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This handbook consolidates policies and program-specific requirements for the Practical Nursing (PN), Associate Degree in Nursing (ADN), and RN–BSN programs within the Nursing Division of Maine College of Health Professions (MCHP). Students are responsible for understanding and complying with all policies outlined herein.

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# Introduction

## Dear Nursing Students,

Welcome to the Nursing Department at MCHP. Our department has a long and proud history of preparing exceptional nurses who are highly sought after upon program completion. Throughout the State of Maine and the greater New England region, nurses enjoy strong employment opportunities in a wide range of practice settings, including long-term care, acute care, home health, primary care, wound care, and many others.

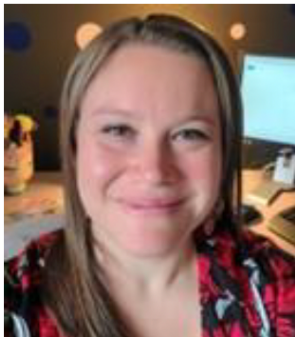
The goal of each nursing program is to provide students with diverse and meaningful learning experiences that foster critical thinking and clinical judgment, encourage lifelong learning, and promote the development of a growth mindset essential to professional nursing practice.

Nursing education requires dedication, time, and significant effort. Students are encouraged to approach their studies with commitment and resilience. The Nursing Department wishes each student success as they progress through their program. Our faculty and staff are committed to supporting students academically and professionally and are available to assist them in achieving their goal of program completion and entry into the nursing profession.

Thank you,



Leanne Moreira, Ph.D., MSN, RN  
Dean of Nursing



The Nursing Division is dedicated to enriching lives by preparing compassionate, knowledgeable, and competent nurses who are committed to excellence in patient-centered care and professional practice. We promote student success through exceptional nursing education that fosters critical thinking, clinical judgment, effective communication, and inspires lifelong learning. Grounded in evidence-based practice and scholarship, our programs emphasize interpersonal, interprofessional, and community collaboration to strengthen community health and enhance patient outcomes. Through inclusive, high-quality learning experiences, we empower graduates to contribute meaningfully to healthcare teams and to serve individuals, families, and communities across the lifespan.

The Maine College of Health Professions (MCHP) has been preparing individuals to enter the field of nursing since 1891. We have graduates who are working in many places around the world and are making a valuable contribution to quality health care. We welcome you as you begin the journey to join their ranks.

The MCHP PN program is approved by the New England Commission of Higher Education (NECHE) and the Accreditation Commission for Education in Nursing, Inc. (ACEN). After successful completion of the PN program, a student is eligible to take the licensing exam (NCLEX-PN®) to become a Registered Nurse. After successful completion of the ADN program, a student is eligible to take the licensing exam (NCLEX-RN®) to become a Registered Nurse. The RN-BSN program is a continuation program and does not have a licensing component.

The purpose of this handbook is to provide the Practical Nursing student with relevant information regarding the Maine College of Health Professions' degree requirements, professional standards, policies, and procedures. These guidelines have been developed by the nursing faculty and are updated periodically

The Maine College of Health Professions enriches lives through offering outstanding education in the health professions, inspiring student success, and lifelong learning. We emphasize interpersonal, interprofessional, and community collaboration, and we prioritize excellence in patient care, student learning, and scholarship.

### **Statement on Harassment and Discrimination**

The Maine College of Health Professions is committed to providing an educational and work climate that is conducive to the personal and professional development of everyone. Faculty, staff, and students should be aware that discrimination and harassment on the basis of race, color, religion, gender, national origin, age, disability, or veteran status of individuals or any other subgroups, stereotyping or grouping within the college community is unacceptable. The Maine College of Health Professions also strives to protect the rights and privileges and to enhance the self-esteem of all its members.

### **Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides equal access to all programs and services. If you believe you have a need for accommodations, please contact the ADA Coordinator.

### **Governing Organization Accreditation**

#### **The New England Commission of Higher Education (NECHE)**

**Accrediting Agency:** New England Commission of Higher Education

**Current Accreditation Status:** Accredited

**Date of Last Review:** March 2023

**Date of Next Review:** Spring 2033

The New England Commission of Higher Education Inc. is a non-governmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction. Accreditation of an institution by the New England Commission indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Commission is not partial but applies to the institution as a whole. As such, it is not a guarantee of the quality of every course or Program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution. Inquiries regarding the status of an institution's accreditation by the New England Commission should be directed to the administrative staff of the College. Individuals may also contact the Commission.

### **Practical Nursing (PN) Program Accreditation**

#### **Accreditation Commission for Education in Nursing (ACEN)**

**Date of Initial Accreditation:** January 2021

**Date of Last Review:** Fall 2025

**Current ACEN Accreditation Status:** Continued Accreditation

**Date of Next Review:** Fall 2033

### **Associate Degree Nursing (ADN) Program Accreditation**

#### **Accreditation Commission for Education in Nursing (ACEN)**

**Date of Initial Accreditation:** 1989

**Date of Last Review:** Spring 2022

**Current ACEN Accreditation Status:** Continued Accreditation

**Date of Next Review:** Spring 2028

### **Registered Nurse – Bachelor of Science in Nursing (RN-BSN) Program Accreditation**

#### **Accreditation Commission for Education in Nursing (ACEN)**

**Date of Initial Accreditation:** Fall 2025

**Date of Last Review:** Fall 2025

**Current ACEN Accreditation Status:** Initial Accreditation

**Date of Next Review:** Fall 2030

## **ACEN Accreditation Standards and Criteria 2023**

### ***ACEN Mission***

The Accreditation Commission for Education in Nursing (ACEN) supports the interests of nursing education, nursing practice, and the public by the functions of accreditation. Accreditation is a voluntary, peer-review, self-regulatory process by which non-governmental associations recognize educational institutions or programs that have been found to meet or exceed standards and criteria for educational quality. Accreditation also assists in the further improvement of the institutions or programs as related to resources invested, processes followed, and results achieved. The monitoring of certificate, diploma, and degree offerings is tied closely to state examination and licensing rules and to the oversight of preparation for work in the profession.

### ***ACEN Purpose***

The purpose of the ACEN is to provide specialized accreditation for all types of nursing programs, including clinical doctorate/DNP specialist certificate, master's/post-master's certificate, baccalaureate, associate, diploma, and practical nursing programs. The ACEN accredits nursing programs in secondary, postsecondary, and hospital-based governing organizations that offer certificates, diplomas, or degrees.

### ***Goals***

As the leading authority in nursing accreditation, the goal of the ACEN is to strengthen the quality of nursing education through a common core of standards and criteria that:

- Establishes supportive partnerships
- Advocates self-regulation
- Promotes peer review
- Fosters educational equity, access, opportunity, mobility, and preparation of employment.
- Serves as a Title IV-HEA Gatekeeper (These include some practical nursing and all hospital-based diploma programs eligible to participate in programs administered by the United States Department of Education or other federal agencies.)

## **State Regulatory Status**

### **Maine State Board of Nursing (MSBON)**

**Regulatory Agency:** Maine Board of Nursing

**Status with Regulatory Agency:** Good Standing

**Date of Last Review:** December 2021

**Date of Next Review:** Spring 2028

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# Nursing Programs Overview

The Practical Nursing program prepares graduates to provide safe, entry-level nursing care under the direction of a registered nurse or licensed provider. The curriculum integrates classroom, laboratory, simulation, clinical practice, and a structured preceptorship experience.

## End of Program Student Learning Outcomes

- Evaluate patient care as a member of the interprofessional healthcare team.
- Evaluate the nursing process and clinical judgment to provide safe patient care.
- Reflect on personal bias and mitigate the potential negative effects on patient care.
- Analyze communication strategies to create a safe environment.
- Classify the PN scope of practice to ensure the quality of nursing care.
- Utilize evidence-based practice when performing patient care.

## End of Program Outcomes

Consistent with the mission and goals of the MCHP Practical Nursing Certificate Program Core competencies established by the 6-NLN Integrating Concepts of Practical/Vocational Nursing Education and the standards outlined by the ACEN for degree-granting nursing programs, the following outcomes have been selected by the faculty to assist in measuring the quality and effectiveness of the Program.

1. 60% of the PN certificate students who remain in the PN 101 course after the add-drop period will complete the program in three semesters.
2. Graduate classes that pass the NCLEX-PN with an annual (12 months)-80% pass rate on the first sitting.
3. 90% of alumni surveys (phone calls, texts, emails) will demonstrate the alumni has secured employment in a licensed practical nurse position within four (4) months after passing all program requirements.

Graduates will demonstrate reasonable satisfaction with their Program of learning.

## Organizational Framework

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Teaching and learning practices are congruent with expected student outcomes. The PN program was developed according to the National League for Nursing (NLN) professional standards and guidelines:

### ***National League for Nursing- Four Competencies and Six Integrating Concepts***

The set of professional standards that are incorporated into the PN Program is derived from the National League for Nursing (2010), Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing.

The NLN Education Competency Work Group collaborated over a one-year period to evaluate how best to prepare graduates of nursing programs across the academic spectrum to function in an evolving, dynamic health care environment. They determined that there are four standards and six integrating concepts that provide the framework for nursing education.

### ***The Four Competencies***

1. Spirit of Inquiry: Encouraging graduates to question existing practices and seek innovative approaches to improve care.
2. Professional Identity: Developing a strong sense of professional responsibility and accountability.
3. Nursing Judgment: Equipping graduates to make sound clinical judgments and decisions.
4. Human Flourishing: Promoting holistic care that respects the dignity and self-determination of patients and their families.

### ***The Six Integrating Concepts are as follows:***

1. Safety: Safety is the foundation upon which all other aspects of quality care are built.
2. Quality: Quality is operationalized from an individual, unit, and systems perspective.

3. **Team/collaboration:** Team/collaboration fosters open communication, mutual respect, and shared decision-making to achieve quality patient care.
4. **Relationship-Centered Care:** Core to nursing practice, relationship-centered care includes caring, therapeutic relationships with patients, families, and communities, and professional relationships with members of the interprofessional team.
5. **Systems-Based Care:** Nurses practice in systems of care to achieve healthcare goals.
6. **Personal/Professional Development:** This refers to the individual's formation within a set of recognized responsibilities. It includes the notion of good practice, boundaries of practice, and professional identity formation

(Integrating concepts and definitions are transcribed from NLN, 2014).

The PN curriculum was developed, implemented, and continues to be revised to reflect relevant professional nursing standards and guidelines. Both individual and aggregate student outcomes throughout the Program are based upon these professional nursing standards. The integration of these professional nursing standards and guidelines provides students with a framework for nursing practice.

The ADN program prepares graduates for entry into professional nursing practice as registered nurses. The curriculum emphasizes clinical judgment, patient-centered care, evidence-based practice, teamwork, and professional accountability.

### **End of Program Student Learning Outcomes**

1. Appraise the nurse's role as a member of the interprofessional healthcare team.
2. Assemble current evidence-based practices to provide safe patient care practices by using clinical judgment and the nursing process.
3. Evaluate personal bias to optimize patient outcomes as they relate to social determinants of patient health.
4. Consider communication strategies to provide a therapeutic environment.
5. Assess the registered nurse's scope of practice to ensure the quality of nursing care.

### **End of Program Outcomes**

Consistent with the mission and goals of the MCHP Associate Degree in Nursing (ADN) Program Core competencies established by the 6-NLN Integrating Concepts of associate degree education, and the standards outlined by the ACEN for degree granting nursing programs, the following outcomes have been selected by the faculty to assist in measuring the quality and effectiveness of the program:

1. 60% of the traditional ADN students who remain in the NUR 115 course after the add-drop period will complete the program in four semesters.
2. 60% of the bridge ADN students who remain in the NUR 131 course after the add-drop period will complete the program in three semesters.
3. Graduating class that passes the NCLEX-RN with an annual (12 months)-80% pass rate on the first sitting.
4. 90% of alumni surveys (phone calls, texts, emails) will demonstrate that the alumni has secured employment in a registered position within four (4) months after passing all program requirements.

### **Educational Outcomes and Organizational Framework**

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Teaching and learning practices are congruent with expected student outcomes. The ADN program was developed according to the National League for Nursing (NLN) professional standards and competencies:

#### ***National League for Nursing-Six Integrating Concepts***

The ADN program has integrated the NLN four competencies and six integrating concepts into the curriculum. These integrating concepts provide the framework for nursing education.

#### **The Four Competencies**

1. **Spirit of Inquiry:** Examine the evidence that underlines clinical nursing practice to challenge the status quo, question underlying assumptions and offer new insights to improve the quality of care for patients, families, and communities.
2. **Professional Identity:** Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe quality care for diverse patients within a family and community context.
3. **Nursing Judgment:** Make judgments in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients, families, and communities.
4. **Human Flourishing:** Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings.

***The Six Integrating concepts are as follows:***

1. Safety: Safety is the foundation upon which all other aspects of quality care are built.
2. Quality: Quality is operationalized from an individual, unit and systems perspective.
3. Team/collaboration: Team/collaboration-fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
4. Relationship-Centered Care: Core to nursing practice, relationship-centered care includes caring; (therapeutic relationships with patients, families and communities; and professional relationships with members of the interprofessional team.
5. Systems-Based Care: Nurses practice in systems of care to achieve healthcare goals.
6. Personal/Professional Development: This refers to the individual's formation within a set of recognized responsibilities. It includes the notion of good practice, boundaries of practice, and professional identity formation

(Integrating concepts and definitions are transcribed from NLN, 2014).

The ADN curriculum was developed, implemented, and continues to be revised to reflect relevant professional nursing standards and competencies. Both individual and aggregate student outcomes throughout the program are based upon these professional nursing standards. The integration of these professional nursing standards and competencies provides students with a framework for nursing practice.

Consistent with the mission and goals of the MCHP Registered Nurse to Bachelor of Science in Nursing (RN-BSN) Program, Core competencies established by the 6-NLN Integrating Concepts of associate degree education, and the standards outlined by the ACEN for degree-granting nursing programs, the following outcomes have been selected by the faculty to assist in measuring the quality and effectiveness of the program:

### **End of Program Student Learning Outcomes**

1. Formulate evidence-based practices to provide quality and safe nursing care to diverse patients.
2. Determine the leadership skills a nurse should implement to provide optimal patient care.
3. Recommend communication techniques to promote wellness for individuals and population health for diverse patient care.
4. Integrate technology to promote clinical judgment in supporting the nursing process.
5. Evaluate current evidence to guide lifelong learning and effectively fulfill the nurse's role in improving healthcare outcomes.

### **End of Program Outcomes**

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Teaching and learning practices are congruent with expected student outcomes. The RN-BSN program was developed according to the National League for Nursing (NLN) professional standards and competencies:

1. 60% of the RN-BSN students who remain in their first program-specific nursing course after the add-drop period will complete the program in two years for full-time completion.
2. 60% of the RN-BSN students who remain in their first program-specific nursing course after the add-drop period will complete the program in two years for part-time completion.
3. 90% of alumni will report a 3/3: Meets Expectations or higher based on the eight categories in the RN-BSN Student Survey Post-Graduation for Job Placement six (6) months after passing all program requirements.

### **Organizational Framework**

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and is consistent with safe practice in contemporary healthcare environments. Teaching and learning practices are congruent with expected student outcomes. The RN-BSN program was developed according to the AACN, QSEN and guidelines:

#### ***National League for Nursing-Six Integrating Concepts***

The RN-BSN program has integrated the NLN four competencies and six integrating concepts into the curriculum. These integrating concepts provide the framework for nursing education.

#### **The Four Competencies**

1. **Spirit of Inquiry:** Act as an evolving scholar who contributes to the development of the science of nursing practice by identifying questions in need of study, critiquing published research, and using available evidence as a foundation to propose creative, innovative, or evidence-based solutions to clinical practice problems.
2. **Professional Identity:** Express one's identity as a nurse through actions that reflect integrity; a commitment to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients, families, and communities; and a willingness to provide leadership in improving care.
3. **Nursing Judgment:** Make judgments in practice, substantiated with evidence, that synthesize nursing science and knowledge from other disciplines in the provision of safe, quality care and promote the health of patients, families, and communities.
4. **Human Flourishing:** Incorporate the knowledge and skills learned in didactic and clinical courses to help patients, families, and communities continually progress toward fulfillment of human capacities.

***The Six Integrating concepts are as follows:***

1. **Safety:** Safety is the foundation upon which all other aspects of quality care are built.
2. **Quality:** Quality is operationalized from an individual, unit and systems perspective.
3. **Team/collaboration:** Team/collaboration-fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.
4. **Relationship-Centered Care:** Core to nursing practice, relationship-centered care includes caring; (therapeutic relationships with patients, families and communities; and professional relationships with members of the interprofessional team.
5. **Systems-Based Care:** Nurses practice in systems of care to achieve healthcare goals.
6. **Personal/Professional Development:** This refers to the individual's formation within a set of recognized responsibilities. It includes the notion of good practice, boundaries of practice, and professional identity formation.

(Integrating concepts and definitions are transcribed from NLN, 2014).

The RN-BSN program curriculum was developed, implemented, and continues to be revised to reflect relevant professional nursing standards and guidelines. Both individual and aggregate student outcomes throughout the Program are based upon these professional nursing standards. The integration of these professional nursing standards and guidelines provides students with a framework for nursing practice.

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# Requirements for Program Completion, Graduation, and Licensure

Students must earn a minimum cumulative nursing grade point average of 2.0 and a minimum grade of 74% "C" in each required course. Students must complete a minimum of 38 credit hours for the certificate program as listed in the curriculum plan for the class in which the student is enrolled. All PN-listed courses must be obtained at the Maine College of Health Professions.

Students are required to complete Interprofessional Education (IPE) activities each semester. Students who do not complete IPE requirements must follow the academic probation policy.

Students will not be issued a degree if they have not met all their financial and library obligations toward the Maine College of Health Professions.

The Maine State Board of Nursing requirements for licensure are:

1. A completed online application
2. Applicants must complete an accredited practical nursing program
3. Pass the NCLEX-PN exam
4. Pass a criminal background check

Students must earn a minimum cumulative nursing grade point average of 2.0 and a minimum grade of 74% "C" in each required general education course. Students must complete a minimum of 70 credit hours for the associate degree program as listed in the curriculum plan for the class in which the student is enrolled. A minimum of fifty percent (50%) of credits in the nursing major must be sponsored by and completed at the MCHP. All courses listed as NUR must be obtained at the Maine College of Health Professions.

Students are required to complete IPE activities each semester. Students who do not complete IPE requirements must follow the academic probation policy.

Students will not be issued a degree if they have not met all their financial and library obligations toward the Maine College of Health Professions.

The Maine State Board of Nursing requirements for licensure are:

1. A completed online application
2. Applicants must complete an accredited associate or bachelor's degree nursing program
3. Pass the NCLEX-RN exam
4. Pass a criminal background check

Upon admission to the RN to BSN, 45 semester credits will be awarded for the RN license, which are then applied to the 120 semester hours required for completion of the degree. A minimum of 27 general education credits is also transferred into the program.

Therefore, a minimum of 72 credits are transferred into the RN-BSN Program. The remaining 48 credits are earned in the RN-BSN Program. There are 30 nursing credits, three

Interprofessional Education credits and 15 general education credits that comprise the RN-BSN curriculum.

A minimum of 25% of the BSN curriculum must be taken at the Maine College of Health Professions to meet the residency requirements for graduation. Students must earn a minimum cumulative nursing grade point average of 3.0 and a minimum grade of "C" in each required general education course.

Students will not be issued a degree if they have not met all their financial and library obligations toward the Maine College of Health Professions.

# Academic Policies

The following policies are linked to PDF MCHP policies. Click on the hyperlink to view the policy.

- [Academic Dismissal Policy](#)
- [Leave of Absence Policy](#)
- [ADA Eligibility for Accommodation Policy](#)
- [Add Drop, Withdrawal, and Refund Policy](#)
- [Admissions to the College](#)
- [Alcohol Use and Substance Abuse Policy](#)
- [Care of a Relative in Clinical](#)
- [Campus Dress Code Policy](#)
- [Clinical Dress Code Policy](#)
- [Code of Student Conduct](#)
- [Credit Hour Policy](#)
- [Drug-Free Campus](#)
- [Exposure to Body Fluids](#)
- [Grievance Policy](#)
- [Honors Policy](#)
- [Incidence Reporting Policy](#)
- [Incident Report Policy](#)
- [Incomplete Grade Policy](#)
- [Non-Discrimination Policy](#)
- [Readmission to a Program](#)
- [Smoking Policy](#)
- [Student Translation Policy](#)
- [Title IX Policy](#)
- [Transfer Credit Policy](#)
- [Waiver of Student Dismissal Policy](#)
- [Weapons Policy](#)

## Numerical and Grade Point Equivalence

Letter Grade	Numerical Grade	Grade Point Average
A	95 - 100	4.0
A-	90 - 94	3.7
B+	87 - 89	3.3
B	84 - 86	3.0
B-	80 - 83	2.7
C+	77 - 79	2.3
C	74 - 76	2.0
C-	70 - 73	1.7
D+	67 - 69	1.3
D	64 - 66	1.0
D-	60 - 63	.7
F	Below 60	.0

In prelicensure nursing programs, students are required to earn a 74% testing average before any other weighted assignments are factored into their grade. A student who does not achieve a 74% testing average on examinations will fail the course, regardless of other assessment grades.

Students must obtain a cumulative average of 74% to pass a course. Rounding does not occur until a student reaches a 74% average.

## Protocol for Administration of Exams

Nursing Examination Protocol is based on the NCLEX Examination Candidate Rules

- All books, papers, pocketbooks, turned-off cell phones, electronic devices (other than the student's laptop), etc., are to be left in a designated area outside the testing room. Students are encouraged to secure belongings, especially valuables, in their cars; the college is not responsible for lost or stolen items.
- Students are encouraged to take care of their physical needs before the exam.
- After the student completes and submits the exam, the student may leave the testing room quietly, but may not reenter the room until all students have completed the exam.
- During an exam, the proctor will clarify typographical errors only; no questions related to the content will be answered.
- Students who arrive after the start of the exam or who are absent from the exam will follow the missed exam policy, located in the course syllabus. Exceptions to this rule are reviewed by the Dean or designee.
- Pencils, paper, calculators, highlighters, earplugs, and any other items needed for testing are provided by the exam proctor.
- No food or beverages are allowed in the testing area.

Exams will have questions in a variety of formats for students to answer.

## Testing Policy

Nursing students are required to earn a 74% testing average before any other weighted assessments are factored into their grades. A student who does not achieve a 74% average on examinations will fail the course, regardless of other assessment grades.

## Missed Exam Policy

### *General Exam Information*

- The MCHP nursing department determined not to allow makeup examinations for students who are late or absent from an exam, except for the HESI examination.
- The policy defines examinations as regularly scheduled assessments.
- The policy designates the HESI exams as the final exam.
- Regularly scheduled examinations have a separate grading system from the HESI examinations.
- The HESI exam has a proprietary conversion system to convert earned points into percentages, i.e., 850 points = 74%.

### *Absence from Regularly Scheduled Course Examination*

- Students must notify the course faculty of absences before the start of the exam (following the instructions provided in the syllabus for contacting faculty).
- Examinations begin at the scheduled time. Students who arrive late will be marked absent and will not be permitted to take the examination. **Note:** *Students are required to follow the standard procedure for missing an examination, regardless of the reason for their absence.*
- If a student misses a regularly scheduled exam for any reason (not HESI), their HESI grade will count for the missed exam and the HESI grade. For example, a student is absent from the second examination. There is no opportunity to make up the second examination, but the student earns 74% on the HESI exam. Therefore, the grade for the HESI and second examination is 74%.
- Students who miss more than one regularly scheduled exam will earn a grade of zero (0).
- Students who do not miss regularly scheduled exams will have their lowest regularly scheduled exam grade replaced with their grade on the HESI exam. However, the original score will remain if the HESI exam grade is lower than the regularly scheduled exam grade.

### *Absences from the Course HESI (Final Exam)*

- Students will complete two HESI exams during the semester. However, students who obtain a conversion score of 74% or higher to create a passing grade in the course and testing average are exempt from completing the second HESI exam.
- Students are required to complete the HESI examination.

- No matter the reason, students who miss or are late to the HESI examination will receive a ten (10) - point deduction from the conversion score.
- Examinations begin at the scheduled time. Students who arrive late are marked as absent and will not be permitted to take the examination.
- Students absent or late to the HESI exam must complete the exam within five (5) business days of the exam date and time of the missed HESI examination, or the earned grade is zero (0).

## Assignments

Assignments must be submitted by the due date. Failure to submit work by the deadlines will result in the student receiving a zero (0) on the assignment. Clinical paperwork must be submitted according to written rotation guidelines. Failure to submit clinical paperwork as required will result in an unexcused absence from the assigned clinical rotation.

Attendance is mandatory for laboratory, simulation, and clinical experiences. Absences may require remediation or make-up work as determined by the faculty.

Students are expected to adhere to the highest standards of academic honesty. Violations may result in disciplinary action, up to and including dismissal.

Any student with a change in health status, for example, surgery, pregnancy, serious illness, or injury, which requires special considerations, will meet with the Title IX and/or ADA Coordinator with a completed Health Status Update Report prior to attending the clinical area. The Health Status Update should include the following information:

- Current written permission from the healthcare provider to complete the activities of the given semester in which the student is currently enrolled.
- A written statement by the healthcare provider indicating activity limitations or restrictions.
- Students with documented special circumstances/disability are expected to adhere to all Nursing Department requirements, including attendance procedures, technical standards, and meeting the competencies and expectations of each Nursing course.

Students who are in a substance abuse treatment program must submit periodic Health Status Update Reports, as described in the current MCHP college catalog, and as required by the Health Professions Admissions Department.

If a new or recurrent health problem/limitation is identified at any time during enrollment in the Nursing Program, the faculty reserves the right to require a Health Status Report on an ongoing basis (including pregnancy) or submission of a Health Examination Record indicating that the student can meet the technical standards and competency expectations.

Nursing students re-applying and/or returning to the Program are required to update and submit a complete criminal background check. All student applicants' final acceptance in the Program shall be contingent upon satisfactory completion of a criminal background check.

MCHP community volunteers for many activities in the community annually. Student nurses are mandated to participate in one community service opportunities: to develop social responsibility and citizenship skills, to build leadership and communication skills, to learn about community healthcare needs and appreciate diversity influenced by socio-political and economic variables, and to apply their knowledge and skills as a student nurse in the "real world." The nursing academic advisor will schedule students for a community service activity; please see the nursing academic advisor for more information.

Participation in Interprofessional education (IPE) activities is an expectation for matriculated students attending MCHP. Students must attend IPE events as scheduled to successfully fulfill this requirement. At times, students are required to self-schedule an IPE event; schedules are locked 7 calendar days before an IPE event. Students who would like to request a change within 7 days of the IPE event must speak with the IPE director to request a schedule change. IPE activities are created to enable students to address one or more of the Interprofessional Education Collaborative's 4 Core Competencies (2016): Values/Ethics for Interprofessional Practice, Roles/Responsibilities, Interprofessional Communication, Teams, and Teamwork.

Students are required to complete IPE activities each semester as a graduation requirement. If not completed during the semester required, the student will earn a failed course and must follow the academic probation policy.

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# Student Conduct and Professional Standards

Professional behavior is not confined to the workplace. These skills also affect daily interactions with peers, instructors, friends, and family members. The faculty and staff at MCHP demonstrate the tenets of professionalism in all their encounters with students and with one another. As they assimilate into the college community, students are coached in the development and effective utilization of these important interpersonal skills.

Students must demonstrate professional behavior consistent with nursing standards, including confidentiality, respectful communication, ethical conduct, and compliance with institutional and clinical agency policies.

The college community encompasses administration, faculty, staff, and students. Students are part of the college community and retain the rights, protections, and privileges of fair treatment. Students are also subject to the standards, responsibilities, and regulations associated with an educational environment.

The purpose of the Maine College of Health Professions Student Code of Conduct is to foster a sense of trust, responsibility, professionalism, and accountability among all individuals at MCHP. The Code of Conduct is to assist in students' personal and intellectual growth to become healthcare professionals, as well as to establish behavioral expectations. Students' behaviors can have long-term effects, even in their careers. Depending on the offense, students may not be eligible to obtain a professional license; therefore, students should contemplate decisions that violate the Student Code of Conduct. The goals for the disciplinary policy in the MCHP's Student Code of Conduct are:

- to develop a sense of responsibility
- to provide a safe atmosphere for learning and well-being
- to encourage ethical behaviors
- to promote academic integrity

The MCHP Student Code of Conduct (SCC) is in the MCHP College-Wide Handbook.

## Minor Violations

Unacceptable behaviors are not tolerated, and students are subject to disciplinary actions outlined below. Individuals involved in the Student Code of Conduct violation are expected to participate and cooperate during the procedures and are to uphold all confidential matters regarding the issue.

Anyone in the MCHP college community may file a complaint against a student violating the Student Code of Conduct.

- The complainant must complete the Student Code of Conduct Violation Form and submit the form to the Program Dean within five (5) business days of the incident.
- The program dean will make an appointment with the student(s) who allegedly violated the SCC and encourage the student to bring any supporting evidence within five (5) business days of the submitted Student Code of Conduct Violation Form.

After the meeting with the student, the program dean has two choices regarding the alleged violation.

1. The accused is not responsible and/or did not violate the student code of conduct.
  - a. No disciplinary action occurs; however, the dean keeps the documents on file.
2. The accused is responsible and/or did violate the student code of conduct.
  - a. The program dean will start disciplinary sanctions from the list provided.

The program dean will document on the MCHP Student Code of Conduct Form the meeting results and inform the student's right to due process.

- The dean will submit all evidence and the form to the chief academic officer (CAO) and registrar to become part of the student's record.
- If the student does not meet with the dean within the time frame required, the student forfeits all appeals, and the dean's decision is final.

Major violations are exempt from the above procedure.

## Major Violations

Major violations bypass the minor violations procedure. Students with a major SCC violation will meet with the CAO and program dean immediately. The student(s) should bring all supporting evidence to the meeting. The results of a major violation may include suspension or expulsion from the Program and/or college. Examples of major violations include but are not limited to the following:

- multiple minor violations (may include the same or different nature as the first)
- theft
- falsifying documents, signed forms, or other MCHP documents
- validated physical threats made toward other individuals
- HIPPA violations
- destroying MCHP property
- possessing or distributing drugs or other substances on the MCHP campus or college-sponsored property
- bringing a weapon onto the MCHP campus or college-sponsored property
- cheating or academic dishonesty on any activity or assignment to prove competency in the course, program, or college outcomes

Below is an example of sanctions or consequences for violating the MCHP SCC. Program deans may use the examples below, but this is not an exhaustive list.

- Written warnings
- Remediation
- Learning projects
- Referral for prosecution
- Expulsion
- Suspension
- Probation
- Loss of privileges
- Community service

Whenever possible, resolving the violation of the MCHP SCC should be resolved at the lowest levels; however, students who do not agree with the program dean's decisions have the right to enact due process. Within five (5) business days of the program dean's decision, the student must submit a written appeal to the CAO. The CAO will convene the Code of Conduct Committee to review the appeal within five (5) business days of the submitted appeal. Any appeal submitted outside of the time frame forfeits the due process procedure.

The code of conduct committee only convenes if a student submits an appeal of the program dean's decision for minor violations. The committee meeting is a closed meeting and will only comprise the code of conduct committee and the student and will uphold the strictest guidelines of confidentiality in all matters associated with the alleged violation. The committee's decision is final; there is no appeal to this process.

The committee comprises the following individuals:

- One (1) individual from student support services.
- One (1) faculty member selected from the Faculty Senate.
- The dean associated with the Program or designee.
- One (1) faculty or program administrator who is not associated with the Program.
- The CAO will attend the meeting but is a non-voting member.

## Code of Conduct Committee Procedures

- The CAO will submit all supporting evidence and documents to the Code of Conduct Committee two (2) days before the scheduled meeting.
- Once the committee convenes, the committee will have access to the student to ask questions and verify any information.
- Once the student answers and verifies information to the committee, the student will be excused, and the committee will have two choices to vote upon. The CAO will communicate the findings to the student.

The committee may vote on whether the SCC violation is substantiated or unsubstantiated.

- **Substantiated:** The committee found enough evidence that supports the student violated the MCHP SCC.

- **Unsubstantiated:** The committee did not find enough evidence to support that the student violated the MCHP SCC.

The CAO will communicate with the students about the committee’s decision.

The CAO will send all evidence, supporting documents, and the Student Code of Conduct Violation Form with the committee’s decision to the registrar to be placed in the student’s file. The Student Code of Conduct Violation Form can be found at the end of this publication.

This form is to be completed when an individual(s) allegedly violates the MCHP Student Code of Conduct. A form must be completed for everyone who allegedly violates the Student Code of Conduct.

Student’s Name: \_\_\_\_\_

Date: \_\_\_\_\_

Student’s Program of Study: \_\_\_\_\_

Program Dean: \_\_\_\_\_

Describe the alleged student Code of Conduct Violation: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Attach supportive evidence

**Meeting with the Program Dean**

Date the Program Dean was Notified: \_\_\_\_\_

Signature: \_\_\_\_\_

Date of Meeting Scheduled with Individual who Allegedly Violated the Student Code of Conduct: \_\_\_\_\_

Signature of the Program Dean: \_\_\_\_\_

Signature of the Student: \_\_\_\_\_

**Results:**

- The student is not responsible and/or violated the Student Code of Conduct.
  - No action is required
- The student is responsible and/or violated the Student Code of Conduct.
  - Disciplinary Action(s): \_\_\_\_\_
  - Remediation: \_\_\_\_\_

**Appeal the Program Dean’s Decision**

√ The student wishes to appeal the program dean’s position and will submit all evidence and this form to the CAO.

√ The student does not wish to appeal the program dean’s decision.

The student must submit their appeal to the CAO within five (5) business days of the decision of the program dean, or the decision of the program dean is final, and no appeal will be accepted.

**Decision of the Code of Conduct Committee**

√ Substantiated: the committee found enough evidence that supports the student violated the MCHP SCC.

√ Unsubstantiated: the committee did not find enough evidence that supports the student violated the MCHP SCC.

### ***The committee's decision is final***

Technologies are constantly changing, and it is important to remain as current as possible. Basic knowledge of business applications and information literacy is a minimal requirement that will be required for future employment. Just as cell phones are turned off in a theater, it's necessary to have similar habits in the classroom and during laboratory /simulation exercises.

- Unless it is appropriate for the class activity, turn off all electronic devices when you enter the classroom. Use technology only for appropriate purposes.
- Your tablet or laptop may be appropriate for taking notes, but it is not appropriate for any other activity.
- If you need to have a device turned on due to pending personal or business emergencies, then a) tell the instructor or your teammates ahead of time, and b) only have it on vibrate or other silent notification mode.

It is a good rule to only place information on the internet that you expect to be permanently available for viewing by other people. This includes information you reveal about yourself and your perspectives, as well as opinions you post about others. Think twice before posting information about others, including fellow students, faculty, staff, the college, your clinical site, or patients. Inappropriate postings could lead to dismissal from the college.

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# Professional Organizations

The National Association of Licensed Practical Nurses (NALPN) was founded in 1949. The NALPN's mission, "...is to foster high standards of nursing care and promote continued competence through educational/certifications and lifelong learning with a focus on public safety" (NALPN, n.d.). The NALPN is the only Honor Society for students earning a practical nursing certificate. Each chapter can set additional requirements and specific timeframes for provisional membership after a student has met the minimum standards: Earned a grade of B or better in each nursing class. Students would be invited to provisional membership after successful completion (see above) of at least one semester of a nursing course. Full membership is granted in the final semester. To be eligible for full membership, students must earn a grade of "B" or better in all courses, pay the application fee, and consistently demonstrate integrity and professionalism in all classroom and clinical interactions.

The Alpha Delta Nu Honor Society was established by the Organization for Associate Degree Nursing (OADN) to recognize academic excellence and promote scholarship within the nursing profession. It is the only honor society dedicated exclusively to students pursuing an Associate Degree in Nursing.

The Eta Eta Chapter at Maine College of Health Professions was founded in 2019. Each chapter may establish additional requirements and specific timelines for provisional membership beyond the national standards.

To be considered for provisional membership, students must meet the following minimum criteria:

- Earn a grade of "B" or higher in each nursing course
- Have no prior failures in any nursing course

Students who meet these standards after completing at least one semester of nursing coursework will be invited to provisional membership. Full membership is granted in the final semester, provided the student:

- Maintains a grade of "B" or higher in all courses
- Consistently demonstrates integrity and professionalism in both classroom and clinical settings

Membership in Alpha Delta Nu reflects a commitment to excellence and upholding the values of the nursing profession.

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# Clinical Education and Preceptorship

Clinical education is essential to nursing preparation. Students must meet all health, background check, and compliance requirements prior to clinical placement.

Clinical experience is defined as time scheduled in a designated patient care area, lab, conference, alternative clinical experiences, application activities, community activity, and simulation.

The clinical courses do not grant credit for partial clinical days. Students are required to be present for the entire clinical day. Students who leave clinical early or arrive late will receive a clinical absence.

- Students are allowed one missed clinical experience without penalty.
- Students must complete a simulation makeup if they miss a second clinical experience.
- Students fail the clinical course if they are absent a third time.
- Students who will be absent from any form of scheduled clinical experience must call their clinical instructor prior to the scheduled activity. (See individual course syllabi for further information.)

Matriculated students shall be required to maintain adequate health in the interest of client welfare, including but not limited to, routine physical examinations and appropriate immunizations. Students are required to always remain in compliance with all immunizations (and CPR certification) while they are in the nursing program. This compliance includes maintaining the electronic record management system utilized by the College.

## Immunization Record

- 2 MMRs or positive titers of Measles, Mumps, and Rubella (lab report required).
- Positive Hepatitis B surface antibody titer (lab report required).
- 2 Varicella immunizations or positive titer (lab report required).
- Initial QuantiFERON-TB Gold In-Tube blood test (lab report required) OR T-SPOT blood test (lab report required).
- Annual influenza vaccine (see details below).
- Tdap (tetanus/diphtheria/pertussis) – Written documentation of immunization within 10 years.

Matriculated students are required to have an annual negative TB test. Positive TB test results will require appropriate medical follow-up. Matriculated students are required to have documentation of an Influenza vaccine administered between 09/01 and 11/01 of the current influenza season. Matriculated students must be able to perform the physical activities inherent in the role of a student in the Licensed Practical Nurse Program.

Matriculated students are required to purchase accident insurance through the College. The cost will be billed to the students on an annual basis. Details of the plan are available from the Registrar. To protect the students, clients, and employees of the College and clinical sites, exposure to any communicable disease must be reported to prevent further spread of the disease. Students will report any exposure to communicable diseases to the Dean or designee for consideration of possible change of clinical assignment. The Dean will document the exposure with follow-up action taken which will be filed in the student's record.

All student health information will be held in the strictest confidence. Each student who participates in clinical practice is responsible for continuous CPR certification while enrolled in the Program. CPR certification must be a Basic Life Support Provider Course for the Healthcare Professional through the American Heart Association or the American Red Cross. The student must upload documentation of CPR status to the College document tracker program. If CPR certification expires, the student will not be permitted to attend clinical practice until certification is active again.

Note: Students who are non-compliant with the requirements that are required for continued enrollment in the Program will not be permitted to attend lectures or clinical courses until compliance is achieved. Missing clinical due to non-compliance will result in a clinical absence.

The PN program includes a structured preceptorship experience designed to facilitate transition into practice. Students work under direct supervision of an assigned preceptor and faculty oversight. Completion of required hours and competency validation is mandatory.

ADN students complete progressive clinical and simulation experiences across diverse settings. Clinical and simulation performance evaluations must demonstrate safe and competent practice.

RN–BSN students complete a leadership or community-based practicum or capstone project demonstrating synthesis of program outcomes.



# Appendices

I, \_\_\_\_\_, have received the Nursing Division Student Handbook and I agree to abide by the established policies and procedures for continued progression in my program at MCHP.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_