPUS WORK SPACE

If you are looking for workspaces and places for student conferences, there are several options available on campus:

- Evening, weekend and summer Adjuncts often meet with students prior to or after class in their regular classrooms. Adjunct Faculty members should make note of this on their syllabus. Full-time faculty must post their office hours so that students can arrange to meet them in their offices.
- Adjunct Faculty are encouraged to use the faculty lounge on the third floor in Presidents Place to prepare for classes. Contact the Dean's assistant when space is needed for student conferences.
- Plymouth faculty are free to use their assigned office, or the adjunct office located in the Welcome Center if available. Reach out to the Dean for assistance if another space is needed.
- In Saville Hall, Adjunct Faculty may use Room 101 to prepare for class or use a computer/copier.

PHOTO IDS

IDs will be provided only to employees who have successfully completed the Human Resources orientation. Please contact the Office of Human Resources for more information. All Adjunct Faculty must have a college ID and must wear their ID card while on campus. IDs can be obtained from the IT Department in Presidents Place or the front desk of the Plymouth Campus at no cost to the instructor.

COMPENSATION

Adjunct Faculty teaching traditional full length courses during the Fall and Spring semesters are generally paid once each month distributed throughout the semester; Summer/Winter ten day session courses are paid in one installment at the end of the ten day session and all other Summer and nontraditional semester courses are paid in equal installments distributed throughout the Summer and nontraditional semesters (please refer to payroll schedules distributed at the beginning of each semester for specific dates).

At the beginning of each semester Adjunct Faculty shall receive an email notification from the manager of Payroll Services announcing the payroll schedule dates when Adjunct Faculty pay checks are mailed to the Adjunct Faculty addresses on file in the Office of Human Resources.

FACULTY MAILBOXES

Faculty mailboxes are located on the fourth floor of Presidents Place, in Room 101 of Saville Hall, and behind the main desk in the Plymouth Campus lobby. Your mailbox will be located in the building where you teach. Check your mailbox each time you are on campus, as important messages, student papers, memoranda, and other materials may be delivered there. To reduce paper use, faculty are encouraged to use Quincy College email and the College Portal for routine correspondence with students and colleagues.

TEXTBOOKS

Instructor textbooks are ordered before the start of each semester by the Academic Dean's Assistant. Edition updates and general textbook changes for the following academic year are typically considered in the spring. Faculty who wish to recommend a textbook change should consult their Dean by March.

Instructors are required to use the textbook selected for each course. Contact your Dean's office to obtain an instructor copy and available ancillary materials. Students seeking information about purchasing course materials should be directed to the appropriate Quincy College bookstore or current College bookstore information.

ROOM ASSIGNMENTS

Classroom changes may be made only with permission from the Office of the Registrar or, at the Plymouth Campus, the Plymouth Dean. A classroom that appears empty may already be assigned to another section. Faculty must not move a class from its assigned room without permission, and desks and chairs should not be moved between classrooms. Direct special classroom requests to the appropriate Dean.

THE QUINCY COLLEGE PORTAL:

The Quincy College Portal provides access to College systems and information used by faculty. Faculty should use current College login instructions and contact the IT Help Desk at itsupport@quincycollege.edu for assistance with credentials or access. Canvas should be used for course materials, announcements, assignments, and other course communication as appropriate.

CLASS LISTS

Class lists are available through the Quincy College Portal. Faculty should review their class lists at the beginning of the course and again after the Add/Drop period. If a student attending class does not appear on the official class list, direct the student to the Office of Student Records and Registrar to confirm enrollment before continuing in the course.

After the Add/Drop period, faculty will be notified when a corrected class list is required. Follow the current instructions in the Faculty area of the Portal to access and review your class list.

Review the class list carefully and follow current Registrar procedures for reporting students who have never attended or students who appear to be attending without official enrollment.

Submit any required corrected class list to your Academic Dean in accordance with current College procedures. Accurate class lists are essential for attendance reporting and final-grade processing.

THE SYLLABUS

All instructors must update and publish their course syllabus through the Simple Syllabus link in Canvas before the first day of class and follow the current Quincy College syllabus template. The syllabus is the central location for course-specific expectations and should include, as applicable: • course information and required College template content; • instructor contact information using the instructor's Quincy College email address, including preferred College-approved methods of communication and response expectations; • required course learning outcomes and the approved textbook/course materials; • grading and assessment methods; • attendance and participation expectations; • make-up and late-work expectations; • academic integrity expectations, including

course-specific expectations for generative AI and other technology; and • any course-, program-, laboratory-, clinical-, or modality-specific expectations required by the College or academic division. All sections of the same course must use the approved course content and learning outcomes and any common course materials required by the academic program. Faculty should consult their Dean when questions arise about required syllabus content.

CLASSROOM POLICIES AND STANDARDS

Food and beverages are not permitted in computer or science laboratories unless specifically authorized under applicable laboratory procedures.

All instructors are required to present a professional appearance in the classroom. While there is no strict dress code for faculty at Quincy College, jeans, tank tops, tee shirts, shorts and flip flops are never considered appropriate dress.

COPYRIGHT AND ACADEMIC INTEGRITY

Faculty are responsible for complying with copyright law and College requirements when reproducing or distributing instructional materials. Materials created by others should be appropriately cited or attributed. Questions about copyright or permitted instructional use should be directed to the appropriate Dean or College resource.

Faculty are also expected to comply with the College Academic Integrity Policy and to model appropriate citation and attribution in handouts, presentations, Canvas materials, and other instructional resources.

ATTENDANCE

Students are expected to attend classes regularly in order to make satisfactory academic progress. Faculty are responsible for maintaining accurate and current attendance records in accordance with College procedures and applicable reporting requirements. Course-specific attendance and participation expectations belong in the syllabus; see The Syllabus section of this Handbook.

The College reserves the right to administratively withdraw students from courses due to lack of attendance. Faculty are responsible for recording attendance, reporting prolonged absences as required, and following established College attendance-verification procedures.

Attendance should not, by itself, be graded. Faculty may assess measurable participation or in-class activities when they are tied to course learning outcomes and evaluated according to criteria communicated to students. Examples may include written exercises, quizzes, discussions, presentations, or problem-solving activities.

MAKE-UP POLICIES

Make-up opportunities for student absences are generally at the instructor's discretion, subject to College, program, and accommodation requirements. Faculty should state their course-specific make-up and late-work expectations in the syllabus; see The Syllabus section of this Handbook. When an exam or quiz must be administered at a time the instructor is unavailable, faculty should consult their Dean or the appropriate academic support office regarding available options.

NOTICES OF CONCERN

Faculty are responsible for identifying students who are not attending regularly or who may be at risk of failing a course. Submit a Notice of Concern through the designated College system in accordance with established College timelines and applicable Academic Calendar deadlines. Timelines may vary for accelerated or other nontraditional courses.

The Office of Academic Advising coordinates outreach after a Notice of Concern and may refer students to Tutoring, Student Success Coaches, or other appropriate College resources.

Faculty should continue communicating with students about attendance and academic performance, encourage them to seek assistance, and monitor their progress after a Notice of Concern is submitted.

Questions regarding Notices of Concern may be directed to the Office of Academic Advising at advising@quincycollege.edu.

AUDITING A CLASS

In accordance with Policy 5.05A, students who audit a course are designated as “AU” on the official class list and do not receive a letter grade. Auditing students may elect not to complete homework, examinations, or class projects. Faculty should consult Policy 5.05A for complete requirements.

CLASS HOURS

Your contract stipulates that your employment commitment to Quincy College is for a set amount of hours, and students have paid tuition based on those contact hours. Adhering to the published hours of a class will also assist your student to succeed in meeting the course objectives. Appropriate breaks should be built into the class time, but you must hold class for the entire scheduled time.

FIELD TRIPS

A Field Trip Request Form must be completed at least one week in advance and submitted to your Dean for approval. Field Trip Request Forms are available from your Dean. Student participation in a field trip is strictly voluntary. Due to liability, students must arrange their own transportation to and from the field trip. Faculty cannot transport students in their personal vehicles.

GRADES

Final grades are issued to students in letter grades at the end of each semester as follows (Policy 5.07):

Letter Grade	Percentage	Grade Point Average (GPA)
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

Do not award an 'A+,' 'D+,' or 'D-'. These grades are not recognized by Quincy College and the student will not receive a grade.

Students seeking a grade of AUD who wish to audit the course must request this status during the Add/Drop period.

Graded material may not be left unattended.

Students are graded on demonstrated performance on assignments, examinations, projects, participation, and other assessments identified for the course. Grading practices should align with the criteria and methods communicated to students in the syllabus and should reflect achievement of course learning outcomes.

INCOMPLETES, CHANGES OF GRADE, AND WITHDRAWALS

Incomplete Grades (Policy 5.07A): Faculty may assign an "Incomplete" grade when a student has completed a substantial portion of the expected coursework, typically 80–90%, but is unable to complete a final assignment or examination just prior to the end of the course for a reasonable cause. Selective Admissions programs may have their own standards regarding incomplete grades. If the coursework required to resolve an incomplete is not adequately completed within one semester, the grade changes to an "F." For complete requirements, refer to Policy 5.07A, Incomplete Grades.

Changes of Grade: Once a final grade has been submitted, any necessary grade change must follow the College's established grade-change procedure. Faculty should complete the appropriate grade-change documentation and obtain required approval from the appropriate Dean.

Withdrawal Policy (Policy 5.07B): A student who wishes to withdraw from a course or from Quincy College must complete and submit the official **Withdrawal Form through the MyQC student portal**. Informing an instructor or ceasing to attend class does not constitute an official withdrawal. The effective date of withdrawal is the date the Registrar's Office receives the completed Withdrawal Form through MyQC.

For a course withdrawal after the add/drop period, a grade of **"W" (Withdrawn)** will be recorded on the student's official transcript. A grade of "W" does not affect the student's GPA. In some circumstances, a student may be required to consult with or obtain approval from an academic advisor before withdrawing.

Withdrawals must be completed by the deadline published in the **official Academic Calendar**. Exceptions after the published deadline may be granted through a formal appeal or for documented extenuating circumstances. Students receiving financial aid should consult the Financial Aid Office before withdrawing, as withdrawal may affect current or future financial aid eligibility and may result in a balance owed to the College.

Faculty should direct students considering withdrawal to follow the official College withdrawal process and **should not independently assign a "W."** Faculty are responsible for maintaining and reporting attendance in accordance with College requirements. Students who fail to attend may be subject to administrative withdrawal in accordance with College policy.

GRADES AND STUDENT PRIVACY

Final grades are available to students electronically through the College's student portal. Faculty must protect the confidentiality of student grades and education records in accordance with the **Family**

Educational Rights and Privacy Act (FERPA) and applicable College policies. Grades and other non-directory student information should not be publicly posted or disclosed to unauthorized individuals. Student education-record information may not be released to individuals outside the College without the student's written permission, except as otherwise permitted or required by law.

FINAL EXAMS

Appropriate assessment and evaluation are integral parts of the learning process. Final examination and assessment requirements may vary by program, course, instructional modality, and/or accreditation requirements. Faculty should follow the requirements established by their academic program or division and consult with their Dean regarding any questions.

When a term paper, project, presentation, or other assessment is determined to be a more appropriate measure of student learning than a traditional final examination, such an alternative may be used in accordance with program or division requirements and with the approval of the appropriate Dean.

Final examination schedules and procedures may vary by program, course format, and academic term. Faculty are responsible for following the final examination schedule and requirements applicable to their courses. Any necessary changes or special arrangements should be coordinated with the appropriate Dean.

Faculty teaching online, accelerated, intersession, summer, evening, weekend, clinical, or other nontraditional courses should follow the final examination or assessment requirements established for their respective program and course format.

Faculty should consult their Dean and applicable College policies for current final examination and assessment requirements.

SUBMITTING FINAL GRADES

Faculty are responsible for submitting final grades through the **College Portal** in accordance with deadlines established by the College and the Registrar's Office. Timely submission of final grades is essential to ensure accurate academic records and allow the Registrar's Office to complete end-of-semester processing, including graduation requirements.

Final grades are made available to students electronically through the College Portal in accordance with College procedures.

THE FIRST DAY OF CLASS: TIPS FOR SUCCESS

The first class meeting is an important opportunity to establish expectations, begin building a supportive learning environment, and engage students in the course. Students benefit when instructors communicate clearly, foster belonging, and provide meaningful opportunities for participation from the beginning of the term.

Prepare and welcome students. Arrive early when possible and confirm that classroom technology, course materials, and the Canvas course are ready. Welcome students, introduce yourself, explain how you would like to be addressed, and briefly describe your background and interest in the subject. Share only personal information you are comfortable sharing.

Get to know your students. Learn and use students' names and provide opportunities for students to learn about one another. Consider asking students about their preferred name, academic or career interests, reasons for taking the course, prior experience with the subject, and what they hope to learn. Low-stakes activities such as introductions, think-pair-share exercises, or brief small-group discussions can help establish connections and a sense of belonging early in the semester.

Establish an inclusive learning environment. Discuss expectations for respectful communication, participation, collaboration, and classroom conduct. Consider developing or reviewing community agreements with students, particularly in courses that involve discussion of complex or contested topics. Make clear that questions, differing perspectives, and productive academic discussion are welcome.

Introduce the course and its purpose. Explain the major learning outcomes, course structure, assessments, and connections to students' programs, careers, or broader learning. Rather than reading the syllabus line by line, highlight the information students need most and show them where to find course policies, assignments, resources, and support information.

Discuss technology and generative AI expectations. Review the course-specific expectations stated in the syllabus, including whether generative AI is prohibited, permitted, or limited to particular assignments or purposes. When AI use is permitted, students should understand any requirements for appropriate use, attribution or acknowledgment, and work that must be completed independently.

Engage students in learning on the first day. Give students an opportunity to experience the type of learning they can expect throughout the semester. If the course uses discussion, group work, problem solving, case studies, laboratory activities, or other forms of active learning, introduce an appropriate activity during the first class. Explain why these approaches are being used and how they support student learning.

Assess prior knowledge and experience. Consider using a brief, low-stakes or ungraded diagnostic activity to determine what students already know and identify misconceptions or gaps in prerequisite knowledge. This may include a short pre-assessment, poll, reflection, problem, or discussion. Diagnostic activities can help faculty adjust instruction while helping students recognize areas where they may need additional support.

Connect students with support. Remind students where they can find academic and student-support resources, including Academic Advising, Tutoring Services, Student Accessibility Services, library resources, and technology support. Encourage students to seek assistance early when they experience academic or other barriers to their success.

End with clear next steps. Before students leave, explain what they should complete before the next class, where course materials can be found in Canvas, and how they should contact you with course-related

questions.

Resources for Faculty

- [Cornell Center for Teaching Innovation – The First Day of Class](#) — practical first-day strategies, including learning names, communicating outcomes, establishing an inclusive environment, and engaging students in course content.
- [Carnegie Mellon Eberly Center – First Day of Class](#) — guidance on assessing prior knowledge and motivation and introducing students to course content.
- [Columbia CTL – Fostering Belonging in the Classroom](#) — evidence-based strategies for creating classroom belonging, particularly at the beginning of the semester.
- [Columbia CTL – Designing an Inclusive Syllabus](#) — guidance on syllabus tone, transparency, accessibility, and inclusion.
- [Cornell Center for Teaching Innovation – Active Learning](#) — strategies for introducing and explaining active learning to students.

USING TECHNOLOGY IN YOUR COURSE

Faculty are encouraged to use College-supported technology to enhance teaching and student learning.

Canvas is Quincy College's learning management system and should be used, as appropriate, to provide students with access to course materials, assignments, announcements, grades, and other instructional resources.

Faculty should become familiar with the technology available in their assigned classrooms and test any required equipment before class when possible. Faculty who need technical assistance should contact the **IT Help Desk**.

When using PowerPoint presentations, online materials, images, videos, generative AI, or other digital resources, faculty should model **academic integrity and responsible use of technology**. Appropriate attribution and citation should be provided for materials created by others, consistent with copyright requirements and College policies.

Faculty should also ensure that digital course materials are **accessible to students with disabilities** and work with Student Accessibility Services when accommodations or additional support are required.

Faculty should communicate course-specific expectations for technology, including generative AI, through the syllabus and assignment instructions. Faculty may prohibit, permit, or limit the use of generative AI based on the learning objectives of the course or assignment, consistent with applicable College policies.

Social Networking and Fraternizing with Students

Faculty should maintain appropriate professional boundaries with students in all forms of communication, including social media, text messaging, and other digital platforms. Course-related communication should ordinarily occur through College-supported channels. Faculty should consult applicable College policies or their Dean when questions arise about professional boundaries.

TEACHING TIPS – STUDENT DIVERSITY

Quincy College students bring a wide range of backgrounds, identities, experiences, abilities, perspectives, academic preparation, and educational and career goals to the classroom. Inclusive teaching recognizes this

learner variability and seeks to create an environment in which all students have meaningful opportunities to participate, learn, and succeed.

Create a welcoming and respectful learning environment. Get to know your students and learn to pronounce their names correctly. Establish clear expectations for respectful communication and academic discussion. Consider developing classroom or community agreements that support respectful dialogue, particularly when courses address complex or potentially controversial topics. Creating a sense of community and belonging can support student engagement and learning.

Treat students as individuals. Avoid assumptions about students based on race, ethnicity, national origin, religion, sex, gender identity, sexual orientation, disability, age, language, socioeconomic background, veteran status, or other identities or characteristics. Recognize that students' experiences and perspectives may differ and that students should not be expected to speak on behalf of a particular group.

Provide multiple ways to participate. Participation can take many forms. Avoid relying exclusively on students who readily volunteer or on verbal participation as the primary measure of engagement. Consider structured discussions, think-pair-share activities, written reflections, polls, small-group activities, online discussions, and other methods that provide students with different opportunities to contribute.

Use groups intentionally. Structure group activities so that all students have meaningful opportunities to participate. Consider varying group composition, assigning or rotating roles when appropriate, and clearly communicating expectations for collaborative work. Avoid practices that consistently isolate particular students or result in the same students dominating group activities.

Reflect on your teaching practices. Periodically consider who is participating, whose perspectives are represented, who may be encountering barriers, and whether classroom practices are providing equitable opportunities to learn. Faculty may also solicit student feedback during the semester to identify what is supporting learning and what students are finding challenging.

Support students with disabilities and approved accommodations. Faculty must provide accommodations authorized through Student Accessibility Services and should not independently determine whether a student qualifies for an accommodation. Students seeking accommodations should be referred to Student Accessibility Services at sas@quincycollege.edu or 617-984-1724. Faculty should also use accessible and inclusive course-design practices that reduce unnecessary barriers for all learners.

Use inclusive and accessible course materials. When selecting textbooks, readings, examples, case studies, media, and other instructional materials, consider whether students encounter a range of relevant perspectives and experiences. Faculty should also consider accessibility when designing and selecting course materials. Universal Design for Learning encourages providing multiple ways for students to access course content and demonstrate learning while maintaining the same academic standards and learning outcomes.

Address challenging or potentially biased course content thoughtfully. Some disciplines appropriately examine historical or contemporary materials that contain stereotypes, discriminatory perspectives, offensive language, or contested ideas. Such material may be academically relevant to course learning outcomes. Faculty should provide appropriate academic context, facilitate respectful discussion, and help students critically examine the assumptions, perspectives, and evidence presented in the material.

Design assessments to measure the intended learning outcomes. Review assignments, examinations, examples, and grading criteria for unnecessary barriers or assumptions unrelated to the knowledge or skills being assessed. Provide clear instructions and criteria for success and, when appropriate, consider multiple ways for students to demonstrate learning. Inclusive course design and Universal Design for Learning are

intended to remove unnecessary barriers—not to lower academic standards or change essential course requirements.

Support multilingual learners appropriately. Faculty may allow students to use dictionaries, electronic translation tools, or other language-support resources when appropriate to the nature and learning objectives of an assessment. If spelling, vocabulary, language proficiency, or unaided communication is being assessed, use of these resources may not be appropriate. Faculty should clearly communicate which resources are permitted and ensure that electronic tools used during assessments do not provide access to unauthorized information.

Resources for Faculty

- [Cornell Center for Teaching Innovation – Building Inclusive Classrooms](#) — inclusive teaching, classroom climate, belonging, accessibility, community agreements, and managing classroom conflict.
- [Cornell – Universal Design for Learning](#) — practical strategies for participation, assignments, group work, accessibility, and reducing barriers.
- [CAST – Universal Design for Learning Guidelines 3.0](#) — the current UDL framework; Version 3.0 was released in 2024.
- [Cornell – Fostering Community and Belonging](#) — strategies for classroom community, respectful learning environments, communication, and student participation.
- [Cornell – Teaching & Learning in the Diverse Classroom](#) — a higher-education-focused resource addressing inclusive course design, social identity, self-reflection, engagement, and belonging.

ACADEMIC SUPPORT

ACADEMIC ADVISING

Academic Advisors are located on the Quincy campus and are also available to meet with students virtually over Zoom Teams or Google Meet. Advisors are available for one-on-one appointments to assist students with selecting their academic schedule for an upcoming semester. Appointments with Academic Advising are available through Calendly, the office's online scheduling system. The office also welcomes student walk-ins on campus.

Students may contact the Office of Academic Advising at **617-984-1720** or advising@quincycollege.edu. The Office of Academic Advising is open **Monday through Thursday from 8:00 a.m. to 5:00 p.m. and Friday from 8:00 a.m. to 4:00 p.m.** An official Quincy College student ID is required to access services in the Academic Advising Office.

All in-person Plymouth students may schedule an appointment with the **Dean of the Plymouth Campus, Cathie Maloney**, at **617-984-1660** or cmaloney@quincycollege.edu

Students enrolled in an academic program are assigned a Faculty Advisor and also have access to an Academic (Professional) Advisor. Current students may view the names of their assigned advisors on their course schedule, accessible through the QC Portal. Students should contact their Faculty Advisor directly to schedule an appointment for program-specific academic guidance and support.

STUDENT ACCESSIBILITY SERVICES

Student Accessibility Services works with the campus community, including our academic departments, faculty, and staff, to provide equal access and opportunity to educational programming and services for students with disabilities. Parking spaces designated as handicapped spaces are available in the Presidents Place garage, and at the Plymouth Campus.

Any student with a documented disability who is seeking an accommodation should contact **Meghan Giovannoni** at sas@quincycollege.edu or call **(617) 984-1724**. For more information, visit the Student Accessibility Services webpage. For the full policy, please refer to **Policy 6.07, Student Accessibility Services**, in the Quincy College Policy Manual.

Compliance regarding services for students with disabilities under the Americans with Disabilities Act should be forwarded to **Meghan Giovannoni, Vice President of Student Success and Partnerships**, at Presidents Place, 1250 Hancock Street, Quincy, MA 02169, **(617) 984-1724**, or by email at sas@quincycollege.edu.

MILITARY AND VETERAN SERVICES

Quincy College is compliant with all requirements of Veterans Benefits and Transition Act of 2018 (Section 103 Public Law 115- 407). Veterans, veteran dependents, and active-duty service members are able to use their federal education benefits here at Quincy College. Programs we are approved to administer include all chapters of the GI Bill®, Survivors & Dependents Educational Assistance, Tuition Assistants, VA Work Study, and MyCAA. Staff members are available to assist students with all aspects of

adjusting to civilian life: applying for educational benefits, admissions counseling, academic advising, financial management, disability services, and referral to outside agencies as required.

Appointments can be made by calling (617) 984-1641, or by emailing veterans@quincycollege.edu.

STUDENT LIFE

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, contact the Office of Student Life at studentlife@quincycollege.edu

LIBRARY SERVICES AND RESEARCH INSTRUCTION

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

Library Instruction Programs: The Library Staff provide general library orientations, FYS instruction in information literacy, customized course research refreshers and periodic special topic workshops. Customized instruction is especially valuable to help students prepare for research assignments and optimize their use of all of the resources important to their studies. Instruction venues are either in the classroom or the Library Computer Lab. The librarians create a variety of course specific guides to aid students with their assignments. These custom guides can be linked to your course portal page.

To schedule an instruction session for your class in either Quincy or Plymouth or a research guide contact the Director of the Library (617) 405-5949.

Course Reserves. Both the Quincy and Plymouth Libraries acquire the current editions of all course textbooks. These books are held on reserve for in-library use. Contact the library to arrange for any additional material you'd like in our reserve collections for your course.

INSTRUCTIONAL SUPPLIES

Faculty have access to instructional and basic office supplies needed to support their teaching responsibilities. Supplies are available at the campus or building where the course is taught.

Faculty should contact their Dean or Dean's Assistant for information regarding the location of supplies or to request course-specific instructional materials.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Adjunct Instructors who are currently teaching in a semester are encouraged to attend any professional development programs offered by the College to contract faculty members. If you plan on attending any of these programs, please let the Vice President of Academic Affairs/Chief Academic Officer know in advance. Funds have been set aside and a process has been established to provide assistance in attending professional development programs. Application and information are available upon request. Please email profdev@quincycollege.edu for more information.

Adjunct instructors who are teaching during the current semester are encouraged to participate in professional development opportunities offered by the College when eligible. Faculty interested in professional development support should consult current College procedures or email profdev@quincycollege.edu for information.

ADVANCEMENT

All newly hired adjunct teaching professionals start at the rank of Adjunct Instructor. QEA faculty advance according to the provisions in the collective bargaining agreement. After teaching ten years consecutively without a break in service adjunct faculty reach the position of Adjunct Professor, which includes an increase in the base pay rate if the instructor is not already earning the maximum teaching stipend.

EVALUATIONS

Faculty evaluations are conducted by the appropriate division Dean in accordance with applicable College procedures and collective bargaining agreements. Students are also asked to evaluate courses.

Student course evaluations are compiled by the Office of Institutional Research and Assessment and provided to the appropriate Dean for review. Faculty receive evaluation results in accordance with current College procedures.

QEA faculty should refer to the current Collective Bargaining Agreement for applicable evaluation procedures, including purpose, administration, and collection.

TUITION REMISSION

Quincy College offers the benefit of tuition remission to current employees of Quincy College and their immediate family members. Immediate family members are defined as spouse and children. Qualified employees are defined as:

- A current employee in active status;
- An employee in one of the following categories: professional staff, contract faculty member, and adjunct instructor contracted to teach in the current semester;
- Employees working a Regular Part-Time (RFP .5 or greater) position that is categorized as a benefit eligible position.

The College reserves the right to change or modify the tuition benefit policy, eligibility criteria and guidelines, as determined by the College, and may deny an application for request of the tuition remission benefit as detailed below:

POLICY:

- With the exception of Computer classes, remissions are granted by the President or President's designee once enrollment in a class exceeds eight;
- Tuition remission is not available for Nursing, Natural and Health Science programs, online third party courses and Science Lab courses;
- Request for tuition remission from first timers must include a nonrefundable application fee;
- A nonrefundable administrative fee per credit is charged to cover administrative costs;
- For computer and noncredit courses, the remission is 50% of the tuition.
- Requests for remission must accompany a request for financial aid where required (if so, FAFSA must be filled out and included as part of the tuition remission submittal);
- Requests for remission for a computer course is only approved if the number of students is eight, without reaching capacity, by the first day of the class;
- Adjunct Instructors are eligible for these benefits after a year of teaching in QC (fall, spring, summer in any order). After one year, they may apply for tuition remission during each semester in which they receive a contract for at least one three credit course;
- Only one person, per semester per family, may benefit from this policy for a fulltime load;
- A minimum GPA of 2.0 must be maintained to qualify for this remission in next semester;
- If the student withdraws from a class, he/she must pay 50% tuition for dropped courses in order to be eligible for remission during next semester;
- In the absence of special circumstances, no more than 2 students, with tuition remission may be allowed in each section. In case there are more requests, the date of request will determine the priority.

PROCESS:

The request for tuition remission must be made on a specific form available in the Office of Human Resources. Payment of fees and any applicable tuition is due at the time of registration. If, however, you are unable to include payment with submission of your tuition remission application to the Office of Human Resources, you may still submit your application for approval. Please refer to the Tuition Remission Application for more detailed information.

ACADEMIC INTEGRITY

Academic Integrity Statement — Policy 5.15

In keeping with its mission, Quincy College fosters a high standard of academic honesty for students, faculty, and staff and seeks to preserve the rights of the entire College community. All members of the College community are expected to adhere to the values of mutual respect and responsibility, as well as individual and institutional integrity.

Students are expected to understand the actions that constitute a breach of academic integrity and the sanctions that may result from academic dishonesty. The Quincy College community is committed to advancing the principles of honor and integrity in all academic activities. For complete requirements, definitions, procedures, and sanctions, faculty and students should refer to **Policy 5.15, Academic Integrity**, in the Quincy College Policy Manual.

Faculty Responsibilities

Faculty should clearly communicate academic integrity expectations in the syllabus and assignment instructions, including expectations concerning collaboration, use of sources, citation, examinations, technology, and generative artificial intelligence (AI). See The Syllabus section of this Handbook.

Students are responsible for submitting their own work unless collaboration or use of other resources is specifically permitted. Faculty should make clear when and how generative AI or other tools may be used, consistent with College policy and the expectations stated in the syllabus or assignment instructions.

Suspected violations of academic integrity should be documented and reported in accordance with Policy 5.15 and established College procedures. Faculty should follow the current College reporting and disciplinary process rather than independently establishing disciplinary procedures.

Academic Dishonesty

Academic dishonesty may include plagiarism, cheating, fabrication, facilitation, misrepresentation, or other conduct prohibited under the College's Academic Integrity Policy. Faculty should refer to Policy 5.15 for the governing definitions, procedures, and sanctions.

CLASSROOM CONDUCT

Faculty are responsible for helping maintain an orderly environment that supports teaching and learning. Conduct that interferes with or disrupts classroom, laboratory, library, clinical, or other academic experiences may constitute a violation of the **Quincy College Student Code of Conduct (Policy 6.16)**. The Catalog expressly includes conduct that disrupts these academic environments or violates a faculty member's syllabus.

A Faculty Member or College Official may, for the sole purpose of maintaining order in the classroom, direct a student to leave the classroom. If a student is directed to leave, the Faculty Member or College Official must submit an incident report through the Quincy College incident reporting system at the first opportunity and no later than the same day, describing the action and circumstances.

Important: A faculty member's authority to remove a student applies to the class meeting during which the removal occurs. If the student is to be excluded beyond that class meeting, the Catalog treats that action as an **interim suspension**, which may not take effect unless ordered by the President or designee in accordance

with the Student Code of Conduct.

Faculty should promptly consult their Dean regarding significant or recurring classroom conduct concerns and follow the Student Code of Conduct and College incident-reporting procedures.

SEX DISCRIMINATION AND TITLE IX — POLICY 3.03

Quincy College is committed to providing a productive learning environment in which students can pursue their educational goals. The College does not tolerate or condone **sex-based harassment or sex discrimination** and prohibits retaliation against individuals who participate in the College's complaint resolution process in good faith. Quincy College does not discriminate on the basis of sex in its education programs or activities, including admission and employment.

Faculty who receive a report or become aware of a concern involving sex discrimination, sex-based harassment, or a potential Title IX matter should promptly forward the information to the appropriate College coordinator in accordance with College policy. Faculty should not independently investigate or resolve such matters. The College's current complaint procedures state that a faculty member receiving a complaint has a responsibility to forward it to the appropriate coordinator and/or department for processing.

Title IX Coordinator

Meghan Giovannoni

Vice President of Student Success & Partnerships

617-984-1724

mgiovannoni@quincycollege.edu

EEO Coordinator

Elizabeth M. LaForest

Vice President of Human Resources

617-984-1610

elaforest@quincycollege.edu

For complete definitions, reporting requirements, supportive measures, investigation and grievance procedures, notices, appeals, and available resources, refer to Policy 3.03, Sex Discrimination Policy, in the Quincy College Policy Manual.

EQUAL OPPORTUNITY, NON-DISCRIMINATION, AND ANTI-HARASSMENT

Quincy College is committed to providing equal educational and employment opportunities and to maintaining a learning and working environment free from unlawful discrimination, harassment, and retaliation. The College prohibits discrimination and harassment based on characteristics protected by applicable federal and state law.

All members of the Quincy College community share responsibility for maintaining an environment free from discrimination and harassment. Faculty who receive a complaint or become aware of possible discrimination, harassment, or retaliation should promptly report the matter in accordance with College policy and should cooperate with any resulting investigation. Retaliation against an individual who

reports a concern or participates in an investigation is prohibited.

The College's designated coordinators are responsible for receiving and addressing complaints in accordance with College procedures. Faculty should not independently investigate or attempt to resolve complaints of discrimination or harassment.

Title IX Coordinator

Meghan Giovannoni

Vice President of Student Success & Partnerships

617-984-1724

mgiovannoni@quincycollege.edu

EEO Coordinator

Elizabeth M. LaForest

Vice President of Human Resources

617-984-1610

elaforest@quincycollege.edu

For complete definitions, reporting requirements, complaint and investigation procedures, confidentiality provisions, sanctions, appeals, and state and federal remedies, faculty should refer to the applicable Quincy College policies and procedures and the current Academic Catalog.

STUDENT RECORDS — POLICY 6.15

Quincy College maintains the confidentiality and security of student education records in accordance with the Family Educational Rights and Privacy Act (FERPA) and applicable federal and state laws. Access to student records is limited to authorized College employees and other individuals permitted by law or by the student's authorization.

The College may disclose information designated as directory information in accordance with Policy 6.15. Students may restrict disclosure of their directory information by notifying the Registrar's Office at registrar@quincycollege.edu from their Quincy College email by October 1 for the fall semester or February 1 for the spring semester.

Faculty are responsible for protecting the confidentiality of student education records and should access, use, and disclose student information only as permitted by FERPA and College policy. For complete information regarding student access to records, directory information, disclosure to third parties, and FERPA requirements, refer to Policy 6.15, Student Records, in the Quincy College Policy Manual.

RETENTION AND DISPOSAL OF RECORDS — POLICY 6.15A

Student records must be maintained and disposed of in accordance with applicable College retention requirements and state and federal guidelines. Records that have met their required retention period must be disposed of in a manner that protects the confidentiality and security of student information.

Faculty should follow College procedures regarding the retention and secure disposal of student records, including grades, assessments, and other student work containing personally identifiable information.

VERIFICATION OF STUDENT IDENTITY FOR DISTANCE EDUCATION

Quincy College maintains procedures to verify that a student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit.

Faculty teaching distance education courses must follow the College's approved student identity verification and assessment procedures, including any requirements related to secure login credentials, identification, or proctored assessments. Students who require alternative arrangements should follow the applicable College procedures.

For current requirements and procedures, faculty should refer to the Quincy College Policy Manual and applicable Distance Education procedures.

DISTANCE EDUCATION — PROCTORED ASSESSMENTS

When a proctored assessment is required in a distance education course, faculty and students must follow the College's current procedures for student identity verification and proctoring. Students who are unable to complete a required proctored assessment at a Quincy College location should contact their instructor as soon as possible regarding approved alternative arrangements.

Alternative proctoring arrangements must comply with current Quincy College distance education and student identity verification requirements. Faculty should consult the applicable College policy or contact the appropriate College office for current procedures and approved proctoring options.

STUDENT RIGHTS AND RESPONSIBILITIES — POLICY 3.01

Quincy College recognizes that membership in the College community carries both rights and responsibilities. Students are entitled to an intellectual, fair, and safe learning environment and to fair and equal treatment in matters of instruction, evaluation, and College services. Students also have responsibilities to comply with College policies and applicable laws, meet course requirements, avoid conduct that creates safety hazards or disruptions, and follow lawful instructions of College personnel.

Faculty share responsibility for maintaining an intellectual, fair, and safe environment for learning and should be familiar with students' rights and responsibilities when addressing classroom, academic, or conduct concerns.

For the complete statement of Student Rights and Responsibilities, refer to Policy 3.01 in the Quincy College Policy Manual and the current Academic Catalog.

The Catalog itself also directs readers to the Student Handbook for the Student Code of Conduct and additional student-related policies and procedures.

ACCEPTABLE USE OF COLLEGE TECHNOLOGY AND ASSETS

Quincy College is committed to protecting its employees, students, information, technology resources, and systems from illegal or damaging actions. College technology and data must be used appropriately and in a manner consistent with the College's mission, business interests, policies, and applicable laws.

Faculty and other users of College technology are responsible for exercising good judgment in the appropriate use of information, electronic and computing devices, College systems, and network resources.

Users must protect College information from unauthorized access, use, or disclosure; comply with College security requirements; and promptly report the theft, loss, or unauthorized disclosure of College information.

Quincy College may monitor equipment, systems, and network traffic to ensure compliance with College policies and security requirements. Prohibited activities include unauthorized access to College systems or data, violations of copyright or software licensing requirements, introduction of malicious software, circumvention of security controls, unauthorized disclosure of College information, and other illegal or unauthorized uses of College technology.

College email accounts are intended primarily for Quincy College business-related purposes. Faculty and employees are responsible for protecting College information transmitted by email and for complying with College requirements governing email use, retention, forwarding, security, and confidentiality.

For complete requirements governing the use of College technology, systems, networks, data, and email, faculty should refer to the current Quincy College Policy Manual, including Policy 9.10: Acceptable Use of College Technology and Assets and Policy 9.10A: Email Acceptable Use Policy, as well as related information-security policies.

DRUG-FREE WORKPLACE POLICY

Quincy College is committed to maintaining a drug-free and alcohol-free workplace and learning environment that promotes the health, safety, and well-being of students and employees.

Employees, including student employees, are prohibited from unlawfully using, possessing, manufacturing, distributing, dispensing, or selling illegal drugs or controlled substances, or using or possessing alcohol, while on duty, on College premises, or while conducting College business. Alcohol may not be served at a College-sponsored employee activity without appropriate authorization.

Employees are expected to comply with applicable federal and state laws and College policies concerning alcohol, controlled substances, and other drugs. Violations may result in disciplinary action, up to and including termination of employment, consistent with applicable College policies and collective bargaining agreements.

An employee who is convicted of a workplace violation of a criminal drug statute must notify the Vice President of Human Resources in writing within five days of the conviction, consistent with College policy.

Quincy College recognizes that substance-use concerns may require professional assistance. Employees seeking assistance are encouraged to contact Human Resources for information regarding available employee assistance and other support resources.

For complete requirements, procedures, and consequences, faculty should refer to the applicable Quincy College Drug-Free Workplace policy in the College Policy Manual. Students are subject to the College's student policies regarding alcohol and other drugs as provided in the current Academic Catalog, Student Handbook, and Student Code of Conduct.

FIRE ALARMS

In the event of a fire alarm or other emergency requiring evacuation, faculty and students should immediately evacuate the building using the nearest safe exit and follow instructions provided by College personnel or emergency responders.

Faculty should:

1. Direct students to evacuate promptly using the nearest safe exit.
2. Encourage students to remain together and proceed to the designated assembly area, when applicable.
3. Do not use the washrooms before evacuation.
4. Do not use elevators during a fire evacuation.
5. Do not re-enter the building until authorized by College personnel or emergency responders.

Faculty should become familiar with the emergency exits and evacuation procedures for the buildings and classrooms in which they teach.

SMOKING POLICY

Quincy College is committed to providing a healthy and safe environment for students, employees, and visitors. Smoking and vaping are prohibited within College buildings and within 25 feet of any College building. Smoking or vaping is permitted only in areas where such activity is specifically permitted or designated.

The sale of tobacco products on campus is prohibited.

All members of the College community are expected to comply with this policy and applicable state and local laws. Violations may result in appropriate disciplinary action in accordance with College policies and procedures.

For complete requirements, faculty should refer to the applicable Quincy College policy in the College Policy Manual.

CHILDREN ON CAMPUS

At times, students who are parents run into short-term childcare problems and may request that they bring their child to class. In addition, a student may request that they bring a guest to class. The faculty member may use their discretion in deciding whether this is appropriate. In such a case the conduct of the minor or guest must not be disruptive or put their own safety or that of others in jeopardy.

Responsibility for the supervision and safety of minors on campus shall rest sole with the person who brings the minor on campus. Quincy College cannot accept responsibility for the care and supervision of children or the safety or conduct of minors who may visit with college employees, students or guests.

CAMPUS SAFETY AND SECURITY

Quincy College is committed to maintaining a safe and secure environment for students, faculty, staff, and visitors. Campus security personnel are available to assist with safety concerns, emergencies, and incidents occurring on College property.

Reporting Emergencies and Safety Concerns. Faculty should promptly report criminal activity, safety concerns, or other emergencies occurring on campus to Campus Security and/or the appropriate College office. In an immediate or life-threatening emergency, call 911. Incidents should also be documented through the Quincy College incident reporting system when required.

Faculty should familiarize themselves with emergency procedures, evacuation routes, and safety information for the buildings and classrooms in which they teach and should follow instructions from College officials, Campus Security, and emergency responders during an emergency.

Building Access and Identification. Students, faculty, and staff are expected to comply with College requirements governing access to campus buildings and facilities. Students are required to carry their Quincy College identification card while on campus and must present it when requested by an authorized College official.

Access to specialized facilities, including laboratories and other restricted areas, is subject to applicable College safety and supervision requirements.

Campus Crime and Safety Information. Quincy College maintains and makes available campus safety and crime information in accordance with applicable federal requirements. Faculty should refer to the College's current Campus Safety and Security information, Annual Security Report, and applicable policies for current procedures, crime statistics, emergency information, and reporting requirements.

For current Campus Security contact information and emergency procedures, refer to the Quincy College website and College emergency resources.

CLASS CANCELLATIONS

If illness or an emergency requires a faculty member to cancel a class, the faculty member must notify the appropriate College offices as soon as possible.

Contract faculty must notify the Office of Human Resources by 8:00 a.m. at HR@quincycollege.edu and record the absence in ADP.

All faculty must notify their Academic Dean and Dean's assistant and call the class cancellation line at 617-405-5911. When reporting a cancellation, provide your name, course title, section number, scheduled day and time, and classroom location.

Faculty must also notify students of the cancellation through Canvas and/or College-approved communication channels as soon as possible.

Adjunct faculty must contact their Academic Dean regarding a plan to make up missed instructional/contact hours. The make-up plan must be submitted in writing within the timeframe established by the Dean. Make-up arrangements must be approved by the Dean and must not penalize students who are unable to attend an additional session.

Faculty should consult their Dean regarding appropriate methods for making up missed instructional time and any program-specific requirements.

SCHOOL/WEATHER CANCELLATIONS

College closures, delayed openings, and other weather-related changes will be communicated through official Quincy College channels. Faculty and students should rely on announcements that specifically identify Quincy College, rather than announcements concerning the City of Quincy or Quincy Public Schools.

Faculty should consult official College communications and the Academic Calendar for current information regarding College closures and schedule changes.

QUINCY COLLEGE HOLIDAY SCHEDULE

Please see the Quincy College website for an up-to-date Academic Calendar, including a listing of school closures: [2026-2027-Academic-Calendar.pdf](#)

QUINCY COLLEGE PHONE CONTACTS

Business Office	617-984-1630
College Bookstore (Plymouth)	508-747-0400
College Bookstore (Quincy)	617-405-5952
Dean of Liberal Arts & Professional Programs	617-405-5920
Dean of Natural & Health Science	617-984-5960
Dean of Nursing	617-984-5961
Dean of the Plymouth Campus	617-984-1660
Student Accessibility Services	617-984-1682 Quincy 617-984-1731 Plymouth
Human Resources	617-984-1613
Learning Center	617-984-1664 Quincy 617-984-1731 Plymouth
Library Services	617-984-5949
Payroll Services	617-984-1639
Plymouth Campus	508-747-0400
Public Safety/Security	857-225-1934
Quincy Campus	617-984-1700
Weather Cancellations	617-984-1700
Welcome Center	617-984-1728

IT SUPPORT

For assistance with the Quincy College Portal or other technology-related issues, please contact the **IT Help Desk at 617-984-1690**.

STUDENT IDS

All students are required to have a **Quincy College photo identification card** and are expected to carry their ID while on campus. Student IDs serve as proof of identification and are required to access Quincy College libraries, computer labs, and certain College services and resources.

Returning students may have their existing identification card validated with a current-semester sticker through the **Office of Campus Services**. Lost identification cards must be replaced and are subject to a replacement fee. Damaged or defective cards may be replaced at no charge in accordance with College procedures.

For additional information, please refer to **Policy 6.10, Identification Card Policy**, in the Quincy College Policy Manual.

ABOUT QUINCY COLLEGE

Quincy College is accredited by the **New England Commission of Higher Education (NECHE)**, an institutional accrediting agency recognized by the U.S. Secretary of Education.

Accreditation by NECHE indicates that an institution has been evaluated against established standards of institutional quality through a process of peer review. Accreditation applies to the institution as a whole and provides reasonable assurance regarding the quality of the educational opportunities offered by the institution. Accreditation does not constitute a guarantee of the quality of every individual course or program or of the competence of individual graduates.

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

New England Commission of Higher Education (NECHE)

3 Burlington Woods Drive, Suite 100
Burlington, MA 01803
781-425-7785

Surgical Technology – CAAHEP

The Quincy College Surgical Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA). Quincy College's current Surgical Technology page confirms this accreditation.

Commission on Accreditation of Allied Health Education Programs (CAAHEP)

25400 US Highway 19 North, Suite 158 Clearwater, FL 33763
727-210-2350

Physical Therapist Assistant – CAPTE

The Physical Therapist Assistant Program at Quincy College is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Commission on Accreditation in Physical Therapy Education (CAPTE)

3030 Potomac Ave., Suite 100 Alexandria, VA 22305-3085
703-706-3245
Email: accreditation@apta.org

Associate Degree in Nursing – BORN Approval and ACEN Candidacy

The Quincy College Associate of Science Degree in Nursing (ASN) program has full approval granted by the Massachusetts Board of Registered Nursing (MABORN). For more information, contact MABORN on the web at www.mass.gov/dph/boards or at 250 Washington Street, Boston, MA 02108, or by phone (800) 414-0168 or Alt. (617) 973-0900.

Effective February 19, 2025, the Associate of Science Degree in Nursing (ASN) program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status

expires on February 19, 2027.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

Practical Nursing – BORN Approval and ACEN Candidacy

The Quincy College Practical Nursing Certificate program (PN) program has full approval granted by the Massachusetts Board of Registered Nursing (MABORN). For more information, contact MABORN on the web at www.mass.gov/dph/boards or at 250 Washington Street, Boston, MA 02108, or by phone (800) 414-0168 or Alt. (617) 973-0900.

Effective February 19, 2025, the Practical Nursing certificate (PN) program is a candidate for initial accreditation by the Accreditation Commission for Education in Nursing. This candidacy status expires on February 19, 2027.

Accreditation Commission for Education in Nursing (ACEN)
3390 Peachtree Road NE, Suite 1400 Atlanta, GA 30326
(404) 975-5000

Radiologic Technology

The radiography program is accredited by the Joint Review Committee on Education in Radiologic Technology.

Joint Review Committee on Education in Radiologic Technology (JRCERT)

20 N. Wacker Drive, Suite 2850
Chicago, IL 60606-3182
312-704-5300
mail@jrcert.org

The program's current award is 3 years.

General program accreditation information and the current accreditation award letter can be found (<https://www.jrcert.org/programs/quincy-college/>)

QUINCY CAMPUS

Located minutes from Boston, the Quincy campus is situated in historic **Quincy Center** and is conveniently accessible by public transportation. College facilities are located near the **Quincy Center MBTA station**.

The Quincy campus provides classrooms, laboratories, computer and technology resources, library and tutoring services, student support services, faculty and administrative offices, and spaces that support academic programs and student activities.

Presidents Place houses classrooms, academic and administrative offices, student services, the **Anselmo Library**, laboratories and specialized instructional facilities, and faculty and Dean offices. **Saville Hall**, also located in Quincy Center, provides additional classrooms, laboratories, instructional spaces, and College offices.

Saville Hall

Saville Hall is within walking distance of Presidents Place and houses laboratories and classrooms. Both locations are within walking distance of the Quincy Center MBTA station (Red Line and Commuter Rail).

Faculty and students should consult the **Quincy College website and current College directory** for up-to-date information regarding office locations, services, and hours.

Presidents Place

1250 Hancock Street
Quincy, MA 02169

Saville Hall

24 Saville Avenue
Quincy, MA 02169

By Public Transportation: Take the MBTA Red Line or Commuter Rail to Quincy Center Station. Presidents Place and Saville Hall are a short walk from the station.

By Car: Faculty, students, and visitors should use the Quincy College website or a current navigation service for up-to-date driving directions, parking information, and campus access.

PLYMOUTH CAMPUS

Quincy College established its Plymouth Campus in 1991 to serve the educational needs of Plymouth and Southeastern Massachusetts. In 2007, the campus relocated to Cordage Park, a historic former rope-manufacturing complex in North Plymouth.

The Plymouth Campus provides classrooms, laboratories, instructional technology, faculty and administrative offices, and academic and student support services. Students enrolled at the Plymouth Campus have access to Quincy College programs, services, and resources in accordance with College policies and program requirements.

Academic program offerings and course availability may vary by location and semester. Students should consult the current Quincy College Academic Catalog and course schedule for programs and courses available at the Plymouth Campus.

All applicable Quincy College academic policies, student rights and responsibilities, and College requirements apply to students attending the Plymouth Campus.

Plymouth Campus

36 Cordage Park Circle, Suite 228
Plymouth, MA 02360
508-747-0400

TRANSPORTATION AND DIRECTIONS

The Plymouth Campus is located in **Cordage Park in North Plymouth**, with access from Route 3 and Route 3A.

Faculty, students, and visitors should consult the **Quincy College website or a current navigation service** for up-to-date driving directions, parking information, and campus access.

Public transportation options may be available through regional transit services. Faculty and students should consult current transit schedules and providers when planning travel to the Plymouth Campus.