



Division of Nursing and Health Professions

Three-Year Cooperative Bachelor of Science in Nursing Policy
and Procedure Handbook

2026--2027



Dear New England College (NEC) Nursing Student:

Welcome to NEC Nursing! This academic year promises to be exciting as we welcome new members to our teaching-learning community. This policy and procedure handbook, designed for our community's use, contains policies and procedures specific to NEC Nursing.

Please note that NEC Nursing uses email and Canvas announcements to announce changes in policies and procedures. Announcements posted on Canvas are delivered automatically to NEC email addresses.

NEC Nursing is committed to assisting your professional formation. On behalf of NEC, I wish you a warm welcome and a prosperous and stimulating academic year.

The Nursing Department



Approval and Accreditation

New Hampshire Board of Nursing:

NEC has initial approval from the New Hampshire Board of Nursing, 7 Eagle Square, Concord, New Hampshire, 03301. Phone: 603-271-2152 <https://www.oplc.nh.gov/new-hampshirehttp://www.oplc.nh.gov/new-hampshire-board-nursingboard-nursing>

Commission on Collegiate Nursing Education:

The Three-Year Cooperative BSN program at New England College is accredited by the Commission on Collegiate Nursing Education; 655 K Street NW, Suite 750; Washington, DC 20001; 202.887.6791.

Guiding Frameworks and Governance

Preferred Vision of the Professoriate

According to the [American Association of Colleges of Nursing \(AACN\)](#), faculty members are entrusted with a noble mission - to equip students with the knowledge and skills to drive change, ignite innovation, and transform the healthcare landscape. It is worth emphasizing that the faculty composition, including their educational backgrounds, areas of expertise, roles, and responsibilities, naturally varies, reflecting the unique missions and emphases of the academic programs they serve. Nevertheless, amidst this diversity, a unifying expectation transcends these variables - a commitment to collegiality and the unwavering adherence to ethical principles and professional standards. These guiding principles find expression across four fundamental domains: the individual, their role, their alignment with core values, and their contribution to nurturing a positive and enriching teaching-learning environment.

Faculty members are called upon to showcase competence and a sustained commitment to excellence across diverse realms. This encompasses profound knowledge relevant to educating baccalaureate generalists, adept pedagogical techniques, exceptional interpersonal skills, and transformative leadership qualities. Furthermore, they must exemplify proficiency within their specialized practice or expertise. Regarding educational qualifications, the preferred pinnacle is often a doctoral degree, albeit with a specialization aligning with the faculty member's career aspirations and their intended contributions to the field. For those engaged in the critical areas of clinical instruction, coordination, and mentoring of preceptors, attaining graduate-level preparation focused on clinical expertise and the continuous pursuit of contemporary practice knowledge is considered the baseline expectation.

The role of faculty members is simple, encompassing scholarly contributions in areas such as teaching, research, practice, and leadership. The balancing act between these components reflects the unique

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talents of each faculty member and the specific needs of the profession, institution, and programs they champion. Beyond their core responsibilities, all faculty members are entrusted with the crucial task of mentoring, nurturing the growth of students and colleagues alike, fostering collaboration within the academic community, shaping curriculum development, inspiring innovative teaching-learning methodologies, supporting shared governance structures, and bolstering the reputation of their respective programs while fostering partnerships with a broader community of stakeholders, both within and beyond the academic institution. Faculty members are envisioned as catalysts for positive change, serving as leaders within the academic realm and as influential figures in professional organizations and broader communities of interest beyond the confines of academia.

Every decision and action undertaken by faculty members is steeped in shared values. These encompass an unwavering commitment to championing diversity and inclusivity, maintaining the highest standards of integrity, promoting equity in all endeavors, and ensuring steadfast accountability. Moreover, faculty members are expected to serve as exemplars and inspirations for nursing excellence, lifelong learning, and a profound respect for diverse perspectives and knowledge beyond their own. Professional conduct mandates civility, respect, dignity, and the embodiment of scholarly demeanor in all interactions.

At the helm of this vision is the Dean of Nursing Health Professions who plays an instrumental role in fostering an environment that nurtures the growth and success of both faculty and students and is equipped with the structures, processes, and resources essential for this purpose. Creating a healthy teaching-learning environment that cherishes and supports each individual's talents, perspectives, and interests is paramount in enhancing student and faculty engagement and kindling enthusiasm for pursuing knowledge.

Ultimately, the guiding vision that propels faculty members forward empowers them to address the ever-evolving healthcare needs of today, tomorrow, and beyond. They are the torchbearers of change, the guardians of knowledge, and the stewards of the nursing profession, poised to meet the challenges and seize the opportunities that lie ahead in the ever-dynamic world of healthcare.

Defining Scholarship for the Discipline of Nursing

As the [AACN articulated](#), nursing scholarship encompasses the comprehensive processes of generating, synthesizing, translating, applying, and disseminating knowledge to enhance and inform various aspects of healthcare, including practice, education, policy, and healthcare delivery. This holistic view of scholarship includes four critical dimensions outlined by Boyer (1999): discovery, integration, application, and teaching. The defining characteristic of scholarship is its cumulative impact on nursing and healthcare.

The scholarship of discovery takes the form of primary empirical research, encompassing activities such as analyzing large datasets, developing and testing theories, conducting methodological studies

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(including implementation science), engaging in health services research, and engaging in philosophical inquiry and analysis. This form of scholarship yields new knowledge, refines or expands existing knowledge, and has practical applications in healthcare practice.

The scholarship of practice interprets, consolidates, and provides fresh insights into original research by applying evidence to practice settings to enhance and transform healthcare delivery and patient outcomes. This scholarship leverages innovative methods of implementation and translation science to integrate evidence into clinical practice. It addresses specific practice-related issues, focusing on treatment methods or practices that can lead to improved outcomes or the establishment of "best practices." Internal evidence is generated through outcomes management, quality improvement initiatives, and evidence-based practice projects.

The scholarship of teaching centers on the transmission, transformation, and extension of knowledge. Teaching scholars are dedicated to developing, evaluating, and enhancing nursing curricula, student learning experiences, and teaching methodologies. This scholarship is concerned with understanding, describing, explaining, and assessing the impact of teaching and learning strategies on learner outcomes. It also involves disseminating the findings to contribute to the body of knowledge and inviting critique, review, and dissemination within the discipline.

Woven throughout these three domains of nursing scholarship is a crucial emphasis on healthcare policy, which plays a pivotal role in healthcare innovation and improvement in the public domain. The scholarship of healthcare policy encompasses various stages, including problem identification, analysis, stakeholder engagement, policy development, enactment (which involves designing programs and influencing rules and regulations), policy implementation, evaluation of policies and programs, and dissemination of evidence-based best practices.

In addition to these domains, health services research plays a significant role in examining how individuals access healthcare, the cost of care, and patient outcomes. Health services research aims to identify effective ways to organize, manage, finance, and deliver high-quality care, reduce medical errors, enhance patient safety, and influence policy formulation and revision. In essence, as described by AACN and Boyer's framework, nursing scholarship is a multifaceted and dynamic endeavor encompassing research, practice, teaching, and policy to advance nursing knowledge and improve healthcare outcomes.

American Nursing Association (ANA) Code of Ethics for Nurses

The American Nurses Association (ANA) Code of Ethics is a foundational guide that outlines every nurse's ethical obligation and duty. It provides a framework for nurses to make moral decisions in their practice and ensures that they uphold the highest standards of patient care. The Code is organized into nine provisions, each highlighting different aspects of nursing ethics:

Provision 1: The nurse practices with compassion and respect for every person's inherent dignity, worth, and unique attributes.

Provision 2: The nurse's primary commitment is to the patient, whether individual, family group, community, or population.

Provision 3: The nurse promotes, advocates for, and protects the patient's rights, health, and safety.

Provision 4: The nurse has authority, accountability, and responsibility for nursing practice, makes decisions, and takes action consistent with the obligation to promote health and to provide optimal care.

Provision 5: The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

Provision 6: The nurse, through individual and collective efforts, establishes, maintains, and improves the ethical environment of work settings and employment conditions that are conducive to safe, quality healthcare.

Provision 7: The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

Provision 8: The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

Provision 9: The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the profession's integrity, and integrate principles of social justice into nursing and health policy.

Mission, Vision, Philosophy, & Values Statements

Reflecting our shared values and aspirations, these statements serve as the anchor for our strategic work.

1. Mission: We foster student success through excellence in transformative education, critical thinking, civic engagement, and career development. We help our graduates build their foundation for a meaningful life.

2. Vision: NEC will be a leader in the Northeast, integrating a comprehensive liberal arts curriculum with focused career development.

NEC Nursing Mission Statement: The mission of the Three-Year Baccalaureate of Science in Nursing (BSN) Cooperative Program at NEC is to provide students with an innovative, accessible, affordable, experiential, and supportive learning community that challenges individuals to transform themselves and the care environments they serve.

NEC Nursing Vision Statement: NEC will be the most highly respected and sought-after small private College in New Hampshire, known for its innovative nursing program and as a leader in experiential nursing education.

NEC Nursing Philosophy: NEC Nursing faculty/staff believe our programs transcend the traditional nursing education model by offering the student a forward-thinking approach. Based on the Liberal Arts and an innovative experiential learning framework, our concept-based nursing curriculum seamlessly aligns with 21st Century practice needs. As Nursing Faculty, we believe our programs prepare graduates to navigate the complexity of healthcare challenges today and into the future. In addition, nursing faculty are committed to mentoring and teaching the following NEC values:

Value 1: Imaginative, innovative, and creative approaches to all endeavors.

Value 2: Respect for self in the development of personal, social, physical, and intellectual abilities.

Value 3: Caring and collaborative relationships among members of our community.

Value 4: Respect for the varied qualities of individuals, communities, and the world.

Value 5: An appreciation of beauty and elegance in the search for truth.

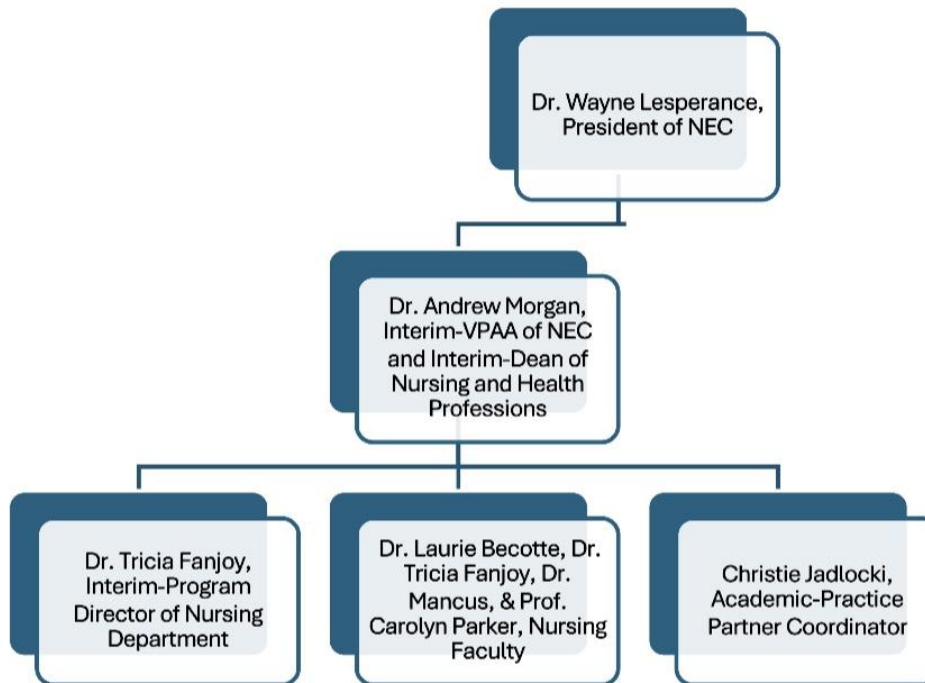
Value 6: Inquiry into and the pursuit of social justice.

Value 7: Ethical and responsible citizenship, including service to the community.

Value 8: The pursuit of ecological sustainability.

Value 9: Continuous learning and a lifetime of personal achievement.

New England College Nursing Division Organizations Chart



Shared Governance Committee

The Shared Governance Committee (SGC) comprises all full-time nursing faculty and the Dean of Nursing and Health Professions, who hold voting rights. Adjunct nursing faculty can attend

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meetings as non-voting guests. Student representatives, appointed by a process determined by the Student Nurses Association, from each nursing cohort will be invited to present as appropriate at the beginning of each meeting to report and communicate aggregate student requests and concerns for consideration. Meetings occur at least monthly, with the Dean's authority for time-sensitive matters. Detailed minutes are kept by the nursing department and approved by voting members of the SGC.

Purpose: The SGC's key roles are to:

- Approve and implement nursing degree program curricula.
- Approve and implement academic policies, processes, and procedures.
- Approve and implement the admission, progression, retention, and graduation standards.
- Advise the Dean on matters affecting faculty, students, and program.
- Provide faculty and student input on faculty and student policies of concern.
- Consider Nursing Advisory Council Recommendations.
- Review and approve nursing student affairs committee and curriculum committee actions.

The SGC ensures collaborative, transparent decision-making for the NEC Nursing program.

Membership

Membership in the committee is open to all full-time faculty members and the Dean of Nursing and Health Professions. Part-time faculty members are invited to attend as advisory guests.

Voting Privileges

All full-time nursing faculty members and the Dean have voting privileges. Adjunct faculty and students are non-voting guests.

Outcome

To ensure effective and collaborative decision-making within the NEC Nursing program.

Meeting Schedule

Meetings are convened at least once a month or more frequently as necessitated by committee responsibilities.

Student Affairs Committee

The Student Affairs Committee (SAC) is responsible for developing, overseeing, and evaluating the program admission criteria, academic policies, and student progression standards for the nursing program. This dedicated committee collaborates closely with the college admissions team to guide program admission requirements, and it plays a pivotal role in assessing the

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suitability of prospective students whose admission eligibility is under scrutiny. Furthermore, the SAC reviews student petitions and renders decisions on dismissals, appeals, and re-entry, all in alignment with the academic policies of the program and the college. The SAC conducts a comprehensive annual review of admission, academic, and progression policies to ensure they remain pertinent and effective. Admissions provide invaluable support to facilitate the SAC's work. Detailed minutes are kept by the nursing department and approved by voting members.

Purpose: The primary objectives of the Student Affairs Committee are as follows:

- To uphold the integrity of admission standards.
- To determine the admission status of students.
- To continuously assess and refine admission and progression standards and related published information.
- To review and enhance relevant student policies and related published materials.
- To ensure a comprehensive and precise evaluation of student progression.

Membership

The Committee comprises the Dean, at least three full-time faculty members, and an admissions team member. A Chair is appointed every two years.

Voting Privileges

All members of the Committee hold voting privileges.

Outcome

The SAC's work closely monitors student admission and progression within the nursing program.

Meeting Schedule

The SAC convenes at the commencement and conclusion of each semester, holds monthly meetings, and schedules additional meetings as necessary to address pertinent matters.

Undergraduate Curriculum and Evaluation Committee

Undergraduate Curriculum and Evaluation Committee (UGC&EC) is responsible for developing and reviewing the undergraduate pre-licensure curriculum and overseeing and evaluating individual and aggregate pre-licensure program outcomes. This committee brings recommendations to the Shared Governance Committee for approval and action. Once approved, curricular changes are submitted to the General Education Committee (if required), the college curriculum committee, and the NEC faculty for final approval. The nursing department will keep detailed minutes and approve them by voting members.

Purpose: The primary objectives of the UGC&EC are as follows:

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- Align the program's mission, vision, beliefs, goals, and outcomes with the college and professional standards.
- Develop, implement, and refine the curriculum to maintain integrity and student learning outcomes.
- Review and act on course change requests.
- Ensure teaching-learning environments support student outcomes.
- Maintain and periodically review a systematic program evaluation plan.
- Collect and analyze alumni, employer satisfaction, and graduate achievement data.
- Compare student outcomes to expectations and use findings for continuous improvement.

Membership

Membership in the committee is open to all full-time faculty members, and part-time faculty members are invited to attend as their availability permits. The Dean is an exofficio member, and the Chair is appointed every two years.

Voting Privileges

All members of the committee have voting privileges.

Outcome

The Nursing Curriculum and Evaluation Committee is pivotal in periodically evaluating curriculum and teaching-learning practices, fostering ongoing improvements.

Meeting Schedule

Meetings are convened at least once a month or more frequently as necessitated by committee responsibilities.

Program Organizing Framework

Professional Nursing Standards and Guidelines: The program organizing framework is designed from the alignment and adaptation of the following professional nursing standards and guideline resources:

- American Association of Colleges of Nursing (AACN) Essentials (2021) Domains and Core Concepts
- Massachusetts Nurse of the Future (NOF) Competencies (2016)

Program Goals and Learning Outcomes:

Program Goals. Through the delivery of an integrative curriculum, this program's purpose is to assist the student-learner to:

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1. Critically think, clinically reason, and apply scientific problem-solving methods to demonstrate clinical judgment in simple and complex healthcare situations.
2. Intervene therapeutically by combining knowledge, skills, and professional dispositions in a holistic, socially just, person-centered, ethical, and compassionate manner.
3. Provide safe, high-quality, cost-effective care; and translate and apply evidence at the point of care and throughout care systems.
4. Communicate effectively using verbal, non-verbal, written, informatics, and technology skills to foster healthy interprofessional partnerships throughout care systems.
5. Value diversity as a member of society, the profession, and care systems; and advocate and lobby for inclusive and equitable access to healthcare.
6. Comport themselves as professionals and leaders within an individual practice setting, system, society, and the nursing profession.

Program Learning Outcomes. The goals mentioned above relate to the identified program and student learning outcomes, based on the Essentials documents (AACN 2008 and AACN, 2021) and Nurse of the Future Competencies (Sroczyński, 2016) measured through classroom assessment methods and clinical performance. As a result of the completion of the nursing program, the New England College nursing graduate can:

PLO1: Synthesize knowledge from nursing, the arts, humanities, and the natural, physical, and social sciences into professional nursing practice across the lifespan and care continuum.

PLO2: Provide holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate nursing care across the lifespan and care continuum. PLO3: Serve in partnerships to advocate for improving the health status of a defined population through health promotion, illness prevention, and emergency preparedness measures.

PLO4: Use clinical expertise and the individual's preferences, experience, and values to identify, evaluate, and apply the best current evidence to clinical decision-making.

PLO5: Apply quality improvement principles and contribute to a culture of patient, provider, and work environment safety.

PLO6: Engage in team-based, person-centered care partnerships across the care continuum to optimize care, enhance the healthcare experience, and strengthen outcomes.

PLO7: Effectively and proactively coordinates unit-based human and fiscal resources to provide safe, quality, and equitable care across the lifespan and care continuum.

PLO8: Use information and technology to analyze and synthesize information to manage and improve the provision of safe, high-quality, and efficient care across the lifespan and care continuum.

PLO9: Demonstrate accountability for providing standard-based nursing care across the lifespan and care continuum, consistent with ethical, moral, altruistic, legal, regulatory, and humanistic ideologies.

PLO10: Model personal health behaviors, demonstrate professional curiosity, and advocate for individuals across the lifespan and care continuum.

Course Descriptions, Learning Outcomes, Fees, and Hours

NU 1110 Professional Nursing I: Professional Nursing I is the initial course in a two-part foundational nursing sequence designed to provide students with a comprehensive introduction to essential nursing knowledge and concepts. In this course, students will embark on a journey through the historical and theoretical underpinnings of the nursing profession. Key focus areas include professional nursing concepts that explore nursing attributes and roles. Students will begin to develop critical competencies in patient-centered care, including effective communication, collaboration, quality and safety practices, informatics, and evidence-based practices. Furthermore, this course introduces fundamental healthcare concepts, introducing students to diversity, equity, and inclusion in healthcare delivery and systems. It serves as a foundational step in comprehending the complex landscape of healthcare. In addition to these elements, the course introduces psychosocial concepts integral to nursing practice. Students will explore the significance of culture and spirituality in healthcare, recognizing their role in shaping patient experiences and care outcomes. Professional Nursing I serves as the cornerstone of the nursing program, preparing students with a deep understanding of nursing as a profession and providing them with the essential knowledge needed to embark on their nursing career. ATI Fee.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Demonstrate an understanding of the historical and theoretical foundations that shape nursing's unique approach to healthcare practice.

CSLO2: Define and explain person-centered nursing care.

CSLO3: Describe the nursing role in promoting health and preventing illness across the lifespan.

CSLO4: Explain the significance of considering individual preferences, experiences, and values in evidence-based clinical decision-making.

CSLO5: Define and articulate the concepts of quality improvement and safety in healthcare, including their impact on patients, providers, and work environments.

CSLO6: Identify and describe the roles of diverse healthcare team members throughout the continuum of care.

CSLO7: Define and explain the concept of system-based practice in healthcare.

CSLO8: Explain the importance of information and technology skills in facilitating effective communication within the healthcare setting.

CSLO9: Define professionalism and articulate the development of a professional identity within the nursing profession.

CSLO10: Identify essential leadership skills required of professional nurses and self-reflect on personal health behaviors.

NU 1120 Health Assessment for Nursing I: This course is the first of two foundational health assessment courses that provide students with comprehensive instruction in the human body's organization, structures, and functions. Students will learn and review medical terminology, anatomy and physiology, and health assessment of each body system and how they interrelate to maintain homeostasis across the lifespan. This course is required for all nursing majors.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Summarize foundational knowledge of human anatomy and physiology and demonstrate beginner proficiency in health assessment techniques across the lifespan.

CSLO2: Explain the significance of conducting holistic, individualized, and evidence-based health assessments that respect cultural and developmental factors across the lifespan. CSLO3: Demonstrate an understanding of infection control measures and the correct utilization of personal protective equipment in health assessment.

CSLO4: Describe how applying one's knowledge of normal anatomy and physiology to health assessment may impact patient outcomes.

CSLO5: Define and advocate for a culture of quality and safety in health assessment practices. CSLO6: Summarize the critical importance of professional, accurate, and timely communication skills in nursing, particularly during health assessments.

CSLO7: Explain and apply a systematic approach to conducting comprehensive health assessments.

CSLO8: Evaluate the impact of information and communication technology tools on the accuracy and efficiency of health assessments and their implications for patient outcomes. CSLO9: Reflect on personal actions during health assessments and analyze the potential consequences, emphasizing ethical and professional considerations.

CSLO10: Engage in self-reflection regarding personal health behaviors and identify opportunities for improvement and modification to promote a healthier lifestyle.

NU 1130 Professional Nursing II: This course is the second of two foundational nursing courses building on the knowledge and concepts introduced in Professional Nursing I and Health Assessment I and introduces the student to additional psychosocial concepts, including adherence, cognition, development, family, functional ability, grief and loss, and self-management. Additionally, this course introduces students to the biophysical concepts of protection/movement and homeostasis/regulation. Protection and movement concepts include comfort, immunity, infection, inflammation, mobility, pain, sensory perception, and tissue integrity. Homeostasis and regulation concepts include acid-base balance, digestion, elimination, fluid and electrolyte balance, gas exchange/oxygenation, metabolism, nutrition, and perfusion.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Demonstrate an understanding of how nursing integrates with the arts, humanities, natural sciences, physical sciences, and social sciences to enhance professional nursing practice.

CSLO2: Apply nursing skills to deliver person-centered care across the lifespan and care continuum, considering individual preferences, experiences, and values.

CSLO3: Articulate the nursing role in health promotion and illness prevention across the lifespan and care continuum, emphasizing proactive measures.

CSLO4: Incorporate individual preferences, experiences, and values into evidence-based clinical decision-making across the lifespan and care continuum.

CSLO5: Explain the quality improvement principles and their impact on patient, provider, and work environment safety throughout the lifespan and care continuum.

CSLO6: Differentiate the unique role of nurses from other healthcare professions within healthcare teams across the care continuum.

CSLO7: Describe how providing safe and equitable nursing care influences the healthcare delivery system.

CSLO8: Illustrate the utilization of information and technology in healthcare across the lifespan and care continuum to enhance patient outcomes.

CSLO9: Summarize the ethical, moral, altruistic, legal, regulatory, and humanistic qualities and attributes expected of professional nurses.

CSLO10: Identify personal health behaviors that may be detrimental and propose strategies for modification to promote overall well-being.

NU 1140 Health Assessment for Nursing II: This course is the second of two foundational health assessment courses that provide students with comprehensive instruction on the pathology related to the human body's organization, structures, and functions. Students will review medical terminology, normal anatomy and physiology, and health assessment of each body system and learn how pathology impacts homeostasis across the lifespan. Students will demonstrate health assessment skills in the nursing lab. This course is required for all nursing majors.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Apply anatomy, physiology, and health assessment knowledge to make informed clinical judgments.

CSLO2: Utilize anatomy, physiology, and health assessment knowledge to differentiate between normal and abnormal health assessment findings.

CSLO3: Demonstrate competence in implementing infection control measures and utilizing personal protective equipment correctly during health assessments.

CSLO4: Explain the importance of considering an individual's preferences, experiences, and values in evidence-based clinical decision-making.

CSLO5: Summarize the principles of a culture of quality and safety as they pertain to health assessment skills.

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CSLO6: Demonstrate professional, accurate, and timely communication skills when communicating health assessment information.

CSLO7: Exhibit proficiency in employing a systematic approach to conducting comprehensive health assessments.

CSLO8: Explain the role of information and communication technology tools in enhancing patient and team communication during health assessments.

CSLO9: Engage in reflective practice to analyze personal actions during health assessments and consider their consequences, emphasizing ethical and professional considerations.

CSLO10: Exhibit a spirit of inquiry that promotes adaptability and professional growth in the context of health assessments.

NU 1150 Cooperative Experience I: In the first of three Cooperative Learning Experiences, students learn to integrate and apply core knowledge from the liberal arts and sciences with foundational nursing knowledge, skills, and professional behaviors as the basis for providing safe, quality, and patient-centered care for diverse populations across the lifespan and care continuum. By introducing concept exemplars, this course scaffolds pathophysiology, pharmacology, and clinical practice over the knowledge, skills, and behaviors learned in the first two Professional Nursing and Health Assessment course sequences. Comprehensive concept presentation units focus on the biophysical concepts of acid-base balance, fluid and electrolytes, gas exchange/oxygenation, perfusion, and elimination. Learning experiences include classroom theory, RN student patient care management experiences, and employment as an LNA at one of our cooperative partner organizations.

ATI Fee.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Apply foundational knowledge from nursing, the liberal arts, sciences, and humanities to initiate professional nursing practice for diverse populations across the lifespan and care continuum.

CSLO2: Demonstrate the principles of person-centered nursing care for diverse populations, ensuring a holistic and patient-centered approach.

CSLO3: Advocate for enhancing health and well-being across the lifespan and care continuum by implementing health promotion and illness prevention measures.

CSLO4: Utilize theoretical nursing knowledge, individual preferences, experiences, and values to inform evidence-based clinical decisions for populations across the lifespan and care continuum.

CSLO5: Apply theoretical knowledge of quality improvement, patient safety, and a safe work environment in nursing practice for populations across the lifespan and care continuum.

CSLO6: Engage collaboratively in team-based, person-centered care partnerships to optimize patient care, enhance healthcare experiences, and improve outcomes across the care continuum.

CSLO7: Describe how human and fiscal resources within healthcare units are related to safe, high-quality, and equitable care for diverse populations across the lifespan and care continuum.

CSLO8: Utilize information and technology effectively for communication and outcome improvement in healthcare settings, addressing the needs of populations across the lifespan and care continuum.

CSLO9: Demonstrate personal accountability for delivering standard-based nursing care while upholding ethical, moral, altruistic, legal, regulatory, and humanistic principles.

CSLO10: Begin to advocate for diverse populations across the lifespan and care continuum.

NU 2130 Professional Nursing III: In this course, students learn to integrate and apply core knowledge from the liberal arts and sciences with foundational nursing knowledge, skills, and professional behaviors as the basis for providing safe, quality, and patient-centered care for populations across the lifespan and care continuum. By introducing concept exemplars, this course scaffolds pathophysiology, pharmacology, and clinical practice over the knowledge, skills, and behaviors learned in the first two Professional Nursing and Health Assessment course sequences and Cooperative Experience I. Comprehensive concept presentation units focus on the biophysical concepts of cellular regulation, clotting, metabolism, hormone regulation, and glucose regulation.

ATI Fee.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Apply knowledge from nursing, the arts, humanities, and the natural, physical, and social sciences into professional nursing practice for the young adult, adult, and older adult populations across the care continuum.

CSLO2: Apply the concepts involved with providing person-centered nursing care for the young adult, adult, and older adult populations across the care continuum.

CSLO3: Advocate for improving the health status of the young adult, adult, and older adult populations across the care continuum through health promotion and illness prevention measures.

CSLO4: Apply theoretical nursing knowledge and an individual's preferences, experiences, and values when making evidence-based clinical decisions for the young adult, adult, and older adult populations across the care continuum.

CSLO5: Apply quality improvement and patient, provider, and work environment safety theoretical nursing knowledge into practice for the young adult, adult, and older adult populations across the care continuum.

CSLO6: Engage in team-based person-centered care partnerships across the care continuum to optimize care, enhance the healthcare experience, and strengthen outcomes.

CSLO7: Coordinate unit-based human and fiscal resources to provide safe, quality, and equitable care for the young adult, adult, and older adult populations across the care continuum.

CSLO8: Use information and technology to communicate and improve outcomes in healthcare across the care continuum.

CSLO9: Demonstrate accountability for providing standards-based nursing care for the young adult, adult, and older adult populations across the care continuum, consistent with ethical, moral, altruistic, legal, regulatory, and humanistic ideologies.

CSLO10: Advocate for young adult, adult, and older adult populations and the advancement of nursing.

NU 2150 Cooperative Experience II: In the second of three Cooperative Learning Experiences, students integrate and apply core knowledge from the liberal arts and sciences with intermediate nursing knowledge, skills, and professional behaviors as the basis for providing safe, quality, and patient centered care for diverse populations across the lifespan and care continuum. By introducing concept exemplars, this course scaffolds pathophysiology, pharmacology, and clinical practice over the knowledge, skills, and behaviors learned in the Professional Nursing and Health Assessment course sequences and Cooperative Experience I. Comprehensive concept presentation units focus on the healthcare concepts of population health, care coordination, social determinants of health, and diversity, equity, and inclusion. Students learn additional psychosocial concepts related to mood, cognition, and maladaptive behaviors through a population health lens. Learning experiences include classroom theory, RN student patient care management experiences, and employment as an LNA at one of our cooperative partner organizations.

ATI Fee.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Apply knowledge from nursing, the arts, humanities, and the natural, physical, and social sciences into the care of the community and psychiatric-mental health populations across the lifespan and care continuum.

CSLO2: Apply the nursing process to providing person-centered psychiatric-mental health nursing care across the lifespan and care continuum.

CSLO3: Demonstrate advocacy for improving the health status of psychiatric-mental health populations across the lifespan and care continuum utilizing health promotion and illness prevention measures.

CSLO4: Apply nursing knowledge and an individual's preferences, experiences, and values when making evidence-based psychiatric-mental health clinical decisions for populations across the lifespan and care continuum.

CSLO5: Apply quality improvement and safety knowledge into practice for psychiatric-mental health populations across the lifespan and care continuum.

CSLO6: Articulate how team-based healthcare impacts psychiatric-mental health populations across the lifespan and care continuum.

CSLO7: Describe the legal aspects of providing nursing care for psychiatric-mental health

patients and communities.

CSLO8: Use information and technology to communicate and improve outcomes in psychiatric- mental healthcare across the lifespan and care continuum.

CSLO9: Apply knowledge of accountability for the provision of standard-based nursing care across the lifespan and care continuum, consistent with ethical, moral, altruistic, legal, regulatory, and humanistic ideologies.

CSLO10: Advocate for the community and psychiatric-mental health populations and the advancement of nursing.

NU 3150 Cooperative Experience III: In the final of three Cooperative Learning Experiences, students integrate and apply core knowledge from the liberal arts and sciences with advanced intermediate nursing knowledge, skills, and professional behaviors as the basis for providing safe, quality, and patient-centered care for populations across the lifespan and care continuum. By introducing concept exemplars, this course scaffolds pathophysiology, pharmacology, and clinical practice over the knowledge, skills, and behaviors learned in the Professional Nursing and Health Assessment course sequences and Cooperative Experiences I and II. Comprehensive concept presentation units focus on biophysical concept exemplars for the pediatric (including newborn care) and women's health (including ante-, intra-, and post-partum care) populations across the care continuum. Learning experiences include classroom theory, RN student patient care management experiences, and employment as an LNA at one of our cooperative partner organizations.

ATI Fee.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Apply advanced intermediate knowledge from nursing, the liberal arts, sciences, and humanities to initiate professional nursing practice for diverse populations across the lifespan and care continuum, demonstrating a comprehensive understanding of healthcare complexities and interdisciplinary collaboration.

CSLO2: Demonstrate the principles of person-centered nursing care, ensuring a holistic and culturally sensitive approach while adapting to changing patient needs in pediatric and women's health populations.

CSLO3: Advocate for enhancing pediatric and women's health and well-being across the care continuum by implementing health promotion and illness prevention measures.

CSLO4: Utilize advanced intermediate theoretical nursing knowledge, individual preferences, experiences, and values to inform evidence-based clinical decisions for pediatric and women's health across the care continuum.

CSLO5: Apply theoretical knowledge of quality improvement, patient safety, and a safe work environment in nursing practice for diverse populations across the lifespan and care continuum.

CSLO6: Engage collaboratively in team-based, person-centered care partnerships to optimize patient care, enhance healthcare experiences, and improve outcomes across the care continuum.

CSLO7: Reflect on a healthcare unit's available resources and their influence on safe, high-quality, and equitable care for the pediatric and women's health populations across the care continuum.

CSLO8: Utilize information and technology effectively for communication and outcome improvement in healthcare settings, addressing the needs of pediatric and women's health populations across the lifespan and care continuum.

CSLO9: Demonstrate personal accountability for delivering standard-based nursing care while upholding ethical, moral, altruistic, legal, regulatory, and humanistic principles.

CSLO10: Advocate for pediatric and women's health populations across the lifespan and care continuum.

NU 3120 Evidence and Informatics: This course introduces nursing informatics as an integration of nursing, computer, and information sciences. Students will use technology to integrate evidence-based practice and informatics, examining the essential elements of the research process and models for applying evidence in clinical practice to support nursing care and quality standards and fostering analytical thinking that reduces risk. Designed to spark the student's spirit of inquiry, students will transform research into practice by identifying a gap in nursing practice, developing a clinical question, conducting a literature review, appraising the literature, and disseminating new evidence.

Course Student Learning Outcomes: At the end of this course, students will be able to:

CSLO1: Apply knowledge from nursing, the arts, humanities, and the natural, physical, and social sciences into an evidence-based practice project.

CSLO2: Critically appraise and utilize evidence to enhance person-centered nursing care. CSLO3: Compare and contrast health promotion and illness prevention measures used to improve the health status of populations.

CSLO4: Evaluate and apply the most relevant quantitative and qualitative evidence, considering individual preferences, experiences, and values, to drive meaningful practice changes.

CSLO5: Assess evidence-based technologies for quality improvement and patient safety. CSLO6: Analyze the impact of collaborative, team-based partnerships on patient care, healthcare experiences, and outcomes.

CSLO7: Evaluate the influence of human and fiscal resources on the delivery of safe, high quality, and equitable healthcare.

CSLO8: Describe how information, communication technologies, and informatics processes are used to deliver care, collect data, and inform decision-making.

CSLO9: Appraise nursing literature that aligns with nursing characteristics and values, emphasizing evidence-based practice.

CSLO10: Demonstrate a spirit of inquiry that fosters adaptability and professional maturity.

NU 4110 Systems-Based Practice: This 7-week course builds upon and extends the principles of system-based practice, interprofessional competencies, and evidence-based practice, providing a comprehensive understanding of the intricate legal, ethical, regulatory, economic, and political dynamics shaping organizational behavior, leadership-followership, and management within the healthcare landscape. Students will explore critical topics such as leadership, management, organizational communication, ethical and legal considerations, delegation, and prioritization, preparing them for advanced roles in nursing practice.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Leverage a broad knowledge base from nursing and the liberal arts to cultivate an advanced understanding of a system-based approach to nursing leadership.

CSLO2: Analyze effective care coordination strategies that enhance person-centered care delivery.

CSLO3: Champion initiatives aimed at improving the health status of diverse populations through health policy advocacy.

CSLO4: Engage in scholarly inquiry as an effective team member, contributing to advancing nursing practice.

CSLO5: Develop a comprehensive plan for initiating and executing a quality improvement change project.

CSLO6: Collaborate with an interprofessional team to improve quality and safety.

CSLO7: Simulate the management of human and fiscal resources to ensure the delivery of safe, high-quality, and equitable care to diverse populations.

CSLO8: Analyze and synthesize data to manage and improve the provision of safe, high-quality, and efficient care for diverse populations.

CSLO9: Demonstrate accountability for delivering standard-based nursing care across the lifespan and care continuum, guided by ethical, moral, altruistic, legal, regulatory, and humanistic principles.

CSLO10: Model leadership behaviors that foster professional curiosity and advocate for ongoing improvements in healthcare quality and safety.

NU 4130 Transitions to Professional Nursing Practice: This 7-week seminar provides opportunities to explore current healthcare and professional nursing practice issues to support student transition into the professional workplace. Students will create a professional curriculum vitae, prepare for job interviews, and be guided through preparation for professional licensure and registration for the NCLEX- RN.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Synthesize knowledge from nursing, the arts, humanities, and the natural, physical, and social sciences into professional nursing practice across the lifespan and care continuum. CSLO2: Provide

holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate nursing care across the lifespan and care continuum. CSLO3: Serve in partnerships to advocate for improving the health status of a defined population through health promotion, illness prevention, and emergency preparedness measures.

CSLO4: Competently apply theoretical and clinical knowledge, considering the individual's preferences, experiences, and values, to identify, evaluate, and apply the best current evidence to clinical decision-making.

CSLO5: Apply quality improvement principles and contribute to a safety culture of patient, provider, and work environment.

CSLO6: Engage in team-based, person-centered care partnerships across the care continuum to optimize care, enhance the healthcare experience, and strengthen outcomes. CSLO7: Effectively and proactively coordinates unit-based human and fiscal resources to provide safe, quality, and equitable care across the lifespan and care continuum.

CSLO8: Use information and technology to analyze and synthesize information to manage and improve the provision of safe, high-quality, and efficient care across the lifespan and care continuum.

CSLO9: Demonstrate accountability for providing standard-based nursing care across the lifespan and care continuum, consistent with ethical, moral, altruistic, legal, regulatory, and humanistic ideologies.

CSLO10: Model personal health behaviors, demonstrate professional curiosity, and advocate for individuals across the lifespan and care continuum.

NU 4510 Capstone Seminar and Clinical Immersion: This 14-week hybrid course is the culminating course and summative evaluation of the theory and clinical program learning outcomes through ongoing adaptive assessments, synthesis of program concepts, and a 180-hour clinical immersion. ATI Fee.

Course Student Learning Outcomes: At the end of this course, students will:

CSLO1: Synthesize knowledge from nursing, the arts, humanities, and the natural, physical, and social sciences into professional nursing practice across the lifespan and care continuum. CSLO2: Provide holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate nursing care across the lifespan and care continuum. CSLO3: Serve in partnerships to advocate for improving the health status of a defined population through health promotion, illness prevention, and emergency preparedness measures.

CSLO4: Competently apply theoretical and clinical knowledge, considering the individual's preferences, experiences, and values, to identify, evaluate, and apply the best current evidence to clinical decision-making.

CSLO5: Apply quality improvement principles and contribute to a safety culture of patient, provider, and work environment.

CSLO6: Engage in team-based, person-centered care partnerships across the care continuum to optimize care, enhance the healthcare experience, and strengthen outcomes. CSLO7: Effectively and proactively coordinates unit-based human and fiscal resources to provide safe, quality, and equitable care across the lifespan and care continuum.

CSLO8: Use information and technology to analyze and synthesize information to manage and improve the provision of safe, high-quality, and efficient care across the lifespan and care continuum.

CSLO9: Demonstrate accountability for providing standard-based nursing care across the lifespan and care continuum, consistent with ethical, moral, altruistic, legal, regulatory, and humanistic ideologies.

CSLO10: Model personal health behaviors, demonstrate professional curiosity, and advocate for individuals across the lifespan and care continuum.

Academic Policies

Academic Accommodations

New England College values diversity and inclusion; we are committed to fostering mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or accurate assessment, please notify the instructor as soon as possible. Students are encouraged to contact the Office of Disability Services as soon as possible to discuss a range of options for removing barriers in the course, including reasonable accommodations.

Students requiring disability-related accommodations are expected to request accommodations through the accommodations management system each term and briefly meet with the Office of Disability Services to review and finalize course-specific accommodations. ODS electronically distributes notices of accommodations, and students discuss their accommodation needs with their instructor early in the course. The student and instructor will discuss implementing the accommodations and address the course's accessibility and are expected to inform the course professor of their desire to utilize their authorized accommodations prior to each course examination. The Office of Disability Services is available to faculty and students with any accommodation questions or accessibility and disability-related concerns.

For students who have not previously worked with the Office of Disability Services, but who believe they need accommodations, please contact the office via email at disabilityservices@nec.edu or make an appointment.

Academic Honor Principle

As a community at New England College, we embrace the academic honors principle: honesty, trust, and integrity.

Honesty is being true to oneself and others, engendering a culture of trust.

Trust builds mutual respect, fostering a disposition of responsibility and civility.

Integrity denotes the inner strength of character: doing what is right and avoiding what is wrong.

As members of the NEC Community, we accept these values as fundamental guides to our actions, decisions, and behavior. Please see the Academic Catalog for further details on procedures and sanctions in minor and major cases of academic dishonesty.

Academic Success Plan Policy

Purpose: To provide guidelines for faculty and students to formatively address student performance that fails to meet standards, policies, or procedures outlined in the Nursing Student Handbook. The goal of the Success Plan is to assist the student in understanding better and more proactively addressing identified academic or behavioral concerns. Student success in a professional nursing program depends on meeting expectations in three realms: professional comportment, clinical, and academic performance. Faculty and instructors are responsible for providing students with a clear understanding of professional, clinical, and academic expectations and, through evaluative measures, letting students know when they are not meeting minimal expectations. Students are responsible for familiarizing themselves with the expectations, seeking information when they do not understand what is expected, and actively participating in their learning to enhance their opportunities for success.

Policy: An Academic Success Plan may be initiated when a faculty member or clinical preceptor identifies student performance and behavior inconsistent with NEC Nursing expectations.

- If the expectations are not met within one or more of the three categories— professional, clinical, or academic—a success plan may be initiated.
- This policy does not apply to repetitive, grossly unsafe, or egregious behaviors; such concerns should be immediately reported to the Dean of Nursing & Health Professions, and an investigation will be conducted. In the meantime, the Dean will inform the student that the student is under investigation.
- A student's failure to meet the goals of the Academic Success Plan may result in the unsuccessful completion of program, course and/or clinical learning objectives, thus resulting in stopped progression or dismissal from the program.

Procedure:

- Address student performance and behavioral concerns promptly through Faculty and Academic Advisors.
- Advisors and faculty will discuss issues privately with the student, including relevant clinical parties for clinical concerns.
- Review expectations using evaluation tools, rubrics, and policies. Ask students to reflect on performance and identify root causes.
- Faculty and relevant parties share their perspectives, and specific resources and strategies are established to improve outcomes.
- Schedule follow-up appointments to assess progress, and all parties sign the success plan. If the student fails to follow the plan or a third incident occurs, implement progressive sanctions, up to and including dismissal.
- Scan and store the Academic Success Plan in the student's file at the NEC Nursing office.
- Document Academic Success Plan in student's Navigation record.

Admission, Progression, and Graduation Policies

Purpose: To provide a uniform statement for students and faculty regarding nursing student recruitment, admission, progression, and successful completion of graduation requirements.

The graduation requirements are consistent with NH BON requirements and NEC requirements. Upon completing this program, graduates earn a Bachelor of Science in Nursing (BSN) and can take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Admission

NEC Nursing strives to maintain nursing admission standards and aims to review candidates holistically. Thus, students who do not strictly meet our admission requirements are encouraged to apply and meet with a member of the admissions staff and the Dean of Nursing & Health Professions for advisement. Their mix of experience, attributes, and academic performance may make them suitable candidates for nursing now or in the future.

First-year applicants:

- Overall HS GPA (average 3.12 for admitted students)
- Grades in college prep math, science, and English courses
- Two letters of recommendation
- Personal essay
- LNA Licensure is a plus
- TEAS, SAT, or ACT optional
- Interview optional or upon request

Transfer applicants:

- Overall college GPA (average 3.12 for admitted students)
- Grades in science, math, and writing courses
- Two letters of recommendation
- Personal essay
- LNA Licensure is a plus
- Interview optional or upon request
- TEAS optional (within one year of application)

Progression

To progress term-to-term in the pre-licensure nursing program. Inability to meet these standards may result in a student's **stopped progression** or **dismissal** from the nursing program. The student must:

- o Earn a minimum "B-" grade or 80% overall in all required NU prefix courses.

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- o Earn a minimum "B-" grade or 80% overall on the Cooperative Portfolio.
- o Earn a minimum cumulative average of 75% in the examination category in each NU prefix course.
- o Earn a minimum "Satisfactory" evaluation of a course's simulated/clinical learning outcomes.
- o Maintain a minimum cumulative GPA of 2.7 at NEC.
- o Maintain eligibility for employment at the assigned partner institution.

Please take note of the following:

- A student may repeat an individual NU course only once. A student may repeat no more than two different NU courses.
- Students must complete all courses required for the nursing program in the prescribed sequence.

Stopped Progression

Stopped Progression means that a nursing student failing to meet the progression standards listed above may be prevented from progressing in NU prefix courses. For instance, students failing to meet the minimum grade of B- or 80% final grade in any nursing course, less than a 75% on their exam cumulative in any nursing course with exams, or less than an 80% on their Cooperative Portfolio in any nursing cooperative experience course may be stopped from progressing term to term, which will extend the students' program and graduation.

Procedure:

1. The student receives a stopped progression notification from [the](#) nursing department at the end of the course.
2. Students who have received a stopped progression notification from NEC Nursing should review the "Final Grades" clause under the [grading system webpage](#) of the NEC Academic Catalog.
3. If eligible to retake the NU course, the student completes the forward progression procedure below to be reinstated.

Forward Progression

A student whose progression has been stopped and wishes to return to the nursing program must submit a letter requesting "forward progression" to the Dean 30 days before the start of the upcoming term. The letter should include:

- A statement indicating an intent to progress in the major.
- A description of the circumstances that led to your progression being stopped.

If reinstated, the student must meet with a nursing advisor before class registration to write a detailed Academic Success Plan (see policy) to prevent those circumstances from reoccurring.

Program Dismissal and Program Dismissal Appeal Process

Students may be dismissed from the nursing program if the student:

- Fails to meet the passing standard in a nursing course more than once.
- Fails to meet the passing standard in more than two nursing courses.
- Fails to maintain an overall 2.7 GPA at NEC.
- Is deemed clinically "unsafe" according to evaluative clinical criteria.
- Is unable to obtain and maintain LNA licensure.
- Cannot obtain or maintain employment as an LNA at the assigned partner institution.
- Is deemed "unprofessional" based on their conduct in the classroom or cooperative clinical experiences. For example, the student is found to have violated the academic integrity policy.

Students who have received a program dismissal notification from NEC Nursing can appeal the decision in writing to the Dean of Nursing & Health Professions within 10 days of receiving the notification of dismissal.

Graduation

For a student to meet the requirements for graduation, NEC Nursing students must meet the following criteria:

- Meet all NEC graduation requirements for the Bachelor of Science with a major in Nursing.
- Complete all NU courses with a minimum "B-," or 80%, and have a minimum cumulative NEC GPA of 2.7.
- "Pass" a final Comprehensive Examination in NU4810 Capstone Seminar and Clinical Immersion.
- Students must complete all degree requirements within six years of enrolling in the first nursing course.

Attendance Policy

Purpose: To provide students with clear guidance regarding all nursing lectures and scheduled clinical learning experience attendance. All New Hampshire Board of Nursing-approved registered nursing education programs must provide minimum theory and clinical hours. In addition, all CCNE-accredited nursing programs require that learning experiences be carefully designed to provide significant learning necessary to achieve program outcomes consistent with baccalaureate expectations. Thus, policies related to attendance exist.

Policy:

- Attendance at all scheduled classes and clinical learning experiences is mandatory.
- Students are expected to arrive on time and be seated before class begins and after breaks.
- Make-up opportunities may not be available; thus, student absences affect the ability to meet course and state licensure requirements. In addition, absences may affect a student's ability to succeed or progress in the course and program.

Procedure: Classroom Attendance

Absences: Attendance at all scheduled classes is mandatory.

- Students are permitted one (1) excused absence during the course's inclusion dates. After that, ten (10) points will be deducted from the student's professionalism grade for each occurrence.
- Students are not permitted to be absent on exam days. Without a documented excused absence, make-up exams may be granted at the discretion of the professor.
 - **Tardiness:** Students are expected to be on time to class per the course's posted start time in "MyNEC."
- If a student is not present at the start time and is tardy, five (5) points will be deducted from the student's professionalism grade for each occurrence.
-

Procedure: Cooperative Experience and Capstone Immersion Attendance

Students are expected to attend all clinical shifts for 168 hours per term.

- Students may not adjust clinical shifts without prior approval by Christie Jadlocki, cjadlocki@nec.edu. **Don't change ANY hours with the CCF or Hospital Partner until you have prior approval from Christie Jadlocki.**
 - Please be aware that you are expected at each clinical day and there will be no makeup if you are absent. If you miss one clinical day, you will be required to meet with your course faculty to discuss the absence and attest to understanding that any more absences will result in failure to meet the objectives for the cooperative experience or capstone immersion resulting in a course withdrawal.
 - When absent from clinical, you must notify your CCF and Christie Jadlocki
When absent from clinical, you must provide a physician's note or comparable documentation within 48 hours of the absence to Christie Jadlocki.

Unexcused absences from clinical experiences may result in failure of the course

Tardiness: Students are expected to be on time for Cooperative and Capstone Experiences per the scheduled time.

- CCF can decide on sanctions (e.g., a decrease in professionalism grade, sending you home, assigning an additional written assignment about professionalism, or holding you longer for your shift).
- The hospital partner has full authority over sanctions for missed shifts and tardiness. These sanctions include progressive consequences (e.g., verbal and written warnings, suspension, termination).

Class or Cooperative Cancellation Policy

Purpose: To outline the mechanisms to determine if a class or cooperative learning experience has been canceled. Severe weather may sometimes preclude safe travel. Faculty may also experience sudden, unexpected personal, family, or health concerns that may require the cancellation of a planned learning experience. Students are asked to adhere to this policy to prevent unsafe or unnecessary travel.

Policy:

- Students must routinely check phone, email, and text messages for information in severe weather.
- The student should follow the NEC Nursing attendance policy if there is a safety concern related to inclement weather.
- If a faculty member must cancel, the faculty will notify students via NEC email.
- Canvas announcements are the mode of communication for cancellation. Therefore, students are advised to check Canvas announcements before each class.
- Students must provide the cooperative clinical facilitator with a phone number so they can be reached in case of an unexpected cancellation.

Procedure:

1. Routinely check **Canvas, NEC email, phone, and text messages** for information regarding clinical cancellations. Students should check these communication methods **at least twice daily, including the evening before and the morning of a scheduled clinical experience, and remain attentive to messages until the clinical experience has officially begun.**
2. If questions arise, contact the course faculty and assigned CCF.

Examinations Policy

Purpose: To outline the student and faculty expectations regarding all nursing examinations.

Examination Accommodations: According to the American Disabilities Act, students with specific disabilities may qualify for testing accommodations.

Policy:

- The student's responsibility is to contact the Office of Disability Services to get approval for academic accommodations.
- Students with examination accommodations must provide documentation to each faculty to receive those accommodations.

Procedure:

1. All examinations are administered in-person, on campus, and under proctored conditions.
2. The examination must be given during the designated class time as scheduled - unless the faculty has specified and approved another time. In this case, all exams will still be administered in-person
3. If an examination is to be administered to a student other than the regular examination time, the student may be given an alternate assessment.

Examination Administration: Examinations are one assessment form used to evaluate student learning outcomes.

Purpose: To outline the steps to be taken by nursing faculty administering examinations to ensure the academic integrity of examinations.

Policy:

- All examinations will be administered in-person via ATI
- Students must have a functioning laptop or desktop computer with a microphone and camera.
- Students must have and utilize a privacy screen that fits the device used for examinations.
- Students must complete the ATI Dry Run before the first exam to ensure the computer can support the ATI software application.
- If a student is more than 15 minutes tardy, they will not be allowed to enter the classroom (See attendance policy).
- **Students must place all personal belongings at the front of the classroom prior to exam start. This includes though is not limited to cell phones, smart watches, non-transparent containers, etc.) Headphones and eyeglasses with recording capabilities are not permitted to be worn during an examination.**
- There will be no discussion of exam items between students and faculty on the exam day.
- **Exam review is at the discretion of the faculty.**

Procedures: Non-adherence to the policy may result in the inability to take a scheduled exam or an automatic examination failure.

Grading Policy

Purpose: To outline the grading policies for NEC Nursing.

Policy:

- The faculty will outline the methods for evaluation for each course in the course syllabus.
- The description of assignments and related rubrics for each course will be posted on Canvas.
- The clinical portfolio guidelines for each course will be posted on Canvas.

Grades are assigned according to the NEC Grading Scale below:

Grade	Value	GPA
A	94-100	4.0
A-	90-93	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D	60-69	0.7 - 1.0
F	Below 60	0

Students Must:

- Earn a minimum "B-" grade or 80% overall in all required NU prefix courses.
- Earn a minimum "B-" grade or 80% overall on the Cooperative Portfolio.
- Earn a minimum cumulative average of 75% in the examination category in each NU prefix course.
 - The course instructor may initiate an Academic Success Plan for all students who earn less than 75% on any examination.
- Earn a minimum "Satisfactory" evaluation of a course's simulated/clinical learning outcomes.
- Maintain a minimum cumulative GPA of 2.7 at NEC.
- Maintain eligibility for employment at the assigned partner institution per the employers policies

Procedure: Students who do not meet the passing standards outlined in this policy will be subject to the nursing program's progression standards, which may include stopped progression or dismissal from the program.

Program Assessment Methods

- Professional Nursing I, II, III & Health Assessment I will have the following evaluation methods:
 - **Assessments by Examination:** Four-unit assessments will be conducted during these courses. In addition, there will be one comprehensive final exam. The course instructor reserves the right to administer unannounced quizzes that may or may not be counted in the final grade. (65%)
 - **Assessment by Assignments:** Faculty reserve the right to administer scheduled or unscheduled assignments (e.g., ATI, discussions, case studies, group activities, concept maps, etc.) that may or may not be counted in the final grade. (30%)
 - **Assessment by Professionalism in the Classroom/Clinical:** Professional Identity is a nursing attribute that shapes the nurse. Therefore, nursing students must demonstrate nursing values in every educational experience. As a professional, course evaluations are a mandatory part of this course's evidence-based quality improvement process, instructor(s), and program. (5%)
- Health Assessment II will have the following evaluation methods:
 - **Assessments by Examination:** Four-unit assessments will be conducted in this course . In addition, there will be one comprehensive final exam. The course instructor reserves the right to administer unannounced quizzes that may or may not be counted in the final grade. (65%)
 - **Assessment by Assignments:** Course faculty reserve the right to administer scheduled or unscheduled assignments (e.g., ATI Virtual Simulations, EHR Documentation) that may or may not be counted in the final grade. (10%)
 - **Assessment by Skills Validation Portfolio:** Each student will compile a skills validation portfolio throughout the semester. This is a pass/fail portion of the course. A pass grade is required on all skill lab validations within the skill validation portfolio to pass this course and progress in the nursing program. (20%)
 - **Assessment by Professionalism in the Classroom/Clinical:** Professional Identity is a nursing attribute that shapes the nurse. Therefore, nursing students must demonstrate nursing values in every educational experience. As a professional, course evaluations are a mandatory part of this course's evidence-based quality improvement process, instructor(s), and program. (5%)
- Cooperative Experience I, II, & III will have the following evaluation methods:

- **Assessments by Examination:** Four-unit assessments will be conducted during these courses. In addition, there will be one comprehensive final exam. The course instructor reserves the right to administer unannounced quizzes that may or may not be counted in the final grade. (65%)
- **Assessment by didactic Assignment:** These course instructors reserve the right to administer scheduled or unscheduled assignments (e.g., ATI, discussions, case studies, group activities, concept maps, etc.) that may or may not be counted in the final grade. (10%)
- **Assessment by cooperative assignment:** These course instructors reserve the right to administer scheduled or unscheduled assignments (e.g., ATI, discussions, case studies, group activities, concept maps, etc.) that may or may not be counted in the final grade. 10%)
- **Assessment by Cooperative Experience Portfolio:** Each student will compile a clinical portfolio throughout the semester. A grade of 80% or higher is required on the clinical portfolio to pass these courses and progress in the nursing program. Employment in good standing at a partner organization must be maintained to pass this course. (5%)
- **Assessment by ATI proctored assessment:** Each student will take one (1) to two (2) ATI proctored assessments that predict NCLEX success during cooperative experience courses. (5%)
- **Assessment by Professionalism in the Classroom/Clinical:** Professional Identity is a nursing attribute that shapes the nurse. Therefore, nursing students must demonstrate nursing values in every educational experience. As a professional, course evaluations are a mandatory part of this course's evidence-based quality improvement process, instructor(s), and program. (5%)
- Evidence and Informatics, Systems-Based Practice, and Transition to Professional Nursing Practice will have the following evaluation methods:
 - **Assessment by Course-Specific Scholarly Project or Presentation:** To be determined by course. (50%)
 - **Assessment by Assignment:** These course instructors reserve the right to administer scheduled or unscheduled assignments (e.g., ATI, discussions, case studies, group activities, concept maps, etc.) that may or may not be counted in the final grade. (45%)
 - **Assessment by Professionalism in the Classroom/Clinical:** Professional Identity is a nursing attribute that shapes the nurse. Therefore, nursing students must demonstrate nursing values in every educational experience. As professionals, course evaluations are a mandatory part of this course's evidence-based quality improvement process, instructor(s), and program. (5%)
- Capstone Seminar & Clinical Immersion will have the following evaluation methods:
 - Assessments

- ATI Capstone (10%)
- ATI Comprehensive Predictor (5%)
- Virtual ATI (10%)
- Virtual Simulations (15%)
- Case Studies (10%)
- Summative Clinical Portfolio (35%)
- **Assessment by Professionalism in the Classroom/Clinical:** Professional Identity is a nursing attribute that shapes the nurse. Therefore, nursing students must demonstrate nursing values in every educational experience. As professionals, course evaluations are a mandatory part of this course's evidence-based quality improvement process, instructor(s), and program. (5%)

Issues and Resolution Policy

Purpose: To assure fair and equitable treatment of all students through open communication and resolution of issues among students, faculty, administration, and staff. The Issues and Resolution policy is a process that allows NEC Nursing students to bring forward issues of student dissatisfaction and unfair or non-equitable treatment regarding established policies, procedures, rules, and regulations of NEC Nursing. This policy is specific to NEC Nursing and is in conjunction with NEC policies.

Policy:

- The student can express issues without prejudice, penalty, or recrimination.
- Following the proper procedure, sequence, and timeframe is essential when an issue is filed.
- The resolution will be considered final when a solution is obtained in any given step.
- Documents related to the issue will be maintained in a confidential and secure file in the NEC Nursing office.

Procedure:

1. The student shall schedule a meeting with the party involved. The student may request that their advisor be present, or if the advisor is involved, the student may ask another support person to be present. This meeting must be scheduled within ten business days of the occurrence.
2. If the issue is not resolved in the step above, the student and the involved party will document and sign a written copy of their discussion. Copies will be given to the parties involved.
3. Next, and within ten business days of the meeting referenced in the second step above, the Dean of Nursing & Health Professions will review the issue and arrange to meet individually with the student and the involved party.
4. Within ten working days of this meeting, the student will receive a decision from the Dean of Nursing & Health Professions.

5. If the issue remains unresolved after meeting with the Dean, either party may request in writing that the Dean arrange a meeting with all parties and the Vice President of Academic Affairs (VPAA). The VPAA has final decision-making authority in this step.

Leave of Absence Policy and Readmission

Purpose: To define the procedures to follow when seeking a leave of absence or readmission to the program following a leave of absence. NEC Nursing supports students who wish to take a leave of absence or return to the nursing program after taking a leave of absence.

Policy:

- Students who have withdrawn from a nursing course will be placed on a temporary LOA and will apply for readmission.
- Nursing students may request a Leave of Absence for one or two consecutive semesters.
- A leave that extends beyond one year must have prior approval from the Dean of Nursing & Health Professions.
- The student who has been on a leave of absence or medical leave of absence for less than one year and left the program in good standing is guaranteed a seat in the nursing program upon their return.
- Returning students will be considered for readmission to the nursing program if they meet the progression standards.
- Any student deemed clinically "unsafe" according to evaluative clinical performance criteria or "unprofessional" according to the Code of Conduct will not be considered for readmission.
- Students will only be considered for readmission to the program once.
- Any student readmitted to the program following a Leave of Absence is placed on "close academic scrutiny" to ensure a smooth transition to the academic environment.

Procedure: Processing a Leave of Absence or Medical Leave of Absence Students wishing to process a Leave of Absence should:

1. Discuss their plans with their advisor.
2. Complete an interview with the Dean of Nursing & Health Professions.
3. Consult with the Financial Aid Office.

Cooperative Experience and Capstone Immersion Policies

Cooperative Selection Process Policy and Timeline

Purpose: This policy outlines the process for assigning students to hospital partner organizations for Cooperative Experiences. This process, managed by the NEC Nursing Academic-Practice Partner Coordinator (APPC), ensures that students are matched with hospitals, considering student and partner preferences fairly and equitably.

Policy: Through this structured process, students will be assigned clinical placements in partnership with cooperative partner organizations. Placement decisions are final, and students are expected to commit to their assigned partner for the duration of the program.

Procedure:

In September/October: Initial Planning

- The APPC coordinates with practice partners to discuss upcoming spring and summer placements.
- The APPC schedules and conducts an information session for first-year students, explaining the clinical placement selection process and timeline.

In Mid-November:

- **Students receive the cooperative partner selection form with detailed instructions via email.**
- The APPC offers one-on-one meetings for students with questions or who need additional guidance.

In December: Submission of Selection Forms

- Students must email the completed selection forms to the APPC by the last day of fall classes.
- Note: **Failure to submit forms by the deadline may result in a student's choices not being considered for placement.**

Over Winter break:

- The APPC reviews and sorts the selection forms, factoring in:
 - Existing employment at a cooperative partner organization.
 - Proximity of partner organization to the student's residence.
 - Other information is listed on the selection form.

In Early January: Preparation for Interviews

- The APPC sends a finalized list of students to each hospital the week before students return to campus.

- Practice partners have 4-6 weeks to schedule and conduct student interviews.

From Mid-January to End-February: Student Interviews

- Practice partners interview students to evaluate fit for available placements.

In Mid-March: Preferences and Matching

- Practice partners submit their student preferences to the APPC.
- The APPC uses this information to create match letters for each student.

At the End of March:

- Students receive cooperative partner location -emails, which include details about hospital placement and onboarding instructions.
- Once students have been placed, they are committed to that hospital site for the duration of the program and cannot change to another hospital.

From the End of March to Mid-April: Onboarding

- Students begin onboarding at their assigned hospital to prepare for their clinical experience.
- Students must have a valid LNA license and their BLS from either the American Heart Association or the Red Cross.

In Mid-May: Cooperative Experience I begins.

Students must participate in all steps of the placement process, adhere to deadlines, and respect their cooperative partner assignment. Failure to comply with this policy may impact the student's clinical experience and future placement opportunities.

Essential Functions of the Nursing Student Role

Purpose

Define the essential functions required of nursing students and outline procedures for temporary or pre-existing conditions affecting safe participation in patient care.

Policy

All nursing students must be able to perform the essential functions of the nursing student role, with or without reasonable accommodations, while maintaining safety for everyone involved. Students **MUST** be able to perform the essential functions necessary to successful completion of the New England College nursing program. Essential functions include, but are not limited to:

- Critical thinking and clinical judgment
- Communication
- Observation

- Motor skills
- Physical endurance
- Sensory functions
- Behavioral and emotional stability
- Professionalism
- Interpersonal skills
- Attendance and reliability (see attendance policy)

Clinical Agency Requirements

Students must meet all health, safety, and participation requirements established by assigned hospitals or clinical organizations. If agency requirements are more restrictive than those of the Nursing Program, the agency requirements must be met to participate.

Pre-Existing Medical Conditions

Students with a pre-existing medical, physical, psychological, or other health condition that may affect their ability to safely perform one or more essential functions must notify the Dean of Nursing and Health Professions prior to laboratory, simulation, or clinical participation, or immediately upon recognition if the condition develops after enrollment. Failure to do so may result in a grade penalty in the professionalism component of the overall course.

Temporary Medical Conditions

Students experiencing illness, injury, surgery, pregnancy-related restrictions, concussion, medication side effects, or other temporary conditions affecting safe performance must immediately notify course faculty and the Dean of Nursing and Health Professions. Medical documentation and return-to-clinical clearance will be required before the student is permitted to return to the clinical setting.

Case-by-Case Determinations

Due to the rarity and unique nature of these situations, each circumstance involving a temporary or pre-existing medical condition will be evaluated on a case-by-case basis. Faculty will collaborate with the individual student to create a success plan moving forward and attempt to provide alternative make up assignments pending the requirements listed above. Faculty will also consider the student's circumstances, healthcare provider recommendations, ability to safely perform essential functions, institutional and clinical agency requirements, patient safety, course outcomes, and available resources. Please note, the inability of faculty to accommodate the missing time **does have the potential for removal from the clinical setting for the remainder of the semester**. In this case, withdrawal from the course and/or repeating the course (both didactic and clinical components) will be required.

ADA Compliance Statement

The Nursing Program is committed to complying with the Americans with Disabilities Act (ADA) and providing equal educational opportunities to qualified students with disabilities or documented health

conditions. Students seeking accommodations must notify the Dean of Nursing and Health Professions and work with the College's designated Accessibility Services Office to request and establish reasonable accommodations. Accommodations will be provided in accordance with applicable laws, institutional policies, and the essential functions and technical standards of the nursing program.

Safe Medication Dosage Calculation Competency

Purpose: To promote safe medication administration, New England College provides learning experiences throughout the program focusing on safe medication calculation.

Policy: Students must demonstrate safe medication dosage calculation competency before administering medications in each nursing cooperative experience. They will demonstrate this competency by completing the Safe Medication Dosage Calculation exam during the first week of the Cooperative Experience I, II, III, and Capstone Seminar and achieve the expected level of accuracy for each experience.

- Students who fail to achieve the expected level of accuracy on their first attempt must complete remediation and retest within one week.
- Students who fail to achieve the expected level of accuracy on their second attempt must complete remediation and retest within one week.
- Students may only demonstrate medication administration in the clinical setting once competency has been met.
- Students who fail to achieve the expected level of accuracy on the third retest will be withdrawn from the course and, if eligible, will need to repeat the course.
- Faculty strongly recommends that students needing math skills contact the Writing and Academic Support Center.
- Grading: The student will receive a pass or fail grade, which depends upon achieving the minimum level of expectation for each course.
 - The following minimum levels of expectations for each nursing cooperative experience are as follows:
 - NU 1150 Cooperative Experience I: 92%
 - NU 2150 Cooperative Experience II: 92%
 - NU 3150 Cooperative Experience III: 96%
 - NU 4510 Capstone Seminar: 96%

Behavioral Norms Policy

Purpose: To define expected behaviors in the academic nursing environment, fostering respect, professional growth, and a nurturing atmosphere.

Policy:

- **Courtesy and Respect:** All members (faculty, students, staff) must exhibit courteous and respectful behavior, including:
 - **Dress:** Business casual for students and professional attire for faculty at guest events.
 - **Punctuality:** Arrive on time for all appointments, meetings, and learning sessions.
 - **Professionalism:** Communicate respectfully in all interactions, using proper titles and greetings.
 - **Inclusivity:** Respect differences, practice inclusivity, and avoid personalizing disagreements.
 - **Goodwill and Humility:** Assume positive intentions, remain humble, and act reasonably and accountably.
 - **Preparedness:** Come prepared and avoid distractions in the learning environment.

Procedure:

1. Students must review, acknowledge their understanding, and sign the NEC Nursing Handbook in every NU prefix course.
2. Professional dispositions are evaluated using the program's disposition assessment rubric. **Students must earn a disposition rating/grade of 3 or better in all areas** to successfully complete the course. Failure to achieve a minimum rating of 3 in any area will result in a course failure.
3. Non-adherence may result in cues to correct behavior, temporary removal from class, or a lower Professionalism grade.
4. Repeated violations will lead to escalating sanctions and dismissal from the program.

Dress Code and Personal Appearance Policy

Purpose: To establish expectations for professional dress and appearance, reflecting safety, competence, and trustworthiness in the nursing field.

Policy:

- **Uniform:** NEC Nursing students must wear the approved intact, clean, wrinkle-free NEC Nursing approved uniform during clinical activities.
- **Undershirts:** red, navy, white and black undershirts may be worn under the approved NEC nursing uniform top.
- Clothing worn over the approved NEC Nursing uniform is not acceptable for purposes of identification and safety. **Footwear:** Shoes must be clean, closed-toe, low-heeled, non-porous, and slip-resistant to support safe and efficient movement in the clinical setting.

- **Fit and Coverage:** Uniforms should be loose for mobility and fitted to prevent undergarment exposure.
- **Hair:** Long hair must be off the collar/shoulders. Neat, trimmed facial hair is required.
- **Hygiene:** Short, clean fingernails are mandatory. No nail polish or artificial nails. Heavy scents are prohibited.
- **Makeup:** If worn, it should be minimal, limited to mascara, lip gloss, and foundation.
- **Body Art:** Tattoos and piercings must follow partner organization policies.
- **Professionalism:** No smoking while in uniform. Gum chewing is not allowed.

Procedure:

1. Non-compliance will result in being asked to adjust or leave the clinical setting and will count as an unexcused clinical absence.
2. Repeated violations will lead to escalating sanctions and dismissal from the program.

Electronic Devices and Social Media Policy

Purpose: To outline the appropriate and professional use of electronic devices and social media to maintain a conducive learning environment and uphold the personal and professional reputation of nursing students, faculty, NEC, and its stakeholders.

Policy:

1. **General Use of Electronic Devices:**

- Students may bring electronic devices to class, such as cell phones, tablets, and personal computers at the discretion of the professor.
- All electronic devices must be kept on silent to minimize disruptions.
 - Devices, including smartwatches and cell phones, must be turned off and secured during exams. Cell phones may not substitute for calculators.
 - Recording of lectures or professional interactions requires faculty approval or must align with approved academic accommodations.

2. **Clinical and Patient Safety:**

- Using cell phones in patient care settings is strictly prohibited. Other electronic devices may also be restricted. Students must consult agency policies before enabling or using tracking or electronic devices in clinical areas.
- Access to patient health information is restricted to assigned cases and necessary data to ensure patient safety and meet academic requirements.

3. **Social Media Guidelines:**

- Confidential or proprietary information about patients, peers, or professionals must not be posted online.
- Compliance with federal regulations, such as FERPA and HIPAA, in all online interactions is mandatory.
- Students must follow the NEC Code of Conduct and adhere to copyright and intellectual property laws when engaging on social media platforms.

- NEC symbols, including names, logos, or other identifiers, are only allowed on personal social media with proper authorization.
- Sharing images featuring NEC logos or uniforms must have prior consent from the student and the institution.
- All social media activities must align with the American Nurses Association principles and the NCSBN Social Media Guidelines.
- Privacy settings should be used to separate personal and professional content, but there are no guarantees against sharing information in less secure forums.

Procedure:

1. Possession of a prohibited device during exams results in an automatic zero and a referral for academic dishonesty.
2. Failure to adhere to social media guidelines may result in dismissal from the program or legal action.

Fatigue, Rest, and Clinical Readiness

Purpose: To support safe clinical practice.

Policy: Students are expected to report to all clinical, simulation, and laboratory experiences rested, alert, prepared, and able to provide safe patient care.

Procedure:

To support safe clinical practice:

- Students may not work an employment or volunteer shift immediately prior to a scheduled clinical experience.
- A minimum of 10 consecutive hours free from employment or volunteer work must occur before the start of a clinical experience.
- Students may not attend clinical following a 12-hour overnight shift when the required 10-hour rest period cannot be met.
- Students are responsible for scheduling employment and other commitments so they can meet clinical requirements and maintain adequate rest.
- Faculty may remove a student from clinical when fatigue, sleep deprivation, or another condition compromises the student's alertness, clinical judgment, reaction time, psychomotor performance, or ability to provide safe patient care.
- Failure to meet this policy may be considered an unsafe clinical practice and may result in removal from the clinical experience and/or other action consistent with the Nursing Program's clinical and progression policies.

