



Massachusetts College of Pharmacy and Health Sciences School of Nursing

BSN Handbook

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This handbook is not intended and cannot be construed as a contract or guarantee of any kind, express or implied. Massachusetts College of Pharmacy and Health Sciences may change, delete, or add to it unilaterally in its sole discretion and without notice. This handbook supersedes any previous School of Nursing Undergraduate Student Handbook. Students are expected to know the contents of this Handbook. Students will be notified of changes in this Handbook as they occur. Additional guidelines and policies are contained in the individual course syllabi. Students are expected to know the contents of the course syllabi.

Message from the Dean

Dear BSN Nursing Student:

Welcome to the School of Nursing at Massachusetts College of Pharmacy and Health Sciences! Founded in 1823 as the oldest University in Boston, MCPHS is a private institution with a record of academic excellence and a distinguished tradition of innovation in teaching and learning. The School of Nursing offers accelerated Bachelor of Science in Nursing (BSN) program that educates students for professional nursing practice in an ever-changing healthcare environment.

The School of Nursing:

- Is uniquely designed as one School of Nursing with two accelerated programs (32-month traditional BSN program, and 16-month 2nd-degree BSN program), on three campuses: Boston, Worcester, and Manchester, New Hampshire;
- Is committed to a learner-centered education in which students are immersed in rigorous, relevant, and creative learning experiences;
- Builds clinical partnerships in which resources, knowledge, and experiences are reciprocated and connected through professional relationships and collaborations;
- Uses state-of-the-art simulation technology that promotes knowledge retention, critical thinking, clinical judgement, and self-confidence needed for safe, effective, professional nursing practice;
- Promotes an interdisciplinary collaborative learning environment where faculty and students actively engage in intellectual dialogues and scientific inquiry;
- Fosters an academic process that is reflective, and participatory; and
- Embraces humanity, quality, scholarship, and diversity.

Our vision of academic excellence is achieved through an engaged, creative, and positive learning organization, committed to social justice, innovation, scholarship, teaching excellence, and the formation of professional nurses ready to meet the evolving health care needs of a diverse global community.

The future of nursing rests with those entering the profession. We are dedicated to the advancement of all engaged in the endeavor of educating students to become caring, compassionate professional nurses and leaders to transform healthcare for all.

Warm Regards,

Tammy L. Gravel

Tammy L. Gravel, EdD, MS, RN
Dean and Chief Nurse Administrator, Associate Professor

Directory by Campus

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Approval and Accreditation



The Bachelor of Science in Nursing degree program at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education

<http://www.ccneaccreditation.org>.

The Master of Science in Nursing degree program at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education

<http://www.ccneaccreditation.org>.

The Doctor of Nursing Practice degree program at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education

<http://www.ccneaccreditation.org>.



Massachusetts College of Pharmacy and Health Sciences is accredited by the New England Commission of Higher Education (NECHE) through its Commission on Institutions of Higher Education. Accreditation of an institution of higher Education indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university has available the necessary resources to achieve its stated purposes 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.

The Bachelor of Science in Nursing (BSN) program in Boston and Worcester have Full Approval from the Massachusetts Board of Registration in Nursing (MBORN). The Bachelor of Science in Nursing (BSN) program in Manchester, NH has received Full Approval (2021-2031) from the New Hampshire Board of Nursing.

School of Nursing Guiding Statements

The School of Nursing (hereafter the *School of Nursing*) at Massachusetts College of Pharmacy and Health Sciences University (hereafter MCPHS or University) offers Bachelor of Science in Nursing (BSN), Master of Science in Nursing (MSN), Advanced Practice Nurse Practitioner Programs in Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner, Certificate of Advanced Graduate Study (CAGS), Doctorate of Nursing Practice (DNP) that prepare competent, caring, and ethical nursing professionals and leaders to meet the ever-changing needs of the healthcare environment. The philosophy, mission, vision, core values, goals, and outcome statements of the School of Nursing provide a guiding framework for its faculty, staff, students, and clinical partnerships.

Philosophy

Congruent with the philosophy and core values of Massachusetts College of Pharmacy and Health Sciences, the School of Nursing philosophy reflects the faculty's beliefs in a set of core values that are fundamental to nursing education, shared, and upheld by the nursing students, faculty and staff, and our clinical partners.

Education is a self-actualizing, creative, and lifelong endeavor involving systematic inquiry and progression from novice to expert. The educational process must be learner-centered to foster intellectual curiosity, critical thinking, and the responsibility of ongoing professional development. Nursing education must be academically rigorous and socially relevant, embracing multiple ways of knowing and integrating the liberal arts and sciences with professional nursing study. Weaving scholarly, professional, and practice-related activities throughout the education process creates a cohesive tapestry of caring and patient-centered care.

Nursing is deeply rooted in the science of caring and connection to others. Individuals have unique qualities and basic needs for respect and recognition of personal dignity. The universality of human rights and needs transcends the boundaries of age, gender, race, ethnicity, class, culture, language, spirituality, and religion. Human diversity and psychosocial-cultural factors influence and are influenced by the experience of individuals, communities, and society. Incorporation of humanity and respect is vital to the process of healing and the quality of nursing care.

The primary goals of nursing are to promote, restore, and maintain health, prevent disease, and provide care and comfort throughout the life span, during illness, and at the end of life. The patient is the center of nursing care and may be an individual, family, group, or community in varying states of health. Nursing appreciates the patient as having distinct and unique needs that continuously change throughout the lifespan as the patient interacts with the nurse, healthcare providers, and the environment. A nurse must anticipate and adapt to the changing needs of the patient. Identification of patient needs, the provision of nursing care, healthcare experience, and the environment are fundamentally connected. The nurse helps create a healing environment for each patient by collaborating with the patient and other healthcare providers to establish mutual goals that enable the patient to attain optimal health.

School of Nursing Mission

The Mission of the School of Nursing is to provide students with a high quality and innovative education and to foster scientific inquiry and professional service.

To fulfill the mission, we are committed to:

- Developing an innovative, dynamic, and socio-politically relevant model of nursing education based on theoretically-sound curricula, evidence-based practice, clinical practice that embraces acute and community-based care, and clinical reasoning based upon scholarly inquiry;
- Developing a curricular foundation that promotes reflective, ethical, compassionate, innovative, and intellectually rigorous nursing practice;
- Establishing a community of learners inclusive of students, faculty, and clinical partners who embrace a spirit of inquiry and a commitment to continuous professional growth;
- Promoting resiliency and integrity in nursing graduates for practice in dynamic, diverse, and complex healthcare environments;
- Fostering a community of scholars that advance nursing through excellence in the discovery, application, integration, and dissemination of knowledge; and
- Providing service to the School of Nursing, the University, the profession, and the community.

School of Nursing Vision

Our vision is to create a center of excellence in nursing education that embraces Interprofessional collaborative practice where education, scholarship, and clinical practice connect to advance both the profession of nursing and high-quality patient-centered care.

School of Nursing Core Values

As members of the School of Nursing and a broader community, we are committed to the following core values:

Respect

- Value and appreciate self and others across the boundaries of age, race, culture, gender, language, ideology, religion, and class.
- Seek to know, understand, acknowledge, and appreciate the uniqueness and contribution of self and others;
- Treat self and others in a caring and considerate manner; and
- Recognize that the patient is the center of nursing care.

Literacy

- Examine and process information in a critical and reflective manner;
- Appreciate and judiciously use literature from nursing science, liberal arts, and other health sciences;
- Cultivate a sense of intellectual inquiry and engage in the process of lifelong learning and development; and
- Embrace continual knowledge development as central to professional excellence and the advancement of nursing practice.

Practice

- Develop competence and advance acquisition of nursing knowledge, skills, attributes, and abilities;
- Communicate and collaborate as an integral member of the health care team;
- Apply nursing knowledge and skill in diverse practice settings; and
- Provide care in accordance with professional standards, practice within the legal and ethical

scope of nursing, and engage in continuous quality improvement of nursing care.

Integration

- Draw on existing knowledge and develop new knowledge in order to establish a nursing practice that is critically reflective and dynamic;
- Connect theory and multiple ways of knowing in the practice of nursing;
- Behave and present self in a manner that projects confidence and inspires trust; and
- Act with integrity, responsibility, and accountability in the practice of nursing.

School of Nursing Core Competencies

The core competencies necessary to meet the primary goals of nursing are *communication, assessment, critical thinking, and technical skill*. The core competencies allow the nurse to assess, plan, design, provide, and manage culturally competent, inclusive, cost-effective, high-quality, direct and indirect nursing care across the lifespan to diverse populations across an ever-changing healthcare delivery system. We strive to achieve competence in nursing practice through a thoughtful and intentional blending of theory, knowledge, and experience.

Our clinical partners allow for the sharing of resources, knowledge, and experiences between nursing practice and academic nursing. The goal of our clinical affiliations is to provide a solid, functional, and rigorous foundation for evidence-based nursing practice.

The future of nursing rests with those entering the profession. Throughout the various levels of nursing education, faculty and students refine and enhance the beliefs and values that sustain nursing education. We are dedicated to the advancement of all engaged in this endeavor. We believe that the most effective, inspiring, and celebrated professionals are individuals who continue to make their personal development primary and see it as essential to professional excellence. Nurses must be willing to grow and explore outside their comfort zone both personally and professionally as it enhances their ability to innovate, increases their efficacy, and enriches their lives.

BSN Program Goals

The School of Nursing provides excellent education that aims to prepare students as liberally educated persons and baccalaureate-prepared professional nurses. We are committed to:

- Incorporating the values of respect, literacy, practice, and integration;
- Building on a solid foundation of liberal arts and sciences;
- Connecting education to practice through affiliations and clinical immersion;
- Cultivating a learner-centered environment where individuals are empowered to think, conceptualize, reason, and make sense of the lived worlds;
- Providing opportunities for personal and professional development of students, faculty, staff, and clinical partners;
- Using knowledge and evidence-based teaching practice; and
- Preparing nursing graduates who are globally aware and informed for practice in a diverse and rapidly changing healthcare environment.

The BSN program prepares nurses to provide health care to diverse populations, and is consistent with the standards of the following professional organizations: *The Essentials (2021)* ; *ANA Code of Ethics (2025)*;

ANA Scope and Standards of Practice, 4th Ed. (2022); ;The ANA Nursing's Social Policy Statement (2025); IPEC Core Competencies for Interprofessional Collaborative Practice Version 3 (2023); National Council of State Boards of Nursing (NCSBN) Licensure Examination for Registered Nurses (NCLEX-RN) Test Plan; 244 CMR 6.04 Rules and Regulations of the Massachusetts Board of Registration in Nursing; Nur 600 Rules and Regulations of the New Hampshire Board of Nursing.

BSN End of Program Student Learning Outcomes

Upon the completion of the BSN program, graduates will be able to:

- Engage in Professional Nursing Practice grounded in caring behaviors that are patient-centered and culturally sensitive for individuals, families, and communities.
- Integrate the core competencies of critical thinking, communication, assessment, and technical skills in nursing practice.
- Integrate principles of quality improvement and safety; and use technology to deliver patient-centered care within health care organizations and systems.
- Demonstrate professional nursing behavior that involves accountability for one's self and nursing practice, and includes continuous professional engagement and lifelong learning.
- Demonstrate behaviors consistent with the application of contemporary leadership models in healthcare.
- Prepare for professional practice and licensure

The School of Nursing faculty is committed to delivering a nursing curriculum that combines active teaching-learning strategies, both direct and indirect clinical experiences, within an inclusive environment of respect, collaboration, and professionalism to students and prepares students for competent, resilient, compassionate, and skilled professional practice and leadership in healthcare.

Educational Mobility Statement

The BSN curriculum builds upon a strong foundation of liberal arts and science and the American Association of Colleges of Nursing (AACN) Essentials (2021). As personal and professional goals are revised, and nurses seek to gain advanced competencies, the BSN curriculum structure and content at MCPHS allows students to move to the graduate level (MSN Level) without unnecessary duplication of prior learning. However, as noted within the Progression Policy, BSN students must complete the curriculum in sequence. Each student must successfully complete all courses at the level (example: 200, 300, 400) to advance to the next level in the BSN curriculum. The School of Nursing does not accept nursing transfer credit from outside the School of Nursing.

Advanced Placement or Transfer of Military Education, Training or Service

The School of Nursing does not accept transfer nursing course credits from other academic institutions, military service schools or for military service experience. Pre-professional education or training of veterans is evaluated for transfer credit upon admission or transfer to the University.

Professional Comportment

Professional comportment (the manner in which one behaves or conducts oneself) is expected of all nursing students in the School of Nursing. Professional comportment embodies the core values of the University and is defined as behaving in a way that exemplifies respect for individuals, including those in

the academic setting, healthcare setting, and community of practice.

Communication is an important element of professional comportment and as such should be practiced throughout the nursing program. This School of Nursing BSN Student Handbook provides a framework to socialize students to behave in an ethical, responsible, and professional manner.

Breaches of professional comportment may result in the student's inability to be awarded a preceptorship or other similar penalty.

Students are expected to display a professional demeanor, interactions and boundaries with patients and their families, clinical staff, peers, faculty, and the public at all times, taking into consideration their representation of the profession of nursing and the University (See the [ANA Code of Ethics for Nurses](#)).

Essential expected behaviors include, but are not limited to:

- Consistent display of professional demeanor and appropriate interpersonal interactions and boundaries with patients, staff, and peers; including emails to faculty and staff,
- Adherence to the profession's Code of Ethics;
- Timeliness and adherence to preparation, attendance, policies, and deadlines;
- Prompt notification of absence or tardiness according to the established absence policies;
- Adherence to School of Nursing professional dress guidelines;
- Exhibiting professional and responsible behavior when representing the University in any manner or venue while wearing the white coat, clinical uniform, lanyard, or any University logo;
- Displaying professional conduct in using cyberspace (examples include, but are not limited to Blackboard, Email, X (Twitter), TikTok, Pinterest, Tumblr, Facebook, YouTube, etc.);
- Falsification of any test results;
- Academic and Professional Integrity congruent with the School of Nursing and the University

American Nursing Association (ANA) Code of Ethics for Nurses

The ANA Code of Ethics (2025) is one of several professional nursing standards that frame the curriculum of the undergraduate and graduate nursing programs. The Code provides a standard of practice to guide nursing professionals toward thoughtful, ethical, and high-quality nursing care. The ANA Code of Ethics underscores all activities within the profession of nursing and adherence to the principles is a prerequisite to participation in the School of Nursing.

It is an expectation that all students read and refer to the American Nurses Association (ANA) Code of Ethics (2025) located on the ANA website: <https://codeofethics.ana.org/home>

Provision 1: Dignity and Respect

- The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: Primary Commitment

- A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3: Trust and Advocacy

- The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4: Responsibility and Accountability for Practice

- Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5: Duties to Self

- The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6: Ethical Work Environments

- Nurses, through individual and collective effort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7: Knowledge Development and Social Policy

- Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8: Collaborative Relationships

- Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.

Provision 9: Commitment to Society and Social Justice

- Nurses and their professional organizations work to enact resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10: A Global Nursing Community

- Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing

General Policies

Compliance, Immunization Requirements and Clinical Onboarding

Students begin clinical rotations during the first semester of the professional nursing curriculum. All students **must** complete all requirements before the start of the semester before each level of the professional curriculum. **Adherence to the deadline set in place by the Clinical Placement Office is required in order to attend clinical.** Any missed clinical days due to noncompliance will be considered an unexcused absence.

Without full clearance of immunization requirements, students will not be eligible to begin clinical learning experiences, and consequently may be unable to meet course or program requirements. Students who do not meet course or program requirements will be required to step out of the course. The student may be considered for the next course offering if there is space and if compliance is completed.

Please refer to the section of the University Course Catalog and Student Handbook titled *Massachusetts College of Pharmacy and Health Sciences Immunization Requirements* attached as Appendix 1. Immunization information and clearances are provided through Castle Branch, the University's contracted vendor.

Some healthcare agencies and clinical education sites may have additional immunization requirements. To be eligible for clinical placements, students must meet **ALL University immunization** requirements and any additional requirements imposed by the clinical agency to which the student is assigned. **In cases where the clinical site does not pay for the completion of any additional immunization requirements,**

the student is responsible for paying any associated fees.

Immunization information and clearances are provided through the University's contracted vendor. Students must meet all deadlines for immunizations and testing/screening as outlined by the University. It is the student's responsibility to confirm requirements are up to date every semester in Castle Branch.

***Please note:** additional screening and testing may be necessary during public health emergencies.

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

In 1996, Congress passed federal regulations to provide portability of health insurance when an employee leaves a job as a way to be able to change insurance carriers without a break in coverage. The act contains other provisions that have a major impact on the practice of healthcare providers.

The Administrative Simplification Clause of HIPAA Title II addresses Electronic Transaction Standards, Unique Identifiers, Privacy Standards, and Security Standards concerning all data pertaining to the care of each individual patient in any healthcare facility. The provisions under the privacy and security standards impose strict compliance with confidentiality on the part of all who have access to patient records. All healthcare providers are required to have documented training regarding these patient privacy regulations.

All School of Nursing students are required to attend a formalized training session on HIPAA regulations provided by the University and/or by the clinical partner. Students are expected to adhere to all HIPAA provisions and standards related to patient privacy. Failure to do so may subject the student to disciplinary action under the University's Student Code of Conduct.

Criminal Offender Record Information (CORI) and Level 1 Background Check

Certain laws and accreditation standards require health care agencies to request Criminal Offender Record Information (CORI) about candidates for employment, volunteer, or training positions to determine if the candidate is eligible to be hired or on rotation in the agency. The majority of the clinical training sites at which MCPHS places students for educational experiences must comply with these laws. In order to be eligible for clinical placements, students must be cleared through a Level 1/National background check and CORI check. Additional Level 1/National background checks and CORI's may be required prior to returning from a Leave of Absence or Out of Sequence Status. In addition, clinical sites may require their own background check and/or CORI checks, and students may be asked to complete several release forms. In cases where the facility does not pay the charge for the background and/or CORI check, **the student is responsible for paying the fee.** If a site requires, but does not provide for obtaining background check and/or CORI checks, the student can obtain them through the SON's Clinical Placement Coordinator and will be responsible for any associated fees. The Level 1/National background check/CORI must be performed by the University's designated vendor due to clinical site/agency contractual requirements. **Students may be required to complete annual CORI checks.**

Students are expected to be of good moral character to attend clinical as well as sit for the NCLEX-RN examination to ensure the safety of all patients and caregivers in the clinical setting. Students are required to complete a Criminal Offender Record Information (CORI) at the outset of their tenure in the

School of Nursing, **prior to attending any clinical rotation**. **The cost of the CORI is the student's responsibility.** Additional CORI's may be required by specific clinical agencies and is also the responsibility of the student. If a student is out of sequence or takes a leave of absence, they may be required to complete another CORI check and/or complete an attestation form confirming that no change has occurred with their CORI.

In compliance with the policy of the Massachusetts Board of Registration in Nursing and the New Hampshire Board of Nursing, students are hereby notified that completion of the baccalaureate degree does not guarantee admittance to the National Council Licensure Examination for Registered Nurses (NCLEX-RN). According to Board Licensure Policy 00-11, *"any individual convicted of a felony or misdemeanor, and/or who has been disciplined by a licensure/certification body must be evaluated by the Board to determine a licensure applicant's compliance with the good moral character licensure requirement established by Massachusetts General Laws, Chapter 112, sections 74 and 74A."* The good moral character language states that *"Any individual who has been convicted of a felony or misdemeanor, and/or who has been disciplined by a licensure/certification body, or whose ability to practice professional nursing is adversely affected by physical or mental disability/illness that may endanger the health and/or safety of a person, should seek special advising prior to enrolling in any professional nursing program in Massachusetts."*

Individuals convicted of certain crimes may be permanently excluded from nurse licensure in Massachusetts and/or New Hampshire. Students should be aware that a court record might prevent them from admittance to the NCLEX-RN. Students who have questions about their eligibility should contact the appropriate State Board of Nursing directly (www.ncsbn.org).

Drug Testing Requirements for Clinical Sites

Some healthcare agencies and clinical sites may have additional drug testing requirements. In order to be eligible for clinical placements, students must meet any additional requirements imposed by the clinical rotations site to which the student is assigned. **The student is responsible for paying any associated fees and completing drug testing at sites per clinical partner.** Clinical site drug testing policies can preclude the student from attending clinical, thus unable to satisfy course and program requirements. The Drug Abuse Policy set forth in the University Student Handbook is included below.

Drug Use Policy

In accordance with the Drug Free Schools and Communities Act, MCPHS has adopted the following Drug Use policy.

Introduction

Only in an environment free of drug use can the University fulfill its mission of developing the professional, social, cultural and intellectual potential of each member of its community. The use of illicit drugs impairs the safety and health of students and employees, inhibits personal and academic growth and undermines the public's confidence in the University. For these reasons, it is the policy of the University that all University activities and University property shall be free of the unlawful use of drugs.

Prevention and Awareness Programs

Prevention programs are in place on campus, administered by the Student Affairs Office and in

conjunction with campus departments. The programs provide training and direct services to the University community and offer preventative educational and outreach activities. University supervisors, as well as student staff in the residence halls, receive training on issues regarding drug use. Members of the Student Affairs and Counseling Services staff are available for consultation concerning individual students with drug problems. Individual counseling is available to any student who seeks assistance for a drug problem. In addition, attendance at an evaluation session with a member of the Counseling staff may be required as part of a disciplinary sanction.

Student Affairs, Human Resources, and Counseling Services; along with the Student Health Center have established working relationships with area hospitals, community mental health centers and other social service agencies to facilitate referrals when treatment is needed. Please contact the above offices for listings of campus and community agencies, meetings and information about drug abuse.

Health Risks

The use of drugs, even infrequently, may seriously damage one's health. The Counseling Services or an individual's health care provider can provide more extensive information on the effects of specific drugs on an individual's health. Risks include, but are not limited to the following:

- Cocaine or crack use may be fatal, depending upon the cardiovascular response of the user. This drug is highly addictive, and withdrawal may result in severe depression.
- Tranquilizers and sedatives are also highly addictive, even in low doses. Use of these drugs in conjunction with alcohol is extremely dangerous and may result in the user becoming comatose.
- The intravenous use of drugs carries the additional risk of infection due to shared needles. HIV and hepatitis are transmitted in this way.
- Marijuana has properties of both depressants and stimulants and is considered a psychoactive drug. Marijuana contains more tar than tobacco and causes lung and bronchial disease, a chronic dry cough and respiratory irritation. Continued marijuana use has also been connected with memory loss and a motivational syndrome.
- Tobacco smoke contains carbon monoxide and may cause cancer and bronchial disease, a chronic cough and respiratory irritation. Smoking by pregnant women may result in fetal injury, premature birth and low birth weight. Chewing of tobacco may cause cancer.

General Provisions

- In accordance with federal and state law, students and employees of the University shall not unlawfully manufacture, distribute, dispense, possess or use controlled substances or prescription drugs. Doing so is in direct violation of the Drug Use Policy.
- The University reserves the right to charge a student with violating the Drug Use Policy based on the smell of marijuana alone.
- The presence of residue or paraphernalia, including but not limited to, bong, scales and pipes is prohibited and is a direct violation of the Drug Use Policy. Any student found in possession of paraphernalia will face disciplinary charges.

CPR Certification

All students must complete CPR training prior to beginning Nursing Core Courses. **The SON requires students to receive CPR training through the American Heart Association (AHA) and no other certifications will be accepted. AHA must certify students in Basic Life Support (BLS) Health Provider. Acceptable AHA courses include BLS (instructor lead) or Heart Code BLS (blended online/skill sign off). American Red Cross, First Aid, and online courses will not be accepted.** Students must provide a copy of

the card/e-card, indicating active certification (AHA requires recertification every two years), to campus Clinical Placement Coordinator. We recommend that the student verify the course in advance to ensure that the course is appropriate. It is the student's responsibility to confirm CPR requirements are up to date every semester.

Note: It is the responsibility of the student to submit evidence of all required annual updates of immunizations and certification renewals.

Physical, Technical and Professional Standards

A pre-licensure candidate for the BSN degree must have abilities and skills in the following areas: *cognitive, communication, observation, motor function and endurance, and behavioral*. Reasonable accommodation may be made for some disabilities; however, pre-licensure BSN students must be able to perform in a reasonably independent manner, with or without accommodation.

Students with a recent injury that requires the use of any assistive or supportive device are **not permitted** to participate in lab or clinical activities until they are fully cleared for unrestricted participation by a licensed healthcare provider.

Cognitive: Intellectual, Conceptual and Quantitative Abilities

- Follow policies and procedures of Massachusetts College of Pharmacy and Health Sciences and the cognitive requirements of the clinical sites hosting the faculty and students for learning;
- Comprehend and follow assignment directions, rubrics, and course syllabi developed by faculty;
- Demonstrate ability to achieve course and program outcomes;
- Demonstrate ability to comprehend, integrate, and apply knowledge;
- Develop and refine problem-solving skills crucial to practice as a nurse;
- Assess, analyze, and synthesize subjective and objective data to develop nursing diagnoses and comprehensive plans of care;
- Engage effective problem-solving and accurately prioritize patient needs in a prompt and timely fashion;
- Utilize current evidence, clinical judgment, and patient preferences to systematically assess, analyze, implement, and evaluate healthcare interventions; and
- Promote safe, culturally competent, quality care across the lifespan.

Communication

- Must be able to communicate effectively with patients, families, and members of the healthcare team through oral, written, and interpersonal means.
- Must be able to obtain information, describe and translate patient situations, and perceive both oral and non-verbal communication (including ability to understand normal speech without seeing the speaker's face).
- Must be able to speak, comprehend, read, and write in English at a level that meets the need for accurate, clear, and effective communication. Examples include but are not limited to: giving clear oral reports, reading watches or clocks with second hands, reading graphs, reading and understanding documents printed in English, writing legibly in English, and discriminating subtle differences in medical terminology.

Observation

- Must be able to observe a patient accurately. Examples include but are not limited to: listening to heart and breath sounds; visualizing the appearance of a surgical wound; detecting bleeding, unresponsiveness or other changes in patient status; detecting the presence of foul odor; and palpating an abdomen.
- Must be able to detect and respond to emergency situations, including audible alarms (e.g., monitors, call bells, fire alarms).

Motor Function and Endurance

- Must have sufficient strength and mobility to work effectively and safely with patients and carry out related nursing care. Examples include but are not limited to: lifting and positioning patients (lifting up to 50 pounds, carrying up to 25 pounds), transferring patients in and out of bed, cardiopulmonary resuscitation (AHA Basic Life Support/Healthcare Provider), preparation and administration of medications (oral, injection, intravenous, including hanging IV bags at shoulder height), reading and emptying body fluid collection devices below bed level, application of pressure to stop bleeding, clearing/opening an obstructed airway, provision of daily hygiene care.
- Must be able to complete assigned periods of clinical practice, including up to 12-hour shifts (including days, evenings, nights, weekends).
- Must be able to respond at a speed sufficient to carry out patient assignments within the allotted time.
- Must be able to tolerate physically taxing workloads.

Behavioral

- Must possess mental and emotional health required for total utilization of intellectual abilities.
- Must be able to respond and function effectively during stressful situations.
- Must be capable of adapting to rapidly changing environments and respond with flexibility in uncertain situations.
- Must be able to interact appropriately with others (patients, families, members of healthcare team, peers, and faculty) in various healthcare contexts.

Physical Requirements in Clinical Setting

Students must be able to meet all physical, technical and professional standards in order to attend classes/lab/clinical. Clinical agencies may have additional or agency-specific technical standards, which take precedence over Massachusetts College of Pharmacy and Health Sciences technical standards. In such instances, the program will attempt to provide a comparable alternative learning experience but if that is not possible, **students will not be able to progress in the program or complete program requirements.**

Technology Requirements

To enhance the virtual classroom, the School of Nursing uses the collaborative features offered by the Learning Management System (Blackboard). Massachusetts College of Pharmacy and Health Sciences has access to two platforms, Zoom and Collaborate Ultra. Please view the Technology Requirements at <https://is.mcphs.edu/services/computing-printing/technology-requirements> to ensure that your computer or laptop meets the requirements. Please view Collaborate Ultra from the menu on the left-hand side of the Blackboard Course Shell to review and install any updates on your computer to meet the technology

needs. Please know that Blackboard works best with Google Chrome. A headset, microphone, and camera are required to maximize the virtual classroom. All students are required to bring a laptop meeting the technology specifications in order to sit for in person exams.

Inclement Weather

Please refer to the Massachusetts College of Pharmacy and Health Sciences Student Handbook directory for information regarding University closure for inclement weather. In the case of inclement weather on a clinical day when the University does not close, students are expected to report to clinical as scheduled. However, at the discretion of the Associate Dean for Clinical Education and Experiential learning, scheduled clinical experiences may be delayed, cancelled, or dismissed early if travel conditions or weather forecasts pose significant concern for student safety. In addition, Massachusetts College of Pharmacy and Health Sciences realizes that some students travel more than thirty minutes to get to campus and the weather conditions could be very different from the student's home. Student safety is very important to the University. If the University remains open and inclement weather is a safety concern, a student may request an excused absence. The excused absence link for all campuses is https://mcphs.co1.qualtrics.com/jfe/form/SV_2ico1MDMpdjJ0Fw.

The Use of Social Media

Massachusetts College of Pharmacy and Health Sciences School of Nursing has adopted the National Council of State Boards of Nurses (NCSBN's) policy for social media. It is the student's responsibility to review and comply with the content contained in the NCSBN White Paper on Social Media. https://www.ncsbn.org/Social_Media.pdf. Students must also comply with the Massachusetts College of Pharmacy and Health Sciences Electronic Communications Policy, which is set forth in the Massachusetts College of Pharmacy and Health Sciences Student Handbook (attached as Appendix 2). If there is a conflict between the terms of the NCSBN White Paper on Social Media and the Massachusetts College of Pharmacy and Health Sciences Electronic Communications Policy, the terms of the Massachusetts College of Pharmacy and Health Sciences policy shall apply.

Students found to be posting information to social media sites that includes any information regarding our clinical partners, patients, other students, nursing faculty or other University information will be required to meet with the Dean or Campus Associate Dean and, if appropriate, be referred to the Dean of Students for a conduct review.

Academic Policies

School of Nursing Grading Policy for BSN Program

A	4.0	100-94
A-	3.7	93-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80 (Required professional GPA, for graduation)
C+	2.3	79-78 (Required passing course grade)
C	2.0	77-73
C-	1.7	72-70
D	1.0	69-60
F	0.0	<60

The overall professional GPA for the BSN program is 2.7. The School of Nursing grading practice is to eliminate decimal points and to assign whole numbers to final course grade. The “rounding up” of a final grade is based on 0.50 or above; not 0.49, 0.48, et cetera. For example, if the student's grade is 77.49 or less, the student's final grade of record is 77. Conversely, if the student's grade is 77.50 or above, the student's grade of record is 78.

For the BSN program, the minimum passing grade in any professional nursing (NUR) course is 78, and the overall required professional GPA remains 2.7. This represents the minimum passing grade to advance to the next level of the professional curriculum or complete the BSN program. **There are no extra points awarded for an earned final grade in any BSN course.**

Students who wish to appeal a final earned course grade must follow the University's grade appeal process as detailed below and also in the University Course Catalog.

Course Work

All assignments are due at the times specified in the course syllabus. *Issues/concerns regarding the completion and or submission of the assignment must be brought to the attention of the course faculty prior to the due date of the assignment. Grades will not be reconsidered after submission of the assignment and subsequent posting of the grade.*

Faculty, at their discretion, may allow for a time extension up to a maximum of seven (7) days. Unless additional time has been granted by the course coordinator for completion of an assignment, or unless otherwise stipulated in the course syllabus, a maximum achievable grade will be calculated upon receipt of the late assignment. **The maximum achievable grade will be based upon a loss of five (5) points per day for each calendar day that a paper is late.** For example, a paper that is four (4) days late can receive a maximum achievable grade of eighty (80) points. The assignment is then graded and points are subtracted from a total of eighty (80), as opposed to one hundred (100). All assigned work must be submitted, regardless of how late, to successfully complete the course and receive a course grade.

All written assignments are required to be submitted in the corresponding Assignment drop box in Blackboard. Source matching software (Turn-it-in/Safe assign) is a tool used by universities to help students detect opportunities for improvement in written communication as well as to detect any plagiarism. Please

note that source matching software program Massachusetts College of Pharmacy and Health Sciences uses is set to allow for no more than **20% similarity index** on written assignments. If assignments have a similarity index greater than 20%, students should revise the work according to the recommendations of the source matching software program. There are also free programs such as Grammarly that can be utilized prior to submitting into Turn-it-in/Safe assign (<https://www.grammarly.com/>).

Exams/Testing

Exams will be objective and utilize NCLEX-style questions to measure your progress on a sequential basis during the course. Questions on the exams are derived from all sources of learning materials utilized in the course. Examination format may include multiple choice; fill in the blank, and alternate format questions. Examinations are administered through computerized testing to help mimic the conditions you will encounter when you take the NCLEX as well as, providing several different item analysis statistics which help faculty understand your performance as well as aggregate data class performance on the exams.

NCLEX style questions are written using Bloom's taxonomy. Bloom's Taxonomy differentiates between being able to recognize a concept and being able to use that concept at a higher level. The Bloom's levels of cognitive functioning are: Remember, Understand, Apply, Analyze, Evaluate, & Create. What does this mean? Answers to examination questions will not rely on rote memory. Instead, you will be tested on your knowledge and ability to critically think in order to apply, analyze and evaluate health care situations.

The School of Nursing does not provide study guides for any examinations within the BSN Professional Curriculum.

Test Environment/Security/Administration

Faculty will follow the University Policy on Academic Honesty when giving examinations and ensure that proctors are present at all examinations in compliance with this policy. At least one course faculty will be present during an examination to address issues that may arise. Faculty will utilize the following exam practices whenever possible:

- All students must arrive with their electronic device charged and the exam uploaded.
- Students entering an exam room will be randomly seated.
- Seating assignments will be randomized and spaced throughout the exam room, allowing for adequate spaces between students.
- **NO smart watches or cellphones are allowed in the testing environment.**
- No electronic headphones or ear buds are allowed unless specifically required by course faculty. Otherwise only disposable ear plugs for noise canceling (if needed) are allowed.
- Hats, ball caps, and hoods are not to be worn in the test environment. Cultural and religious headgear is exempt.
- For exam security, faculty reserves the right to limit items and inspect any items brought into the testing environment.
- Additional requirements for integrity during online/remote exams will be specified by remote proctoring software and/or by School/ Program and course instructor.
- Time per item is congruent across each campus as outlined in this policy.
- No student questions are allowed unless it is related to a technical issue.

Test Day Policy

This policy establishes expectations for in-person testing at MCPHS School of Nursing. The purpose is to ensure consistency, promote academic integrity, and support a fair and focused testing environment.

Campus-specific adaptations may be implemented at the discretion of the course coordinator and campus Associate Dean.

Arrival and Check-In

- Students must arrive 10–15 minutes early to allow time for check-in and seating.
- MCPHS ID badge must be presented to faculty upon entering the testing environment.
- Students must present their computer to faculty for a 360-degree visual inspection. Computers must be free of external materials, including sticky notes, paper, or other unauthorized items.

Device Preparation

- Students must arrive with a fully charged computer.
- Required exam software (e.g., Exemplify) must be downloaded in advance.
- Devices must be restarted and connected to Eurodrom prior to the exam.
- No programs or applications other than the testing platform may be open during the exam.

Personal Belongings

All personal items, including coats, backpacks, keys, phones, smartwatches, and other electronic devices must be powered off and stored in a designated area or secured locker, depending on campus-specific procedures.

Allowed Items

- **Water:** Clear water bottles with labels removed are permitted.
- Writing utensil: one pen or pencil is allowed.
- **Earplugs:** Foam earplugs are allowed. Bluetooth or wireless headphones are **not** permitted.
- Privacy screens are not permitted unless specifically approved as an accommodation by OSAA.
- Head coverings: Cultural and religious head coverings are allowed. Hats, ball caps, and hoods are not permitted.
- Charging cable for computer.
- **Scrap Paper:** Will be provided by the proctor or faculty. Students must write their name and student ID on the paper and return it at the end of the exam, even if it is unused.

Seating

- **Seating** will be randomly assigned and spaced to maintain adequate distance between students.
- Faculty may modify seating arrangements at their discretion at any time.

Exam Environment

- Silence must be maintained at all times.
- Students may not speak, gesture, or communicate in any way during the exam or review period.
- When the exam is complete, students must display the required “Upload Complete” or “Review Complete” screen to the faculty or proctor before closing their computer.
- Students may only leave the room with faculty or proctor permission for brief bathroom breaks. Only one student may leave at a time. All departures and returns will be documented. No other departures are permitted. The exam timer will continue during any breaks; no additional time will be granted.
- Students must follow all instructions from faculty and proctors.

Exam Review

- Exam reviews may be conducted immediately following the exam, at the discretion of the faculty.

- Testing and exam review must be on the same device.
- Students must remain seated and silent throughout the review. Discussion is not permitted.
- Students may not challenge or debate questions or points with faculty or proctors.
- All scrap paper from the exam must be returned before the start of the review.
- No personal items, including writing utensils or paper, are allowed during the exam review.
- Students arriving late will not be permitted to participate in the review.

Policy Violations

- Any behavior suggestive of academic dishonesty will be documented and addressed as a violation of academic integrity in accordance with MCPHS and School of Nursing academic integrity policies.
- Students are encouraged to report academic integrity breaches to faculty or the campus Associate Dean.

Exam Makeup Policy

If a student is absent for an exam, they must notify the course coordinator as soon as possible about the absence and request an excused absence using the SON absence policy process as outlined in the Student Handbook. If the absence is declined, the student will receive a score of zero. If the absence is excused, the student will be scheduled to take the make-up exam. The format of the make-up exam is at faculty discretion and may include different questions from the exam that was missed.

1. If possible, the goal is to have the student take the exam prior to the exam review. If this is not possible, the student must not be present in the classroom during the exam review.
2. Students need to make up missed exams prior to taking next scheduled exam.

Final Exams

Final exams are not developed by faculty, except in selected courses. The BSN program utilizes HESI as a standardized final examination in most courses. NUR 201, 401, 501, and 522 do not have HESI final exams.

Time Allotted for Each Item

Faculty-constructed Exams

- For each multiple choice and alternative item, timing will be set to 1.5 minutes per item.
- For each NGN question included in the exam, add an additional 1 minute to the exam (in other words, 2.5 minutes per NGN question).

HESI Exams

- All HESI Final Course Exams have NGN integrated and are scheduled for 2.5 minutes per question regardless of item type.
- HESI Exit Exams are scheduled for (28 NGN questions at 2.5 minutes each and 102 questions at 1.5 minutes each) 223 minutes (~3.75 hours).

Exam Review

The purpose of an exam review is to provide students a structured and transparent process to self-review their exam performance, understand errors, and clarify content gaps. This policy ensures fairness while upholding academic integrity and assessment reliability.

- Will be held per faculty's discretion.
- Will be held only after all students have taken/made up the exam.

- Students must attend a scheduled exam review session to be eligible to review their exam. Students will have NO access to review exams outside of the classroom exam review window.
- The environment for a formal classroom exam review will be the same as if sitting for an exam. Students will have nothing but the electronic device on which they took the exam to review their individual exam using Exemplify.
- No electronic devices, note-taking materials, or copying of exam questions are allowed during the review session.
- Exam review is a silent process. Discussion with peers is not permitted. Students shall not debate questions or points with course faculty.

Addressing Student Concerns with Exam Scoring

- Students have 48 hours after the exam review to contact course faculty with any questions related to the exam content/scoring.
- If students have concerns with item analysis/grading of exam they need to request a meeting to discuss concerns with course coordinator/teaching team for the course.
- Student must attend exam review prior to meeting individually with faculty to discuss concepts.

Exam Security and Professional Conduct

- Students are expected to follow the academic integrity policy and maintain professionalism throughout the review and remediation process.
- Disruptive behavior, arguing, or attempting to negotiate grades during review sessions will not be tolerated.

Any breach of academic or exam integrity, including copying or sharing content, will result in disciplinary action.

Quiz/Exam Review

The School of Nursing has partnered with the testing vendor HESI (Health Education Systems, Inc.) to provide nationally benchmarked and normed content proctored exams to allow faculty and students to better assess acquisition of nursing knowledge congruent with the NCSBN NCLEX test blueprint.

The additional platform of ExamSoft is used to administer exams within the courses. ExamSoft is used to administer all faculty-created course exams. After each exam, the exam questions are reviewed by faculty looking at several different statistics to provide insight to the instructors on individual and aggregate performance on the exam. The exam statistics are reviewed by no fewer than 2 faculty members and any adjustments to scores are made prior to the grade being released to the students.

After the exam is completed and the grade is posted by the respective faculty member, there will be a designated time to allow students to review missed concepts from the exam. The format of the Exam Review is at the discretion of course faculty in order to provide the best learning opportunity for each course. Formats may include but are not limited to silent reviews, open forums, group work, etc.

Students have 48 hours after the Exam Review to contact the course faculty with any questions related to that exam. For security and/or other reasons, quizzes/exams administered in courses scheduled in sections

may not be the same. Course faculty has the right to modify quiz/exam format/type based upon their judgment.

With all HESI examinations, due to the process used to validate questions and the proprietary nature of the exams students are not able to review the specific questions on the examination. Students will have the opportunity to review and analyze completed exam content analysis and missed concepts through HESI individualized remediation package. This process enables students to perform better on exams by analyzing their strengths and weaknesses as a test-taker. It is used to help students determine how to improve the way they prepare for and take tests. Students are expected to review their missed concepts and complete remediation activities to ensure success as they move forward with the curriculum.

The BSN program uses a campus-based Testing Policy for all administered examinations. Any breach in academic integrity will be subject to the School of Nursing and University policies.

Mandatory NCLEX Review

All students are required to complete the NCLEX review course provided by the University. Attendance at the NCLEX review is **mandatory**. Failure to attend the NCLEX review will **preclude the student from graduation** and subsequent eligibility to take the NCLEX examination.

APA Style

All formal papers must conform to guidelines of the *Publication Manual of the American Psychological Association*, 7th edition with the exception that page numbers must be included on all pages. In addition to the *Manual*, students may find the following references helpful:

- APA Research Style Crib Sheet: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html
- APA Citation Style: https://liu.cwp.libguides.com/sb.php?subject_id=13235
- APA Style.Org: <http://www.apastyle.org/>

Incomplete Grades

The University Catalog details the Incomplete Grade Policy. This policy is also included below. Courses with a grade of Incomplete must be completed within three weeks of the new semester following the academic term (including summer sessions) in which the Incomplete grade was assigned, or the grade automatically becomes an F. The instructor is responsible for notifying the Office of the Registrar regarding any student who has been granted additional time for coursework completion. The instructor also must specify the extended time period, up to one semester. No student may progress to courses for which the course with an Incomplete is a prerequisite until the work is completed and the I grade is changed. Incomplete grades render a student ineligible for the dean's list. No student can graduate with an Incomplete grade in any course necessary for graduation.

Grade Appeals

Students who wish to appeal a final earned grade must follow the University's grade appeal process as detailed in the University Catalog and is included below.

A student who wishes to appeal a final earned grade of a course must do so within **two weeks** of the grade being posted by the Registrar's Office.

- The first appeal should be in writing to the course instructor, who must make a decision to uphold or change the grade within **3 business days of the appeal**. The written appeal should contain the rationale for the appeal.
- If a mutually acceptable agreement cannot be reached (or the instructor does not respond within 3 business days), **the student has 3 business days** to appeal in writing to the administrator in charge of the academic unit offering the course (Department Chair, Program Director or designee). The appeal should contain the rationale for the appeal and the result of the appeal to the instructor. The academic unit administrator must decide to uphold or change the grade within 3 business days of the appeal.
- If this procedure does not successfully resolve the matter (or if the administrator does not rule on the matter in 3 business days), the student has 3 business days to appeal in writing to the chief administrator (School of Nursing Dean or designee) overseeing the academic unit offering the course. The appeal should contain the rationale for the appeal and the results of the appeals to the instructor and the academic unit administrator. The chief administrator will uphold or change the grade and inform the student within three business days. The decision of the chief administrator is final.
- Decisions on grade appeals are based solely on objective grade information. **If the grade appeal affects a student's progression status, the grade appeal process must be completed on or before the first day of class/clinical rotation, before the start of the next semester.** It is the student's responsibility to initiate the grade appeal.

Progression and Retention

Students must complete the requirements for the BSN degree within five (5) years (32-month track) or three (3) years (16-month track). If this time limit from the date of admission into the major has elapsed and the student has not completed degree requirements, the student must request an extension in writing and meet with the School of Nursing Dean, who may approve or deny the extension request. The School of Nursing Dean's decision is final and not subject to further appeal.

General Progression Guidelines

- Please refer to the **Good Academic Standing Chart** set forth in the Massachusetts College of Pharmacy and Health Sciences Course Catalog (attached as Appendix 6).
- A **minimum grade of C+ (78)** is required for the following pre-professional/pre-requisite courses: Anatomy and Physiology, Chemistry, Microbiology, Chemistry of Nutrition, Human Development, Math for Nurses, Interprofessional Communication and Statistics.
- Progression in the nursing major is dependent upon the student maintaining a cumulative **professional grade point average (GPA) of 2.7** in all nursing courses (those with an "NUR" prefix).
- Professional courses may not be taken on a Pass/Fail basis.
- **The minimum passing grade for all professional courses is C+ (78). This represents the minimal acceptable earned grade to advance in the professional BSN curriculum.**
- All nursing courses are taken in specified sequences. Students cannot advance to the next level in the professional BSN curriculum, unless all courses at the level are successfully completed with an earned grade of 78 or better.
- An individual nursing course may be taken only once. **A second failed attempt of the same course (C, C-, D, F) will result in dismissal from the nursing program.** Throughout the nursing program, a

student may repeat no more than **two separate nursing courses**. **A third failed attempt (C, C-, D, F) in any nursing course will also result in dismissal from the nursing program.**

- Clinical and laboratory components of nursing courses are graded on a **Pass/Fail basis**. A failing grade in clinical or laboratory will result in course failure, regardless of didactic grade. If a student is unsuccessful in the didactic portion of a course, but successful in the clinical/lab component, this will result in a course failure. The student will need to successfully retake all **didactic, lab, and clinical components in order to receive course credit and advance in the professional BSN curriculum.**
- Please refer to the Massachusetts College of Pharmacy and Health Sciences Course Catalog for Massachusetts College of Pharmacy and Health Sciences academic policies (attached hereto as Appendix 4, 5 and 6), all of which apply to the BSN degree program, including but not limited to those pertaining to leave of absence, academic probation, academic dismissal, re-admission, progression, and graduation.
- All students are encouraged to utilize the Center for Academic Success and Enrichment (CASE) to maximize efficiency, effectiveness, and independent learning. Details regarding the Center for Academic Success and Enrichment can be found on the my.mcphs.edu portal:
<https://my.mcphs.edu/en/departments/academic-support>

Out of Sequence Status

If a student fails any nursing course, the student will be designated as “out of sequence” and will be encouraged to meet with the designated course faculty to discuss his/her situation after receiving the final course grade.

A student who wishes to return to the School of Nursing must notify the Dean in writing of his/her intent to return to the nursing program **no later than thirty (30) days** from the start of the desired semester return date. Returning to the School of Nursing is subject to space availability.

Content Validation after Non-Progression or Leave of Absence

A student who fails or withdraws from a BSN nursing professional course, or who withdraws from a nursing program via leave of absence, must validate previous knowledge and skills held prior to program exit before he/she may reenroll in nursing clinical professional courses.

Reenrollment is subject to clinical placement availability. (Note: There is no guarantee that space will be available at the student’s desired return date. It may take up to two (2) years for reentry due to lack of clinical placement availability). This policy applies to all campuses for the BSN program.

The validation will occur via the student’s demonstration of knowledge and skills, i.e., meeting established program clinical competencies, in a selected clinical facility or simulation laboratory. The student must notify the Dean of the desired date of return a minimum of thirty (30) days prior to the anticipated return date to make arrangements for preparing for and performing validation testing. Program faculty will provide guidance as to what content and skills (competencies) need to be reviewed by the student prior to the testing, but it is student’s responsibility to prepare for the validation testing. The student must pass the validation testing as per the outcome measures determined by the faculty. **Students will have two attempts to be successful with content validation.**

Failure to meet the required outcome(s) will result in dismissal from the School of Nursing and/or the need to repeat identified courses as determined by the Dean of the School of Nursing or designee and will

be based upon the level of the student's inability to demonstrate proficiency with 100% of the skills (competencies).

A student attempting to return from a leave of absence must follow the applicable process set forth in the section of the Massachusetts College of Pharmacy and Health Sciences Course Catalog titled "Return from Leave of Absence" (attached as Appendix 4). If it is a "Health/Medical Leave of Absence," in addition to the "Return from Leave of Absence" steps for returning to the University, the Office of Student Affairs prior to performing validation testing must clear a student. The Office of Student Affairs, along with the Nursing faculty, will coordinate communication regarding student clearance for leave of absence return and subsequent eligibility to schedule validation testing.

Medication Calculation Testing

Medication administration is an integral component of safe nursing practice. Students must demonstrate competency to calculate medication doses accurately in order to safely administer medications.

Medication administration calculation is threaded through all levels of the nursing curriculum with medication calculation proficiency testing in each Health & Wellness Course.

Medication Calculation Examination

The Medication Calculation exam in each Health and Wellness course consists of 25 questions. Students are allowed 63 minutes (62.5 rounded to 63 minutes) to complete the exam (2.5 min./question). Students may use a calculator built into exam software or online testing platforms. Students are not permitted to use a personal calculator.

NUR 204

The medication calculation exam is held during the final few weeks of the course. The grade on the exam is the grade of record weighted at 5% of the final course grade. Students will not be passing medication during the 204 clinical experiences. **The benchmark for the medication calculation exam in NUR 204 is 96%. Students who do not meet the 96% benchmark must remediate in preparation for testing in NUR 304.**

Remediation for the NUR 204 medication calculation exam includes the following:

- Attend the faculty scheduled ExamSoft Exam Review to view identified areas of weakness.
- Student will utilize SafeMedicate and the Pickar textbook to review content missed and create their own remediation tests over the semester break.
- Please see [Additional Math Resources](#) section below.

NUR 304, NUR 404, NUR 504

Medication calculation exams are held at the beginning of the course. Students must achieve **a minimum grade of 96% on of the medication calculation exam**. Students are allowed three attempts to reach the 96% benchmark to participate in clinical experiences. **The first attempt is the grade of record that will be weighted as 5% of the course grade.** The subsequent attempts will not be counted as part of the course grade. There will be a minimum of 48 hours between attempts of the medication calculation exams. All attempts will be scheduled to be completed by the 2nd Thursday of the semester. Students are permitted to attend clinical during the three attempts of the medication calculation exam. However, students may not administer medication in clinical until a score of 96% on the medication calculation exam has been

earned. Remediation is expected to be completed prior to the next attempt of the medication calculation exam. If students do not reach the 96% benchmark by the third attempt of the medication calculation exam, they will receive an immediate course grade of “F.” Please see the [NUR 304, NUR 404, and NUR 504 Medication Calculation Exam Failure and Appeal](#) section below.

Additional Math Resources (all levels)

Students are encouraged to reach out to course faculty and the NCLEX Success Coach for support. Additionally, students are strongly encouraged to utilize resources to support self-directed study in order to prepare for each medication calculation exam, which may include:

- Attending optional medication calculation review sessions
- Elsevier Adaptive Quizzes (EAQ) for the NCLEX-RN
- Elsevier RN Case Studies and Practice Tests: Dosage Calculations
- MCPHS NCLEX Success Coach
- faculty and/or peer tutors
- MCPHS Library resources
- Pickar textbook and online resources

Readiness Worksheet (Pass/Fail) (all levels)

There is one mandatory readiness worksheet **in each Health and Wellness course** that aligns with the 25 questions that students will be tested on during the medication calculation exam. The readiness worksheet mirrors the specific Health and Wellness course medication calculation exam template. The Readiness Worksheet is posted in Blackboard. Students will complete the worksheet and submit the completed document to the designated drop box in Blackboard by the posted due date. An answer key will be made available on Blackboard for students to self-grade their work. Students should meet a benchmark of 96% on the Readiness Worksheet. **Students who do not meet the 96% benchmark should remediate prior to taking the graded medication calculation exam.**

- Remediation for the Readiness Worksheet **in all courses** includes reviewing the posted answer sheet to self-grade their submission after taking the exam.
- The answer key will include Pickar textbook chapters for additional practice for each type of problem.
- Students are advised to remediate for the Readiness Worksheet **in the 304, 404, and 504 courses** as directed by the course coordinator. The remediation may include student participation in 1:1 or group tutoring and completion of practice modules and assignments.

Remediation

Students who do not pass the first or second attempts of the medication calculation exam must do the following for remediation:

- Attend the faculty scheduled ExamSoft Exam Review to view identified areas of weakness.
- Students are expected to remediate as directed by the course coordinator prior to the next medication calculation exam attempt. The remediation may include student participation in 1:1 or group tutoring and completion of practice modules and assignments.

NUR 304, NUR 404, and NUR 504 Medication Calculation Exam Failure and Appeal

Students are permitted to attend clinical during the three attempts of the medication calculation exam. However, may not administer medication in clinical until a score of 96% on the medication calculation exam has been earned. If a student does not reach the 96% benchmark on the third attempt of the medication calculation exam, they will receive an immediate course grade of “F” and will not be allowed to continue in the course. Please refer to the *SON Student Handbook* for the policy pertaining to *Grade Appeals* and *Clinical/Lab Failure*. Please note that the student who chooses to appeal the course failure must do so within **48-hours of being notified of the course failure by course faculty**. Students may choose to appeal by following the appeal procedure as noted in the MCPHS Catalog. If a student chooses to appeal the clinical failure due to not passing the medication calculation exam with a 96% or better, the student will continue to attend didactic, lab, simulation, and clinical rotation until a final decision has been made. This is the only exception to the clinical failure policy. The student may not administer medications during the appeal process. All other clinical failures will follow the process outlined in the clinical failure section of the student handbook.

Online Standardized Testing and HESI

Students in the nursing program are required to take online standardized tests throughout the curriculum. These standardized tests are accurate predictors of success on the NCLEX-RN Licensure examination. Valuable feedback concerning the student’s strengths and weaknesses can assist the student with course-based learning and preparation for the NCLEX-RN, while providing important information to the faculty who are responsible for seeing that program goals and learning experiences are leading to expected program outcomes. Each course that utilizes a standardized online test may incorporate the grade earned on the standardized test as a percentage of the final course grade, which will be specified in the course syllabus.

HESI Preparation

The SON provides multiple resources for students to use as they prepare for HESI testing. Elsevier resources on the Evolve website are used in courses throughout the program. These include:

- Elsevier Adaptive Quizzing (EAQ) is a quizzing platform that offers a bank of high-quality practice questions that allows the student to advance at their own pace – based on test performance – through multiple mastery levels.
- HESI Case Studies with Patient Reviews and Practice Tests are three products Case Studies, Patient Reviews, Practice Tests are in one suite that support student learning, and are used in preparation for HESI proctored exams.
- HESI comprehensive review for the NCLEX-RN® examination is a free resource available through the MCPHS library [here](#)
- Saunders comprehensive review for the NCLEX-RN® examination is a free resource available through the MCPHS library [here](#)
- HESI also has resources available for students after they complete testing as outlined in the remediation section below.

HESI Benchmark

In standardized testing, a benchmark represents a specific score or level of performance that indicates a student is on track or meeting expectations for the content. In the SON, the benchmark is passing the NCLEX® for licensure. Benchmarks help educators monitor student progress, identify areas where students may need additional support, and guide instruction.

- The HESI benchmark 200, 300, 400 Level is set at 850.
- The HESI benchmark in the 500 Level is set at 900.

HESI Remediation 200, 300, 400 Level

The SON highly encourages students that scored below 850 on any HESI Exam in 200, 300, or 400 level to complete HESI remediation as outlined here. This is a student-driven process. The idea is to provide resources and ongoing support for students to revisit content they struggled with and improve test-taking on future standardized exams including NCLEX®. If the student chooses not to complete the remediation, they will have an academic advising note added into their student file stating they did not complete the HESI remediation. Student files are reviewed when determining clinical placements for the final semester.

Complete the following within 24-hours of taking the last HESI exam of semester

1. Review these two videos on how to read and interpret your HESI exam results, and to find more questions to practice on the categories in which you performed the weakest:
[HESI Dashboard](#) start video at 3:18, HESI remediation starts at 8:05, EAQ quizzing starts at 8:40
[HESI NG: Viewing Your HESI NG Exam Results](#)
2. Fill out page 1 of this form and email it to your faculty advisor.
3. Look at the client needs on the HESI report and write down the client needs that you scored less than 850

Client Need	Score	X indicates top 5 weak areas
Safe/Effective Environment		
Mgmt of Care (RN)		
Safety & Infect Control		
Health Promotion & Maintenance		
Psychosocial Integrity		
Physiological Integrity		
Basic Care/Comfort		
Pharm & Parenteral Tx		
Reduce Risk Potential		
Physio Adaptation		

4. Are you planning to meet with CASE? Peer Tutors? Your SON Faculty Advisor? If so, when are your appointments?

Complete the following by the 1st day of following semester (This helps you better prepare to scaffold the next semester content.)

1. Watch this video on [Remediation](#)
2. Complete the HESI case studies that come in your HESI remediation packet by the first day of the following semester. The goal is to achieve a minimum of 80% on the case studies. You may take these multiple times to achieve the 80% required score. *(Students participating in the SON Remediation Pilot will need to complete the remediation packet prior to retesting. Details will be sent by the Campus Associate Dean.)*
 - Each person's remediation is slightly different based on what you got incorrect on the HESI. There is no time limit required. Obviously, someone who scored an 840 will have significantly less remediation than someone who scored 600. You do not need to print anything. When you meet with your faculty advisor, they can pull up your progress on the website and see what

- you have completed and the time you spent on each section.
- Access EAQ on the evolve website, click create quiz, click custom, select study mode or exam mode, select client needs from topic organization, then select just one client needs topic, select 25 questions, then click start exam.
 - Look at rationales for wrong answers to prioritize why one answer is better than another.
 - Take notes on the areas that you notice you are answering incorrectly or concepts that you need to review
 - Complete 25 adaptive quiz questions in each low-scoring client care area
 - Review the other HESI exams that you have taken and identify the areas of client needs in which you have weaknesses.
 - You will probably notice that there are patterns of low-scoring areas across all HESI exams.
 - Schedule an appointment with your faculty advisor to review your progress during the first 2 weeks of the new semester. Bring this completed form with you when you meet with your faculty advisor.

Client Need	204	226	245	301	304	401	404	402	504	502	Exit 1	Exit 2	Exit 3
Safe/Effective Environment													
Mgmt of Care (RN)													
Safety & Infection Control													
Health Promotion & Maintenance													
Psychosocial Integrity													
Physiological Integrity													
Basic Care/Comfort													
Pharm & Parenteral Tx													
Reduce Risk Potential													
Physio Adaptation													

Page 3: Ongoing Remediation

- Complete 5-10 adaptive quiz questions in each of the lowest 5 client needs area where you are low scoring each week
- Take notes on the areas that you notice you keep answering incorrectly or concepts that you need to review
- If you put the time in each week, you will notice that on the next HESI you take that the areas where you did the practice questions will no longer be your low-scoring areas. This means that

you need to change tactics and do practice questions in the new low-scoring areas. It also means your remediation efforts are supporting your learning.

HESI Exit Exam Remediation 500-Level

The likelihood of passing the NCLEX-RN licensure examination as a first-time test taker correlates with a raw score of 900 and above. Remediation is a process for improvement. Anyone who scores below 900 on any HESI Exit exam must complete remediation. Although the School of Nursing believes the remediation process for Exit exams should be student-driven, submitting a plan for success into BB is a course requirement. Students cannot sit for the next HESI Exit until they complete the remediation outlined on this form. Remediation must be completed by the next scheduled Exit HESI to sit for the exam.

Complete this remediation form and upload it into the NUR 501 course BB submission area by Sunday at 11:59 PM, following the HESI Exit exam

1. Review these two videos on how to read and interpret your HESI exam results, and to find more questions to practice on the categories you are performing weakest in:
[HESI Dashboard](#) start video at 3:18, HESI remediation starts at 8:05, EAQ quizzing starts at 8:40
[HESI NG: Viewing Your HESI NG Exam Results](#)
2. Determine the client needs on the HESI report and write down the client needs areas in which you scored less than 900

Client Need	Score	X indicates top 5 weak areas
Safe/Effective Environment		
Mgmt of Care (RN)		
Safety & Infect Control		
Health Promotion & Maintenance		
Psychosocial Integrity		
Physiological Integrity		
Basic Care/Comfort		
Pharm & Parenteral Tx		
Reduce Risk Potential		
Physio Adaptation		

3. Develop your plan to remediate the top 5 weak areas prior to the next EXIT exam. Select 5 of the following and determine a due date prior to the next Exit HESI. **Due Date:** _____

Complete the areas/topics included in the remediation packet on the Evolve website.	If so, which ones?
Complete case studies supplied in your remediation folder.	If so, which ones?
Make EAQ quizzes.	If so, which categories?
Utilize patient case studies and reviews.	If so, which ones?
Review a chapter in the HESI Comprehensive Book.	If so, which ones?
Meet with the CASE or the SON Professional RN tutor.	If so, when is your appointment?

Meet with Professor Archon, the NCLEX Success Coach, to discuss weak areas. Email her at caliope.archon@mcphs.edu	If so, when is your appointment?
Other Resources	If so, please describe.

4. If this is your second time completing this form, you are required to meet with your course coordinator to discuss your plan.

Clinical, Simulation, Lab, and Classroom Policies

Attendance

Students pursuing a degree at Massachusetts College of Pharmacy and Health Sciences (MCPHS) are professionals in training who are expected to meet the **standards of professional conduct and responsibility**. No matter the field, consistent attendance and on-time arrival are the very least of what is expected of a healthcare professional. This behavior directly relates to safe patient care.

MCPHS requires attendance in various components of the curriculum. Preparation, on-time arrival, and active participation in all scheduled classes, laboratories (including clinical and lab rotations), learning experiences, and assessments (including quizzes and examinations) are a student's professional obligation and demonstrate respect for the educational environment. Attendance requirements are stated in each course syllabus and available to students throughout the duration of a course.

Attendance Requirements

The School of Nursing requires students' attendance in the classroom, lab, and clinical setting to support student learning and acquisition of knowledge, skills, and competencies necessary for the role of the professional nurse. Attendance is directly correlated with student success in each course. Attendance is directly correlated with student success in each course.

Course-supported learning activities are defined as any activity included as part of the curriculum content and include, but are not limited to,

- Class attendance and lecture materials
- Reading assignments
- "Tickets to Class" assignments
- Lab or simulation pre-work assignments
- Posted Blackboard materials
- Examinations and Assessments

Active learning activities are designed to bridge theory and practice while encouraging reflection on weekly and overall course outcomes. *Four (4) in-class learning activities will be given throughout the semester. Each activity will be worth 2% each, which will account for a total of 8% towards the course grade.* These learning activities promote *active* participation. The format is at the discretion of the course faculty; learning activities may be completed individually or in groups and may include journal writing, quizzes, case studies, role play, or any other interactive strategies. Participation is essential. Make-up assignments will only be granted in cases of approved documented, excused absences. The same documentation required by Student Affairs for an excused absence must be submitted to course faculty to be eligible for a make-up assignment. The nature of the make-up assignment will be determined at the discretion of the course faculty.

Absence from the Classroom

When it is necessary for students to be absent from a required program or course activity, students must approach these absences with the same standard of responsibility required of a professional in their field of study. Students are responsible for any content or teaching/learning activities missed due to class absence. Please note: **Faculty are not required to provide recordings of live lectures for students who miss class.**

Students who are absent from class on the day that an assessment is due (test, in-class competency evaluation), must receive an approved excused absence to be permitted to make-up the missed assessment. **If a student does not receive an excused absence, because it is denied, or because they do not follow the procedures, they will not be permitted to make up the missed assessment and will receive a zero (0) as the assignment grade.**

The School of Nursing is responsible for reviewing excused absence requests for reasons not covered by the University Documented Absence Policy. Please see the table below to identify which department the student will submit the absence request to.

School of Nursing- Excused Absence Examples	Student Affairs Documented Absence Examples
Absences that are covered under the School of Nursing Excused Absence Policy may include, but are not limited to: <ul style="list-style-type: none">• Weather conditions/Unsafe travel conditions to campus: Students should follow the MCPHS inclement weather policy, when appropriate• Transportation/commuter issues• Connectivity issues for online or remote classes/activities• Illness lasting one class day• Social absences (weddings, parties, reunions etc.)	Absences that are covered under the University Documented Absence Policy may include, but are not limited to: <ul style="list-style-type: none">• Bereavement Leave (e.g., death a family member*)• Religious observance**• Medical emergencies/issues lasting more than one day• Immutable appointment (e.g., consulate/immigration, jury duty, specialty medical appointments)• Accidents, the victim of a crime, or other similar events• Military service***

With approval from the Campus Associate Dean, or the Student Affairs department, the course faculty will provide the student with a makeup assignment. The makeup assignment, examination or assessment may be in a different format as per the faculty discretion to maintain academic integrity.

Clinical and Lab/Simulation Attendance Policy

The School of Nursing requires students to attend clinical, lab or simulation sessions as scheduled. As noted above, this policy centers on patient and staff safety, similarly to professional standards employed at clinical agencies.

Nursing is a practice discipline thus, clinical, lab and simulation are essentials to knowledge and skill acquisition of a professional nurse. **Students must complete all required clinical, lab and simulation hours as set forth in the curriculum.** These hours are an integral part of the curriculum and are necessary to

meet NCLEX (National Council Licensure Examination) testing requirements and state board of nursing licensure requirements.

Students must attend all scheduled clinical days. Students cannot leave the clinical site at any time during their shift.

Students are limited to a maximum of 2 excused absences (Lab or clinical) per semester, not per course. Students who miss more than 2 lab or clinicals in a semester will receive a course failure and will be unable to advance in the professional nursing curriculum. Any unexcused absences may result in failure of the course. All absences in either the clinical or lab sessions must be made up.

Students may have one (1) approved social absence from clinical or lab/simulation during their entire time in the BSN Program. Social absences are approved by the Campus Associate Dean.

Absence from Lab and Simulation Hours

If a student must miss a scheduled lab/simulation day, the student must notify their lab faculty. Advance notification should be provided if possible. The student should also submit an excused absence request through the School of Nursing excused absence process or submit a Documented Absence request through the university Student Affairs department process. **Please refer to the table above for details on which process the student should follow.**

All missed lab/simulation hours must be made up to complete the course requirements. Lab/simulation makeup assignments and makeup hours are determined and scheduled by the lab faculty and School of Nursing. Alternative experiences for makeup are at the discretion of the lab faculty and School of Nursing and are not negotiable.

Unexcused absences or “no call, no show” absences from lab/simulation will be considered cause for a clinical warning.

Absence from Clinical Hours

If a student must miss a scheduled clinical day, they must notify both the course and clinical faculty. Advance notification should be provided if possible.

The student must also submit an excused absence request through the School of Nursing excused absence process or submit a Documented Absence request through the university Student Affairs department process. Please refer to the table above for details on which process the student should follow.

All missed clinical hours must be made up to complete the course requirements. Clinical makeup assignments and/or clinical hours are determined and scheduled by the clinical team in collaboration with the course faculty and the School of Nursing. **Students are not permitted to contact their clinical faculty member or the clinical site to schedule any makeup sessions.** Alternative experiences for makeup are at the discretion of the clinical team in collaboration with the course faculty and School of Nursing and are not negotiable.

Unexcused absences or “no call, no show” absences from clinical will be considered cause for a clinical warning.

Students who fail to follow the clinical attendance policy process will not be considered for a senior level preceptorship if they are available.

MCPHS Documented Absence Policy

Purpose

MCPHS recognizes that there are occasions when student attendance at course activities is neither possible nor prudent. The Documented Absence policy formalizes the administrative process for requesting absences while a student is enrolled in coursework to maintain quality and integrity in the learning environment.

Policy

The Documented Absence Policy describes **absences that are covered** under the policy and the procedures for submitting a Documented Absence request. **Please note:** though a Documented Absence may be granted as a reasonable allowance, a Documented Absence may not exempt a student from making up academic work, nor does it guarantee that missed work/clinical hours can be replicated. The scheduling and format of make-up work is at the course instructor's discretion. Students who need to be absent from class or for an assessment for any reason should notify the appropriate faculty member(s) as soon as possible and refer to their course syllabus for additional information. Students are expected to abide by the Documented Absence Policy; students who fail to do so may be ineligible to receive a Documented Absence approval, regardless of the reason.

Absences that ARE covered under the Documented Absence Policy may include, but are not limited to:

- Bereavement Leave (e.g., death a family member*)
- Religious observance**
- Medical emergencies/issues lasting more than one day
- Immutable appointment (e.g., consulate/immigration, jury duty, specialty medical appointments)
- Accidents, the victim of a crime, or other similar events
- Military service***

REQUESTING APPROVAL FOR A DOCUMENTED ABSENCE

Students seeking an absence for circumstances covered under the Documented Absence Policy are required to complete the online Documented Absence Request Form in its entirety and attach valid documentation per the documentation guidance. More information regarding the procedure for submitting the online Documented Absence Request Form for circumstances covered under the Documented Absence Policy can be found below.

Supporting Documentation Guidance

Students are expected to provide supporting documentation when submitting an online Documented Absence Request Form. A guide of supporting documentation is provided in the table below. Photos of events or letters from parents/guardians do not constitute supporting documentation and will not be accepted. Questions about documentation can be directed to the Office of Student Affairs [Student_affairs@mcphs.edu or call 617.732.2929 (Boston), 508.373.5646 (Worcester), 603.314-1783 (Manchester)].

Event	Supporting Documentation
Bereavement Leave*	A copy of an obituary or link to the obituary; prayer card

Religious observance**	**See “Absences due to religious observance”
Medical reason for yourself or a dependent (child, elder)	Signed and dated documentation on official letterhead from a licensed healthcare provider. If the student requires recovery time, these dates should be included. Signed and dated documentation on official letterhead from a licensed healthcare provider documenting you attended with a dependent (also referred to as a companion letter).
Immutable appointment	Jury duty card, court document, etc.
Accident, victim of a crime, or other similar events	Police report, insurance claim/report, or other related documentation
Military Service***	***See “Absences due to military service”

NOTE: Any alterations to documentation will result in a referral to the Student Code of Conduct.

***Bereavement/Death Leave**

MCPHS values the diversity of our students. Our students may have different bereavement observances, ceremonies and/or traditions and may define family members differently. We encourage MCPHS students requesting bereavement leave to complete the online Documented Absence Request Form and meet with Student Affairs regarding their request for and absence due to bereavement leave.

****Absences due to Religious Observance**

Students requesting an absence due to a religious observance are required to follow the procedure for submitting a Documented Absence request. It is strongly encouraged that students notify their course faculty and submit a Documented Absence Request Form for a religious observance within 5 days after the start of the semester. This request should be submitted using the online Documented Absence Request Form as early as possible, but not less than 5 business days before the day of the religious observance in order to ensure that the faculty member and the student can adequately determine an appropriate accommodation.

Massachusetts law (see below) and MCPHS policy require faculty and staff members to accommodate students who are absent from a class activity due to religious observance and to provide them with a reasonable opportunity to make up course work (e.g., assessments, labs, clinical activities) missed due to religious observance, if such accommodation does not create an unreasonable burden on the part of the University. To avoid misunderstanding, the faculty and the student should put the agreed-upon arrangement in writing (e.g., via email). All religious observances, within all religious traditions, are subject to this accommodation.

The following excerpt from Massachusetts General Laws Chapter 151C, Section 2B will apply to all students, regardless of campus and including online students:

“Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of their religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up such examination, study, or work requirement which they may have missed because of such absence on any particular day; provided, however, that such make-

up examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to any student because of them availing themselves of the provisions of this section."

*****Absences due to Military Service**

MCPHS recognizes the important contributions made by the U.S. Armed Forces, consisting of Active Duty, U.S. Military, Veteran, Armed Forces, U.S. Reserves, National Guard, the Reserve Officer Training Corps (ROTC), U.S. Public Health Service and military students in service to their home country. MCPHS understands that students may be called into active military service and may be required to be absent from class to fulfill military obligations.

Once the student is aware of a call to duty, they must discuss their circumstances with their faculty and Academic Dean/Program Director, and notify the Office of Student Affairs at Student_affairs@mcphs.edu or call 617.732.2929 (Boston), 508.373.5646 (Worcester), 603.314-1783 (Manchester).

Examples of Active-Duty Military Absence include, but are not limited to:

- Individual or unit calls to active duty for deployment
- Natural disaster response
- Receipt of permanent military change of station orders
- Funeral honor guard details
- Periodic training/drill obligations
- Field training exercises

Documentation for Absences Due to Military Service

Students must provide maximal advance notice of absences and provide copies of their official military documentation, such as:

- Paper or electronic orders
- Leave and earning statement
- A unit's memorandum

It is the responsibility of the student to notify their faculty, Academic Dean/Program Director, and Student Affairs as soon as possible. Student Affairs will work with the student, faculty members, Academic Dean/Program Director, and other relevant MCPHS offices to best support the student.

Please note: if a student is fulfilling military obligations for a country other than the United States, the Center for International Studies (CIS) may be notified.

Procedure for Submitting a Documented Absence Request for Circumstances Covered Under the Documented Absence Policy

Students seeking an absence for circumstances covered under the Documented Absence Policy are required to complete the online Documented Absence Request Form in its entirety and attach valid documentation. For unexpected absences, the form should be submitted as soon as possible, but no later than three (3) days following the date of absence. Failure to submit all information requested on the form (e.g., failure to list faculty member's name, course number) within the allotted timeframe could result in a denied request.

Students with absences on three (3) or more days in one semester may be required to meet with a

member of Student Affairs on their respective campus and/or their Academic Dean or Program Director. Students who submit Documented Absence requests due to hospitalizations will be contacted to meet with a member of Student Affairs. Students with three (3) or more approved absences in one semester may be ineligible to receive additional Documented Absence approval, regardless of the reason.

For questions about the Documented Absence Policy, please contact the Office of Student Affairs for all campuses at Student_affairs@mcphs.edu or call 617.732.2929 (Boston), 508.373.5646 (Worcester), 603.314-1783 (Manchester).

Online Documented Absence Request Form

To complete the Documented Absence Request Form for circumstances covered under the Documented Absence Policy, please visit: <https://mcphs.edu/departments/student-affairs/documented-absence>. All absence requests must be submitted via the electronic Documented Absence Request Form for review. Email submissions are not accepted.

Notification from the Office of Student Affairs

The Office of Student Affairs will notify the student of the decision on their request within five (5) business days via their MCPHS student email.

In addition to notifying course faculty members as soon as possible of an absence, the student **must** contact the course faculty member, course coordinator, or preceptor within 24 hours of receiving notification of approval or denial regarding their Documented Absence request.

Simulation and Lab Expectations

In order to be eligible to attend simulation/lab, students must meet ALL University immunization requirements and any additional requirements imposed by the University during public health emergencies. Without full clearance of immunization and any additional University screening/testing requirements, students will not be eligible to attend simulation/lab experiences, and consequently will be unable to meet program requirements. Immunization information and clearances are provided through the University's contracted vendors.

Students are to arrive to their assigned simulation/lab on-time and in clinical attire. Students must have their stethoscope, pen light, and watch with second hand. There may be pre-simulation/lab work required. Pre-work (readings/videos/modules/worksheets/etc.) helps students to be fully prepared to participate in the simulation/lab experience. The instructions for any pre-work will be found in Blackboard. The pre-work must be completed **prior to** the simulation/lab experience. Students who have not completed the pre-work will be admitted into lab/simulation but will receive a Lab/SIM/Clinical warning.

Issues/concerns regarding the completion and or submission of the pre-work must be brought to the attention of the course faculty prior to the due date of the assignment. Additional work may be assigned if pre-work was not completed. Personal laptops may be required for admission into the simulation/lab.

Students who arrive late for a lab/simulation session may be denied the opportunity to participate and will need to make up that laboratory assignment at a time to be determined by the Simulation Lab Manager/course faculty. Students will be held accountable for all missed material. Students are expected to be on time and to stay for the duration of the class, lab, simulation, or clinical experience. If a student must be late or leave early, it is expected that the student will present an approved excused reason for leaving early approved by the appropriate Associate Dean in advance. If a student reports to

lab/simulation late or leaves lab/simulation early without a prior excused reason for doing so, a lab warning will be issued and the final course grade will be dropped by one-half letter grade. More than one unexcused tardiness or early departure may result in failure of the course.

Food and Drink in Classrooms and Clinical Simulation Laboratory

Food is not allowed in classrooms (virtual or in person). Clear, capped bottles containing clear liquid may be brought into the classroom. **Food and drink of any kind is not allowed in any lab area.**

Clinical Rotation/Clinical Preceptor Placement

Students' clinical placements are assigned by the School of Nursing, taking into consideration learning objectives, site, faculty availability, quality of clinical sites and student's location.

Students should be prepared to travel at minimum one (1) hour based on clinical availability. In all instances, students are responsible for transportation and any other related travel expenses.

In advance of the final semester in the BSN curriculum (NUR 504), there may be opportunities for a student to be assigned to a preceptorship. The preceptorship assignment is based on the following;

- Availability of academically and experientially prepared preceptors at the clinical partner agency
- The student must provide a resume and cover letter to the Clinical Placement Coordinator prior to the published deadline.
- The student must be in good academic standing.
- The student must not have received any clinical or lab warnings during their tenure in the program.
- The student will not have had any professional comportment issues in the classroom, lab or clinical.

Clinical Shift Hours

Students may be assigned to 8 or 12 shifts depending upon the request of clinical partner, can be day, evening, night or weekend shifts. **Students may be asked to arrive up to 30 minutes early to prepare for the clinical day.**

Students must stay on-site for the entire shift. In the case of an emergency and they have to leave, students will speak to the clinical instructor and the core faculty. Students who leave the clinical site without appropriate approval by the Associate Dean for Clinical Education and Experiential Learning will receive a clinical warning and/or be subject to clinical failure.

Clinical Evaluations/Grades

Clinical/lab performance will be evaluated on a Pass/Fail basis. The stated clinical/lab objectives for a course shall establish the criteria for evaluation. Evaluation is an ongoing process throughout the clinical/lab experience, reflecting both written and verbal performance, as well as clinical practice. Criteria utilized in the evaluation consist of specific learning objectives that the student must achieve in order to receive a passing grade. **Clinical/lab failure will result in overall course failure, regardless of course theory grade. Should a student fail clinical/lab at any point in the course, the student will not be permitted to attend any clinical/lab experiences in that particular course.**

The student may continue to attend other previously enrolled courses for the duration of the semester but will be unable to progress in the nursing program upon receipt of the course failure grade. The student does have the opportunity to appeal the clinical/lab failure (in accordance with the Grade Appeals section of the Grading Policies set forth in the University Course Catalog and as listed under Grade Appeals above) but must do so within **48 hours** of being notified of the clinical/lab failure if following the time line set forth in the Grade Appeals policy would interfere with the timing/flow of the nursing curriculum.

If the clinical partner does not allow the student to return to the clinical site, the student will receive a failing grade for the course.

Clinical/Lab Failure

Students are expected to know both the legal and ethical parameters of professional nursing practice and to demonstrate accountability and responsibility for professional practice standards throughout their course of study.

If a student's performance in a clinical nursing course or in any class is determined at any time to be unsafe or unprofessional in the judgment of the faculty, immediate action will be taken by the clinical/lab/course faculty.

The student may be immediately dismissed (sent home) from the clinical rotation site/lab/simulation/class and a grade of F will be recorded for the course. The student will fail clinical/lab and the overall course and may not attend any subsequent clinical/lab experience during an appeal process (if appeal is opted by the student).

Please note that the student, who chooses to appeal the clinical/lab failure, must do so within 48-hours of being notified by course faculty. Students should follow the appeal procedure as set forth in the Grade Appeals section of the Grading Policies contained in the University Course Catalog and included above.

Clinical/lab failure will result in overall course failure, regardless of course theory grade. Any clinical/lab hours completed within a failed course, do not count towards the clinical/lab requirement necessary for graduation.

Clinical/Lab/SIM Warning

When a concern about clinical competency or a breach of professional conduct arises, faculty may place a student on clinical/lab/SIM warning status and initiate a clinical/lab/SIM learning contract. Examples of incidents that may lead to a clinical/lab/SIM warning and a clinical/lab/SIM learning contract include, but are not limited to:

- Failure to demonstrate competence consistent with the clinical/lab/SIM objectives of the course;
- Behavior deemed by the faculty member to be unsafe (behavior that places the student, the patient, or another staff member at risk of injury, or causes the student, the patient, or another staff member to be harmed)
- Failure to successfully complete an assigned laboratory skill, an assigned clinical paper, care plan, or other designated clinical assignment;
- Absence or tardiness that precludes an effective learning experience (see the section of this Manual titled "Attendance/Absence");
- Behavior that does not demonstrate professionalism at all times; or
- Unexcused absences.

The clinical/lab/SIM warning and clinical/lab/SIM learning contract will be documented in the student's record. The information will indicate the date, time, place, and circumstances of the relevant incident(s). The information will be signed by the initiating clinical/lab/SIM faculty and the student and forwarded to the School of Nursing Dean. A copy of the clinical/lab/SIM warning and clinical/lab/SIM contract will be given to the student.

The clinical/lab/SIM learning contract will clearly specify the objectives and means to achieve the objectives, evaluation criteria, and a timeframe by which the student must meet the objectives of the contract. The evaluating faculty member will provide progress reports to the student during the period of the contract.

Outcomes of the clinical/lab/SIM warning and clinical/lab/SIM learning contract can be successful or unsuccessful. Should the outcome be favorable for the student, documentation of the improvement will be placed in the student's record and the contract may be discontinued. If the warning represents a critical element such as, but not limited to attendance/tardiness, medication administration, organizational skills, documentation, etc., the student will remain on warning status during subsequent courses and/or for the duration of their tenure in the nursing program. Patterns of inappropriate behavior and/or weak clinical/lab/SIM performance may result in a clinical/lab failure. All information will be retained in the student's file for subsequent access by authorized faculty. Should the student fail to meet the prescribed objectives and timeframes noted in the clinical/lab/SIM learning contract or if the identified behaviors persist, the result will be a clinical/lab failure, and therefore, failure of the course and an inability to progress in the nursing program.

The maximum number of lab/simulation/clinical and comportment warnings are three (3) for the course. **Students who are issued three (3) lab/simulation/clinical warnings will receive a grade of F, fail the course, and step out of sequence in the BSN program and are subject to Academic Standing review.** Students are advised to contact the Center for Academic Success and Enrichment (CASE) to discuss his/her out of sequence status.

Clinical Uniform/Dress Code

Students are expected to maintain a clean, neat and well-groomed appearance. Students are expected to report to clinical experiences including the Simulation Laboratory wearing the designated School of Nursing uniform, individual name tag, and appropriate footwear.

Students must wear footwear that is non-porous/non-canvas and non-slip. Shoes must have a closed toe and closed heel (open back clogs are not permitted). Footwear may **be any** solid color but must look clean and professional.

The following additional rules apply in all clinical settings, including the Simulation Laboratory:

- No perfumes or scented products
- **Nails must be short and trimmed (no artificial press-on nails, dip or acrylic nails are allowed)**
- **No nail polish**
- Allow for visible tattoos. (1) If clinical partner policy does not allow - they will need to be covered during clinical) AND (2) Tattoos must be covered if they depict profanity, violence, nudity or sexual image/words or if potentially offensive to others.
- No jewelry except a wedding band and wristwatch. Ear piercings must be discreet and not create a

safety hazard (no hoops, pendants, dangles). A small nose stud may be worn. Any other visible jewelry worn in piercings is prohibited, including the tongue.

- Hair must be neat, clean and follow our clinical partner policy
- Facial hair (beard and moustache) neatly trimmed
- Long hair pulled back and off the collar for safety and infection control.
- No gum or tobacco chewing
- No children/visitors are allowed in the at the clinical site or simulation lab
- Jewelry worn for religious / cultural reasons should be worn under clothing due to safety and infection control whenever possible
- MCPHS sweatshirts or fleece, zip-ups may be worn. No hoodies are permitted in lab or clinical. A long sleeve shirt or V-neck shirt either solid black or solid white may be worn under the scrubs in cold weather.
- Smart watches (watches with phone, text, audio, and/or photo capabilities) will not be allowed in any clinical setting due to HIPAA (confidentiality and privacy) concerns. Students must have an analog watch with a second hand for clinical/lab/simulation.

Non-adherence to proper dress code will result in immediate dismissal from the lab/simulation/clinical.

The student will need to meet with the lab manager to schedule a lab/simulation make-up. Second offense will result in dismissal from the lab/simulation and the missed lab/simulation will be considered an unexcused lab/simulation absence.

School of Nursing students must follow **Standard Precautions** to minimize the risks of disease transmission during the administration of all parenteral medications at designated clinical/clinic facilities. Although OSHA regulations do not require gloves to be worn when administering injections such as vaccines, the SON requires students to wear gloves and change them between patients.

Hand hygiene must be practiced whenever the gloves are removed. Gloves do not prevent needle stick injuries. In the event of a needle stick injury, the student must notify the clinical instructor and/or course faculty immediately in order to receive appropriate and timely care and follow up as per facility protocol.

An MCPHS Student Injury/Illness Report in the form included at the end of this Manual must also be completed and one copy returned to the SON. The report form can also be found on the Environmental Health and Safety page of the University website under the tab “Medical Response”. In the case of a medication error or student nurse care intervention that places the patient at risk and/or is against the agency or University policy, the student must notify the clinical instructor and/or course faculty immediately. An incident form must be completed as required by the host agency.

The student is responsible for discussing any requests for deviations from the approved MCPHS School of Nursing dress code with the respective campus leadership. The nurse leader will notify appropriate course coordinators if any deviations in the uniform have been approved. The course coordinator will share the information with appropriate clinical faculty.

All students are expected to care for assigned patients regardless of medical diagnosis, race, creed, religion, color, age, gender, sexual orientation, disability, veteran status, marital status, or national origin.

Additional Campus Dress Requirements

Students are expected to wear their lanyards with University ID on all campuses in all areas. Clothing should be clean and neat and provide adequate coverage (no bare midriffs or visible undergarments/lingerie, reasonable hem length). Certain attire is inappropriate to wear to class or lab/simulation sessions, including sleepwear, slippers, torn garments, shirts or sweatshirts/jackets with pictures, commercial logos, or sayings, etc.

Clinical attire with nametag is required for all lab/simulation sessions. Students are required to wear the University lanyard and ID at all times when on the campus or in clinical rotations. Failure to comply will result in class dismissal (unexcused absence).

Skills/Simulation Laboratory

Proficiency in performing clinical skills competencies is an integral part of the nursing curriculum. The Skills/Simulation Laboratory environment provides an opportunity to acquire the essential skills and competencies necessary to care for patients in hospital and other care settings. Various techniques will be employed to support student learning, including video and audio tapes, computer-based instruction, demonstrations, performance practice, and simulations.

It is important to note that skills require frequent repetition so that the steps of the skill being learned is second nature to the student. Thus, students may be required to attend additional skills labs to ensure that they are proficient with the skills needed in the clinical environment.

Students are expected to handle all lab equipment with care and to return all equipment to the designated area after use. Students are also required to dispose of all papers and other disposable supplies and to place used linen in the dedicated hampers. The Skills/Simulation Laboratory should always be left neat and orderly.

Guidelines for the Skills/Simulation Laboratory: (Please refer to dress code above)

- No eating, drinking or gum chewing;
- Clinical attire and nametags must be worn at all times;
- Neat, clean, and comfortable clothing is required;
- No open-toed shoes or flip flops;
- Use of sharps must be under faculty supervision;
- All equipment must be left in the condition in which it was found;
- Any broken or malfunctioning equipment should be reported immediately to the Lab Manager; and
- No children or visitors are allowed in the Simulation Laboratory.

Use of Cell Phones in the Clinical Setting

To ensure the safety and security of the patient treatment environment and to ensure patient and employee privacy and confidentiality, in accordance with HIPAA, the use of personal cell phones/electronic communication devices by University nursing students during clinical hours is prohibited. Students may use cell phones/electronic communication devices only during lunch or break periods in private spaces away from all patients, common patient care areas, and/or common clinical work areas. Personal cell phones/electronic communication devices are to be turned OFF and stored away and are NOT to be kept on the person.

Clinical Guidelines for NUR 504

Introduction

The NUR 504 course builds on the foundation of prior Health and Wellness courses with the integration of knowledge and skills of advanced medical/surgical nursing care for the complex patient with knowledge of contemporary professional issues necessary to facilitate patient care through a multifaceted, health care system within an interdisciplinary team. The student will meet course and clinical objectives while integrating the core competencies of assessment, critical thinking, communication and technical skills. The clinical component for Health and Wellness IV has two separate clinical tracks to facilitate successful transition from student to novice professional nurse. The tracks include a traditional clinical model facilitated by a clinical faculty member and a preceptorship model where the student is mentored by an experienced professional BSN prepared nurse at a designated clinical facility. In either track, student knowledge and skills are advanced as deemed appropriate to meet clinical course and student objectives in collaboration with core course faculty.

In the traditional clinical track, clinical faculty provides onsite supervision to a designated group of students. The clinical faculty identifies appropriate patient assignments and facilitates pre and post conference content focused on enhancing student learning and core competency assimilation. The clinical faculty works collaboratively with the facility, department staff and students to meet clinical course objectives and support the transition of the student to novice entry-level professional nurse. Clinical faculty and core faculty provide student evaluation at designated points throughout the clinical experience. The core faculty has final responsibility for completing all student clinical evaluations.

The preceptor clinical track provides the student with a professional nurse preceptor (s) who will serve as clinical faculty. The preceptor is designated by the clinical facility and the student is assigned as per the criteria discussed later in this document. The student partners with the designated preceptor (s) and follows their work schedule in order to satisfy the designated clinical hours. As with the clinical faculty in the traditional model, the nurse preceptor works collaboratively with the core course faculty to facilitate student integration of clinical course objectives, competencies and in the completion of the student evaluation.

The assigned core course faculty and adjunct clinical manager will make periodic visits to meet with the student and the clinical faculty/ preceptor in the clinical area in order to monitor and assess student performance. The assigned core course faculty, in collaboration with the clinical faculty/ preceptor and the student, will evaluate the student's clinical performance. All clinical faculty/preceptors are oriented to the School of Nursing's guiding documents, the respective course and clinical objectives, the clinical evaluation tool, the Student Nurse Handbook and relevant policies prior to the start of the clinical experience.

Responsibilities of Clinical Faculty/Preceptor

Clinical faculty and/or preceptors in collaboration with the core faculty are responsible for the following:

- Orienting student to the clinical practice setting including identification of facility policies and procedures. These may include general guidelines, expectations for documentation, dress code, parking, negotiating a clinical schedule etc.
- Setting clear expectations and providing constructive feedback
- Planning and assigning direct patient care activities to the student
- Supervising the student in the clinical practice setting

- Providing suggestions that will assist and improve student performance to achieve course and clinical objectives/outcomes
- Contacting core course faculty as soon as possible concerning any issues that may arise
- Providing ongoing written documentation of student progress in meeting designated course outcomes for the purpose of evaluation
- Completing the formal evaluation of the student's progress at mid-point and at the end of the clinical experience in collaboration with the core course faculty and the student
- Assuring the safe/appropriate supervision of the student
- Understanding that the student may:
 - administer medications (all routes) according to agency policy (students must be familiar with all medications and perform correct calculations) *
 - perform all required nursing care procedures (new skills or skills not yet performed outside of the nursing laboratory may need to be supervised by an RN)
 - Document as per agency standard.

The student does NOT work “off the license” of the preceptor or assigned faculty facilitator. The student’s liability is addressed via affiliation agreements between the agency and the University School of Nursing.

These expectations are accomplished by the preceptor:

- Working closely with the student; demonstrating and explaining their nursing role
- Allowing the student to assume responsibilities at a mutual agreeably upon pace
- Serving as a resource person; sharing nursing expertise and knowledge with a student while working together as part of a healthcare team
- Demonstrating technical and managerial skills necessary to coordinate care for a group of patients
- Communicating freely the successes, suggested improvements, and/or problems related to the student's clinical performance to the student and faculty
- Facilitating the student's role transition by deferring assistive personnel to the student, as appropriate, so the student will develop management of care abilities, and delegation competencies
- Attends / reviews clinical faculty orientation

Determining Student Clinical Assignments

The School of Nursing values professional comportment in the classroom and clinical settings. The School of Nursing gives high priority to patient safety as well as to the designated core competencies discussed within the guiding statements. Student clinical assignment to either clinical option is based upon several criteria with the focus being on student learning and the knowledge and skill acquisition necessary for the successful transition from student to novice entry-level professional nurse. Once the clinical assignment has been determined, students are required to identify measurable personal professional objectives which they feel will enhance their clinical success and to provide subsequent clinical reflections of their experiences. Students must minimally meet the School of Nursing/ University academic progression criteria for placement in either clinical option. In addition, GPA is considered in all cases. This it is important to note, the availability of qualified preceptors and appropriate clinical sites ultimately determines the mix of clinical options for this senior experience.

Traditional Clinical Option Determinants

- Students who have been identified by prior clinical/core faculty evaluations as likely to benefit from the traditional clinical model due to the onsite faculty support or who have been identified as needing improvement in any of the core competencies (assessment, communication, critical thinking, technical skills) will be assigned to the traditional option.
- Students who have been placed on clinical warning in any Health and Wellness course that addresses any patient safety concern or warning related to professional comportment will be assigned to the traditional option.
- Students who have demonstrated unprofessional behavior in the classroom during their tenure will be assigned to the traditional option.
- Students who feel that they could significantly benefit from onsite faculty guidance/mentoring will be assigned to the traditional option.
- A faculty recommendation, in the absence of a clinical warning or documented clinical need that a student would significantly benefit from onsite supervision will result in the student being assigned to the traditional option.

Preceptorship Clinical Option Determinants

- Students recommended for assignment to the preceptorship model must have documented positive clinical performance evaluations for all Health and Wellness courses.
- Students recommended for assignment to the preceptorship must not have any clinical warnings on file. *
- Students recommended for the preceptorship must have strong critical thinking, communication, assessment and technical skills as reflected in formal clinical evaluations.
- Students recommended for the preceptorship model must be self-directed as evidenced by laboratory and clinical evaluations.
- Students recommended for the preceptorship model must have consistently demonstrated **professional behaviors/comportment** throughout their tenure in the School of Nursing.
- Have not missed clinical due to compliance issues (expired TB etc.)

*At faculty discretion: A student, who has received a clinical warning at any time prior to the NUR504 course, may still be selected for a preceptorship if they have demonstrated satisfactory performance in all subsequent courses and has fulfilled or achieved the outcomes described in their remediation plan.

Student Responsibilities (for both clinical options)

Students are expected to abide by the Massachusetts College of Pharmacy and Health Sciences School of Nursing policies as described in the Student Handbook. Additional responsibilities include:

- Developing specific individualized learning objectives that correlate with the planned clinical experience and that are congruent with the objectives of the course. These objectives must be reviewed with the course faculty and discussed with the clinical faculty/nurse preceptor at the onset of the clinical experience.
- Following all University School of Nursing and clinical agency policies and procedures.
- Understanding individual strengths and weaknesses and not exceeding the scope of nursing practice or the limitations of one's own practice as a student.
- Accepting guidance, mentoring and supervision from the clinical faculty/preceptor and that of the respective course faculty.
- Assuming an increasing level of responsibility and independence for patient care as negotiated with the clinical faculty/preceptor and as the clinical experience progresses.

- Taking responsibility for being an active learner by pursuing learning opportunities and taking initiative in achieving educational goals.
- Accepting accountability and responsibility for determining competency in a given situation and seeking clinical faculty/preceptor assistance when situations are encountered which are new and/or in which the student does not feel prepared to perform.
- Accepting responsibility and accountability for actions, and promptly report any errors, mistakes, or variances. Students are expected to take appropriate action if errors, mistakes, or variances occur including the immediate reporting of the incident/situation to the clinical faculty/preceptor and core course faculty.
- Remain in compliance and respond to CastleBranch and placement coordinators in a timely manner as to not expire in clinical requirements.
- Accept clinical placements. Any refusal of a clinical assignment may require a leave of absence and reassignment with the next course offering.
- Follow guidelines and policies regarding clinical attendance and absences.

Academic Integrity

Students are required to acknowledge the University Statement on Academic Integrity at the beginning of each semester. The statement will be added to all Blackboard course shells with Week 1 course content adaptively released once the student acknowledges the following statement:

The University expects that students will assume personal responsibility for and maintain personal integrity in all aspects of their education. Responsibility for academic integrity is expected of all students whether they are participating in-person and/or through a remote learning environment. Dishonest actions in the execution of an examination, report, academic assignment, and/or academic coursework requirement, including clinical rotations, constitute violations of the MCPHS Academic Honesty Policy. Such violations are subject to specific academic sanctions, as well as to disciplinary sanctions (i.e., disciplinary warning, probation, deferred suspension, suspension, and/or expulsion).

Academic Honesty and Student Discipline Procedures

Academic violations or offenses include the following:

- 1.01 Receiving assistance, or attempting to receive assistance, not authorized by an instructor in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an academic course or rotation. **Unauthorized assistance includes the use of artificial intelligence resources for such coursework not approved by the course instructor.**
- 1.02 Knowingly giving unauthorized assistance, or attempting to give unauthorized assistance, to another student in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an academic course or rotation.
- 1.03 Plagiarism: Submitting another person's work (including words, images, and ideas) as one's own without the proper acknowledgment of source, or use of the words or ideas of another without crediting the source of those words or ideas. **Plagiarism also includes submitting the same work for assignments in more than one class (copying from oneself) without prior permission from the instructor and/or appropriate citation, in the same semester or subsequent semesters.**
- 1.04 Engaging or attempting to engage another person (student or non-student) to take one's own examination or taking or offering to or taking another students' exam.

- 1.05 Selling, giving, lending, or otherwise furnishing any material that can be shown to contain the questions or answers to any examination scheduled to be given at any subsequent date in any course of study offered by the University.
- 1.06 Taking, or attempting to take, steal, or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including examinations.
- **1.07 Falsifying or presenting fictional patient information as real to fulfill requirements for work assigned by individual faculty members or clinical preceptors.**
- **1.08 Signing in another student or requesting to be signed in by another student on a course attendance sheet or falsely recording another student's attendance (as with the use of "clicker"). Signing into an assessment for another student or providing your username and password to another individual for the purpose of signing you in to an assessment is also prohibited.**
- 1.09 Altering or attempting to alter grades or content on any assignment, laboratory exercise, report, exam, or previously completed examination as a requirement for an academic course or rotation.
- 1.10 Violating the Website Posting Policy regarding faculty course lectures and other course materials set forth in the MCPHS Student Handbook.

Implementation of the Academic Honesty Policy

1. The Dean of Students or designee will review the Academic Honesty Policy, issues of dishonesty, and consequences of violating the Academic Honesty Policy during new student orientation.
2. The Academic Honesty Policy will be provided by the Office of Student Affairs to all members of the University community online through the University student handbook. All entering University students are expected to acknowledge they have read the Academic Honesty Policy via an online process coordinated by the Office of Student Affairs. Refusal to do so may result in more severe sanctions should a student be found responsible for an academic honesty violation.
3. In specific testing and/or evaluation situations, students may be required to present their University ID cards to verify identity, including situations where remote proctoring tools are used during examinations
4. Each instructor is responsible for informing students of the standards of behavior expected of students in the classroom, laboratory, clinical site, and remotely, and for consistently enforcing such standards.
5. Faculty may, at their discretion, require that students sign an academic honesty statement for exam and written graded assignments. *This statement may be defined by each School or Program for specific requirements for in-person or remote assessment methods. The statement will read as follows:*

Academic Honesty Statement

I pledge that I have neither given nor received unauthorized aid and will not give or receive unauthorized aid on any examination, paper and/or assignment.

Student Name (printed) _____

Student Signature: _____ ID Number: _____

Student Discipline Procedures for Academic Honesty Policy Violations

Preliminary procedure: The University maintains a policy of open communication among all members of the University community so that any misunderstanding can be minimized and any conflicts can be expeditiously resolved between the parties involved. Hence, the first step in attempting to resolve an alleged student violation shall ordinarily be a meeting between the faculty member and the student.

The faculty member will schedule a meeting with the student to attempt to come to a resolution. The meeting should be scheduled within seven (7) business days of the faculty member's knowledge of the alleged academic dishonesty incident.

The faculty member will give the student a copy of the MCPHS Academic Honesty Policy and Student Discipline Procedures and offer the Office of Student Affairs as a resource to discuss student rights and responsibilities.

The faculty member will provide the student with the information the faculty member has regarding the alleged incident and will provide the accused student the opportunity to respond to the presented information.

After listening to the student's response, the faculty member may do one of the following:

- Determine academic dishonesty did not occur and not pursue the incident further.
- OR
- Determine academic dishonesty did occur and discuss the academic sanction the faculty member will assign (e.g., repeat of the assignment, grade reduction, failure for the assignment or exam, failure for the course). If consequences regarding academic dishonesty are listed in the course syllabus, faculty sanctions must follow information as indicated in the syllabus.

The decision of the academic dean or program director will be provided to the student within five (5) business days following the final meeting. These appellate decisions are final.

Faculty and academic deans/program directors (or their designees) report, consult, and work collaboratively with the Office of Student Affairs regarding each alleged academic dishonesty incident.

Students should be advised that, regardless of the academic resolution, all violations of the Academic Honesty Policy will be reported to and recorded with the Office of Student Affairs. When a student has accepted responsibility for the Academic Honesty Policy violation after discussion with the course faculty member or academic dean or program director (or their designee), the Dean of Students (or their designee) will send a letter to the student, faculty member, and academic dean or program director, with a copy to the Office of Student Affairs, outlining the academic sanction agreed upon among the involved parties (e.g., loss of points, change of grade, failure of exam, etc.), along with a notification of a student conduct sanction, the minimum being a disciplinary warning, to be determined by the Dean of Students or their designee in their sole discretion.

Should the Dean of Students (or their designee) determine that further action is required, based upon the disciplinary history of the student or the severity of the violation, then the matter will be processed as outlined in the Community Standards System in a hearing, as appropriate.

Complex incidents of alleged academic dishonesty that require extensive fact finding or involve a conflict of interest (e.g., the academic dean is the instructor for the course in which academic dishonesty is alleged) may be referred by the faculty member or academic dean or program director (or their designee) immediately to the Office of Student Affairs for review and disciplinary procedures as provided in the Community Standards System.

NOTE: A student may continue attending class during the resolution process for an academic dishonesty incident. If a final decision is made that a student has failed a course due to academic dishonesty, and no option for further appeal exists, the student must immediately cease attending the class in which the academic dishonesty incident occurred.

Additional policies for Academic Honesty and Integrity in a remote learning environment may be further defined by each the School of Nursing or Program.

Plagiarism Prevention Service

Students are expected to abide by the University's Academic Honesty Policy as outlined. Plagiarism (see Offense 1.03 above) is considered a violation of this policy. In order to deter plagiarism and ensure appropriate use of resources in student research and learning, the University subscribes to a plagiarism prevention service. Faculty may require students to submit their written work electronically through this plagiarism prevention service in order to verify that when ideas of others are used, they are cited appropriately. The course syllabus identifies student work that must be submitted electronically for such review.

Academic Honesty and Exams

The University School of Nursing Campus Associate Deans are responsible for the proper conduct of examinations on their respective campuses and will assign faculty to serve as proctors for examinations. Support staff, under the supervision of the school Campus Associate Deans, are responsible for maintaining confidentiality in the production and reproduction of examinations.

Assignments

All assignments are due at the times specified by the faculty and/or in the course syllabus. Issues/concerns regarding the completion and/or submission of the assignment must be brought to the attention of the course faculty prior to the assignment's due date.

Extensions

At their discretion, faculty may allow for a time extension up to a maximum of seven (7) days. Unless additional time has been granted by the course coordinator or stipulated otherwise in the course syllabus, a maximum achievable grade will be calculated upon receipt of the late assignment.

- The maximum achievable grade will be based upon a loss of five (5) points per day for each calendar day that an assignment is late.
 - For example, a paper that is four (4) days late can receive a maximum achievable grade of eighty (80) points. The assignment is then graded, and points are subtracted from a total of eighty (80) as opposed to one hundred (100).
- To successfully complete the course and receive a course grade, ALL assignments must be

completed regardless of how late they are submitted or the subsequent reductions in grade.

Assignment Grades

Grades will not be re-considered after submission of the assignment and subsequent posting of the grade.

Resubmission of Assignments

If a student does not reach a grade of 78% on the first submission of any written assignment, the student may be allowed (at the discretion of the course coordinator) to have one resubmission (within 3 days). The maximum grade awarded for any submission is 78%. This includes pass/fail assignments.

Communication

Programmatic Evaluation

Students and/or graduates have the opportunity to participate in the development and evaluation of the BSN Program through a variety of evaluation strategies. This includes the following:

Minute Papers	Students provide feedback via anonymous minute papers during a class session. The minute papers may be requested by faculty or students and target an assessment of teaching and learning classroom strategy or other course-based opportunity.
Shared Governance	Students have the opportunity to participate in the development and evaluation of the BSN program through School of Nursing Shared Governance Committees. These committees include; Undergraduate Curriculum Committee, Student Affairs Committee, and Scholarship Committee. The SON BSN Handbook provides an overview of each SON Committee.
University-Based Engagement	A variety of opportunities are provided for students to engage at the University level that include campus-based Student Government Association (SGA), Student Organizations, and surveys such as Noel-Levitz.
End of Course Evaluations	Students have the opportunity to provide feedback through anonymous end-of-course evaluations. These are launched two weeks before the end of the semester from the University. Students are encouraged to provide feedback on teaching and learning in the didactic, lab and clinical setting.
Town Halls	The School of Nursing holds Town Halls meetings during each semester by cohort level and campus. Students have the opportunity to ask questions and provide feedback to campus leadership, faculty and staff.
Exit Surveys	The University administers an end of program exit survey that is released at graduation from all programs. Graduates have the opportunity to provide feedback on the end of program learning outcomes, teaching and learning and readiness for transition to practice.
One Year Out Surveys	The University administers a one year out survey to gather the graduates feedback on transition, employment and advanced education.
Four Year Out Surveys	The University administers a one year out survey to gather the graduates feedback on transition, employment and advanced education.

Faculty Availability

Faculty make every effort to be available to students. Office hours are posted each semester. If a student cannot meet with faculty during these times, they should communicate this with the faculty via email so that another mutually convenient time may be arranged. Student emails to faculty will be answered during business hours. To ensure timely communication, students are expected to use the official faculty email addresses as listed in the [University Faculty and Staff Directory](#). Faculty are not required to respond on weekends, vacations, or other school closings.

Chain of Command

In the event a student in the School of Nursing needs to communicate a concern, need, or issue relating to courses/clinical expectations/experiences, the student needs to follow the designated chain of command as follows. In order to meet all students' needs timely and appropriately, the student is asked to follow the appropriate chain of command as outlined.

Chain of Command	Didactic Issue	Lab Issue	Clinical Issue
Step 1	The student addresses their concern/need/issue with the course faculty	The student needs to discuss their concern/need/issue with the lab faculty	The student needs to discuss their concern/need/issue with the Clinical faculty
Step 2	If the concern/need/issue is not resolved, the student may escalate to the Course Coordinator	If the concern/need/issue is not resolved, the student may escalate to the Lab Manager	If the concern/need/issue is not resolved, the student may escalate to the Course Coordinator
Step 3	If the concern/need/issue is not resolved, the student may elevate to the Associate Dean and/or BSN Program Administrator	If the concern/need/issue is not resolved, the student may escalate to the Course Coordinator	If the concern/need/issue is not resolved, the student may elevate to the Associate Dean and/or BSN Program Administrator, and the Associate Dean of Clinical Education & Experiential Learning
Step 4	If the concern/need/issue still is not resolved, the student may escalate to the School of Nursing Dean.	If the concern/need/issue is not resolved, the student may escalate to the Associate Dean and/or BSN Program Administrator	If the concern/need/issue still is not resolved, the student may escalate to the School of Nursing Dean.
Step 5		If the concern/need/issue still is not resolved, the student may escalate to the School of Nursing Dean.	

Students with complaints regarding discrimination are referred to the University's discrimination grievance policy. Students with issues or complaints regarding their grade or performance in an individual class are referred to the grade appeals policy above. Both policies are in the Academic Policies and Procedures section of the University Course Catalog.

Formal Complaints

The University Policy can be found in the University Course Catalog and attached as Appendix 7.

Cell Phones and Texting

Cell phones and pagers must be kept off or in the vibrate mode during class. Talking on a cell phone is not allowed in class. Texting or photographing is not permitted during class. Students talking on a cell phone and/or texting during class will be asked to leave the class and this will result in an unexcused absence (see section titled "[Attendance/Absence](#)"). Cell phones are not allowed in the lab/simulation or in the clinical agencies due to HIPAA regulations and potential interference with medical equipment.

Electronic Devices in the Classroom

The use of laptops and other electronic devices/accessories in the classroom is at faculty discretion. Possessing, displaying, or using cell phones, smart watches, or other electronic devices during testing is prohibited. All electronic devices must be turned off (not on vibrate or silent) and placed at the front or back of the classroom during testing.

Audio Recorders and Cameras

The use of cameras and/or audio recorders during class is at the discretion of the course faculty and must be approved prior to class.

Visitors in the Classroom

The course faculty member, prior to the class, must approve any request for visitors in the classroom.

Student Representation on the School of Nursing Shared Governance Committees

Student Representatives from each cohort and each campus are included in the Student Affairs (SA) Committee, Undergraduate Curriculum Committee (UGC), Outcomes and Assessment Committee (OAC), and Scholarship Committee (SC).

Meetings occur at a designated meeting room determined on each of the campuses or virtually via Zoom. Meetings occur up to two (2) times a semester for each meeting. Students are voting members of some of the shared governance committees per the bylaws.

The student representative may be asked to report any student issues that the committee may need to address that pertain to the specific committee responsibility. The student representative is expected to share information from the committee to their respective student cohort. Attendance at all meetings is encouraged, but not mandatory. The Student Representative is strongly encouraged to email any student concerns or topics for discussion to the committee chair prior to the scheduled committee meeting to ensure placement of the requested items on the respective committee agenda. Please see below for an

overview of the committees that include student representation.

Cohort representatives are elected at the outset of their respective tenure to the School of Nursing and serve for the duration of their tenure at the University. Campus Student Government Association (SGA) for Manchester/Worcester and the Associate Dean of Boston oversees the voting process in collaboration with Student Affairs/Campus Life.

Students may be excused from any of the committee meetings when the committee moves to the executive session to address sensitive or confidential issues such as personnel issues, specific progression issues and/or as deemed appropriate by the Chair of the committee.

Outcomes and Assessment Committee

Purpose: To conduct ongoing formative and summative evaluation to ensure quality of nursing programs.

Membership of the Outcomes and Assessment Committee:

- A full-time faculty member will chair this committee
- Faculty representatives from each campus and across undergraduate and graduate programs will be included, as well as representation from staff who manage and/or record data.
- Adjunct/online faculty for all programs are invited to participate as (non-voting) members
- The committee shall function as a whole.

The role of the Outcomes and Assessment Committee shall be:

- Implement a systematic evaluation plan in concert with CCNE standards, MBORN and NHBON regulations.
- Evaluate integration of the AACN Essentials and other relevant nursing knowledge into the BSN and MSN curriculum in collaboration with the SON Undergraduate Curriculum Committee, and Graduate Curriculum Committee.
- Analyze data that may include (but not limited to) STUDENT retention, progression, graduation, NCLEX-RN passing rates, national certification examinations and employment; FACULTY teaching, scholarship, and service/practice; PROGRAM quality (minute reviews and exist surveys; and CLINICAL PARTNERSHIP (students, clinical faculty and clinical agencies).
- Examine and recommend evaluation tools for all aspects of didactic and clinical program needs considering reliability, validity, and usefulness of the tools.
- Establish both formative and summative evaluation mechanisms that are adoptable and useful for faculty, students, clinical partners, and for other University and accreditation needs.
- Foster a culture in the SON that uses evaluation data for ongoing quality improvement.
- Recommend actions based on evaluation data to the Dean and/or to other standing committees within the School of Nursing as indicated.
- Analyze contributing factors for those students who may not meet the academic and/or clinical requirements for progression in the nursing major and to appraise the Dean and the Nursing Faculty Organization about these analyses.

Meeting and reporting structure

- Report to the Dean, Graduate, Undergraduate Curriculum Committee and respective Nursing Faculty regarding all issues related to the evaluation committee.
- Meeting frequency: Twice per semester or more as needed.
- All meeting Minutes and Committee reports are submitted to the Nursing Faculty Organization.

Student Affairs Committee

Purpose: To review policies, issues and concerns related to professional comportment expectations and School of Nursing *Student Handbook* issues.

Membership of the Student Affairs Committee:

- A full-time faculty member will chair this committee
- Faculty representatives from all three campuses will be included.
- The committee shall function as a whole.
- Nursing students (voting members; representing each campus and/or cohort,) may serve as members and be elected.

The role of the Student Affairs Committee shall be:

- To establish and periodically review standards, policies, procedures, and operational guidelines for all tracks of the BSN nursing program in accordance with the policies and procedures of the University.
- To recommend University resources to assist students to meet and maintain required academic standing within the School of Nursing.
- To review and update the *Student Handbook* annually and as needed
- To ensure collaboration with other School of Nursing committees about the need for policy development and revision related to student issues in accordance with all University policies and procedures.
- To develop and make revision recommendations of the School of Nursing *Student Handbook* to the Dean and the Faculty Organization, annually and as needed.
- To advise the Dean of issues, concerns, and recommended changes related to student learning which may require the input and/or support of the larger University community.
- To record and maintain meeting minutes and make reports to Dean and the Faculty Organization.

Meeting and reporting structure

- Report to the Dean and the Nursing Faculty.
- Meeting frequency: Twice per semester or more as needed.

Undergraduate Curriculum Committee

Purpose: To evaluate and make recommendations for changes in the existing BSN curriculum.

Membership of Curriculum Committee:

- The Curriculum Committee will be chaired by a full-time faculty member.
- Faculty representatives from all three campuses will be included.
- The committee shall function as a whole.
- Nursing students (voting members; representing each campus and/or cohort) may serve as members and be elected.

The role of the Curriculum Committee shall be:

- To periodically review and evaluate the vision, mission, values, goals, and objectives of the School of Nursing in relation to those of the University.
- To plan and recommend a program of study that reflects the stated philosophy and strategic goals.
- To formulate, implement, revise, and evaluate the program curricula.

- To evaluate allocation of credit for courses.
- To review and recommend changes related to new learning experiences.
- To evaluate and recommend changes required in non-nursing courses.
- To analyze data from standardized testing and make curriculum recommendations.
- To evaluate student and clinical partner evaluations and make curriculum recommendations.
- To design and conduct formative and summative evaluation of the curriculum.
- To make recommendations to the Dean, the Faculty Organization and/or Curriculum Council for BSN and graduate programs
- To record and keep meeting minutes.

Meeting and reporting structure

- Report to the Dean and the Nursing Faculty.
- Meeting frequency: Twice per semester or more as needed.

Scholarship Committee

Purpose: To promote scholarly work and research in faculty.

Membership of the Scholarship Committee

- A full-time faculty will chair this committee.
- Faculty representatives from the Boston, Worcester, Manchester and Online campuses will be included.
- Student representatives may participate from each campus and program.
- The committee shall function as a whole.

The Role of the Scholarship Committee shall be to:

- Identify areas of interests of faculty scholarly work and research.
- Formulate relevant research and scholarly work agendas.
- Inform faculty about the cutting-edge research and scholarly work.
- Develop faculty in scholarly work and research.
- Seek relevant funding opportunities for faculty research.
- Promote scholarly writing and publication.
- Promote interdisciplinary research.
- Form a community of scholars in the School of Nursing.

Meeting and reporting structure

- Report to the Dean and the Nursing Faculty regarding all issues related to scholarship.

Programs of Study

Note: Please refer to the MCPHS Catalog or Appendix 8 attached for detailed program information:

<https://www.mcphs.edu/academics/university-course-catalog>.

Test of Essential Academic Skills (TEAS) Policy

All BSN (traditional), internal MCPHS transfers, and External Transfer Students: Students admitted or transferring to the BSN program must successfully complete the ATI TEAS test prior to the transition into the professional nursing curriculum.

- The ATI TEAS test must be taken before the end of the summer semester for students entering

the Professional BSN curriculum in the spring semester. ATI TEAS test results must be reported to the School of Nursing and will be documented in the student's program of study.

- Students must achieve a score of 65.3 or better within three (3) attempts
- Students who do not meet the benchmark score of 65.3 or better within three (3) attempts will be dismissed from the BSN program.

Nursing Course Descriptions

BSN Curriculum

BSN Course Number	Course Title	Course Description	Course Credit
Semester 1			
NUR 201	Professional Practice I: Introduction to Professional Nursing	<p>This foundational course introduces the student to essential concepts of nursing including a diverse nursing history, nursing theories, and the evolution of the nursing profession.</p> <p>Students will examine the School of Nursing's core competencies of patient-centered care, critical thinking, communication and technical skill.</p> <p>The student will be introduced to the NCSBN model of Clinical Judgement.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> 1. Discuss the historical foundation that shapes contemporary nursing practice. 2. Examine the role of the professional nursing student as it relates to the MCPHS Core Competencies. 3. Describe the unique professional identity distinct to nursing. 4. Discuss legal and ethical concepts relevant to the profession of nursing. 5. Reflect on personal values and beliefs as they relate to ethical nursing practice. 6. Examine the NCSBN model of Clinical Judgement as a foundation for clinical practice. 	3 credits hybrid
NUR 204	Health and Wellness, I: Fundamentals of Professional Nursing	This course introduces the student to the professional nursing role with a focus on basic skills acquisition that supports the health and wellness of diverse populations across the lifespan.	6 credits: 4 credits didactic, 2 credits simulation/lab/clinical

		<p>Students will begin to apply critical thinking and clinical reasoning with the performance of basic nursing skills, demonstrate the essential components of empathy, and therapeutic communication, explore the cultural and individual differences and values that impact health and wellness; and demonstrate fundamental nursing skills including principles of safe medication administration, and dosage calculation.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> 1. Apply evidence-based principles related to fundamental nursing skills and compassionate care. 2. Apply safety and infection control principles and techniques related to patient care. 3. Demonstrate therapeutic communication skills when interacting with diverse patients, families, and interprofessional healthcare teams. 4. Integrate medical terminology associated with body systems and nursing skills. 5. Integrate the NCSBN Model of Clinical Judgement as a framework for decision-making in patient care delivery. 6. Discuss quality and safety initiatives that impact patient outcomes. <p><u>204 Experiential Learning Clinical Objectives</u></p> <ol style="list-style-type: none"> 1. Safely perform nursing skills utilizing evidence-based practice. 2. Demonstrate behaviors consistent with professional nursing comportment. 3. Demonstrate effective use of technology and standardized practices that support safety and quality. 4. Demonstrate introductory documentation and communication skills appropriate to the profession of nursing. 5. Demonstrate appropriate clinical decision-making for the novice nursing student keeping patient safety at the forefront. 6. Demonstrate respect for individual diversity. 7. Demonstrate the ability to adapt the performance of skills to meet the developmental stage of the patient. 	
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NUR 226	Pathophysiology and Pharmacology I	<p>This course is the first of two courses that build on prerequisite natural, physical, and social sciences.</p> <p>The course provides the student with a foundation for the understanding of pathophysiologic processes common to select health problems across the lifespan in diverse populations and the efficacious use of pharmacological agents.</p> <p>Disease processes are explored with a focus on etiology, pathogenesis, and clinical manifestations. Students will learn the pharmacodynamics and pharmacokinetics of pharmaceutical agents and their use in health promotion, treatment, and symptom management across the lifespan.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> 1. Utilize the nursing process to describe the association between pathophysiology and pharmacology for selected health problems across the lifespan. 2. Describe the pathophysiology, genetic relationship, clinical manifestations and appropriate social determinants of health relevant to health status across the lifespan. 3. Differentiate between selected normal and pathophysiologic changes across the lifespan. 4. Describe principles of pharmacodynamics and pharmacokinetics, and genetic influence, as appropriate, for selected pharmaceutical agents; 5. Identify the manifestation of pharmaceutical (e.g., adverse drug reactions) absorption, distribution, and pharmacokinetics for selected pharmaceutical agents; 6. Explain the use of selected pharmaceutical agents in selected health problems (for example, polypharmacy in the elderly) across the lifespan; 7. Describe the complications associated with selected health problems; and 8. Identify the use of selected pharmaceutical agents to promote health with relevant health disorders. 	3 credits didactic
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NUR 245	Healthcare Participant I: Health Assessment and Promotion	<p>This course will provide the student with the foundational knowledge of health assessment, health promotion, and disease prevention focused on person-centered care with an emphasis on diversity, equity, and inclusion.</p> <p>The student will learn to perform a comprehensive and holistic assessment of the patient across the lifespan, including the systematic collection, analysis, and synthesis of health data from patients and secondary sources.</p> <p>Students are introduced to the influences of social determinants of health on well-being, levels of prevention, and patient and family-centered care.</p> <p><u>Course Objectives:</u> Upon completion of this course the student will be able to;</p> <ol style="list-style-type: none"> 1. Perform a clinically relevant, holistic health assessment. 2. Demonstrate organizational and critical-thinking skills necessary for the development of judgment in the planning and delivery of person-centered and culturally sensitive patient care across the lifespan. 3. Apply the principles of health promotion, risk reduction, and disease prevention across the lifespan. 4. Recognize the unique differences in assessment data across the lifespan. 5. Apply holistic person-centered, culturally sensitive communication techniques. 6. Develop a list comprehensive list of actual or potential health problems and needs. 7. Prioritize nursing interventions, based on assessment findings. 8. Discuss the social determinants of health and their impact on an individual's well-being. <p><u>Clinical Objectives</u> Upon completion of this course, you will:</p> <ol style="list-style-type: none"> 1. Determine the appropriate approach to health assessment and promotion consistent with the patient's developmental stage. 	4 credits: 3 credits didactic, 1 credit simulation/lab/clinical
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		<ol style="list-style-type: none"> 2. Demonstrate ability to systematically collect, analyze, and synthesize patient related health data across the lifespan. 3. Demonstrate ability to complete a detailed health history and a comprehensive head-to-toe physical assessment. 4. Demonstrate cultural competence in collecting and interpreting patient health data. 	
Semester 2			
NUR 304	Health and Wellness II: Introduction to Med/Surgical Nursing	<p>This health and wellness course builds on student learning from all prior nursing courses and focuses on the nurse's role in prevention and care of acute and chronic problems of diverse individuals and populations. Students will apply the framework of the nursing process, clinical judgment, and social determinants of health to plan, implement, and evaluate outcomes of person-centered nursing care for adult and aging individuals and populations across the healthcare continuum.</p> <p><u>Course Objectives:</u> Upon completion of this course, you will be able to:</p> <ol style="list-style-type: none"> 1. Apply pathophysiology to the principles of medical/surgical nursing. 2. Demonstrate timely recognition of clinical trends, risk factors, assessment findings, symptoms, laboratory values, and diagnostics specific to disease processes. 3. Identify and respond appropriately to changes and trends with clinical decision making for timely patient care. 4. Discuss the integration of evidence-based practice in planning patient-centered care. 5. Integrate holistic teaching to assist patients and families with their plans of care appropriate for health and wellness. 6. Prioritize nursing care of current and potential safety concerns. 7. Promote collaboration and delegation with team members. 8. Utilize social determinants of health to support the patient and families plan of care appropriate for health promotion and risk reduction. 	7 credits: 4 credits didactic, 3 credits simulation/lab/clinical

		<p>9. Utilize the NCSBN Clinical Judgement model to support the decision-making process in the care of the patient.</p> <p>304 Experiential Learning Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate behaviors consistent with professional nursing comportment. 2. Demonstrate respect for individual diversity. 3. Assume responsibility and accountability for clinical practice with guidance from faculty and clinical partners. 4. Perform head-to-toe and focused nursing assessments appropriate to patient condition and need. 5. Prioritize safe and holistic nursing care to illness and disease management in acute and chronically ill adults. 6. Evaluate safe and holistic nursing care to illness and disease management in acute and chronically ill adults. 7. Demonstrate competency and nursing skills consistent with the adult medical surgical patient. 8. Document nursing care in accordance with clinical agency standards. 9. Utilize effective communication techniques with patients, families, faculty and interprofessional teams. 10. Demonstrate the use of informatics and technological advances that support quality and safety focused on patient outcomes 	
NUR 326	Pathophysiology and Pharmacology II	<p>This is the second of the two-course series that builds on prerequisite biological sciences. The course continues to build on the discussion that supports the student's understanding of pathophysiologic processes common to select health problems across the lifespan in diverse populations and the efficacious use of pharmacological agents.</p> <p><u>Course Objectives:</u> Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Use the nursing process to describe the association between pathophysiology and pharmacology for selected health problems across the lifespan. 	3 credits didactic

		<ol style="list-style-type: none"> 2. Describe the pathophysiology, genetic relationship, clinical manifestations and appropriate social determinants of health relevant to health status across the lifespan. 3. Differentiate between selected normal and pathophysiologic changes across the lifespan. 4. Describe principles of pharmacodynamics and pharmacokinetics, and genetic influence, as appropriate, for selected pharmaceutical agents; 5. Identify the manifestation of pharmaceutical (e.g., adverse drug reactions) absorption, distribution, and pharmacokinetics for selected pharmaceutical agents; 6. Explain the use of selected pharmaceutical agents in selected health problems (for example, polypharmacy in the elderly) across the lifespan; 7. Describe the complications associated with selected health problems; and 8. Identify the use of selected pharmaceutical agents to promote health with relevant health disorders. 	
NUR 346	Healthcare Participant II: Quality, and Safety, Informatics	<p>This course provides the student with foundational knowledge of nursing and health care informatics. The student will gain an understanding of the theories and social and economic forces influencing the development and application of information and health care technologies.</p> <p>Students also explore the legal and ethical ramifications of using information and health care technologies to improve patient safety and the quality of health care and protect patient privacy. Students will discuss quality and safety as core values of nursing practice that enhance quality and minimize harm risk of patients and providers through system effectiveness and individual performance.</p> <p><u>Course Objectives:</u> Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe the various information and communication technology tools used in the delivery of patient care across the healthcare continuum. 	3 credits hybrid

		<ol style="list-style-type: none"> 2. Discuss the information and communication technologies and informatics processes to deliver safe patient care. 3. Discuss appropriate quality improvement principles appropriate to nursing care delivery that enhance patient outcomes. 4. Identify national safety and quality standards that guide nursing practice. 5. Discuss strategies that create a culture of safety across the healthcare continuum. 6. Identify the nurses' role within an interprofessional team in promoting safety and preventing errors and near misses. 	
NUR 347	Families in Transition: Care of the Older Adult, End of Life Care and Special Topics	<p>This course provides the student with knowledge and skills necessary to provide holistic nursing care for families challenged by the loss of abilities of family members due to aging and the need for end-of-life care, to include palliative care and hospice care. The course will support students' understanding of issues of quality of life of the patient and family members. An emphasis will be placed on assessment of function, physical, cognitive, psychological, and social changes common in old age, and the complex symptomatology, pain management, and risk factors associated with decline in health status that is applied in the clinical courses.</p> <p><u>Course Objectives:</u> Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Describe major health problems and disease states affecting diverse adults and elders; 2. Explain major considerations in planning and performing nursing care for adults and elders with simple to complex health problems; 3. Develop a holistic plan of care for patients with selected health problems and disease states; and 4. Discuss the need for palliative care for seriously ill patients and their families from the time of diagnosis, as essential to quality care and an integral component of nursing care. 5. Identify the dynamic changes in population demographics, health care economics, service delivery, caregiver demands and financial impact of serious disease. 	3 credits didactic

		6. Reflect on one's own ethical, cultural and spiritual values and beliefs about serious illness and death. 7. Demonstrate respect for cultural, spiritual and other forms of diversity for patients and their families in the provision of palliative care services. 8. Apply key concepts highlighted in the ELNEC Core Modules as they relate to care of the patient and family at end of life.	
Semester 3			
NUR 401	Professional Practice III: Scholarship for the Nursing Discipline	<p>Students will acquire an understanding of the historical development of nursing as a scholarly discipline and appraise its contemporary standing in the scientific community. Students will learn the research process, methods of qualitative and quantitative research, and the legal and ethical considerations of engaging in nursing research. Students will learn to apply critical thinking to the evaluation of professional and popular literature and other sources of information, apply research-based knowledge from nursing and the sciences as the evidence-base for nursing practice, and participate in the research process.</p> <p><u>Course Objectives:</u> Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Trace the historical development of nursing as a scholarly discipline. 2. Examine steps of the research process. 3. Connect research-based knowledge from nursing to evidence-based nursing practice. 4. Participate in the process of scholarly inquiry. 5. Differentiate between quantitative and qualitative research methods. 6. Identify a problem in clinical setting, develop the research question and retrieve the literature to use as evidence. 7. Appraise research findings from current literature for application to nursing practice across the lifespan. 8. Synthesize research findings and develop thematic findings. 9. Apply ethical principles and American Nursing Association Code of Ethics in research. 10. Identify legal implications related to nursing 	3 credits hybrid

		research.	
NUR 404	Health and Wellness III: Ped/maternity	<p>This course uses a family-centered framework that offers evidence-informed nursing care to children and their families from infancy through adolescence. Bio-behavioral, cultural, developmental, and psycho-social factors influencing the health and well-being of children and families across diverse populations are examined in the context of wellness and illness.</p> <p>This course is an introduction to nursing care for the child-bearing individual, children, and child-rearing families. Previous health care knowledge, skills and assessment will be integrated into the role development of the professional nurse as a provider of patient-centered care, advocacy, and member of the interprofessional healthcare team; emphasis is on clinical decision-making for patients and their families.</p> <p><u>Course Objectives:</u> Upon completion of this course the student will be able to:</p> <ol style="list-style-type: none"> 1. Apply expected physiology and pathophysiology to the principles of nursing care for the child-bearing individuals, children, and child-rearing families. 2. Recognize growth and development for children and child-rearing families. 3. Demonstrate evidence-based practice in planning patient-centered care, and principles of quality improvement. 4. Recognize clinical trends, risk factors, assessment findings, symptoms, laboratory values, and diagnostics specific to disease processes. 5. Respond to patient-centered changes and trends with timely clinical decision making. 6. Integrate holistic teaching to assist patients and families with their plans of care. 7. Prioritize nursing care of current and potential safety concerns. 8. Organize management of care including delegation <p>404 Experiential Learning Objectives:</p>	6 credits: 4 credits didactic, 2 credits simulation/lab/clinical

		<ol style="list-style-type: none"> 1. Upon completion of this course the student will be able to: 2. Demonstrate behaviors consistent with professional nursing comportment. 3. Demonstrate respect for individual diversity. 4. Assume responsibility and accountability for clinical practice with guidance from faculty and clinical partners 5. Prioritize safe and holistic nursing care for child-bearing individuals, children, and child-rearing families. 6. Perform clinical skills demonstrating appropriate knowledge. 7. Perform head-to-toe and focused nursing assessments appropriate to patient condition and need. 8. Evaluate nursing care and patient outcomes. 9. Document nursing care in accordance with clinical agency standards. 10. Utilize effective communication techniques with patients, families, faculty and interprofessional teams. 11. Provide culturally sensitive nursing care to include child-bearing individuals, children, and child-rearing families. 12. Demonstrate the use of informatics and technological advances 13. Assess, plan and treat patients' physical, psychological, social and spiritual needs to improve the quality of life for patients with serious illness and their families. 14. Integrate the NCSBN Clinical Judgement model for the delivery of patient care. 	
NUR 422	Healthcare Participant III Mental and Social Health	In this course, students apply concepts and principles acquired in all prerequisite and concurrent nursing courses to the anticipated provision of care for patients with psychosocial needs and psychiatric disorders in diverse populations and clinical settings, within the context of family and societal forces. Students develop their use of self as a therapeutic tool, and focus on a holistic approach assessment, care, and management of persons with psychosocial issues and selected psychiatric disorders and conditions. Students learn to incorporate contemporary and emerging social and contextual issues as they	5 credits: 4 didactic credits, 1 simulation/lab/clinical credit

		<p>relate to the mental and social health of patients and their families</p> <p><u>Course Objectives:</u> Upon completion of this course the student will:</p> <ol style="list-style-type: none"> 1. Demonstrate appropriate knowledge of psychosocial issues and selected psychiatric disorders. 2. Demonstrate the therapeutic use of self as a tool in the delivery of holistic patient-centered care. 3. Analyze the impact of psychosocial stressors across the lifespan in individuals and families. 4. Evaluate the nurse's role in providing nursing care of persons with psychosocial issues and selected psychiatric disorders and conditions. 5. Develop a holistic plan of care for persons and families with psychosocial issues and selected psychiatric disorders and conditions across the lifespan. 6. Analyze anticipated needs of persons with psychosocial issues and selected psychiatric disorders and conditions. 7. Distinguish anticipated nursing interventions associated with selected states of health, wellness, and disease. <p>422 Experiential Learning Objectives:</p> <ol style="list-style-type: none"> 1. Assume responsibility and accountability for clinical practice with guidance from faculty and clinical partners. 2. Prioritize nursing care of persons with psychosocial issues and select psychiatric disorders and conditions in a manner that ensures patient safety. 3. Demonstrate organizational skill in nursing care for persons with psychosocial issues and selected psychiatric disorders and conditions. 4. Perform therapeutic nursing interventions for persons with psychosocial issues and select psychiatric disorders and conditions in a safe manner. 5. Demonstrate technical skill in the delivery of nursing care for persons with psychosocial issues and selected psychiatric disorders and conditions 6. Evaluate nursing care and patient outcomes. 7. Document nursing care in accordance with 	
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		<p>clinical agency standards.</p> <ol style="list-style-type: none"> 8. Communicate with patients, peers, faculty, and members of the interdisciplinary team in a professional manner. 9. Provide culturally competent nursing care to persons with psychosocial and psychiatric disorders. 10. Identify methods of de-escalation to ensure patient, staff and family safety. 	
NUR 435	Preparation for Professional Licensure I	This is the first of two courses that prepare the student for NCLEX-RN licensure success.	2 credits didactic
Semester 4			
NUR 504	Health and Wellness IV: Advanced Med/Surg	<p>Students expand upon knowledge of medical-surgical nursing content. The course integrates a didactic framework for the synthesis of nursing concepts within the practice setting. Previous healthcare knowledge, skills and assessment will be integrated into the role development of the professional nurse as a coordinator of patient-centered care. Emphasis is on advocacy, collaboration with the interprofessional healthcare team, and clinical judgement.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> 1. Upon completion of this course the student will: 2. Synthesize pathophysiology and pharmacology to the principles of medical-surgical nursing. 3. Distinguish clinical trends, risk factors, assessment findings, symptoms, laboratory values, and diagnostics specific to complex health problems. 4. Utilize clinical judgement in response to changes and trends of patients with complex health problems. 5. Apply evidence-based practice to patient-centered care and principles of quality improvement. 6. Distinguish appropriate holistic education for patients and families with complex health problems. 7. Prioritize nursing care of current and potential safety concerns. 8. Organize management of care for patients with complex health problems. 	7 credits: 4 credits didactic, 3 credits simulation/lab/clinical

		<p>504 Experiential Learning Objectives:</p> <ol style="list-style-type: none"> 1. Demonstrate behaviors consistent with professional nursing comportment. 2. Manage and supervise delegated nursing interventions safely and competently. 3. Demonstrate respect for individual diversity. 4. Assume responsibility and accountability for clinical practice with guidance from faculty and clinical partners. 5. Perform head-to-toe and focused nursing assessments appropriate to patient condition and need. 6. Prioritize safe and holistic nursing care for illness and disease management. 7. Evaluate safe and holistic nursing care for illness and disease management. 8. Demonstrate competency and nursing skills consistent with the adult medical-surgical patient. 9. Document nursing care in accordance with clinical agency standards. 10. Utilize effective communication techniques with patients, families, faculty and interprofessional teams. 11. Demonstrate the use of informatics and technological advances. 12. Reflect upon the nurse's role in interprofessional teams and coordination of care. 13. High quality care for patients and families facing serious illness. 	
NUR 522	Healthcare Participant IV: Leadership Management and Capstone Project	<p>The student will examine contemporary theories of management, leadership and change related to nursing practice. Concepts are focused on effective communication within interprofessional teams, addressing conflict, advocacy, delegating successfully, and building teams. The student will utilize knowledge acquired across the curriculum to examine contemporary nursing practice issues integrating technology, innovation, and quality improvement.</p> <p><u>Course Objectives:</u></p> <ol style="list-style-type: none"> 1. Appraise one's own leadership style utilizing leadership and management theories. 	3 credits + 1 credit Capstone Project

		<ol style="list-style-type: none"> 2. Incorporate effective communication techniques to support interprofessional collaboration. 3. Evaluate concepts related to advocacy as it applies to the nursing leadership role. 4. Formulate solutions related to social justice, healthcare access, equity, and affordability. 5. Analyze appropriate strategies for delegation in alignment with the NCSBN/ANA guidelines and appropriate state Nurse Practice Act. 6. Explore role development and identity of the professional nurse. 7. Formulate leadership project goals and objectives with guidance from assigned faculty and clinical partners; 8. Demonstrate leadership and professional role expansion through completion of an approved capstone leadership project relevant to a selected clinical setting; and 9. Reflect on the meaning and outcome(s) of the capstone leadership project. 	
NUR 525	Community Health, Population Health and Disaster Planning	<p>This course Introduces the student to the core functions of public health with an emphasis on community health programs and current trends of population health.</p> <p>The student will apply the nursing process as relates to individuals, families, communities, and population health. The course explores the concepts of epidemiology, social determinants of health, health promotion, and equity, and their impact on patient health outcomes and the nurse's contributions to reduce health disparities. Exposes the student to the role of community health practice in maximizing the health status of populations.</p> <p><u>Course Objectives:</u> Upon completion of this course the student will:</p> <ol style="list-style-type: none"> 1. Identify values, beliefs and attitudes towards health and illness of the health care participant. 2. Examine the role of nursing in relation to the health of vulnerable populations and elimination of health disparities. 3. Assess the various factors that influence the health of communities and populations. 	4 credits: 3 credits didactic, 1 credit simulation/lab/clinical

		<ol style="list-style-type: none"> 4. Describe the role of community health practice in maximizing the health status of populations. 5. Examine ethical concepts within the context of health disparities. 6. Identify interventions that maximize the health status of populations. 7. Identify disaster planning strategies relevant to support community safety. <p>NUR 525 Experiential Learning Objectives:</p> <ol style="list-style-type: none"> 1. Apply critical reasoning and evidence-based research to provide safe, effective, culturally-competent nursing care to patients, groups and populations in the community and homecare settings. 2. Identify and prioritize actual and potential health problems for individuals, groups and the community using contemporary community health assessment processes at select clinical sites. 3. Apply the epidemiological approach to understanding disease, the cause of disease with the concepts of health promotion, maintenance and restoration of health to a select community health population. 4. Evaluate the process by which health policy is created at the community/public health practicum site. 5. Participate and communicate in a professional manner as a member of an interprofessional healthcare team to identify and prioritize actual and potential health problems for the community population. 6. Participate as appropriate in disaster planning for the community or public health sector. 	
NUR 535	NCLEX Readiness	This is the final course that provides the student with strategies and resources for NCLEX-RN licensure success.	1 credit didactic

Acknowledgement of Receipt of BSN Student Handbook

I acknowledge that I have received the Massachusetts College of Pharmacy and Health Sciences BSN Student Handbook, and that I am responsible for reading, understanding, and complying with its contents.

Student Signature: _____

Student Name (*please print*): _____

Date: _____

Appendix 1

Massachusetts College of Pharmacy and Health Sciences **Immunization Policy**

In accordance with state law and University policy, all undergraduate and graduate students are required to provide proof of immunization or demonstrate their immunity to specific vaccine-preventable diseases (“State Requirements”). Students preparing for a clinical rotation or professional practice phase must comply with the immunization requirements of this policy and any additional requirements mandated by the clinical site (“Clinical Requirements”).

Students participating in the on-campus MCPHS Dental Hygiene Clinics located on the Boston and Worcester campuses and the Balance Wellness and Movement Center (part of the Physical Therapy program) on the Worcester campus, are required to comply with the Massachusetts Department of Public Health vaccination mandates for Healthcare Personnel. This includes receiving the annual seasonal influenza vaccine and ensuring they are current with their COVID-19 vaccine doses. Students participating in the New England School of Acupuncture Treatment Center on the Worcester and Boston campuses are also required to receive annual seasonal influenza vaccine and ensuring they are current with their COVID-19 vaccine doses. Students who believe they qualify for an exemption from vaccination must follow the established MCPHS Waiver/Exemptions process.

Non-compliance with University immunization requirements will result in adverse action up to and including administrative withdrawal from the University and may negatively impact progression in an academic program.

The following MCPHS students must show proof of required immunizations:

- All full-time students, including students attending MCPHS while on a visa who will be on campus;
- All part-time students, including students attending MCPHS while on a visa who will be on campus;
- All online students who might be in contact with patients;
- All online students whose program involves an on-campus component; and
- All students who attend or visit MCPHS as part of a formal academic visitation or exchange program.

How and when to report your immunizations to MCPHS:

Students are required to provide documentation that shows they meet the MCPHS Immunization Policy before the first day of their first semester at the University. Those who are about to begin a clinical rotation or a professional practice phase must submit their documentation one semester in advance of starting these clinical experiences. For more information about immunization documentation and scheduling, please visit the CDC website: <https://www.cdc.gov/vaccines/hcp/imz-schedules/adult-age.html>

MCPHS University does not collect or store immunization records directly. Instead, MCPHS works with a confidential health information service, CastleBranch, to maintain and process all student immunization records and to monitor compliance with state immunization laws. Therefore, students must submit their records electronically through the CastleBranch platform. Authorized MCPHS officials have access to these records to ensure compliance.

Immunization Documentation Deadlines

	STATE Requirements Deadline	CLINICAL Requirements Deadline
Fall Admitted Students	August 1	1 semester before embarking on clinical rotation or professional practice phase
Spring Admitted Students	December 1	1 semester before embarking on clinical rotation or professional practice phase
Summer Admitted Students	April 1	1 semester before embarking on clinical rotation or professional practice phase

Waivers and Exemptions

If a student is unable to receive one or more immunizations for medical or religious reasons, they may upload the Student Vaccine Exemption Request Form to CastleBranch. Students seeking a medical exemption must also submit a letter from their health care provider, written on official letterhead and signed, stating that the provider has personally examined the student and believes that receiving the immunization would endanger the student's health. Both medical and religious exemptions must be renewed annually at the beginning of each academic year.

In addition to the medical and religious exemptions described above, students may be exempt from the meningococcal immunization requirement if they (or their parent or legal guardian, if the student is a minor) sign a waiver. The waiver confirms that the student has received and reviewed information about the risks of meningococcal disease and has chosen to decline the vaccine. A copy of this waiver can be downloaded from the student's "MyCB" CastleBranch account.

Requirements for clinical rotations are determined by clinical sites, and MCPHS does not have the authority to override these requirements. Medical and religious exemptions may be accepted at the discretion of clinical sites. Failure to obtain all required immunizations for participation in clinical rotations or other activities involving patient contact may negatively impact a student's progress in certain academic programs. Students are advised to contact their Clinical Coordinator for their academic program to discuss how waivers/exemptions may affect their clinical rotation requirements.

Additional Information

Certain health care agencies, clinical training sites, and service learning locations may have additional immunization requirements. To be eligible for clinical placements or service learning experiences, students must meet both all University immunization requirements and any additional requirements set by the site. If the site does not pay for any additional immunizations, students are responsible for any associated costs not covered by their personal health insurance. Students who have not fulfilled all University and site immunization requirements will not be permitted to begin clinical or service learning placements and therefore may not be able to meet program requirements.

Students who change academic programs must comply with the immunization requirements of their new program. Students should contact their Program Director or Clinical Coordinator to review and update their immunization compliance as needed.

For assistance with creating a MyCB account in CastleBranch, record uploads, and general questions, please contact:

Student Immunization Compliance Office
Division of Student Affairs
Phone: 617.735.1105
Email: immunization@mcphs.edu

NURSING

State Requirements

- Measles vaccinations: 2 immunizations at least 4 weeks apart and the first dose must have been received on or after the student's 1st birthday; or laboratory evidence of immunity.
- Mumps vaccinations: 2 immunizations at least 4 weeks apart and the first dose must have been received on or after the student's 1st birthday; or laboratory evidence of immunity.
- Rubella vaccinations: 2 immunizations at least 4 weeks apart and the first dose must have been received on or after the student's 1st birthday; or laboratory evidence of immunity.
- Tetanus Diphtheria Pertussis vaccinations: 1 dose of Tdap and either a history of DTaP primary series or age- appropriate catch-up vaccination. Tdap received ≥ 7 years may be counted, but a dose at age 11-12 is recommended if Tdap was received earlier as part of a catch-up schedule. Td should be received if it has been ≥ 10 years since last Tdap.
- Hepatitis B immunization series: 3 doses followed by laboratory evidence of immunity; or Heplisav-B vaccine (2 doses, first dose must be given on or after the student's 18th birthday, and the second dose must be given at least 28 days after the first dose) followed by laboratory evidence of immunity. Laboratory evidence of immunity alone is also acceptable.
- Varicella vaccinations: 2 immunizations at least 4 weeks apart and the first dose must have been received on or after the student's 1st birthday; or laboratory evidence of immunity; or physician diagnosis of varicella.
- Meningococcal vaccination: 1 dose of MenACWY (formerly MCV4) received on or after the student's 16th birthday required only for students under the age of 22. Meningococcal B vaccine does not meet this requirement.

Clinical Requirements

- Annual two-step Tuberculosis skin test: two tests within the last 12 months, completed 1-3 weeks apart; or Tuberculosis blood test within the past 12 months. If results are positive, a clear chest x-ray with a laboratory report or physician verification of results; or a physician letter verifying the student is symptom free is required each year. (See comment below.)
- An annual influenza shot must be obtained when the vaccine for the annual flu season becomes available each fall. (See comment below.)
- Certain health care agencies, clinical training sites, and service learning locations that host student rotations may require additional immunizations or testing. Students are advised to contact their Clinical Coordinator for further information about meeting those requirements.

Comment: Bachelor of Science in Nursing - Boston students must complete these requirements before entering the professional practice phase of the program and repeat it at least annually, or more frequently as required by the clinical site.

Appendix 2

Massachusetts College of Pharmacy and Health Sciences **Electronic Communications Policy**

Failure to comply with the guidelines presented herein may result in disciplinary action, up to and including termination of employment or student status. Please view the policy in the [MCPHS Student Handbook](#) or visit the Information Services website: <https://www.mcphs.edu/information-services>.

Appendix 3

Massachusetts College of Pharmacy and Health Sciences **Admission Policies**

School of Nursing – Boston – Program Specific Admission Requirements

First Year Applicants (Boston) – Minimum Requirements

Official transcripts from all secondary schools attended should be submitted by your guidance counselor or a school official. First quarter grades from senior year should be included if available when you apply.

Applicant's transcripts should include the following:

- Math: Algebra 1 & 2 and Geometry are required, however it is recommended that applicants complete four years of math up to Precalculus or Calculus.
- Science: Biology and Chemistry are required however it is recommended that applicants complete four years of lab science. Additional recommended courses may include Anatomy and Physiology, Physics, AP Biology, or AP Chemistry.
- English: Four years of English.
- Social Sciences: One year of history is required. A well-rounded curriculum of additional social science courses is recommended.

Transcripts may be submitted by your guidance counselor via the Common Application with the accompanying school report form.

Transfer Applicants [from colleges/universities outside of MCPHS] – Minimum Requirements

- Cumulative GPA – 2.7; Science and Math GPAs – 2.7.
- In order to be granted transfer credit for prerequisite courses, students must achieve a grade of C+/78 or better. Transfer credits will not be accepted for courses repeated more than one time.
- TOEFL – Minimum proficiency level of 79 – candidates for whom English is not the primary language.
- ** If applying for a fall year 2 start as a transfer student – must achieve a minimum score of 65.3% on the Test of Essential Academic Skills (TEAS). The test must have been completed within 3 years of the applicant's proposed enrollment date. The exam may only be taken 3 times (total) to achieve the above score. Candidates must arrange for official test score results to be sent directly from ATI to MCPHS.

Postbaccalaureate Admission (Boston)

Postbaccalaureate Bachelor of Science in Nursing (BSN)

- Candidates for admission to all graduate, fast track, or postbaccalaureate programs must have the following:
- An earned bachelor's degree from an accredited college or university (some fast track programs do not require a prior bachelor's degree)
- An earned master's degree in a related field for those applying to a PhD program within the Division of Graduate Studies
- An overall grade point average (GPA) of 3.0 or higher (on a 4.0 scale) for graduate programs

- A TOEFL, IELTS, PTE, Duolingo, or ITEP for all candidates for whom English is not the primary spoken language. This test requirement may be waived on an individual basis for applicants who have attended all four years of high school in the United States (exclusive of ESL courses), who have completed four years of study in a U.S.-accredited, IB or UK curricula outside the United States where English is the only medium of instruction (exclusive of ESL courses) or have an earned degree (bachelor's or higher) from a college or university within the U.S. or a native English speaking country whereas the program was fully taught in English. (Please refer to the International Applicants section.)

Preference is given to those who

- have an overall GPA of 3.0 or better (on a 4.0 scale) with consistent performance of 3.0 or better in prerequisite courses and other subjects related to the major field of study; and
- have volunteer, research, or work experience related to the major field of study.

Admission (Worcester)

Postbaccalaureate Admission

Requirements

- Candidates for admission to the Accelerated (Postbaccalaureate) Bachelor of Science in Nursing program must have a cumulative academic grade point average of at least 2.7 or higher on a 4.0 scale attained at a regionally accredited college or university. A minimum grade of C+ is required in all prerequisites.

Preference is given to candidates who demonstrate

- scores in the 50th percentile or above in each section of the GRE (see Standardized Tests for a list of programs that require the GRE);
- minimum OAT (Optometry Admission Test) score of 300 (see Standardized Tests for a list of programs that require the OAT);
- consistent academic performance in a full-time program with above-average grades in mathematics and sciences without having to withdraw or repeat courses; and
- an ability to articulate clearly, in a written essay, the reasons for their choice of program study at MCPHS.

Admission (Manchester)

First Year Applicants (Manchester)

Official transcripts from all secondary schools attended should be submitted by your guidance counselor or a school official. First quarter grades from senior year should be included if available when you apply.

Applicant's transcripts should include the following:

- Math: Algebra 1 & 2 and Geometry are required, however it is recommended that applicants complete four years of math up to Precalculus or Calculus.
- Science: Biology and Chemistry are required however it is recommended that applicants complete four years of lab science. Additional recommended courses may include Anatomy and Physiology, Physics, AP Biology, or AP Chemistry.
- English: Four years of English.
- Social Sciences: One year of history is required. A well-rounded curriculum of additional social science courses is recommended.

Transcripts may be submitted by your guidance counselor via the Common Application with the accompanying school report form.

Transfer Applicants [from colleges/universities outside of MCPHS] – Minimum Requirements

- Cumulative GPA – 2.7; Science and Math GPAs – 2.7.
- In order to be granted transfer credit for prerequisite courses, students must achieve a grade of C+/78 or better. Transfer credits will not be accepted for courses repeated more than one time.
- TOEFL – Minimum proficiency level of 79 – candidates for whom English is not the primary language.
- ** If applying for a fall year 2 start as a transfer student – must achieve a minimum score of 65.3% on the Test of Essential Academic Skills (TEAS). The test must have been completed within 3 years of the applicant's proposed enrollment date. The exam may only be taken 3 times (total) to achieve the above score. Candidates must arrange for official test score results to be sent directly from ATI to MCPHS.

Postbaccalaureate Admission (Manchester)

Requirements

- Candidates for admission to the Accelerated (Postbaccalaureate) Bachelor of Science in Nursing program must have a cumulative academic grade point average of at least 2.7 or higher on a 4.0 scale attained at a regionally accredited college or university. A minimum grade of C+ is required in all prerequisites.

Preference is given to candidates who demonstrate

- scores in the 50th percentile or above in each section of the GRE (see Standardized Tests for a list of programs that require the GRE);
- minimum OAT (Optometry Admission Test) score of 300 (see Standardized Tests for a list of programs that require the OAT);
- consistent academic performance in a full-time program with above-average grades in mathematics and sciences without having to withdraw or repeat courses; and
- an ability to articulate clearly, in a written essay, the reasons for their choice of program study at MCPHS.

Appendix 4

Massachusetts College of Pharmacy and Health Sciences Add/Drop, Withdrawal and Leave of Absence Policies

Add/Drop Period

Add/drop period deadline for all programs is specified for each academic term, usually within the first week of classes. During add/drop period, tuition is fully refundable for a course withdrawal. Student accounts are adjusted automatically, and any additional charges must be paid at the time of the transaction. After the add/drop deadline, there will be no tuition refund for individual course withdrawal.

Add/Drop Procedures

Any registered student who wishes to adjust his or her class schedule during the designated add/drop period can make adjustments online via Self-Service, with the exception of students in the School of Professional Studies who can make such adjustments by emailing professionalstudies@mcphs.edu. Students cross-registered for Colleges of the Fenway courses must adhere to the add/drop procedures at their home institution. The add/drop period deadline for all programs is specified for each academic term, usually within the first week of classes. Adjustments to tuition and fees, where applicable, are made automatically through the Office of Student Financial Services. Students who wish to withdraw from a course after the designated add/drop period should refer to the Withdrawal from a Course section in Academic Policies and Procedures. No refunds are made if such changes are made after the designated add/drop period. **NOTE: Simply failing to attend classes will not result in the course being dropped from the student's official registration, and students will be held financially accountable and receive a course grade of F.**

Leave of Absence

The University recognizes that there are situations when a student may require a leave of absence (LOA). Such leaves are granted for a maximum of one academic year with the exception of leaves granted for military service. The student must meet to consult with their Academic Dean or designee regarding the reason(s) for considering, and the ramifications of, taking a leave of absence. After the initial meeting with the Academic Dean or designee, the student must return the completed Leave of Absence form within 1 week (or 5 business days) with the required signatures: a) the student, b) Academic Dean or designee, c) Student Financial Services, and d) Immigration Services representative (for international students). The Academic Dean or designee will notify the student within 1 week (or 5 business days) upon receipt of the completed form with the finalized LOA requirements via the student's MCPHS email account. **Students who take a leave after the designated add/drop period will receive course grade(s) of W.** **For information on a Health/Medical Leave of Absence, please see the Health/Medical Leave of Absence section below.*

Return from Leave of Absence

Students returning from a leave of absence must confirm they are returning to MCPHS University with their Academic Dean or designee prior to the following dates:

March 1-for a summer or fall semester return

October 1-for a spring semester return

Online students-30 days prior to the beginning of the semester

Students on a Leave of Absence are not eligible for University Services, with the exception of academic coaching. Students who intend to return from a LOA must also review and adhere to applicable school/program specific policies in addition to the general policy outlined herein. Students who fail to return within the designated time must reapply for admission.

Administrative Withdrawal

Section 1: Administrative Withdrawal

An administrative withdrawal will mean that a student's preregistration or registration, housing, meal plan, and financial aid for the current semester will be canceled. The student will be unable to register or preregister for any subsequent semester until the administrative withdrawal is resolved.

A student may be administratively withdrawn by the University if any of the following conditions apply:

- a) If, after due notice, the student fails to satisfy an overdue financial obligation to the University, consisting of tuition, loans, board, room fees, library charges, or other student charges, including student activities, health insurance, graduation fees, and other such fees as may be established by the University.
- b) If the student fails to comply with certain administrative requirements, including, without limitation, the submission of immunization forms, satisfaction of technical standards, or completion of SEVIS registration.
- c) If the student fails to attend classes during the first two weeks of the semester
- d) If the student fails to register for the coming semester

Section 2: Effects of Administrative Withdrawal

If a student is administratively withdrawn, their record will indicate the withdrawal date and the reason for administrative withdrawal. All courses for which a student is registered at the time of withdrawal will receive a grade of W until or unless the student is reinstated.

The student shall not be allowed to preregister or register for a future semester. If a student has already preregistered at the time of withdrawal, all preregistration course requests will be canceled.

The student shall receive no further material or notification from the registrar concerning University affairs once administratively withdrawn.

Section 3: Procedures for Implementing Administrative Withdrawal

The registrar will send a letter to a student administratively withdrawn from the University. The administrative withdrawal must be based on one of the grounds set forth in Section 1. Administrative withdrawal notifications are sent to the students via MCPHS email and a hard copy is also mailed to the home address on file.

Section 4: Appeals and Reinstatement

Administrative withdrawal reinstatements must be resolved within two weeks of receipt of the administrative withdrawal notification letter. Appeals must be submitted by the student to the Office of Student Affairs within one week of receiving the notification by completing this online appeal form: <http://tinyurl.com/yxgmjf2n>. The appeal should include a description of the actions the student has taken to resolve the matter and the reasons why the student is entitled to reinstatement.

Appeals will be reviewed for reinstatement. The Office of Student Affairs in conjunction with the Academic Dean or Program Director, Student Financial Services and Immigration Services (if applicable) will approve or deny the reinstatement within 1 week after receiving the student appeal letter.

In semesters beyond those from which the student was administratively withdrawn, the student may be required to file a readmission application by the stated deadline for enrollment in the next available semester.

Return from Hospitalization

A student is required to meet with a representative from the Office of Student Affairs before returning to campus following treatment for a health condition that required hospitalization. Hospitalization is determined when a student has been admitted to a hospital and/or a healthcare facility. A student who has been hospitalized cannot be on campus, return to class, or participate in any University related activity until cleared by the Office of Student Affairs. It is the responsibility of the student to contact the Office of Student Affairs to set up the Return from Hospitalization meeting.

A representative from the Office of Student Affairs will meet with the student and review all documentation obtained by the student. The student must obtain and have ready for the return meeting(s) the post-hospitalization discharge summary, along with any other documentation that was given to the student by the facility where the hospitalization occurred. The representative from Student Affairs will make a determination if the student is able to return to campus. The decision of the representative from Student Affairs will be delivered to the student in writing following the meeting.

If the health condition is related to mental health, the student will also be required to meet with a representative from Counseling Services. The Office of Student Affairs will coordinate with Counseling Services to schedule the return meetings. The student must obtain and have ready for the return meeting(s) the post-hospitalization discharge summary, along with any other documentation that was given to the student by the facility where the hospitalization occurred. A representative from Counseling Services will meet with the student and review the documentation obtained by the student from the facility where the hospitalization occurred. After this meeting, the representative from Counseling Services will make a recommendation to the Office of Student Affairs on whether or not the student is able to return to class. A representative from the Office of Student Affairs will then meet with the student, and based on the outcome of the meeting and the recommendation from Counseling Services, the representative from Student Affairs will make a determination if the student is able to return to campus. The decision of the representative from Student Affairs will be delivered to the student in writing following the meeting.

Health/Medical Leave of Absence

A Health/Medical Leave of Absence may be appropriate when a student's current physical or behavioral health condition precludes successful completion of their educational program. In addition to following the steps outlined for a general Leave of Absence, a student seeking a Health/Medical Leave of Absence must submit medical documentation from the student's medical provider to the Office of Student Affairs. This documentation must indicate the medical reasons the student is unable to attend classes for the requested time period. In conjunction with submitting this documentation, the student must meet with representatives from Student Affairs on their respective campus and complete appropriate paperwork. At least one full academic semester must have passed before returning to the University under a Health/Medical Leave of Absence.

Return from Health/Medical Leave of Absence

In addition to the general Leave of Absence steps for returning to the University, a student will provide to the Office of Student Affairs, on their respective campus, documentation from the student's medical provider that indicates the student's readiness to return to class, that includes:

- a diagnosis of the condition that led to the student's leave;
- the student's length and course of treatment;
- the student's current medical health status;
- recommendations necessary for ongoing care;
- recommendation that student can safely return to classes with either full-time status or a reduced course load;
- any noted restrictions including those related to technical requirements of the student's academic program.

A student will also need to meet with a representative from the Office of Student Affairs to finalize the Return process.

Involuntary Health/Medical Leave of Absence

The Dean of Students or designee may issue an involuntary health withdrawal, whether or not the student's behavior violates the Student Code of Conduct.

An involuntary health leave of absence must involve a strong likelihood of

- a. serious risk of physical harm to the student themselves, manifested by evidence of threats of suicide or attempts at suicide or other serious bodily harm;
- b. serious risk of physical harm to other persons in the community, including an infectious condition or evidence of homicidal or other violent behavior; and/or
- c. reasonable risk of physical impairment or injury to the student themselves because of impaired judgment that would not allow the student to live independently or protect them in the community or not allow the student to perform the essential functions of an educational program without requiring substantial modification of the program.

Process for Involuntary Leave of Absence

Report and Initial Meeting

Upon receiving a report documenting the behavior(s) that indicate why a student should be put on involuntary health leave, the Dean of Students or designee will meet with the student regarding the report.

Suspension Pending Determination

The student may be suspended immediately from the University or University residence hall pending the determination of the involuntary health leave of absence when, on the basis of the information available, the University reasonably believes that the student's continued presence on campus endangers the physical safety or well-being of themselves or others or seriously disrupts the educational process of the University. Either before suspension or as promptly as is feasible, the student will be given the opportunity to be heard and present evidence as to why they should not be immediately suspended.

Evaluation

The Dean of Students or designee may inform the student orally or in writing that they must participate in a medical or mental health evaluation conducted by one of the following:

- a. MCPHS Executive Director of Counseling Services or designee (in the case of psychological disorder)
- b. An independent evaluator (licensed social worker, licensed mental health counselor, licensed psychologist [including psychiatrist], or licensed medical doctor) selected by the student at the student's expense

The student must sign a release of information form authorizing the evaluator to consult with MCPHS staff regarding the evaluation.

The evaluation must be completed within 24 hours of the date of written or verbal notice or as soon as reasonable, as determined by the Dean of Students or designee. The Dean of Students or designee may grant an extension for completion.

If the student fails to complete or refuses to participate in an evaluation when referred, they may be issued an involuntary health leave of absence.

Determination

Upon completion of the evaluation, the MCPHS staff member who conducts or consults in the evaluation will make a recommendation to the Dean of Students or designee. An opportunity must be provided for the student to discuss the recommendations with the MCPHS staff member who conducted or consulted in the evaluation and with the Dean of Students or designee.

The student will be given the opportunity to be heard and present evidence as to why they should not be issued an involuntary health leave of absence. The Dean of Students or designee will make a determination and inform the student in writing.

Effective Date

Once the involuntary health leave of absence is issued, the terms of the leave become effective immediately. A student's record will indicate the leave date and the reason for involuntary health leave. All courses for which a student is registered at the time of leave will receive a grade of W, and the refund policy as outlined in the University catalog will be followed. Requests for special consideration regarding the refund policy (e.g., leave date beyond the refund date) may be made to the Dean of Students.

The safety of the student while on campus must be assured. Advance notice of an involuntary health leave is recommended only when the safety of the student while on campus is assured. In the case of emergencies, no advance notice may be possible.

Appeal

A student who has been issued an involuntary health leave of absence may appeal the decision to the Vice President for Academic Affairs in writing within five business days of receiving the decision. The student's reasons for the appeal and the desired resolution must be indicated in the letter. The Vice President for Academic Affairs will consider the case within five business days of the request for an appeal. The decision of the Vice President for Academic Affairs is final and will be communicated to the student in writing.

Return after Leave of Absence

In order to remove the conditions of the leave of absence, the student must present medical documentation that the behavior no longer precludes successful completion of an educational program. The student also must participate in an evaluation conducted by University staff, by an established

deadline, and write a letter to the Dean of Students or designee detailing the student's readiness to return to the University. In most cases, at least one academic semester must have passed before readmission under an involuntary health leave may be considered.

Deviations from Established Policies

Reasonable deviations from this policy will not invalidate a decision or proceeding unless significant prejudice to a student may result.

Withdrawal from a Course

Students may withdraw from a course through the end of the 10th week of the fall or spring semester; in the summer session, withdrawal must be by the end of the 3rd week. No refunds are given after the end of the official add/drop period. After the official add/drop period, students who choose to withdraw receive a grade of W for the course. The withdrawal slip must be signed by the student's academic coach. Every registered student who remains in a course is given a grade. Simply failing to attend classes does not constitute course withdrawal.

Students taking self-paced prerequisite courses in the School of Professional Studies may request to be withdrawn through the end of the 16th week. Once a final grade is given, a withdrawal will not be considered. Withdrawal requests must be submitted in the Student Gateway or by emailing professionalstudies@mcphs.edu. If the withdrawal is approved, students will be withdrawn from their course and receive a W on their transcript. No refunds will be given.

University Withdrawal

A student must complete an exit interview prior to withdrawing from the University. Boston, Worcester, and Manchester students must meet with a CASE representative. Online students must meet with their program director. The withdrawal process includes an exit interview with a designated University representative, the completion of a withdrawal form, and acquiring signatures from Student Financial Services and Immigration Services (if applicable). Failure to complete the withdrawal process results in automatic failure in all courses in which the student is currently enrolled and forfeiture of any prorated tuition refund. Withdrawn students are not eligible for University services.

University Withdrawal, Leave of Absence and Refund

The following graduated scale of charges for tuition and residence hall fees is used for purposes of determining refunds for students completely withdrawing from the University during the semester, as well as students taking a Leave of Absence:

PERIOD OF ATTENDANCE	REFUND
Add/drop period	100%
First week after the add/drop period	75%
Second week after the add/drop period	50%
Third week after the add/drop period	25%
Fourth week and beyond after the add/drop period	0%

Students who withdraw from the University, please review Withdrawal and Approved Leave of Absence from the University, under the Student Financial Services section of the catalog.

Students taking a Leave of Absence from the University must contact their Academic Dean to complete the official process. Approved refunds are computed on the basis of the date appearing on the

form. Absence from class without completing the form does not constitute withdrawal or approved Leave of Absence from the University. Students should contact Student Financial Services to determine how this withdrawal affects their financial aid.

Appendix 5

Massachusetts College of Pharmacy and Health Sciences **Graduation Policies**

Eligibility

The University recognizes three graduation dates during the academic year: September 1st and dates specified on the academic calendar for December and May. A formal Commencement ceremony is held once per year for all campuses in May. A December Commencement ceremony is held for degree programs with December completion dates.

In order to be eligible to receive a degree on one of the above official graduation dates, students must complete all degree requirements (including coursework, experiential education, instructional requirements, and financial clearance) by the following deadlines:

<i>May</i>	Last day of spring semester final exam period*
<i>September</i>	Last day of summer 12-week semester
<i>December</i>	Last day of fall semester final exam period*

Students who have completed degree requirements by the last day of the spring semester final exam period, or who earned their degree the previous September or December, are eligible to participate in the formal May Commencement ceremony. Students who will complete all degree requirements by the last day of summer-12 week semester are eligible to participate.

Students are eligible to participate in the Commencement ceremony only as noted above. In the event of incomplete requirements (including outstanding financial balances), the school dean will make a change in the student's date of graduation (via the Change of Year of Graduation form). It is the responsibility of the individual student to ensure that they meet all degree requirements on schedule or risk delay in graduation.

Graduation with Honors

Summa cum laude	3.86–4.00
Magna cum laude	3.70–3.85
Cum laude	3.50–3.69

The determination of honors is based on the graduate's final cumulative grade point average. Only students seeking a bachelor's degree or Doctor of Pharmacy who have completed at least 60 credits at MCPHS, or such number of credits that is applicable for completion of a given degree program, are eligible for honors. Honors designations appear on the student's final grade transcript but not on the diploma.

First honor graduates are recognized during the Commencement ceremony. In order to be considered a first honor graduate, one must be a student in a full-time undergraduate or entry-level program with at least three years of residency (except accelerated and/or fast track degree programs) and must not have earned any graduate or other advanced degree.

Petition to Graduate

Students must file a Petition to Graduate form online. Deadlines for submitting the forms also are posted online. Upon determination of completed requirements, students will be approved for graduation. In the event of incomplete requirements, the school dean will make a change in the student's year of graduation (YOG) via the Program Evaluation Update form. The student will be notified of this change and encouraged to meet with his or her program director and/or the Center for Academic Success and Enrichment (Boston) to ensure satisfactory program completion within the new YOG. All tuition and fees must be paid to the University prior to graduation.

Year of Graduation

Whenever a student falls out of sequence in the curriculum of an academic program, takes a leave of absence, or changes program, a change to year of graduation (YOG) may occur. If requesting to change programs, a student must complete a Change of Program form as part of the request to the school dean. The program director and school dean will review the request for change of YOG as part of the acceptance process. The completed and signed Change of Program form will be distributed to (1) the school dean, (2) the student, (3) the Office of the Registrar, (4) Student Financial Services, (5) the program director, and (6) the Center for Academic Success and Enrichment (Boston, Worcester/Manchester).

Residency Requirement

Students must complete (1) at least half of the required credits for a degree and (2) all professional course requirements in the respective degree program in residence at MCPHS. In special cases, the school dean may allow transfer credit for professional courses provided the student is able to demonstrate competency in the subject. If a program does not have specified professional courses, then half of all credits must be taken in residence. At least one-half of the courses required for a minor must be completed while in residence at MCPHS. "In residence" is defined as being registered for and enrolled in MCPHS courses, whether the courses are delivered using traditional, hybrid, distance delivery, or online methods. Colleges of the Fenway courses are credited as MCPHS courses (including the number of credits). An exception to the residency requirement is granted to those who hold licensure in a discipline and are enrolled in an MCPHS baccalaureate degree completion option. The residency requirement for such students is a minimum of 30 semester credits of MCPHS-approved courses.

Bachelor of Science Completion Policy

In order to graduate with a Bachelor of Science degree at MCPHS, a student must complete the final 30 credits of their degree program enrolled in MCPHS courses or through an MCPHS approved articulation agreement.

Internships, Licensure, and Certification

Students graduating from the Acupuncture, Dental Hygiene, Nursing, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, and Physician Assistant programs at MCPHS will seek professional licensure in conjunction with a national examination in order to practice in their chosen profession. Regulations governing licensure (and internship) differ from state to state and country to country. The Registrar's Office completes application materials for licensure candidates and assists students in navigating the overall licensing process. Licensure application preparation sessions are offered for students prior to graduation.

Licensure application materials for all programs will not be released by the Registrar's Office until the degree and date awarded have been posted to student records. Only materials with a submission deadline required for specific state board testing will be released prior to degree posting.

Students enrolled in the Doctor of Pharmacy program will take part in practical experience overseen by a registered pharmacist. National Association of Boards of Pharmacy guidelines require that pharmacy students complete 1,500 clock hours of practical pharmacy experience prior to applying for licensure. Students completing their practical experience must register as a pharmacy intern (as applicable) with the state in which they complete their internship experience. Internship hours must be documented as specified on the internship application form or state board of pharmacy website. As with licensure, intern eligibility criteria and paperwork differ from state to state. Mandatory intern preparation sessions are scheduled for students before they can apply for internship.

Further information regarding the licensure and internship process can be found on the Registrar's Office page of the University website.

Appendix 6

Massachusetts College of Pharmacy and Health Sciences **Academic Standing and Academic Dismissal Policies**

The academic standing of each student will be reviewed at the end of each academic semester at each campus, including summer sessions. All students will be reviewed by the school in which they are enrolled. Summer sessions are reviewed to evaluate student academic progress.

Each school has specific academic progress standards (e.g., minimum grade point average requirements, minimum grades for required courses) that must be met in order to progress within the degree program (see Good Academic Standing). Students who fail to meet the minimum standards required for academic progress will be notified of the decision by the school's Academic Standing Committee (ASC).

Good Academic Standing

To be in good academic standing, a student's cumulative and professional grade point averages (if applicable) must meet the minimums required by the degree program in which they are enrolled. Any student whose cumulative or professional average falls below the minimum after an academic term is considered to be on probation. Professional grade point averages are calculated only after 12 credits have been taken in professional courses (exceptions exist for the Nursing program). Cumulative or professional grade point average minimums are listed in the Good Academic Standing table in the University Catalog. Students who fail to meet the minimum standards required for academic progression will be notified of the decisions by the school's Academic Standing Committee.

In order to maintain good academic standing, students should be aware that the professional curricula of the University are rigorous and demanding. Students who must be engaged in gainful employment should balance school and work responsibilities so as not to compromise their academic success.

Satisfactory Academic Progress

The University is required to establish minimum standards of satisfactory academic progress (SAP) for students receiving financial aid. The University applies these standards to all federal, state, and institutional funds.

The Office of Student Financial Services will only disburse financial aid to those students who are in good academic standing and are making satisfactory progress toward the completion of their degree.

School	Program	Degree	Overall GPA	Min. Grade in Prof. Courses	Other
Nursing	Nursing	BSN	2.7 GPA	C+	Minimum grade of a C+ in BEH 352, BIO 110, BIO 110L, BIO 210, BIO 210L, BIO 255, BIO 255L, CHE 110, 110L, MAT 142, 261; NUR 2500. Three grades below C+ in any combination of NUR courses will result in a dismissal from the BSN program.

Requirements

A student is not making satisfactory academic progress if any of the following conditions exist: •

- The student's cumulative grade point average (GPA) is below 2.0 at the end of the second year of their academic program. Grade point averages are reviewed by the Academic Standing Committee at the end of each semester. •
- The student's earned credits (completed with a passing grade) are less than 67% of all attempted credits (coursework), as calculated at the end of each semester. •
- The student has exceeded the maximum time frame of attempted credits (150%) of the published length of their degree program.

Satisfactory academic progress is reviewed at the end of each semester (payment period).

The following describes how types of coursework are used in the SAP calculation:

- Dropped coursework is not included.
- Failing grades (F) are included in the GPA and in earned and attempted credits.
- Withdrawals are included in earned and attempted credits.
- Repeated coursework is included in the GPA and in earned and attempted credits.
- Pass/fail coursework is included in earned and attempted credits.
- Audit coursework is not included.
- Colleges of the Fenway (COF) coursework is included in the GPA and in earned and attempted credits.
- Transfer coursework (applicable to current program) is included in earned and attempted credits.
- Satisfactory/unsatisfactory coursework (graduate programs only) is included in earned and attempted credits.
- Remedial coursework is not included.

If a student is not making satisfactory academic progress, they will be placed on financial aid warning. A student then has one semester to make satisfactory progress. If, after one semester on financial aid warning, a student is not making satisfactory academic progress, the student becomes ineligible for aid and will be notified by email.

Students who are ineligible for financial aid because they are not making satisfactory academic progress may appeal to regain eligibility for the subsequent semester to achieve the SAP standards. Students may also continue to take coursework without the use of financial assistance until eligibility is reinstated by achieving the required SAP standards, subject to the approval of the university and the student's academic department.

Appeals are considered when a student can demonstrate that an extraordinary circumstance existed (for example, student illness, the illness or death of a family member) that prevented the student from achieving satisfactory academic progress. Students considering an SAP appeal should contact the Office of Student Financial Services to make an appointment to discuss the situation. Appeals are due by the posted deadline in the email notification of academic status and loss of aid eligibility; however, an appeal does not exclude the student's payment responsibility associated with the semester's bill due date. Incomplete appeals will not be reviewed. Students with an approved appeal will be placed on financial aid probation and have one semester to achieve satisfactory academic progress. If the student fails to achieve the SAP standards after probation, then they will not be eligible for aid until the standards are achieved. If MCPHS determines, based on the appeal, the student will require more than one academic semester to meet

progress standards, the University may grant a subsequent appeal; if an academic plan is developed for the student, the student must successfully complete the program in the specified time. Students will be reviewed at the end of one academic semester to determine if they are meeting the requirements of the plan. If the student is meeting the requirement of the academic plan, the student is eligible to receive Title IV funds as long as the student continues to meet those requirements, and is reviewed according to the requirements detailed in the plan. Non-matriculating students are not eligible for financial aid.

Academic Dismissal

Each student's academic status will be reviewed at the end of each academic semester by the appropriate Academic Standing Committee (ASC). Each student's professional (if applicable) and cumulative GPAs will be determined. If a student's GPA falls below the level of good academic standing, as defined by the program requirements, for two consecutive academic semesters, the ASC will submit a recommendation for dismissal from the program to the appropriate school dean.

Courses may be attempted no more than two times. Grades of F and W are considered attempts for courses in which D or better is the passing grade. For those courses in which the passing grade is higher (e.g., C-, C), grades below the passing grade and W are all considered attempts. Failure to complete any course within these limits will result in an ASC recommendation for dismissal from the degree program to the school dean.

Individual programs may have specific grade point requirements that students must meet in order to enter the professional years and associated clerkships/rotations of their programs. These program-specific requirements preempt the dismissal process for the preprofessional years, and students failing to meet them may be subject to dismissal. For information about program-specific requirements for the professional years, students should contact the appropriate school dean and refer to the Good Academic Standing chart.

A student recommended for dismissal may be continued by the school dean with or without conditions. If the school dean accepts the dismissal recommendation, the student will receive written notice of dismissal from the school dean. The notice will include procedures for appeal and will direct students to meet with an advisor to discuss a potential change of program. All change of programs must be finalized by the end of the add/drop period for the next enrolled semester. If students do not successfully appeal or meet the change of program deadline they will be administratively withdrawn from the university. Administrative withdrawal letters will include notice of loss of housing, financial aid, and registration. The following offices/individuals will be notified: Center for Academic Success and Enrichment, Dean of Students, Office of the Registrar, Residential Living and Learning, Information Services, Public Safety, Student Financial Services and Immigration Services/International Academic Services (if applicable). Students will be required to turn in their University ID and vacate University residence halls.

A student whose conduct is unsatisfactory may be dismissed from the University at any time. In such a case, tuition and fees paid for the current academic semester will not be refunded.

Reinstatement of Dismissed Students

To be considered for readmission following dismissal by a school dean, the student must petition the Provost's Office, in writing, by the date designated in the Appeals Procedure guidelines that accompany the dismissal letter. The Provost's Office may uphold the dismissal, readmit the student, or readmit the student with conditions. If readmitted, the student's academic performance will be reviewed at the end of one academic semester. If the student has failed to meet the stipulated conditions or, in the absence of

stipulated conditions, failed to meet the minimum GPA required for good academic standing in that student's program, the student will be dismissed from the University.

A student who has been dismissed twice is eligible for readmission to the same degree program only if (1) the student has been away from the University for a period of 12 months, and (2) the student has demonstrated academic success through coursework taken at another institution. If these conditions are met, the student may apply for readmission to the school dean. Readmission also will depend upon the availability of space in the program.

Appendix 7

Massachusetts College of Pharmacy and Health Sciences **Title IX Policy**

PROTECTION FROM SEXUAL HARASSMENT (TITLE IX) POLICY

I. POLICY STATEMENT

MCPHS (“MCPHS” or the “University”) is committed to maintaining a positive living, learning, and working environment that is free from all forms of Sexual Harassment, which is a form of sex discrimination. The University does not discriminate based on sex, in admission and access to, and treatment and employment in, its education program or activity or while a person is attempting to participate in an education program or activity. For discrimination and harassment that is not of a sexual nature, please refer to the University’s Protection from Discrimination and Harassment Policy.

The University actively complies with the requirements of Title IX of the Educational Amendments of 1972 and pertinent laws, regulations, and executive directives of the Commonwealth of Massachusetts and other applicable state and federal statutes.

This Policy defines prohibited sexual misconduct and identifies the procedures that will be utilized to investigate and adjudicate possible violations of this policy. This policy does not preclude application or enforcement of other University policies.

Individuals who violate this Policy are subject to discipline and corrective action, up to and including termination or expulsion.

The University will not tolerate sexual harassment in any form or related retaliation against or by any employee or student. The University recognizes that discrimination and harassment related to a person’s sex can occur in connection with misconduct related to a person’s sexual orientation, gender identity, gender expression, race, color, ethnicity, national origin, religion, age, disability, or other protected classes. Targeting a person based on these characteristics is also a violation of state and federal law and the University’s Protection from Discrimination and Harassment Policy. As appropriate, the University will endeavor to coordinate the investigation and resolution of sexual harassment complaints with the investigation and resolution of complaints of discrimination or harassment based on other protected classes.

There is a presumption that the Respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. There is a presumption of innocence throughout the grievance process, with the burden on the University to gather information and to prove that the conduct violated the policy.

Inquiries regarding the University’s compliance with Equal Opportunity and Affirmative Action laws should be directed to Richard J. Lessard, President, at 617.732.2132.

II. REPORTING OBLIGATIONS

Obligations to Report Sexual Harassment. In order to take appropriate corrective action, the University must be aware of sexual harassment, and related retaliation that occurs in University employment,

educational programs, and activities. The following individuals have a duty to report whenever they witness, receive notification of, or otherwise have knowledge of an incident of discrimination, harassment, or related retaliation that occurred in the course of University employment, educational programs, or activities.

- All University Officers;
- All Deans, Department Chairs, and Program Directors;
- The Title IX Coordinator;
- All employees with supervisory authority;
- All employees in Human Resources; and
- All employees in Public Safety.

Where to Report. Anyone who believes that they experienced, witnessed, or otherwise have knowledge of sexual harassment shall immediately report such behavior to the:

- Title IX Coordinator or;
- Human Resources (for employees); or
- Senior Student Affairs Officer-Dean of Students (for students).

An individual may choose to report sexual harassment to a faculty or staff member. All employees with supervisory authority have a duty to report potential Title IX violations and every employee is encouraged to report and inform the reporting individual that:

- You are not a confidential source; and
- You will report their concerns to the Title IX Coordinator.

Dawn M. Ballou, Title IX Coordinator
179 Longwood Avenue, Boston, MA 02115
617.732.2077 – office
857.337.4117 – cell
Dawn.Ballou@mcphs.edu

When to Report. All reports or complaints shall be made as promptly as possible after the occurrence. For students, while they should expect that faculty and staff would inform the Title IX Coordinator, students are strongly encouraged to contact the Title IX Coordinator or the Dean of Students directly.

Failure to Report is a Violation. A failure to report this information by a mandated reporter is a violation of this policy, except in the case of an individual whose profession and university responsibilities requires them to keep certain communications confidential (e.g., a professional counselor). Such an individual is not required to report confidential communications received while performing those university responsibilities.

Right to File Criminal Complaint. A complainant has the right to file a criminal complaint before, during or after the university's Title IX investigation.

Amnesty Policy. The university encourages the reporting of all concerns regarding sexual harassment. Sometimes individuals are hesitant to report instances of sexual harassment because they fear being charged with other policy violations. Because the university has a paramount interest in protecting the well-being of its community and remedying sexual harassment, other policy violations will be considered, if necessary, separately from allegations under this policy.

Zero-Tolerance for Retaliation. The university will not tolerate retaliation by any employee or student. Retaliation is a serious violation of this policy, as well as of federal, state, and local law. Anyone who believes he or she is a victim of retaliation should report the matter immediately according to the same procedure provided in this policy for making complaints of discrimination, harassment, or sexual assault.

III. PROHIBITED CONDUCT

Sexual Harassment as defined by Title IX. Unwelcome conduct determined by a reasonable person on the basis of sex that is so severe, pervasive, and objectionably offensive that it effectively denies a person equal access to the school's education program or activity; or an employee of the school conditioning the provision of aid, benefit, or service of the school's on an individual's participation in unwelcome sexual conduct (quid pro quo); or sexual assault (as defined by the Clery Act), dating violence, domestic violence, or stalking (as defined by the Violence Against Women the Act (VAWA)). The conduct occurs in the United States and within the University's "education program or activity."

Sexual Assault:

Sexual Assault–Non-consensual Sexual Contact: Behavior including any intentional touching of a sexual nature, however slight, whether clothed or unclothed, with any object or body part by a person against another person that is without Affirmative Consent and/or by force. Examples include, but are not limited to:

- Intentional contact with the breasts, buttocks, groin, or genitals;
- Intentional touching of another with breasts, buttocks, groin, or genitals;
- Compelling someone to touch another person or oneself in a sexual manner; and
- Any intentional bodily contact in a sexual manner.

Sexual Assault–Non-consensual Sexual Intercourse: Behavior including any sexual intercourse, however slight, with any object or body part by a person against another person that is without Affirmative Consent and/or by force. Examples include, but are not limited to:

- Vaginal penetration by a penis, object, tongue or finger;
- Anal penetration by a penis, object, tongue or finger; and
- Oral copulation (mouth-to-genital contact or genital-to-mouth contact).

Sexual Exploitation: When an individual takes non-consensual or abusive sexual advantage of another for their own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and the behavior does not otherwise constitute another form of prohibited conduct as defined by this policy. Examples include, but are not limited to:

- Invasion of sexual privacy;
- Prostituting another person;
- Non-consensual taking and/or distributing photography, video, or audio-taping of sexual activity;
- Allowing others to observe sexual activities without Consent;
- Engaging in voyeurism;
- Knowingly transmitting a sexually transmitted infection or human immunodeficiency virus (HIV) to another person;
- Exposing one's genitals in non-consensual circumstances; and
- Inducing another to expose their genitals.

Domestic Violence: A felony or misdemeanor crime of violence committed against a victim by: a current or former spouse or intimate partner of the victim; a person with whom the victim shares a child in common; a person who is cohabiting with or has cohabited with the victim as a spouse or intimate partner; a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred; or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction in which the crime of violence occurred.

Dating Violence: Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship shall be determined based on the reporting party's statement and with consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating Violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

Stalking: Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others; or (B)suffer substantial emotional distress.

Sexual Harassment other than as defined by Title IX: Unwelcome, verbal or physical conduct that is based on sex/gender or is of a sexual nature and that has the purpose or effect of unreasonably interfering with a student's ability to participate in or benefit from the educational programs or activities and conduct that unreasonably interferes with a person's work performance or creates an intimidating, hostile or humiliating or offensive work environment. The unwelcome behavior may be based on power differentials (quid pro quo) or create a hostile environment.

IV. DEFINITIONS

Actual Knowledge – notice has been given of sexual harassment or allegations of sexual harassment to the Title IX Coordinator or any official of the university who has authority to institute corrective measures on behalf of the university.

Complainant – an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Consent – an agreement given freely to engage in sexual activity without any undue influence of pressure. Consent is a clear yes and not the absence of no. Consent can only be given by someone of sound mind and cannot be given by someone with intellectual disabilities. Consent will not be recognized if a person is asleep or unconscious, frightened, coerced, intimidated, intoxicated, or under the influence of drugs. Either party can withdraw consent at any time. Prior consent does not imply current or future consent; even in the context of an ongoing relationship.

Course of conduct – two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

Decision Makers – University officials who preside over live hearings and make a determination regarding responsibility with respect to Title IX allegations.

Decision Makers – University officials who preside over live hearings and make a determination regarding responsibility with respect to Title IX allegations

Education Program or Activity – for purposes of Title IX, this includes locations, events, or circumstances over which the university exercises substantial control over both the respondent and the context in which the sexual harassment occurs, and also includes any building owned or controlled by a student organization that is officially recognized by the university. This includes university networks and technology.

Formal Complaint - a document filed by the complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the university investigate the allegation of sexual harassment.

Informal Resolution – a process available to the parties after the filing of a complaint alleging potential sexual harassment.

Investigators – University officials who investigate allegations of sexual harassment.

Live Hearing – Complainant and respondent through their respective advisors are permitted to ask the other party and any witnesses all relevant questions, including questions challenging credibility by cross-examination. The parties may be located in separate rooms with technology enabling the decision makers and parties to simultaneously see and hear the party or the witness testimony. An audiovisual recording, or transcript, of any live hearing must be made and available to the parties for inspection and review.

Preponderance of the Evidence – the evidentiary standard used to determine responsibility with respect to sexual harassment complaints.

Respondent – an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures - are to be non-disciplinary, non-punitive in nature. Designed to restore or preserve access to the school's education program or activity without unreasonably burdening the other party, protect the safety of all parties and the school's educational environment, and deter sexual harassment. The measures may include but are not limited to counseling, changes to academic schedules and housing, escort services, and no contact orders. Supportive measures will be provided without fee or charge to either party. Equitable treatment of both parties that is impartial but reasonable in light of the circumstances is required. Supportive measures are available before or after the filing of a formal complaint or where no formal complaint has been filed.

Title IX Coordinator – the university official designated to disseminate the Title IX policy, coordinate efforts to comply with the regulations, and adopt and publish grievance procedures

V. EVALUATION OF THE COMPLAINT

Upon notification of a potential Title IX violation, the Title IX Coordinator will promptly contact the complainant to discuss supportive measures; to consider the complainant's wishes with respect to supportive measures; to inform the complainant of availability of these measures with or without the filing of a formal complaint; and to explain the grievance process and the procedure for filing a formal complaint.

Emergency Removal of a student-respondent may still be appropriate, provided the university does an individualized safety and risk analysis; determines there is an immediate threat to the physical health or

safety of students or employees that justifies removal; and, provides notice and an opportunity for the respondent to challenge the decision immediately following removal. Non-student employees may be placed on administrative leaves during investigations.

The complainant or Title IX Coordinator files a document alleging sexual harassment against a respondent and requesting that the university investigate the allegation of sexual harassment, known as a “formal complaint.” A complainant may only file a formal Title IX complaint under this policy if the complainant is participating in or attempting to participate in an education program or activity of the university.

When a formal complaint is filed, the Title IX Coordinator or designee must evaluate the complaint to determine whether the allegations may be investigated and adjudicated under the Title IX Grievance Process or if they should be referred to another university officer for appropriate action, such as investigation and adjudication under the Discrimination and Harassment Investigation Procedures.

Mandatory Dismissal. If the conduct alleged in the formal complaint, even if proven, would not constitute sexual harassment as defined by Title IX, or did not occur in the university’s education program or activity, or did not occur against a person in the United States, then the Title IX Coordinator must dismiss the formal complaint from the Title IX Grievance Process. Such dismissal does not preclude action under another policy or provision of the university’s code of conduct. Upon dismissal, the Title IX Coordinator must promptly send written notice of the dismissal and reason for the dismissal simultaneously to the parties. Both parties will have a right to appeal the dismissal from the Title IX Grievance Process pursuant to the appeal procedures described below. In circumstances in which the conduct alleged in the dismissed Title IX complaint could constitute sexual harassment not covered by Title IX, sexual exploitation, or a violation of another university policy, the Title IX Coordinator will refer the allegations to the appropriate university officer(s) for consideration. Dismissed allegations of sexual harassment not covered by Title IX and sexual exploitation will be investigated under the Protection from Discrimination and Harassment Policy. Dismissed allegations of sexual assault, domestic violence, dating violence and/or stalking will be investigated in accordance with the Title IX investigation process set forth in Section VI.B. below prior to referral for adjudication through the student Code of Conduct process when the respondent is a student or through the Employee Handbook or the Faculty Manual when the respondent is an employee.

Discretionary Dismissal. The Title IX Coordinator may dismiss the formal complaint from the Title IX Grievance Process, if at any time during the investigation or hearing: the complainant notifies the Title IX Coordinator in writing that the complainant wishes to withdraw the formal complaint; the respondent is no longer enrolled or employed by the university; or circumstances prevent the gathering of evidence sufficient to reach a determination regarding responsibility. Both parties will have a right to appeal the dismissal pursuant to the appeal procedures described below.

VI. THE TITLE IX GRIEVANCE PROCESS

The complainant and respondent are treated equitably while addressing allegations of sexual harassment. Equitable remedies should include supportive measures for the parties that are non-disciplinary, non-punitive in nature and designed to restore or preserve equal access to education programs and activities while addressing the allegations through a fair and unbiased grievance process.

THE COMPLAINT

The university has actual knowledge of a potential Title IX violation when notification is given to the Title IX Coordinator or any official who has the authority to institute corrective measures.

Upon notification of a potential Title IX violation, the Title IX Coordinator will promptly contact the complainant to discuss supportive measures; to consider the complainant's wishes with respect to supportive measures; to inform the complainant of availability of these measures with or without the filing of a formal complaint; and to explain the grievance process and the procedure for filing a formal complaint.

Emergency Removal of a student-respondent may still be appropriate, provided the university does an individualized safety and risk analysis; determines there is an immediate threat to the physical health or safety of students or employees that justifies removal; and, provides notice and an opportunity for the respondent to challenge the decision immediately following removal. Non-student employees may be placed on administrative leaves during investigations.

The complainant or Title IX Coordinator file a document alleging sexual harassment against a respondent and requesting that the university investigate the allegation of sexual harassment, known as a "formal complaint." A complainant may only file a formal Title IX complaint under this policy if the complainant is participating in or attempting to participate in an education program or activity of the university.

The university treats the complainant and respondent equitably throughout the grievance process. All university officials involved in the grievance process must not have a conflict of interest or bias for or against either party. The respondent is presumed not to be responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process. The parties are advised as to the range of possible disciplinary sanctions and remedies that the university may implement following any determination of responsibility. The university will determine responsibility based on the evidentiary standard of Preponderance of the Evidence and both parties are permitted to appeal the final decision.

The university will provide for an informal resolution process such as mediation after the filing of a formal complaint. Informal resolution does not involve a full investigation and adjudication. The informal resolution process may begin at any time prior to a determination regarding responsibility. The university must provide the parties with the written notice as to the allegations and the requirements of the informal resolution process. The parties must voluntarily agree and provide written consent to the Informal resolution process. The parties have the right to withdraw from the informal process and participate in the formal grievance process any time prior to a determination regarding responsibility. Informal resolution is not permitted in cases of harassment of a student by an employee.

B. TITLE IX INVESTIGATION

Initiating the investigation. Upon receipt of a formal complaint, the Title IX Coordinator will provide written notice to the parties of the allegations of sexual harassment, including sufficient details known at the time of filing and allowing sufficient time to prepare a response before the initial interview. The details include the identity of the parties, the alleged conduct constituting sexual harassment, the date and location of the alleged conduct. The written notice must contain a statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process. The notice must inform the parties that they may have an advisor of their choice, who may be, but is not required to be, an attorney. The notice must inform the parties of the section of the Student Code of Conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Time frame. The university will endeavor to complete its investigation in sixty (60) days. However, there may be reasonable delays or extensions as circumstances arise.

Standard of Proof. The “preponderance of the evidence” standard shall be applied to sexual harassment complaints. This standard requires a finding that it is more likely than not that sexual harassment occurred in order to assign responsibility to the respondent.

Gathering information. The university will conduct prompt and thorough interviews of the complainant, the respondent, and any witnesses. Both parties will have an opportunity to suggest witnesses. The investigator will interview the suggested witnesses unless the investigator determines that the information that the party claims the witness will share is not relevant. The burden of gathering both inculpatory and exculpatory evidence and proof sufficient to reach a determination of responsibility is on the university. The university will not restrict the ability of either party to discuss the allegations under investigation or gather and present relevant evidence. The parties are both allowed to have their advisor of choice present during any grievance proceeding. The university may restrict the extent to which the advisor may participate in the proceedings as long as the restrictions apply equally to both parties. Written notice of the date, time, location, participants, and purpose of all hearings, interviews or meetings must be provided to a party whose participation is invited or expected with sufficient time for the party to prepare to participate. An investigative report will be generated at the end of the investigation. Prior to completion of the investigative report, the Title IX Coordinator will send each party and their advisors any evidence gathered that is directly related to the allegations for their inspection and review with ten (10) days-notice to submit a written response, prior to completion of the final investigative report. The final investigative report is sent to the parties and their advisors ten (10) days prior to the live hearing.

Once the Title IX Coordinator is satisfied that the investigation is completed, the Title IX Coordinator will notify the complainant and the respondent as to the live hearing.

C. Live Hearing

The parties (through their advisors) may make opening statements and the decision makers may question the parties and their witnesses prior to and after any cross-examination.

Cross-examination. The decision makers preside over the live hearing, permit each party’s advisor to ask the other party, and witnesses all relevant questions. The cross-examination must be conducted directly, orally, and in real time by the advisor and not the party. Either party can request that the live hearing occur virtually with the parties in separate rooms. The technology is to allow the decision makers and parties to simultaneously see and hear the cross-examination of the party or witness. Only relevant questions will be answered. The decision makers make a determination as to relevancy after the question is asked and before the answer given. The university must provide an advisor, without fee, to a party who does not have an advisor present for the live hearing.

Recording or Transcript. The university must create an audiovisual recording or transcript of the live hearing and make it available to the parties for inspection and review.

Determination Regarding Responsibility. The decision makers must issue a written determination regarding responsibility simultaneously to the parties using the preponderance of the evidence standard.

The written statement must include the allegations constituting sexual harassment, describe the procedural steps taken, the findings of fact supporting the determination, conclusions regarding the application of this Policy and a statement the findings and the rationale, as well as the procedures and basis for appeal.

D. Appeal.

Both respondent and complainant may appeal a determination regarding responsibility and from a dismissal of a formal complaint based on: (1) procedural irregularity that affected the outcome; (2) new evidence not previously available that could affect the outcome; and (3) bias or conflict of interest on the part of a Title IX official that affected the outcome.

The university must maintain records for seven years of all sexual harassment investigations, appeals, informal resolutions, all materials used to train Title IX officials and make such materials available on its website, hearing recordings and transcripts, records of any actions, including supportive measures, taken in response to reports or formal complaint of sexual harassment.

V. COMPLAINTS INVOLVING TWO OR MORE MCPHS CAMPUSES

The Title IX Coordinator has oversight for all Title IX cases. When an alleged violation of this policy involves more than one MCPHS campus, individuals approved by the Title IX Coordinator at the campus with disciplinary authority over the respondent may handle the complaint.

VI. COMPLAINTS BY AND AGAINST UNIVERSITY EMPLOYEES AND STUDENTS ARISING IN AN AFFILIATED ENTITY

University employees and students sometimes work or study at the worksite or program of another organization affiliated with MCPHS. When a violation of this policy is alleged by or against University employees or students in those circumstances, the complaint should immediately be directed to the Title IX Coordinator. The University will follow the designated protocol for all Title IX allegations.

VII. NO LIMITATION ON EXISTING AUTHORITY

No provision of this policy shall be construed as a limitation on the authority of an appointing or disciplinary authority under applicable policies and procedures to initiate appropriate action. If a Title IX investigation is conducted under this policy and no policy violation is found, that finding does not prevent discipline of the respondent for inappropriate or unprofessional conduct under other applicable policies and procedures.

VIII. ANNUAL REPORT

For the purposes of the Clery Report, the Office of Public Safety shall maintain an annual report documenting: (1) the number of reports or complaints received pursuant to this policy; (2) the categories of those involved in the allegations; (3) the number of policy violations found; and (4) examples of sanctions imposed for policy violations. The annual report does not contain any personally identifying information regarding the complainant or the respondent.

IX. EDUCATION

The University will broadly disseminate this policy, distribute a list of resources available to respond to concerns of Protected Class discrimination, harassment, and related retaliation and develop and present appropriate educational programs for students and employees.

X. STATE AND FEDERAL REMEDIES

In addition to the above, students or employees may file a formal complaint with the U. S. Equal Employment Opportunity Commission (EEOC), the Office of Civil Rights, the U.S. Department of Education or the applicable state or local governmental agencies where they reside. Using the University's complaint process does not prohibit a student or employee from filing a complaint with these agencies.

Equal Employment Opportunity Commission (EEOC)
JFK Federal Building
475 Government Center
Boston, MA 02203
800.669.4000

U. S. Department of Education (DOE)
Office of Civil Rights (OCR)
5 Post Office Square
Eighth Floor
Boston, MA 02109-3921
617.289.0111

Massachusetts Commission Against Discrimination (MCAD)
John McCormack Building Worcester City Hall
One Ashburton Place 455 Main Street
Sixth Floor, Room 601 Room 101
Boston, MA 02108 Worcester, MA 01608
617.994.6000 508.779.8010

XI. RELATED POLICIES

MCPHS Protection from Discrimination and Harassment Policy provides that the University expect its employees and students to report discrimination and harassment.

MCPHS Professional Conduct in the Workplace Policy Statement provides that the University expect its employees to respect the dignity of others and show the same respect and concern for all community members.

MCPHS Student Conduct Policies and Procedures address student conduct that occurs on or as it relates to university property, or at official functions and university-sponsored programs conducted away from the campus. For related complaint, grievance or disciplinary processes see the Student Code of Conduct and Student Discipline System.

This policy complies with Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; The Age Discrimination in Employment Act of 1976; the Equal Pay Act of 1963; sections 503 and 504 of the Rehabilitation Act of 1973; the Vietnam Era Veterans Adjustment Act; the Americans with Disabilities Act.

MCPHS PROTECTION FROM DISCRIMINATION AND HARASSMENT POLICY

I. POLICY STATEMENT

Massachusetts College of Pharmacy and Health Sciences ("MCPHS" or the "University") does not discriminate in admission, treatment, or access to its programs or activities or in employment in its programs or activities on the basis of race, color, national origin, sex, pregnancy, age, physical or mental disability, creed, religion, sexual orientation, gender identity, gender expression, ancestry, genetic information, military service, marital status, familial status, or veteran status and actively complies with the requirements of Federal Executive Orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; Title IX of the Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; Section 402, Vietnam Era Veterans Readjustment Assistance Act of 1974; the Age Discrimination Act of 1975; the Americans with Disabilities Act of 1990 (as amended by the ADA Amendments Act of 2008); and all other applicable federal, state, and local laws, regulations, and executive directives.

The University will not tolerate acts of discrimination or harassment based upon Protected Classes, or related retaliation against any individual for complaining of or participating in an investigation or proceeding relating to a complaint of discrimination or harassment based upon a Protected Class. For purposes of this policy, "Protected Classes" refers to race, color, national origin, sex, pregnancy, age, physical or mental disability, creed, religion, ethnicity, sexual orientation, gender, gender identity, gender expression, ancestry, genetic information, military service, marital status, familial status, veteran status and any other characteristic protected by law.

Discrimination: Treating individuals or groups less favorably because of their Protected Class.

Harassment: Unwelcome and/or offensive behavior, based on one or more of the Protected Classes, that subjects an individual to inferior terms, conditions or privileges of education or employment. Harassing conduct rises above the level of what a similarly situated reasonable person would consider petty slights or trivial inconveniences. Harassment can take many forms, such as words, visual images, gestures, or other verbal or physical conduct by any means. Harassment may include, but is not limited to:

- Epithets, slurs, or negative stereotyping;
- Threatening, intimidating, or hostile acts; and
- The circulation or display of written or graphic material that belittles or shows hostility or aversion toward an individual or group including through e-mail and other electronic media

Retaliation: Retaliation is taking or threatening any adverse action against an individual (or group of individuals) because of their participation in any manner in an investigation or proceeding under this Policy, including individuals who file a report, are interviewed, or otherwise provide evidence in the investigation. Retaliation includes threatening, intimidating, harassing, or any other conduct that would discourage a reasonable person from engaging in activity protected under this Policy.

The process outlined in this policy applies to all complaints of unlawful discrimination or harassment, except those alleging any form of Sexual Harassment. Any person alleging Sexual Harassment, including sexual assault, domestic violence, dating violence and stalking, on the part of any University student, faculty or staff member, affiliate (e.g. visitor, vendor, etc.) or non-affiliate, should refer to the University's Protection from Sexual Harassment (Title IX) Policy. Allegations of Sexual Harassment must be evaluated by the Title IX Coordinator to determine whether the conduct falls within the definition of Title IX. Allegations that do not fall within the jurisdiction of the Title IX policy, as determined by the Title IX Coordinator, may

be referred for investigation and adjudication pursuant to the procedures set forth below.

Inquiries regarding the University's compliance with Equal Opportunity and Affirmative Action laws may be directed to the Chief Human Resources Officer, Kevin Dolan, at Kevin.Dolan@mcphs.edu or 617.732.2144.

II. REPORTING

In order to take appropriate corrective action, the University must be aware of discrimination, harassment, and related retaliation that occurs in University employment, educational programs, and activities. MCPHS strongly encourages anyone who believes that they have experienced or witnessed discrimination, harassment, or related retaliation to report such behavior immediately.

Where to Report. Allegations or complaints may be directed to the Chief Human Resources Officer and/or the Dean of Students (in either case, the individual receiving the complaint is referred to herein as the "Designated Officer"). In cases involving complaints or allegations against either the Chief Human Resources Officer or the Dean of Students, complaints or allegations should be directed to the President. Any complaint regarding the President should be directed to the Chair of the Board of Trustees.

Concerns and complaints may also be registered online here: <https://www.lighthouse-services.com/MCPHS/incidentV3-mcphs.asp>.

When to Report. All reports or complaints should be made as promptly as possible after the occurrence.

Mandated Reporters: Although all community members are strongly encouraged to report any conduct that violates this policy, the following individuals have a duty to notify the Chief Human Resources Officer (Kevin.Dolan@mcphs.edu) or the Dean of Students (Jacinda.FelixHaro@mcphs.edu) promptly upon witnessing, receiving notification of, or otherwise learning of an incident of that may constitute discrimination, harassment, or related retaliation that occurred in the course of University employment, educational programs, or activities

- All University Officers (i.e., President, Chief Executive Officer, Vice President(s), Secretary, Assistant Secretary, Treasurer, and Assistant Treasurer);
- All Deans, Department Heads/Chairs, and Program Directors;
- The Title IX Coordinator;
- All employees with managerial or supervisory authority;
- All employees in Human Resources; and
- All employees in Public Safety.

The failure of a mandated reporter hereunder to report a potential violation promptly to the Chief Human Resources Officer or Dean of Students is, itself, a violation of this Policy, except in the case of an individual whose profession and University responsibilities requires them to keep certain communications confidential (e.g., a professional counselor). Such an individual is not required to report confidential communications received while performing those privileged responsibilities.

Right to file criminal complaint. A complainant has the right to file a criminal complaint regarding any conduct that may constitute a crime at any time before, during or after the University's investigation.

Amnesty Policy. The University encourages the reporting of all potential violations of this policy. Sometimes individuals are hesitant to report because they fear being charged with other policy violations.

Because the University has a paramount interest in protecting the well-being of its community and remedying Discrimination and Harassment, other policy violations will be considered, if necessary, separately from allegations under the Policy and the circumstances under which the other policy violations became known will be considered as a mitigating factor.

Confidentiality. The University will maintain the privacy of the complaint, and the privacy of the persons involved, to the greatest extent possible, consistent with its goal of conducting a thorough and complete investigation and to the extent permitted by law. It is important to understand that while the University will treat information it has received with appropriate sensitivity, nonetheless there may be a need to share certain information within the University for the purposes of investigating, stopping, or preventing discrimination and harassment.

Zero-Tolerance for Retaliation. The University will not tolerate retaliation against any employee or student based upon such individual's filing of a complaint of discrimination or harassment or participation in the investigation or adjudication of such a complaint. Retaliation is a serious violation of this policy, as well as of federal, state, and local law. Anyone who believes he or she is a victim of retaliation should report the matter immediately according to the same procedure provided in this policy for making complaints of discrimination or harassment.

III. INTERIM MEASURES

The Designated Officer, at their discretion, may impose interim measures or provide supportive accommodations while the complaint is pending, which may include, but are not limited to: no contact orders, adjustments to class or work schedules, temporary reassignment, restricting access to certain buildings, temporary suspension, etc.

IV. INFORMAL RESOLUTION

In certain circumstances, it may be possible for a concern to be resolved through an informal resolution procedure. When the Designated Officer deems appropriate, MCPHS will offer an informal resolution option to the parties, in which the Designated Officer will appoint a neutral third party, who may facilitate a dialogue between the parties or suggest a resolution to the parties, which they may accept or reject. Participation in the informal resolution process is entirely voluntary, and parties may choose to withdraw from the process at any time. If either party elects to withdraw from the informal resolution process, the concern or complaint will be addressed through the formal resolution process. However, once both parties have agreed to a resolution, that resolution will be considered final.

V. FORMAL RESOLUTION

A. Investigation Procedures

1. **Initiating the investigation.** The Designated Officer will review the allegations and determine whether the alleged conduct could constitute a violation of this policy. If so, the Designated Officer will assign a trained investigator to conduct a prompt, thorough, and impartial investigation. The investigator will contact the complainant (the person bringing the complaint) and the respondent (the person who is accused of misconduct) to arrange interviews at the appropriate time.

If the Designated Officer determines that the alleged conduct is not prohibited by this policy, the Designated Officer may dismiss the complaint or may take steps to address the complaint under a different policy or means.

2. **Collecting information.** The investigator will conduct prompt, thorough, and impartial interviews of the

complainant, the respondent, and any witnesses. The investigator will review evidence and consider information relevant to the complaint. Throughout the investigation both parties will have an equal opportunity to identify witnesses and provide other information, but the investigator has discretion to determine whether to interview a witness and what evidence is relevant.

3. **Standard of proof.** The “preponderance of the evidence” standard is applied to the investigator’s findings to determine whether the respondent is responsible. The standard requires a finding that it is more likely than not that discrimination or harassment occurred in order to assign responsibility to the respondent.
4. **Investigation Report.** At the conclusion of the investigation, the investigator shall prepare a written report that shall include a statement of factual findings and a recommendation as to whether the evidence supports a finding of a policy violation.
5. **Withdrawing a complaint.** Prior to the conclusion of a discrimination or harassment investigation, the complainant may withdraw their complaint. Withdrawal of the complaint may end the investigation and resolution process. However, the University reserves the right to proceed with the complaint, even after the complainant withdraws it, to protect the interests and safety of the University community, as necessary.
6. **Timeframe.** An investigation will be concluded within reasonable timeframes and a determination finalized within sixty (60) business days after the commencement of the investigation, absent extenuating circumstances.

B. Adjudication Procedures

1. **Procedures for Student Respondents:** In cases in which the Respondent is a student, the investigation report will be transmitted to the Dean of Students or their designee. The complaint will be adjudicated, including any appeals, in accordance with the Community Standards System as set forth in the Student Code of Conduct and Community Standards System, which can be found in the MCPHS University Student Handbook (available on the MCPHS website). In the case of a student respondent(s), records will be retained according to policies administered by the Office of the Dean of Students.
2. **Procedures for Employee Respondents:** In cases in which the Respondent is an employee (faculty or staff), the investigation report will be transmitted to the Chief Human Resources Officer or their designee, who may accept the recommendation of the investigator in whole or in part or determine that additional information is needed and consult with the investigator and/or the parties or request that the same, or another investigator, do further investigation. Once the Chief Human Resources Officer or their designee is satisfied that the investigation is complete, the Chief Human Resources Officer or designee will make a finding as to whether the policy was violated and, in consultation with MCPHS Legal Affairs and/or the Respondent’s supervisor or program or department head, determine the appropriate remedies. The Chief Human Resources Officer or their designee will then notify the Complainant and Respondent of the finding to the extent permitted by law. The Complainant will not be notified as to any discipline imposed unless it has a direct impact on the complainant, e.g., a no-contact order.
3. **Vendor or Visitor Respondents:** When the Respondent is a vendor or contractor, the investigation report will be provided to the MCPHS employee responsible for managing the vendor relationship who will take appropriate action in accordance with the vendor contract. When the Respondent is a visitor, the investigation report will be provided to the appropriate MCPHS office depending on the identity of the visitor and the nature of the visit.

C. Document Retention

In all cases, the Designated Officer shall retain records relating to the complaint for a minimum of three (3) years or for such longer period as (a) the complainant and/or respondent remains employed at MCPHS or (b) any administrative or legal action, arising out of the complaint is pending. All records of discrimination and harassment and related retaliation reports and investigations shall be considered private and shall not be disclosed publicly except to the extent required by law.

VI. COMPLAINTS BY AND AGAINST UNIVERSITY EMPLOYEES AND STUDENTS ARISING IN AN AFFILIATED ENTITY.

University employees and students sometimes work or study at the worksite or program of another organization affiliated with MCPHS. When a student or employee involved in an off-site program is alleged to have been subjected to or engaged in conduct that violates this Policy, the conduct should be reported in accordance with the complaint procedures set forth above. The University will investigate and address the alleged violation in coordination with affiliated entity to the extent possible. In circumstances in which the Respondent is a University employee or student, the complaint will be addressed in accordance with the procedures set forth above. The affiliated entity may also choose to address the alleged violation through its own procedures.

VII. ACCOMMODATION

The University is committed to fostering an inclusive and accessible community. To that end, and in accordance with federal, state and local law, the University provides reasonable accommodations to qualified students and employees on the basis of: disability; pregnancy, childbirth and related conditions; and religion.

Students who require reasonable accommodations based on disability should contact the Office of Student Access and Accommodations for assistance. <https://www.mcphs.edu/academics/academic-support-and-resources/office-ofstudent-access-and-accommodations>.

Students who require reasonable accommodation based upon religion, pregnancy, childbirth or related conditions (including lactation) should contact the Dean of Students.

Employees who require reasonable accommodations based on disability, pregnancy, childbirth and related conditions (including lactation) or religion should contact the Office of Human Resources at HR@mcphs.edu.

VIII. EDUCATION

MCPHS will broadly disseminate this policy, distribute a list of resources available to respond to concerns of Protected Class discrimination, harassment, and related retaliation and develop and present appropriate educational programs for students and employees.

IX. STATE AND FEDERAL REMEDIES

MCPHS encourages community members to bring any concerns to the University's attention, so that appropriate steps can be taken promptly to address them. However, using the University's complaint process does not prohibit a student or employee from filing a complaint with federal or state agencies.

Home | U.S. Equal Employment Opportunity Commission

<https://www.eeoc.gov/>

Office for Civil Rights | U.S. Department of Education

<https://www2.ed.gov/about/offices/list/ocr/index.html>

Massachusetts Commission Against Discrimination

<https://www.mass.gov/orgs/massachusetts-commission-against-discrimination>

New Hampshire Commission for Human Rights

<https://www.nh.gov/hrc/>

X. RELATED POLICIES

MCPHS University Protection from Sexual Harassment (Title IX) Policy prohibits sexual harassment and sets forth the complaint, investigation, and adjudication procedures for addressing alleged violations of the policy.

MCPHS University Professional Conduct in the Workplace Policy Statement provides that the University expects its employees to respect the dignity of others and show the same respect and concern for all community members.

MCPHS University Student Conduct Policies and Procedures addresses student conduct that occurs on or as it relates to university property, or at official functions and university-sponsored programs conducted away from the campus. For related complaint, grievance or disciplinary processes see the Student Code of Conduct and Community Standards System

Appendix 8

Massachusetts College of Pharmacy and Health Sciences School of Nursing Programs of Study

Boston

Bachelor of Science in Nursing (Accelerated) – 32-month Curriculum

Responding to the growing demand for nurses nationally, MCPHS offers an innovative accelerated 32-month nursing professional program leading to the Bachelor of Science in Nursing (BSN) degree. Reflecting the American Association of Colleges of Nursing (AACN), The Essentials: Core Competencies for Professional Nursing Education (2021) E and the National Council of State Boards of Nursing Detailed Test Plan for the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN), the program prepares graduates to be able to respond to the complex challenges of a rapidly changing healthcare environment. The curriculum builds upon a strong foundation in the liberal arts and sciences, and guides the student toward gaining the knowledge, skills, competencies, and values required to practice as a professional nurse. This program has full approval from the Massachusetts Board of Registration in Nursing (MBORN) and is accredited by the Commission on Collegiate Nursing Education (2021-2031)

The Bachelor of Science in Nursing is offered as a full-time baccalaureate degree program, in a 32-month accelerated, year-round format. The first two years of the program consist of 15-week fall semesters and 15-week spring semesters, and a 12-week summer session in Year II; the third and final year consists of a 15-week fall semester and a 15-week spring semester, concluding in May of the third year. The program requires 120 credit hours of credit for completion, which includes the core curriculum requirements common to all MCPHS undergraduate and first professional degree programs, additional professional support courses in the natural and social sciences, and courses in the Nursing major. Upon completion of the program, students will be eligible to sit for the NCLEX-RN.

To meet the residency requirement for the Bachelor of Science in Nursing, students must complete at least 61 credit hours at MCPHS.

NOTE: An exception to the policy that no course examinations or graded assignments worth more than 15% of final course grade may be scheduled during the week before final examinations exists for Nursing courses. Major graded assignments or exams may be administered the week before the final week of the course. A reading day (scheduled only on a weekday, no Saturday or Sunday) will be provided between the end of scheduled classes / clinical rotations and the administration of any final exams.

Curriculum: Bachelor of Science in Nursing (Accelerated)

Year I—fall

COURSE TITLE	SEMESTER HOURS
BIO 110 Anatomy and Physiology I	3
BIO 110L Anatomy and Physiology I lab	1
CHE 110 Basic Chemistry I	3

CHE 110L Basic Chemistry I Lab	1
ITM 101 Introduction to the Major	1
LIB 111 Academic Writing and Research	3
LIB 133 Introduction to Social Sciences: Identity, Power and Society	3
TOTAL	15

Year I—spring

COURSE TITLE	SEMESTER HOURS
BIO 210 Anatomy and Physiology II	3
BIO 210L Anatomy and Physiology II lab	1
NUR 250.O Chemistry of Nutrition	3
LIB 112 Writing in the Humanities	3
LIB 120 Introduction to Psychology	3
TOTAL	13

Year I—summer

COURSE TITLE	SEMESTER HOURS
BEH 352* Human Development through the Life Cycle	3
MAT 261 Statistics	3
Distribution Electives	6
TOTAL	12

** BEH 352 fulfills the behavioral science core curriculum requirement.*

Year II—fall

COURSE TITLE	SEMESTER HOURS
BIO 255 Medical Microbiology	3
BIO 255L Medical Microbiology Lab	1
LIB 220 Interpersonal Communication in the Health Professions	3
LIB 512 Healthcare Ethics	3
MAT 142 Math for Nurses	3
Humanities Elective	3
TOTAL	16

Year II—spring

COURSE TITLE	SEMESTER HOURS
NUR 201 Professional Practice I: Intro to Professional Nursing	3
NUR 204 Health and Wellness I: Fundamentals of Professional Nursing	6
NUR 204EL Health and Wellness I Experiential Learning	
NUR 226 Pathophysiology and Pharmacology I	3
NUR 245 Healthcare Participant I: Health Assessment & Promotion	4
NUR 245EL Healthcare Participant I: Experiential Learning	
TOTAL	16

Year II-summer

COURSE TITLE	SEMESTER HOURS
NUR 304 Health and Wellness II: Intro to Med Surg	7
NUR 304EL Health and Wellness II Experiential Learning	
NUR 326 Pathophysiology and Pharmacology II	3

NUR 346 Healthcare Participant II: Quality, and Safety, Informatics	3
NUR 347 Professional Practice II: Families in Transition	3
TOTAL	16

Year III-fall

COURSE TITLE	SEMESTER HOURS
NUR 401 Professional Practice III: Scholarship for the Nursing Discipline	3
NUR 404 Health and Wellness III: Ped/Maternity	6
NUR 404EL Health and Wellness III Experiential Learning	
NUR 422 Healthcare Participant III: Mental and Social Health	5
NUR 422EL Healthcare Participant III Experiential Learning	
NUR 435 Preparation of Professional Licensure I	2
TOTAL	16

Year III-spring

COURSE TITLE	SEMESTER HOURS
NUR 504 Health and Wellness IV: Advanced Med/Surg	7
NUR 504EL Health and Wellness IV Experiential Learning	
NUR 525 Professional Practice IV: Community Health, Pop Health, Disas Plan	4
NUR 525EL Professional Practice IV Experiential Learning	
NUR 522 Healthcare Participant IV: Leadership Management and Capstone	3
NUR 535 Preparation of Professional Licensure II	2
TOTAL	16

Total credits to complete degree requirements: 120 semester hours

Bachelor of Science Degree in Nursing (Postbaccalaureate) – 16-month Curriculum

The 16-month accelerated BSN program implemented at the MCPHS–Boston, Worcester and Manchester, NH campuses is designed specifically for students with a bachelor’s degree in another field. The curriculum is identical to that currently offered at the Worcester and Manchester campuses. Students attend classes in Boston. Program instruction is conducted in state-of-the-art facilities at the MCPHS-Boston campus with clinical experiences in selected hospital and community agencies locally and regionally.

This 16-month program of study provides an accelerated option for students ready for a challenging transition to a career as a Bachelor of Science in Nursing registered nurse. Building on previous learning and experience gained from the student’s first bachelor’s degree, the 16-month program of study mirrors the Boston-based program’s professional major, guiding students toward gaining the knowledge, skills, competencies, and values required to practice as a registered nurse in the 21st century.

The Postbaccalaureate BSN is offered in a 16-month year-round format with a January or September admission. The September-admission program consists of a 15-week fall semester, a 15-week spring semester, a 12-week summer session, and a 15-week fall semester, concluding in December of the second year. The January-admission program consists of a 15-week spring semester, a 12-week summer session, a 15-week fall semester and a 15-week spring semester, concluding in May of the second year.

To be eligible for the program, the student must possess a prior Bachelor of Science or Bachelor of Arts degree and have completed the following prerequisite coursework with a minimum grade of C within the past 10 years: chemistry (with lab), anatomy and physiology (with lab), microbiology (with lab), statistics,

nutrition and human development. Students with a baccalaureate degree will not be required to meet the MCPHS general education core requirements. The program requires a total of 120 credit hours of credit for completion. Upon completion of the program, students will be eligible to sit for the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN).

NOTE: An exception to the policy that no course examinations or graded assignments worth more than 15% of final course grade may be scheduled during the week before final examinations exists for Nursing courses. Major graded assignments or exams may be administered the week before the final week of the course. A reading day (scheduled only on a weekday, no Saturday or Sunday) will be provided between the end of scheduled classes / clinical rotations and the administration of any final exams.

Curriculum: Bachelor of Science in Nursing (Postbaccalaureate)

Year I—semester I

COURSE TITLE	SEMESTER HOURS
NUR 201 Professional Practice I: Intro to Professional Nursing	3
NUR 204 Health and Wellness I: Fundamentals of Professional Nursing	6
NUR 204EL Health and Wellness I Experiential Learning	
NUR 226 Pathophysiology and Pharmacology I	3
NUR 245 Healthcare Participant I: Health Assessment & Promotion	4
NUR 245EL Healthcare Participant I: Experiential Learning	
TOTAL	16

Year I—semester II

COURSE TITLE	SEMESTER HOURS
NUR 304 Health and Wellness II: Intro to Med Surg	7
NUR 304EL Health and Wellness II Experiential Learning	
NUR 326 Pathophysiology and Pharmacology II	3
NUR 346 Healthcare Participant II: Quality, and Safety, Informatics	3
NUR 347 Professional Practice II: Families in Transition	3
TOTAL	16

Year I—semester III

COURSE TITLE	SEMESTER HOURS
NUR 401 Professional Practice III: Scholarship for the Nursing Discipline	3
NUR 404 Health and Wellness III: Ped/Maternity	6
NUR 404EL Health and Wellness III Experiential Learning	
NUR 422 Healthcare Participant III: Mental and Social Health	5
NUR 422EL Healthcare Participant III Experiential Learning	
NUR 435 Preparation of Professional Licensure I	2
TOTAL	16

Year II—semester I

COURSE TITLE	SEMESTER HOURS
NUR 504 Health and Wellness IV: Advanced Med/Surg	7
NUR 504EL Health and Wellness IV Experiential Learning	
NUR 525 Professional Practice IV: Community Health, Pop Health, Disas Plan	4
NUR 525EL Professional Practice IV Experiential Learning	
NUR 522 Healthcare Participant IV: Leadership Management and Capstone	3

NUR 535 Preparation of Professional Licensure II	2
TOTAL	16

Total preprofessional coursework: 56 semester hours*

Total professional major: 64 semester hours

Total institutional credits to complete **BSN requirements: 120 semester hours**

** A maximum of 56 semester hours of credit for the prior Bachelor of Science or Bachelor of Arts degree from a regionally accredited college or university will be awarded upon matriculation in fulfillment of MCPHS core curriculum requirements.*

Bachelor of Science in Health Sciences/BSN (Postbaccalaureate) Dual Degree

The Bachelor of Science in Health Sciences (BSHS)/BSN (Postbaccalaureate) Dual Degree program provides a pathway to nursing for students not yet holding a BS degree but interested in joining the BSN (Postbaccalaureate) program. The program will allow students to earn a BSHS while at the same time completing some BSN courses that can then be used in the BSN (Postbaccalaureate) program. The only students who will be considered for this dual degree option are those who can fully complete prerequisites prior to matriculation.

A cumulative 3.0 grade point average (GPA) in the 83 credit hours of preprofessional and health sciences courses is preferred prior to admission to the BSN courses. A TEAS score of 65.3% in 3 or fewer attempts. A 2.7 GPA is required for progression and graduation in the BSN curriculum.

Preprofessional and Core Curriculum Courses (Completion Prior to Admission Is Required)

COURSE TITLE	SEMESTER HOURS
Human Anatomy and Physiology I and II (with labs)	8
Basic Chemistry I (with lab)	4
Nutrition	3
Microbiology (with lab)	4
Introduction to Psychology	3
American History or Political Science	3
Human Growth and Development	3
English Composition I and II	6
Statistics	3
College Algebra	3
Computer Applications or Physics	3
Communication Studies	3
Ethics	3
Behavioral Sciences course	3
Social Sciences course	3
Humanities course	3
TOTAL	59

Health Science Courses

COURSE TITLE	SEMESTER HOURS
BEH 250 Health Psychology	3

HSC 301 Health Promotion	3
HSC 310 Healthcare Informatics	3
HSC 401 Public Health and Policy	3
HSC 410 Research Analysis Methods	3
PSB 320 Introduction to Healthcare Delivery	3
HSC Health Sciences Elective	3
BEH Behavioral Sciences Elective	3
TOTAL	24

Nursing Professional Courses

COURSE TITLE	SEMESTER HOURS
NUR 201 Professional Practice I: Intro to Professional Nursing	3
NUR 204 Health and Wellness I: Fundamentals of Professional Nursing	6
NUR 204EL Health and Wellness I Experiential Learning	
NUR 226 Pathophysiology and Pharmacology I	3
NUR 245 Healthcare Participant I: Health Assessment & Promotion	4
NUR 245EL Healthcare Participant I: Experiential Learning	
NUR 304 Health and Wellness II: Intro to Med Surg	7
NUR 304EL Health and Wellness II Experiential Learning	
NUR 326 Pathophysiology and Pharmacology II	3
NUR 346 Healthcare Participant II: Quality, and Safety, Informatics	3
NUR 347 Professional Practice II: Families in Transition	3
NUR 401 Professional Practice III: Scholarship for the Nursing Discipline	3
NUR 404 Health and Wellness III: Ped/Maternity	6
NUR 404EL Health and Wellness III Experiential Learning	
NUR 422 Healthcare Participant III: Mental and Social Health	5
NUR 422EL Healthcare Participant III Experiential Learning	
NUR 435 Preparation of Professional Licensure I	2
NUR 504 Health and Wellness IV: Advanced Med/Surg	7
NUR 504EL Health and Wellness IV Experiential Learning	
NUR 525 Professional Practice IV: Community Health, Pop Health, Disas Plan	4
NUR 525EL Professional Practice IV Experiential Learning	
NUR 522 Healthcare Participant IV: Leadership Management and Capstone	3
NUR 535 Preparation of Professional Licensure II	2
TOTAL	64

Total credits to complete BSHS/BSN dual degree: 147 semester hours

Worcester

Bachelor of Science Degree in Nursing (Postbaccalaureate) – 16-month Curriculum

The 16-month accelerated BSN program implemented at the MCPHS–Worcester campus is designed specifically for students with a bachelor’s degree in another field. The curriculum is identical to that currently offered at the Boston and Manchester campuses. Students attend classes in Worcester. Program instruction is conducted in state-of-the-art facilities at the MCPHS-Worcester campus with clinical experiences in selected hospitals and community agencies in the greater Worcester and MetroWest regions.

This 16-month program of study provides an accelerated option for students ready for a challenging transition to a career as a Bachelor of Science in Nursing registered nurse. Building on previous learning and experience gained from the student's first bachelor's degree, the 16-month program of study mirrors the Boston-based program's professional major, guiding students toward gaining the knowledge, skills, competencies, and values required to practice as a registered nurse in the 21st century.

The Postbaccalaureate BSN is offered in a 16-month year-round format with a January or September admission. The September-admission program consists of a 15-week fall semester, a 15-week spring semester, a 12-week summer session, and a 15-week fall semester, concluding in December of the second year. The January-admission program consists of a 15-week spring semester, a 12-week summer session, a 15-week fall semester and a 15-week spring semester, concluding in May of the second year.

To be eligible for the program, the student must possess a prior Bachelor of Science or Bachelor of Arts degree and have completed the following prerequisite coursework with a minimum grade of C+ within the past 10 years: chemistry (with lab), anatomy and physiology (with lab), microbiology (with lab), statistics, nutrition and human development. Students with a baccalaureate degree will not be required to meet the MCPHS general education core requirements. The program requires a total of 120 credit hours of credit for completion. Upon completion of the program, students will be eligible to sit for the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN).

For details on the curriculum, prerequisites, academic policies, professional & technical standards, and other information about the program, refer to the MCPHS–Boston School of Nursing section of this catalog. For the most current information regarding the program in Manchester, refer to the MCPHS website at www.mcphs.edu. This program has full approval from the Massachusetts Board of Registration in Nursing (MBORN) and is accredited by the Commission on Collegiate Nursing Education (2021-2031).

Manchester

Bachelor of Science Degree in Nursing (Postbaccalaureate) – 16-month Curriculum

The New Hampshire Board of Nursing and the New Hampshire Postsecondary Education Commission have approved the 16-month accelerated BSN program implemented at the MCPHS–Manchester campus. Designed specifically for students with a bachelor's degree in another field, the curriculum is identical to that currently offered at the Boston and Worcester campuses. Students attend classes in Manchester. Program instruction is conducted in state-of-the-art facilities at the MCPHS-Manchester campus with clinical experiences in selected hospital and community agencies in Manchester and the surrounding regions.

This 16-month program of study provides an accelerated option for students ready for a challenging transition to a career as a Bachelor of Science in Nursing registered nurse. Building on previous learning and experience gained from the student's first bachelor's degree, the 16-month program of study mirrors the Boston-based program's professional major, guiding students toward gaining the knowledge, skills, competencies, and values required to practice as a registered nurse in the 21st century.

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NOTE: An exception to the policy that no course examinations or graded assignments worth more than 15% of final course grade may be scheduled during the week before final examinations exists for Nursing courses. Major graded assignments or exams may be administered the week before the final week of the course. A reading day (scheduled only on a weekday, no Saturday or Sunday) will be provided between the end of scheduled classes / clinical rotations and the administration of any final exams.

For details on the curriculum, prerequisites, academic policies, professional & technical standards, and other information about the program, refer to the MCPHS–Boston School of Nursing section of this catalog. For the most current information regarding the program in Manchester, refer to the MCPHS website at www.mcphs.edu.